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## ANTIBIOTIC USE CAMPAIGN—R2 CONCEPT TESTING

### HEALTH CARE PROFESSIONAL (HCP) IN-DEPTH INTERVIEW GUIDE

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Consistent with the CDC-approved formative research plan (FRP), the Persuasive Health Message Framework (PHM) serves as the theoretical framework guiding formative research to generate effective messages for the CDC’s materials to raise knowledge and awareness of antibiotic use. This instrument has been developed to gather information to answer the overarching research questions to create meaningful messages and materials.

#### INTRODUCTION AND PROCEDURES (2 MIN)

Thank you for taking the time to join us for this online interview. My name is [INSERT NAME] and I work for ICF, a research and consulting firm in Atlanta, Georgia. I want to take a few minutes to tell you what to expect from our conversation and go over the informed consent.

As you may recall, we are conducting this study on behalf of the Centers for Disease Control and Prevention, or CDC, to gather feedback on creative concepts that could be included in upcoming CDC communications materials to raise knowledge and awareness about appropriate antibiotic use.

During our discussion, I will show you several creative concepts—like visual identities (similar to logos), statements, and ideas for ads that you might see on TV or in a magazine—and ask you a series of questions about each. I don’t expect you to tell me anything that you would be uncomfortable sharing, but I do hope that you will feel free to speak honestly and openly.

I’d like to briefly review the main points of the informed consent that we asked you to review in advance.

- Your participation is completely voluntary. You may choose to not answer any question for any reason or end the interview at any time.
- Our discussion is private. We will not report your comments by name, or use your name in any reports.
- Individuals from CDC and ICF will be observing this online interview silently. They have signed confidentiality forms stating that they will not discuss the specifics of the interview.
- We will be audiotaping today’s interview as a back up to our notes.
- Contact information for the Research Director is in the informed consent form, should you have any questions about this study.
- We have a technology support person to assist with any technical needs during our conversation.

Do you consent to participate in the interview?  Yes  No

Do you agree to be audiotaped?  Yes  No

***[Moderator begins recording.]***

Please speak up *and* speak clearly.

Do you have any questions before we get started?

Great. Where are you joining us from today?

## CONCEPT TESTING (53 MIN)

### Section 1. Visual Identity Testing (20 min)

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First, I'd like to show you some options for visual identities—similar to logos—that might be used to raise awareness about appropriate antibiotic prescribing and use. These visual identities could be used on print materials, like fact sheets, in television ads, or on webpages. I'll show you one at a time and ask you a series of questions about each.

[Show Visual Option<sup>1</sup>]

[Moderator shows visual/reads name; asks q1 for each option. For options with the same name/slogan, moderator asks select subquestions.]

1. What is your general reaction to this visual identity? Does this appeal to you? Please describe.  
[Assesses general reaction]
- a. What is the meaning of this visual identity? What is it telling you? *Probe design and name/slogan.*  
[Assesses comprehension]
- b. Are there things about this visual that are particularly attention-getting? Please describe. *Probe colors.*  
[Assesses ability to capture attention]
- c. Is the text easy or difficult to read? *Probe font size and density.*  
[Assesses readability]
- d. What do you like and dislike about this visual? What are its strengths and weaknesses?  
[Identifies strong and weak points, sensitive language]
- e. Is this visual relevant to you and people like you? Please describe.  
[Assesses personal/cultural relevance]
- f. If you saw this visual somewhere, would it motivate you to take action, such starting a conversation with your patients about appropriate antibiotic use? Please describe.  
[Assesses ability to motivate]

[Moderator shows slide with all names and logos]

2. Of the options I've shown you, which two do you prefer and in what order? Why? *Probe name, slogan, and design.* [Assesses preference]
3. Which visual do you least prefer? Why? *Probe name, slogan, and design.*  
[Assesses preference]

### Section 2. Pocket Card Statement Testing (10 min)

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Next, I'd like to show you some statements that may be included on a pocket card for HCPs. We developed these statements based on information we learned from consumers and HCPs in a previous round of research. The statements are things you might say during a conversation with a patient when explaining why you are not prescribing an antibiotic. I'll show you one statement at a time and ask you a series of questions about each.

