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## **Attachment 7**

### **Sample Instrument: Parent Interview/Focus Group Guide**

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# Understanding HIV, STD, and Pregnancy Prevention Programs for Youth

## Parent Interview/Focus Group Guide Moderator Guide

(not to exceed 90 minutes)

*[As participants arrive, make sure each has a name tag with his or her first name. Hand out consent statements. Provide note pads and pens.]*

### I. INTRODUCTION (7 MINUTES)

Thank you for taking the time to meet and talk with us today.

#### **Purpose**

I am \_\_\_\_\_ and I am working with your school district on an evaluation being conducted with assistance from the Centers for Disease Control and Prevention. I will lead the group through our talk today. As you know, I am working to help the district learn more about HIV, STD, and pregnancy prevention activities and services. We are talking to parents and caregivers of children in the \_\_\_\_\_ school district. We would like to talk about the things that schools in the district are doing to help your teens stay healthy and suggestions you may have for additional ways the schools could support students' health. Your feedback will be used to help the school district improve their health-related initiatives.

#### **Informed Consent**

Before we begin, I would like to review a few points and confirm that you provide your permission to participate. These points are also on the consent statement I gave you to take home:

- First, being involved in this focus group discussion is completely voluntary. You do not have to take part if you do not wish. Also, you can choose not to answer any specific questions or to stop participating in the discussion at any time.
- Second, all the information we collect from you is confidential, and the only people who will have access to this information are the researchers who are conducting this study.
- Some information from the study could be included in a report or a published article, but your name and children's school names will not be used in any reports about the discussion. No quotes or comments you make will be linked with your name in any way.
- To have an accurate record of the discussion, we will be audio-taping the interview. Again, no quotes or comments you make would be linked with your name or school in any way.
- We will answer any questions you have about this discussion before you take part.
- We expect this discussion to take about an hour to an hour and a half, and you will

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receive a \$40 gift card for taking part in the project.

If you have any questions later about the study, the contact information for the Project Director is included on the consent statement. We hope that you will fully take part in the discussion and share your thoughts.

Does anyone have any questions before we get started? *[Answer questions.]*

**Do you agree to participate?**

***[Get agreement from entire group]***

***[If yes, continue below. If anyone refuses either to participate or to be recorded, thank them for their time and give them the incentive.]***

Now, let me tell you about my role and what you should know about our discussion today. It may be helpful for you to have a piece of paper and something to write with to keep track of your thoughts.

I am here to lead our talk, make sure we stay on topic, and keep us on time. I am not here to promote any one point of view, but to hear what you really think and have observed, or actions you have taken related to your children's schools and their efforts at keeping students healthy. Since everyone's experience is different, I expect different answers. There are no right or wrong answers.

Sometimes I may ask each of you to answer the same question. Other times, I may ask a question to the group and let whoever wants to answer it. Remember that we do want to hear from everyone—it is important that everyone gets to share their thoughts and that no one person dominates the discussion.

If I haven't heard from you in awhile, I may call on you by first name to give you a chance to answer, but you may always feel free to pass on a question if you don't feel comfortable answering it or simply don't have anything to say. Sometimes we may really get going on a question, and I'll have to move you onto the next question because our time is limited. Please do not take it personally! We just need to be sure we get all the most important questions addressed.

### **Ground Rules**

Before we get started let's go over a few ground rules I'd like us to follow to help keep our discussion orderly. Please:

- Let one person speak at a time
- If you have something to say and someone else is speaking, jot your question down and bring it up when the time comes.
- If you refer to your child it is ok to say "my child" or "my son/my daughter," but avoid

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saying their name as just another way to protect privacy.

- Please turn off all cell phones so the discussion is not disrupted by calls.

Do you have any other questions before we begin? *[Address any other questions.]*

## Notetaker and Recording

As I mentioned, because we will be writing a report on what we learn in the discussion, my colleague NAME is helping with notes, and we also are recording the conversation to make sure we don't miss anything. ***[Turn on recorder. The notetaker should be sitting outside the group and away from the vision of the students as not to be a distraction. The digital recorder should be placed in a location to record but be not a distraction.]***

## II. WARM-UP/ICE-BREAKER (5 MINUTES)

Now, so we can get to know each other a little, let's go around and hear from each of you. Please tell us your first name, if you have a son or daughter, and what grade and school your child is in. For example, "My name is Pat, and I have a daughter (or son) in \_\_\_ grade at \_\_\_\_\_."

