

Attachment 7: Core Questions

■ Core Questions

Form Approved
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D. Core Questions

(Questions can be used for Central Location Intercept Interviews, Telephone Interviews, Individual In-depth Interviews [Cognitive Interviews], Focus Group Screeners, and Focus Groups.)

Comprehension

- 1d. What is the main idea that this message is trying to get across, in your own words?
- 2d. How well do you think the main ideas come across?
- 3d. Is it trying to get people to do something?
 - What action would the message prompt you to take?
- 4d. Were there any words that were unusual or unfamiliar?
- 5d. What other words can be used in their place? What would you say is the main idea or ideas they are trying to convey here?
- 6d. Is there anything confusing, unclear, or hard to understand?

Impressions

- 7d. How would you sum up in just a few words your first impression of this message? Do you like it? Not like it? What makes you say that?
- 8d. What feelings do you have in reaction to this message? Anything positive? Anything negative?
- 9d. Was your reaction to this positive or negative?
 - What positive images do you associate with "[INSERT message/phrase]"
 - What negative images do you associate with "[INSERT message/phrase]"
- 10d. Is this an appealing message?
 - What makes the message appealing or unappealing?
- 11d. How does it make you feel?
- 12d. Was this a new idea or something that you've heard before?
- 13d. Do you strongly agree with any part of this message? If so, what?
- 14d. Do you strongly disagree with anything in this message? If so, what?
- 15d. Is this message believable or not? Why or why not?

- 16d. Is this message believable? GRID FORMAT, ROTATE LIST AS RELEVANT. (MESSAGES TO BE INSERTED BASED ON SPOTS.
- Yes
 - No
- A. INSERT message 1 from Ad
B. INSERT message 2 from Ad
C. INSERT message 3 from Ad
D. INSERT message 4 from Ad
- 17d. What additional information would you need in order to more strongly believe this message?
- 18d. Are any of the five advertisements memorable?
- Yes
 - No
- 19d. Please rank these five advertisements by placing a 1 by the ad you felt was the most memorable, a 2 by your second-most memorable, etc. RANKING QUESTION UP TO TOP 5, FORCE EXACTLY ONE RESPONSE FOR EACH OF 1 THROUGH 5. ROTATE 1-5.
1. PICTURE/DESCRIPTION OF FIRST SPOT VIEWED
 2. PICTURE/DESCRIPTION OF SECOND SPOT VIEWED
 3. PICTURE/DESCRIPTION OF THIRD SPOT VIEWED
 4. PICTURE/DESCRIPTION OF FOURTH SPOT VIEWED
 5. PICTURE/DESCRIPTION OF FIFTH SPOT VIEWED
- 20d. Do you think you will talk about any of these ads with others?
- Yes
 - No
- 21d. Please rank these five advertisements by placing a 1 by the ad you felt you are more likely to talk about with others, a 2 by your second-most likely to talk about, etc. RANKING QUESTION UP TO TOP 5, FORCE EXACTLY ONE RESPONSE FOR EACH OF 1 THROUGH 5. ROTATE 1-5.
1. PICTURE/DESCRIPTION OF FIRST SPOT VIEWED
 2. PICTURE/DESCRIPTION OF SECOND SPOT VIEWED
 3. PICTURE/DESCRIPTION OF THIRD SPOT VIEWED
 4. PICTURE/DESCRIPTION OF FOURTH SPOT VIEWED
 5. PICTURE/DESCRIPTION OF FIFTH SPOT VIEWED
- 22d. Did you think any of these ads was effective to motivate you or someone else to [INSERT health behavior/message/phrase]?

- Yes
- No

23d. Please rank these five advertisements by placing a 1 by the ad you felt was the most effective in motivating you or someone else to [INSERT health behavior/message/phrase], a 2 by the second-most effective in motivating you to [INSERT health behavior/message/phrase], etc. RANKING QUESTION UP TO TOP 5, FORCE EXACTLY ONE RESPONSE FOR EACH OF 1 THROUGH 5. ROTATE 1-5.

