

APPENDIX C

Focus Groups with General Public Moderator's Guide

STD COMMUNICATIONS DATABASE

FOCUS GROUPS WITH GENERAL PUBLIC MODERATOR'S GUIDE

Moderator – before participants enter room

- ◆ Write on flip chart “Topic of Discussion: General health issues and the best ways for people to get information about sexually transmitted diseases (STDs).” Post in a location visible to all participants.
- ◆ Write all ground rules on flip chart and post in a location visible to all participants.

Introduction

Welcome and thank you very much for agreeing to participate in this focus group. My name is _____, and my role is to guide the discussion tonight. I’m an independent moderator, and I’m not an expert in the topic we’ll be discussing, so I have no particular agenda or point of view. I want to hear your frank and honest opinions about the topics we discuss tonight. There are no right or wrong answers to the questions I’m going to ask, please just relax and enjoy the discussion.

As you know, we will be discussing general health issues and the best ways for people to get information about sexually transmitted diseases (STDs). The people we have invited to participate tonight have been chosen randomly from this area. The purpose of this discussion is not to talk about your own personal health experiences, but to get your opinions on communicating to people about STDs. The information we gain from these groups will be used by the Centers for Disease Control and Prevention (CDC) in the development of materials to inform the general public about STDs.

Before we get started on our discussion, there are just a few things I’d like to point out. As you may have noticed, there is a one-way mirror in this room. Behind the mirror are staff from my company, ORC Macro, who are observing and taking notes. *[If applicable: Also observing are staff from the CDC, which is our client for this project.]*

We are audiotaping and videotaping this session so I can listen to what you have to say and not worry about taking notes. The tapes help us in writing our reports and are used for this purpose only. Everything you have to say is confidential and anything that is reported will be done without names or identifiers. Also, please remember that you can choose not to answer a question at any time and that your participation in this study is completely voluntary.

Ground Rules

There are also a few ground rules that I would like us to adopt for our discussion:

- ◆ You have been asked here to offer your views and opinions.
- ◆ Everyone’s input is important, I may call on you if you are being quiet.
- ◆ Avoid side conversations.
- ◆ Let one person speak at a time.
- ◆ I may need to cut a discussion short to get through the whole guide.
- ◆ Please turn off all cell phones!
- ◆ There are no right or wrong answers.
- ◆ All answers are confidential, so feel free to speak your mind.
- ◆ Respect one another at all times.
- ◆ It’s okay to disagree.

Do you have any questions before we begin?

Warm-up

1. Let's begin by finding out a little bit about each of you. Please tell us your:
 - ◆ First name,
 - ◆ Favorite tv show, and
 - ◆ Favorite type of music

I. Sources of Information: General Health & STDs

1. What comes to your mind when I say "general health"?
Moderator – Record all answers on flip chart.
2. Where do you get your information on general health?
Probe:
 - ◆ Who do you turn to for this information? (Friends, family, doctors, other people, organizations, etc.)
 - ◆ What do you turn to for this information? (Internet, books, magazines, etc.)
3. When are you most likely to seek out health information? (Probe)
4. In general, what health conditions and diseases are you concerned about?
Moderator – Record all answers on NEW flip chart list.
5. What comes to your mind when I say "sexually transmitted disease" or "STD"?
Moderator – Record all answers on another NEW flip chart list.
Probe:
 - ◆ Why did you say that?
 - ◆ What concerns, thoughts, or feelings come to your mind?
6. Moderator—Refer to list from Question 4.
 - ◆ I noticed that sexually transmitted diseases are (are not) on the list? Why is that?
7. Up to now, where have you gotten your information on STDs?
Probe:
 - ◆ Friends, family, other people, organizations?
 - ◆ Internet, books, magazines?
 - ◆ If you searched the Internet, what would you look for? How would you look for information?
8. What are some of the reasons you would seek out more information about STDs?
Probe (if necessary):
 - ◆ Are you more likely to seek out this information when you or someone you know has a problem or symptoms?

II. STD Knowledge/Awareness/Behavior

Moderator – We want to capture respondents' knowledge of the STDs listed on your briefing sheet. Refer to flipchart with notes from Questions 4 & 5. For each of the specific STDs noted on flipchart, begin by asking the following:

9. We've already talked about HIV/AIDS? What have you heard about (name of disease)?
Probe:
 - ◆ What other terms/slang do you know of for this disease?

Moderator – After asking about the STDs specifically noted on flipchart, continue by asking Question 10 for each of the remaining diseases on the briefing sheet. Once all diseases have been covered, continue to Question 11.

10. What have you heard about (name of disease)?

Probe:

- ◆ What other terms/slang do you know of for this disease?

11. **Moderator** – If no one has said genital warts or HPV, add both (one at a time) and ask if anyone has heard of each. Ask about genital warts first, then ask about HPV.

- ◆ What have you heard?
 - ▶ (For genital warts) What have you heard causes genital warts?
- ◆ Who did you hear it from?

