

FINAL
REPORT

POR number: 135-07

***Assessing the Combined Healthy Eating and
Physical Activity Guide and Exploring
Possible Adaptations for Future Use***

HC POR-07-21

Prepared for:

Health Canada and
Public Health Agency of Canada

Contract # HT344 -7-0001

Contract date: 2007-08-14

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Ce rapport est aussi disponible en français sur demande.

March 2008

pn 6172



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EXECUTIVE SUMMARY

Background and Objectives

Health Canada, among other services, provides national leadership in nutrition and healthy eating. A completely updated Food Guide (Eating Well with Canada's Food Guide) has been launched in February 2007. The Public Health Agency of Canada (PHAC), created in 2004, focuses on effective ways of keeping Canadians healthy and helps reduce pressures on the health care system. PHAC has taken over the leadership of the Physical Activity Guide which was first launched in 1998 with its edition for adults.

A 'combined Guide', Canada's Guide to Healthy Eating and Physical Activity, was launched in 2005 to promote the link between physical activity, healthy eating and general healthy living. The 'combined Guide' was meant as a temporary product until the Food Guide was updated. Since its content was not up-to-date regarding healthy eating, it is no longer being made available to the public. However, given the strong positive response to it by various stakeholders when it was made available, PHAC and HC wished to explore whether there is a need for an updated 'combined Guide'.

In this context, PHAC commissioned Environics Research Group to test perceptions of the 'combined Guide'. The main objectives of the research included: determining whether the intended audience (adults using the guide for themselves) differed from the actual audience (health intermediaries/ educators/parents relaying the information on to children or other adults, etc.); determining the needs of the audiences; assessing perceptions of the guide with regard to credibility, clarity, relevance, format, and possible changes; and assessing whether there is a need for such a guide.

Methods

There are three target audiences for this study:

- Type 1: Public Health Educators (PHE) such as health or physical education teachers.
- Type 2: Public Health Professionals (PHP) who work in this area, such as dietitians, public health nurses, physiotherapists, etc.
- Type 3: Adult end-users from the general population.

PHAC supplied Environics with a list of 98 guide recipients who ordered the guide in January or February 2007 and who agreed to be contacted for a follow-up study. The list was potentially composed of all three of the audiences listed above: 82 of these had provided a telephone number and 16 an email address. The research was conducted as in-depth telephone “executive interviews” with a sample of 20 on this list. The in-depth interviews were conducted between September 24th and October 20th, 2007.

Key Findings

The key findings of the study are summarized below:

Audience: Intended vs. Actual

- There were 20 participants including 16 women and four men; 10 of the participants ordered the ‘combined Guide’ for their own use or with family members and 10 ordered it for professional use. It is interesting to note that although the guide was designed for adults who would be using the guide for themselves, a number of participants in the study, particularly educators and health professionals, ordered it and used it or its content in a teaching environment and with populations other than the general adult population

Use of the Guide

- Almost all of the participants, whether they are members of the general public or professionals, found the ‘combined Guide’ by chance while looking for some health-related information on the Internet.
- Most members of the general population in this study used the guide for themselves and/or their family members as reference material. Parents and educators usually read the information first and then discussed it with their children or students. Educators and health professionals used the guide for a variety of purposes, including as hand outs for presentations, at health fairs and to give to patients.
- When asked how they used the information, a large majority of participants had a tendency to emphasize the healthy eating section; however, all said that the physical activity component was also important.

Audience Perceptions

- The ‘combined Guide’ met users’ expectations, even for those who were looking for something else.
- The ‘combined Guide’ was perceived positively by all segments, with regard to clarity, credibility, and relevance. In terms of content, the combination of health eating and physical activity was its major strength. In terms of format, most liked its colours and concise format.

Ongoing Need

- Almost all participants saw a need for the ‘combined Guide’ even with the knowledge of the existence of the Food Guide and Physical Activity Guide; they saw it as a compliment to the other two guides. However, given that participants were not particularly knowledgeable about the other guides, they were not in a position to directly compare the guides to each other to truly assess “need”.

Statement of Limitations

Qualitative research provides insight into the range of opinions held within a population, rather than the weights of the opinions held, as would be measured in a quantitative study. The results of this type of research should be viewed as indicative rather than projectable.

RÉSUMÉ ANALYTIQUE

Renseignements généraux et objectifs

Santé Canada (SC), en plus d'offrir une gamme d'autres services, est un chef de file national en matière de nutrition et de saine alimentation. Une version entièrement mise à jour du Guide alimentaire canadien (*Bien manger avec le Guide alimentaire canadien*) a été lancée en février 2007. L'Agence de la santé publique du Canada (ASPC), mise sur pied en 2004, centre son activité sur les façons efficaces de veiller à ce que les Canadiens et Canadiennes demeurent en santé et de contribuer à réduire les pressions qui s'exercent sur le système de soins de santé. L'ASPC a pris en charge le Guide d'activité physique canadien qui a d'abord été lancé en 1998 dans son édition s'adressant aux adultes.

Un « Guide regroupé, » soit le Guide canadien de la saine alimentation et de l'activité physique, a été lancé en 2005, afin de promouvoir l'existence du lien entre l'activité physique, une saine alimentation et une vie saine. Le « Guide regroupé » avait été conçu comme un document provisoire en attendant que la mise à jour du Guide alimentaire soit complétée. Puisque son contenu n'est pas à jour en ce qui a trait à une saine alimentation, il n'est plus disponible au public. Cependant, compte tenu de la réaction très positive qu'il a suscitée auprès de différents intervenants alors qu'il était disponible, l'ASPC et SC ont voulu faire une exploration pour déterminer s'il existe ou non un besoin d'une version mise à jour d'un « Guide regroupé. »

Dans ce contexte, l'ASPC a retenu les services d'Environics Research Group pour examiner les perceptions à l'égard du « Guide regroupé. » Les principaux objectifs de la recherche comprenaient : déterminer si le public visé (des adultes utilisant le Guide pour eux-mêmes) est différent du public réel (des communicateurs/des éducateurs en santé et des parents qui communiquent l'information à des enfants ou à d'autres adultes, etc.); déterminer quels sont les besoins de ces publics cibles; évaluer les perceptions à l'égard du Guide en termes de crédibilité, de clarté, de pertinence, de format et de changements possibles; ainsi que déterminer si besoin est d'un tel guide.

Méthodes

Il y a trois publics cibles dans cette étude :

- Type 1 : les éducateurs en matière de santé publique (EMS), notamment les professeurs d'hygiène et d'éducation physique.

- Type 2 : les professionnels en santé publique (PSP) qui œuvrent dans ce secteur, notamment les diététiciens, les infirmières hygiénistes, les physiothérapeutes, etc.
- Type 3 : les utilisateurs adultes au sein de la population générale.

L'ASPC a remis à Environics une liste de 98 individus qui avaient commandé le Guide en janvier ou février 2007 et accepté d'être contactés pour une étude de suivi. La liste pouvait comprendre des individus appartenant trois publics cibles mentionnés ci-dessus : parmi eux, 82 avaient donné un numéro de téléphone et 16 une adresse de courriel. La recherche a été menée avec le format des « entrevues en profondeur avec des cadres supérieurs » auprès d'un échantillon de 20 individus extraits de cette liste. Les entrevues en profondeur ont été réalisées entre le 24 septembre et le 20 octobre 2007.

Résultats clés

Les résultats clés de cette étude sont résumés ci-dessous :

Public : visé contre réel

- Il y a eu 20 participants comprenant 16 femmes et quatre hommes; 10 de ces participants avaient commandé le « Guide regroupé » pour leur utilisation personnelle ou une utilisation auprès des membres de leur famille et 10 l'avaient commandé pour en faire une utilisation professionnelle. Il est intéressant de noter que, même si le Guide a été conçu pour des adultes qui utiliseraient le Guide pour eux-mêmes, bon nombre des participants de l'étude, en particulier des éducateurs et des professionnels de la santé, ont commandé le Guide et utilisé son contenu dans un cadre d'enseignement et auprès de populations autres que la population générale des adultes.

Utilisation du Guide

- Pratiquement tous les participants, qu'ils soient des membres de la population générale ou des professionnels, ont découvert le « Guide regroupé » par hasard alors qu'ils cherchaient de l'information liée à la santé sur Internet.
- La plupart des membres de la population générale participant à cette étude ont utilisé le Guide pour eux-mêmes et/ou avec les membres de leur famille en tant que document de référence. Les parents et les éducateurs ont habituellement lu l'information au préalable, puis ils en ont discuté avec leurs enfants ou leurs étudiants. Les éducateurs et les professionnels de la santé ont utilisé le

Guide à plusieurs fins, y compris comme document de cours pour des présentations, lors de foires sur la santé et pour remettre à leurs patients.

- Invités à dire de quelle façon ils avaient utilisé l'information, une forte majorité de participants ont eu tendance à insister sur la section se rapportant à une saine alimentation; cependant, tous ont affirmé que la composante se rapportant à l'activité physique était aussi très importante.

Perceptions des publics cibles

- Le « Guide regroupé » a répondu aux attentes des utilisateurs, même ceux qui cherchaient autre chose.
- Le « Guide regroupé » a été perçu de manière positive par tous les segments, en termes de clarté, de crédibilité et de pertinence. En ce qui a trait au contenu, le regroupement de la saine alimentation et de l'activité physique a été perçu comme étant sa plus grande force. En termes de format, la plupart ont bien aimé ses couleurs et son format concis.

Besoin permanent

- Presque tous les participants ont perçu le besoin d'un « Guide regroupé, » et ce, même s'ils connaissent l'existence du Guide alimentaire et du Guide d'activité physique; ils y ont vu un complément aux deux autres guides. Cependant, compte tenu du fait que les participants ne sont pas particulièrement bien informés au sujet des autres guides, ils n'étaient pas en position pour comparer directement les guides les uns avec les autres afin de déterminer véritablement un « besoin. »

Limites

La recherche qualitative jette un regard sur la gamme des opinions présentes au sein d'une population, plutôt que sur la pondération de ces opinions, ce que mesurerait une étude quantitative. Les résultats d'une recherche de ce type doivent être considérés comme des indications, mais ils ne peuvent pas s'extrapoler.

INTRODUCTION

Health Canada, among other services, provides national leadership in nutrition and healthy eating. A completely updated Food Guide (Eating Well with Canada's Food Guide) has been launched in February 2007. The Public Health Agency of Canada (PHAC), created in 2004, focuses on effective ways of keeping Canadians healthy and helps reduce pressures on the health care system. PHAC has taken over the leadership of the Physical Activity Guide which was first launched in 1998 with its edition for adults. While the Physical Activity Guide has not been updated since, it has been followed by a suite of age-targeted guides: older adults (1999), children (2002) and youth (2002).

Healthy eating and physical activities are both recognised as key elements of human health and wellbeing. In fact, the updated Canada's Food Guide contains a section on physical activity. A more complete 'combined Guide'—Canada's Guide to Healthy Eating and Physical Activity—was launched in 2005 to promote the link between physical activity, healthy eating and general healthy living. The 'combined Guide' was made available in both print and electronic formats. At least 9,000 orders were placed for a total of 395,000 printed copies. It is not known how many PDF versions were downloaded, but there were some 215,000 visits to the Web site.

