

SOCIAL NORMING FOCUS GROUP QUESTIONS

Groups 1-3 (Media/Motivation)

WHEN YOU ARRIVE AT YOUR ROOM LOCATION

Please arrive at least 15 minutes early.

An “art gallery” will be displayed in the room with examples of 5-6 social norming campaigns from other schools. Each flyer will have a letter designation.

1. Review the Art Gallery.
2. Review the Media Images Survey
3. Arrange chairs.
4. Designate facilitator, recorder seats.

AS STUDENTS ARRIVE-15 minutes

1. Ask students to print their names on the attendance form and write in their social security number. This is needed to generate the \$10 check. Checks should be available from Susan Bruce at the Health Center by April 15. If they would like the check mailed to them, they will need to include their address. They should also note if they are a JMU student employee.
2. Next, give them a copy of the Media Images Survey.
3. Ask them to complete survey, using the flyers displayed in the room.
4. Have them keep the survey until the end. *These surveys will serve as the basis for the focus group discussion and will be collected after the focus group session is over.*

INTRODUCTIONS/SET THE TONE – 10 minutes

1. Introduce yourself and the recorder.
2. Thank people for coming.
3. Review the **purpose** of the group, and the **goals** of the meeting. Set the stage.
Purpose: Gather your opinions on what is credible and believable in social marketing images
Goal: Open, honest feedback from first year residential students who are willing to represent the opinion of their peers.
4. Go over the flow of the meeting -- how it will proceed, and how the members can contribute. **“The session will take about 90 minutes, including the part you just did. There are two sections of questions. The first is on MEDIA –and you will use the survey you did from our “art gallery”, and the second is on MOTIVATION/INCENTIVES. I’ll ask some questions, and each of you will have the opportunity to respond. Talk openly, respectfully and with the idea that you are contributing to an important health promotion project for you and your peers at JMU.”**
5. Lay out the ground rules, such as: No “put downs.” One person talk at a time. Encourage open participation.
6. Set the tone. *This is important, because probably few of your members will have been in a focus group before. The facilitators should model a relaxed, enthusiastic, open and confident mood*
7. Go around the room and ask each person to tell his/her name.

MEDIA SURVEY – 30 minutes

Transition: “Now, we’d like to learn about your impression of several kinds of media campaigns. We’ll be referring to the survey you took as you entered the room.”

1. What is happening in each flyer?

Probe: What is your first impression?

Probe: Is it a positive or negative image?

2. Which flyer is the most eye catching?

Probe: What about it catches your eye?

3. Which flyer is the least eye catching?

Probe: What would improve readability/interest?

4. Which flyer is the most believable?

Probe: Why is it believable?

(Does it look scientific?)

(Have you heard the info before?)

5. Which flyer is the least believable?

Probe: How could it be more believable?

Probe: What makes something believable?

(Is the statistic hard to believe?)

(Does the picture not match the words?)

(Is it too slick?)

(Does it not look professional enough?)

6. Which flyer has the most useful information for you?

Probe: What is useful about it?

7. Which flyer has the least useful information for you?

Probe: What information do you want/look for?

8. Do the images match the text?

Probe: What doesn’t match?

Probe: What message does it send?

MOTIVATION/INCENTIVES – 30 minutes

Transition: “Now we’d like to learn about what motivates you to participate in activities.”

9. What has motivated you to attend a health or alcohol education program in the past?

(Was it generally due to a personal issue, concern for a family member or friend?)

Probe: If you didn’t have a personal reason to attend a program, what might encourage you to attend? (cash, food, class credit, prizes in a lottery)

Probe: Would you be more motivated to attend a program if you got the chance to win a prize in a lottery (VCR, dinner for 2) or if you got free pizza at the program?

10. **Would you keep a poster like these (on display in the room) on your door for 6 weeks if you had the chance to win \$5?** (Someone would go through the halls and leave a note under their door telling them to go to the Health Center to receive their \$5 for keeping the poster up on the door.)

Probe: What would motivate you to keep a poster on your door?

11. **Would you wear a button on your backpack if you could win \$1?** (The button would have a statistic like “60%” on it and to receive the cash, students would need to know what the stat represented when asked by a peer educator.)

Probe: What would motivate you?

12. **Do you go to computer labs?**

Probe: How often? Which ones?

(Do students mainly work in their rooms or do they go to the labs?)

13. **When you go to JMU games, what other messages/ads do you notice?**

Probe: Do you buy or read the programs?

Probe: Do you watch the scoreboard messages?

Probe: Do you listen to the announcer?

14. **Do you go to movies sponsored by UPB (in Grafton-Stovall)?**

Probe: How often?

15. **Are there any other places on campus where you notice messages?**

CLOSING/WRAP UP – 5 minutes

1. Ask the participants if there is anything else they would like to add on the topic.
2. Collect their surveys.
3. Remind them to pick up checks for \$10 from Susan Bruce at the Health Center after April 15; or indicate that they want it mailed.
4. Tell them the results of the focus groups will be used to generate a JMU Social Marketing Campaign as a test this spring, and full fledged in the Fall.
5. They are welcome to contact the Health Center or Office of Substance Abuse Research (2940 or 7097) for any information.
6. Thank them once again for their time and input.
7. “Dismiss” the students.

AFTER STUDENTS LEAVE -15 minutes

1. Both facilitators should review the recorded notes.
2. Hand-polish your notes; no need to type. Finish sentences, make sure all are legible.
3. Give us some general observations:
What patterns emerged?
What are some common themes?
What new questions arise?
What conclusions seem true?

THE NEXT DAY

1. Please return your notes to Andrea Yanacheck in the Health Center, Room 8.