Moderator – If someone said they heard from the doctor:

- ◆ How did your doctor give you information about (genital warts/HPV)?

Probe:

- ◆ What did he/she tell you?
- ◆ Did he/she give you any written information (brochure, fact sheet, etc.)?
- ◆ Did he/she tell or give you any other information such as an 800#, a book, or a video?

12. Both men and women can have HPV. There are a lot of different types of HPV. What if I told you that research has shown that there is a connection between some forms of HPV and cervical cancer? (*Moderator* – If the group knew that genital warts are caused by HPV, say “The types of HPV that cause genital warts have not been linked to cancer.”) What if I told you that research has shown that there is a connection between some forms of HPV and cervical cancer in women? Cervical cancer is not a disease that men can contract, because men don’t have a cervix.

Moderator – If asked, the cervix is the opening at the bottom of a woman’s womb.

Probe:

- ◆ What questions does this raise for you?
- ◆ What would you want to know?
- ◆ What information would you want? from whom?
- ◆ How would you want to receive it?

13. If there were a vaccine available to prevent HPV, would you expect it to be part of the normally recommended vaccines? Why? If yes, should this vaccine be a part of normal adult immunizations or the regular childhood immunizations (such as measles, mumps, rubella)?

14. Would you consider getting an HPV vaccine if it were available? Why?

Probe:

- ◆ What are some things that might prevent you from getting this vaccine?
- ◆ What are some things that might encourage you to get this vaccine?

Moderator – Bring the attention back to STDs in general for the next set of questions.

15. If you thought you had an STD, who would be the first person you would turn to for information?

Probe:

- ◆ What is it about an STD that might prevent you from seeking information?
- ◆ Would you be concerned about the stigma attached to a particular disease?
- ◆ Would embarrassment or shame influence your decision to talk about the disease?

16. What are the most important things you would want to know about STDs?

17. How would you most want to receive the information?

Moderator – *Be sure to probe on preferences for oral vs. written information, pamphlet, video, radio ad, recorded message, etc.?*

Probe:

- ◆ How would you like to receive this information (direct mail, e-mail, 1-800 phone number, face to face)?
- ◆ Which organizations are the most trusted sources for developing these materials?
- ◆ What about the CDC or other government agencies?
- ◆ What organizations do you trust to distribute this information to you? (churches, community based organizations)

18. What should be the main point in the materials?

Moderator – *Summarize the responses and pull together those that are related to prevention. List on clean flipchart sheet.*

19. If you were developing materials to prevent STDs in your community, would you:

- ◆ Target only a specific age group? If yes, which one? Why?
- ◆ Emphasize abstaining from sex? Why?
- ◆ Emphasize preventing STDs by using condoms? Why?
- ◆ Use a mix of both types of messages? Why?
- ◆ Should messages for adolescents differ from messages for adults? Why?
- ◆ Would it be appropriate for a government agency to do a national campaign to raise awareness about STDs?

Moderator – *If participants ask how you are defining community, ask them how they define community. Then ask them to respond to the questions above using their definition.*

20. If there was an effort to raise awareness about STDs in your community, who would be an appropriate spokesperson? (e.g., celebrity, community leader, politician, religious leader.)

Message Qualities (Skip if short on time)

21. Now we want to get your opinions about the qualities of the message. What tone do you think would be most effective in communicating about STDs?

Probe:

- ◆ How would you respond to STD information that uses humor? Why?
- ◆ How would you respond to STD information that is serious? Why?
- ◆ How would you respond to STD information that tries to scare you? Why?
- ◆ What other types of messages would improve the chances that you would pay attention to the information?

Bundling STD Information

22. If CDC were to design a prevention campaign about preventing STDs, would it be best to design:

- ◆ a general campaign focusing on STDs overall? Why?
- ◆ a series of smaller campaigns focused on individual diseases? Why?

Probe:

- ◆ Does it make sense for any of these diseases to be grouped together in a campaign? If so, which ones? Why?

Developing Communication Messages

Moderator – Ask participants to break up into groups of two or three. Then ask them to do the following:

23. This will be your last activity for tonight. We want to give you an opportunity to use your imagination and what you've learned in this discussion. We'd like you to give us your best thinking about what would be effective ways of communicating to people about STDs in general or about individual diseases. Please use the markers and paper provided to develop a sample poster, pamphlet, brochure, etc. that you think would successfully provide information about STDs. We would like you to include both text and pictures as you see fit.

Moderator – After giving instruction to participants:

- ◆ Leave room to check with observers for any additional questions they may want answered.
- ◆ Return to room.
- ◆ Ask each group of participants to present their drawings.
- ◆ Ask any additional questions requested by observers.
- ◆ Close the groups with the following...

Closing

Well, that is the last of my questions. Do you have any questions?

On the table behind me, you'll see that we have brought some educational materials about STDs. Please feel free to help yourselves to any of this information.

Thank you again for taking the time to participate in this discussion. We sincerely appreciate and value your input.