The 'combined Guide' was meant as a temporary product until the Food Guide was updated. Since its content is not up-to-date regarding healthy eating, it is no longer being made available to the public. However, given the strong positive response to it by various stakeholders, PHAC and HC wished to explore whether there is a need for an updated 'combined Guide'. Since the 'combined Guide' was never evaluated from the perspective of understanding why stakeholders viewed it as a useful tool, many questions remain unanswered. While it was developed with messaging to target the adult population, many requests for copies of the 'combined Guide' originated from intermediaries working with children and youth. In the context of the alarming increases in what has been labelled the 'epidemic of childhood obesity', it may be more appropriate to create a new 'combined Guide' with integrated physical activity and healthy eating guidance for children.

It is also likely that other complementary tools could help a new 'combined Guide' to more effectively forge the link between physical activity, healthy eating and healthy weights (e.g., web-based, interactive tool(s); an attractive poster to promote a new 'combined Guide' and/or to promote Canada's Physical Activity Guides and Canada's Food Guide; a Guide for Educators to assist in implementation).

Objectives

PHAC commissioned Environics Research Group to test perceptions of the ‘combined Guide’. Specific objectives of the research are presented below.

1. Determine whether the intended audience (adults using the guide for themselves) differs from the actual audience (health intermediaries/ educators/parents relaying the information on to children or other adults, etc.).
2. Determine the needs of the audiences:
 - a) How they are using the information;
 - b) Whether it is fulfilling their needs;
 - c) How combined information on these topics could best serve these needs; and
 - d) Explore areas of impact, and whether the guide was able to motivate the audience to action.
3. Assess the perceptions of the guide:
 - a) Is the guide clear, credible and relevant with the segmented audiences?
 - b) What potential changes could make the guide more effective at reaching the audiences?
 - c) Is it appropriate in its current form for possible audiences such as children and youth?
4. Assess whether there is an ongoing need for a ‘combined Guide’
 - a) Are those who order the ‘combined Guide’ aware of Canada’s Physical Activity Guide and Canada’s Food Guide? Are they using them? If so, how?
 - b) Does the ‘combined Guide’ duplicate other material available to the target audiences (with particular reference to the expanded Food Guide)?

Secondary objectives also included:

5. Explore how those who ordered the combined guide heard/learned about it.
6. Explore possible ways of presenting combined healthy eating and physical activity information to segmented audiences (e.g. teachers, public health professionals, parents and younger audiences).
7. Assess whether the audience using the ‘combined Guide’ differs from the one using Canada’s Physical Activity Guide and Canada’s Food Guide?

Methods

There are three target audiences for this study:

- Type 1: Public Health Educators (PHE) such as health or physical education teachers.
- Type 2: Public Health Professionals (PHP) who work in this area, such as dietitians, public health nurses, physiotherapists, etc.
- Type 3: Adult end-users from the general population.
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PHAC supplied Environics with a list of 98 guide recipients who agreed to be contacted for a follow-up study and who were potentially composed of all three of the audiences listed above: 82 of these had provided a telephone number and 16 an email address. The research was conducted as in-depth telephone “executive interviews” with a sample of 20 Canadians who ordered the guide in January or February 2007. The in-depth interviews were conducted between September 24th and October 20th, 2007.

At the outset, this project included the potential for a second phase of research. Focus groups were planned as a potential second phase in the event that more in-depth information was required to respond to the project objectives. However, following a review of the results from the first phase, PHAC determined that enough information had been yielded from the interviews, and therefore the focus group phase of the research was not required.

RECRUITMENT PROCEDURES

The recruitment was conducted by Environics’ field operation, Research House. Well-trained and supervised recruitment staff with prior experience in conducting such studies made the recruitment calls, using a recruitment screener developed by Environics and approved by PHAC. (See Recruitment Screener in Appendix .) The final distribution of interviewees is a direct result of the actual composition of the sample frame and the availability of each potential respondent during the interview period.

Although all of the people on the recruitment lists had ordered the guide in the winter of 2007, some people no longer had a copy of the guide at their disposal. In such instances, the participants were sent a PDF version of the guide prior to the interview to help refresh their memory. It was

explained to them that the PDF version did not have the same folded format as the actual printed version, although it had the same content.

INTERVIEWS

Environics developed an interview protocol to guide the interviews, in consultation with PHAC. Once approved by the client, the protocol was translated into French. Most interviews ranged between 25 and 35 minutes. (See Discussion Agenda in Appendix .) The interviews were conducted by telephone by two of Environics' experienced executive interviewers. In all but one instance the interviews were audio recorded, with the participant's consent, to assist in the writing of the report. All information collected through the interviews was treated as strictly confidential. It was made clear at the outset of the interview that respondents would not be identified in the report. Given the length of the interview, each of the people recruited to take part in the study were offered a \$50 incentive that was mailed to them after the interview was completed.

Statement of Limitations

Qualitative research provides insight into the range of opinions held within a population, rather than the weights of the opinions held, as would be measured in a quantitative study. The results of this type of research should be viewed as indicative rather than projectable.

DETAILED RESULTS

Participants

- There were 20 participants including 16 women and four men
- 10 of the participants ordered the ‘combined Guide’ for their own use or with family members and 10 ordered it for professional use.
 - 8 of the participants were sent the PDF version of the Combined Guide prior to the interview; the others stated that they still had a copy of the guide.
 - Those who no longer had a copy were as likely to be members of the general public as they were to be professionals.
- The distinction between educators and public health professionals is sometimes difficult to make. Some public health professionals are also educators, and not all educators who ordered the ‘combined Guide’ were public health educators.

- We opted to categorize these professional as educators or health professionals depending on what they reported as the intended usage of the ‘combined Guide’:

Educators: To use with your students or for educators to use the guide with students.

Health professionals: To use with your patients or clients, or for other health professionals to use with their patients or clients.

Using this categorization process, we can say that the sample contains 6 public health educators and 4 public health professionals. They are described more precisely below:

Educators:

- Grade 8 and 9 teacher (to use with students)
- Retired teacher (using the information to help establish a health program for seniors in the community—“Ageility” program)
- Retired registered nurse to use as teaching material at a women’s club
- Educator at a community centre
- Coordinator at a health information line
- Nurse at a regional public health office (a health professional who used the guide for a health fair in high schools)

Health Professionals:

- Health and Wellness Representative in the workplace (to inform employees)

- Registered nurse (to share with colleagues in the development of a health program for clients)
- Dietician (for patients and clients)
- Dietician (to share with colleagues and other health professionals)

How They Heard/Learned About the Guide

Canada's Guide to Healthy Eating and Physical Activity mostly a fortuitous find

- Almost all of the participants, whether they are member of the general public or professionals, found the 'combined Guide' by chance while looking for some health related information on the Internet.
 - More than half were looking for information on nutrition and several were looking specifically for the new 'Food Guide' which they knew was in the making or about to come out.
 - One participant was looking more precisely for nutrition information for newborns since they were expecting a baby and Canada is not their country of origin.
 - Others (about 1/4) were looking for general health related information, either for professional purposes (e.g.: developing a health education program; providing health information to employees/colleagues/clients) or for personal reasons (wanting to lose weight; guidance for personal and/or children's fitness level; recovering from a serious illness)
 - One participant's child heard about the 'combined Guide' at school during a 'health challenge' program. Another one found the guide on Health Canada's website after seeing a television advertisement on healthy eating sponsored by the Government of Canada. Finally, another participant followed an Internet link sent from an employer about keeping mentally fit.

Intended vs. Actual Audiences

Actual end users can differ from intended audience of adults

The 'combined Guide' was designed for adults who would be using the guide for themselves. Since the guide was to be a temporary product, there were no specialised versions for other populations such as children or older adults. Moreover, no didactic tools were created to accompany the guide when teaching students or coaching patients or clients. It is nevertheless interesting to note that

participants in this study, especially the professionals, sometimes use the ‘combined Guide’ or its content in a teaching environment and with populations other than the general adult population.

- Most of the members of the general public in this study ordered only one copy of the guide (one ordered two). Six out of these ten participants used the ‘combined Guide’ as it was intended: for themselves or for themselves and their spouses. The remaining four general population participants used the guide in the following ways:
 - One parent ordered a copy of the guide for her family and uses it with her four children aged 11 to 17. The guide is not perceived as relevant for her husband who has specific dietary needs due to Crohn’s disease, but she feels that they already have the information for his condition.
 - One parent ordered the guide for herself first but then thought it made more sense to share this with her husband and 9 year-old child. (“*Yes because if I’m going here, then you may as well go with me, and then it’s one nice, big happy family thing.*”)
 - Another parent ordered the guide to use for herself and her three children who are now young adults: 17 to 27.
 - Finally, one parent found the ‘combined Guide’ when he was looking for nutritional information specific to newborns as they were expecting their first child and are new Canadians. Although the guide was not on the topic that he was researching, he nevertheless found it useful for him and his wife.
- Educators and health professionals are likely to have ordered the guide for use with people other than the general adult population. These professionals use the guide with the following audiences:
 - Adults; members of the general public
 - Adult employees as part of a workplace wellness program
 - Older adults
 - Students (ranging from grade 6 to 12, including some Aboriginal students)
 - Preschool children and their parents (in an underprivileged neighbourhood).
 - Teachers in nutrition
 - Nutritionists and dieticians
 - Other health professionals
 - Diabetes and pre-diabetes patients
 - Heart patients
 - Arthritis patients
 - Students requiring information for school projects

Audiences Needs

The needs were varied and usage differed across audiences

- As already mentioned, most members of the general population in this study used the guide for themselves and/or their family members. One of them also shared the information in the workplace.
 - They mostly wanted to find ways of staying healthy by eating well and remaining active.
 - The majority mentioned wanting to know more about appropriate portion sizes.
 - A small proportion mentioned wanting to know more about appropriate level of physical activity.
 - A few people were seeking healthy living information because they or their spouse were recovering from a serious illness (cancer, heart surgery, etc.)
- Parents and educators usually read the information first and then discussed it with their children or students.
 - The food groups and serving sizes were a major source of information and discussion.
 - Some educators would give students the exercise of finding in which food category certain food items belong.
 - Some parents asked their children to find physical activities that they could enjoy doing as a family that would fit in the various categories. Involving the children in the decision making process, whether for food choice or physical activity, is seen as an important aspect of acceptance.
- Members of the general public usually used the guide as reference material, something to go back to when a refresher is needed. However, it is important to note that 4 out of 10 participants interviewed in that category no longer had the guide in their possession after a few months.
 - A few of them actually posted some of the pages on the refrigerator, most typically, the page with the food groups and portion sizes, or the page with the physical activities.
- Educators and health professionals used the guide for a variety of purposes:
 - A retired nurse ordered 100 guides to use as part of handout material for a presentation to adult women in a social club and also used the information to deliver short presentations to in a centre for older adults. Another professional ordered only 1 guide to use the information with adult employees as part of a workplace wellness program.
 - A teacher ordered enough for her grade 8 and 9 students (about 30% Aboriginals).