1. PICTURE/DESCRIPTION OF FIRST SPOT VIEWED
2. PICTURE/DESCRIPTION OF SECOND SPOT VIEWED
3. PICTURE/DESCRIPTION OF THIRD SPOT VIEWED
4. PICTURE/DESCRIPTION OF FOURTH SPOT VIEWED
5. PICTURE/DESCRIPTION OF FIFTH SPOT VIEWED

Audience and Personal Relevance

- 24d. Who would you say they are trying to reach?
- Does it seem like this message is talking to you, and people like you? Or someone else?
 - What in the message suggested it was talking to you and people like you or someone else?
- 25d. Who would you say they are trying to reach? *Please check all that apply.*
1. You
 2. People like you
 3. Someone else
 4. None of these
- 26d. Do you see yourself doing this...or something like it? Why/why not?
- 27d. Who do you believe would benefit most from [INSERT health behavior]?

Content and Wording

- 28d. Do you like the way it is written? [Probe: tone, language/style, etc.] Is it easy to read?
- 29d. Is there anything you want to know that this item does not tell you?
- 30d. If you saw or heard this message, would it get your attention? Why or why not?
- 31d. Are there any words or phrases here that you think are especially attention-getting or appealing?
- 32d. Are there any words or phrases that bother you or that you think should be said differently?
- 33d. How could this message be improved?

- 34d. Is there a way to say this differently that would make you personally more likely to notice and think about the message?
- 35d. Thinking back to the information they are trying to convey, is there anything else you would add?
- 36d. [Underline/circle/highlight/cross out] phrases, sentences or images that you think are [important/confusing/unclear/inappropriate/offensive/should be deleted].
- What did you indicate as [important/confusing/unclear/inappropriate/offensive/to be deleted]?
- 37d. How much of the [INSERT item] would you read? Please choose all that apply.
[Screen shows the responses below]
- I would only read the headline
 - I would only look at the image/s
 - I would only read the headline and look at the image/s
 - I would read the whole thing
 - I wouldn't read any of it

Efficacy

- 38d. Which actions, if any, sound doable to you? Why?
- 39d. How feasible is it that you would try to do this? Please explain.
- 40d. Would you consider doing this behavior?
- 41d. What makes it hard to do this?
- 42d. Who in your household would be against trying this? Why?
- 43d. Which descriptions, if any, sound do-able? Why? Why not?
- 44d. Which of these options would be the easiest to incorporate into your life? What makes that option the easiest?
- 45d. What do you think of this idea?
- 46d. How appealing is it to you as a way to control [INSERT health topic or behavior]?
- 47d. Do you think it could work in your home? Why or why not?
- 48d. Would you consider doing this at home?
- 49d. How would you try it out in your home?
- 50d. How feasible would this be to try at home? Explain.
- 51d. What would make this easier for you to do?

- 52d. How would you try this at work or when out of your home?
- 53d. Which of these would be most effective in your workplace?
- 54d. How easy are these guidelines for you to follow and understand?
- 55d. What, if anything, makes it difficult to follow? How might this be presented in an easier way?
- 56d. What are the good things about trying this tactic?
- 57d. What makes it hard to do this?
- 58d. Who in your household would be against trying this? Why?
- 59d. I'm going to pass around a sheet that gives you some descriptions for [INSERT health topic or behavior]. Please review these descriptions silently, and circle those that seem most doable. Cross out any that don't seem do-able.
- After all tactics have been discussed, the moderator asks participants to identify the two or three tactics that they think are most important and that they have the greatest likelihood of doing. (Moderator takes hand count.)
 - From the two or three top tactics, the participants are asked to choose the single tactic that they think is most important and that they have the greatest likelihood of implementing. The moderator explores some of the participants' choices and their reasons for choosing.
 - As you look at these strategies, does any one of the three stand out as the one that you would try first? Which one? Why?
 - What are the one or two things we have discussed today – if any – that seem most feasible to implement in your household?
 - Is there any more information or tools that you would need that would help you implement some of these strategies?
 - What are some of the things that would make it difficult for people in your area to [INSERT health topic or behavior]?
 - What could, or has, been done in the local area to make it easier – to overcome some of the barriers you described?

