


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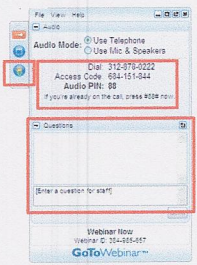
Tobacco Education and Materials Lab

Best Practices for Testing Materials Before they are Produced

November 18, 2010

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Your Presenter

Tess Boley Cruz, PhD, MPH, CHES

- Family planning educator
- Background in community health education
- 15 years in tobacco control
- Health communications research and teaching experience
- Faculty at USC School of Medicine
- Director, MPH Health Communications Track
- Co-Principal Investigator, TEAM Lab



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Overview of Presentation

- Ways to involve the appropriate audience
- Strategies for pre-testing, pilot testing & field testing
- Making use of test results
- Questions

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
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The Health Communication Program Process



1. Planning & Strategy Development
2. Develop & Pretest Concepts, Messages & Materials
3. Implement the Program
4. Assess Effectiveness & Refine Program

NCI. Making Health Communication Programs Work. NIH Publication N. 02-5145. ⁶

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Finding Pre-testers


- Define & involve the intended audience for the material
 - Age range, gender, race/ethnicity, urbanicity
 - Literacy levels
 - Language and culture
 - Key risk factors
 - Readiness to change
- Find people similar to your audience for testing the messages and materials
 - Create advisory group from clients
 - Hire focus group company
 - Go to organizations or locations with similar people

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Trap: The Insider Pretest

- **Trap:**
 - Testing materials with your own experts, staff or cultural advisors
- **Solution:**
 - Step outside your comfort zone
 - Cross the sidewalk
 - Go to the actual audience for your pretest



Day Laborers
globalenvision.org

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Pre-test to diagnose strengths and weaknesses before final draft

Does it fit your audience? Check for:

- Attention
- Attractiveness
- Readability
- Comprehension
- Personal relevance
- Cultural values & beliefs
- Sensitive or controversial elements
- Actions prompted by material

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Pre-testing Methods

- Test drafts at various stages
- Revise, retest, revise, retest
- Methods done with typical audience members:
 - Focus groups
 - Individual interviews
 - Central location intercept interviews
 - Theatre or clinic or classroom testing
- Tests you can do yourself:
 - Readability Level
 - Suitability Assessment of Materials

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What are focus groups?

- Group interviews
- Convenience sample representing end users
- Quiet room, 8 to 10 people, in a circle
- Directed and controlled by moderator
- Lasts about one hour
- Semi-structured: Move through set of questions but also probe for details at times
- Start off with easy concrete questions
- Move into series of open-ended questions about materials (who, what, where, when, how)

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Focus Group Sequence

Question Types	Purpose
Opening	Get acquainted & warm up.
Introduction	Begin discussion topic.
Transition	Move smoothly, seamlessly to key questions
Key	Obtain insights on key concerns with materials
Summary	Short summary then check accuracy.

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Sample Script

Warm-Up: Tell us your name and a brochure you saw in the past that you really liked. (15-30 seconds per person)

Introduction & Transition: We are here to talk about a brochure. Please take a few minutes to look it over.

Key Questions: What was your first impression?
What do you like best about the material?
What do you like least?
What is the main message you get from it?
Who do you think is the intended audience?
What would you do as a result of reading this material?
For this material to be successful, what needs to happen?
(Can add PROBES as needed: Would you explain further? Please describe what you mean?)


Summary: We've discussed X and you have told me Y. How does that summary fit with what you recall? Is there anything you'd add?

Questions related to the Team Lab "Field Test Form"	
Accuracy	"What do you think of the accuracy of this material?" or "What are parts that you find the most believable" and "What parts are hard to believe?"
Cultural Appropriateness	"Who do you think this material is for?" or "How well do you think this material fits people like you?" or "How well do you think this material fits people who are X age, Y cultural group, etc.?"
Effectiveness	"What are some of the things people like you might do as a result of reading this material?"
Changes	"What changes would you recommend in the content?" (or in the format, design, graphics, messages, etc.)

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Using Metrics in Pre-testing

- On an accuracy scale of 1 to 10, where would you put this brochure?
- The far right end of the ruler is "Completely Accurate" and the far left end of the ruler is "Completely Wrong".
- Where do you think the brochure belongs on this scale?
- What are reasons you gave it that score?
- What would it take to move the score 2 points higher?

