

How to get consumer feedback and input into websites

Research conducted on behalf of the Robert Wood Johnson Foundation



Robert Wood Johnson Foundation

Contents

Introduction	1
Who is this guide for?	1
Why does consumer feedback matter?	2
A step-by-step approach to getting consumer feedback	3
Step 1: Develop a plan.....	4
1.1 Set goals for collecting feedback.....	4
1.2 Decide when to get feedback.....	4
1.3 Pick which parts of the website to test	5
Step 2: Select a feedback method	6
2.1 Consider your needs and resources	6
2.2 Select feedback method(s).....	7
Step 3: Gather consumer feedback.....	9
3.1 Decide who to talk to.....	9
3.2 Prepare to gather feedback	12
3.3 Implement and get feedback.....	17
Step 4: Make use of your findings.....	22
4.1 Decide on recommendations	22
4.2 Make suggestions for changes to the website	22
4.3 Decide what changes to make	23
4.4 Check to make sure the changes worked.....	24
Samples, Resources, and References	25

Introduction

Getting consumer feedback helps make sure that your website is relevant, easy to use and understand, and does what you intend it to do. Consumer feedback is particularly helpful when your website is under development or undergoing a change. This document contains concrete steps on how to get consumer feedback on your website. It also includes tips for summarizing your findings and deciding what changes to make.

The National Program Office of the Robert Wood Johnson Foundation's (RWJF's) Aligning Forces for Quality (AF4Q) sponsored this work. This guide was prepared by the American Institutes for Research (AIR) on behalf of RWJF's AF4Q initiative. Formally launched in 2008, AF4Q is the RWJF's signature effort to improve the quality of health care in targeted communities. AF4Q operates in 17 regions nationwide, with the goal of bringing together everyone who gets, gives, and pays for health care to lift the quality of care provided locally and to provide models for national reform.

This guide from the Robert Wood Johnson Foundation is part of a series of technical assistance products to support the efforts of Alliances to engage consumers in using quality information. These materials are available at: www.forces4quality.org.

Who is this guide for?

This guide is for organizations seeking to create a consumer-friendly website or improve an existing website. It can serve as a resource for organizations:

- With limited experience obtaining consumer feedback
- With some experience obtaining consumer feedback, but seeking to further develop or strengthen their knowledge and skills

Although the focus of this guide is on consumers, organizations may also use this guide to gather feedback from other audiences.

Key information

The main reason to get consumer feedback is to see the website from the consumer's perspective.

Key information

Getting feedback doesn't have to be complicated or expensive. Feedback from a few consumers can provide you with valuable insights.

Why does consumer feedback matter?

The main reason to get consumer feedback is to see the website from the consumer's perspective. Testing your website content, layout, and displays of quality data can reveal useful information about what consumers need to know, how they interpret the information you provide, and whether they are able to use it. Web designers and organizational staff can help create a useful website for consumers. However, getting feedback directly from consumers is the only way to know for sure that consumers can understand and use your website.¹ Sometimes the process for collecting consumer feedback is called “usability testing” (see the sidebar for video from actual usability testing conducted with consumers).

Feedback from a few consumers can provide you with valuable insights. Consumer feedback can help you:

- Discover how consumers approach and react to your website
- Find out whether a person can use the site to successfully search for information or conduct a specific task
- Identify language that is meaningful and understandable to your consumers
- Learn whether consumers understand and successfully interpret the information that is presented
- Identify what may be missing
- Identify unanticipated problems
- Try out possible solutions to problems

Video clip

Hear consumer feedback on a site that they find challenging.



Source: Usability testing conducted by AIR.

A step-by-step approach to getting consumer feedback

This guide provides a step-by-step approach to planning, collecting, and making use of consumer feedback.

Steps in this guide

Step	Detail
Step 1: Develop a plan	This step suggests key issues to consider, helping to match your activities to your goals and target your resources efficiently.
Step 2: Select a feedback method	This step provides an explanation of usability testing and considerations for choosing among six feedback collection methods: <ul style="list-style-type: none">• interviews• focus groups• feedback forms• pop-up surveys• web analytics• comments sent to the webmaster
Step 3: Gather consumer feedback	This step offers basic guidance about how to gather feedback from consumers.
Step 4: Make use of your findings	This step gives suggestions for summarizing your findings, developing recommendations, and deciding what changes to make to your website.

Step 1: Develop a plan

Before collecting feedback, it is important to create a plan. Thinking through a few key issues will save you time in the long run. This section reviews three key issues to consider before you get started. The check list on the right can help you track what is completed.

1.1 Set goals for collecting feedback

Before gathering feedback from consumers, consider what your goals are:

- What do you want to learn from testing?
- How will you use what you learn to improve your website?

Below are some examples of testing goals.

- Understand how well consumers are able to navigate the website.
- Understand whether consumers can find a specific type of information on the website.
- Understand how well consumers understand and correctly interpret information and data on the site.
- Understand what information is most important to website users.

1.2 Decide when to get feedback

Seek out consumer feedback early in the development process. Although you can get feedback at any time, the best time is before your website goes live to the public. Responding to feedback after your website goes live may require additional resources and time, and will frustrate consumers trying to use your site.

If you are creating a new site:

- Collect information early in the development process to understand what consumers want from a site and get feedback on early ideas or mock-ups.

Check list: plan to collect consumer feedback

Parts of the plan	Done?
1.1 Set goals for collecting feedback	<input type="checkbox"/>
1.2 Decide when to get feedback	<input type="checkbox"/>
1.3 Pick which parts of the website to test	<input type="checkbox"/>

Key information

Although you can get feedback at any time, the best time is before your website goes live to the public.

If you already have a site:

- Collect feedback before going live with your revisions to identify unforeseen challenges.

Ideally, feedback should be gathered in 2-3 small rounds. Multiple rounds allows you to identify issues and concerns, make changes to address those issues, and then test whether your solution works. The total time for testing will depend on how long it takes to make changes to your site or testing materials. For example, you may be able to complete two rounds of testing in just 2 weeks. However, testing may span 6-8 months to allow more time to digest findings, consider changes to make, and implement changes for further testing.

- Use the first round of testing to get initial consumer feedback. Then, revise your testing materials based on the feedback.
- Conduct a second round of testing on your revised website materials. Focus on any issues that came up in the first round and check how well your revisions work.
- Repeat this process for a third round as necessary.

The right number of participants for each round depends on the feedback method. See [Step 2: Select a feedback method](#) for suggestions on the right number of participants by method.

1.3 Pick which parts of the website to test

Focus on getting feedback on specific areas of your website. This strategy allows you to concentrate on the most important aspects and use your resources efficiently. Answer the questions below, then use the checklist in the sidebar as a guide to select pages to focus on in testing.

- What has already been identified as a problem or challenge?
- What do you think might be a challenge for your potential consumers?
- Is there new information – content, language, or displays of quality data – being added to the site?
- Do you need input on your plans or ideas for specific pages of the site?

Helpful hint

Potential parts of website to test

	Page
<input type="checkbox"/>	homepage
<input type="checkbox"/>	search page
<input type="checkbox"/>	quality data displays
<input type="checkbox"/>	labels and heading
<input type="checkbox"/>	symbols
<input type="checkbox"/>	measure descriptions
<input type="checkbox"/>	drill down or detail pages
<input type="checkbox"/>	health information
<input type="checkbox"/>	about us page

Step 2: Select a feedback method

Usability testing is a technique used to get consumer feedback on a website. Consumers try to complete tasks while observers watch, listen, and take notes. The goals are to identify any usability problems, collect data on consumers' performance (e.g., time on task, errors), and determine consumers' satisfaction with the website.¹

Usability testing puts the consumer at the center of the development process. For example, websites often contain a great level of detail that consumers find confusing and overwhelming. Usability testing can identify the right amount of detail for consumers.

This section describes six different usability methods for obtaining feedback: interviews, focus groups, feedback forms, pop-up surveys, web analytics, and webmaster comments.

Choose the method that works best for your needs and resources.

2.1 Consider your needs and resources

There are a range of methods for getting feedback on your website – each with pros and cons – that can be used before, during, and after site development. Consider the following issues when selecting a method:

- At what point have you decided to test your website?
- What level of detailed feedback would meet your needs?
- How much time and money do you have to complete usability testing?
- What staff time and expertise are available to you?

Resource-saving options for testing draft websites

Don't be afraid to use a work-in-progress for testing. Save time and money by using mock-ups created as part of the development process.

- Test a draft website that is somewhat or fully operational, but not yet available to the public.

Check list: select feedback method

Step	Done?
2.1 Consider your needs and resources	<input type="checkbox"/>
2.2 Select feedback method(s)	<input type="checkbox"/>

Key information

Usability testing is a technique used to evaluate a website by asking consumers to try to complete a task (e.g., search, download an item) using the website.

- Test a paper mock-up or screenshots of the website on paper. This is a particularly useful method when seeking feedback on large chunks of text.
- Test screenshots or mock-ups of the website on a computer using a PDF or PowerPoint presentation.

2.2 Select feedback method(s)

We recommend using individual (one-on-one) interviews to get feedback. This method is most appropriate for evaluating a website and examining how people process, understand, and use information.^{2,3} Although similar, focus groups do not allow you to observe each participant process the website or provide their independent feedback. Interviews yield detailed feedback from each participant and make it easier to stay on task and cover the most important aspects of your site.² [Step 3: Gather consumer feedback](#) will address who to target.

Use the table on the next page to find the method(s) that is best for you.

Key information

We recommend using individual (one-on-one) interviews to get feedback.

Summary of consumer feedback methods

Method <i>Click the links below to view a sample</i>	What is this method?	When is this method best?	How many consumers should I get feedback from?	What are the limitations to this method?	What are the costs associated with this method?
<u>Interviews</u>	An interviewer questions individuals one-on-one to gain information on how consumers interpret information. Interviews may last 60-90 minutes.	Site under development paper mock-ups or draft website	<ul style="list-style-type: none"> • 3-5 consumers per round 	<ul style="list-style-type: none"> • Planning and performing interviews can be time consuming • Requires skilled interviewer • Findings will stem from small numbers of participants 	Minimal to Moderate <ul style="list-style-type: none"> • Recruitment and incentives • Staff time to conduct interviews and interpret findings • Possibly, testing location and recording equipment
<u>Focus groups</u>	An interviewer (sometimes called a moderator) questions a small group of people to gain information on consumers' opinions and perceptions. Focus groups may last 90-120 minutes.	Early development no website needed; can gain insight on a range of participants' perspectives; paper mock-ups can be used	<ul style="list-style-type: none"> • As many consumers as practicable or necessary to reach your intended audience • Ideally, 6-8 consumers per group; at a minimum, 2 focus groups • Conduct at least 2 groups per subpopulation (e.g., African Americans) if targeting multiple subpopulations 	<ul style="list-style-type: none"> • Planning and performing focus groups can be time consuming • Difficult to observe and get individual-level reactions to website or materials³ • People may be reluctant to speak up, especially if something is confusing or unclear • Requires a skilled moderator to manage group processes 	Moderate <ul style="list-style-type: none"> • Recruitment, coordination, and incentives • Staff time to conduct the focus group and interpret findings • Possibly, testing location and recording equipment
<u>Feedback forms</u>	A form provides consumers instructions for viewing the site on their own, and then asks a series of questions about the website.	Site under development paper mock-ups or draft website	<ul style="list-style-type: none"> • 5-10 consumers per round 	<ul style="list-style-type: none"> • Questions may be misinterpreted • Consumers may not spend much time evaluating the website 	Minimal <ul style="list-style-type: none"> • Feedback form development • Coordination of feedback • Staff time to interpret findings
<u>Pop-up surveys</u>	Consumers are invited to respond to a survey that will gather feedback about the site.	Live site available to the public	<ul style="list-style-type: none"> • Varies: consider stopping when you hear the same feedback repeatedly 	<ul style="list-style-type: none"> • May require hundreds of responses for statistical analysis • Questions may be misinterpreted • Usually, only interested consumers respond 	Minimal <ul style="list-style-type: none"> • Survey development • Software or vendor • Staff time to interpret findings
<u>Web analytics</u>	Software that measures and analyzes consumers' path on the website.	Live site available to the public	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • Does not gather consumers' opinions • Requires technical expertise 	Minimal <ul style="list-style-type: none"> • Software or vendor • Staff time to interpret findings
<u>Webmaster comments</u>	A link on a website that allows consumers to e-mail the webmaster to make comments or ask questions about the site.	Live site available to the public	<ul style="list-style-type: none"> • Varies: consider stopping when you hear the same feedback repeatedly 	<ul style="list-style-type: none"> • Hard to get many responses • Usually, only interested consumers respond • Respondents may not address issues important to your organization 	Minimal <ul style="list-style-type: none"> • Staff time to interpret findings • Possibly, a vendor

Step 3: Gather consumer feedback

Now that you've selected a method, it's time to gather feedback. Each method requires a few activities to gather consumer feedback. A [table summarizing the key activities](#) required for each method can be found at the end of this step. The activities are briefly described in this step.

