Quick and Easy Field Testing: Communications Tune Up Webinar series

JUSTIN WILLS: Hello, everyone. Welcome to the Communications Tune Up Webinar Series presented by the MAXIMUS Center for Health Literacy. Thank you, for attending. This is Justin Wills with MAXIMUS Corporate Head of Communications. Today's webinar is Quick and Easy Field Testing: Asking for Affirmation, Corrections and Suggestions, which is the second in our series.

But, first, some quick housekeeping. If you have any questions, please type them directly into the chat or questions box at the bottom right of your screen, and we'll answer them at the end of the presentation. We will also be sending the slides and a link to the recording to all attendees after the webinar. In addition, a written transcript will also be available, particularly, for the hearing-impaired; all of this will be at the MAXIMUS.com/webinars.

And our presenters today are Ryan Miller and Christina Powell. They are both field testing specialists at the Center for Health Literacy. They also both have MAs in Communications from East Carolina University with special emphasis in health. And with that, I'll turn it over to Ryan and Christina.

RYAN MILLER: Thank you, Justin. And, thank you, everyone for joining us today. I'm Ryan Miller.

CHRISTINA POWELL: And I'm Christina Powell. And today we're going to discuss field testing, which is an important tool you can use in your organization to improve your material, product, systems, programs, really anything your target audience will use.

Sorry. One moment, please.

So, first, we are going to discuss the overall definitions, goals, message used in field testing, followed by the two different types of data collection, which is qualitative and quantitative. Then, we'll take an in-depth look at two types of research we most frequently use, and those are cognitive interviews and focus groups.

So definitions, goals, and message: Definition is to test the material and actual situations reflecting the intended use. For us, the material is generally a letter, notice, form, application, or website, anything people read and use, and the goal is to guide the development. This is to improve your material.

It is important to test your material before it is finalized so you can identify feelings and opinions of the individuals or the group participants. So, does your material make the user comfortable? Do they feel they need it? Do they want it? And can they properly use it? And the method is to observe and listen to those individuals that will be using your material. You want to observe and listen to that target audience, read, use, and discuss your materials, products, systems, or programs. And use questions designed to solicit opinions or gather numerical data.

So how do we go about testing our material? You can use one of two research methods, or you can combine the two. Now, those two methods are qualitative and quantitative. We're going to do a side-by-side comparison so you can see the differences. So qualitative focuses on quality. It often explores the quality of something through discussion; whereas, quantitative focuses on quantity and measurements and numerical data.

Qualitative has fewer participants, while quantitative has many participants. Qualitative has a subjective data collection style, so this is the researcher's observation. The results answer the question why instead of how many; whereas, quantitative is more of an objective data collection. Again, it is numerical, and the result for quantitative answers the question how many instead of why.

Qualitative is personal, in-depth data. So, for example, focus groups and individual interviews are forms of this type of testing, and instead of the unstructured or semi-structured, as in in-depth interviews or group discussion. Quantitative is general statistical analysis. This can be a survey, for example, and the setup is more structured. So if you were to use a questionnaire for an on-street interview or a phone interview.

And here are some more comparisons: Let's say you're writing a final report and you say the majority of participants said "yes;" that would be an example of qualitative. Whereas, if you're writing the report and you say 80 percent of participants or eight out of ten participants said "yes," you're quantifying it so that is quantitative. Also, another example of comparisons is giving direct quotes, which is qualitative, versus getting hand counts, which is quantitative.

So when do you want to use which? Well, qualitative is exploratory. It's to define the problem or develop an approach to the problem. Quantitative, on the other hand, is conclusive in purpose. It tries to quantify the problem and understand how prevalent it is by looking for projectable, numerical results. And, again, you can use both forms of this research together.

So now let's turn to Ryan so she can discuss what research the center uses most frequently.

RYAN MILLER: Today we're going to focus on two types of qualitative field testing: cognitive interviews and focus groups. Both of these types of field testing are very useful and they're also very different. First, we'll talk about the overall definitions and methods of cognitive interviews and focus groups; then, we'll discuss when to use which method. Later, we'll dive a little deeper and talk about the details of each type of testing.

