

Gulf of Mexico Alliance Environmental Awareness Campaign Research Plan



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RESEARCH PLAN

BACKGROUND

The Gulf of Mexico is the ninth largest water body in the world, accounting for half the wetlands in the United States and teeming with sea life, ranging from killer whales to unexplored deepwater corals living thousands of feet below the surface. With some 3,400 miles of shoreline from Cape Sable, Florida, to the tip of the Yucatan peninsula, the Gulf is bordered by Florida, Alabama, Mississippi, Louisiana and Texas to the north, Mexico to the west and the island of Cuba to the southeast.

Recognizing the Gulf of Mexico's significance beyond Florida's waters, Florida Governor Jeb Bush, in 2004, encouraged the Gulf States' Governors to expand support for creating a healthy Gulf of Mexico environment. This call-to-action led to the formation of the Gulf of Mexico Alliance (GOMA) which included Alabama, Florida, Louisiana, Mississippi and Texas. Increased support from the federal government and the strengthening of partnerships and Alliance membership among the Gulf communities, organizations, and even other nations, has demonstrated a model for collaboration in service to healthy gulf communities.

The Alliance serves as a clearinghouse to share science, expertise, and resources to support sustained protection of the health of the Gulf of Mexico. In service to this mission five priority issues have been identified that are significant variables associated with Gulf health and which can be more effectively addressed through increased collaborative effort among local, state, and federal entities:

- ❑ Improvement in Gulf water quality, with an emphasis on healthy beaches and shellfish beds;
- ❑ Restoration and conservation of coastal wetlands;
- ❑ Environmental education;
- ❑ Identification and characterization of Gulf habitats to inform management decisions;
- ❑ Reductions in nutrient loading; and
- ❑ Coastal resiliency (new 2007).

Reduction in nutrition loading and development of a branding campaign to improve community participation in improving Gulf health have been identified as priority and will be the focus of a Gulf-wide public awareness campaign.

In order to address these needs GOMA and the Dauphin Island Sea Lab (DISL) are contracting with the University of South Florida Center for Social Marketing (USFCSM) to develop a strategic marketing plan. This plan will guide the development of a branding strategy and marketing interventions to enhance GOMA's position among partner groups and communities and encourage reduction in nutrient loading throughout the Gulf States.

Working through GOMA representatives and DISL, key target audiences for this program have been identified: *Opinion Leaders/Policy Makers* (elected/appointed officials and environmental advocates); *Key Informants* (media/professionals/journalists [radio, television, and print], *GOMA*

Members, the Gulf of Mexico Program Business Council, Environmental scientists); and the General Public within residential communities. The target audiences are described in more detail in the Target Audience and Sampling Frame section.

Project Goals

GOMA efforts to improve Gulf health through member, partner and community participation can be enhanced by two key efforts; understanding community aspirations, perspectives, and values as they pertain to Gulf health and building Gulf stewardship programs that help communities fulfill those aspirations. This consumer centered framework within which Gulf health is positioned provides GOMA an expanded capacity to reach its constituents. This improves its ability to achieve its mission driven, programmatic goal to encourage the development of a healthy Gulf of Mexico.

Project goals are to:

- ❑ Support GOMA and the environmental education objectives of the *Governors' Action Plan*;
- ❑ Provide recommendations for reducing nutrient discharge behaviors;
- ❑ Craft a marketing plan to guide GOMA efforts to reduce nutrient discharge and develop a brand platform and brand management strategy to reposition GOMA as a “top of mind” resource for matters related to Gulf health among Alliance members, partners and the general public;
- ❑ Gather preliminary conceptual information on coastal resiliency; and
- ❑ Provide a strategic framework for the development of a Gulf wide public awareness campaign.

Work Objectives

In order to develop an effective Public Awareness Campaign (PAC), DISL is contracting with the USFCSM to develop a baseline strategy from which to establish key messages and actions of the PAC. A project timeline is included in Appendix A.

Project Activities

To realize these goals, USFCSM will conduct the following activities:

- Conduct a literature review;
- Assess selected current educational and promotional practices and media campaign activities associated with improving Gulf health;
- Conduct formative research with residents, policy makers, technical experts and advocates, and media representatives;
- Facilitate a strategy formation session with key GOMA members, GOMA partners, technical and scientific specialists working on Gulf health issues and marketing specialists; and
- Develop a brand strategy and marketing plan.

RESEARCH

The following sections summarize the research approach that will be taken in this project. Research objectives are detailed. Summaries of relevant literature and approaches to the issue are provided. Methods are summarized, including target audiences and sampling frame, recruitment, qualitative instrumentation, qualitative data analysis, reporting, quantitative survey development, and survey data analysis. A random digit dial telephone survey will be employed.

Research Objectives

The following research objectives have been identified:

1. Understand how participants perceive the Gulf.
2. Understand the emotional meaning the Gulf holds for participants.
3. Examine participants' beliefs about the major threats to the Gulf.
 - a. Identify beliefs to reinforce.
 - b. Identify beliefs to change.
4. Identify actions participants are most willing to take to protect the Gulf (or recommend residents take).
5. Understand the factors that motivate them to take these actions to protect the Gulf.
6. Understand factors that deter them from adopting these actions to protect the Gulf.
7. Identify issues that compete for their time and attention.
8. Identify Gulf of Mexico related issues being considered (specific to policy makers)
9. Understand how policy makers and advocates perceive GOMA.
10. Identify what advocates would like to gain from participating in GOMA.
11. Understand how to reposition GOMA.
12. Identify characteristics of the Gulf that can be used in creating a brand personality.
 - a. Features of an archetype.
 - b. Characteristics of people who protect the Gulf.
 - c. Characteristics of people who do not protect the Gulf.
 - d. Characteristics of organizations that protect the Gulf
13. Understand preliminary conceptions of coastal resiliency

Literature Review

Researchers around the world have been documenting deteriorating aquatic, marine and estuarine ecosystems for the past twenty years. Increased frequency and severity of eutrophication and, consequently, hypoxia or anoxia have been reported for many of the largest bodies of water globally. A literature review has been conducted and will be updated periodically throughout the early stages of implementation of the research plan. The review includes sections dealing with the general state of the Gulf of Mexico, nutrient loading, current practices and intervention approaches used to improve Gulf health, branding, and brand management as they relate to public organizations. The purpose of the literature review is to familiarize the USF team of researchers with issues germane to data collection.

METHODS

Target Audience and Sampling Frame

A total of three target audiences have been selected for this project: opinion leaders/policy makers (see Table 1), key informants (see Table 2), and residents (see Table 3). Approximately 25 in-depth interviews will be conducted with opinion leaders/policy makers. Fifteen interviews will be conducted with elected or appointed government officials, and 10 interviews will be conducted with environmental advocates.

Table 1: Sampling Frame for Opinion Leaders/Policy Makers Audience

AUDIENCE	In-Depth Interviews	Total
Elected or Appointed Government Officials	15	15
Environmental Advocates	10	10
		25

The sampling frame for key informants includes media representatives, home owner's association members, environmental scientists, GOMA members, and Gulf of Mexico Program council members. A total of forty-two in-depth interviews will be conducted with key informants. The number of GOMA member interviews may exceed 10 depending on the membership base at the time of data collection. GOMA member interviews will focus on branding implications.

Table 2: Sampling Frame for Key Informants Audience

AUDIENCE	In-Depth Interviews	Total
Home Owner's Association Representatives	15	15
Media	5	5
Environmental Scientists	5	5
GOMA Members	8 – 10	10
GMP Business Council	7	7
		42

To ensure residents are capable of discussing ocean health in-depth or in a group setting, audience segmentation results from the *The Ocean Project* (1999) were used to develop the sampling frame for resident interviews, including key-intercept and focus group interviews. Three groups will be sampled in this research: Young Beach Lovers, Zoo or Aquarium Goers, and Old Beach Lovers. The Young Beach Lovers segment is defined as those individuals who have been to the beach in the last 12 months, are under the age of 45 years, and are English or Spanish speaking. The Zoo or Aquarium Goers segment is defined as those individuals who are under the age of 45 years, are English speaking, and have been to the zoo, aquarium, or museum in the past two years. The Old Beach Lovers segment is defined as individuals who are over the age of 50, live within two miles of the local beach, and are English or Spanish speaking. A total of 10 focus groups will be conducted across the three segments (see Table 3). Each segment is further divided by location (i.e. urban versus rural). These segments have been identified as being most responsive to ocean health information and represent large proportions of the population (The Ocean Project, 1999). English and Spanish groups will be held separately for Young and Old Beach Lovers.

Given special circumstances in Louisiana, recruitment criteria will be relaxed. In Louisiana, individuals who have recreated on the coastal marshes will be recruited for focus groups. Other criteria will continue to be used, including urban/rural location and age (i.e., under 45 years versus over 50 years of age). Overall, flexibility is being allowed in each state to address unique differences.

In addition to focus group discussions, approximately 50 to 100 intercept interviews will be conducted using location as a proxy for segment membership. Intercept interviews will be conducted at zoos, aquariums, museums, and beaches. Demographic information will be collected during each interview, and will be used to categorize respondents.

Table 3: Focus Group Sampling Frame for Residential Audience

AUDIENCE	Young Beach Lovers		Zoo or Aquarium Goers	Old Beach Lovers		TOTAL
	English	Spanish		English	Spanish	
Urban	1	1	1	1	1	5
Rural	1	1	1	1	1	5
Total						10

For all sampling frames, the number of interviews and focus groups specified should be considered a minimum. A strategy called “theoretical saturation” (Rutherford 2001; Morgan and Krueger, 1988; Glaser and Strauss, 1967) will determine the number of individual and group interviews needed. This strategy compares each interview with previous ones to determine if new ideas or themes have been introduced and if the ideas differ from those of other subgroups or segments. Data will be analyzed as it is collected so results can be compared with earlier interviews. Additional interviews will be conducted until saturation is achieved.

Recruitment

Site coordinators will have responsibility for recruiting participants for key informant interviews, individual interviews with members of the general public, and focus groups. The site coordinator will contact members of the sampling frame, explain the study and their rights as a participant, and ask if individuals are interested in participating. If an individual expresses an interest in participating, an email or letter will be sent to them with study information and contact information for the USFCSM Principal Investigator. Once an individual has expressed an interest, the site coordinator will provide their contact information to approved members of the research team. A research team member will then follow up with the individual to schedule a time for an interview or focus group.

To achieve the optimal focus group size (6-8 residents), 12 individuals will be invited to participate in each focus group interview. In all, we estimate a minimum of 60 residents, 30 urban and 30 rural, will participate in focus groups.

Members of the research team will be responsible for recruiting participants for the intercept interviews. Research team members will approach members of the general public outside of zoos, aquariums, beaches, or museums. A brief description of the intercept interview (e.g., purpose, participant rights) will be conveyed to potential participants. The research team member will then ask the individual if they would like to participate. If the individual would prefer to participate in an individual interview at a later date, a time and location will be scheduled.