- An educator in a community centre ordered 4 guides to use the information with preschool children and their parents. This community centre is in an underprivileged neighbourhood and some parents have low literacy levels.
- A retired teacher ordered only one copy to use the information as reference in the development of a program (“Ageility”) for seniors.
- The coordinator of an arthritis information line ordered 100 copies to distribute to various audiences: arthritis patients, the members of the general public calling in, students requiring information for research, other health professionals.
- A nurse and public health educator stated ordering 300 copies to distribute to various audiences: grade 6 to 12 students and teachers at a health fair. Teachers in nutrition and nutritionists/dieticians were the intermediaries distributing the material.
- A dietician ordered 100 guides to distribute to other health professionals and use with older adults, as well as with family and friends. Another dietician also ordered 100 copies to distribute as part of a handout to diabetes and pre-diabetes patients in classes offered at their clinic.
- A nurse ordered 10 copies to use with other health professionals as documentation in the development of a heart health program.

Tendency to emphasize healthy eating topic

- When asked how they used the information, the large majority of the participants had a tendency to emphasize the healthy eating section.
 - With a few exceptions, member of the general population would mention nutritional information first and omit the physical activity section unless they were asked specifically about it. This finding is not surprising given the fact that, as noted earlier, the ‘combined Guide’ was generally ordered by people who were looking for the new Food Guide.
 - Health professionals, especially those involved with diabetes or heart patients, were somewhat more likely to voluntarily raise both components of the ‘combined Guide’.
- Even though the recruitment process and the introduction of the interview clearly emphasized the fact that the discussion was about *Canada’s Guide to Healthy Eating and Physical Activity*, there was often confusion between this ‘combined Guide’ and the Food Guide, either the recent edition or the older one.
 - Some respondents talked about components of the guide that can only exist in the Food Guide even when they were asked their view about the ‘combined Guide’:

I actually found it to be a bit wordier than the previous one in some sections.

I find that a really large page was devoted to advice for different ages and stages...

- The interviewer often had to bring the interviewee back to the ‘combined Guide’ or ask specifically about the physical activity component of it.

Nevertheless, both healthy living components are perceived as important

- When asked about the importance of the physical activity component of healthy living, all respondents said that this was also very important. Only one respondent stated being only interested in the nutrition component, but acknowledged that both components were important.

Motivational aspect difficult to assess as these participants are already motivated

- The areas of impact are difficult to measure in a study like this one, partly because of the small number of respondents and partly because those who ordered the guide were already predisposed to action. They already had a purpose when ordering the guide. There are clear indications, however, that this ‘combined Guide’ could be an effective tool or adjunct to bring people to adopt healthier living habits:

- A family started using the ‘combined Guide’ after one of the children received it as a tool in a school project. While the members of this family were already quite physically active, they still used the information in the guide to increase and vary their physical activities as well as to improve their eating habits.
- A teacher reports how her students get very involved and animated in the discussions about the food groups.

...they really didn't have an idea about the servings, and actually I didn't either. So, we looked at that and I felt that it really clarified things... But then I asked the kids to take this home and share it with their families.

- An educator with pre-schoolers noticed that kids were learning the information quickly even at that young age:

Les enfants de 4-5 ans, ils trouvent ça drôle et ils apprennent vite quand on leur montre des substituts. Par exemple, on leur montre des noix d'acajou et on leur dit c'est quoi et que ça peut remplacer la viande. Ils comprennent rapidement.

- A dietician who works with various groups saw noticeable changes in the behaviour of senior residents after introducing the ‘combined Guide’ to them:

For example, after providing the guide I noticed residents taking a more active role and little things like taking a few extra steps here and there or choosing different things at meal times. I even had a

few residents requesting certain food items that were mentioned in the guide and I found that really interesting.

‘Combined Guide’ meets users’ expectations

- The fact that the actual end users often differed from the intended audience of adults using the guide for themselves did not seem to diminish the usefulness of the information.
- Almost unanimously, the participants who were also the end users of the information said that the ‘combined Guide’ met their expectations.
 - Even those who stated that they were looking for something else—like the Food Guide—at the time of ordering stated that that the ‘combined Guide’ met their expectations
 - In a couple of cases, respondents said that the guide exceeded their expectations since they were not expecting information on physical activity as well.

Yes, it exceeded them. I had seen the old food guide which was pretty basic. When I ordered this, it was very useful and there was more information than I thought there would be.
- The respondents who were not the end users were not always in a position to assess whether the needs of the users were met, but in general they felt that the responses were positive.
- The few participants who felt that the ‘combined Guide’ maybe felt just a bit short of their expectations provided the following reasons:
 - A nurse whose clientele lives in a rural area felt that the guide did not provide enough food examples that were easily accessible to her population or for people on a limited budget.

So, I would have liked to have seen more choices that we know that could be available to everybody in a rural setting.

But I also have to be realistic and say that for people who are on a very strict budget...there wasn't enough ideas about how we could eat very well on a limited budget. I don't think that it addresses that population enough.
 - A health and wellness representative stated that the nutrition information seemed to be lacking in some respects.

Well, not being a nutritionist or a nurse or anything, what struck me, however, was that the serving's ranges were quite broad and I just couldn't see how someone could consume 12 servings of bread a day. [...] and there's no mention of good carbohydrates versus bad carbohydrates – there's no

indication that a whole-grain bagel would be better for you than a plain, white, processed bagel.

There's also no mention with the meats that you would want to pick leaner cuts as opposed to full-fat versions.

- A member of the general population also felt that the information was lacking with respect to nutritional information.

Pour du côté des activités physiques oui, mais du côté des portions il n'y a pas beaucoup d'idées. Il manquait un peu d'informations de ce côté-là, de ce qu'on peut manger dans les produits céréaliers, par exemple.

Perceptions of the Guide

'Combined Guide' perceived very positively by these participants

- In general, the 'combined Guide' was perceived very positively. It was equally well received by educators, public health professionals and members of the general population.
- Without hesitation, these participants responded that the guide was clear and easy to understand.
- It is also seen as credible by most for two main reasons: 1) the source is viewed as credible; and 2) the information is consistent with similar information available from other credible sources.

Well, we trusted it because it's a Health Canada document, so, like any other literature review, you have to look for credible sources. (Nurse)

Oh, yes! I wouldn't send it out if it wasn't [credible and trustworthy]. (Educator)

Well, as you know, there is a new Food Guide, so the information has been updated, but yes, I do find it credible and if it wasn't reliable we wouldn't be teaching it in class. (Dietician)

Because I got it from Health Canada. [Also] I'm trusting it from my own knowledge of working out and my education. It supports what I already know, so I know it is accurate from my understanding of it. (General population member)

- All the members of the general population who participated agreed that the information is relevant for them and their family members when applicable.
- Educators perceived the guide to be highly relevant to their students within their curriculum. While some still put the emphasis on healthy eating, they predicted more of a need to also emphasize physical activity in the near future.
- Health professionals also agreed that the information provided in the 'combined Guide' is

relevant to most of their clientele except maybe for patients with particular conditions (e.g.: high blood pressure). Some professionals note that the guide lacks information that would be useful to particular patient groups. An example would be the glycemic index for diabetes patients. However they concede that a guide like this one intended for the general public should not try to address all the issues relevant to smaller segments of the population.

Few see a need to change the content or format of the guide; some suggestions for complementary tools provided

- Many participants liked both the content and the format of the ‘combined Guide’ and did not see any reasons to change it.
- The fact that the guide is concise is a very important asset.

All the information is there, at a glance.

There’s not too much text.

There are mostly bullets which is what students are used to.

- The combination of the two components of healthy living—healthy eating and physical activity—is also a strong advantage.

It’s 2 in 1.

It’s all there in one document.

- Many commented positively on the fact that it is colourful. In fact, one educator noted that the colours on physical activity side were not as vivid and thought that they should be to be more attractive to people, and especially children and youth.
- A few commented positively on the use of what they characterised as ‘cartoonish’ drawings. They found those “*light, refreshing, fun*”. However, one person would have preferred actual photographs rather than cartoons. Another person was confused by some of the food representations. For instance, he mistook the flat bread for cookies and was wondering why cookies were represented in the most important food group.
- Some suggested adding information to better meet their needs or make it more complete. The suggestions included:
 - Information about the body mass index.
 - Information about the glycemic index.

- More precise information about whole grains/good *vs.* bad carbohydrates.
- Specifying lean cuts of meat.
- However, they all agreed that the ‘combined Guide’ needed to remain simple and concise. Therefore, for more specific information it was seen as preferable to include a reference to other material rather than increasing the complexity of the document.
- Two respondents suggested putting more emphasis on the physical activity aspect. One person suggested starting with physical activity rather than with nutrition in the guide. The other person suggested having them back-to-back. To have one side of the brochure starting with physical activity and the other side with healthy eating.
- Some suggestions were made to add tools that would complement, not replace, the ‘combined Guide’. These included the following:
 - Posters mounted on boards for presentations. These would be posters of the food groups and physical activity categories.
 - Also posters to post in schools, public places, but also for parents to use in the house. *(One of my children is autistic, so he’s very visual.)*
 - A few of the educators had students find different pictures of food and would have them put them in the correct food groups. One educator suggested having plastic food representations that could be attached to a large poster with Velcro.
 - Some educators and public health professionals thought that a DVD could be a good complementing tool to their presentations or to the printed copy of the guide. One even suggested that there could be different DVD’s targeted at different populations. *I think a targeted DVD to, say, a seniors’ organisation or even a cultural organisation would be a good idea. Say an Islamic organisation or an Aboriginal organisation, even in their own language. Yes, multimedia would help. People usually like that if there is more information or something with flash. Yes, that could be added.*
 - There were however other professionals and members of the general population who doubted the usefulness of having DVDs for this purpose. *“We’re not equipped for that in our centre... Our clientele does not have enough money [to own DVD players.]”*
“You can’t post a CD/DVD on the fridge.”
“I’m not sure that I would have taken the time to plunk in a CD or DVD to watch everything on it.”

Participants usually see the ‘combined Guide’ as appropriate for children and youth

- Most of the educators participating in this study and who were reaching out or teaching to students ranging from grade 6 to grade 12 did not see any problems with using the content of the ‘combined Guide’ with their students.
- Some parents used the guide with family members, including pre-teen children.
- While some would have liked to see more tools available to them (see above), most generally did not see the guide as being too complex or uninteresting for their student populations.
- It’s important to note again that these parents and educators are using the guide as a tool to engage their children or students, not as stand alone material. Even when it is used as part of a handout, it is always in the presence of a public health educator or professional available to answer questions or present the information. To illustrate the point, when asked if she did not find the guide too difficult for her children to understand, one parent said:

No but I wouldn’t just put it in their hands and say “Read this”. (Non, mais je ne le leur donnerais pas dans les mains en disant “Lisez-le”.)

Ongoing Need for a ‘Combined Guide’

All participants are aware of the Food Guide; fewer are aware of the Physical Activity Guides

- All but one of these participants were aware that there is a Canadian Food Guide. The person who was not aware of the existence of a separate Food Guide thought that the ‘combined Guide’ was the food guide.
- Fewer participants were aware of the existence of the Physical Activity Guides: about half of the general population respondents and 2/3 of the professionals were aware of the Physical Activity Guides.
 - The Physical Activity Guides used most often by these participants are the ones for adults and older adults. The one cited least often is the one for youth.
- Almost all participants were aware that there is a new edition of the Food Guide, but fewer than half of them actually had a copy.