Let's start with the overall definitions and methods. When we're talking about cognitive interviews, we're talking about a one-on-one setting. Picture one researcher sitting down with a person and testing material. The interviewer's job is to act as an observer. You're observing someone read and use a document while you ask them questions. One benefit of cognitive interviews is that you can probe about verbal responses regardless of what that response is. If someone answers a question correctly or if they give you an incorrect answer or if they're just telling you their opinion on something, you can always follow up with, why or why not, or, can you tell me how you came to that answer. Follow-up questions like this will help you understand your participant's thoughts while they're looking at your document.

Another benefit of cognitive interviews is that you can note nonverbal reactions. Is someone nodding their head while they're easily reading through your materials, or are they rereading sections multiple times because they're having trouble getting through the content? Noting these nonverbal reactions will help you see where someone gets confused in your material.

Now, it's important to note that sometimes the verbal response does not match the nonverbal reaction, and this is where the role of the observing interviewer is so important. For example, you might ask a test participant, who sent this letter? And you see the person go to the bottom of your letter to look for a signature, then they look to the footers to see if there's contact information there, and they ultimately go to the top-left corner where they see that the Center for Health Literacy sent this letter. And they say, "This is easy. The Center for Health Literacy sent the letter." This is an example of how their verbal response, "This is easy," does not match the nonverbal reaction of looking in two incorrect locations for the contact information before finding the correct location.

When we're talking about focus group, we're talking about the group setting of typically eight to 12 participants. The moderator's job during a group setting is to lead a discussion, find out what a group thinks about a document or a system or a website. And this might mean drawing out quiet participants and not letting one or two opinionated participants control the conversation. As the moderator, you should encourage that group interaction in the sharing and exchanging of ideas and opinions.

The benefits of cognitive interviews also apply to focus groups. You can ask those follow-up questions: Why or why not? And you can read the nonverbal reaction of your participants.

So when should you use each method of testing? You should use cognitive interviews to check for readability and comprehension. That will help you reach the overall field testing goal of guiding the development of your material. For example, you might ask a participant to read a paragraph, and then tell you in their own words what it means. Right away you're checking for readability. Can the participant decode all the words in a paragraph and read through it? And you're checking for comprehension. Does the participant understand what they just read well enough to summarize the content and tell you in their own words what it means?

You should use focus groups when you want to identify opinions and common themes. Use what you learn in a focus group to help develop new materials or concepts or to revise existing ones. Your overall goal of the focus group is to gather a group consensus on something.

Once you've determined the type of testing to conduct, it's time to decide where to test. And Christina will tell you how to do so.

CHRISTINA POWELL: Thanks, Ryan.

So, now on to site selections. You can conduct field testing right in your town or traveling can be involved. The pins on this map represent where our team has most recently tested. So to begin the process, you want to choose a testing site, and you want to keep in mind the question of, what do you need? Also, think about recruiting and scheduling. This will depend on what you are testing and where. So to determine your needs, you should try to answer a few questions.

The first question is the site and what type of site. You will want a location that will create an environment of free expression, because participants will be more likely to say what they really think. Examples of different sites can be community organizations or research facilities; you can even do testing in your own office with coworkers, local schools and libraries. You can field test almost anywhere.

For example, this past summer I had a focus group of about 14 participants in what I like to refer to as a glorified closet. But, however, it is best when your location meets a few requirements, which we will discuss in just a moment. So when deciding which type of location is best, think about your audience and your budget, as well as, the timeframe. As an example of thinking of these things, research facilities are generally more expensive than conducting testing at a local community site, but it takes less time to prep at these research facilities because they already have a pool of participants to recruit from.

So site requirements: The size of the room and the setup. If you're conducting a focus group, do you need a large conference room with a round table, or do you just need a desk and two chairs? You'll also want to think about transportation. If you're field testing at a rural site, do your participants have a way to get to that location. And even if you're testing in the city, is there a metro or a bus stop nearby, and what about parking. You'll want to keep all of those questions in mind.