Qualitative Instrumentation

Focus group guides and interviews will be developed specific to each target audience identified (see Tables 1 – 3). Research objectives specified on page 4 of this document were used to develop guides included in Appendices B – F. Items specific to each objective were created. Individual interview guides were piloted with a convenience sample of members of each target audience. The resident focus group guide was piloted with a convenience sample of Florida residents. The guides were revised based on the results of the pilot testing. Intercept guides will be created after the resident focus groups are conducted and analyzed. Intercept guides will include concept testing questions and preliminary survey items.

Qualitative Data Analysis

All in-depth and focus group interviews will be audio-recorded. Written informed consent will be obtained from participants to audio-tape, with the exception of telephone interviews. Audio tapes of the interviews will be transcribed, omitting identifiers. The moderator will be identified with an (M) and participants by a (P #). All transcriptions will be assessed for accuracy by comparing transcriptions to audio-tape recording. Notes from intercept interviews will be entered into a Microsoft Word document.

The USFCSM research team will review results independently in the following steps: 1) review observer notes and transcripts, comparing transcripts to audio-tapes to ensure accuracy of transcription; 2) load transcripts into *Atlas.ti*, a software package that allows text to be numbered, coded, and sorted; 3) create a coding guide based upon guiding research objectives and emergent themes; 4) code data using coding guide and the constant comparative method (Glaser and Strauss, 1967); 5) compare codes for inter-rater consistency and adjust how categories/codes are assigned; 6) enter codes into *Atlas.ti* so transcripts can be sorted by category (e.g., brand); 7) sort passages by category and review for recurring themes and diversity in responses. Within each topic, sorted passages for specific subgroups will be read separately to facilitate comparison of responses. Researchers will compare notes on each topic for consistency and agree on statements to be included in the research findings; and 8) create a final report.

Qualitative data analysis will begin with the first interview or focus group conducted. The process will be iterative in that data analysis will inform the next round of interviews and focus groups. In addition, survey items will be developed in conjunction with the identification of codes.

Reporting

A qualitative research report will be created. Findings will be organized to include a summary of: major themes by target audience, a comparison of findings across segments, and recommendations for GOMA, with emphasis on core social marketing concepts, including branding, product, and promotion.

Quantitative Survey Development

Results from the literature review and qualitative component will be used to develop a survey instrument for use with the general public. The survey instrument will be developed via a five-step process based on the Tailored Design Method (Dillman, 2000). In Step 1, "Preliminary Survey Development," information in the research literature and this study's qualitative data will be used to specify the constructs to be measured and to generate potential questions for the survey. Initial survey items will be developed for use in Step 2. Step 2, "Survey Pilot," will include survey item testing with focus group members (i.e., items will be administered after the group discussion). Step 3, "First Survey Revision," will be based on a review of pretest results from Step 2. The team will discuss and make decisions regarding any areas identified for which the instrument does not contain appropriate items. Survey items will be clarified as needed, and the survey will be revised accordingly for use in Step 4. In Step 4, "Survey Pretest," the survey will be pilot tested through intercept interviews with a convenience sample of residents. Respondents will be asked to provide information concerning their reactions to the instructions and to identify any survey questions that seem unclear during the course of the interview. Step 5, "Refinement and Implementation of the Instrument," will be devoted to reviewing the results of pretesting and clarifying any problematic issues. Finally, the survey instrument will be submitted for OMB review and approval at the same time as pretesting.

Survey Data Collection

Salter-Mitchell / Marketing for Change, a Florida for-profit corporation, will work as a collaborator/sub-contractor to provide brand platform and market strategy development consultation.

In addition to market strategy and brand consultation Marketing for Change will, on a pro bono basis, conduct a 750 random sample, digit dial, pilot telephone survey consisting of approximately thirty five (35) questions and predicted to be approximately ten (10) minutes in length. This pilot survey will serve as a test for the development and implementation of a final instrument to be administered at a date, yet to be determined. The survey will be administered in the five GOMA states (Alabama, Florida, Louisiana, Mississippi and Texas) within targeted areas of each state.

Salter-Mitchell / Marketing for Change will provide the following services (under sub-contract to USFCSM):

- ❑ Consultation on market planning and strategy development
- ❑ Consultation on brand strategy development

- ❑ Consultation during the development of the survey instrument, to be developed by CSM
- ❑ Consultation on development of the sampling frame for the survey
- ❑ Pretesting the survey instrument
- ❑ Administration of the pilot survey and providing survey data in a format to be agreed to mutually by Salter-Mitchell / Marketing for Change and USFCSM
- ❑ Participation in a market strategy development session with USFCSM, GOMA and DISL representatives

Survey Data Analysis

The survey data will be analyzed using frequency distributions, cross-tabulations, factor analyses, logistic regression, CHAID, and other procedures. Analyses will be performed using SPSS statistical software packages in order to identify audience segments that are distinct with respect to the targeted behaviors. The first step in this process is the specification of factors to be considered as candidates for segmentation bases. Next, a combination of qualitative and quantitative data analysis is used to assemble information on each potential market segment with special attention afforded to determining the key factors which motivate or deter residents in each segment from adopting the target behaviors.

Appendix A

Project Timeline

Appendix B

Opinion Leaders/Policy Makers In-depth Interview Guide

Appendix C

Key Informant In-depth Interview Guides

C1- Media Partners

C2- Home Owner's Association Representatives

C3- Scientific Community Partners

C4- Advocate Partners

C5- GOMA Members

C6- Business Council Group Members

Appendix D

General Public Focus Group Guide

General Public Focus Group Guide in Spanish

Appendix E

General Public Key In-Depth Interview Guide

Appendix F

Profile Sheet

APPENDIX A: PROJECT TIMELINE

MONTH	Activity/Deliverable	Date
2007		
December 2007	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct literature review 	
2008		
January 2008	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct literature review 	
February 2008	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct review of educational and communications campaigns <input type="checkbox"/> Develop focus group and interview guides 	
March 2008	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule Orientation Meeting <input type="checkbox"/> Develop focus group and interview guides 	
April 2008	<ul style="list-style-type: none"> <input type="checkbox"/> Orientation meeting 	April 14
May 2008	<ul style="list-style-type: none"> <input type="checkbox"/> Deliver draft literature review and timeline/deliverables schedule <input type="checkbox"/> Deliver draft research plan <input type="checkbox"/> Deliver draft focus group and interview guides 	
June 2009	<ul style="list-style-type: none"> <input type="checkbox"/> Deliver final research plan, literature review, and interview guides 	
July 2008	<ul style="list-style-type: none"> <input type="checkbox"/> Collect qualitative data <input type="checkbox"/> Qualitative data analysis (iterative) 	

MONTH	Activity/Deliverable	Date
August 2008	<ul style="list-style-type: none"> <input type="checkbox"/> Collect qualitative data <input type="checkbox"/> Qualitative data analysis (iterative) 	
September 2008	<ul style="list-style-type: none"> <input type="checkbox"/> Qualitative data analysis and preliminary report preparation <input type="checkbox"/> Preliminary survey instrument development 	
October 2008	<ul style="list-style-type: none"> <input type="checkbox"/> Deliver preliminary report on qualitative data <input type="checkbox"/> Develop Survey Instrument <input type="checkbox"/> Pretest draft survey instrument and solicit comments from GOMA on draft instrument <input type="checkbox"/> Submit survey for OMB approval 	
November 2008	<ul style="list-style-type: none"> <input type="checkbox"/> Delivery revised final survey instrument <input type="checkbox"/> Collect quantitative data 	
December 2009	<ul style="list-style-type: none"> <input type="checkbox"/> Collect quantitative data 	
January 2009	<ul style="list-style-type: none"> <input type="checkbox"/> Collect quantitative data <input type="checkbox"/> Survey data analysis 	
February 2009	<ul style="list-style-type: none"> <input type="checkbox"/> Survey data analysis, data consolidation and research brief development <input type="checkbox"/> Deliver consolidated Research Brief 	
March 2009	<ul style="list-style-type: none"> <input type="checkbox"/> Convene strategy formation session <input type="checkbox"/> Deliver draft of marketing plan for comment <input type="checkbox"/> Delivery revised final marketing plan 	

APPENDIX B: GOMA PROJECT QUESTIONS FOR POLICY MAKERS

Research Objectives:

- Understand the factors that motivate them to protect the Gulf
- Identify policy makers' perceptions of the major threats to the Gulf
- Understand the meaning the Gulf has for policy makers
- Identify Gulf of Mexico related policy issues being considered
- Understand how policy makers perceive GOMA
- Understand how to reposition GOMA
- Determine knowledge and understanding of coastal resiliency.

Questions:

- 1) When you think of the Gulf of Mexico, what comes to mind?
 - a) What does it mean to you?
- 2) What do you perceive as the major threats to the Gulf?
 - a) What events do you envision as being a threat in the future?
- 3) What policy issues are currently being addressed as related to the Gulf?
- 4) What is being done currently to protect the Gulf of Mexico?
 - a) What about lawn maintenance at public places?
- 5) How successful has the Region been in protecting the Gulf? What has contributed to its success or lack of?
- 6) How do you receive information about the Gulf?
- 7) What is the best way to reach you about environmental issues?
- 8) What Gulf of Mexico related issues are or have you been involved in?
- 9) What would motivate you to support Gulf-related policy issues?
 - a) What else?
 - b) Which of these factors has the greatest influence on your decision to support issues relating to the Gulf?
 - c) What makes this factor most important?
- 10) What can citizens do to support Gulf-related policy issues?
- 11) Are you aware of GOMA?
- 12) If **yes to 8**, what do you think of GOMA?
 - a) What are its strengths? Weaknesses?
 - b) What recommendations could you make to improve the alliance?
- 13) If **no to 8**, Now I would like for you to imagine that you are a member of an alliance for protecting the Gulf. You can do just about anything you recommend.
 - a. What could the alliance do to get other people who live near the Gulf to protect it?
 - b. What type of information should they provide?
 - c. What makes the alliance unique?
 - d. Who wants what the alliance has to offer?
 - e. What types of programs should they sponsor?
 - f. Where could these programs be offered? Probe: location, time, etc.
 - g. Who should be their spokesperson?
 - h. Now imagine you're successful, what have you done?

- i. How do you feel?

11) [Share GOMA logo with interviewee.]

- a. What type of organization do you think this logo represents?
Probe: What do you think they do? Or what is their mission?
Follow up: What in the logo makes you think that?
- b. What kind of people would participate in this alliance?
- c. How would you feel about participating?
- d. Explain GOMA, then ask: What about this logo seems appropriate for GOMA?
What should be changed?