3.1 Decide who to talk to

- Identify consumers you want to reach
- Find participants
- Decide on an incentive

3.2 Prepare to gather feedback

- Choose a testing location
- Identify data collection staff or tools
- Prepare a consent form
- Prepare questions
- Train your staff

3.3 Implement and get feedback

- Gather and document feedback
- Debrief to discuss lessons learned

Samples of materials to help you complete these activities are at the end of this guide in the section titled [Samples](#). Further, see the sidebars for additional resources.

3.1 Decide who to talk to

Identify consumers you want to reach

It is vital that you get feedback from actual users or potential users of the site (see the sidebar for helpful hints on identifying consumer characteristics). To identify who to test the website with, consider:

- Who is currently using your site?
- Who do you want to use your site?

Check list: gather consumer feedback

Step	Done?
3.1 Decide who to talk to	<input type="checkbox"/>
3.2 Prepare to gather feedback	<input type="checkbox"/>
3.3 Implement and gather feedback	<input type="checkbox"/>

Helpful hint

Consumer characteristics to consider as you identify your audience:

- Gender
- Age
- Education
- Income
- Race/ethnicity
- Health condition(s)
- Frequency of internet use
- Experience with topic or issue

- What are the demographic characteristics of your consumers?
- What are the demographic characteristics for your geographic area?

Find participants

All of the feedback methods require participants, however, how you find participants varies by feedback method.

Interviews, focus groups, and feedback forms. Develop a screener or series of questions to ask potential participants (see the sidebar for an additional resource on screeners). The answers to the questions will tell if a participant matches the group of consumers you are trying to reach. The questions can also help you screen out groups of consumers. For example, you might exclude health care providers from your consumer testing. Pay particular attention to finding people who you think will have the most difficulty with the website. Screening materials should contain³:

- Information about what participants will be asked to do, including how much time it will take
- When and where data collection will be held
- Any incentives offered
- Benefits of participation
- Information about confidentiality and who will see the feedback they provide

There are many ways to get consumers to participate in your testing (see the sidebar for some additional helpful hints to find participants).

- Get a list of potential participants from a partnering consumer group, employer, or health plan.
- Post an advertisement at an area partner's location (see the sidebar for an additional resource on developing an advertisement).
- Visit partner clinics or medical facilities to try to enroll consumers in your testing "on the spot."

Additional resource

[Screener](#)

Helpful hints

Find participants by:

- Reaching out to partners for assistance
- Conducting "on-the-spot" enrollment at area facilities
- Using a market research firm (find one at: www.greenbook.org)

Additional resource

[Advertisement to enroll consumers in testing](#)

- Use a market research firm who will recruit potential participants for a fee (ranging from \$80-\$150 per participant).

Pop-up surveys. You can choose to randomly select users of the site to participate in the survey, or you can try to target survey participants using some of the characteristics you considered when identifying consumers to reach. With pop-up surveys, you can even specify when surveys pop-up for potential participants (e.g., after being on the site for a specific amount of time, after going to a particular page or series of pages).

Web analytics and webmaster comments. For these two methods, you cannot choose participants. Instead all users are potential participants.

Decide on an incentive

You may want to offer an incentive to participants. When deciding on an incentive consider:

- How long are you asking them to participate?
- How far do they have to travel to participate?
- Is there money in your budget to pay for incentives?

Incentives can be monetary (i.e., cash, check, or gift card) or material (e.g., t-shirt, coffee mug, food). If you have a large number of participants, you could raffle off a single larger incentive (e.g., a \$200 gift certificate).

If you choose to pay a cash incentive to participants, here are some basic guidelines for each feedback method.

**Consumer incentive suggestions listed by duration of data collection
(incentive rates will vary by region)**

Data collection (duration)	Incentive(s)	Other amenities
Focus groups (120 minutes)	\$50-\$100, plus parking	Lunch/dinner, free web camera (for remote testing)
Interviews and focus groups (90 minutes)	\$50-\$100, plus parking	Light refreshments, free web camera (for remote testing)
Interviews (30-60 minutes)	\$50-\$75, plus parking or a raffle ticket for a larger incentive	Soft drinks, free web camera (for remote testing)
Feedback forms (varies)	Optional, \$10-\$25 cash or gift certificate or a raffle ticket for a larger incentive is appropriate	
Pop-up surveys (varies)	Optional, or a raffle ticket for a larger incentive is appropriate	
Web analytics and webmaster comments (varies)	Not applicable	

3.2 Prepare to gather feedback

Choose a location

Two feedback methods may require you to choose a location: interviews and focus groups.

Interviews and focus groups. When picking a location to conduct testing, consider convenience and confidentiality. You can conduct testing in-person or remotely. In remote testing, the interviewer and the participant are in different locations. Remote testing sometimes uses technology called screen recording so that interviewers and observers can see and hear what participants are doing. There is no difference in the results of testing whether in-person or remote.¹ In choosing a location, consider:

- Is the location private and quiet?
- Can you record the testing here? (see [3.3 Implement and get feedback](#) for more information on recording feedback)

If in-person:

- If using a computer, can you get on the Internet or to the website materials from this location?

Key information

Feedback can be gathered in-person or remotely (where the interviewer and participant are in different locations).

- Is this location accessible? Are public transportation, highways, and parking nearby?
- Will others want to observe? Market research firms, focus group facilities, research organizations, and academic institutions may have rooms with a one-way mirror to allow for observation in-person (see the sidebar for an additional resource to find a market research firm).

Additional resource

Find a market research firm or focus group facility by going to: www.greenbook.org.

If remote:

- Does the participant have access to Internet and any other equipment (e.g., telephone, video camera, software, print outs) needed to conduct testing?
- Will others want to observe? There are software programs (e.g., web conferencing, online meetings, and WebEx) that allow live streaming of video and movements on the computer screen available for remote observation.

Identify data collection staff or tools

Five feedback methods may require you to identify data collection staff or tools to use: interviews, focus groups, pop-up surveys, web analytics, and webmaster comments.

Interviews and focus groups. You can hire external staff, or use in-house employees to collect feedback. For groups, this person is called a “moderator;” in individual interviews this person is referred to as an “interviewer.” Interviewers and moderators are crucial instruments to obtaining useful feedback. It is best to have someone with experience collect consumer feedback using interviews and especially, focus groups.

Interviewers and moderators can be trained and learn from observing experts in the field (see the sidebar for additional resources to find a professional interviewer or moderator, or training opportunities). Skilled moderators and interviewers must be clear and concise communicators who are neutral and non-judgmental. They must also:

- Understand the goals of the project

Additional resources

Find a professional moderator or interviewer by going to:

[Qualitative Research Consultants Association](http://www.greenbook.org/market-research.cfm/Moderators)

<http://www.greenbook.org/market-research.cfm/Moderators>

For more techniques and tips:

[Resource: Interviewer techniques and tips](#)

- Know enough about the purpose and topic of the project to understand responses and be able to follow-up with additional questions effectively
- Have good interpersonal skills and be able to draw people out
- Be friendly and non-intimidating
- Be active listeners
- Be respectful and tactful
- Be able to handle problematic behavior and keep the group on track in a matter-of-fact and pleasant way

Pop-up surveys, web analytics, and webmaster comments.

Generally, these methods require a web designer or a private company, sometimes for a fee. However, some search sites offer free web analytic services.

Prepare a consent form

Four feedback methods may require you to prepare and implement a consent form: interviews, focus groups, feedback forms, and pop-up surveys.

Interviews, focus groups, feedback forms, and pop-up surveys. A consent form ensures that participants understand the purpose of your activities and what they are being asked to do. The consent form should be written in clear, easy-to-understand language. Consent forms are completed before collecting feedback (see the sidebar for an additional consent form resources). Consent forms should include the following information:

- Purpose of the project or study
- Process, including what participants are being asked to do
- Sponsor (i.e., who is asking them to do it)
- Time commitment
- Benefits and risks of participation
- Incentives being offered
- Notice that participation is voluntary

Additional resource

[Consent form](#)

- Acknowledgement that session will be recorded

Information about audio and video recording is particularly important so you can get permission to share the feedback recordings with others.

Prepare questions

Four feedback methods require you to prepare questions: interviews, focus groups, feedback forms, and pop-up surveys.

Interviews and focus groups. A discussion guide is helpful for getting feedback in interviews and focus groups. A discussion guide is simply a set of instructions for the interviewer (sometimes called a focus group moderator). It lets them know what information they need to cover and typically gives them a list of questions to ask (see the sidebar for additional resources and helpful hints for discussion guides).⁴ Guides may be highly structured (e.g., interviewers must ask the questions exactly as written), or more loosely structured. An experienced interviewer or moderator can use a semi-structured guide as more of a checklist of items to cover and questions to ask as the participant goes through the website.

In your guide, it is helpful to start with more general questions (e.g., “What were your initial reactions to the page?”) and move to more specific questions (e.g., “What do you think they meant by this phrase here?”).⁵ When developing your guide, include the four elements listed in the table below. The amount of time allotted for each element may need to be adjusted depending on the length of the interview or group. Use the time allotments below to help determine the appropriate proportion of time for each element when drafting your guide.

Additional resources

[Interview discussion guide \(short version\)](#)

[Interview discussion guide \(long version\)](#)

[Focus group discussion guide](#)

Helpful hints

Avoid asking close-ended questions (e.g. “is this clear?”), as possible. Close-ended questions like these tend to be too leading and do not promote in-depth feedback.

Avoid using the word “why.” It may sound accusatory to participants.

Elements of the discussion guide⁵

Element	Description	Time
Introduction and ground rules	<ul style="list-style-type: none"> Interviewer and participant(s) introduce themselves Interviewer introduces the project Interviewer lays out ground rules for the session: <ul style="list-style-type: none"> Discuss time commitment and how breaks will be handled Reinforce confidentiality and privacy of feedback Encourage honest feedback Explain the session is being recording Ask if there are any questions 	8-10 minutes
Rapport & reconnaissance	Ask low anxiety/general questions participants feel comfortable with the task and grow accustomed to sharing their opinions.	10-12 minutes
In-depth Investigation	<ul style="list-style-type: none"> Transition to more focused questions on important issues. Discussion will allow for in-depth and specific questions and answers 	60-75 minutes
Closure	<ul style="list-style-type: none"> Summarize opinions Ask what else the participant(s) would like to add Give acknowledgements 	5-10 minutes

Feedback forms and pop-up surveys. Feedback forms and pop-up surveys should take 5-15 minutes to complete. If a the form or survey is any longer, you risk losing your participant's attention. Unlike focus group and interview discussion guides, you will want to ask in-depth, specific questions early on and general questions last (see the sidebar for additional feedback form and pop-up survey resources). Craft questions that:

- Ask about specific areas of the site they visited (e.g., did you look at any of the following pages)
- Raise questions about specific aspects of the site (e.g., please rate how well the site is organized)
- Use close-ended questions to narrow the range of answers:
 - Rating on a scale of 1-10 (e.g., 1=poor, 10=excellent)
 - Likert scale (e.g., strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)
 - Multiple choice options (e.g., urban, suburban, rural)

Additional resources

[Feedback form](#)

[Pop-up survey](#)

- Use open-ended questions to allow for more in-depth, detailed responses (e.g., please share your suggestions to improve the website)

Train your staff

Before collecting data, it is particularly important to train your data collection staff for two feedback methods: interviews and focus groups.

Interviews and focus groups. Set expectations for your staff before beginning to collect feedback using interviews and focus groups.

- Identify testing priorities. Go through each question of the discussion guide with the interviewers, moderators, and note takers. Explain the intent of each section of the guide, address any questions the team has, and identify priorities for testing.
- Share instructions for note taking. Communicate the level of detail you want in the notes. Note taker observations are important to include, but should be clearly identified as the note taker's interpretation and not what was said by participants.

3.3 Implement and get feedback

Gather and document feedback

No matter the feedback method, it is important to encourage consumers to provide feedback, allow enough time to pass to collect ample feedback, and record and organize feedback received.

Interviews and focus groups. Motivate participants to provide feedback in your invitations, screeners, and during feedback sessions. State something like “We appreciate your honest feedback. Remember we are testing the site and not you. If you don’t understand something there are many others that won’t understand it either.”