- Even fewer participants (approximately a quarter) had sufficient knowledge of the new Food Guide's content to realize that it has been expanded to contain a section on physical activity.
- The participants who used the guides for professional purposes are almost twice as likely to have a copy of the new Food Guide as those who use the guide for themselves or their family.

'Combined Guide' perceived as useful even in the presence of other similar sources of information

- While many respondents answered that indeed the 'combined Guide' duplicated other material available to them, few saw this as a disadvantage. The predominant view is that the information in the 'combined Guide' is corroborated by more detailed information found elsewhere.
- Most of these participants did not know enough about the section on physical activity in the new Food Guide to be able to comment on whether or not it made the 'combined Guide' redundant.

I guess it's hard since I haven't seen the new Food Guide...but I'm also assuming that the Physical Activity Guide has a lot more in it. I mean, the thing is, again, if there was enough money to put the two together in one, I would much prefer that. But if there isn't, then this is perfectly fine too to have the two separate.

- Those who were most cognizant about the content of the new Food Guide were of the opinion that the section on physical activity, while an asset, was not sufficiently detailed to replace the function of the combined guide.

Honestly, I think the new Food Guide with the section on physical activity is helpful, but I think the section is too small and that the Combined Guide includes a lot more information. The Food Guide, after all, is more focused on food and eating and the section on physical activity is just, basically, one page.

Oui mais c'est petit. Ce n'est pas très élaboré.

I'm hesitating to answer just because there's a lot more information in the new Food Guide than there was in the old one... And the section on physical activity is okay on the new Food Guide, but I don't think it actually replaces the Physical Activity Guide, whether on its own or as part of the Combined Guide. There's a lot more information on physical activity in those two and it kind of spells out the different types of activity. So, I don't think it's a duplicate because the Combined Guide has a lot more information on physical activity than the Food Guide alone.

- A few participants were of the opinion that the other guides were redundant, not 'combined Guide'.

We use [the Food Guide] to supplement the Healthy Living document; so for people who need a little bit more fine tuning. For example, we use [the Food Guide] for diabetics to make sure that they are on track with what they should be doing from a diet perspective.

- Almost all of the participants in this study saw a need for the ‘combined Guide’ even with the knowledge of the existence of the other guides available from PHAC and HC. This point of view did not differ whether or not they had ordered the Food Guide and/or the Physical Activity Guide.

Well the combined guide talks about the food groups and servings but the updated is more in depth. I like the combined guide because it has the physical activity in it as well. Yes I think there is a need for it. Mainly because of the combination.

- The conciseness of the ‘combined Guide’ gives it a big advantage over the other two guides.
- The fact that it combines the two topics of physical activity and healthy eating is also an asset.

I don't remember how much information there is in the Food Guide and in the Physical Activity Guide by themselves, so it's hard for me to know. Like, if they have a lot more information on their own, then there must be a need. There could also be a need for the Combined Guide because it's more concise.

Et ce n'est pas tout le monde qui est capable d'aller chercher sur Internet pour aller chercher d'autre documentation. Alors si on reçoit ce guide regroupé qui a les deux parties, je pense qu'on est correcte – c'est complet en soi. C'est un deux-dans-un.

- It is seen by many as a complement to the other two guides, or more accurately as an introduction to the other two guides.

At least it's making me think about getting the actual Physical Activity Guide for my age group. I'd also like to see the children's one and the one for teens, so it has me curious as a teacher.

CONCLUDING COMMENTS

- Participants in this study, no matter their segment, clearly demonstrate a strong positive response to the ‘combined Guide’. They like the content and the fact that it combines both aspects of healthy living: healthy eating and physical activities. They also like fact that it is easy to use; there is not too much text to read so that you can quickly grasp the information ‘*at a glance*’. Almost all of them believe that there is a need for such a document.

Whether or not this endorsement of the ‘combined Guide’ would translate into a buy-in by the population at large cannot be established at this point. It could be the case that those who have a less favourable attitude towards the ‘combined Guide’ simply declined to participate.

- A number of participants were actually looking for the Food Guide when they ordered the ‘combined Guide’. They obtained the ‘combined Guide’ instead of the Food Guide because the new Food Guide was not yet available. This is an important finding because it suggests that if a ‘combined Guide’ were still in circulation; it might not be ordered in as high a volume as it was when the Food Guide was not available. People would simply order the Food Guide, which is what they were looking for in the first place, and not search any further.

This reinforces the point made by a few participants in this study: should the ‘combined Guide’ be brought back in to distribution, it would need to be marketed. It is simply not in the awareness of the potential users. They merely ‘stumbled’ over it and were pleased by what they found.

- Participants who had not seen the new Food Guide or who were not very familiar with it could not reasonably assess whether or not the expanded version made the ‘combined Guide’ redundant.
- The setting of this study also does not allow exploring various ways of presenting combined healthy eating and physical activity information to segmented audiences. Also, while educators and parents interviewed in this study find the format and content of the ‘combined Guide’ to be adequate for children and youth, it may simply be a consequence of the fact that they have no other tools or material against which to compare the ‘combined Guide’.

APPENDIX
RECRUITMENT SCREENER

**HEALTH CANADA POR 07-21
COMBINED GUIDE INTERVIEWS - SCREENER
PN 6172**

SPECIFICATIONS

- In-depth telephone interviews of approximately 30 minutes (20 to 40).
- Fielded from September 24 to October 5, 2007. Start French on Sept. 25 to allow for translation.
- Some day-time (B2B) and some evening (general population) interviews.
- Incentive of \$50 to be mailed to interviewee after completion of the interview.
- Recruit from client list of 97 candidates, all of whom have ordered one or more copies of the “combined guide”.
- Recruitment and interviews to be conducted in the official language of choice of candidate.
- Recruit up to 20 or to sample exhaustion, whichever comes first.
- There are 3 target audiences:
 - o Type 1: Public Health Educators (PHE) such as health or physical education teachers.
 - o Type 2: Public Health Professionals (PHP) who work in this area, such as dietitians, public health nurses, physiotherapists, etc.
 - o Type 3: Adult end-users from the general population.

The category to which the candidate belongs will be tentatively/partially identified in the client list but will need to be verified at the time of recruitment.

- Given that the sample to complete ratio is only 5:1, it is not feasible to establish quotas for each audience. The list will indicate whether the candidate is likely to be an educator (19 to 22), a public health professional (15 to 18), or a member of the general population (about 60). It will also indicate whether candidates have ordered the food guide as well as the “combined guide”. Please make every effort to first recruit candidates who are Educators or Public Health professionals. Then recruit candidates who have ordered the food guide (Q7) and/or the physical activity guide(s) (Q8) in addition to the combined guide. Finally, recruit those believed to be members of the general public, to complete up to 20 interviews. Note that some of the ‘members of the general public’ may also be educators or public health professionals.
- Also we recommend relaxing the usual industry guidelines regarding participant exclusion. We recommend :
 - o excluding only candidates who themselves are or have been Health Canada/PHAC employees;
 - o excluding candidates who currently work in marketing research, advertising and the media;
 - o including all other types of current or past employment for themselves or family members;
 - o including all candidates even if they have participated to other paid interviews/focus groups in the near past.
- In some instances, it may be necessary to make arrangements to email a copy of the guide to the candidate before the interview. There’s an electronic version in PDF. The electronic version is slightly different than the printed version since it is not in the same folded format. However the content is the same.

Screener

- ESTABLISH LANGUAGE OF CHOICE.
- ASK TO SPEAK TO PERSON IDENTIFIED ON THE LIST.

Hello, my name is _____ from Environics Research Group I'm calling you today on behalf of Health Canada and the Public Health Agency of Canada. If you may recall, a few months ago, in January or February, you ordered *Canada's Guide to Healthy Eating and Physical Activity* online and you indicated at that time that we may contact you to follow up on your use of the Guide.

A- Do you remember ordering this guide?

- Yes 1 GO TO C
- No 2

B- Do you think that someone else in your <organization/household> might have ordered this guide on your behalf? And if so may I speak to this person?

- Yes 1 ASK TO SPEAK TO THIS PERSON. REPEAT INTRO.
- No 2 **THANK & TERMINATE**

C- Just to be sure, I'm talking about the **combined** physical activity **and** healthy eating guide, not about *Canada's Food Guide* which also contains a section on physical activity. Is this clear to you which guide I am talking about?

- Yes 1
- No 2 **THANK & TERMINATE**
- Not sure of the distinction 3 **THANK & TERMINATE**

Great! I would like to invite you to participate in an in-depth telephone interview about this combined guide. We are interested in finding out the extent to which you have used the guide and in getting your feedback and comments on it. Would you be willing to consider it?

- Yes 1
- No 2 **THANK & TERMINATE**

D- Thank you. Before we continue, can you tell me if you currently work or have ever worked for Health Canada or the Public Health Agency of Canada?

- Yes 1 **THANK & TERMINATE**
- No 2

- E- And do you currently work in marketing research, advertising or the media (print, radio or TV)?
- Yes 1 **THANK & TERMINATE**
No 2

We would schedule this interview at a time that is convenient for you in the weeks of September 24th or October 1st. The information you would provide would greatly help the Public Health Agency in developing guides that respond effectively to your needs. Your participation in the research is completely voluntary and your decision to participate or not will not affect any dealings you may have with Health Canada or the Public Health Agency of Canada. All information collected, used and/or disclosed will be used for research purposes only and administered as per the requirements of the Privacy Act. The telephone interview would last between 20 and 40 minutes and we would mail you a \$50 honorarium as a token of our appreciation. Do you agree to participate?

- Yes 1
No 2 **THANK & TERMINATE**

Thank you. I would like to ask you a few questions to help better focus the interview.

- 1- Our record shows that you have ordered <one copy/___ copies> of the combined guide? Does that sound about right?

- Yes 1
No 2 **Note what they recollect**

- 2- Which of the following **best** describes the purpose for which you ordered the guide? [RECORD ONLY BEST ANSWER. FOR RECORD PURPOSES ONLY.]

- For your own use or for you and your family 1
To use with your students or for educators to use with their students 2 GO TO 5
To use with your patients or clients, or for other health professionals to use with their patients or clients 3 GO TO 5
Other (Specify) _____

- 3- Do you have children living at home?

- Yes 1
No 2 GO TO 5

- 4- How many are of each age category?

- 18 or older _____
12 to 17 _____
7 to 11 _____
Under 7 _____

- 5- Which of the following **best** describes your knowledge of the content of the combined guide? [RECORD ONLY BEST ANSWER. FOR RECORD PURPOSES ONLY.]
I'm very familiar with it and remember much of its content1
I'm somewhat familiar with it and remember some of its content.....2
I'm not familiar with it and don't remember much of its content3

- 6- Do you still have a copy of the combined guide that you could have with you at the time of the interview?
Yes 1
No 2*

*NOTE: TELL THEM THAT YOU CAN EMAIL THEM AN ELECTRONIC COPY. EXPLAIN THAT THE COPY WILL LOOK SLIGHTLY DIFFERENT THAN THE PRINTED VERSION SINCE IT IS NOT IN THE SAME FOLDED FORMAT. HOWEVER THE CONTENT IS THE SAME. ASK THEM TO HAVE A LOOK AT GUIDE BEFORE THE INTERVIEW. THEY MAY WISH TO PRINT A COPY (BLACK AND WHITE IS FINE) OR HAVE THE FILE OPEN IN FRONT OF THEM AT THE TIME OF INTERVIEW.