12) When I say coastal resiliency, what comes to mind? [If can't answer, have them imagine what it would be.]

- a. What does it mean?
- b. What does it include?

13) Resilience is the capacity of human and natural/physical systems to adapt to and recover from change. Focus areas within the working definition include: culture and heritage, ecological systems, economics, insurance, and smart growth.

- a. Would it make sense to use coastal resiliency for this idea?
- b. How would you refer to this?

Thank you for your time!

APPENDIX C-1: INTERVIEW GUIDE FOR MEDIA

Research Objectives:

- Understand how members of the media perceive the Gulf.
- Understand how the Gulf has been portrayed to the viewers.
- Examine participants' beliefs about the major threats to the Gulf.
 - Identify beliefs to reinforce.
 - Identify beliefs to change.
- Understand how these threats are portrayed in the media
- Identify actions participants are most willing to portray about the Gulf.
- Identify how the media could motivate viewers to take action in protecting the future of the Gulf.
- Understand the factors that motivate them to broadcast information about the Gulf.
- Understand factors that deter them from broadcasting information to protect the Gulf.
- Identify issues that compete for environmental media time.
- Identify characteristics of the Gulf that can be used in creating a brand personality suitable for media.
 - Features of an archetype.
 - Characteristics and portrayal of people who protect the Gulf.
 - Characteristics and portrayal of people who do not protect the Gulf.
 - Characteristics and portrayal of organizations that protect the Gulf.
- Understand best methods of information dissemination.
- Determine knowledge and understanding of coastal resiliency.

Questions:

1. Tell me a little about your work.
2. How long have you been involved with the media?

Now, I would like to talk about environmental issues in the media.

3. What environmental issues are covered the most?
 - a. What criteria are used to prioritize these issues?
4. When you think of the Gulf of Mexico what comes to mind?
 - a. What images come to mind?
 - b. What meaning does it hold for the media? For the public?
 - c. How is the Gulf of Mexico portrayed in the media?
 - i. How much coverage has it received?
 1. What makes this so?
5. What do you perceive as major threats to the Gulf?

- a. Are these portrayed in the media? If yes, how so? If no, what makes this so?
6. What is currently being done to protect the Gulf?
 - a. What specific actions are being portrayed in the media?
 - b. What water related issues/actions have you been involved with?
 - i. What motivated you to be involved in these issues?
7. What would motivate you to broadcast information about the health of the Gulf?
 - c. Which of these has the greatest influence on your decision to broadcast information about the Gulf? Why?
 - d. What do you need in order to print/publish more stories about the Gulf's environmental problems?
8. What else can the media do to support Gulf-related policy issues?
9. How could the media motivate other people to take action to protect the Gulf's health?
10. How could information best be disseminated to the public about Gulf health issues? What would these messages look like?
11. [Share GOMA logo with interviewee.]
 - e. What type of organization do you think this logo represents?
Probe: What do you think they do? Or what is their mission?
Follow up: What in the logo makes you think that?
 - f. What kind of people would participate in this alliance?
 - g. How would you feel about participating?
 - h. Explain GOMA, then ask: What about this logo seems appropriate for GOMA? What should be changed?
12. When I say coastal resiliency, what comes to mind? [If can't answer, have them imagine what it would be.]
 - a. What does it mean?
 - b. What does it include?
14. Resilience is the capacity of human and natural/physical systems to adapt to and recover from change. Focus areas within the working definition include: culture and heritage, ecological systems, economics, insurance, and smart growth.
 - a. Would it make sense to use coastal resiliency for this idea?
 - b. How would you portray this in the media?

Thank you for your time!

APPENDIX C-2: INTERVIEW GUIDE FOR HOMEOWNER ASSOCIATIONS

Research Objectives:

- Understand how participants perceive the Gulf.
- Understand the emotional meaning the Gulf holds for participants.
- Examine participants' beliefs about the major threats to the Gulf.
 - Identify beliefs to reinforce.
 - Identify beliefs to change.
- Identify actions participants are most willing to take to protect the Gulf (or recommend residents to take).
- Identify environmental issues in the community.
- Identify community advantages to addressing Gulf health issues.
- Understand the factors that motivate board members to take actions to protect the Gulf.
- Understand factors that deter them from adopting these actions to protect the Gulf.
- Identify issues that compete for their time and attention.
- Determine knowledge and understanding of coastal resiliency.

Questions:

1. Tell me a little about the role you play with the homeowner's association.
 - a. How long have you been involved in the homeowner's association?
2. What issues concern your board the most?
3. Where do environmental issues come into play?
 - a. Rank the environmental issues that your board has been involved in from most important to least important to you.
 - b. What criteria does your board use to prioritize these issues?
4. When you think of the Gulf of Mexico what comes to mind? (share picture next)
 - a. What images come to mind?
 - b. What meaning does it hold for you?
5. What influence do your homeowners have on the Gulf's health?

Probe:

 - i. Fertilizing properly (i.e., only in the wet months, use the correct amount, use ocean/water table friendly fertilizer)
 - ii. Reducing pesticides and herbicide use
 - iii. Using native plants
 - iv. Encouraging policy makers to pass protective legislation.
 - v. Xeriscaping
 - vi. Disposing of lawn clippings
 - vii. Creating buffers between lawn and bodies of water

- viii. Watering only when needed (e.g., if it hasn't rained)
 - b. Which of these is the biggest issue in your community?
- 6. What is currently being done in your community to address this issue (e.g., fertilizer use)?
 - a. What are the specific actions being taken?
 - b. What would motivate residents to change this behavior (e.g., reduce fertilizer use)? What would they get out of it?
 - c. What would make it difficult for them to change this behavior?
 - d. How would your board feel about changing this behavior?
 - e. What would it take to get the board to address this behavior?
 - f. What would the board get out of addressing this behavior?
 - g. What would make it difficult for the board to address this behavior?
 - i. How could these barriers be overcome?
- 7. What would be the best way to motivate other people in your community to do this behavior (e.g., reduce fertilizer use)?
- 8. How could information best be disseminated to your community about this behavior (e.g., reduce fertilizer use)?
 - a. How about to the surrounding area?
 - b. What would these messages look like?
 - c. Who would they trust the most to tell them about the behavior (e.g., reducing fertilizer use)?
- 9. [Share GOMA logo with interviewee.]
 - i. What type of organization do you think this logo represents?
Probe: What do you think they do? Or what is their mission?
Follow up: What in the logo makes you think that?
 - j. What kind of people would participate in this alliance?
 - k. How would you feel about participating?
 - l. Explain GOMA, then ask: What about this logo seems appropriate for GOMA?
What should be changed?
- 10. When I say coastal resiliency, what comes to mind? [If can't answer, have them imagine what it would be.]
 - d. What does it mean?
 - e. What does it include?
- 11. Resilience is the capacity of human and natural/physical systems to adapt to and recover from change. Focus areas within the working definition include: culture and heritage, ecological systems, economics, insurance, and smart growth.

- f. Would it make sense to use coastal resiliency for this idea?
- g. How would you refer to this?

Thank you for your time!

APPENDIX C-3: INTERVIEW GUIDE FOR ENVIRONMENTAL SCIENTISTS

Research Objectives:

- Understand how participants perceive the Gulf.
- Examine participants' beliefs about the major threats to the Gulf.
 - Identify beliefs to reinforce.
 - Identify beliefs to change.
- Identify actions participants think would address threats to the Gulf.
- Identify issues that compete for their time and attention.
- Understand how scientists perceive GOMA.
- Identify what scientists would like to gain from participating in GOMA
- Understand how to reposition GOMA
- Identify characteristics of the Gulf that can be used in creating a brand personality.
 - Features of an archetype.
 - Characteristics of people who protect the Gulf.
 - Characteristics of people who do not protect the Gulf.
 - Characteristics of organizations that protect the Gulf
- Determine knowledge and understanding of coastal resiliency.

Questions:

1. Tell me a little about your work.
2. What environmental issues concern you the most?
 - a. Rank the other environmental issues that you have been involved in from most important to least important to you.
 - b. What criteria do you use to prioritize these issues?
3. When you think of the Gulf of Mexico what comes to mind?
4. Thinking about its overall health as an ecosystem, how would you say the Gulf is doing these days?
 - a. How does this compare to the health of the Gulf in the recent past?
5. In its ideal state, what would the Gulf look like?
 - a. How do you determine this?
6. What do you perceive as major threats to the Gulf?
 - a. What will these threats do to the Gulf in the future?
 - b. Do you envision any events in the future being a threat to the Gulf?
7. Who is responsible for protecting the Gulf from those threats?

- a. Describe the type of people who do a good job protecting the Gulf.
8. Think about the research that is being done on the Gulf. What does the research say about protecting the Gulf?
 - a. What are the specific areas that are being studied?
 - b. What actions can be taken to protect the Gulf?

Probe:

 - i. Fertilizing properly (i.e., only in the wet months, use the correct amount, use ocean/water table friendly fertilizer)
 - ii. Reducing pesticides and herbicide use
 - iii. Using native plants
 - iv. Encouraging policy makers to pass protective legislation.
 - v. Xeriscaping
 - vi. Disposing of lawn clippings
 - vii. Creating buffers between lawn and bodies of water
 - viii. Watering only when needed (e.g., if it hasn't rained)
 9. Describe people who harm the Gulf.
 - a. What do they do that's harmful?
 - b. What about fertilizer use? [Only ask if haven't covered in 8]
 - i. How harmful is it?
 - ii. Which groups have the largest impact?
 - iii. Any ideas for products that could be substituted?
 10. Describe groups or organizations that harm the Gulf.
 - a. What do they do that's harmful?
 11. What would be the best way to motivate other people to become more aware of the Gulf's health?
 12. How could information best be disseminated to the public about Gulf health issues?
 - a. What would these messages look like?
 13. What do you think of GOMA?
 - a. What are its strengths? Weaknesses?
 - b. Have you been involved in any research related to GOMA?
 - i. If so, what specifically were you researching?
 - ii. Did you find this satisfying?
 - c. What recommendations could you make to improve the alliance?
 14. When I say coastal resiliency, what comes to mind? [If can't answer, have them imagine what it would be.]
 - a. What does it mean?
 - b. What does it include?

15. Resilience is the capacity of human and natural/physical systems to adapt to and recover from change. Focus areas within the working definition include: culture and heritage, ecological systems, economics, insurance, and smart growth.

- a. Would it make sense to use coastal resiliency for this idea?
- b. How would you refer to this?

Thank you for your time!