Always use a note taker to capture the most information for interviews and focus groups (see the sidebar for helpful hints and an additional resource on note taking).

Helpful hints

Note taking tips:

- Record notes in the discussion guide
- Use a different color for notes
- Write notes in 1st person
- Record nonverbal responses and whether questions were skipped
- Include a seating chart for focus groups

As a back-up to the notes, you may want to use one or a combination of recording methods, including audio, video, and computer screen recording. This way you can be sure to capture important quotes and wording suggestions as well as nonverbal behaviors that allow you to see how consumers react to and use the website. If you decide not to supplement your notes with a recording, be sure to select an experienced note taker.

Additional resource

[Sample notes from an interview](#)

Summary of methods to document feedback

Method of documentation Click the links below to view a sample	Benefits	Limits
Note taking	<ul style="list-style-type: none"> Captures verbal responses 	<ul style="list-style-type: none"> Does not capture nonverbal responses Does not capture computer screen activity
Audio recording	<ul style="list-style-type: none"> Captures responses verbatim 	<ul style="list-style-type: none"> Does not capture nonverbal responses Does not capture computer screen activity
Video recording	<ul style="list-style-type: none"> Captures responses verbatim Captures nonverbal responses Useful for reporting findings 	<ul style="list-style-type: none"> Does not capture computer screen activity
Computer screen recording	<ul style="list-style-type: none"> May capture responses verbatim Captures all website and screen activity Useful for reporting findings May allow live streaming for others to observe testing 	<ul style="list-style-type: none"> Does not capture nonverbal responses Usually a fee for this service

Depending on the number of interviews and focus groups it can take one to three days to complete all of the groups and interviews for each round of testing.

Additional time may be needed to finalize notes. Finalize the notes soon after testing is completed while information is still fresh in your mind. Use recordings to fill in gaps in the notes. Consider recording or combining all of the notes in one file, using tables. Tables can help you to look across each participant's findings by question, category, or page.

Feedback forms. On the form, be sure to thank participants for their open and honest feedback to improve the website. You can capture feedback form results using a web-based or PDF form for submission or just list questions in an email or

document. The web-based and PDF forms output will generate results for easy input into a database.

No matter how you capture the data, it is beneficial to compile it all in one file or document for later use. Depending on the responsiveness of participants, two weeks is usually enough time to allot for collecting feedback forms.

Pop-up surveys and webmaster comments. Encourage consumers to provide feedback by including links to the survey and webmaster comments prominently on the homepage. Also, show links to these feedback methods at the bottom of each page of your website.

Another option is to have the survey or comment link pop-up when users arrive to the site inviting them to provide feedback.

Use encouraging phrases when requesting feedback such as “We welcome your comments, ideas, and suggestions” or “Thank you for taking time to share your thoughts and experiences. Your feedback will help us improve the website.”

Allow plenty of time to pass to collect enough information on your website. One to six months may be necessary for these feedback methods. As feedback comes in, develop a database or spreadsheet that organizes the feedback by topic. Vendors may do this automatically.

Web analytics. As with pop-up surveys and webmaster comments, it is important to allow ample time to gather feedback and one to six months may be appropriate. The web analytic service will organize and provide a number of data reports to you. Further, most offer graphical displays of the information for ease of use.

Debrief to discuss lessons learned

Interviews and focus groups. After the session is complete, the interviewer/moderator, note taker, and other observers should take 15 – 30 minutes to debrief. The team should go through the protocol and discuss general themes, points of interest, and surprising findings.

- Debrief at the end of each interview or group. If not after each interview, at least at the end of each day of data collection.
- Use the information from the debrief to make adjustments – change the order of questions, add or

Key information

No matter the feedback method, it is important to:

- Encourage consumers to provide feedback
- Allow enough time to pass to collect ample feedback
- Record and organize feedback received

remove questions, use a different interview technique, or even make changes to the testing website.

- Audio record or type notes of your debriefs since they provide initial findings.
- The table below summarizes the key activities associated with each of the feedback methods.

Gathering feedback: key activities

	Step 3.1: Decide who to talk to			Step 3.2: Prepare to get feedback					Step 3.3: Implement and get feedback	
	Identify consumers	Find participants	Decide on incentive	Choose location	Identify data collection staff or tools	Prepare a consent form	Prepare questions	Train staff	Gather and document feedback	Debrief to discuss lessons learned
Focus groups	Required	Required	Required	Required	Required	•	Required	Required	Required	Required
Interviews	Required	Required	Required	Required	Required	•	Required	Required	Required	Required
Feedback forms	•	Required	•			•	Required		Required	
Pop-up surveys	•	•	•		•	•	Required		Required	
Web analytics	•				Required				Required	
Webmaster comments	•				•				Required	
Required = required activity • = optional activity Blank = not applicable										

Step 4: Make use of your findings

There is no need to prepare a lengthy technical report; simply, summarize your findings, decide on recommendations to improve the site, and select fixes to implement.

4.1 Decide on recommendations

Make a list of recommendations (see the sidebar for some helpful hints on common issues that come up in testing).

Interviews, focus groups, feedback forms, pop-up surveys, and webmaster comments.

- Start by reviewing your debrief notes to come up with some initial recommendations.
- List any problems that came up in testing. What worked well? What didn't work well? What was challenging for consumers to understand or use?
- Review the notes from testing to support your recommendations.

Web analytics

Look for trends in the data.⁶

- Which pages are the most popular?
- Do your users browse more than one page before leaving?
- What is the average length of time your users stay?
- Do your users come from search engines? Which ones?
- What pages are primary exit pages for your site?
- Who are linking to you?

4.2 Make suggestions for changes to the website

Create a brief document or presentation with your recommendations. Include a brief explanation of findings that support your recommendations. Use quotes from testing (or audio and video clips) to support your recommendations, especially if the recommendation is controversial.

Helpful hints

Common issues

- Consumers can't find the information they're looking for.
- Consumers can find the information, but they don't understand it.
- Consumers don't understand how the website is relevant to them.
- Consumers aren't clear what to do with the information.

Next, share the findings with others. Get technical assistance and input from organizational staff, web designers, and partner organizations on how to overcome challenges.

Finally, update your brief document with a suggested fix or change to the website.

Example of brief findings, recommendations, and suggestions

Finding from testing	Recommendation	Suggested fix
Participants could explain that “patient experience” was information about what happened with the doctor. Unfortunately, participants did not always understand that the source of the data was the patient. They also didn’t realize that clicking on the button would lead to tables and graphs. They thought they would see narrative critiques.	Consider renaming the label for the patient experience data to something more identifiable to consumers.	In another round of testing, test other options for this label: <ul style="list-style-type: none">• Patient Experience Results• Patient Survey Results• Results of a patient survey on their doctor experiences
Users leave the site after looking at the overall ratings for doctors offices in their area. Few users look at condition-specific data.	Consider redesigning overall rating page to make clear that more information is available.	Redesign doctor’s overall rating page including functionality and labels.

4.3 Decide what changes to make

There may be many recommendations from testing, but not all of them have to be implemented. It may be helpful to get expert input before making any changes. Stakeholders can be another source of assistance and input. Seek buy-in from stakeholders by inviting them to observe testing, participate in debriefs, or attend a presentation of your recommendations.

Interviews, focus groups, feedback forms, pop-up surveys, and webmaster comments. Carefully consider which changes to implement.

- Address any issues that a majority of participants had problems with.
- Consider which things are true issues and which only reflect preferences. For example, saying “I’d like it better if this was blue” doesn’t necessarily mean that it needs to be fixed. Focus on issues that affect consumer’s ability to use the website and interpret information.

- Consider how the changes or fixes affect other aspects of the website. You may need to make additional changes for consistency or reconsider the suggested fix.
- Resist the urge to fix things by adding more instructions and information. A more drastic redesign may be necessary.

Web analytics. This data is usually a good starting point for identifying consumer engagement issues with your website. When there are clear issues, it may be easy to identify potential fixes. However, additional feedback from users may be necessary to understand the reasons for the web analytic data results.

4.4 Check to make sure the changes worked

Consider getting more feedback on significant changes to your website. Conduct another round of testing with consumers. Explore whether the fixes to the website worked and if new issues came as a result of the changes.

Remember that creating and revising your website is an iterative process. There's always room for future improvements, and no changes have to be final.

Samples, Resources, and References

Samples	26
Feedback methods.....	26
Interviews.....	26
Focus groups	26
Feedback forms	27
Pop-up surveys.....	28
Web analytics.....	29
Webmaster comments.....	29
Tools to gather consumer feedback	30
Screener	30
Advertisement to enroll consumers in testing.....	36
Consent form.....	37
Interview discussion guide (short version)	38
Interview discussion guide (long version)	41
Focus group discussion guide	55
Feedback form	65
Pop-up survey	68
Website comments form	69
Sample notes from an interview	69
Computer screen recording	70
Resource: Interviewer techniques and tips.....	71
Prepare for testing	71
During testing.....	71
References.....	75

Samples

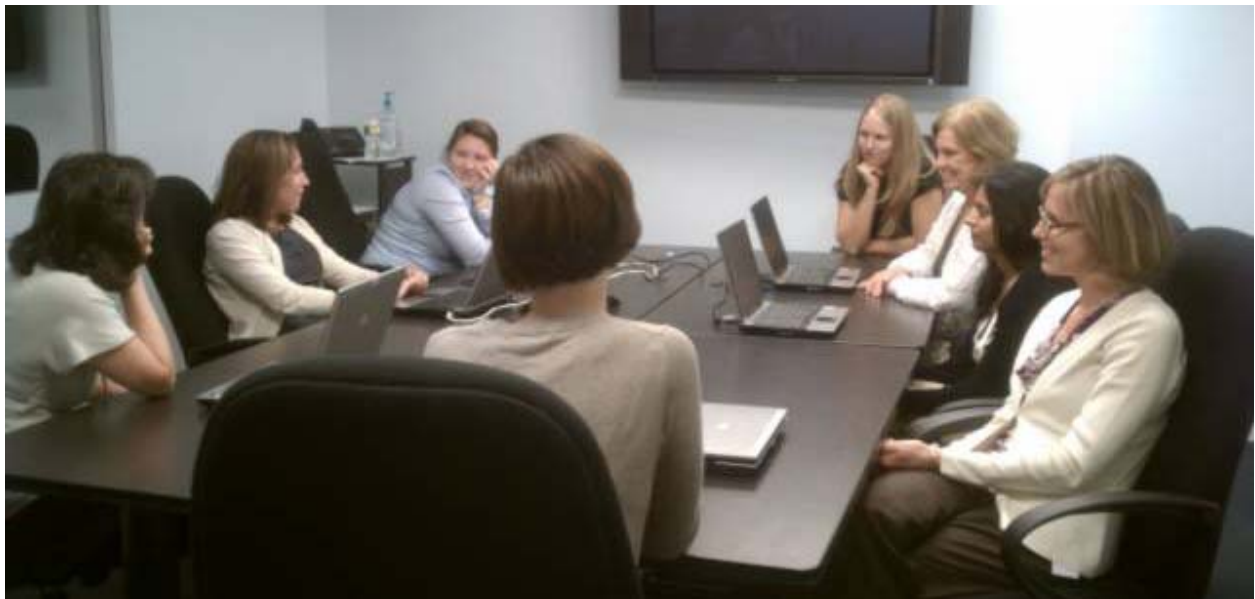
Feedback methods

Interviews

In-person web-based testing



Focus groups

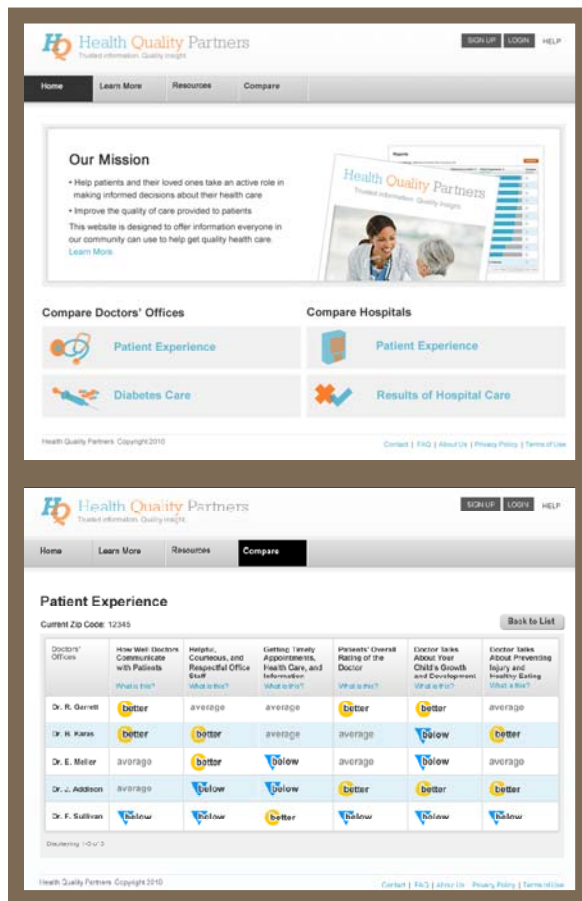


How to get consumer feedback and input into websites

Return to:

[Step 2: Select a feedback method](#)

Paper-based, screen-shot testing



Feedback forms

[View a feedback form](#)


Return to:

[Step 2: Select a feedback method](#)

Pop-up surveys

**Aligning Forces
for Quality** | Improving Health & Health Care
in Communities Across America

[Home](#) | [About AF4Q](#) | [Contact Us](#) | [NPO](#)


Robert Wood Johnson Foundation



Thank you for visiting the Aligning Forces for Quality website.