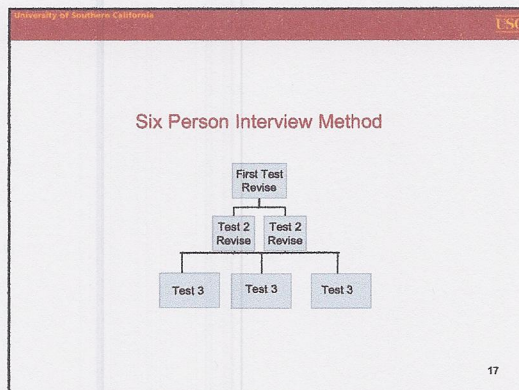


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Individual Interviews

- Interviewer shows material to respondent
- Ask respondent to look through it, circle things they don't understand, or want to talk about.
- Probe for responses. Can use same questions as focus group. Additionally:
 - What is your first reaction?
 - What does the material say to you?
 - How would you assess its truthfulness?
 - What does it encourage you to do?
 - What are parts you didn't understand?
 - What are parts that you'd like to talk about?


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Intercept Interviews

- At events with typical target audience
- Randomly select people at different sections of event
- Or wait at table and interview people passing by
- Ask short version of questions used in individual interviews



Winston Staff at Auto Race

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Readability Level

- An important predictor of comprehension and use.
- Assess a grade-level rating or equivalent score on print materials.
- Compare the score to the reading skills of your population.
- Complete by hand, or use an online calculator
- Microsoft Word tools: grammar check option tells you the Flesch-Kinkaid reading grade level.
- Online-utility.org readability tests: http://www.online-utility.org/english/readability_test_and_improve.jsp
- Over 40 formulas available; most are based upon word difficulty and sentence length.

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SMOG Readability Test

- Pick a passage with 30 sentences.
- Choose 10 consecutive sentences at the beginning, 10 at the middle & 10 at the end of a piece.
- Count all the words containing 3 or more syllables, including repetitions.
- Use the conversion chart to determine reading level.
- If text is shorter than 30 sentences, try 10 sentences, or bullet points, and multiply results by 3. Then find number on SMOG conversion chart.

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SMOG Conversion Chart

Polysyllabic Word Count	Grade Level (+/- 1.5)	Polysyllabic Word Count	Grade Level (+/- 1.5)
0-2	4	57-72	11
3-6	5	73-90	12
7-12	6	91-110	13
13-20	7	111-132	14
21-30	8	133-156	15
31-42	9	157-182	16
43-56	10	183-210	17
		211-240	18

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Example

- Great American Smokeout
- November 18, 2010
- American Cancer Society
- Tobacco Free Workplace Toolkit
- Newsletter insert
- www.cancer.org
- Audience: company employees



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Tobacco Free Workplace Toolkit Excerpt

Quitting smoking is one of the most important steps in creating a world with less cancer and more birthdays. Tobacco has been in the headlines quite often recently, whether about new laws that protect people from secondhand smoke, higher tobacco taxes and cigarette prices, or legislation that protects our children from tobacco and holds tobacco products to strict federal regulations. All in all, it hasn't been a good year for tobacco companies (or "big tobacco," as they are sometimes collectively called). These recent developments – together with the long-known fact that smoking is the leading risk for lung cancer and the wide range of tools available to help people stop smoking – mean there has never been a better time to quit. And, fewer people smoking can mean a world with less cancer and more birthdays. Tobacco use remains the single largest preventable cause of disease and premature death in the US, yet 43.4 million Americans still smoke.

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However, more than half of these smokers have attempted to quit for at least one day in the past year. If you or someone you know needs help quitting, join thousands of people across the country in making November 18 the day you make a plan to quit for good, during the American Cancer Society Great American Smokeout®. Quitting is hard, but you can increase your chances of success with help. The American Cancer Society can help you quit smoking and stay well with resources and support that can increase your chances of quitting successfully. The American Cancer Society Quit For Life® Program, operated by Free & Clear®, links tobacco users with trained coaches who can help them make a plan to quit for good.