APPENDIX C-4: INTERVIEW GUIDE FOR ENVIRONMENTAL ADVOCATES

Research Objectives:

- Understand how participants perceive the Gulf.
- Understand the emotional meaning the Gulf holds for participants.
- Examine participants' beliefs about the major threats to the Gulf.
 - Identify beliefs to reinforce.
 - Identify beliefs to change.
- Identify actions participants are most willing to advocate for to protect the Gulf.
- Understand the factors that motivate them to take these actions to protect the Gulf.
- Understand factors that deter them from adopting these actions to protect the Gulf.
- Identify issues that compete for their time and attention.
- Identify other Gulf of Mexico related policy issues
- Understand how advocates perceive GOMA.
- Identify what advocates would like to gain from participating in GOMA
- Understand how to reposition GOMA
- Identify characteristics of the Gulf that can be used in creating a brand personality.
 - Features of an archetype.
 - Characteristics of people who protect the Gulf.
 - Characteristics of people who do not protect the Gulf.
 - Characteristics of organizations that protect the Gulf
- Determine knowledge and understanding of coastal resiliency.

Questions:

2. Tell me a little about your work.
3. How long have been involved in environmental advocacy?
4. What environmental issues concern you the most?
 - a. Rank the environmental issues that you have been involved in from most important to least important to you.
 - b. What criteria do you use to prioritize these issues?
5. When you think of the Gulf of Mexico what comes to mind?
 - a. What images come to mind?
 - b. What meaning does it hold for you?
 - c. What feelings does it bring to you?
 - d. Can you share a personal experience you have had with the Gulf?
 - i. When you arrived
 - ii. While you were there
 - iii. How you felt when you left

6. Thinking about its overall health as an ecosystem, how would you say the Gulf is doing these days?
 - a. How does this compare to the health of the Gulf in the recent past?
7. In its ideal state, what would the Gulf look like?
8. What do you perceive as major threats to the Gulf?
 - a. What will these threats do to the Gulf in the future?
 - b. Do you envision any events in the future being a threat to the Gulf?
9. Who is responsible for protecting the Gulf from those threats?
10. What is currently being advocated to protect the Gulf?
 - a. What are the specific actions being advocated for residents?
Probe:
 - i. Fertilizing properly (i.e., only in the wet months, use the correct amount, use ocean/water table friendly fertilizer)
 - ii. Reducing pesticides and herbicide use
 - iii. Using native plants
 - iv. Encouraging policy makers to pass protective legislation.
 - v. Xeriscaping
 - vi. Disposing of lawn clippings
 - vii. Creating buffers between lawn and bodies of water
 - viii. Watering only when needed (e.g., if it hasn't rained)
 - b. What is being advocated for policy makers?
11. What would motivate you to advocate for Gulf related issues?
 - a. Which of these has the greatest influence on your decision to take action related to the Gulf?
 - b. What makes this factor the most important one to you?
 - c. What would make advocating for these issues feel satisfying?
 - d. What would make it difficult?
 - i. What could help you overcome those barriers?
 - e. What can advocates do to support Gulf-related policy issues?
12. Describe people who harm the Gulf.
13. Describe groups or organizations that harm the Gulf.
14. Describe the type of people who do a good job protecting the Gulf.
 - a. What do they do?
 - b. What motivates them? What do they get out of it?
 - c. What makes it difficult for them?

15. What would be the best way to motivate other people to become advocates for the Gulf's health?
16. How could information best be disseminated to the public about Gulf health issues?
 - a. What would these messages look like?
 - b. Who would be the spokesperson?
17. Are you aware of GOMA?
18. If **yes to 16**, what do you think of GOMA?
 - a. What are its strengths? Weaknesses?
 - b. What recommendations could you make to improve the alliance?
19. If **no to 16**, Now I would like for you to imagine that you are a member of an alliance for protecting the Gulf. You can do just about anything you recommend.
 - a. What could the alliance do to get other people who live near the Gulf to protect it?
 - b. What type of information should they provide?
 - c. What makes the alliance unique?
 - d. Who wants what the alliance has to offer?
 - e. What types of programs should they sponsor?
 - f. Where could these programs be offered? Probe: location, time, etc.
 - g. Who should be their spokesperson?
 - h. Now imagine you're successful, what have you done?
 - i. How do you feel?
20. [Share GOMA logo with interviewee.]
 - a. What type of organization do you think this logo represents?
Probe: What do you think they do? Or what is their mission?
Follow up: What in the logo makes you think that?
 - b. What kind of people would participate in this alliance?
 - c. How would you feel about participating?
 - d. Explain GOMA, then ask: What about this logo seems appropriate for GOMA?
What should be changed?
21. When I say coastal resiliency, what comes to mind? [If can't answer, have them imagine what it would be.]
 - a. What does it mean?
 - b. What does it include?
22. Resilience is the capacity of human and natural/physical systems to adapt to and recover from change. Focus areas within the working definition include: culture and heritage, ecological systems, economics, insurance, and smart growth.
 - a. Would it make sense to use coastal resiliency for this idea?
 - b. How would you refer to this?

Thank you for your time!

APPENDIX C-5: INTERVIEW GUIDE FOR GOMA MEMBERS

Research Objectives:

- Understand how participants perceive the Gulf.
- Understand the emotional meaning the Gulf holds for participants.
- Examine participants' beliefs about the major threats to the Gulf.
 - Identify beliefs to reinforce.
 - Identify beliefs to change.
 - Identify actions to protect the Gulf.
- Identify what advocates would like to gain from participating in GOMA
- Identify influencers and motivators for Gulf health issues
- Understand how to reposition GOMA
- Identify characteristics of the Gulf that can be used in creating a brand personality.
 - Features of an archetype.
 - Characteristics of people who protect the Gulf.
 - Characteristics of people who do not protect the Gulf.
 - Characteristics of organizations that protect the Gulf
- Determine knowledge and understanding of coastal resiliency.

Questions:

1. Tell me a little about the work you do.
2. Tell me about your involvement with GOMA.
 - a. What motivated you to become involved?
 - i. Which of these has the greatest influence on your decision to take action related to the Gulf?
 - b. What have you gotten out of your experiences with GOMA?
 - i. What has been most satisfying?
 - c. What do you think of GOMA?
 - i. What are its strengths? Weaknesses?
 - d. What recommendations could you make to improve the alliance?
3. Think about current environmental issues. What environmental issues concern you the most?
 - a. Rank the other environmental issues that you have been involved in from most important to least important to you.
 - b. What criteria do you use to prioritize these issues?
4. When you think of the Gulf of Mexico what comes to mind?
 - a. What images come to mind?
 - b. What meaning does it hold for you?
 - c. What feelings does it bring to you?
 - d. Can you share a personal experience you have had with the Gulf?
 - i. When you arrived
 - ii. While you were there

iii. How you felt when you left

5. Thinking about its overall health as an ecosystem, how would you say the Gulf is doing these days?
 - a. How does that compare to the Gulf's health in the past?
6. In its ideal state, what would the Gulf look like?
7. What do you perceive as major threats to the Gulf?
 - a. What will these threats do to the Gulf in the future?
 - b. Do you envision any events in the future being a threat to the Gulf?
8. What do individuals do to harm the Gulf?
 - a. Which of these has the biggest impact?
9. What do organizations do to harm the Gulf?
 - a. Which of these has the biggest impact?
10. What can be done to protect the Gulf?
11. Describe the type of people who do a good job protecting the Gulf.
 - a. What do they do?
 - b. What motivates them? What do they get out of it?
 - c. What makes it difficult for them?
12. What would be the best way to motivate other people to become advocates for the Gulf's health?
13. How could information best be disseminated to the public about Gulf health issues?
 - a. What would these messages look like?
 - b. Who would be the spokesperson?
14. [Share GOMA logo with interviewee.]
 - a. What type of organization do you think this logo represents?
Probe: What do you think they do? Or what is their mission?
Follow up: What in the logo makes you think that?
 - b. What kind of people would participate in this alliance?
 - c. How would you feel about participating?
 - d. Explain GOMA, then ask: What about this logo seems appropriate for GOMA?
What should be changed?
15. When I say coastal resiliency, what comes to mind? [If can't answer, have them imagine what it would be.]
 - a. What does it mean?
 - b. What does it include?
16. Resilience is the capacity of human and natural/physical systems to adapt to and recover from change. Focus areas within the working definition include: culture and heritage, ecological systems, economics, insurance, and smart growth.
 - a. Would it make sense to use coastal resiliency for this idea?

b. How would you refer to this?

Thank you for your time!

APPENDIX C-6: INTERVIEW GUIDE FOR BUSINESS COUNCIL MEMBERS

Research Objectives:

- Understand how participants perceive the Gulf.
- Understand the meaning the Gulf holds for participants.
- Examine participants' beliefs about the major threats to the Gulf.
 - Identify beliefs to reinforce.
 - Identify beliefs to change.
- Identify actions participants are most willing to take to protect the Gulf.
- Understand the factors that motivate them to take these actions to protect the Gulf.
- Understand factors that deter them from adopting these actions to protect the Gulf.
- Identify issues that compete for their time and attention.
- Identify characteristics of the Gulf that can be used in creating a brand personality.
 - Features of an archetype.
 - Characteristics of people who protect the Gulf.
 - Characteristics of people who do not protect the Gulf.
 - Characteristics of organizations that protect the Gulf
- Determine knowledge and understanding of coastal resiliency.

Questions:

1. Tell me about your work.
2. As an industry representative, what environmental issues concern you the most?
 - a. Rank the other environmental issues that your business has been involved in from most important to least important to you.
 - b. What criteria do you use to prioritize these issues?
3. When you think of the Gulf of Mexico what comes to mind?
 - a. What images come to mind?
 - b. What meaning does it hold for you?
4. Thinking about its overall health as an ecosystem, how would you say the Gulf is doing these days?
 - a. How does this compare to the health of the Gulf in the recent past?
5. What impact has the Gulf's health had on your industry?
6. In its ideal state, what would the Gulf look like?
7. What are your thoughts on nutrient intrusion?
8. What do you perceive as major threats to the gulf?
 - a. What will these threats do to the gulf in the future?

- b. How would these threats impact your industry?
 - c. Do you envision any events in the future being a threat to the gulf?
9. Who is responsible for protecting the Gulf from those threats?
10. What is currently being done by your business to protect the gulf?
- a. What are the specific actions being done?
11. What would motivate you to take action for Gulf related issues?
- a. Which of these has the greatest influence on your decision to take action related to the Gulf?
 - b. What makes this factor the most important one to you?
 - c. What would you get out of taking action for these issues?
 - d. What would make it difficult?
 - i. What could help you overcome those barriers?
 - e. What can other industry partners do to support Gulf health issues?
12. Describe groups or organizations that harm the Gulf.
13. Describe the type of industry who does a good job protecting the Gulf.
14. What would be the best way to motivate industry to take action for the Gulf's health?
15. How could information best be disseminated to industry about gulf health issues?
- a. What would these messages look like?
16. What do you think of GOMA?
- a. What are its strengths? Weaknesses?
 - b. What recommendations could you make to improve the alliance?
17. When I say coastal resiliency, what comes to mind? [If can't answer, have them imagine what it would be.]
- a. What does it mean?
 - b. What does it include?
18. Resilience is the capacity of human and natural/physical systems to adapt to and recover from change. Focus areas within the working definition include: culture and heritage, ecological systems, economics, insurance, and smart growth.
- a. Would it make sense to use coastal resiliency for this idea?
 - b. How would you refer to this?