Placement

- 60d. Do you like the idea of having material to take with you into a doctor's appointment or to take home?
- 61d. Do you think you would take information with you, or leave it in the waiting room? Why?
- 62d. Does this affect your likelihood to read the information? How?

- 63d. Does it affect your likelihood to ask your doctor? How?
- 64d. Where would you expect to see it?
- 65d. Where would it need to be so that you would pay attention to it?
- 66d. How do you prefer to see health information presented?
- 67d. In what form (probe: posters, brochures, fliers)?
- 68d. What kinds of promotional items would you use?

Channels

- 69d. Where do you get your information about [INSERT health topic or behavior]?
 - Probe for sources such as media, family, friends, church
- 70d. Has your doctor talked with you about [INSERT health topic or behavior]?
 - What did he/she tell you?
- 71d. What are some of the ways you have gotten information about [INSERT health topic or behavior] prior to today? [Probe: role of media, word-of-mouth, other.]
- 72d. Is [INSERT health topic or behavior] a topic on which you seek out information? If so, how?
 - What type of information are you seeking?
 - Where might you seek out information?
 - Where would you turn first for information?
- 73d. How often, if at all, do you pick up information about [INSERT health topic or behavior]?
 - What are the sources of this information?
- 74d. When it comes to [INSERT health topic or behavior], are there any organizations that you would really trust as a reliable source of information?
- 75d. What makes them a trusted source of [INSERT health topic or behavior] information?
- 76d. What do you think [INSERT organization name] needs to know about your community? How would you want them to be involved in your community? Do you see ways of partnering with them? How would you like to receive the information?
- 77d. How do you usually learn about environmental issues? Who or what is your main source of trusted information about community issues? Is there adequate information out there? How do these sources compare to [INSERT organization name]?
- 78d. How would you rank your level of knowledge and understanding of information you have received from [INSERT organization name]?
 - 5: knowledge is extensive
 - 4: above average
 - 3: average
 - 2: have some knowledge
 - 1: no knowledge

- 79d. How could this information be conveyed more effectively?
- 80d. What types of information would you like to receive regarding environmental issues? What would be the most effective way or format to provide this information [INSERT health topic or behavior]? (Probes: Video? Educational pamphlets? Community/public meetings? Internet?)
- 81d. What are some places where you might notice messages like these?
- 82d. Are there some places in particular that you would be most likely to notice and pay attention to these messages?

Sources of Information

- 83d. If you are trying to put together a group of people in your community to deal with [INSERT health topic or behavior] in a comprehensive fashion, who are the people you want at the table?
- Probe: Community based organizations, health care practitioners, and policy makers
 - Probe: Religious leaders/faith based organizations
 - Probe: What is it about these people that make you want them there?
 - Probe: Once you get these people in the room, what is the conversation going to sound like?
- 84d. What topics do you want to cover? What will be the outcome of this conversation, what kinds of things are going to happen as a result?
- 85d. Who wrote or produced this item?
- 86d. Have you heard of them before?
- 87d. Are they a good source of information?
- 88d. Are they believable?
- 89d. Do they seem trustworthy?
- 90d. How do you feel about CDC as the source of this information?

Spokespeople/ Sponsor

- 91d. Who do you think would be a good spokesperson to use to convince you and your friends to [INSERT health topic or behavior]?
- 92d. Who would have the ability to influence you?
- Would it be a physician, celebrity, religious or spiritual leader, or someone like you?
- 93d. If you were trying to make up your mind about [INSERT health topic or behavior], who would influence you?
- 94d. If you were trying to influence a friend to [INSERT health topic or behavior], what would you say?