[Show Statement<sup>2</sup>]

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<sup>1</sup> Visual identities will be rotated to appear in different orders for each IDI

<sup>2</sup> Statements will be rotated to appear in a different order for each IDI

**[Moderator shows/reads one statement at a time; asks q4 for each]**

4. What is your general reaction to this statement?  
[Assesses general reaction]
- a. Is this statement relevant to you and your patients? Does this sound like something you would say to your patients? [Assesses personal/cultural relevance]
- b. What do you like and dislike about this statement? What are its strengths and weaknesses?  
[Identifies strong and weak points, sensitive language]
- c. Is there anything you would change about this statement to improve it? Please describe.  
[Identifies recommendations for improvement]

**[Moderator shows all statements on one slide; asks q5 and 6]**

5. How helpful would it be to have statements similar to these on a pocket card to educate your patients about appropriate antibiotic use?  
[Assesses helpfulness/utility]
- a. [If helpful] How often do you think you would use a pocket card like this?  
[Assesses frequency]
- b. [If not helpful] What format would be helpful? Why?  
[Assesses format preference]
6. Please take a moment to think about your interactions with patients. Are there other common situations where patients request antibiotics or believe they need them that aren't reflected in these statements?  
[Identifies needs]

**Section 3. PSA Print Ad Concept Testing (10 min)**

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Now, I'd like to show you 3 different concepts, or ideas, that could be used in print media, such as magazine ads or posters. Again, the concepts are still in development. I'll show one at a time and ask you some questions about each. Please imagine yourself seeing these as an ad in a magazine as I show them to you.

**[Show Print Ad Concept Option<sup>3</sup>]**

**[Moderator shows print ad/poster; asks q7 for each option]**

7. What is your general reaction to this print ad/poster? Does this appeal to you? Please describe.  
[Assesses general reaction]
- a. What is the main message in this print ad/poster? What is this telling you?  
[Assesses comprehension]
- b. Is the text easy or difficult to read? *Probe font size and density.*  
[Assesses readability]
- c. Are there things about this print ad/poster that are particularly attention-getting? Please describe.  
[Assesses ability to capture attention]
- d. What do you like and dislike about this print ad/poster? What are its strengths and its weaknesses?  
[Identifies strong and weak points, sensitive language]

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<sup>3</sup> Print ads/posters concepts will be rotated to appear in different orders for each IDI

- e. Is this print ad/poster relevant to you and your patients? Please describe.  
[Assesses personal/cultural relevance]
- f. Would this print ad/poster help you to educate your patients? Would you consider displaying this for your patients to see, such as in an exam room or the waiting room?  
[Assesses utility]

**[Moderator shows all print ads/posters; asks q8 and 9]**

- 8. Of the print ads/posters I've shown you, which do you prefer? Why?  
[Assesses preference]
- 9. Which print ad/poster do you like least? Why? *Probe design or language.*  
[Assesses preference]

**[Moderator—skip Section 4 OR end testing early if time runs out to complete]**

**Section 4. PSA Television Ad Concept Testing (13 min)**

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Now, I'd like to show you 3 different creative concepts, or ideas, that could be used in television or online ads. The concepts are still in development, so I will not be showing you anything that looks like a final ad. Rather, I'll be playing the concept to help you imagine what each ad might look like. As I play each one, I would like you to imagine you're watching it on television or on the internet. I'll show one concept at a time and play it twice. After you've had a few moments, I'll ask you some questions.

**[Show TV Ad Concept Option<sup>4</sup>]**

**[Moderator plays TV ad concept; asks q10 for each option]**

- 10. What is your general reaction to this ad concept? Does this appeal to you? Please describe.  
[Assesses general reaction]
  - a. What is the main message in this ad concept? What is it telling you?  
[Assesses comprehension]
  - b. Are there things about this ad concept that are particularly attention-getting? Please describe.  
[Assesses ability to capture attention]
  - c. What do you like and dislike about this ad concept? What are its strengths and weaknesses? *Probe for believability, tone, relatability.*  
[Identifies strong and weak points, sensitive language]
  - d. Is this ad concept relevant to you and your patients? Please describe.  
[Assesses personal/cultural relevance]
  - e. What do you think about the tone of this ad concept? Is it appropriate?  
[Assesses preference for how information is presented]
  - f. If you saw an ad using this idea online or on TV, would it motivate you to take action, such as discussing with colleagues or patients?  
[Assesses ability to motivate]

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<sup>4</sup> TV ad concepts will be rotated to appear in different orders for each triad

- g. Would this ad concept help you to educate your patients? Would you consider showing this to your patients, such as on a TV in the waiting room?  
[Assesses utility]

**[Moderator shows slide with all concepts]**

11. Of the ad concepts I've shown you, which do you prefer? Why?  
[Assesses preference]
12. Which of the ad concepts do you like least? Why?  
[Assesses preference]

**FALSE CLOSE (2 MIN)**

Thanks for answering all of my questions. Before we end, please take a couple of minutes to think about what kind of slogan would be ideal to motivate HCPs like you to [state desired audience behavior]. You choose one of the slogans I showed you earlier or come up with a slogan on your own. Please take 2 minutes to do this while I check in with my observers to see if they want me to ask you any more questions.

**CLOSING (3 MIN)**

13. Okay, now. Please tell me about your ideal slogan. Where would it be most effective to place or show this slogan?

**[Moderator asks any final questions/probes from observers.]**

Thank you for your time. Is there anything else you'd like to add before we end our discussion?