Thank you for your time!

APPENDIX D: GENERAL PUBLIC FOCUS GROUP GUIDE

Research Objectives:

- Understand how residents perceive the Gulf.
- Understand the emotional meaning the Gulf has for residents.
- Examine residents' beliefs about the major threats to the Gulf.
 - Identify beliefs to reinforce.
 - Identify beliefs to change.
- Identify actions residents are most willing to take to protect the Gulf.
- Understand the factors that motivate them to take these actions to protect the Gulf.
- Understand factors that deter them from adopting these actions to protect the Gulf.
- Identify issues that compete for their time and attention.
- Identify characteristics of the Gulf that can be used in creating a brand personality.
 - Features of an archetype.
 - Characteristics of people who protect the Gulf.
 - Characteristics of people who do not protect the Gulf.
 - Characteristics of organizations that protect the Gulf
- Determine knowledge and understanding of coastal resiliency.

Resident Focus Group Guide

Introduction [5 minutes]

Thanks for coming. I am _____.

Purpose

I have been hired by USF to get your views about environmental issues.

Procedure

Focus group is like a survey but more informal, like a conversation.

We are interested in all your ideas, comments and suggestions

No right or wrong answers: want both positive and negative comments

Please feel free to disagree with each other, respectfully of course, and ask the group questions.

About 1 ½ hours.

Group discussion so don't wait to be called on, but please speak one at a time so I can get your opinions on the tape. (I might remind you)

Audiotape: Microphone is very sensitive so I may occasionally remind you not to bang on table.

What you say will be kept confidential

We have a lot to cover so I might change the subject or move ahead, but let me know if you want to add something. Don't let me cut you off.

I want you to be comfortable. Feel free to get up at any time during our discussion. . The bathrooms are _____. The food is _____.

Do you have any questions?

Opening [5 minutes]: Please tell us your name, where you are from, and how long you have lived on the West coast of Florida.

Transition: Now I would like to talk about environmental issues.

Key question [5 minutes]: Which environmental issues concern you the most?

Transition: Let's focus on water issues.

Key question [5 minutes]: When I say GOM, what images come to mind?

What do you see? What do you do? How do you feel?

Key question [5 minutes]: What do we know about the condition of the GOM?
Is it healthy? Unhealthy? How? How do you know?

Key question [5 minutes]: If you were to write a story about the Gulf, what would it be about?
Are there villains?

What do they do? What makes them villains? What are their lives about?

Key question [5 minutes]: Let's list some of the major things they do to harm the Gulf:

Key question [5 – 10 minutes]: What about heroes and heroines? Federal government? State Government? Private Organizations? Private Citizens? What do they look like? What are their lives about? What are they doing to protect the Gulf? Funding? Promotion? Regulations/laws?

Key question: There are several things characters in this story could do to protect the gulf. Let's think about some actions residents can take. [Write the following list on the board.]

List of behaviors to discuss:

- a. Fertilizing properly (i.e., only in the wet months, use the correct amount, use ocean/water table friendly fertilizer)
- b. Reducing pesticides and herbicide use
- c. Using native plants
- d. Encouraging policy makers to pass protective legislation.
- e. Xeriscaping
- f. Disposing of lawn clippings
- g. Creating buffers between lawn and bodies of water
- h. Watering only when needed (e.g., if it hasn't rained)

Take a look back at the list you ranked when you first came in. Which would you be most likely to do? [Go around group and have each person specify a behavior].

Key Question [10 minutes]: Let's talk about [most frequently cited behavior].

Describe someone who [does the behavior]?

What motivates them to do this? What do they get out of it?

What would make it difficult to do [the behavior]?

How do they overcome that/make it easier?

What happens when they do [the behavior]?

Key Question [5 minutes]: Let's go back to the story for a moment. Think about convincing others to do [the most frequently cited behavior]. .

What message would you want it to send?

Who should tell it?

What picture or image do you think would inspire people to protect the Gulf?

Key Question [10 minutes]: Let's talk about [the second most frequently cited behavior]. Describe someone who [does the behavior]?

What motivates them to do this? What do they get out of it?

What would make it difficult to do [the behavior]?

How do they overcome that/make it easier?

What happens when they do [the behavior]?

Key Question [5 minutes]: Let's go back to the story for a moment. Think about convincing others to do [the second behavior]. .

What message would you want it to send?

Who should tell it?

What picture or image do you think would inspire people to protect the Gulf?

Take another look at your list. What were you least likely to do? [Go around group and have each person say behavior.]

Key Question [5 minutes]: Let's talk about [the most frequently cited behavior]. What made you rank it as least likely? What would get in your way of doing [the behavior]?

Imagine you had to convince a friend to do [the behavior]. What would you tell them?

Key Question [5 minutes]: Let's talk about [the second most frequently cited behavior]. What made you rank it as least likely? What would get in your way of doing [the second behavior]?

Imagine you had to convince a friend to do [the second behavior]. What would you tell them?

Transition: [Should have 20 minutes left for this final section] Now I would like for you to imagine that you are a member of an alliance to protect the Gulf. They can do just about anything you recommend.

Key Question: What could the alliance do to get other people who live near the Gulf to protect it?

What type of information should they provide?

What makes the alliance unique?

Who wants what the alliance has to offer?

What types of programs should they sponsor?

Where could these programs be offered? Probe: location, time, etc.

Who should be their spokesperson?

Now imagine you're successful, what have you done?

How do you feel?

Key Question: Now I'd like for to take a look at this logo. [Share GOMA logos with focus group.]

What does this mean to you?
What kind of organization would this be for?
What does it stand for?
What in the logo makes you think that?

Recap Brief summary of key issues.

Closing: How well does that description capture what we have talked about? Have we missed anything? (10 minutes)

Appreciation: Thank you so much. I have learned a great deal. As I mentioned in the introduction, your ideas will be used to design materials and programs.

Again Thank!

Objetivos de la investigación

1. Entender cómo los residentes perciben el golfo
2. Entender el significado del golfo para los residentes
3. Examinar las creencias de los residentes sobre los principales amenazas para el golfo
 - a. Identificar creencias para enfatizar
 - b. Identificar creencias para cambiar
4. Identificar las acciones que los residentes están más dispuestos tomar para proteger el golfo
5. Entender los factores que los motive tomar acción para proteger el golfo
6. Entender los factores que los detenga tomar acción para proteger el golfo
7. Identificar los asuntos que compiten para su tiempo y atención.
8. Identificar las características del golfo que puedan usarse para crear un logotipo
 - a. Características de un arquetipo
 - b. Características de la clase de gente que protegen el golfo
 - c. Características de la clase de gente que no protegen el golfo
 - d. Características de las organizaciones que protegen el golfo
9. Determinar el conocimiento entre la gente respecto del concepto de “costal resiliency”

Guía Para Grupo de Enfoque

Introducción (5 minutos)

Gracias por venir. Soy_____.

Objetivo: He sido contratado por USF a mejor conocer sus opiniones sobre temas del medioambiente.

Procedimiento:

Los grupos focales son como una encuesta, sino más informal, como si fuera una conversación. Estamos interesados en todas sus ideas, comentarios, y sugerencias.

No consideramos que haya respuestas correctas o incorrectas...estamos buscando comentarios tanto positivos como negativos.

Siéntense a libertad de estar en desacuerdo con los demás, siempre y cuando lo haga respetuosamente. Además puedan hacer preguntas dirigidos a los otros participantes del grupo.

La charla durará aproximadamente una hora y media.

Este grupo focal se llevará a cabo en forma de discusión abierta, así que no es necesario esperar turnos para hablar, así mismo, pedimos que una persona hable a la vez para que todos los opiniones sean escuchado bien.

Acuérdense que el micrófono es muy sensible así que deje de golpear la mesa. Lo que digan se mantendrá en total confidencialidad.

Tenemos muchos temas para tocar/cubrir, así que cambiaré el tema para adelantar la discusión cuando sea necesario, pero si tienen algo importante para añadir quiero que lo digan.

Bueno, ante de todo, quiero que Uds. Se sienten cómodos. Siéntense en libertad de levantar para ir al baño y tomar o comer algo. De hecho, los baños están___, y la comida esta ___.

¿Tienen preguntas?

Apertura (5 minutos): ¿Cuál es su nombre?, ¿De dónde es usted?, ¿Por cuánto tiempo ha estado viviendo en (la costa oeste de la Florida o donde fuera)?

Transición: Ahora me gustaría hablar sobre cuestiones medioambientales.

Pregunta clave (5 minutos): ¿Cuál es el tema medioambiental que más te concierne?

Transición: Nos enfocaremos entonces en el tema del agua.

Pregunta clave (5 minutos): ¿Qué imágenes vienen a su cabeza, cuando yo le digo: Golfo de México? ¿Qué visualiza?, ¿Qué hace?, ¿Cómo se siente?

Pregunta clave (5 minutos): ¿Qué sabe usted sobre las condiciones del Golfo de México? ¿Es saludable o no?, ¿Por qué?, ¿Cómo lo sabe?

Pregunta clave (5 minutos): Si escribieras una historia a cerca del Golfo, de que trataría? Habrían villanos? ¿Qué harían?, ¿Qué es lo que los hace ser los villanos de la historia?, ¿Cómo serían sus vidas?

Pregunta clave (5 minutos): haga una lista de las cosas que harían con el fin de perjudicar el golfo.

Pregunta clave (de 5 a 10 minutos): ¿Y qué de los héroes y heroínas? ¿Cómo se ven el gobierno federal, el gobierno estatal, las organizaciones privadas y los ciudadanos privados? ¿Como son? ¿De qué se tratan sus vidas? ¿Qué están haciendo para proteger el Golfo de México? ¿Financiamiento, Promoción, Leyes?

Pregunta clave: Hay varias cosas que los personajes de la historia podrían hacer para proteger el golfo. Pensémosnos en algunas de las actividades que podrían tomar los vecinos para proteger el golfo? Haga una lista de las actividades (anotar las respuestas en un tablón).