- Probe for benefits and ways to overcome barriers

- 95d. Have you ever heard of [INSERT organization name]?
- 96d. What is [INSERT organization name]? Where did you learn about [INSERT organization name]?
- 97d. What could [INSERT organization name] do to make you feel better about the health risks in your community?
- 98d. Do any companies or organizations say something like this now? Which ones?
- 99d. What impact does [INSERT organization name] have on your community? On you and your friends and family's lives? What kind of impact should it have?
- 100d. What do you think about the work of [INSERT organization name]? Why?
- 101d. Have you ever heard of an organization called the Centers for Disease Control and Prevention or CDC?
- 102d. What if the CDC was to say something like this? Would that change the way you look at these statements? Would it make any of them more or less believable? More or less appealing? Motivating?
- 103d. What if the CDC and [INSERT partner name] said something like this? Would that change the way you look at these statements? Would it make any of them more or less believable? More or less appealing? Motivating?

Comparison of Concepts/ Messages/ Materials

- 104d. Do you think one is more appealing than the others? Which? Why/why not?
- 105d. Is one more likely than another to get your attention?
- To make you think about it afterwards?
 - If yes, what is it about that one that "works" for you (or someone else you care for or take care of, such as a spouse/partner, child, parent, relative, or friend)?
- 106d. Now that you've seen all of these concepts, which one catches your attention the most?
- 107d. Now that you've seen all of these ads, rank which one catches your attention the most by placing a 1 by the ad you liked the most, a 2 by your (NEXT) favorite, etc. SINGLE RESPONSE. SCREEN CAPTURES FROM THE ADS WILL BE INSERTED FOR VISUAL RECALL OF THE ADS.
1. PICTURE/DESCRIPTION OF FIRST SPOT VIEWED
 2. PICTURE/DESCRIPTION OF SECOND SPOT VIEWED
 3. PICTURE/DESCRIPTION OF THIRD SPOT VIEWED
 4. PICTURE/DESCRIPTION OF FOURTH SPOT VIEWED
 5. PICTURE/DESCRIPTION OF FIFTH SPOT VIEWED

- 108d. Looking over all of the different messages we have discussed, which two or three are the most effective?
- Probe: What makes it most effective?
- 109d. Looking over all of the different messages, which two or three are the most effective? INSERT LIST OF MESSAGES VIEWED IN THE 5 SPOTS. MULTIPLE MENTION. *Please check up to three.*
- 110d. Which one was most inspiring or motivating for you personally?
- 111d. Which one is most believable?
- 112d. Now, looking at just the top two or three messages, which one message is the most important to you to help you [INSERT health topic or behavior] and that you have the greatest likelihood of doing?
- 113d. What makes this message most effective?
- 114d. What about this particular one is most engaging?
- 115d. What item is least effective?
- 116d. Which of these is the worst? Why? What, specifically, do you dislike about it? What do you mean by "worst?" What criteria did you use?
- Least likely to attract attention?
 - Least likely to read?
 - Least likely to act upon?
- 117d. Did any of the concepts not motivate you at all? Why not?
- 118d. Did any of the concepts turn you off? What was it about the statement/s that turned you off?
- 119d. Would any of the statements make you feel opposed [INSERT health topic or behavior]?
- 120d. What could be changed to make it more effective?
- 121d. What information would most motivate you to ask your doctor about [INSERT health topic or behavior]?
- 122d. What is the most motivational format for this information?

Campaign Awareness

- 123d. In the past month, do you remember seeing, hearing, or reading any TV, radio, newspaper, or online advertising about a [INSERT program, campaign, or web site description]?
- Yes
 - No
 - Don't Know/Not Sure
 - Refused

- 124d. What can you tell me about this/these [INSERT format]? Please describe for me anything specific you saw, heard, or read in the [INSERT format].
- What was the [INSERT format] about?
 - What was the name of the program mentioned in the [INSERT format]? Is there anything else you can recall?
- [Probe for specifics/details they remember, for example who, if anyone, appeared in the message.]
- 125d. In general, are you aware of [INSERT description of program, campaign, or web site]?
- Yes
 - No
 - Don't Know/Not Sure
 - Refused
- 126d. What is the name of the [INSERT description of program, campaign, or web site] (Probe: Any others?)
- 127d. Now, I am going to describe an ad you may or may not have seen on TV. You may or may not have seen the following ad because it is NOT running in all parts of the country. But in the past month, have you happened to have seen an ad that shows [INSERT ad description].
- Yes
 - No
 - Don't Know/Not Sure
 - Refused
- 128d. On a scale from 1 to 10 where 1 is *not at all appealing* and 10 is *extremely appealing*, how would you rate this [INSERT type of communication, e.g., ad]?