- 7- Have you also ever obtained a copy or copies of the new Canada's Food Guide? [NOTE TO RECRUITER: THE FULL TITLE OF THE GUIDE IS "*Eating Well with Canada's Food Guide*"]?
Yes 1
No 2

- 8- How about the Canadian Physical Activity Guide? Have you ever obtained a copy or copies of it?
Yes 1
No 2 **Go to 10**

- 9- Was it the version...? [CHECK ALL THAT APPLY.]
...for children?1
...for youth?2
...for adults?3
...for older adults?4
Don't know/Can't remember.....5

- 10- Could you tell me your current occupation?
[RECORD FOR INFORMATION PURPOSES ONLY. IT'S OK IF THEY REFUSE.]

- 11- NOTE GENDER.
Male 1
Female..... 2

Thank and schedule the interview, allowing enough time for them to receive the guide if needed. Make sure to mention the following:

For your information, the interviewer is likely to ask your permission to record the interview to assist him or her in the writing of the report. All information collected through the interviews will be treated as strictly confidential. Your name will not be provided to the Public Health Agency or any other third party. Also, the report of the results of the study will not contain information that could identify you. You will still be able to participate in the interview even if you do not authorise the recording, but just know that it is only intended to ease the flow of the interview.

Please check here to indicate that this was read to respondent.

**HEALTH CANADA POR 07-21
COMBINED GUIDE INTERVIEWS - SCREENER
PN 6172**

DESCRIPTIF

- Des entrevues par téléphone en profondeur d'une durée approximative de 30 minutes (20 à 40).
- Sur le terrain du 24 septembre au 5 octobre 2007. Début des entrevues en français le 25 septembre pour donner le temps nécessaire pour la traduction.
- Des entrevues pendant le jour (B2B) et en soirée (population générale).
- Une mesure incitative de 50 \$ à envoyer par la poste aux répondants une fois l'entrevue complétée.
- Recruter à partir d'une liste du client comprenant 97 candidats qui ont tous commandé un exemplaire ou plus du « Guide regroupé. »
- Le recrutement et les entrevues se dérouleront dans la langue officielle de choix du/de la candidat(e).
- Recruter jusqu'à 20 ou, le cas échéant, jusqu'à épuisement de l'échantillon.
- Il y a 3 publics cibles :
 - o Type 1 : des éducateurs en santé publique (ESP) tels que des enseignants en éducation physique ou en santé.
 - o Type 2 : des professionnels en santé publique (PSP) qui travaillent dans ce domaine, tel que les diététiciens, les infirmières de la santé publique, les physiothérapeutes, etc.
 - o Type 3 : des utilisateurs provenant de la population générale.

La catégorie à laquelle appartient le/la candidat(e) sera provisoirement/partiellement identifiée dans la liste du client, mais cela devra être vérifié au moment du recrutement.

- Puisque le rapport entre l'échantillon à compléter et la liste complète n'est que de 5 :1, il n'est pas possible de fixer des contingents pour chaque public. La liste indiquera si le/la candidat(e) est probablement éducateur(riche) (19 à 22), un/une professionnel(le) en santé publique (15 à 18) ou un membre de la population générale (environ 60). Elle indiquera aussi si les candidats ont commandé ou non le Guide alimentaire de même que le « Guide regroupé. » Veuillez vous efforcer de recruter en premier des candidats qui sont éducateurs ou professionnels en santé publique. Recrutez ensuite des candidats qui ont commandé le Guide alimentaire (Q7) et/ou le(s) Guide(s) d'activité physique (Q8) en plus du guide regroupé. Enfin, recrutez ceux qui sont membres de la population générale, pour réaliser jusqu'à 20 entrevues. Prenez note que certains des « membres de la population générale » peuvent aussi être des éducateurs ou des professionnels en santé publique.
- Nous recommandons également d'assouplir les lignes directrices habituellement observées dans l'industrie en matière d'exclusion des participants. Nous recommandons :
 - o d'exclure seulement les candidats qui sont eux-mêmes ou qui ont déjà été des employés de Santé Canada/l'ASPC;
 - o d'exclure les candidats qui travaillent présentement en recherche marketing, en publicité ou dans les médias;
 - o d'inclure tous autres types d'emplois présents ou passés pour eux ou pour les membres de leurs familles;
 - o d'inclure tous les candidats même s'ils ont récemment participé à d'autres entrevues/séances de discussions rémunérées.
- Dans certains cas, il pourrait être nécessaire de prendre des arrangements pour envoyer un exemplaire du guide par courriel au/à la candidat(e) avant l'entrevue. Il existe une version électronique en format PDF. Cependant, la version PDF ne reproduit pas exactement l'apparence du document imprimé puisqu'elle n'est pas sous le même format de brochure pliée.

Questionnaire de sélection

- DÉTERMINER LA LANGUE DE CHOIX.
- DEMANDER À PARLER À LA PERSONNE IDENTIFIÉE SUR LA LISTE.

Bonjour/Bonsoir, je me nomme _____ d'Environics Research Group. Je vous appelle aujourd'hui pour le compte de l'Agence de santé publique du Canada. Vous vous rappelez peut-être qu'il y a quelques mois, en janvier ou en février, vous avez commandé <un exemplaire/plusieurs exemplaires> du Guide canadien de la saine alimentation et de l'activité physique sur le site Web de l'Agence de santé publique du Canada et vous aviez alors indiqué que nous pouvions vous contacter pour faire un suivi sur votre utilisation du Guide.

A- Vous rappelez-vous avoir commandé ce guide ?

Oui..... 1 **PASSER À C**
 Non..... 2

B- Pensez-vous que quelqu'un d'autre dans votre <organisation/ménage > a peut-être commandé le guide en votre nom ? Et, si tel est le cas, puis-je parler à cette personne ?

Oui..... 1 **DEMANDER À PARLER À CETTE PERSONNE, REPRENDRE L'INTRO.**
 Non..... 2 **REMERCIER ET TERMINER**

C- Juste pour m'en assurer, nous parlons du Guide **regroupant** activité physique et saine alimentation, et non pas du *Guide alimentaire canadien* qui comprend lui aussi une section se rapportant à l'activité physique. Est-ce que le Guide dont nous parlons est bien clair ?

Oui..... 1
 Non..... 2 **REMERCIER ET TERMINER**
 Pas certain(e) de la distinction 3 **REMERCIER ET TERMINER**

Formidable ! J'aimerais vous inviter à participer à une entrevue téléphonique en profondeur au sujet de ce Guide regroupé. Nous sommes intéressés à savoir dans quelle mesure vous avez utilisé ce Guide, ainsi qu'à recueillir vos impressions et vos commentaires à ce sujet. Est-ce que vous envisageriez d'y participer ?

Oui..... 1
 Non..... 2 **REMERCIER ET TERMINER**

D- Merci. Avant de continuer, pouvez-vous me dire si vous travaillez présentement ou avez déjà travaillé pour Santé Canada ou pour l'Agence de santé publique du Canada ?

Oui..... 1 **REMERCIER ET TERMINER**
 Non..... 2

E- Et, travaillez-vous présentement dans le domaine des études de marché, en publicité ou dans les médias (presse, radio ou télévision) ?

- Oui..... 1 **REMERCIER ET TERMINER**
 Non..... 2

Nous aimerions fixer le moment de cette entrevue à un moment qui vous convient au cours des semaines du 17 ou du 24 septembre. Les renseignements que vous fournirez aideraient beaucoup l'Agence de santé publique à élaborer des guides qui répondent efficacement à vos besoins. Votre participation à la recherche est tout à fait volontaire et votre décision d'y participer ou non n'aura aucune incidence sur vos rapports avec l'Agence de santé publique du Canada. Tous les renseignements recueillis, utilisés et/ou divulgués serviront uniquement à des fins de recherche et seront gérés en conformité avec les dispositions de la *Loi sur la protection des renseignements personnels*. L'entrevue téléphonique durera entre 20 et 40 minutes et nous vous enverrons la somme de 50 \$ en guise de remerciement. Êtes-vous d'accord pour participer ?

- Oui..... 1
 Non..... 2 **REMERCIER ET TERMINER**

Merci. J'aimerais vous poser quelques questions qui nous aideront à mieux centrer l'entrevue.

1- Notre dossier indique que vous avez commandé <un exemplaire/ ____ exemplaires> du guide regroupé ? Cela vous semble-t-il être correct ?

- Oui.....1
 Non.....2 **Noter ce dont ils se rappellent**

2- Laquelle des affirmations suivantes décrit **le mieux** la raison pour laquelle vous aviez commandé le guide ? [INSCRIRE SEULEMENT LA MEILLEURE RÉPONSE. AUX FINS D'INSCRIPTION SEULEMENT.]

- Pour votre utilisation personnelle ou pour vous et pour votre famille1
 Pour l'utiliser avec vos étudiants ou pour que les enseignants l'utilisent avec leurs étudiants.....2 **PASSER À 5**
 Pour l'utiliser avec vos patients ou vos clients ou pour que d'autres professionnels l'utilisent avec leurs patients ou leurs clients3 **PASSER À 5**
 Autre (Préciser) _____

3- Avez-vous des enfants qui vivent à la maison ?

- Oui.....1
 Non.....2 **PASSER À 5**

4- Combien y en a-t-il dans chacune des catégories d'âge suivantes ?

- 18 ans ou plus _____
 12 à 17 _____
 7 à 11 _____
 Moins de 7 _____

5- Laquelle des affirmations suivantes décrit **le mieux** vos connaissances du contenu du guide regroupé ? [INSCRIRE SEULEMENT LA MEILLEURE RÉPONSE. AUX FINS D'INSCRIPTION SEULEMENT.]

- Le guide m'est très familier et je me rappelle une grande partie de son contenu.....1
- Le guide m'est assez familier et je me rappelle une certaine partie de son contenu.....2
- Le guide ne m'est pas familier et je ne me rappelle pas beaucoup son contenu.....3

6- Avez-vous toujours un exemplaire du guide regroupé que vous pourriez avoir avec vous au moment de l'entrevue ?

- Oui.....1
- Non.....2*

*NOTA: DITES-LEUR QUE VOUS POUVEZ LEUR ENVOYER PAR COURRIEL UNE VERSION ÉLECTRONIQUE. EXPLIQUEZ-LEUR QUE CET EXEMPLAIRE SERA LÉGÈREMENT DIFFÉRENT DE LA VERSION IMPRIMÉE PUISQU'IL N'EST PAS SOUS LE MÊME FORMAT DE BROCHURE PLIÉE. TOUTEFOIS, LE CONTENU EST IDENTIQUE. DEMANDEZ-LEUR DE JETER UN COUP D'ŒIL AU GUIDE AVANT L'ENTREVUE. ILS POURRAIENT SOUHAITER L'IMPRIMER (EN NOIR ET BLANC NE FAIT PAS PROBLÈME) OU, ENCORE, AFFICHER LE FICHIER SUR L'ÉCRAN DEVANT EUX AU MOMENT DE L'ENTREVUE.