Lista de comportamientos para discutir:

- a. Aplicar fertilizantes correctamente (solamente en épocas de sequía; aplicando solamente la cantidad recomendada; aplicando fertilizantes que no perjudica el mar o el agua potable).
- b. Reciclar aceite de motores, grasa, y otros químicos peligrosos.
- c. Usando pocos pesticidas, herbicidas, y menos fertilizantes en los céspedes.
- d. “Xeriscaping” (Usando plantas nativas en vez de gramilla tradicional en los céspedes)
- e. Animando a los políticos para aprobar leyes de protección para el golfo.
- f. Deshacer correctamente de los recortes de césped/gramilla
- g. Crear búferes (zonas de protección ambiental) entre los céspedes y masas de agua como los ríos, los lagos o el golfo
- h. Regar los céspedes solamente cuando sea necesario (cuando no ha llovido)

Vuelva a ver la lista que completó cuando entró la sala...¿Cuáles de las anteriores estarías más dispuesto a hacer? Vamos alrededor del grupo a que cada persona especifica un comportamiento.

Pregunta Clave (10 Minutos)

Comportamiento citado con más frecuencia:

Hablamos de dicho comportamiento, describimos a alguien quien hace el comportamiento_____

¿Qué los motiva a hacerlo?

¿Qué recompensa obtienen por hacer el comportamiento?

¿Qué lo haría difícil de hacer tal comportamiento...y cómo lo superan?

¿Qué sucede cuando hagan el comportamiento?

Pregunta Clave (5 minutos)

Regresemos a la historia por un momento. Piensa como convencerías a los otros de hacer el comportamiento.

¿Qué mensaje les darías?

¿Quién lo diría?

¿Qué imagen cree usted que inspiraría a las personas para proteger el golfo?

Pregunta Clave (10 Minutos)

Segundo comportamiento más citado

Hablamos de dicho comportamiento, describimos a alguien quien hace el comportamiento_____

¿Qué los motiva a hacerlo?

¿Qué recompensa obtienen por hacer el comportamiento?

¿Qué lo haría difícil de hacer tal comportamiento...y cómo lo superan?

¿Qué sucede cuando hagan el comportamiento?

Pregunta Clave (5Minutos)

Regresemos a la historia por un momento. Piensa como convencerías a los otros de_____

¿Qué mensaje les darías?

¿Quién lo diría?

¿Qué imagen cree usted que inspiraría a las personas para proteger el golfo?

Vuelva a ver la lista que completó cuando entró la sala...¿Cuáles de los comportamientos estaría menos dispuesto a hacer? Vamos alrededor del grupo a que cada persona especifica un comportamiento.

Pregunta Clave (5 minutos): Hablamos del comportamiento citado con más frecuencia. ¿Qué le hizo que lo citara como lo menos probable? ¿Qué le prevendría de hacer el comportamiento?

Imagínese que tuviera que convencer a un amigo hacer el comportamiento...¿Qué/Cómo le diría?

Pregunta Clave (5 minutos): Hablamos del segundo comportamiento más citado. ¿Qué le hizo que lo citara como el segundo menos probable? ¿Qué le prevendría de hacer el comportamiento?

Imagínese que tuviera que convencer a un amigo hacer el comportamiento...¿Qué/Cómo le diría?

Transición: (Deben de tener 20 minutos para esta sección final).

Ahora quiero que imaginen que pertenecen a un grupo que se interesa por la protección del golfo; este grupo haría cualquier cosa que usted recomendará.

Pregunta clave: ¿Qué haría el grupo para lograr que la gente que vive cerca del golfo lo protegiera?

¿Qué tipo de información deberían proporcionar?

¿Qué es lo que haría al grupo ser único?

¿Quiénes desearían lo que el grupo ofrece?

¿Qué tipo de programas deberían patrocinar?

¿En dónde se ofrecerían ese tipo de programas? (Indagar: lugar, tiempo, etc.).

¿Quién debería ser el vocero?

¿Ahora imagina que el grupo es exitoso, que han logrado?, como se sienten?

Pregunta Clave: Me gustaría que miráramos este logo. (Mostrar el logotipo de GOMA con el grupo)

¿Qué significa ese logo para usted?

¿Qué tipo de organización utilizaría ese logo?

¿Con qué fin?

¿Qué características del logo le hacen pensar lo anterior?

Resumen: breve resumen de los temas claves.

Cierre: ¿Qué tan bien el resumen anterior encierra los temas tratados? ¿Nos falta algo?

Final: Muchísimas gracias, he aprendido mucho de Uds. Cómo mencioné en la introducción, sus ideas serán utilizadas para diseñar materiales y programas.

¡Muchas Gracias!

APPENDIX E: GENERAL PUBLIC IN-DEPTH INTERVIEW GUIDE

Behavioral Objectives:

- Recognize the alliance brand
- Feel an identification with the GOMA brand
- Believe that a healthy Gulf is vital to the community's well being
- Encourage others to protect the Gulf.
- Protect the Gulf by:
 - Fertilizing properly (i.e., only in the wet months, use the correct amount, use ocean/water table friendly fertilizer)
 - Reducing pesticides and herbicide use
 - Using native plants
 - Encouraging policy makers to pass protective legislation.
 - Xeriscaping
 - Disposing of lawn clippings
 - Creating buffers between lawn and bodies of water
 - Watering only when needed (e.g., if it hasn't rained)

Research Objectives

- Understand how residents perceive the Gulf.
- Understand the emotional meaning the Gulf has for residents.
- Examine residents' beliefs about the major threats to the Gulf.
 - Identify beliefs to reinforce.
 - Identify beliefs to change.
- Identify actions residents are most willing to take to protect the Gulf.
- Understand the factors that motivate them to take these actions to protect the Gulf.
- Understand factors that deter them from adopting these actions to protect the Gulf.
- Identify issues that compete for their time and attention.
- Identify characteristics of the Gulf that can be used in creating a brand personality.
 - Features of an archetype.
 - Characteristics of people who protect the Gulf.
 - Characteristics of people who do not protect the Gulf.
 - Characteristics of organizations that protect the Gulf
- Determine knowledge and understanding of coastal resiliency.

Individual Interview Guide

1. Where were you raised?
2. How long have you live in the area?

Now I would like to talk about environmental issues that may concern you.

3. What environmental issues concern you the most?

4. How would you prioritize those issues?
5. What other criteria do you use in prioritizing environmental issues?
6. When you think of the Gulf of Mexico, what is the first thing that comes to mind?
 - a. What images come to mind?
 - b. What feelings does the Gulf bring up for you?

[Clarification: Share map of Gulf of Mexico with participants and describe the area we're going to discuss, which includes, for example, Tampa Bay.]

7. Describe the last time you spent time near the Gulf.
 - a. When you arrived?
 - b. While you were there?
 - c. How did you feel when you left?
8. Thinking about its overall health as an ecosystem, how would you say the Gulf is doing these days?
 - a. Probe: How does this compare to the recent past?
 - b. In its ideal state, what would the Gulf look like?
 - c. What are the major threats to the health of the Gulf?
 - d. What do you think these threats will do to the Gulf in the future?
 - e. Who is responsible for protecting the Gulf from those threats?

9. What could you and other local residents do to protect the Gulf?

Probe:

- ix. Fertilize properly (i.e., only in the wet months, use the correct amount, use ocean/water table friendly fertilizer)
- x. Reduce pesticides and herbicide use
- xi. Use native plants
- xii. Encourage policy makers to pass protective legislation.
- xiii. Xeriscape
- xiv. Dispose of lawn clippings
- xv. Create buffers between lawn and bodies of water
- xvi. Water only when needed (e.g., if it hasn't rained)

14. Which would you be least likely to do?
15. Which of these activities would you be most likely to do?
 - a. Probe: What could motivate you to do this (pick one behavior for next set of questions)?

- b. What would make doing that feel satisfying?
 - c. What would make it difficult?
 - d. What could help you overcome those barriers?
 - e. Who would object to you doing [the behavior]?
16. How would you convince your neighbors to [the behavior]?
- a. Probe: What benefits would you offer?
17. How could we get information to people like you in this neighborhood?
18. Who would people in your neighborhood trust the most to tell them about [the behavior]?
19. What could we do to make protection of the Gulf a priority?
20. When I say coastal resiliency, what comes to mind? [If can't answer, have them imagine what it would be.]
- a. What does it mean?
 - b. What does it include?
21. Resilience is the capacity of human and natural/physical systems to adapt to and recover from change. Focus areas within the working definition include: culture and heritage, ecological systems, economics, insurance, and smart growth.
- a. Would it make sense to use coastal resiliency for this idea?
 - b. How would you refer to this?
22. [Share GOMA logo with interviewee.]
- a. What type of organization do you think this logo represents?
Probe: What do you think they do? Or what is their mission?
Follow up: What in the logo makes you think that?
 - b. What kind of people would participate in this alliance?
 - c. How would you feel about participating?
 - d. Explain GOMA, then ask: What about this logo seems appropriate for GOMA?
What should be changed?

Thanks so much.

APPENDIX F: PROFILE SHEET

1. What is your gender? (Check one)
 - Male
 - Female
2. Where do you reside? _____(City/State)
3. What is your occupation? _____
4. Please select one of the following that best describes your ethnicity. (check one)
 - White/Caucasian
 - Black/African American
 - Hispanic
 - Spanish
 - Latino
 - Native American
 - Asian American
 - Other _____
5. What is the primary language spoken in your home? _____
6. What is your current marital status? (check one)
 - Not married
 - Not married but living with partner
 - Married
7. What is your highest level of education completed? (check one)
 - Some high school
 - High school diploma/GED
 - Some college
 - 2 year college degree
 - 4 year college degree
 - Some graduate school
 - Graduate degree
8. What is your age? _____years
9. How many children under the age of 18 reside in your home? _____

10. Which of the following best describes your total household income before taxes? (Check one)

- Under \$20,000
- \$20,000 to \$34,999
- \$35,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000 to \$99,999
- \$100,000 or more

APPENDIX G: PRE-FOCUS GROUP RANKING FORM

The following is a list of behaviors individuals can do to protect the Gulf of Mexico. Think about how willing you would be to do each. Please rank the following behaviors in order from least likely to do (1) to most likely to do (8).

	Least Likely							Most Likely
	1	2	3	4	5	6	7	8
Fertilizing properly (i.e., only in the wet months, use the correct amount, use ocean/water table friendly fertilizer)								
Reduce pesticides and herbicide use								
Using native plants								
Encouraging policy makers to pass protective legislation.								
Xeriscaping								
Disposing of lawn clippings								
Creating buffers between lawn and bodies of water								
Watering only when needed (e.g., if it hasn't rained)								



APPENDIX H1. KEY INFORMANT INFORMED CONSENT FORM

Informed Consent to Participate in Research Information to Consider Before Taking Part in this Research Study

Researchers at the University of South Florida (USF) study many topics. To do this, we need the help of people who agree to take part in a research study. This form tells you about this research study.

We are asking you to take part in a research study that is called:
Environmental Awareness Campaign

The person who is in charge of this research study is *Dr. Moya Alfonso*. This person is called the Principal Investigator. However, other research staff may be involved and can act on behalf of the person in charge.