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SMOG Calculation

- SMOG Table:
 - 38 three-syllable words
 - 10 sentences
 - Equivalent to 114 polysyllabic words in 30 sentences
 - Grade 14 Readability Level
- Online Calculation, online-utility.org
 - SMOG Grade Level - 13
 - Flesh Kincaid Grade Level - 12

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SMOG Conversion Chart			
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31-42	9	157-182	16
43-56	10	183-210	17
		211-240	18

How simple should it be?

- Lower reading level requires plain language, short words, short sentences, few or no statistics.
- Example: Change "Legislation" to "Law"
- Some words are long but common, like *alcohol* so they may be okay
- Some words are short but hard like *triage* so they need to be defined, or changed
- For most materials make it as low as practical w/out sacrificing content or writing style
- 5th grade is superior; 6th to 8th grade is adequate
 - 6th grade (75% can read it)
 - 3rd grade (90% can read it)

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Suitability Assessment of Materials (SAM)

- You rate your material on factors that affect readability and comprehension:
 - Content
 - Literacy demand
 - Graphics
 - Layout and type
 - Learning stimulation
 - Cultural appropriateness
- Spot deficiencies
- Decide on revisions

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Where to Find the SAM

- Found in *Teaching Patients with Low Literacy Skills*, Chapter 4, by Doak, Doak & Root, 1996.
- Source: <http://www.hsph.harvard.edu/healthliteracy/resources/doak-book/index.html>



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Pilot Testing

- Practice using the material in real-life conditions
- Recruit convenience sample of 10 to 20 individuals that represent final audience
- State purpose of testing
- Use material at appropriate point in interaction
- At end, stop the interaction and assess client responses to materials: attention, appeal, comprehensive, action prompted
- Test in clinics, on closed circuit television, computers in your agency, etc.

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Field Testing - Full Scale Dress Rehearsal!

- Provide material to sample of practitioners or usual providers for use over certain period of time
- Use material in the natural setting, with actual staff and clients/audience
- In clinics, at events, in classrooms, town hall meetings, homes, on radio or television, etc.
- Assess, with staff, how well it works under real conditions



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Field Testing Data

- Ask Staff (interviews, surveys, or group discussions):
 - Cost
 - Appropriateness at that time and place?
 - Ease of use and how long it took?
 - Compatibility with usual procedures?
 - Client response and comprehension?
 - Value (what was achieved)?
 - Would use again?
 - Final changes suggested?
- May conduct follow-up survey with client
 - Recall and understanding of main messages

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Types of Pre-test, Pilot Test & Field Test Data

- Focus group narrative
- Moderator's or observer's summary
- Tapes – video or audio
- Individual interview comments
- Staff comments from field tests
- Coding—identify main themes for key questions
- Content analysis— list remarks that emerge more than once
- Report options:
 - Summary
 - Identify key or repeated concepts
 - Most common arrays of responses
 - Ranges of responses

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Making Changes

- List key attributes, such as: *appeal, readability, perceived accuracy, cultural fit, actions prompted.*
- Note aspects of each attribute that worked or didn't.
- Note things that typical users suggested.
- Decide which responses seem valid.
- May need to talk about results with "cultural advisors".
- If you hear the same critique from two or more consumers, then seriously consider changes.
- Retest.

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Did you accomplish what you wanted to do?

- Know your main objectives for the materials. Were they achieved?
 - Example: "As a result of seeing the video, viewers will be more likely to call the tobacco quit line."
 - Ask the pre-testers what they think "people like them" would do, as result of seeing the video. If most of them say that viewers would be more likely to call the quit line, then you may have achieved your outcome.

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Celebrate Success!

- There are a lot of steps: development, testing, revising, testing again.
- When you've put so much time into your materials, its going to be good! And its probably unique.
- Please consider sharing it with Team Lab and programs like yours in tobacco control.

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Questions



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Thank You!

For more information, please contact:

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- Director and Principal Investigator: Dr. Lourdes Baezconde-Garbanati, baezcond@usc.edu
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- Team Lab Staff: Yaneth Rodriguez, ytr@usc.edu & Christine Ricohermoso, cricohen@usc.edu
- TEAM Lab Website, Testing Your Materials:
<http://teamlab.usc.edu/learn/testing.html>

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Next Webinar

- Message Framing and Strategic Planning
- Thursday, December 9, 2010
 - Content: What are the necessary steps needed when developing messages for a tobacco education campaign? This presentation will highlight examples and discuss tips for developing messages and slogans for advocacy campaigns and collateral material development.

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