Thank you all so much. Now, for the questions that we'll be discussing today, please think about the experience you have had with your children who attend schools in this district.

We would like to focus our discussion today on what the schools are doing help youth avoid HIV, other sexually transmitted diseases (STDs), and pregnancy. .

## III. PERCEPTIONS OF YOUTH BEHAVIOR (5 MINUTES)

Let's start by talking a little about your perceptions of risky sexual behavior among youth.

1. To what extent do you think risky sexual behavior is a problem for youth in your community? What makes you think this?

## III. SCHOOL PROGRAMS, CLASSES, OR MATERIAL (20 MINUTES)

2. What programs, classes, or materials is your child's school using to discourage risky sexual behavior? Can you tell me a bit about those?
  - a. How did you hear about these programs, classes, or materials?
  - b. What have your children told you about these programs, classes, or materials?
  - c. What have you heard other parents say about these programs, classes, or materials?

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3. Please name one thing that you think the school could do—that it is not currently doing—that would help youth better avoid HIV, STD, and pregnancy?
4. Can you describe a few of the various individuals or groups that address nutrition at your child's school? Who are they?
5. Please describe how these groups or individuals work. Do they work together? Is there overlap? Are there gaps? If so, can you give me an example of the overlap or gap?
  - a. If there is overlap, do you think that overlap is helpful?

### IV. PARENT-CHILD COMMUNICATION (25 MINUTES)

6. Have you ever spoken with your children about how to prevent HIV, STDs, or pregnancy?
    - a. Will you please tell me a bit about those conversations?  
*Possible probes:* Who initiated these conversations? When did you start talking about these issues? What messages have you given your children related to these topics?
    - b. What made it easier or more difficult to have those conversations?
    - c. Is there anything you have wanted to tell your children about this issue but haven't? If so, what were those messages? What kept you from talking about them?
  7. Has the school ever done anything that has helped you talk with your children about how to avoid HIV, STDs, or pregnancy or where to access related?
    - a. For example, has your child ever have homework assignments that require talking to a parent about these issues? Have school staff encouraged parents to have these conversations?
  8. Have you spoken with your children about where they can go to health services to help them prevent HIV, STDs, or pregnancy or where they could get tested or receive treatment for STDs?
    - a. Will you please tell me a bit about those conversations?  
*Possible probes:* Who initiated these conversations? How did you decide to raise this topic? What messages have you given your children related to these topics?
    - b. What made it easier or more difficult to have those conversations?
    - c. Is there anything you have wanted to tell your children about this issue but haven't? If so, what were those messages? What kept you from talking about them?
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9. Does your child see a physician or similar health care provider on a regular (at least annual) basis? If so, does your child have at least some time alone (for example, without a parent in the room) with his or her health care provider at every visit? Why or Why not?

### V. SCHOOL-BASED SERVICES (20 MINUTES)

10. As you may know, your children's school has a school-based health center that is staffed by a physician and other health care professionals. To your knowledge, what types of services do they offer related to sexual health or the prevention of HIV, STDs, or pregnancy?
  - a. *Possible probes:*
    - i. Condom provision?
    - ii. Other forms of birth control?
    - iii. Long-acting reversible contraception (i.e., IUDs, implants)?
    - iv. Vaccines for human papilloma virus (HPV)?
    - v. HIV and/or STD testing?
    - vi. STD treatment?
  - b. How do you feel about these services being offered?
  - c. Are there services not offered that you wish were offered on campus?
11. How do students access these services? Do they need parent permission?
12. Have your children ever used the SBHC at their school for any health need (not necessarily for sexual health-related services)?
  - a. Do you think your children would be comfortable seeking sexual health-related services at the SBHC if they need them?

### VI. CLOSING QUESTION (5 MINUTES)

13. Well, those are all the questions I had planned to ask you today. Is there anything else you think I should know about what the school is doing to help prevent HIV, STDs, and pregnancy among youth or about your role as a parent in helping your child avoid HIV, STDs, or pregnancy?

### VIII. THANK YOU (3 minutes)

Thank you so much for participating today. Do any of you have last questions for me? *[Answer relevant questions.]*

We are happy you were willing and able to take part in this discussion. Your comments will help the school district and help keep students healthy and better support their success. I want to make sure you receive your gift card for participating in the group today. Please be sure to sign

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our form to indicate that you received your gift card. *[Note who has incentive and that they need to sign just to indicate they did receive it.]*

Thanks once again for being a part of the discussion!