7- Avez-vous aussi obtenu un ou plusieurs exemplaires du nouveau Guide alimentaire canadien ? [NOTA POUR LE/LA RECRUTEUR(RICE) : LE TITRE AU LONG DE CE GUIDE EST « *Bien manger avec le Guide alimentaire canadien* »] ?

- Oui.....1
- Non.....2

8- Qu'en est-il du Guide d'activité physique canadien ? En avez-vous déjà obtenu un ou plusieurs exemplaires ?

- Oui.....1
- Non.....2 **Passer à 10**

9- De quelle(s) version(s) s'agissait-il...? [COCHER TOUTES LES RÉPONSES QUI S'APPLIQUENT.]

- ...pour les enfants ?.....1
- ...pour les jeunes ?.....2
- ...pour les adultes ?.....3
- ...pour les aînés ?.....4
- Ne sait pas/ne s'en rappelle pas5

10- Pouvez-vous me dire quel est votre travail ?

[INSCRIRE À TITRE D'INFORMATION SEULEMENT. C'EST CORRECT S'ILS REFUSENT.]

11- NOTER LE SEXE.

- Homme1
- Femme2

Remercier et fixer le moment de l'entrevue, en leur donnant suffisamment de temps pour recevoir le guide s'ils en ont besoin. Assurez-vous de mentionner ce qui suit :

À titre d'information, l'intervieweur ou l'intervieweuse vous demandera probablement la permission d'enregistrer l'entrevue afin de l'aider à rédiger son rapport d'entrevue. Tous les renseignements recueillis au cours des entrevues demeureront strictement confidentiels. Votre nom ne sera pas donné à l'Agence de santé publique ou tout autre organisme. De plus le rapport des résultats de l'étude ne contiendra pas d'information qui permettra de vous identifier. Vous pourrez toujours participer à l'entrevue même si vous n'autorisez pas son enregistrement, mais sachez que cela vise uniquement à faciliter le déroulement de l'entrevue.

S'il vous plaît, cocher cette case pour indiquer que cela a été lu au/à la répondant(e).

APPENDIX
DISCUSSION GUIDE

**HEALTH CANADA POR 07-21
DISCUSSION AGENDA
PN 6172**

**COMBINED HEALTHY EATING AND PHYSICAL ACTIVITY GUIDE
REQUESTORS' IN-DEPTH INTERVIEW DISCUSSION AGENDA**

INTRODUCTION 3 MINUTES

- Before starting, have participant's detailed specifications with you as well as mailing address that will need to be verified at the end for mailing the incentive.
- Introduce yourself and company.
- Confirm speaking to correct individual
- Thank candidate for accepting to participate and verify that this is still a good time.
- Cover housekeeping – interview format (qualitative interview), length (about 20 to 30 minutes), incentive (\$50)
- (OPTIONAL) Ask for permission to record conversation to avoid having to take notes.

I want to point out that the views you provide in the interview will remain strictly confidential—we'll be summarizing our findings overall in a report, but we won't associate any of the opinions expressed with particular individuals. None of what you will say today will affect any dealings you may have with Health Canada or the Public Health Agency of Canada. We are only interested in your honest opinion about the combined guide.

[START RECORDING IF PERMISSION GRANTED, OTHERWISE TAKE COMPREHENSIVE NOTES DURING THE INTERVIEW.]

*As mentioned at the time of recruitment, this interview is about **Canada's Guide to Healthy Eating and Physical Activity**. As you may know, this guide was based on a combination of information from **Canada's Physical Activity Guide** and the previous version of **Canada's Food Guide**. We will refer to it as the 'Combined Guide' during this interview. We are interested in finding out the extent to which you have used the Combined Guide and in getting your feedback and comments on it. Do you have the guide with you at the moment?*

[IF NOT AND IF CANNOT EASILY GET THE COPY, JUST SAY THAT IT WOULD HAVE BEEN EASIER, BUT THAT IT'S NOT ESSENTIAL. PROCEED WITH THE INTERVIEW.]

[TO THOSE WHO NEEDED TO BE SENT THE PDF VERSION, PLEASE CLARIFY THE FOLLOWING WITH THEM: *The version you were emailed is only meant to refresh your memory of the one you had ordered. It is slightly different from that one, since it is not in the folded format, but contains the same information.*]

Do you have any questions before we get started?

GENERAL PERSPECTIVE 3 MINUTES

[NOTE HOW MANY COPIES WERE ORDERED BEFORE ASKING FIRST FEW QUESTIONS.]

1. First, can you tell me how you found out about the combined guide before you ordered it last winter?
 - a) [PROBE]
 - Word of mouth
 - Was looking for Food Guide
 - Was looking for Physical Activity Guide
 - Was searching for more general health-related information
 - Anything else? _____
2. I can see that you ordered [one copy/some copies] of the combined guide. What made you decide to order [this copy/these copies]?
3. How were you intending to use the information at the time you ordered the guide? Was it...?

<input type="checkbox"/> For your own personal use? <input type="checkbox"/> For use with your children? <input type="checkbox"/> For use with other adult family members?	USE 'GEN POP' PROBES
<input type="checkbox"/> For use with students <input type="checkbox"/> For use with other educators	USE 'EDUCATORS' PROBES
<input type="checkbox"/> For use with clients/patients <input type="checkbox"/> For use with other health professionals	USE 'HEALTH PROFESSIONALS' PROBES
<input type="checkbox"/> Other (specify) _____	USE BEST SUITED PROBES; TAILOR AS NEEDED

SPECIFIC USER NEEDS 8 MINUTES

[NOTE TO INTERVIEWER: FOR ALL AUDIENCES, WE NEED TO FIND OUT IF THE GUIDE MOTIVATED THE END USER TO ACTION. THE END USER MAY NOT BE THE PERSON WHO ACTUALLY ORDERED THE GUIDE.]

PROBES FOR GENERAL POPULATION

4. Now can you tell me concretely how the combined guide was actually used?
 - a) Did you use the guide for yourself?
 - Yes
 - No
 - If so, how did you use it?
 - b) Did you share the information with your children or other family members?
 - Yes
 - No
 - If so, how did you do that? (READING, POSTING, DISCUSSING, POINTING, OTHER...)
 - [IF USED WITH OWN CHILDREN, ASK:] How old are your children?
 - Did you do things like post certain pages on the fridge or elsewhere in view of everybody?
 - Yes
 - No
 - If so, what pages exactly?
 - What sections or pages did you/your family members used most?
 - c) Did you share the information with other people outside your family?
 - Yes
 - No
 - If so, with whom?
 - How was the information shared? (READING, POSTING, DISCUSSING, POINTING, OTHER...)
 - d) In what other ways, if any, did you use the guide?
 - e) [IF THE GUIDE WAS NOT USED MUCH, BY THEM, THEIR FAMILY MEMBERS OR OTHERS, **PROBE TO FIND OUT WHY NOT.**]

PROBES FOR EDUCATORS

5. Now can you tell me concretely how the combined guide was actually used?

a) But first, can you describe your student population?

- Children (ages? _____)
- Youth (ages? _____)
- Adults
- Older adults
- New immigrants
- Special needs people (specify _____)
- Other _____

b) Was the guide used with students?

- Yes
- No
 - If so, how was it used?

c) Was it used with other educators?

- Yes
- No
 - If so, how was it used?

d) And was it used with any other people or groups of people?

- Yes
- No
 - If so, how was it used?

e) Did you read the guide yourself with the goal of teaching its principles to your students/other educators? Or did you make the guide available for them to read themselves, or both?

- Read myself
- Made it available to students/other educators
- Both

- [IF MADE AVAILABLE TO OTHERS, ASK] How was it made available to others?

f) Did you [OR SOMEONE ELSE] do things like post certain pages in view of everybody?

- Yes
- No

- If so, what pages exactly?

- What sections or pages were used the most (BY THE ACTUAL USERS)?

g) In what other ways, if any, did you [OR THE ACTUAL USERS] use the guide?

- h) [IF THE GUIDE WAS NOT USED MUCH, BY THEM OR THEIR STUDENTS/OTHER EDUCATORS, PROBE TO FIND OUT WHY NOT.]
-

PROBES FOR HEALTH PROFESSIONALS

6. Now can you tell me concretely how the combined guide was actually used?
- a) But first, can you describe your clientele and the setting in which your services are provided?
- [PROBE:]
- Age groups?
 - Different ethnic groups?
 - Special needs group?
 - Public services/Community services?
 - Private health clubs/services?
 - Private one-on-one patients?
 - General public or other health professionals?
 - Other _____
- b) Was the guide used with other health professionals?
- Yes
- No
- If so, how was it used?
- c) And was it used with your clients or patients?
- Yes
- No
- If so, how was it used?
- d) And was it used with any other people or groups of people?
- Yes
- No
- If so, how was it used?
- e) Did you read the guide yourself as background reference for you when dealing with your patients/clients? Or did you make the guide available for them to read themselves, or both?
- Read myself
- Made it available to others
- Both
- [IF MADE AVAILABLE TO OTHERS, ASK] How was it made available to others?
- f) Did you [OR SOMEONE ELSE] do things like post certain pages in view of everybody?
- Yes
- No
- If so, what pages exactly?

- What sections or pages were used the most (BY THE ACTUAL USERS)?
 - g) In what other ways, if any, did you [OR THE ACTUAL USERS] use the guide?
 - h) [If the guide was not used much, by them or their patients/clients, **probe to find out why not.**]
-

CONTENT, FORMAT AND DISTRIBUTION 12 MINUTES

[ASK ALL:]

7. What did you like about the combined guide? Is there anything you didn't like?
 - a) What did you think about the combination of topics? Were they useful? What did you like/dislike about the combination of topics covered in the guide?
8. Overall, was the guide clear, easy to use? Why/Why not?
 - a) Was it credible? Did you [OR THE ACTUAL USERS] believe or trust the information presented in it? Why/Why not?
 - b) Was it relevant for you or for the people with whom you used the guide? Why/Why not?
 - c) Was it interesting? Why/Why not?
9. In the end, has the combined guide fulfilled your needs [OR THE NEEDS OF THE ACTUAL USERS]??
 - a) In what ways has it and in what ways has it not?
 - b) [ALSO FIND OUT IF IT MIGHT HAVE EXCEEDED THEIR EXPECTATIONS IN SOME WAYS.]
10. Was there too much information, or not enough information? Why do you say that?
11. What changes, if any, could be made to the combined guide to more effectively meet your needs [OR THE NEEDS OF THE PEOPLE WHO USED THE GUIDE]??
 - [PROBE SPECIFICALLY TO FIND OUT IF IT SHOULD BE TAILORED TO THE NEEDS OF DIFFERENT AUDIENCES, MORE SPECIFICALLY CHILDREN.]
 - b) Should there be changes in the content (to attract this specific user group)?
 - c) Should there be changes in the format?
 - d) Should other tools be added? If so, which tools are you thinking about?
 - [PROBE: Posters; Pull-out pocket size cards; DVD; CD; Podcast...]
 - e) Should these other formats or tools replace the booklet format or simply complement it, in your view? Why?
12. How should this combined guide be made available, in your opinion?
 - a) In what format? Through which media?
 - b) Where should it be distributed?