Then incentives. Incentives are anything you give to a participant to show your appreciation. Examples of incentives would be snacks, cash, gift cards, movie tickets. But when you're deciding what type of incentives to give, you want to think about any roadblocks that may occur. We were field testing a couple years ago and we decided to give the participants $50.00 Visa gift cards as a way to show our appreciation. But if you've ever used a gift card before, you know they're not the most user-friendly in the process of activation, and sometimes there are activation fees or they're not accepted everywhere.

Next would be the participants. What similarities do your participants need to have? And does that site have access to that specific group of people? Because the site is how you will be recruiting your participants. And once you've determined these specific needs, you need to reach out to the site and maintain communication.

So this is the contact at the site. Always make initial contact in person or on the phone, because this makes them more comfortable with you and the project. You want to follow up with a detailed email, and I will show you a sample email in just a moment. And you should always have a call to introduce those team members who will be present during testing.

And reminders and follow-ups. Email or call once a week for updates on recruiting and any needs they may have for different recruiting tactics. We like to supply the sites with flyers so they can give something tangible to the participants.

So here is that sample email invitation, and I want to call out some specific information you will want to include in these emails. So, you want to include the purpose of your testing, and the organization and department either you're with or you're working with, then, your onsite facility requirements and the dates for the testing, followed by any specific participant demographic and any facility incentives, fees, or participant incentives. And at the end, you want to leave an open invite for them to contact you again.

And once you've told your site any participant requirement or financial detail, then you will need to decide how you will recruit and schedule your participants. So for the schedule, you will want to have a list ahead of time of participants and the structured manner. We will show you a schedule in just a moment. If you have more than one participant, you can have concurrent sessions. This means that you can test more than one participant at the same time in different rooms or different areas, the location of that site. Include breaks. Short breaks in between participants will help with late arrivals and mid-day breaks for getting back on track.

And extra participants. This helps with no-shows. We started implementing extra participants in our scheduling when we were testing in California at a research facility, and they suggested it as a common practice, and it was a great idea. Because, again, for those participants who can't make it or forget, it helps you keep on track with your target number.

So here is that sample field testing schedule. Now, you can see this is the concurrent session. So, say, Ryan would be in room one and Christina would be in room two. So the first two participants come in from 9:00 to 10:00, and then we leave a 15-minute gap for any late arrivals or if testing goes over, and, of course, our favorite time of the day, we always include a lunch break.

And so now we've looked at how to select and prep the location for testing. Now Ryan will talk to us about the testing itself.

RYAN MILLER: First, let's revisit cognitive interviews and talk about them in more detail. First, we'll review the definition and goal from earlier. Then, we'll discuss basic guidelines for cognitive interviews. And, finally, we'll talk about writing a protocol to use as a guide during your interview.

First, let's read the definition and goal of cognitive interviews. Remember that cognitive interviews are one-on-one. Picture that setting with one researcher sitting down with a person testing material. You're observing someone read and use a document while you ask them questions. We discussed the one overall goal of field testing is to guide the development of materials, and cognitive interviews can help you reach that goal. Specifically, you should use cognitive interviews to check for readability and comprehension. Once you know your method of testing and your goal, you can start to focus on specific guidelines for cognitive interviews.

One thing you should think about right away is timing. First, consider how long your interview will last. It's typically good to stay under an hour, especially, if you're with participants who have low-literacy skills. An easy way to find that out is to ask your participants the last grade they completed at the beginning of their interview. After about an hour, a general fatigue sets in, and your participants may start to become frustrated reading through your material.

Once you know how long your interview will last, think about how you will manage your time. You should plan on five minutes for an introduction. And in this time you can introduce yourself, you can inform your participants of what will take place, why they're here, and how long it will take. This is really an opportunity for you to make your participants feel relaxed. Let them know that you are not testing them in any way; that you are testing the material; and that no matter what they say, it will be helpful to you.

Now, you should keep in mind that your timing will vary based on what you're testing. For example, last summer we tested a packet of information about program benefits, and separately we tested an official letter that gave information. Now, testing one letter did not take nearly as long as testing an entire packet.

Your timing will also vary based on the questions you're asking. If you ask someone to fill out an entire section or an entire page of an application, that will take much longer than showing them a letter and asking them if they see a deadline for enrolling in a health plan. If possible, it's good to practice interviewing someone before your field testing. This will help you get a feel for your timing, both overall and for each specific question. As the interviewer, one of your jobs is to keep track of time so that you can get to all of the questions you've prepared in the timeframe that you've promised your participant.