You have been selected to participate in an important survey.

The feedback you provide will help AF4Q enhance its site and serve you better in the future. All results are strictly confidential.

[CONTINUE](#) [NO THANKS](#)

Aligning Forces for Quality (AF4Q) is the [Robert Wood Johnson Foundation's \(RWJF\) signature effort](#) to lift the overall quality of health care in targeted communities, reduce racial and ethnic disparities and provide models for national reform. AF4Q asks the people who get care, give care and pay for care to work together toward common, fundamental objectives to lead to better care.

The \$300 million commitment to improve health care in 17 communities that together cover 12.5% percent of the U.S. population, in the largest effort of its kind ever undertaken by a U.S. philanthropy.

 [Follow us on Twitter](#)

Aligning Forces for Quality



Return to:

[Step 2: Select a feedback method](#)

Web analytics

The screenshot displays a web analytics dashboard with a purple header bar containing navigation links: REPORTS | CONTROL CENTER | INSTALLATION | SETTINGS | SUPPORT | LOGOUT. The main content area is divided into several sections:

- REPORT PERIOD:** A calendar view for the year 2008, with a date range of 2008-04-01 to 2008-06-30. An "OK" button is at the bottom.
- Last Visitors - www.yourwebsite.com:** A section showing the reporting period (2008-04-01 - 2008-06-30 (PST)) and a description of the report. It includes a "VIEW V PATH" link and a note about the session-based nature of the report.
- Reports:** A sidebar menu with links to Dashboard, Summary, Traffic, Page Views, Visits, Visitors, Last Visitor Details, First Time Visits, Returning Visits, and First Time vs Returning.
- ACTION:** A dropdown menu showing a list of actions: (01) - SALE, (02) - SIGNUP, (03) - SUBSCRIPTION, (04) - CONTACT FORM, (05) - NEWSLETTER, (06) - WEBSITE LEAD, and (07) - MIRCOSITE REDIRECT.
- System Information:** A table showing system details for two visitors.

System:	Window
Browser:	MSIE 7.0
Language:	Norwegian
Javascript:	Enabled
Monitor color:	32 bit
Resolution:	1440x900
Cookies:	Enabled

System:	Window
Browser:	MSIE 8.0
Language:	English
Javascript:	Enabled
Monitor color:	32 bit
Resolution:	1280x800
Cookies:	Enabled

Webmaster comments

[View sample website comment form.](#)

Tools to gather consumer feedback

Screener

PARTICIPANT INFO SUMMARY

Participant Name						
Sex	Male			Female		
Ethnicity: Hispanic or Latino?	Yes			No		
Race (select all that apply)	White or Caucasian	Black or African American	American Indian/ Alaska Native	Asian	Hawaiian/ Pacific Islander	Other
Education	Less than High School	High School Graduate/ GED	Associate's Degree or Some College	College [EXCLUDE]	Graduate Degree [EXCLUDE]	
Chronic Condition	Diabetes	Heart Disease	Depression	Low Back Pain	Asthma	

RECRUITMENT INSTRUCTIONS

- Recruit 10 participants (patients and family caregivers) and two alternates for a total of 12 possible participants.
- Participants must have seen a doctor in the past 12 months.
- Participants must be receiving treatment for one of the following chronic healthcare conditions:
 - * Diabetes
 - * Heart Disease
 - * Depression
 - * Low Back Pain
 - * Asthma
- Participants must be over 18.
- Recruit to obtain a mix of gender and mix of education level. Recruit participants with high school diploma, GED, or less as possible.
- Participants must not have worked for a pharmaceutical company, or worked in a doctor's office, medical clinic, pharmacy, or hospital.
- Participants must not have participated in a focus group or interview in the last 6 months.
- Notify AIR staff immediately of any recruitment difficulties, issues with, or questions about the screener.
- Please provide regular recruitment updates (once a day).

INTRODUCTION: PERSON ANSWERS THE PHONE

Hello, may I please speak with [*FIRST AND LAST NAME*]? My name is [*RECRUITER FIRST AND LAST NAME*], and I'm calling from NAME OF RECRUITMENT FIRM on behalf of the {organization}, {mission}.

IF RESPONDENT NOT AVAILABLE EITHER:

- DETERMINE A GOOD TIME TO CALL BACK OR
- LEAVE MESSAGE ON ANSWERING MACHINE

ANSWERING MACHINE/VOICEMAIL SCRIPT

Hello, my name is [*RECRUITER FIRST AND LAST NAME*]. I'm calling from NAME OF RECRUITMENT FIRM on behalf of the {organization} to see if you would like to participate in a research project. We are working to develop websites that contain useful information for patients about health care providers in their area. We would like for you to participate in an interview. Please call {*INSERT PHONE NUMBER*} at your convenience.

IF RESPONDENT IS AVAILABLE, INTRODUCE SELF AND REASON FOR CALLING

My name is [*RECRUITER FIRST AND LAST NAME*], and I'm calling on behalf of the {organization}, {mission}.

I'm calling today about a research project that we are doing. We are working to develop user-friendly websites that contain useful information for patients about health care providers.

If you are interested in helping with the project we are doing, and you meet its requirements, we will invite you to come for an individual interview at {*Name/Location*}. It would take about 90 minutes of your time, and we would give you \$75 to thank you for participating.

May I ask you a few questions? *IF YES, CONTINUE TO Q1. IF NO, THANK & END (END SCRIPT B).*

IF NEEDED, EXPLAIN FURTHER: Since we need to include people who are a mix of different backgrounds and experiences, there are some requirements that I have to check on for all of the people that we bring in to participate. I need to ask you a few questions to see if you meet the requirements for participating in the interview.

Before we begin, I'd like to let you know that all information you provide will be held in confidence. Your help is voluntary, and you may ask me to skip any questions that you do not wish to answer. You can stop at any time.

GENERAL INFORMATION RELATED TO STUDIES

Q1. As I mentioned, we are working to develop websites that contain useful information for patients about their doctor's office. We would like to speak with people who have recently seen a doctor.

Q1A. Have you seen a doctor in the past 12 months?

- ☐ YES (*GO TO Q1B*)
- ☐ NO (*THANK & END, [END SCRIPT A]*)

Q1B. Are you being treated for one of the following chronic conditions?

- ☐ Diabetes
- ☐ Heart Disease
- ☐ Depression
- ☐ Low Back Pain
- ☐ Asthma

Q2. How often do you use the internet in a typical week?

- ☐ I do not use the internet in a typical week
- ☐ Once per week
- ☐ 2-4 times per week
- ☐ 5-6 times per week
- ☐ Every day
- ☐ Multiple times per day

DEMOGRAPHICS

Q3. Have you ever worked in a doctor's office, medical clinic, pharmacy, or hospital?

- ☐ YES (*THANK & END [END SCRIPT A]*)
- ☐ NO

Q4. Have you ever worked for a pharmaceutical company?

- ☐ YES (*THANK & END [END SCRIPT A]*)
- ☐ NO

Q5. Have you participated in another interview or focus group within the past six months?

- ☐ YES (*THANK & END [END SCRIPT C]*)
- ☐ NO

Q6. How old were you on your last birthday? {18+, RECRUIT MIX}

IF UNDER 18 (*THANK & END [END SCRIPT A]*)

Q7. IF NECESSARY, What is your gender? {RECRUIT MIX}

- ☐ MALE
- ☐ FEMALE

**Q8. What is the highest grade or level of school you have completed? {RECRUIT MIX}
{RECRUIT SOME COLLEGE OR LESS}**

- ☐ Less than high school graduate
- ☐ High school graduate / GED
- ☐ Technical or vocational school or certificate program
- ☐ Associate's degree (2-year college graduate) (*THANK & END [END SCRIPT C]*)
- ☐ 1-3 years of college (*THANK & END [END SCRIPT C]*)
- ☐ 4-year college graduate (*THANK & END [END SCRIPT C]*)
- ☐ More than 4-year college graduate (*THANK & END [END SCRIPT C]*)

Q9. How would you describe your race? {CHECK ALL THAT APPLY} {RECRUIT MIX}

- ☐ American Indian or Alaskan Native
- ☐ Asian
- ☐ Black or African-American
- ☐ Native Hawaiian or Pacific Islander
- ☐ White

Q10. Are you of Hispanic or Latino family background? (RECRUIT MIX)

- ☐ YES
- ☐ NO

Q11. If you decide to participate in the interview, we would like to audio tape you during the interview. Only the researchers have access to the tapes. Would you be willing to be audio taped?

- ☐ YES
- ☐ NO (*THANK AND END [END SCRIPT C]*)

INVITATION IF INDIVIDUAL MEETS RECRUITING CRITERIA:

Thank you for answering all of my questions. It looks like you're eligible to participate in the interview. We plan to conduct interviews on {Dates}. We are holding the interviews at *{Location}*.

Q12. Would you be available for an interview on {dates} between {time}?

- ☐ YES (*ASK FOR POTENTIAL TIMES, COLLECT CONTACT INFORMATION*)
- ☐ NO (*ASK WHEN RESPONDENT MIGHT BE AVAILABLE, IN CASE OUR INTERVIEWS GET PUSHED BACK, COLLECT CONTACT INFORMATION*)

Available day_____ Time _____ PT

Available day_____ Time_____ PT

Available day_____ Time_____ PT

Again, this should take about 90 minutes. At the end, you will receive \$75. Validated parking will also be available if needed.

Let me just mention two things:

- 1) If you wear reading glasses, please be sure to bring them to the interview, as there will be reading involved; and
- 2) Please be aware that we have a no-smoking policy.

Now, let me just verify the spelling of your name and your address, so we can send you a confirmation letter with directions. *CONFIRM RESPONDENT'S INFORMATION.*

Name: _____ Telephone: _____

Address: _____

City, State: _____ Zip: _____

Also, please let me confirm that I have all your correct phone numbers so that we may call and confirm with you. *CONFIRM RESPONDENT'S INFORMATION.*

Home phone: _____ Other Phone: _____

Email Address: _____

If you have any questions or find that you can't attend, please call us right away at {insert phone number} so that we can find a replacement. Thank you for your time and for agreeing to help.

END SCRIPT A (FOR PEOPLE WHO DO NOT MEET SELECTION CRITERIA)

Thank you very much for answering my questions. As I said earlier, we're trying to recruit people from different backgrounds. Unfortunately we already have enough people in our study with backgrounds that are similar to yours. I appreciate your taking the time to speak with me and I hope you have a good day.

END SCRIPT B (GENERIC THANK AND END):

I appreciate your taking the time to speak with me and I hope you have a good day.

END SCRIPT C (FOR PEOPLE WHO MEET NEARLY ALL SELECTION CRITERIA)

FOR PEOPLE WHO MEET ALL SCREENER CRITERIA EXCEPT:

- Have participated in a focus group or interview from question 5
- Have a college education or greater from question 8
- Not willing to be audio or videotaped from question 11

Thank you very much for answering my questions. I need to check with my supervisor to verify whether you are eligible for this research study. If you are, I will call you back to schedule.

Return to:

[Step 3: Gather consumer feedback](#)

Advertisement to enroll consumers in testing

DIABETES

Are you between 18-72 years old?

Do you have diabetes?

**GET PAID Cash for your valuable time and opinions
in a 90 minute interview**

This is an opinion-gathering interview. No sales involved!

You will be asked a few qualifying questions.

Call Jane at 555-555-0001

[website address](#)

123 Main Street, Anytown, STATE 12345

Consent form

Asking your permission to be in this research project

Thank you for coming today. Please read the information below that tells about our research project. Be sure to ask if you have any questions. Then, if you are willing to participate in the research project, please sign your name at the bottom and give the form back to us. We will give you a copy of the form to keep.