[ASK EDUCATORS/HEALTH PROFESSIONALS:]

13. In your opinion, should it be distributed to the general public or is it more useful to educators/health professionals? Why?

ONGOING NEED FOR COMBINED GUIDE 5 MINUTES

14. There is another guide available called *Canada's Physical Activity Guide*. In fact, it is a series of guides tailored to the needs of various groups. Have you heard of these Physical Activity guides?

- Yes
- No
- DK/Not sure

a) [IF YES] Have you seen or used any of them?

- Yes
- No
- DK/Not sure

b) [IF YES] What edition or editions have you used, do you know?

- [PROMPT: Is it the...]
- adult edition
- older adult edition
- children edition
- OR youth edition
- DK/Not sure

c) [If yes] How are you using the Physical Activity Guide?

15. Have you heard of Canada's Food Guide?

- Yes
- No
- DK/Not sure

a) [If yes] Have you seen or used the most recent one, 'Eating Well with Canada's Food Guide' which was launched in February of this year?

- Yes
- No
- Saw the previous version, but not the new one
- DK/Not sure

b) [If yes] How are you using the Food Guide?

[ASK ALL, NOTING WHO IS AND IS NOT FAMILIAR WITH OTHER GUIDES]

16. In your opinion, does the combined Guide duplicate other material that is available to you or to the people you know who use it?

- a) [PROBE SPECIFICALLY ABOUT THE FOOD GUIDE IF NOT MENTIONED SPONTANEOUSLY]
As you may know, the new Food Guide has been expanded to include a section on physical activity. In your view, is there still a use then for the combined Guide?
[PLEASE EXPAND.]

- b) Is the fact that the combined guide emphasizes both aspects of healthy living an asset?
- c) Is the fact that the combined guide is more concise than either the Food Guide or the Physical Activity Guide an asset?

[ASK ALL, NOTING WHO IS AND IS NOT FAMILIAR WITH OTHER GUIDES]

17. In your opinion, given the availability of Canada's Physical Activity Guides and Canada's Food Guide, is there a need for a Combined Guide? Why / Why not?

- Yes
- No
- DK/Not sure

[ASK THOSE WHO ARE FAMILIAR WITH THE FOOD GUIDE AND/OR PHYSICAL ACTIVITY GUIDE:]

18. Given what you currently know about the *Food Guide* and/or the *Physical Activity Guide*, would you still order and use the combined guide if it were available? Why/Why not?

- a) [IF WOULD ORDER, ASK:] What benefit does it offer beyond the other two?

[ASK THOSE WHO ARE NOT FAMILIAR WITH THE OTHER GUIDES:]

19. Would you order and use the combined guide again if it were available? Why/Why not?

- a) [IF WOULD ORDER, ASK:] What benefit does it offer beyond the other two?

CONCLUSION 2 MINUTES

20. Before we conclude, do you have any other comments related to the combined guide that you think is important to share with Health Canada and the Public Health Agency of Canada?

VERIFY RESPONDENT'S NAME SPELLING AND ADDRESS TO MAIL THE HONORARIUM.

THANK YOU VERY MUCH FOR TAKING THE TIME TO PARTICIPATE IN THIS INTERVIEW. YOUR CONTRIBUTION TO THE RESEARCH

HEALTH CANADA POR 07-21
DISCUSSION AGENDA
PN 6172

GUIDE REGROUPE DE LA SAINTE ALIMENTATION ET DE L'ACTIVITE PHYSIQUE
PROGRAMME DE DISCUSSION POUR L'INTERVIEW EN PROFONDEUR DES DEMANDEURS

INTRODUCTION 3 MINUTES

- Avant de débiter, assurez-vous d'avoir les renseignements détaillés sur le/la participant(e) ainsi que l'adresse postale qu'il vous faudra vérifier à la fin de l'interview pour l'envoi de la mesure incitative.
- Vous présenter, ainsi que la société.
- Confirmer que vous vous adressez au bon individu.
- Remercier le/la candidat(e) d'avoir accepté de participer et vous assurer que le moment choisi pour l'interview convient toujours.
- Couvrir les données d'ordre administratif – format de l'interview (interview qualitative), durée (environ 20 à 30 minutes), mesure incitative (50 \$).
- (OPTIONNEL) Demander la permission d'enregistrer la conversation pour éviter d'avoir à prendre des notes.

Je veux souligner que les points de vue que vous exprimez au cours de l'interview demeureront strictement confidentiels – l'ensemble des résultats seront résumés dans un rapport, mais nous n'associerons aucune des opinions exprimées à des individus en particulier. Rien de ce que vous direz aujourd'hui n'aura d'incidence sur vos rapports avec Santé Canada ou l'Agence de santé publique du Canada. Nous sommes tout simplement intéressés à connaître votre opinion véritable au sujet du guide regroupé.

[DÉBUTER L'ENREGISTREMENT SI LA PERMISSION A ÉTÉ OBTENUE, SINON PRENDRE DES NOTES COMPLÈTES AU COURS DE L'INTERVIEW.]

*Tel que mentionné lors du recrutement, cette interview se rapporte au **Guide canadien de la saine alimentation et de l'activité physique**. Comme vous le savez, ce guide se fonde sur un regroupement du **Guide d'activité physique canadien** et de la version antérieure du **Guide alimentaire canadien**. Au cours de cette interview, nous utiliserons l'expression « guide regroupé. » Nous sommes intéressés à savoir dans quelle mesure vous avez utilisé le Guide regroupé et à recueillir vos réactions et vos commentaires à ce sujet. Est-ce que le Guide est devant vous en ce moment ?*

[SI « NON » ET SI NE PEUT PAS EN OBTENIR UN EXEMPLAIRE FACILEMENT, DITES SIMPLEMENT QUE CELA AURAIT ÉTÉ PLUS FACILE, MAIS QUE CE N'EST PAS INDISPENSABLE. POURSUIVRE L'INTERVIEW.]

[POUR CEUX À QUI IL A ÉTÉ NÉCESSAIRE D'ENVOYER UN FICHER PDF, VEUILLEZ PRÉCISER CE QUI SUIT : *la version qui vous a été envoyée par courriel vise seulement à vous rafraîchir la mémoire au sujet du guide que vous aviez commandé. Elle diffère légèrement de ce dernier, puisqu'elle n'est pas en format plié; par contre, elle renferme la même information.*]

Avez-vous des questions avant de débiter ?

POINT DE VUE GÉNÉRAL 3 MINUTES

[NOTER COMBIEN D'EXEMPLAIRES AVAIENT ÉTÉ COMMANDÉ AVANT DE POSER LES PREMIÈRES QUESTIONS.]

21. En premier lieu, comment aviez-vous découvert l'existence du guide regroupé avant de le commander l'hiver dernier ?

a) [SONDER]

- Bouche-à-oreille
- Cherchait le Guide alimentaire
- Cherchait le Guide d'activité physique
- Cherchait des renseignements généraux se rapportant à la santé
- Autre chose ? _____

22. Je peux voir que vous avez commandé [un exemplaire/des exemplaires] du guide regroupé. Qu'est-ce qui vous incité à commander [cet exemplaire/ces exemplaires] ?

23. De quelle façon comptiez-vous utiliser cette information quand vous avez commandé le guide ? Était-ce... ?

<input type="checkbox"/> Pour votre utilisation personnelle ? <input type="checkbox"/> Pour l'utiliser avec vos enfants ? <input type="checkbox"/> Pour l'utiliser avec d'autres adultes membres de votre famille ?	UTILISER LES CHOIX S'ADRESSANT À LA « POPULATION GÉNÉRALE »
<input type="checkbox"/> Pour l'utiliser avec des étudiants <input type="checkbox"/> Pour l'utiliser avec d'autres enseignants	UTILISER LES CHOIX S'ADRESSANT AUX « ENSEIGNANTS(ES) »
<input type="checkbox"/> Pour l'utiliser avec des clients/des patients <input type="checkbox"/> Pour l'utiliser avec d'autres professionnels de la santé	UTILISER LES CHOIX S'ADRESSANT AUX « PROFESSIONNELS DE LA

	SANTÉ »
<input type="checkbox"/> Autre (préciser) _____	UTILISER LES CHOIX LES PLUS APPROPRIÉS; ADAPTER AU BESOIN

BESOINS SPÉCIFIQUES DE L'UTILISATEUR(RICE) 8 MINUTES

[NOTA À L'INTERVIEWEUR(EUSE) : POUR TOUS LES GROUPES, NOUS DEVONS DÉTERMINER SI LE GUIDE A MOTIVÉ L'UTILISATEUR FINAL À POSER DES GESTES CONCRETS. L'UTILISATEUR FINAL N'EST PAS NÉCESSAIREMENT LA PERSONNE QUI AVAIT COMMANDÉ LE GUIDE.]

CHOIX S'ADRESSANT À LA POPULATION GÉNÉRALE

24. Maintenant, pouvez-vous me dire concrètement de quelle façon le guide regroupé a été vraiment utilisé dans la pratique ?

a) Avez-vous utilisé le Guide vous-même ?

Oui

Non

– Si oui, de quelle façon l'avez-vous utilisé ?

b) Avez-vous utilisé le Guide avec vos enfants ou d'autres membres de la famille ?

Oui

Non

– Si oui, de quelle façon avez-vous procédé ? (LU, AFFICHÉ DISCUTÉ, MONTRÉ, AUTRE...)

▪ [SI L'A UTILISÉ AVEC SES PROPRES ENFANTS, POSER :] Quel âge ont vos enfants ?

▪ Avez-vous fait des choses telles qu'afficher des pages sur le réfrigérateur ou ailleurs pour qu'elles soient à la vue de tous ?

Oui

Non

– Si oui, de quelles pages s'agissait-il ?

▪ Quelles sont les sections ou les pages que vous/les membres de votre famille avez le plus utilisées ?

c) Avez-vous utilisé le Guide avec d'autres personnes en dehors de votre famille ?

Oui

Non

– Si oui, de quelle façon avez-vous procédé ? (LU, AFFICHÉ, DISCUTÉ, MONTRÉ, AUTRE...)

d) En d'autres termes, s'il y a lieu, avez-vous utilisé le guide ?

- e) [SI LE GUIDE N'A PAS ÉTÉ BEAUCOUP UTILISÉ, PAR EUX-MÊMES, PAR LES MEMBRES DE LEUR FAMILLE, OU PAR D'AUTRES PERSONNES, **SONDER POUR EN SAVOIR LA RAISON.**]
-

CHOIX S'ADRESSANT AUX ENSEIGNANTS

25. Maintenant, pouvez-vous me dire concrètement de quelle façon le guide regroupé a été vraiment utilisé dans la pratique ?

a) Mais tout d'abord, pourriez-vous décrire vos étudiants ?

- Enfants (âges ? _____)
- Jeunes (âges ? _____)
- Adultes
- Adultes plus âgés
- Nouveaux arrivants
- Personnes ayant des besoins spéciaux (préciser _____)
- Autre _____

b) Le guide a-t-il été utilisé avec les étudiants ?

- Oui
- Non
 - Si oui, de quelle façon a-t-il été utilisé avec eux ?

c) A-t-il été utilisé avec d'autres enseignants ?