Another important role of the interviewer is to be appreciative. Recognize that people are taking time out of their day to come and test your material. So ask them for suggestions, and ask them if they have any questions throughout the interview that you can possibly answer to help make them more comfortable. And as we said earlier, the most important role of the interviewer is to act as that observer. Observation is key.

We've given some examples of questions that you might use during testing. So now let's talk about the process of writing a testing protocol or guide. When we're talking about a protocol or guide, we're talking about that document that is the standard list of questions that researchers use during testing. You can create a protocol using Microsoft Word or Excel, and then use that document or spreadsheet to type notes during your interview. Note taking will help you keep track of what participants say and remember exact participant quotes.

So to write a protocol, first, you must decide what you want to know. You might test the appeal of a document. Do participants like or dislike the way something looks? Or you can check to see if participants can identify a target audience. Do they know who a letter is for? Or, do they know who should use an application? You can test to see if your key message is clear. You might ask, "What is this document?" to see if participants know right away what a document is. Or, "What's the main thing this letter is telling you?" to check for that key message. You might want to see if participants understand key terms. "What are tax credits?" or, "How do deductibles work?" might be questions that you can ask about a health insurance application. You can also test navigation. Can participants navigate your website? Or, if your document says, "See Appendix A for more information," do participants know where to go to find that information? As we said earlier, you can check for overall readability and comprehension with a question like, read this paragraph and then tell me in your own words what it means. And, finally, you might ask a question about your contact information. If you have contact information in the footer of a document, test to see if it pops by asking, "If you needed help or if you had questions about this document, what would you do?"

When you're writing this protocol and all these questions, you should also keep your audience in mind. Are you testing participants with less than a high school education, or are you sitting down with physicians with a postgraduate education? The way you write questions for these two audiences might be different. If possible, think about someone you know who fits the criteria of your participants. How would you talk to that person, or how would you ask them a question? You should write your protocol in that way.

Now that you've decided what you want to know and you have your audience in mind, it's time to write the questions. You should prepare your questions well in advance and use a mix of both open-ended and closed questions. You might be trying to decide on a photo to use on the cover of your material. You could show participants two photos and ask, "Which one do you like better: A or B?" This is a closed question. There's also no right or wrong answer. Your participants will be pleased with themselves when they answer no matter what they say. You should try to start your interviews with questions like this to warm up the participant. Then to find out more, you can follow up with, "Why do you like that photo?" This is an open question. It requires more thought. Once your questions are complete, you should review your protocol with the writer and the researchers, if it's not the same person. Clarify what you're looking for based on each question. Make sure your researchers understand exactly what the writer wants to know with each question. And make sure your researchers are collecting data in identical ways. For example, what is the correct definition of tax credit?

And, finally, reviewing the protocol helps catch any mistakes you might have made. These are some sample protocol questions that we frequently use when testing material. The first question is testing the appeal of a letter. It starts with a closed question: "Do you think the letter looks easy or hard to read?" And it follows up with an open-ended question: "Why?" You could use this question to start off an interview. There's no right or wrong answer, so your participants will be confident when they respond. The second question is testing the key message. It asks the participants to look at the letter more closely, and then state what the letter is about. And the third question tests a key term: Premium assistance. This will tell you if participants understand less familiar vocabulary or if you should make it more clear.

Now, let's shift our focus from the one-on-one interview setting as Christina discusses the focus groups.

CHRISTINA POWELL: Great. So jumping back to focus groups, we're going to go a little more in depth with the definition and goals, the guidelines for these focus groups and writing a moderator's guide.

The focus group moves us away from one-on-one interactions to group discussion. So by definition, it's a group setting. A focus group is basically a way to reach out to your potential users to gain feedback and comments. Organizations generally use focus groups in planning, marketing, or evaluation either to improve something specific, like a material or service. The goal is to gain opinions and create common themes. You want to get an overview of feelings and opinions towards the material to gain insight and understanding about a topic by hearing from people in depth, and conducting multiple focus groups will generate common themes and trends.