What is this project about and what will you ask me to do?

Today we will be asking you to read some materials about health care and quality and provide feedback on different ways that information might be displayed. This will take approximately 90 minutes. As a thank you for participating, we will give you \$75.

Who is doing this project?

This project is being done by the (organization name), (brief organization description). The project is funded by the (sponsor name), (brief sponsor description: mission).

Do I have to participate in this project?

No. It is your choice whether to participate or not. Also, you have the right to stop participating at any time, and you do not have to answer any questions that you don't want to. If you choose not to participate or stop participating, there are no penalties and you will receive the full \$75 incentive.

Will you be recording the discussion today?

Yes. With your permission, we plan to audio and video tape the discussion. Giving your permission to be taped means that we may share the tapes and information from the discussion with people outside of the project, such as health care professionals or organizations. We may also reproduce what you say in other ways such as in reports and publications. When we share or reproduce information, however, we will be careful to never include your name. If a name is caught on tape, it will be erased before the tape or information is shared. The tapes will remain AIR property and will be destroyed one year after the end of the project.

How will you protect my privacy?

We will not use your name in connection with anything you say, and we will not give your name to anyone outside of the project.

What if I want more information?

- Please ask us today if you have any questions.
- If you have additional questions or concerns about this research study, please contact the director of the research project at (organization), (Name), (email), (phone number), (address).

Please sign below if you agree to participate

Signing your name below means that you are giving your "informed consent" to participate today. This means that you have read and understood the information on this form, you've had a chance to ask questions, and you are willing to participate under the conditions we have described. **As discussed above, we will never identify you by name when your comments are used.**

Your signature:_____ Today's date:_____

Please print your name:_____ Appointment time:_____

Interview discussion guide (short version)

Note to Interviewers

This protocol is intended to be used as a general guide.

- You do not need to ask all of the questions, nor do you need to ask them in the exact order listed.
- You will need to be flexible in your questioning. As the participant is thinking aloud, pursue their lines of thinking. Probe, follow-up, and ask questions.
- It is more important to listen to the participant and ask questions to understand how and what they are thinking than it is to ask the questions as scripted in the protocol. We want to understand how people are responding to the website.

Testing Goals

We are testing [x] website or [x] written materials. The website is designed to [for example, educate and inform consumers about evidence-based health care and decision-making]. The focus for this testing is on the following:

- Does the website/materials engage people?
- Do people think that the website/materials are relevant to them and their experiences?
- Is there anything that tells people this is not for them/does not resonate with them/does not make sense, particularly given how they see the world?
- Is there anything to which people have an emotional reaction or big physical reactions (e.g., material upsets, confuses, or angers them, something they really like seeing?)
- Can people quickly scan and understand what's here?
- Where, if at all, do they stop scanning and start reading to dig in deeper? (What parts are catching their attention?)
- How well do people understand the information presented?
- How, if at all, could they imagine using this information? How could it help them do what they already have to do?
- Would they recommend someone else use this? For what, and why?

Interview Process

The interview process will be as follows:

- Participants will read through the information on the website/materials, thinking aloud as they read. The interviewer will ask general probes during the think aloud process to encourage participants.
- When the participant has reviewed the website or the relevant sections/materials, the interviewer will ask about overall reactions to the website/materials. As time permits, the interviewer will probe in more detail on specific sections.

- The goal is to gain an understanding of how people navigate through and understand the website/materials as a whole. We also want to understand how people are reacting to some of the specific messages, which will be the focus of the specific probing.

Key Interview Questions

[Allow participant to look through the sections of the website/materials that you are testing, allowing them to move through the pages as they are naturally inclined. Note sections they skip, struggle with, or study. What do they read first? Where do they spend time? Why?]

Remind participants to think aloud.

- Remember to tell me your thoughts and reactions as you're looking at the website/materials.
- Can you tell me what you're thinking about now?
- What are you looking at now? What are your thoughts?

Be sure to get feedback in the following key areas:

1. First impressions – {If not already covered in think-aloud}

- What were your first reactions when you looked at the website/materials? What did you notice first?
- What parts of the website/materials grabbed your attention? Can you tell me a little more about that?

2. Overall comprehension - {If not already covered in think-aloud}

- In your own words, what would you say are the main things you walk away with from the website/materials? How did it make you feel?
- Was there any information on the website/materials that was confusing or unclear?
 - Was there anything that you had to go back and read again to understand what it said? (If there were parts that you had to read over to understand, then something may be wrong, and the people who are working on the website need to know so that they can fix it.)
 - Was there anything that could have been explained better?
 - Were there any parts where you wanted more of an explanation or more information?
 - What do you think about the amount of information on the website/materials? **{Probe for too much, too little, just right.}**

3. Formatting - {If not already covered in think-aloud}

- What do you think about how the website/materials look? (Busy? Professional? Inviting?) **{Probe for colors, pictures, overall layout.}**
- What did you think about the pictures? **{Probe for red flags, pictures they did not relate to.}**

4. Overall reactions - {If not already covered in think-aloud}

The website/materials are about “INSERT TOPIC.”

- How important is this topic to you?
- Is this something you are concerned about?
- Is this something that you have thought about before today? Tell me about that.
- Was there any information on the website/materials that surprised you? What information? Why?
- Was there any information on the website/materials that was new to you? What information?
- Which parts of the website/materials did you like the best? Why? Which parts did you like least? Why?
- When you read the information, did you think it applied to you? Why or why not? Were there parts that you felt applied to you more than others?
- Do you think that the website/materials was written for someone like you? Why or why not?
- Can you give me an example of how you would use this information?
- Would you recommend that a friend or family member look at the website/materials? For what? Why? What would you tell them about the website/materials?

Interview discussion guide (long version)

Testing Interview Guide

(Dates of testing) in (Location)

Testing materials

- Laptops for testing
- Laptops for note-taking
- Print materials for testing
- Interviewer clock
- Pens and notepads in each testing room
- Informed consent forms (1 copy for participant to sign, plus 1 copy for participant to keep)
- Recording device(s)
- Interview guide
- Incentive
- Receipt form

Procedures for obtaining informed consent

As interviewees arrive, greeter should have them read and sign the informed consent form (if not enough time, interviewer should do this prior to starting). Give each person an unsigned copy of the form to keep.

Testing goals

Navigation of homepage: Can users understand what is available on the site by looking at the homepage? Do users feel comfortable navigating the site to find the information they are seeking?

Understanding of displays: Can users understand and correctly interpret information as shown? How do users understand and interpret the findings? Do users understand the importance of clinical measures?

Understanding of labels and descriptions: Is information presented in a way that users can understand and use? Can users understand and correctly interpret information as shown? What labels are most understood by consumers? What text changes may be needed?

Timing

90 minutes total

Approximate time	Topic	Elapsed time
8	Background	8
5	Introduction	13
22	Homepage	35
5	Select Doctors	40
48	Patient Survey Results [Understanding of Displays] Overview 12 minutes Review detail display 12 minutes Language and Labels 24 minutes	83
5	Compare display formats [bars vs. stars vs. word icons]	88
2	Closing	90

Key Interview Questions and Probes

Think aloud reminders:

- Remember to tell me your thoughts and reactions as you're looking at the handout.
- Can you tell me what you're thinking about now?

Track where and what participants are looking at:

- What do you see first?
- Can you show me which part you were looking at when you got that reaction?
- Where are your eyes going? What are you looking at?
- What are you looking at now? What are your thoughts?

To elicit further information:

- And you say that because...
- How so?
- In what way?
- Tell me more about that
- Remember, there isn't any right or wrong answer. I just want to know your honest opinion. That's what will help in making improvements to this handout.

{Probe on significant non-verbal communication, smiles, eye-rolling, etc. Don't over-probe non-verbal communication—i.e., don't probe to the point that it makes participant self-conscious}

Background

8 minutes

- Thank you for agreeing to do this interview. My name is [NAME] and I'll be talking with you today. [INTRODUCE NOTE-TAKER]
- I work for a non-profit organization, [organization].
- Our discussion today is part of a project **sponsored by the Robert Wood Johnson Foundation**, a private foundation with the mission to help improve the health of and healthcare for Americans.
- Today we'll be talking about some **materials that are being developed by the (organization) to help consumers compare and make informed decisions** when selecting health care.
(Background/mission of organization)
- I'll be asking you to look at materials on the computer. Based on the feedback we get from you and others, we will make recommendations about how to improve the materials. These materials are already available to the public at: [live website address](#).

Ground Rules

- We'll be here about **90 minutes** today. We won't be taking any formal breaks, but feel free to let me know if you need a break to go to the restroom [DESCRIBE LOCATION] or to get something to drink.
- Everything you tell me will be **confidential**. To protect your privacy, we won't connect your name with anything that you say.
- Please give us your **honest feedback**. Remember that we're not testing you—we're testing the materials. My job is just to collect comments about them. If something is unclear or confusing to you, it's bound to be confusing to other people too.
- I would like to **record our discussion** today so that I can make sure I capture all of your feedback. As I mentioned before, your name or identity will not be associated with your comments. Because we're recording, please try to **speak in a voice at least as loud as the one I'm using now** so that we can make sure the tape is picking up our voices.
- We have a lot to talk about today, so there may be times when I need to move the discussion along. Please understand that **when I ask that we move to a new topic, I don't mean to be rude**.
- Before we begin, do you have any **questions**?

Introduction

5 minutes

- How often do you use the Internet?
- What type of information have you looked for found on the internet about doctors' offices or hospitals?

Homepage

22 minutes

As I mentioned, today we'll be talking about some materials that are being developed to help people compare and make informed decisions when selecting a doctor or a hospital. Before materials like these are made available to the public, we like to have a small group of people look at them first so we can find out about any potential problems and fix them.

The way we do this is by having you look at the materials and tell us what you are thinking as you look at them. In other words, we want you to talk out loud about any thoughts, feelings, reactions or questions you have.

For example, if I asked you how many windows are in your living room you might think: "Well, my living room and dining room are connected, so there are 6, but I guess the question is just about my living room, so I will say 4." Today, we'd like to hear all of that inner dialogue.

I am going to give you a few minutes to look over this page, and then we will talk about it together. Go ahead and talk out loud and tell me what you're looking at, thinking, and what you are reading.



- What do you think about this page? What were your first impressions of this page?

- What did you notice first?
- In your own words, what kind of information do you think you will find by looking at this website?
- What information was most important to you?
- [IF WEBPAGE REQUIRES SCROLLING] Can you point out the privacy policy on this page? If you were looking at this page at home, how likely would you be to scroll down to the bottom of the page?
- [POINT TO: Our Mission] Did you notice the text here? Did you read this information?
 - How likely would you be to read this information if you were looking at this at home?
 - Take a moment to read this over. What is this section tell you about the site?
 - After reading this, how trustworthy do you find the site?
 - Was there any place where you had to read the information more than once to understand? {Show me where}
- Take a look at the bottom of the page [POINT TO: Compare Doctor's Offices/Compare Hospitals]. In your own words, what is this information?
 - How likely would you be to click on any of those links?
 - What do you expect to see next, after clicking on the link:
 - [POINT TO: Patient Experience]? What do you think is meant by patient experience? Can you give me an example?
 - We are considering some other titles and would like to get your opinion on them. **{Hand participant hard copy of the page and TWO title options.}** Which title do you prefer? Tell me about why you prefer that one.
 - ☐ Patient Experience
 - ☐ Results of Patient Survey
 - ☐ Patient Experience Survey Results
 - ☐ Patient Survey Results
 - [POINT TO: Diabetes Care]
 - [POINT TO: Results of hospital care] In your own words, how would you describe results? Can you give me an example?
- [POINT TO: Navigation tabs – Home, Learn More, Resources, Compare] Did you notice the links up here?
 - How likely would you be to click on any of those links?
 - What do you expect to see next, after clicking on the link:

- [POINT TO: Learn More]? What might you see if you clicked on that link?
- [POINT TO: Resources] What kind of information do you expect to find here? How might this information differ from “Learn More”?
- [POINT TO: Compare] What would you compare? Can you give me an example of what the comparison would look like?
- Please tell me your thoughts about the look of the page. Please tell me your thoughts on the layout, the pictures, and the colors.
- What did you think about the amount of information on the page? Was there just the right amount of information, too much information, or not enough information? How so?
- After looking at this page, what would you do next?

Select Doctors

5 min

Let's say you wanted to find the best doctor 25 miles of you Can you show me how you would do that on this website?

Once they click on a link ask:

- Why did you click on that link? Is this what you expected to find?
- [IF INCORRECT SAY:] This doesn't look like it will give us that information. Would you like to go back to the homepage and try a different way?