The person explaining the research to you may be someone other than the Principal Investigator.
Dr. Carol Bryant, Mr. Jim Lindenberger, and research assistants.

The research will be done at *informants' meeting rooms and/or University of South Florida conference rooms.*

Purpose of the study

The purpose of this study is to

- *Gather key informant's opinions about environmental concerns and issues.*

Study Procedures

If you take part in this study, you will be asked to

- *Participate in a one-on-one interview held at either an informant's meeting room or at a University of South Florida conference room lasting one hour.*
- *An interviewer will ask you questions about your opinion on environmental issues.*
- *The interview may be tape recorded for accuracy of opinions.*

Alternatives

You have the alternative to choose not to participate in this research study.

Benefits

To our knowledge there are no personal benefits to be gained by participating in this study; however, your opinions will guide the development of a large campaign to protect the environment.

Risks or Discomfort

There are no known risks to those who take part in this study.

Compensation

There will be no compensation for this interview.

Confidentiality

- We must keep your study records confidential. All notes, tapes, and electronic files will be transcribed, but no information will be included that could be used to identify you. Once the tapes have been transcribed, they will be stored for 3 years in a locked file cabinet in the principal investigator's office. The audiotapes will not be shared with any other professionals or be used in any other research.

However, certain people may need to see your study records. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are:

- The research team, including the Principal Investigator, study coordinator, research nurses, and all other research staff.
- Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.) These include:
 - ▶ the University of South Florida Institutional Review Board (IRB) and the staff that work for the IRB. Other individuals who work for USF that provide other kinds of oversight may also need to look at your records.
 - ▶ the Department of Health and Human Services (DHHS).
 - ▶ Dauphin Island Sea Lab

We may publish what we learn from this study. If we do, we will not let anyone know your name. We will not publish anything else that would let people know who you are.

Voluntary Participation / Withdrawal

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study, to please the investigator or the research staff. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study.

Questions, concerns, or complaints

If you have any questions, concerns or complaints about this study, call Dr. Moya Alfonso at

(813)-974-7039.

If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, call the Division of Research Integrity and Compliance of the University of South Florida at (813) 974-9343.

If you experience an adverse event or unanticipated problem call *Dr Moya Alfonso* at (813)974-7039.

Consent to Take Part in this Research Study

It is up to you to decide whether you want to take part in this study. If you want to take part, please sign the form, if the following statements are true.

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

Signature of Person Taking Part in Study

Date

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect.

I hereby certify that when this person signs this form, to the best of my knowledge, he or she understands:

- What the study is about.
- What procedures/interventions/investigational drugs or devices will be used.
- What the potential benefits might be.
- What the known risks might be.

I also certify that he or she does not have any problems that could make it hard to understand what it means to take part in this research. This person speaks the language that was used to explain this research.

This person reads well enough to understand this form or, if not, this person is able to hear and understand when the form is read to him or her.

This person does not have a medical/psychological problem that would compromise comprehension and therefore makes it hard to understand what is being explained and can, therefore, give informed consent.

This person is not under any type of anesthesia or analgesic that may cloud their judgment or

make it hard to understand what is being explained and, therefore, can be considered competent to give informed consent.

Signature of Person Obtaining Informed Consent

Date _____

Printed Name of Person Obtaining Informed Consent



UNIVERSITY OF
SOUTH FLORIDA

APPENDIX H2: INDIVIDUAL INTERVIEW INFORMED CONSENT FORM

Informed Consent to Participate in Research Information to Consider Before Taking Part in this Research Study

Researchers at the University of South Florida (USF) study many topics. To do this, we need the help of people who agree to take part in a research study. This form tells you about this research study.

We are asking you to take part in a research study that is called:
Environmental Awareness Campaign

The person who is in charge of this research study is *Dr. Moya Alfonso*. This person is called the Principal Investigator. However, other research staff may be involved and can act on behalf of the person in charge.

The person explaining the research to you may be someone other than the Principal Investigator. *Dr. Carol Bryant, Mr. Jim Lindenberger, and research assistants.*

The research will be done at *aquariums, museums, zoos, beaches and other public venues (ex. "Beach clean up event")*

Purpose of the study

The purpose of this study is to

- *Gather residents' opinions about environmental concerns and issues.*

Study Procedures

If you take part in this study, you will be asked to

- *Participate in a 60 minute interview held at zoo, aquarium or beach location.*
- *An interviewer will ask you questions about your opinion on environmental issues.*
- *The interview may be tape recorded for accuracy of opinions.*

Alternatives

You have the alternative to choose not to participate in this research study.

Benefits

To our knowledge there are no personal benefits to be gained by participating in this study; however, your opinions will guide the development of a large campaign to protect the environment.

Risks or Discomfort

There are no known risks to those who take part in this study.

Compensation

Individuals volunteering to participate in the interview will receive \$25 compensation at the end of the interview. Coupons and gifts donated by the various zoos, aquariums and museums will be provided when available.

Confidentiality

We must keep your study records confidential. *All notes, tapes, and electronic files will be transcribed, but no information will be included that could be used to identify you. Once the tapes have been transcribed, they will be stored for 3 years in a locked file cabinet in the principal investigator's office. The audiotapes will not be shared with any other professionals or be used in any other research.*

However, certain people may need to see your study records. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are:

The research team, including the Principal Investigator, study coordinator, research nurses, and all other research staff.

Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.) These include:

the University of South Florida Institutional Review Board (IRB) and the staff that work for the IRB. Other individuals who work for USF that provide other kinds of oversight may also need to look at your records.

the Department of Health and Human Services (DHHS).

Dauphin Island Sea Lab

We may publish what we learn from this study. If we do, we will not let anyone know your name. We will not publish anything else that would let people know who you are.

Voluntary Participation / Withdrawal

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study, to please the investigator or the research staff. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study

Questions, concerns, or complaints

If you have any questions, concerns or complaints about this study, call Dr. Moya Alfonso at [813-974-7039].

If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, call the Division of Research Integrity and Compliance of the University of South Florida at (813) 974-9343.

If you experience an adverse event or unanticipated problem call *Dr. Moya Alfonso at (813-974-7039)*.

Consent to Take Part in this Research Study

It is up to you to decide whether you want to take part in this study. If you want to take part, please sign the form, if the following statements are true.

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

Signature of Person Taking Part in Study

Date

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect.

I hereby certify that when this person signs this form, to the best of my knowledge, he or she understands:

- What the study is about.
- What procedures/interventions/investigational drugs or devices will be used.
- What the potential benefits might be.
- What the known risks might be.

I also certify that he or she does not have any problems that could make it hard to understand what it means to take part in this research. This person speaks the language that was used to explain this research.

This person reads well enough to understand this form or, if not, this person is able to hear and understand when the form is read to him or her.

This person does not have a medical/psychological problem that would compromise comprehension and therefore makes it hard to understand what is being explained and can, therefore, give informed consent.

This person is not under any type of anesthesia or analgesic that may cloud their judgment or

make it hard to understand what is being explained and, therefore, can be considered competent to give informed consent.

Signature of Person Obtaining Informed Consent

Date _____

Printed Name of Person Obtaining Informed Consent



APPENDIX H3: INTERCEPT INTERVIEW INFORMED CONSENT FORM

Informed Consent to Participate in Research Information to Consider Before Taking Part in this Research Study

Researchers at the University of South Florida (USF) study many topics. To do this, we need the help of people who agree to take part in a research study. This form tells you about this research study.

We are asking you to take part in a research study that is called:
Environmental Awareness Campaign

The person who is in charge of this research study is *Dr. Moya Alfonso*. This person is called the Principal Investigator. However, other research staff may be involved and can act on behalf of the person in charge.

The person explaining the research to you may be someone other than the Principal Investigator. *Dr. Carol Bryant, Mr. Jim Lindenberger, and research assistants.*

The research will be done at *aquariums, museums, zoos, beaches, and other public venues (ex. "Beach clean up event")*

Purpose of the study

The purpose of this study is to

- *Gather residents' opinions about environmental concerns and issues.*

Study Procedures

If you take part in this study, you will be asked to

- *Participate in a one-on-one interview lasting 30 minutes and held at a zoo, aquarium or beach location.*
- *An interviewer will ask you questions about your opinion on environmental issues.*
- *The interview may be tape recorded for accuracy of opinions.*

Alternatives

You have the alternative to choose not to participate in this research study.

Benefits

To our knowledge there are no personal benefits to be gained by participating in this study; however, your opinions will be used in an opinion poll and guide the concept of a large campaign to protect the environment.

Risks or Discomfort

There are no known risks to those who take part in this study.

Compensation

Individuals volunteering to participate in the interview will receive \$10 compensation at the end of the interview. Coupons and gifts donated by the various zoos, aquariums and museums will be provided when available.

Confidentiality

- We must keep your study records confidential. *All notes, tapes, and electronic files will be transcribed, but no information will be included that could be used to identify you. Once the tapes have been transcribed, they will be stored for 3 years in a locked file cabinet in the principal investigator's office. The audiotapes will not be shared with any other professionals or be used in any other research.*

However, certain people may need to see your study records. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are:

- The research team, including the Principal Investigator, study coordinator, research nurses, and all other research staff.
- Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.) These include:
 - ▶ the University of South Florida Institutional Review Board (IRB) and the staff that work for the IRB. Other individuals who work for USF that provide other kinds of oversight may also need to look at your records.
 - ▶ the Department of Health and Human Services (DHHS).
 - ▶ Dauphin Island Sea Lab.

We may publish what we learn from this study. If we do, we will not let anyone know your name. We will not publish anything else that would let people know who you are.

Voluntary Participation / Withdrawal

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study, to please the investigator or the research staff. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study

Questions, concerns, or complaints

If you have any questions, concerns or complaints about this study, call Dr. Moya Alfonso at [813-974-7039].

If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, call the Division of Research Integrity and Compliance of the University of South Florida at (813) 974-9343.

If you experience an adverse event or unanticipated problem call *Dr. Moya Alfonso at (813-974-7039)*.

Consent to Take Part in this Research Study

It is up to you to decide whether you want to take part in this study. If you want to take part, please sign the form, if the following statements are true.

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

Signature of Person Taking Part in Study

Date

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect.

I hereby certify that when this person signs this form, to the best of my knowledge, he or she understands:

- What the study is about.
- What procedures/interventions/investigational drugs or devices will be used.
- What the potential benefits might be.
- What the known risks might be.

I also certify that he or she does not have any problems that could make it hard to understand what it means to take part in this research. This person speaks the language that was used to explain this research.

This person reads well enough to understand this form or, if not, this person is able to hear and understand when the form is read to him or her.

This person does not have a medical/psychological problem that would compromise comprehension and therefore makes it hard to understand what is being explained and can, therefore, give informed consent.