So now that we've reviewed the characteristics of a focus group, let's look at what guidelines we should try to follow. You want to screen the participants. You want to choose participants who have similar demographics. So demographic by definition means a section of the population that is sharing common characteristics, such as age, sex, race, class, level of education. It could be many things. I mean, you could also look for participants who have multiple things in common. And these screeners will help develop a commonality between group members.

An example in using a screener, we used one when we worked on a nation-wide project involving mobile device users. We were asked to breakdown the target population into specific age groups. So we segmented the focus group into three categories: Ages 18-32, 33-54, and 55-64 to find out if people differ in their opinion based on their age. So a screener is kind of like a survey. So we asked the questions, "What age range do you fall under; is that 18-32 or maybe that 55-64?" Another example of a question we asked, "Do you use or own a mobile device?" We asked that because we didn’t want to have participants in the focus group that didn't use these devices that we were discussing.

Another guideline for timing is you want to plan about an hour for a focus group. I say an hour, sometimes they go a hour-and-a-half. But we try to keep it under an hour. And allowing five minutes for an introduction informing participants of what will take place, why they are there, and your expectations. Now, these expectations can be things like, please, speak one at a time, let everyone have a chance to speak so no one person can take control of the discussion.

And while we're talking about timing, you'll want to think about the number of participants, so the size of the group. When it comes to guidelines about size, it's between eight to 12 participants that's recommended, and 12 should be the maximum number, because otherwise the group can be unproductive and unruly because there are too many trying to participate at one time.

And then role of the moderator is to be unbiased. You don't want to sway answers. You want to show that you are listening. So, maintaining eye contact around the room and contact with those who are speaking.

Now, in doing so, this may be hard to take notes at the same time, so it is always a good idea to have a note taker with you. You can also use a recording device as a backup, but you'll want to make sure participants sign a release form ahead of time if you do use these recording devices.

You want to encourage interaction and discussion among group members. However, you are the time keeper who keeps everyone on track, but you also want to draw out quiet participants and manage group members if someone tries to monopolize the conversation.

Lastly, keep in mind that group sync may occur. And group sync is the practice of syncing or making decisions as a group in a way that discourages creativity or individual responses. So if you've ever sat with a group of people or a group of friends at a dinner table and there's a different opinion among the group, those who have the stronger of the different opinions can sometimes sway the rest of the group to start thinking like them. So you want to keep that in mind and note that when you are taking notes.

So now that you've identified your goal, reviewed the guidelines, and decided that focus groups are the best way to capture and collect the information you need, you are now ready to start writing the questions that will guide this group discussion.

So this is what we call the moderator's guide. And, again, for writing these questions, the first thing you will want to do is decide what you want to know. Do you want a better understanding of consumer perceptions and opinions? Do you need to collect more information about known problem areas? Or, how about, do you want to gather responses to materials that are new or services that are new? In addition, focus groups can be used uncover problems areas or to investigate a problem in more detail. But know that you won't get as much insight about comprehension with focus groups as you would with cognitive interviews, because this is a discussion about feelings and opinions, not direct interaction with whatever material you were testing, like you would in cognitive interviews.

Then, you want to identify your audience. The guide's questions and content will be based on who will be responding. What is their level of knowledge or familiarity with the material? An example of this is we worked with application assistors to discuss their online training. So we used an acronym like QMART, which stands for Quality Monitoring and Resolution Tracking. Now, this is a common term to them because they all had gone through this training. However, if we were talking with just the average consumer, they probably had never heard that before. Then, you want to write the question. Ryan went over the types of questions earlier, so I won't focus too long on these. But some guide differences would include writing questions for multiple people, and how to get them to be comfortable with not just you, the moderator, but also with interacting with one another.

So you'll want to prep these questions in advance, and you want to think about different types of questions. And, again, conversation starters are great to ease them into this group discussion. Open-ended questions, you want to use those to invite comments. And closed questions are good for one word or one-phrased responses, and these can also be used for hand counts that add some quantifiable detail to your report, if you need it.