- Oui
- Non
 - Si oui, de quelle façon a-t-il été utilisé avec eux ?

d) Et a-t-il été utilisé avec d'autres personnes ou d'autres groupes de personnes ?

- Oui
- Non
 - Si oui, de quelle façon a-t-il été utilisé avec eux ?

e) Avez-vous lu le guide avec l'objectif d'en enseigner les principes à vos étudiants/à d'autres enseignants ? Ou, l'avez-vous mis à leur disposition pour qu'ils le lisent par eux-mêmes ou les deux ?

- Je l'ai moi-même lu
- Je l'ai mis à la disposition des étudiants/autres enseignants
- Les deux

▪ [SI L'A MIS À LA DISPOSITION DES AUTRES, POSER :] De quelle façon a-t-il été mis à la disposition des autres ?

▪ Est-ce que vous [OU QUELQU'UN D'AUTRE] avez posé des gestes tels qu'afficher certaines pages à la vue de tous ?

- Oui
- Non
 - Si oui, de quelles pages s'agissait-il exactement ?

- Quelles sont les sections ou les pages qui ont été les plus utilisées (PAR LES UTILISATEURS VÉRITABLES) ?
 - f) S'il y a lieu, de quelles autres façons est-ce que vous [OU LES UTILISATEURS VÉRITABLES] avez utilisé le guide ?
 - g) [SI LE GUIDE N'A PAS ÉTÉ BEAUCOUP UTILISÉ, PAR EUX-MÊMES OU PAR LEURS ÉTUDIANTS/D'AUTRES ENSEIGNANTS, **SONDER POUR EN SAVOIR LA RAISON.**]
-

CHOIX S'ADRESSANT AUX PROFESSIONNELS DE LA SANTÉ

26. Maintenant, pouvez-vous me dire concrètement de quelle façon le guide regroupé a été vraiment utilisé dans la pratique ?

- a) Mais tout d'abord, pourriez-vous décrire votre clientèle et le milieu dans lequel vos services sont dispensés ?

[SONDER:]

- Groupes d'âge ?
- Différents groupes ethniques ?
- Groupes ayant des besoins spéciaux ?
- Services publics/services communautaires ?
- Clubs de santé/services privés ?
- Patients individuels ?
- Population générale ou autres professionnels de la santé ?
- Autre _____

- b) Le guide a-t-il été utilisé avec d'autres professionnels de la santé ?

Oui

Non

- Si oui, de quelle façon a-t-il été utilisé avec eux ?

- c) A-t-il été utilisé avec vos clients ou patients ?

Oui

Non

- Si oui, de quelle façon a-t-il été utilisé avec eux ?

- d) Et a-t-il été utilisé avec d'autres personnes ou d'autres groupes de personnes ?

Oui

Non

- Si oui, de quelle façon a-t-il été utilisé avec eux ?

- e) Avez-vous lu le guide vous-même en tant que document de référence quand vous traitez vos patients/clients ? Ou, l'avez-vous mis à leur disposition pour qu'ils le lisent par eux-mêmes ou les deux ?

Je l'ai moi-même lu

Je l'ai mis à la disposition des autres

Les deux

- [SI MIS À LA DISPOSITION DES AUTRES, POSER :] De quelle façon a-t-il été mis à la disposition des autres ?
- f) Est-ce que vous [OU QUELQU'UN D'AUTRE] avez posé des gestes tels qu'afficher certaines pages à la vue de tous ?
 - Oui
 - Non
 - Si oui, de quelles pages s'agissait-il exactement ?
- Quelles sont les sections ou les pages qui ont été les plus utilisées (PAR LES UTILISATEURS VÉRITABLES) ?
- g) S'il y a lieu, de quelles autres façons est-ce que vous [OU LES UTILISATEURS VÉRITABLES] avez utilisé le guide ?
- h) [Si le guide n'a pas été beaucoup utilisé, par eux-mêmes ou par leurs patients/clients, **sonder pour en savoir la raison.**]

CONTENU, FORMAT ET DISTRIBUTION 12 MINUTES

[POSER À TOUS :]

27. Qu'est-ce qui vous a plu dans le guide regroupé ? Est-ce qu'il y a quelque chose qui vous a déplu ?
- a) Que pensez-vous de l'ensemble des sujets abordés ? Étaient-ils utiles ? Qu'est-ce qui vous a plu et déplu au sujet de l'ensemble des sujets abordés dans ce guide ?
28. Dans l'ensemble, le guide était-il clair, facile à utiliser ? Pourquoi/Pourquoi pas ?
- a) Était-il crédible ? Est-ce que vous [OU LES UTILISATEURS VÉRITABLES] croyez ou faites confiance à l'information qu'il présente ? Pourquoi/Pourquoi pas ?
 - b) A-t-il été pertinent pour vous-même ou pour les personnes avec lesquelles vous avez utilisé le guide ? Pourquoi/Pourquoi pas ?
 - c) A-t-il été intéressant ? Pourquoi/Pourquoi pas ?
29. En bout de ligne, est-ce que le guide regroupé a répondu à vos besoins [OU AUX BESOINS DES UTILISATEURS VÉRITABLES] ?
- a) De quelles façons est-ce qu'il a bien répondu à ces besoins ou n'y a pas répondu ?
 - b) [ET, CHERCHEZ À SAVOIR S'IL A PEUT-ÊTRE DÉPASSÉ LEURS ATTENTES D'UNE FAÇON OU D'UNE AUTRE.]
30. Est-ce qu'il présentait trop d'information ou pas assez d'information ? Pourquoi dites-vous cela ?

31. S'il y a lieu, quels sont les changements qui pourraient être apportés au guide regroupé afin de mieux répondre à vos besoins [OU AUX BESOINS DES PERSONNES QUI UTILISENT LE GUIDE] ?

- [SONDER PRÉCISÉMENT POUR CHERCHER À SAVOIR S'IL DOIT ÊTRE ADAPTÉ AUX BESOINS DE DIFFÉRENTS PUBLICS, EN PARTICULIER LES ENFANTS.]

b) Doit-on apporter des changements au contenu (afin d'attirer des groupes d'utilisateurs en particulier) ?

c) Doit-on apporter des changements au format ?

d) Devrait-on ajouter d'autres outils ? Si oui, à quels outils pensez-vous ?

- [SONDER: des affiches; des cartes format de poche à détacher; DVD; cédérom; baladodiffusion (Podcast)...]

e) Selon vous, ces autres formats ou outils devraient-ils remplacer le livret ou simplement en être le complément ? Pourquoi ?

32. Selon vous, comment ce guide devrait-il être rendu disponible ?

a) Dans quel format? Par quels médias ?

b) Où devrait-il être distribué ?

[POSER AUX ENSEIGNANTS/PROFESSIONNELS DE LA SANTÉ :]

33. Selon vous, devrait-il être distribué à la population générale ou est-il plus utile aux enseignants/professionnels de la santé ? Pourquoi ?

BESOIN ACTUEL POUR LE GUIDE REGROUPÉ 5 MINUTES

34. Il existe un autre guide qui est disponible à l'heure actuelle appelé *Guide d'activité physique*. De fait, il s'agit d'une série de guides adaptés aux besoins de différents groupes. Avez-vous entendu parler de ces guides d'activité physique ?

- Oui
- Non
- NSP/pas certain(e)

a) [SI OUI] Avez-vous déjà vu ou utilisé un d'entre eux ?

- Oui
- Non
- NSP/pas certain(e)

b) [SI OUI] Quelle est ou quelles sont les éditions que vous avez utilisées, que vous connaissez ?

- [SONDER: S'agit-il de...]
- L'édition pour les adultes
- L'édition pour les adultes plus âgés
- L'édition pour les enfants
- OU l'édition pour les jeunes

NSP/pas certain(e)

c) [SI OUI] De quelle façon utilisez-vous le guide d'activité physique ?

35. Avez-vous entendu parler du Guide alimentaire canadien ?

Oui

Non

NSP/pas certain(e)

a) [SI OUI] Avez-vous vu ou utilisé l'édition la plus récente, « Bien manger avec le Guide alimentaire canadien » qui a été lancée cette année au cours du mois de février ?

Oui

Non

A vu l'édition antérieure, mais pas la nouvelle

NSP/pas certain(e)

b) [SI OUI] De quelle façon utilisez-vous le guide alimentaire ?

[POSER À TOUS MAIS NOTER POUR QUI LES AUTRES GUIDES SONT FAMILIERS :]

36. Selon vous, est-ce que le Guide regroupé répète exactement ce qui se trouve dans d'autres documents qui sont à votre disposition ou à la disposition de personnes dont vous savez qu'elles utilisent ce guide ?

a) [SONDER PRÉCISÉMENT AU SUJET DU GUIDE ALIMENTAIRE S'IL N'A PAS ÉTÉ MENTIONNÉ SPONTANÉMENT] Comme vous le savez peut-être, le nouveau Guide alimentaire a été élargi afin d'inclure une section se rapportant à l'activité physique. Selon vous, reste-il encore un usage pour le guide regroupé ? [VEUILLEZ ÉLABORER.]

b) Le fait que le guide regroupé insiste sur les deux aspects d'une vie saine constitue-t-il un atout ?

c) Le fait que le guide regroupé soit plus concis que le Guide alimentaire ou le Guide d'activité physique constitue-t-il un atout ?

[POSER À TOUS MAIS NOTER POUR QUI LES AUTRES GUIDES SONT FAMILIERS :]

37. Selon vous, compte tenu de la disponibilité des *Guides canadiens d'activité physique* et du *Guide alimentaire canadien*, a-t-on encore besoin d'un guide regroupé ? Pourquoi/Pourquoi pas ?

Oui

Non

NSP/Pas certain(e)

[POSER À CEUX POUR QUI LE GUIDE ALIMENTAIRE ET/OU LE GUIDE D'ACTIVITÉ PHYSIQUE SONT FAMILIERS :]

38. Compte tenu que vous êtes déjà au courant de l'existence du *Guide alimentaire* et/ou du *Guide d'activité physique*, est-ce que vous commanderiez et utiliseriez toujours le guide regroupé s'il était encore disponible ? Pourquoi/Pourquoi pas ?

- a) [SI COMMANDERAIT TOUJOURS, POSER :] Quel avantage vous procure-t-il en plus des deux autres ?

[POSER À CEUX POUR QUI LE GUIDE ALIMENTAIRE ET/OU LE GUIDE D'ACTIVITÉ PHYSIQUE NE SONT PAS FAMILIERS :]

39. Commanderiez-vous et utiliseriez-vous le guide regroupé à nouveau s'il était disponible ? Pourquoi/Pourquoi pas ?

- a) [SI COMMANDERAIT TOUJOURS, POSER :] Quel avantage vous procure-t-il en plus des deux autres ?

CONCLUSION 2 MINUTES

40. Avant de conclure, y a-t-il d'autres commentaires se rapportant au guide regroupé que vous jugez importants de partager avec Santé Canada ou avec l'Agence de santé publique du Canada ?

VÉRIFIER L'ÉPELLATION DU NOM ET DE L'ADRESSE POSTALE, AFIN DE POUVOIR ENVOYER LA MESURE INCITATIVE.

Merci beaucoup d'avoir pris le temps de participer à cette interview. Votre contribution à cette recherche est grandement apprécié