This person is not under any type of anesthesia or analgesic that may cloud their judgment or make it hard to understand what is being explained and, therefore, can be considered competent to give informed consent.

Signature of Person Obtaining Informed Consent

Date

Printed Name of Person Obtaining Informed Consent



APPENDIX H4: FOCUS GROUP INFORMED CONSENT FORM

Informed Consent to Participate in Research Information to Consider Before Taking Part in this Research Study

Researchers at the University of South Florida (USF) study many topics. To do this, we need the help of people who agree to take part in a research study. This form tells you about this research study.

We are asking you to take part in a research study that is called:
Environmental Awareness Campaign

The person who is in charge of this research study is *Dr Moya Alfonso*. This person is called the Principal Investigator. However, other research staff may be involved and can act on behalf of the person in charge.

The person explaining the research to you may be someone other than the Principal Investigator. *Dr. Carol Bryant, Mr. Jim Lindenberger, and research assistants.*

The research will be done at *public venues such as community centers, libraries, and nonprofit organizations.*

Purpose of the study

The purpose of this study is to

- *Gather residents' opinions and views about environmental concerns and issues.*

Study Procedures

If you take part in this study, you will be asked to

- *Participate in a 2.0 hour focus group discussion to be held at a local public meeting site.*
- *Share your opinions and views in the group on environmental issues.*
- *The group discussion will be tape recorded for accuracy of opinions.*

Alternatives

You have the alternative to choose not to participate in this research study.

Benefits

To our knowledge there are no personal benefits to be gained by participating in this study; however, your opinions will guide the development of a large campaign to protect the environment.

Risks or Discomfort

There are no known risks to those who take part in this study.

Compensation

Individuals volunteering to participate in the interview will receive \$40 compensation at the end of the discussion session.

Confidentiality

- We must keep your study records confidential. *All notes, tapes, and electronic files will transcribed, but no information will be included that could be used to identify you. Once the tapes have been transcribed, they will be stored for 3 years in a locked file cabinet in the principal investigator's office. The audiotapes will not be shared with any other professionals or be used in any other research.*

However, certain people may need to see your study records. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are:

- The research team, including the Principal Investigator, study coordinator, research nurses, and all other research staff.
- Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.) These include:
 - ▶ the University of South Florida Institutional Review Board (IRB) and the staff that work for the IRB. Other individuals who work for USF that provide other kinds of oversight may also need to look at your records.
 - ▶ the Department of Health and Human Services (DHHS).
 - ▶ Dauphin Island Sea Lab

We may publish what we learn from this study. If we do, we will not let anyone know your name. We will not publish anything else that would let people know who you are.

Voluntary Participation / Withdrawal

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study, to please the investigator or the research staff. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study

Questions, concerns, or complaints

If you have any questions, concerns or complaints about this study, call Dr. Moya Alfonso at [813-974-7039].

If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, call the Division of Research Integrity and Compliance of the University of South Florida at (813) 974-9343.

If you experience an adverse event or unanticipated problem call *Dr. Moya Alfonso at (813) 974-7039*.

Consent to Take Part in this Research Study

It is up to you to decide whether you want to take part in this study. If you want to take part, please sign the form, if the following statements are true.

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

Signature of Person Taking Part in Study

Date

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect.

I hereby certify that when this person signs this form, to the best of my knowledge, he or she understands:

- What the study is about.
- What procedures/interventions/investigational drugs or devices will be used.
- What the potential benefits might be.
- What the known risks might be.

I also certify that he or she does not have any problems that could make it hard to understand what it means to take part in this research. This person speaks the language that was used to explain this research.

This person reads well enough to understand this form or, if not, this person is able to hear and understand when the form is read to him or her.

This person does not have a medical/psychological problem that would compromise comprehension and therefore makes it hard to understand what is being explained and can, therefore, give informed consent.

This person is not under any type of anesthesia or analgesic that may cloud their judgment or make it hard to understand what is being explained and, therefore, can be considered competent to give informed consent.

Signature of Person Obtaining Informed Consent

Date

Printed Name of Person Obtaining Informed Consent



APPENDIX H5: FOCUS GROUP INFORMED CONSENT FORM – SPANISH

Consentimiento Informado para Participar en Investigación Información a considerar antes de formar parte de este estudio investigativo

Los investigadores de la Universidad del Sur de la Florida (University of South Florida (USF)) estudiamos diferentes temas para lo cual necesitamos de la colaboración de personas que estén de acuerdo en hacer parte de una investigación. Este formulario le informará a cerca de dicho estudio. Cordialmente le pedimos participar en la investigación: Campaña de Conciencia Ambiental.

El investigador principal encargado de este estudio es la doctora Moya Alfonso. Sin embargo, otro personal investigativo puede estar implicado para actuar de parte de la persona a cargo del estudio.

La doctora Carol Bryant, el Sr. Jim Lindenberger y sus asistentes, serán las personas encargadas de explicarle el estudio.

La investigación se llevará a cabo en lugares públicos tales como centros comunitarios/sociales, bibliotecas y empresas no lucrativas.

Propósito del estudio

El propósito de este estudio es:

- Recolectar opiniones y puntos de vista de los residentes a cerca de temas y preocupaciones ambientales.

Procedimientos del estudio

Si usted va hacer parte de este estudio se le pedirá:

- Participar en una discusión de dos horas en un grupo de foco la cual se llevará a cabo en un lugar público.
- Compartir sus opiniones y puntos de vista en dicho grupo acerca de temas ambientales.
- Ser grabado durante la discusión grupal para que haya exactitud en las opiniones.

Alternativas

Usted tiene la alternativa de no participar en este estudio.

Beneficios

Según nuestro conocimiento, no existen beneficios o ventajas personales obtenidas por participar en este estudio; sin embargo, sus opiniones serán importantes y se tendrán en cuenta como guía en el desarrollo de una gran campaña para proteger el ambiente.

Riesgos o incomodidades

No se conocen riesgos para aquellos quienes harán parte de este estudio.

Compensación

Las personas que se ofrecen a participar en este estudio recibirán 40 dólares como compensación al finalizar la sesión de discusión.

Confidencialidad

- Sus registros obtenidos en el estudio serán confidenciales. Todas las notas, grabaciones y archivos electrónicos serán transcritos, pero ninguna información que lo pueda identificar a usted será incluida. Una vez las grabaciones hayan sido transcritas, se guardarán bajo llave, por tres años en un gabinete de archivo en la oficina del investigador principal. Las cintas de audio no se compartirán con ningún otro profesional, ni serán utilizadas en ninguna otra investigación.

Sin embargo, ciertas personas podrían necesitar ver sus registros del estudio. Según la ley, cualquier persona que vea sus registros debe guardar dicha información de manera confidencial. Las únicas personas a quienes les es permitido ver sus registros son:

- El grupo de investigación, incluyendo el investigador principal, el coordinador del estudio, las enfermeras incluidas en la investigación, y el resto del equipo investigativo.
- Ciertos entes del gobierno o de la Universidad que requieran saber más sobre el estudio. Por ejemplo, los individuos que proporcionan supervisión en este estudio podrían necesitar ver sus registros. Esto se hace con el fin de asegurarnos que estamos llevando a cabo la investigación de manera correcta. Además, ellos necesitan estar seguros de que estamos protegiendo sus derechos y su seguridad. Esto incluye:
 - El comité examinador institucional de la Universidad del Sur de la Florida (The University of South Florida Institutional Review Board (IRB)) y el equipo que trabaja para el comité examinador institucional (IRB). Otro personal que trabaja para la Universidad del Sur de la Florida (University of South Florida (USF)) que proporcionan otros tipos de control podrían también necesitar ver sus registros.
 - El Departamento de Salud y Servicios Humanos (Department of Health and Human Services)
 - El laboratorio “Dauphin Island Sea Lab”

Nosotros podríamos publicar lo aprendido en este estudio. En caso tal, no permitiremos que nadie conozca su nombre. No publicaremos nada que le permita a la gente conocer su identidad.

Participación voluntaria / Retiro

Usted puede hacer parte de este estudio sólo si desea hacerlo de manera voluntaria. No debe sentirse presionado o comprometido para hacer parte de la investigación o agradecer al investigador o al equipo de investigación. Usted es libre de participar en el estudio o de retirarse de éste en cualquier momento. No habrá ninguna multa o pérdida de beneficios los cuales tiene derecho a recibir en caso tal que decidiera dejar de participar en la investigación.

Preguntas, dudas o quejas

Si usted tiene alguna pregunta, duda, preocupación o queja frente a este estudio puede comunicarse con la Doctora Alfonso Moya al: 813-974-7039

Si tiene preguntas a cerca de sus derechos como participante de este estudio, preguntas generales, dudas, quejas o cuestiones que quiera discutir con alguien fuera de esta investigación, puede llamar a la División de Integridad de Investigación y Conformidad de la Universidad del Sur de la Florida (Division of Research Integrity and Compliance of The University of South Florida) al: 813-974-9343.

Si usted experimenta un acontecimiento adverso o un problema inesperado comuníquese con la Doctora Alfonso Moya al: 813-974-7039.

Consentimiento para participar en esta investigación

Es su decisión decidir si va a participar o no en la investigación. Si desea participar, por favor, firme el siguiente formulario si las siguientes declaraciones son ciertas.

Doy mi consentimiento libremente para participar en esta investigación. Entiendo que firmar este formulario indica que estoy de acuerdo en participar en la investigación. He recibido una copia de este documento para mi archivo personal.

Firma de la persona que va a participar en la investigación

Fecha

Nombre en letra de molde de la persona que va a participar en la investigación

Declaración de la persona que obtiene el consentimiento informado

He explicado cuidadosamente al participante qué puede esperar por participar en la investigación.

Declaro que la persona que firma este formulario, según mi conocimiento, entiende:

- De qué trata la investigación
- Cuáles procedimientos/intervenciones/drogas o equipos serán usados
- Cuáles son los beneficios potenciales
- Cuáles son los riesgos potenciales

También declaro que esta persona no tiene problemas que le dificultarían entender lo que significa participar en esta investigación. Esta persona habla el idioma que se empleo para explicar de que trata dicha investigación.

Qué esta persona sabe leer bien como para entender este formulario, y en caso tal de no ser así, esta persona puede escuchar y entender cuando el documento se le es leído.

Qué esta persona no tiene ninguna condición médica/psicológica que pudiera comprometer su comprensión y de tal manera dificultar su entendimiento a lo explicado, de tal manera que nos puede brindar su consentimiento.

Qué esta persona no se encuentre bajo la influencia de drogas o anestesia que podrían perjudicar su sano juicio para entender lo explicado sobre la investigación y así ser considerado competente para brindar su consentimiento informado.

Firma de la persona obteniendo el consentimiento informado

Fecha

Nombre de la persona obteniendo el consentimiento informado en letra de molde