You don't want to use leading questions. You don't want to lead them to say something based on the choices you've given them or lack thereof of choices you've given them. And I'm going to show you an example of a leading question. So this is the leading question: What do you like about the look of this cover? So this is leading, because, again, we're only giving them the option of liking it. So what if they don't like it? We're only asking them to like it. So a non-leading question would be: Do you like or dislike the way this cover looks?

And keep in mind timing, so the length of your guide. Try to keep the guide to about 15 questions and no more than 20. Here is a sample guide with three sample questions that we've used in the past. Question one says, "What comes to mind when you think about your in person assistor training experience?" This is a great warm-up question and a conversation starter, because every individual in that room has already gone through this training and already has their own experiences, so most of them will probably have an opinion or thought on it.

Question number two: What did you find to be the most valuable about the training you received? Now, this is an open-ended appeal question, but you want to make sure to balance this question by following up with, "What did you find least valuable?"

And, finally, the third question example: "Once you began assisting consumers, did you feel prepared to do your job as an assistor; why or why not?" This is an improvement question. If there's improvement to be made, here is a great way to get it. And then we follow it by the probe, "Why or why not?"

So you've conducted your field testing and you have all of your data. Now, Ryan will discuss what to do with this data.

RYAN MILLER: Once your field testing is complete, it's time to make use of the data. First, we'll talk about the importance of analyzing and summarizing the data. Then, we'll discuss writing recommendations based on your findings. And, finally, we'll talk about ways to make your report compelling.

The first step of analyzing and summarizing the data is to compile the researcher's notes. You want to compile all of your participants' responses into one document organized by protocol questions. Let's say you have two researchers that are conducting five cognitive interviews each, for a total of ten participants. The first step would be to compile all ten participant responses into one document organized by protocol questions. Then, you can start analyzing the data question by question. How did all the participants answer this question? What were the similarities in their responses? Were there any differences? And why were there similarities and differences in their responses?

By answering these questions, you can start to identify themes in your data. When you identify themes, you know particular areas where multiple participants gave similar responses. And state what that similarity is. Let's say more than half of your participants define a key term incorrectly. This is a theme in itself. But you may also notice that among the wrong answers, the same response is given more than once, and that repeated, incorrect response would be a similarity in the responses or another theme to note. Then you can use the identified themes to guide you while you summarize the data.

You can summarize data any number of ways. You could write one summary point for each protocol question that you asked, or you could call out multiple places that had mostly positive responses from your participants. You might state different sections of a document that all of your participants liked, or you could do the opposite and point out multiple areas of confusion together. Perhaps none of your participants could correctly define tax credit and none of them knew where to look for Appendix A. You could summarize these two findings together. There are multiple ways that you could summarize your data.

Once you finish analyzing and summarizing the data, it's time to write recommendations. Writing recommendations is very important for us. In our business our clients want to know, what should we do now? Now that we have these field test findings, what can we do with this document or data?

So, first, you should provide actionable suggestions. For example, you might be testing attitudes towards a customer service call center and find the participants don't like how long they have to wait to speak to someone. Your recommendation might be to improve phone wait time, hire more call center employees. This is an actionable suggestion. Or maybe you're testing a letter and the majority of participants think it looks hard to read or they're unable to define your key terms correctly. Your recommendation might be to simplify the language in the document, define unfamiliar terms in context right after they appear for the first time.

When possible, it's a good idea to use before and after examples for your recommendation. Before and after examples help show exactly what you mean. If readers get lost in long, confusing paragraphs in a document, you might recommend breaking up the content into bullet points. Use a before and after example in your report to show exactly what you mean. First, show that long, confusing paragraph. Then right under it, show how you would break up the content into a bulleted list. Providing that concrete before and after example will add clarity to your recommendation.

After you finish recommending changes, you can shift your focus to making your report compelling. Now, let's pause here for a second to say that you don't necessarily always need a 30-paged formal report, but you do need some sort of summary about what you found during testing. If you're testing for the federal government, you might need that 30-paged formal report. But that report will look much different than something you prepare for your small, internal team. A brief bulleted list of your field test findings might work fine.