[ALLOW A SECOND ATTEMPT]

Once they click on a link ask:

- Why did you click on that link? Is this what you expected to find?
- [IF INCORRECT SAY:] This doesn't look like it will give us that information, let's go back to the homepage I can show you the next step.
- Look at the buttons here [POINT] do you think one of these may help you find a doctor? Which one? Why is that?
 - Go ahead and click on that tab.

Take a look at this page and tell me what you see. Let's say you are still looking for the best doctor within 25 miles of you}. Walk me through how you would get that information.

Participant should enter their zip code, select 25 mile radius, and click on compare.

Note where the participant looks and what they click on.

- What was confusing or unclear about this page? What might be confusing to someone else? How would you rewrite the information here to make it clearer?

Patient Survey Results [Understanding of Displays]**48 minutes****Overview****12 minutes**

You are providing very helpful information so far. Please remember to continue thinking out loud with me.

[Participant should now be looking at a list of clinics in their area after entering their zip code, selecting 25 mile radius, selecting a category, and clicking on compare.]

The screenshot shows the Health Quality Partners website. The header includes the logo, tagline "Trusted information. Quality insight.", and links for SIGN UP, LOGIN, and HELP. A navigation bar contains Home, Learn More, Resources, and Compare (highlighted). Below the navigation bar is the section "Select Doctors' Offices to Compare" with a "Compare" button. The current zip code is 12345. A table lists 12 doctors' offices with columns for Select (Up to 5), Doctors' Offices, Distance, and Patient Experience. The Patient Experience column shows ratings like "better", "average", "below", and "Too Few Patients". At the bottom, it says "Displaying 1-12 of 12" and has pagination controls.

Select (Up to 5)	Doctors' Offices	Distance	Patient Experience ▼ What is this?
<input type="checkbox"/>	Dr. R. Garrett	14.3 miles	better
<input type="checkbox"/>	Dr. B. Karas	10.1 miles	better
<input type="checkbox"/>	Dr. M. Fleming	0.2 miles	better
<input type="checkbox"/>	Dr. S. Carlson	1.0 miles	better
<input type="checkbox"/>	Dr. Y. Hubert	0.9 miles	better
<input type="checkbox"/>	Dr. E. Meller	4.6 miles	average
<input type="checkbox"/>	Dr. W. Stephenson	0.1 miles	average
<input type="checkbox"/>	Dr. T. Wald	12.9 miles	average
<input type="checkbox"/>	Dr. J. Addison	17.9 miles	average
<input type="checkbox"/>	Dr. A. Robinson	0.2 miles	below
<input type="checkbox"/>	Dr. F. Sullivan	9.4 miles	below
<input type="checkbox"/>	Dr. R. Parks	0.1 miles	Too Few Patients

Displaying 1-12 of 12 « First Prev 1 Next Last »

Note where the participant looks and what they click on.






















- What do you think about this page? What were your first impressions of this page? When you first saw it what was your reaction?
- How well does this match what you expected to find after clicking on the button “Compare”?
- Which columns [POINT TO: columns] did you notice first? Which have the most important information to you?
- Which rows [POINT TO: rows] did you notice first? Which have the most important information to you?
- If you were looking at this on your own, how would you use this information?
- **WORD ICONS** What do you think these {point to word icons} mean?

- Look at {ANY OFFICE}. What can you say about this doctor's office?
- If you had to choose a doctor based on the information on this page, which doctor would you choose? Please tell me more about why you chose this doctor.
- Which doctor would you say is doing the worst? How did you figure this out?
- Overall, how do you think Dr. R. Parks office did?
 - Please tell me about why there is no [bar, stars, or word icon] for this doctor's office.
 - In your own words, what does "Too few patients" mean to you? How would you explain why Dr. Parks' office has no information?
- Are there any terms or phrases that seem unfamiliar to you or may be confusing to someone else? How would you rewrite the information here to make it clearer?
- Now that we've discussed this information, what other word(s) would you suggest we use instead of "patient experience?"
- How would you use the information in this graph?
- What did you think about the amount of information on the page? Was there just the right amount of information, too much information, or not enough information? How so?
- Please tell me your thoughts about the look of these graphs. Please tell me your thoughts on the layout, the display, and the colors.
- After looking at this page, what would you do next?
- Did you notice these buttons? [POINT TO SELECT BOXES AND COMPARE BUTTON]
- What do you think these buttons do?
- What would have made it easier for you to find those buttons?

Review detail display [Understanding the display format]**12 min****Patient Experience**

Current Zip Code: 12345

[Back to List](#)

Doctors' Offices	How Well Doctors Communicate with Patients What is this?	Helpful, Courteous, and Respectful Office Staff What is this?	Getting Timely Appointments, Health Care, and Information What is this?	Patients' Overall Rating of the Doctor What is this?	Doctor Talks About Your Child's Growth and Development What is this?	Doctor Talks About Preventing Injury and Healthy Eating What is this?
Dr. R. Garrett	 better	average	average	 better	 better	average
Dr. B. Karas	 better	 better	average	average	 below	 better
Dr. E. Meller	average	 better	 below	average	 below	average
Dr. J. Addison	average	 below	 below	 better	 better	 better
Dr. F. Sullivan	 below	 below	 better	 below	 below	 below

Displaying 1-5 of 5

I would now like to show you more information. Let's pick 5 doctors' offices to compare. Next, you would be shown how the doctors' offices did on different topics. The feedback you are providing is very helpful so far.

- What would you say this page shows?
- If you had to choose a doctors' office based on the information on this page, which doctor's office would you choose? Please tell me more about why you chose this office.
- How easy or difficult was it for you to select a doctor using this display?
- What did you think about the amount of information on the page? Was there just the right amount of information, too much information, or not enough information? How so?
- Is there anything that you think other people would find confusing or have a hard time understanding? How would you rewrite the information here to make it clearer?
- Please tell me your thoughts about the look of these graphs. Please tell me your thoughts on the layout, the display, and the colors.

Label and Language Testing

24 min

Doctor communication (5 min)

I would now like to focus on each of the specific topics shown here.

- In your own words, how would you explain what “communicated well” means? Can you give me some examples?
- Did you notice the label “What is this?” Go ahead and click on the link **{go to the next page}**.
- Is there anything that you think other people would find confusing or have a hard time understanding? How would you rewrite the information here to make it clearer?
- Where does the information come from?
- What do you think of the title for this column “{How Well Doctors Communicate, Doctor Communication, How Well Doctors Communicate with Patients}”?
- We are considering some other titles and would like to get your opinion on them. **{Hand participant hard copy of the page and TWO title options.}** Which title do you prefer? Tell me about why you prefer that one.
 - ☐ How Well Doctors Communicate
 - ☐ Doctor-Patient Communication
 - ☐ How Well Doctors Communicate With Patients

Patient Experience

Current Zip Code: 12345

Doctors' Offices	How Well Doctors Communicate with Patients	Helpful, Courteous, and Respectful Office Staff
	What is this?	What is this?
Dr. R. Garrett	better	
Dr. B. Karas	better	
Dr. E. Meller	average	
Dr. J. Addison	average	below
Dr. F. Sullivan	below	below

Displaying 1-5 of 5

The survey asked patients if their doctors explained things clearly, listened carefully, showed respect, provided easy to understand instructions, knew their medical history, and spent enough time with the patient.

Office staff (3 min)

Let's go on to the next topic.

- In your own words, how would you explain what “{Courteous and Helpful Office Staff; Professional Office Staff; Helpful, Courteous, and Respectful Office Staff}” means?
- What would office staff do to be {courteous and helpful; professional; helpful, courteous, and respectful}?
- Let's click on the link “What is this?” {go to next page}. Take a minute to read the explanation there. Was there any place where you had to read the information more than once to understand? {Show me where}
- What other words or phrases would you use for the title of this column? What do you think about the word polite?

Doctors' Offices	How Well Doctors Communicate with Patients	Helpful, Courteous, and Respectful Office Staff
	What is this?	What is this?
Garrett	average	average
Karas	better	better
Meller	average	better
Addison	average	below
Sullivan	below	below

The survey asked patients if office staff were helpful and treated them with courtesy and respect.

- We are considering some other titles and would like to get your opinion on them. {Hand participant hard copy of the page and TWO title options.} Which title do you prefer? Tell me about why you prefer that one.

- ☐ Courteous and Helpful Office Staff
- ☐ Helpful Office Staff
- ☐ Helpful, Courteous, and Respectful Office Staff

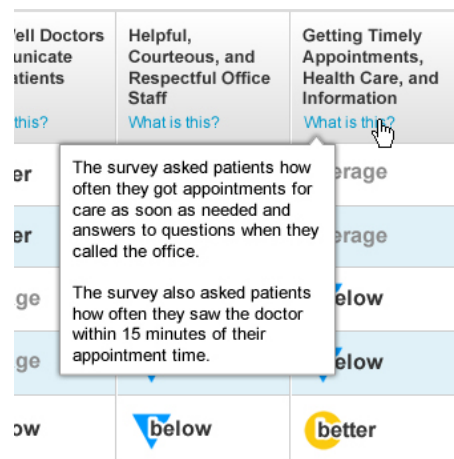
Access (3 min)

Thank you for your help, I really appreciate your feedback. Let's keep going on to the next topic.

- In your own words, how would you explain what “{when needed; timely}” means?
 - What do you think they are referring to when they say {Health Care; Care and Information; Health Care and Information}?
 - Let’s click on the link “What is this?” **{go to next page}**. Take a minute to read the explanation there. Is there anything that you think other people would find confusing or have a hard time understanding? How would you rewrite the information here to make it clearer?
 - What suggestions do you have for a different title for this column? What other words you would use instead of the ones here?
 - We are considering some other titles and would like to get your opinion on them. **{Hand participant hard copy of the page and TWO title options.}** Which title do you prefer? Tell me about why you prefer that one.
- ☐ Getting Appointments and Health Care When Needed

☐ Timely Appointments

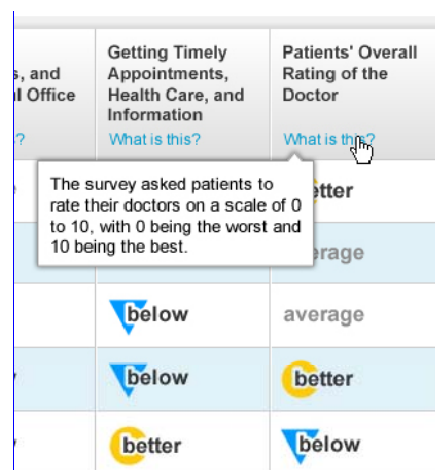
☐ Getting Timely Appointments, Health Care, and Information



Overall rating (5 min)

Let's focus on the next column.

- Where does the information in this column come from? (How did the website get this score?)
- What does “overall rating” mean to you?



- What can you say about how patients rated the care at {Dr. E. Meller}?
- How is this information the same or different from the first page of results with the 12 doctors' offices? **{Pull out printout of Select Doctor's Office Page, if helpful}**
- We are considering some other titles and would like to get your opinion on them. **{Hand participant hard copy of the page and TWO title options.}** Which title do you prefer? Tell me about why you prefer that one.
 - ☐ Overall Rating of the Doctor
 - ☐ Overall Rating
 - ☐ Patients' Overall Rating the Doctor

Child's growth and development (4 min)

The feedback you are providing is very helpful so far. Until now we have been looking at measures about doctors. The next two measures are about doctors for children.

- In your own words, how would you explain what is meant by {doctor's attention; growth and development}?
- Let's click on the link "What is this?" **{go to next page}**. Take a minute to read the explanation there. Was there any place where you had to read the information more than once to understand? {Show me where}
- Where did this information come from? (Who provided this information?)
- What other words or phrases would you use for the title of this column?
- We are considering some other titles and would like to get your opinion on them. **{Hand participant hard copy of the page and TWO title options.}** Which title do you prefer? Tell me about why you prefer that one.
 - ☐ Doctor's Attention to Your Child's Growth and Development
 - ☐ Child's Growth and Development
 - ☐ Doctor Talks About Your Child's Growth and Development

timely rents, are, and on s?	Patients' Overall Rating of the Doctor What is this?	Doctor Talks About Your Child's Growth and Development What is this?
		better
		below
/	average	below
/	better	better
	below	below

Child's safety and health (4 min)

Here is another measure about doctors for children.

- In your own words, how would you explain what is meant by {safe and healthy; preventing injury and healthy eating}? Can you give me some examples of what they mean?