	Not at All Appealing 1	2	3	4	5	6	7	8	9	Extremely Appealing 10	DK 88	RF 99
How would you rate this [INSERT type of communication, e.g., ad]?												

- 129d. Now I'm going to read a list of a few [INSERT type of communication, e.g., website, slogan, or program] names you may or may not have heard about. Which of the following [INSERT type of communication, e.g., website, slogan, or program] have you heard about? [REPEAT as necessary for other types of communication]
- Yes
 - No
 - Don't Know/Not Sure
 - Refused

Questions for Parents/Children

- 130d. How does this concept fit relative to your everyday challenges raising your teen (or child) with [INSERT health topic or behavior]?
• Probe: Dealing with teachers/administrators and academic obstacles?
- 131d. What do parents need to know about being effective advocates for their children?
- 132d. In the context of this concept, how would you complete the following sentence, "As a parent raising a teen (or a child or baby) with [INSERT health topic or behavior], be prepared for _____."
- 133d. What challenges do you face for which you would like to receive tips from other parents?
- 134d. What coping strategies have you learned from other parents?
- 135d. If you had three key pieces of advice for other parents, what would they be?
- 136d. How relevant is this concept for parents of teens (or children) who [INSERT health topic or behavior]?
- 137d. How does this concept fit relative to giving teens (or children) greater independence and responsibility?
- 138d. What are your concerns with maintaining your teen's (or child or baby's) safety while giving him/her room to self-manage his/her [INSERT health topic or behavior] and be more independent?
- 139d. How does providing your teen (or your child) with greater independence affect your family?
• Probe: Does it increase or decrease family stress?
- 140d. What are the most important lessons that you have learned with regard to your teen's (or your child's) independence?
- 141d. If you could give other parents advice about giving teens (or children) more independence, what would you say?
- 142d. What have your teens (or children) told you about managing their [INSERT health topic or behavior] that has been helpful?
- 143d. What have your teens (or your children) said to you about managing their [INSERT health topic or behavior] that has been difficult for you to hear?
- 144d. What have you heard from your teen (or your child) concerning/ facing typical teen (or child) challenges?
- 145d. What have you learned from your teen (or your child) about disclosing their [INSERT health topic or behavior] amid the stigma surrounding [INSERT health topic or behavior]?
- 146d. What topics would you like to hear more about from your teen (or child)?

- 147d. What resources do parents need when they feel alone and unsupported in raising their teens?
- 148d. How important is it to stay connected to other parents of teens (or children) with [INSERT health topic or behavior]?

Questions about Pandemic Influenza

- 149d. What is influenza pandemic?
- 150d. What are the chances there will be an influenza pandemic?
- 151d. Is the United States prepared for an influenza pandemic?
- 152d. Why are public health officials worried about an influenza pandemic?
- 153d. Will the measures people were told to take during the flu vaccine shortage in 2004-05 protect people from pandemic influenza (e.g. hand washing, covering your mouth when you cough)?
- 154d. If pandemic influenza comes into the United States, who is likely to get it first?
- 155d. What should people do in the event of an influenza pandemic?
- 156d. Can a vaccine be made to protect against pandemic influenza?
- 157d. How long will it take to make enough pandemic influenza vaccine for everyone?
- 158d. Who decides who will get vaccine first and how will they decide?
- 159d. Are there available medicines that can prevent or treat influenza if a pandemic breaks out? How effective are they?
- 160d. What numbers of people (by age, medical condition, and socioeconomic class) are likely to get influenza in a pandemic? How many will die? What are your assumptions?
- 161d. Who will get pandemic influenza vaccine if there is not enough for everyone?
- 162d. Why aren't young children and critical service workers higher on the list of priority groups for pandemic influenza vaccination?