Regardless of what your report looks like, you should describe your testing site and your participant demographic. Paint a picture of the test setting. Where did your testing take place? And what is that facility typically used for? Who all was in the room during testing? Was it a one-on-one cognitive interview? Was it a focus group with eight to 12 participants? Were there any note takers in the room? These are things you want to include in your report.

You also want to describe your participant demographic. What were the ages and education levels of your participants? And were there any other specific criteria that your participants met? Answering these questions and including them in your report gives that mental image of the test setting.

And, finally, you want to include participant quotation. You should use quotes that drive home the message or recommendation that you're giving. Think of quotes as proof that should be used as examples to back up your data or recommendation. This is what people will often read first or think is most important. Clients always want to know exactly what participants had to say about their material, so be sure to tell them. You should always include your participant quotation. Once you've made use of your data, your field test process is complete.

And with that, we would like to open the floor to any thoughts or questions that you might have.

JUSTIN WILLS: Thank you, Ryan and Christina. So as we're waiting for some of these questions to come in -- we do have one already. And we would just like to remind you that our Plain Talk conference is moving to the spring. It will be held March 12th through 13th at the Renaissance Hotel in Arlington, Virginia. And to get the latest updates or for more information, you can go to plaintalkconf.com or send an email to plaintalkconf@MAXIMUS.com. And if you're interested in getting copies of one or more of these manuals produced by the Center for Health Literacy, you can send an email to healthliteracy@MAXIMUS.com and ask about them.

So I have this one question here:

Q. Ladies, is it typical to make an audio recording for later review of open-ended responses? And, do you cover permission for this with a form that the subject signs at the beginning?

A. Yes, we do. Often times Ryan and I will travel together and she'll be the note taker or I'll be the note taker. But when you don't have that, you definitely want a recording device. But even when you do have a note taker, it's nice as a backup just in case something wasn't caught. Sometimes we even have two recorders. But you always do want to have that release form signed ahead of time. And if the participant doesn’t want to be recorded, they'll usually be open about letting you know that.

JUSTIN WILLS: All right. Thank you. I think that's the only question. So, with that, I would like to thank -- oh, wait. We have a late coming -- oh, here they come trickling.

Q. We're working on a slogan for a marketing campaign. We have done a small focus group with some marketing-minded folks, and we know and consider their input. Now we are putting together a survey to put out to the general public. Social media has come up as a way to get more involvement from the public. Any thoughts on the pros and cons of using social media in this way?

A. I think that that's something that you would want to use the data that you've gathered to answer. Maybe you can add a question to a survey or the focus group guide that you used and try to reach out to another small population to see if you could -- ask the population that would be receiving that marketing slogan what their thoughts are. Maybe the most frequent social media sites that they use or how often they turn to social media for information. Those are some questions that I think I would ask the population to gather that data.

And to add to that, you said you conducted a focus group of marketed-minded people, so that makes me wonder if that was all internal. In which case, if so, that would be great to turn to social media, because you're going to get a whole different demographic and a good mix.

JUSTIN WILLS: There you go. Thank you.

Q. Do you know where I can find an example of a good focus group report?

A. You know, I would have to say, searching online, I don't know any specific place I could tell you to go, to be honest. But on our website we do have some summaries of some testing that we've done. But if you go to MAXIMUS.com and search for the Center for Health Literacy, there is some summaries and samples of testing we've done. But I can't speak for others of how good of a resource that would be. And if you would like to send us an email with that same question, we could try to do a little bit of research to guide you in a direction of a good focus group report.

JUSTIN WILLS: And which email would that be, Ryan?

RYAN MILLER: You can use the healthliteracy@MAXIMUS.com. Thanks.

JUSTIN WILLS: I think that's a good place to start for everything, like on the materials there. Let's see if anything comes in. We're at a quarter to three. Going once, going twice.

Can you put back up the upcoming webinar slide? There it is. So as you can see, the next Center for Health Literacy webinar is May 30th on Designing for Readability, and you can register and find out more at MAXIMUS.com/webinars. And, again, that's where you can find information and the slides and recordings for all of these webinars at MAXIMUS.com/webinars.

So we thank you, again, for coming. Thank you, again, Ryan and Christina for a great presentation and hope to see you on the next time around.