- Let's click on the link "What is this?" **{go to next page}**. Take a minute to read the explanation there. Is there anything that you think other people would find confusing or have a hard time understanding? How would you rewrite the information here to make it clearer?
- Where did this information come from? (Who provided this information?)
- What other words or phrases would you use for the title of this column?
- We are considering some other titles and would like to get your opinion on them. **{Hand participant hard copy of the page and TWO title options.}** Which title do you prefer? Tell me about why you prefer that one.

verall ie	Doctor Talks About Your Child's Growth and Development What is this?	Doctor Talks About Preventing Injury and Healthy Eating What is this?
	The survey asked parents if the doctor talked about keeping your child from getting injured and about the food your child eats.	
	The survey also asked parents if the doctor gave printed handouts or booklets on keeping your child from getting injured.	
	better	better
	below	below

- ☐ Doctor's Advice on Keeping Your Child Safe and Healthy
- ☐ Child's Health and Safety
- ☐ Doctor Talks About Preventing Injury and Healthy Eating

Comparing display formats [bars vs. stars vs. word icons]

5 min

So far, we have looked at all of this data in {bar graph, stars, word icon} format. I would like to show you some other formats for displaying the data and get your feedback on them. **{Pull out the 6-column printouts in all THREE formats: bars, stars, and word icons}**

{SKIP the series of questions on the format for which the participant has already been viewing}

- **BAR GRAPH** What do you think the numbers in the bars mean? What do the percentages mean?
 - What does the blue part of the bar represent?
 - What does the gray part of the bar represent?
 - If you had to choose a doctors' office based on the information on this page, which doctor's office would you choose? Please tell me more about why you chose this office.
 - Look at {Dr. B. Karas}. What can you say about this doctor's office?
- **STARS** What do you think the stars mean?
 - What does an orange star mean?
 - What does an empty star represent?
 - If you had to choose a doctors' office based on the information on this page, which doctor's office would you choose? Please tell me more about why you chose this office.

- Which doctor's office did the second best? The worst?
 - Look at {Dr. B. Karas}. What can you say about this doctor's office?
- **WORD ICONS** What do you think these {point to word icons} mean?
 - If you had to choose a doctors' office based on the information on this page, which doctor's office would you choose? Please tell me more about why you chose this office.
 - Which doctor's office did the second best? The worst?
 - Look at {Dr. B. Karas}. What can you say about this doctor's office?
- **{Show all three printouts next to one another}** Which format do you prefer? Tell me about why you prefer that one.
 - ☐ Bar Graph
 - ☐ Stars
 - ☐ Word Icon

Closing

2 min

Before we end, I'd like to give you chance to share any additional thoughts or comments about the information we talked about today.

Is there anything else you would like to add that you didn't have a chance to say during our discussion today, or something that we didn't talk about that you wish we had?

Thank you very much for participating in this discussion today. We appreciate your time.

1. **Fill out incentive receipt form**
2. **Give incentive to participant**
3. **Ask participant to verify amount of incentive is correct.**

Type up notes as soon as possible after interviews.

Focus group discussion guide

AIR focus groups with local consumers

Topic guide for consumer focus groups

Materials needed (all provided by AIR):

- Incentives (\$50 cash per participant)
- Food (dinner plus appropriate beverages)
- Pens for participants, flipchart easel, markers, note pads
- Name placards
- Hard copies of materials
- Informed consent forms (1 copy for participant to sign, plus 1 copy for participant to keep)
- Incentive receipt forms
- Moderator time clock

Obtain informed consent

As participants arrive, have them read and sign the informed consent form. Give each person an unsigned copy of the form to keep.

Consumer groups outline

(90 minutes total)

Time in minutes for each section	Topic	Elapsed time at end of section
8	Introduction (welcome; background, ground rules)	8
7	Warm-up – brief introductions	15
15	Exposure and initial reactions	30
45	Real time reactions	75
10	Reactions to the materials in general	85
5	Closing	90

Materials

- Finding trustworthy health information
- What to do during your health care appointment
- What is quality health care?
- How do we know which types of care work best?
- What is the right amount of health care?

Introduction

(8 min start at ____ end at ____)

INSTRUCTIONS:

AS PARTICIPANTS ARRIVE, AIR STAFF GREET PARTICIPANTS AND GIVE THEM INFORMED CONSENT FORMS (1 TO SIGN, 1 TO KEEP).

1. Welcome

Thank people for coming.

2. Background—explain purpose of the group

- Hello. My name is {NAME} and I'm the moderator for today's discussion.
- I work for a company {organization}.
- Our group discussion today is part of a project sponsored by {organization}.
- {Sponsor description/mission}.
- During the group today, we'll be asking you for your opinions about materials that your employer is considering posting online. We will ask you to share your thoughts about and your opinions and reactions to these materials.
- Nothing that you say or share today will affect your health insurance benefits or your employment. We will not share your name or anything that you say individually.
- We are taping the discussion so that we can share what you say with other people who are working on this project.
- Questions?

3. Go over ground rules.

- We want to hear from everyone—want your honest opinions and reactions—there are no right or wrong answers—feel free to disagree.
- Don't need to wait for me to call on you—though I may need to interrupt from time to time to keep the discussion moving. We have a lot to cover, so we can't spend too long on just one topic.
- Since we're recording, it's very important for us to have only one person speaking at a time. So please take turns—let's give everyone a chance to share their opinions.
- Also, because we're recording, please try to speak in a voice at least as loud as the one I'm using now so that we can hear everyone on the tape.
- Location of bathroom.
- Turn off cell phones or set to vibrate.
- Questions?

Warm-up

(7 min – end at ____)

4. Brief introductions

Let's start with brief introductions. We'll go around the table.

Starting with *{name, seat #1}*, please give your *first name* only, then briefly tell us:

- What kind of work you do
- How long you've lived in the area

Exposure & Initial reactions

(15-min – end at ____)

Recently, the {organization} posted a set of materials called “Quality Health Care Resources” on the internet homepage.

Some of you may have seen these materials on the internet site. Everyone should have received a full set of these materials via FedEx before tonight’s group. The materials that you received are what we’re going to be talking about tonight.

1. Before we sent the materials to you, were you aware of the Quality Health Care Resources?

- If YES: How did you see them or hear / learn about them? From the Fit for Life website? From the Internet home page?

2. Before we sent the materials to you, had you looked at the Quality Health Care Resources?

We asked all of you to take a look at the materials before our group discussion today.

3. For those of you who had the chance to look at them, what were your reactions?

- What do you remember thinking about the materials when you first saw them?
- Did you think they were relevant to you? Why or why not?
- How useful were they? How helpful were they? How interesting were they to you?

4. As a group, what do you think the materials were trying to tell you?

- What did you take away from the materials?
- What did you think the materials were asking you to do?

5. What do you think the {organization} wants employees to do with the materials and the information in the materials?

6. The materials are organized into four sections: Using the Internet to Find Trustworthy Health Information; Making the Most of Your Health Care Appointments, Getting Good Quality Care, and Quality Health Care and Making Wise Use of Resources.

- Which of the **sections** would you be likely to click on first? Why? Which of the **documents** would you be likely to click on first? Why?
- Which of the documents are you most interested in? Why? Are there any sections or documents that you would not be likely to click on or look at? Why?

Real time reactions to the Materials (45 min – end at ____)

Now let's take a closer look at some of the documents.

Topic A “Finding trustworthy health information”

Refer to the hard copy of this document.

Imagine that you were on the internet homepage and you ran across these documents. Take a few minutes to look through this document like you would if you had found them online. You do not need to read everything in detail – we're not going to test you, just ask for your reactions.

[Allow participants to review the tip sheet, 2-3 minutes.]

7. Now that you've reviewed the document, let's talk about it as a group. What are your overall reactions to this document and the information in it? What do you think about it?
 - What do you like about the document?
 - What do you not like about the document? Or, what do you like least?
8. Was there anything in this document that was surprising to you? Is there any information that you expected to find here that you think is missing?
9. What do you think this document is trying to tell you? What do you think it is asking you to do?
 - What are your reactions to being asked to do these things?
10. Before looking at this sheet, were you familiar with any of the websites they mention? Which ones? Had you ever gone to any of these websites to look for information?

11. How, if at all, would you use the information in this document?

- Would this checklist help you find and look at websites?
- Would you keep this checklist of website features to look at?
- Would you go to any of these websites if you needed information in the future?

12. Overall, how helpful is this document?

13. Is there anything in this document that you would change? Add? Remove?

Topic B “What to do during your health care appointment”

Refer to the hard copy of this document.

Again, I’d like you to imagine that you were on the internet homepage and you ran across these documents. Take a few minutes to look through this document like you would if you had found them online.

[Allow participants to review the tip sheet, 2-3 minutes.]

14. Now that you’ve reviewed the document, let’s talk about it as a group. What are your overall reactions to this document and the information in it? What do you think about it?

- What do you like about the document?
- What do you not like about the document? Or, what do you like least?

15. Was there anything surprising in this document? Is there any information that you expected to find here that you think is missing?

16. What do you think this document is trying to tell you? What do you think it is asking you to do?

17. Have you ever done any of the things suggested in this document? Which ones?

- How likely are you to do these things during a health care appointment?

- How do you feel about the {organization} distributing these materials and suggesting that you do these things?

18. Overall, how helpful is this document? How, if at all, do you think you would use the information in the document?

- Would this document help you to do the things they are suggesting?
- Is there anything about this document that you would change? Add? Remove?

Topic C “What is quality health care?”

Refer to the hard copy of this document.

Again, I’d like you to imagine that you were on the internet homepage and you ran across these documents. Take a few minutes to look through this document like you would if you had found them online.

[Allow participants to review the tip sheet, 2-3 minutes.]

19. Now that you’ve reviewed the document, let’s talk about it as a group. What are your overall reactions to this document and the information in it? What do you think about it?

- What do you like about the document?
- What do you not like about the document? Or, what do you like least?

20. Was there anything in this document that was new to you (*probe especially on “doesn’t everyone get good quality health care?”*)? Is there any information that was surprising or unfamiliar?

21. The box at the bottom left-hand side of the page talks about how “an alarming number of medical mistakes are made each year.” What are your reactions to that information? Why do you think it is included here?

22. What do you think this document is trying to tell you? What do you think it is asking you to do?

23. How do you feel about the {organization} distributing this kind of information? Why do you think they would distribute this kind of information?

24. Overall, how helpful is this document? How, if at all, do you think you would use the information in the document?

- Would this document help you to do the things they are suggesting?
- Is there anything about this document that you would change? Add? Remove?

Topic D “How do we know which types of care work best?”

Refer to the hard copy of this document.

Again, I’d like you to imagine that you were on internet and you ran across these documents. Take a few minutes to look through this document like you would if you had found them online.

[Allow participants to review the tip sheet, 2-3 minutes.]

25. Now that you’ve reviewed the document, let’s talk about it as a group. What are your overall reactions to this document and the information in it? What do you think about it?

- What do you like about the document?
- What do you not like about the document? Or, what do you like least?

26. Was there anything surprising in this document? Any information that was unfamiliar or new to you?

27. The document talks about health care that “works best.” What does that mean to you?

28. One section of the document talks about how medical evidence is used. Why do you think that information is there?

29. What do you think this document is trying to tell you? What do you think it is asking you to do?

30. How do you feel about the {organization} distributing this kind of information? Why do you think they would distribute this kind of information?

31. Overall, how helpful is this document? How, if at all, do you think you would use the information in the document?

- Would this document help you to do the things they are suggesting?
- Is there anything about this document that you would change? Add? Remove?

Topic E “What is the right amount of health care”

Refer to the hard copy of this document.

Again, I’d like you to imagine that you were on the internet homepage and you ran across these documents. Take a few minutes to look through this document like you would if you had found them online.

[Allow participants to review the tip sheet, 2-3 minutes.]

32. Now that you’ve reviewed the document, let’s talk about it as a group. What are your overall reactions to this document and the information in it? What do you think about it?

- What do you like about the document?
- What do you not like about the document? Or, what do you like least?

33. Was there any information in this document that was new to you? (*Probe especially on “Getting the best care is part of good quality health care and wise use of resources”*) Anything that was unfamiliar or surprising?

34. What do you think this document is trying to tell you? What do you think it is asking you to do?

- Take a look at the part that says “the effort that you invest does impact the cost of health care.” Do you agree with that? Why or why not?

35. How do you feel about the {organization} distributing this kind of information? Why do you think they would distribute this kind of information?

36. Overall, how helpful is this document? How, if at all, do you think you would use the information in the document?

- Would this document help you to do the things they are suggesting?
- Is there anything about this document that you would change? Add? Remove?

Reactions to the materials in general (10 min – end at ____)

Refer to the full set of 15 documents.

