

MODERATOR'S DISCUSSION GUIDE CHILD IMMUNIZATION

I. INTRODUCTION (40 MINUTES)

Thank you for coming

Guidelines

Disclosures (observers in adjacent room, audio and video taping, use of interpreters if group discussion is not in English)

Introductions (Acknowledge racial composition of the group)

Name

Members of household -- children's ages

Something you do to take care of yourself

Topic: Children's health and immunization.

Today we're going to be talking about children's health and immunizations. Some of you may have had experiences with taking your children to a doctor's office or clinic to get immunizations while others of you may not have had that experience. The one thing that you do all have in common, though, is that you have young children who are at the age when it is appropriate to receive immunizations.

You may know that there are several different immunizations that children can get. What we are going to do in this discussion is to look at information that is available to parents to help them better understand immunizations. The people who are sponsoring this study have written information sheets that they hope will teach parents about immunizations and answer questions that they might have.

However, before the sheets are distributed around the country, it is important to get the opinions of people like yourselves as to whether or not the sheets are as good as they can be. For example, if the sheets are not clear or are missing information that parents want to have, then we need to know this. This is your opportunity to help other parents in this country be well informed about the health of their children.

Although there are several sheets that have been developed, we are only going to focus on two of them today. **ROTATION #1:** The two we are going to discuss are for chickenpox and *Haemophilus influenzae* type b, which is more commonly known as Hib. **ROTATION #2:** The two we are going to discuss are for hepatitis B and the vaccine for measles, mumps, and rubella, which is commonly abbreviated as MMR.

[THE MODERATOR WILL DISTRIBUTE BOTH SHEETS AND INSTRUCT THE PARTICIPANT TO READ EACH ONE SILENTLY. THEY WILL ALSO EACH BE

GIVEN A RED AND A GREEN PEN AND BE ASKED TO CIRCLE SECTIONS OF THE INFORMATION SHEETS WITH THE PENS AS FOLLOWS:

GREEN

New and valuable information

A word or phrase that you relate to as a ____ [use appropriate cultural term e.g., African American, Native American,...]

RED

Confusing words, phrases or statements

A word or phrase that you cannot relate to as a ____ [use appropriate cultural term e.g., African American, Native American,...]

[THE MODERATOR WILL ALSO WRITE THE INSTRUCTION ON THE EASEL.]

[ONCE PARTICIPANTS HAVE FINISHED READING BOTH SHEETS, THE MODERATOR WILL CONTINUE AS FOLLOWS]

Now that you have read the immunization information sheets, I am going to ask you to fill out a short survey. The survey asks for some information about yourself, information about immunizations your children might have received in the past, and what you think about the immunization information sheets you just read. I will be collecting the survey and the people sponsoring this study will be using them to learn more about your opinions on immunizations, but please **do not** put your name on the survey. After everyone is done with the survey, I will collect them, and we will talk about your reactions to the information sheets.

[THE MODERATOR WILL COLLECT THE SURVEYS BEFORE STARTING SECTION II. THE PARTICIPANTS WILL KEEP THE MARKED INFORMATION SHEETS THROUGHOUT THE DISCUSSION.]

II. ATTITUDES AND PERCEPTIONS OF VACCINES (20 MINUTES)

Objective: To gain insights into respondent's attitudes and perceptions of childhood diseases and vaccines.

What is the first thought that comes to mind when you hear the word "VACCINE?"

Thinking about the vaccines you are aware of, how do you feel about them in terms of whether you see them as:

Required or a parent's choice

Safe or risky

Something you understand, do not understand?

How did you get your information about immunizations?

Who/what else would you trust for that type of information? For example, a doctor or nurse, posters, friends or relatives, the church, television, radio, brochures, or the newspaper.

III. REACTIONS TO VACCINE INFORMATION SHEETS (VIS) (50 MINUTES)

Objective: To assess reaction to VIS and the degree to which they may shift opinions about diseases and vaccines.

[THE MODERATOR WILL REVIEW ONE VIS AT A TIME. FOR EACH SHEET ASK THE FOLLOWING]

Discuss:

What was your overall opinion of this (VIS)?

On a scale of 1-10 where 1 is easy to understand and 10 is hard to understand, how would you rate this information sheet? Explain.

What would you change in order to make it even more easily understood?

What was the most important piece of information you gained from reading this sheet?

What made that important?

What did you learn about the immunization schedule?

What did you learn about the diseases?

Symptoms

Complications

Did you believe it? Was the information clear? For example, would it be clearer if there were numbers which explained complications? (e.g., 1 in 1,000,000 children may experience....)

What is the value of having that type of number?

Could you accomplish the same thing with words, e.g., rare or common?

What did you learn about the vaccine?

Schedules

Benefits

Side - effects

How do you compare the benefits to the risks of this vaccine?

How could that be made even more clear to you?

Sometimes the information refers to getting sick from the disease and sometimes to getting sick from the vaccine (vaccine side effects). Were you ever confused about which one the information was referring to?

What could be done to make it more clear?

Did you feel the information was useful or not useful. As you read through, did the information raise questions that were not answered? What is missing? What would you add? If there is limited space and you must eliminate something, what would it be? If there was a choice, what information is absolutely essential to you?

Where would you expect to get this information? When would it be most helpful for you to get this information? For example, before you go to the doctor, or in the doctor's waiting room ... In what way? Does the timing for receiving this material affect how likely you are to read it?

Based on the way it looks, how likely would you be to read this? Explain. If the whole purpose of making it look like this is to encourage you to read more of it, how well is it doing? What would it have to look like to make you want to read it?

If you take a look at the end of both sheets, you will see three names: Dept. of Health and Human Services, National Immunization Program, and Centers for Disease Control and Prevention. What do you know about these agencies? Are any or all sources of information you trust? Explain.

After reading this information sheet, does it influence your decision to get your children vaccinated? In what way?

Think back to our earlier discussion on your feelings about vaccines. Based on what you have read at this session how do you feel about vaccines?

TIME PERMITTING: Review the following for shifts in attitudes or perceptions

Required or a parent's choice

Safe or risky

Something you understand, do not understand

IV. FALSE CLOSE (10 MINUTES)

[MODERATOR LEAVES ROOM TO CHECK FOR LAST MINUTE QUESTIONS]

[BEFORE PARTICIPANTS LEAVE, THE MODERATOR WILL COLLECT THE MARKED INFORMATION SHEETS AND LET PARTICIPANTS KNOW HOW TO GET MORE INFORMATION ABOUT IMMUNIZATIONS]