37. As a whole, what do you think about these “Quality Health Care Resources”? Are they helpful? Would you be likely to use them? If so, how?

38. Where do you typically get information like this? Where would you normally go to look for information like this?

39. In general, what do you think about getting this kind of information from your employer?

- Do you think it is their job to provide you with materials like this? IF NOT: Who would you want to receive this information from?
- Why do you think they would provide you with information like this?
- Do you trust the information you get from the {organization}?

Closing (5 min – end at ____)

Before we end, I’d like to give everyone a chance to share any additional thoughts or comments about the things we talked about today. Is there anything that you didn’t have a chance to say during our discussion today, or something that we didn’t talk about that you wish we had, or any other thoughts you’d like to share with us?

Thank you very much for participating in this discussion today. We appreciate your time.

Feedback form

Round 1 Website Testing Feedback Form

Introduction

Health Quality Partners is working on adding new information to its website to be released to the public in October 2010. We would like your feedback on the draft website to improve it before then. You can view the draft website we have created for your feedback

You can view these displays on the testing website at:

[www.hyperlink](#)

- **Deadline.** We need to hear from you by 5:00pm on **September 30th**. We will use your feedback to make changes to the site before it is released to the public in October 2010.
- **Focus for feedback.** We are interested in your personal reactions and welcome any comments and suggestions for improvement you may have.
- **Feedback form.** The feedback form begins on page 2, below. You can fill out the feedback form in PDF and use the submit button; save and send the form back as an attachment to asmith@healthqualitypartners; type your comments directly in an email message to asmith@healthqualitypartners; or call Ms. Smith with your comments at (555) 555-0001.
- **Confidentiality.** Providing feedback and completion of this form is voluntary, but the information you provide will make the testing materials more effective and help improve the website overall. Any feedback you provide will be kept confidential. We will not use your name in connection with anything you say.

To **complete** the form:

1. To type in your responses to questions click on boxed or shaded space and start typing your answer. Please note that even though the space is small, it will save everything you type.
2. When you are finished, submit the form using the button at the end.
 - a. You may also save and send the form as an attachment to asmith@healthqualitypartners
 - b. If you prefer, you type your comments directly in an email message to asmith@healthqualitypartners
 - c. Also, please feel free to call Ms. Smith with your comments at (555) 555-0001.
3. Please fill out and return this form by 5:00pm on August 31, 2009.

Part 1: Homepage

Upon entering the testing website, you should be viewing the Homepage.

- *Click on the links to view the definition of quality reporting*
- *Click on the link in the middle of the page “learn more”*

1. How well does the homepage explain what is available on the site?
2. What suggestions do you have for improving the text on the homepage?
3. What suggestions do you have for improving the homepage navigation?

Part 2: Compare Doctors’ Offices

At the homepage, click the gray button under Compare Doctors’ Offices that says “Patient Survey Results.”

4. How well does this match what you expected to see?
5. What would you do next after looking at this page?
6. What suggestions do you have for improving the “Select Doctors” page?

Part 3: Understanding the Comparisons

Select five checkboxes of doctors with data.

7. On a scale of 1-10, how hard is the graph to understand (1= very hard, 10 = very easy)?
8. Look at the orange bar for the regional average. Click the link [“What does this mean to me?”](#) Do you have any suggestions for changing how the text is written?
9. *Hover over each of the labels at the top of the table to read the description of the data.* Do you have any suggestions for changing how the text is written?
10. Other comments or suggestions for improving graphs:

Part 4: More information

11. *Return to the homepage by clicking in the upper left hand corner. Next, click on the link “FAQs.”*([direct hyperlink](#)) How well do the “FAQs” cover questions you might have about the site or the data on the site?
12. *Go to the navigation bar at the top of the page. Click on “About Us” link.* What comments or suggestions do you have for improving the “About Us” page?
13. Do you have any other comments about the site?

Thank you for your time. We look forward to hearing your reactions to the draft web pages.

Pop-up survey

You have been selected to take part in this survey regarding the website, to let us know what we are doing well on our website and where we could improve. Thank you for taking time to share your thoughts and experiences.

1. On a scale of 1-10, please rate the quality of information on this website. (1 = poor, 10 = excellent)
2. On a scale of 1 – 10, how well is the website organized? (1 = poor, 10 = excellent)
3. On a scale of 1 – 10, how likely are you to come back to the website? (1 = not very likely, 10 = very likely)
4. How often do you visit this website?
 - ☐ Daily
 - ☐ Once per week
 - ☐ Once per month
 - ☐ First visit
5. What were you looking for on the website today? (check all that apply)
 - ☐ Information about heart disease
 - ☐ Information about diabetes
 - ☐ Doctors in my area
 - ☐ Hospitals in my area
 - ☐ Information about the quality of health care in my area
 - ☐ Information about Health Quality Partners
 - ☐ Nothing specific
 - ☐ Other:
6. Overall, on a scale of 1 – 10, how would you rate this website? (1 = poor, , 10 = excellent)
7. Please share your suggestions to improve the website.

Thank you for taking our survey, we appreciate your feedback!

SUBMIT

Return to:

[Step 3: Gather consumer feedback](#)

Website comments form



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Name:

Email:

Your comments:

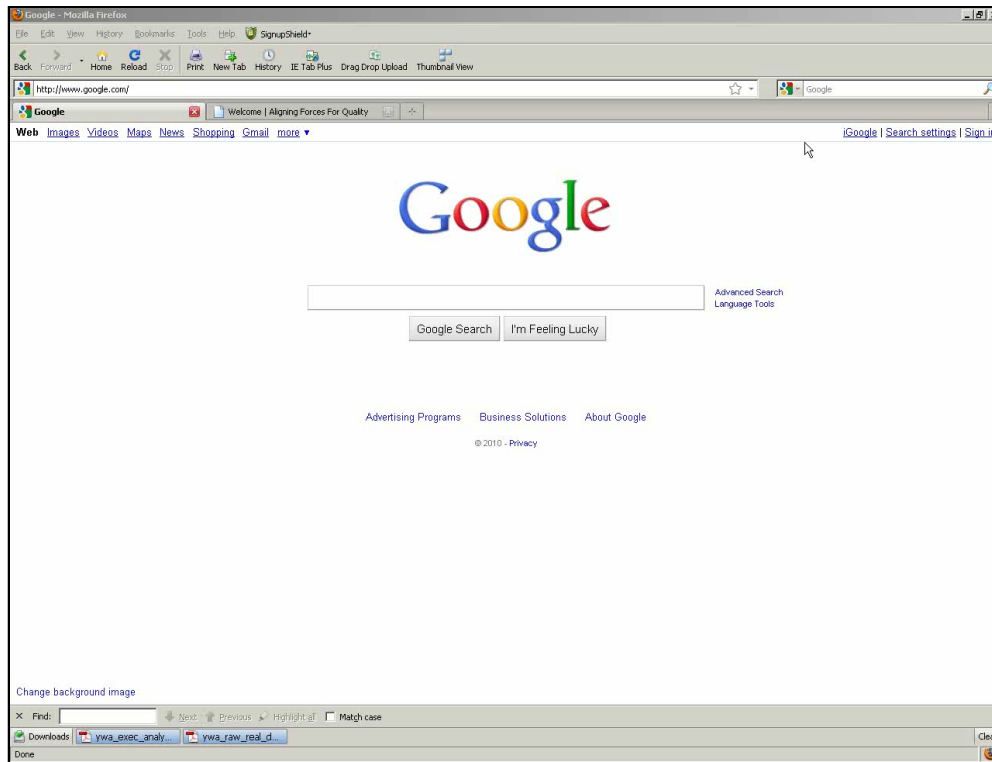
SUBMIT

Sample notes from an interview

Bad Example	Good Example
Is there anything here that is confusing or unclear? Are there any terms that you aren't familiar with? Worried that people might not be able to choose hospitals based on specific doctors and their ability to practice at specific locations.	Is there anything here that is confusing or unclear? Are there any terms that you aren't familiar with? No. It makes sense down here when you use quality, but in the heading...I don't know. [Sighs and shakes head]
In your own words, what is the purpose of the Hospital Compare website tool?	In your own words, what is the purpose of the Hospital Compare website tool? (Not asked.)

Computer screen recording

Click the screen below to play the video recording.



Resource: Interviewer techniques and tips

Prepare for testing

The interviewer should become intimately familiar with discussion guide prior to testing. In this way, you can focus more on the participant and what they are saying. Tips for becoming familiar with the guide include:

- Read and re-read the protocol until you are familiar with the information
- Tape yourself asking questions and listen to the way you sound
- Practice reading the questions out loud
- Practice with an imaginary group or a colleague

During testing

Ask people to “think aloud”

- Encourage consumers to share whatever comes to mind while they are going through the website.⁷ You will get information on what they are noticing and first impressions while fresh.

Observe what participants do with the site

- You can observe where they start, where they hesitate or linger, what they skip over, and how long they spend on each part.⁴ If a participant asks you where to look, tell them to do what they would normally if you weren't there.

Give participants tasks to perform

- Ask participants to do something that requires them to use the information on the website to draw a conclusion or make a decision. Asking people to do something specific with the site helps you find out how they are interpreting the information and whether they can actually use the website for its intended purpose.⁴ While preferences are helpful to ask about, preferences may not reflect what is easiest for participants to understand and interpret.

Helpful hint

Interviewer and focus group moderator tips

- Use a skilled interviewer
- Become familiar with the guide
- Pause and probe to encourage conversation
- Engage in active listening
- Observe nonverbal responses
- Follow the participant's lead in going through the materials

Ask about participants' comprehension of the site

- Identify terms, topics, and displays you think may be difficult. Ask participants to explain the term in their own words.

Use pausing and probing techniques

- Probing and pausing help encourage conversation.
- Pausing gives the participant a chance to formulate a response without making them feel rushed.
- Probing is a way of asking questions that is intended to get participants to clarify, compare, define, classify, or elaborate further.
- Pausing and probing can be used when:
 - participant does not respond at all
 - participant uses vague words (e.g., nice, different)
 - participant makes a generalization (e.g., “everybody likes Dr. X”)
 - participant does not elaborate (e.g., “I’ve thought about switching doctors.”)
 - participant provides misinformation (e.g., “Doctors make up their quality ratings.”)
 - participant contradicts something he/she already stated
- Do not use pausing and probing when participants indicate they do not want to answer a question or they feel uncomfortable talking about a subject.
- Avoid certain probe words, like “why.” “Why” can sound accusatory, and can make participants feel they have been put on the spot. Some useful verbal and nonverbal ways to probe during interviews.

Additional resources

A sample of these techniques and tips in action can be found in the sample guides.

[Interview discussion guide \(short version\)](#)

[Interview discussion guide \(long version\)](#)

[Focus group discussion guide](#)

Helpful hint

Avoid using the word “why.”

Verbal probing examples

Examples of Phrases to Use in Probing	
<ul style="list-style-type: none">• What are some reasons...?• What motivated you to...?• What did you say to yourself when...?• Please tell me more about...• Please give me an example of...• What do you mean by...?	<ul style="list-style-type: none">• Help me understand...• How so?• What else? Who else?• What does ____ mean to you?• In what way?• “Who” or “what” else?

Nonverbal probing examples

Examples of Nonverbal Ways to Probe	
<ul style="list-style-type: none">• Nod• Silence• Hand gestures• Lean forward with interest	<ul style="list-style-type: none">• Make encouraging noises (ah, hmm)• Smile• Make eye contact

Follow where the participant leads you

- If a participant goes off-topic, acknowledge the response, and carefully consider whether to continue the discussion or end it. You may choose to move to another section in the guide that addresses the issue they raised or hold off on the discussion.
- You will be most comfortable following the participant’s lead if you are familiar with the discussion guide.

Helpful hint

If you need to move a participant along or end an off-topic conversation, say “I want to be respectful of your time, so let’s go on to another topic.”

Engage in active listening

Active listening requires the interviewer to focus on what the participant is saying, so he or she can understand and interpret the response.

- Limit your comments: As a general rule, interviewers should talk 20% of the time; the participants should talk 80% of the time.
- Look at the participant while he or she is speaking.
- Observe the participant’s nonverbal responses (i.e., body language, facial expressions, intonation, what the

participant looks at, and what catches or does not catch his or her attention). Be careful not to over-interpret nonverbal responses.

- Take time to fully understand the participant's answer to a question before moving on to the next one.
- Summarize themes that the participant repeats in testing out loud to show you are listening.
- Use the participant's words.
- Confirm understanding from the participant's perspective rather than making assumptions.
- Acknowledge the participant's effort to respond. Say things like, "The feedback you're giving is very helpful." Remind participant's that you are testing the site and not testing their abilities.

References

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