

# Lower Duwamish Waterway Group

Port of Seattle / City of Seattle / King County / The Boeing Company

## MEMORANDUM

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To: EPA and Ecology  
From: LDWG  
Subject: Lower Duwamish Waterway Fishers Study Key Informant Interview Plan  
Date: August 17, 2015

### 1 INTRODUCTION

This memorandum presents the proposed plan for conducting the key informant interviews as outlined in Section 6.4 of the implementation plan (IP) for the Lower Duwamish Waterway (LDW) fishers study (Windward 2014, 2015). Components of the plan discussed in this memorandum include objectives of the interviews, topics to be covered in the interviews (including a draft interview guide), methods for recruiting key informants, training plan for interviewers, methods for conducting the interviews, qualifications for interviewers and note-takers, and methods for recording the information and interpreting the results.

This plan was discussed at a meeting on May 11, 2015, with the US Environmental Protection Agency (EPA), Washington State Department of Ecology (Ecology), Washington State Department of Health, Public Health - Seattle & King County, Duwamish River Cleanup Coalition (DRCC)/Technical Advisory Group (TAG), Lower Duwamish Waterway Group (LDWG), Environmental Coalition of South Seattle (ECOSS), and interested community members. One of the primary goals of this meeting was to gather input from these key stakeholders in order to define the topics and methods for the interviews. This input is reflected in this memorandum.

### 2 STUDY AND INTERVIEW OBJECTIVES

As outlined in the IP, the overall objectives of the fishers study for the LDW are to gather information from people who either harvest or consume seafood from the LDW or who may assist in understanding aspects of consumption of resident seafood from the LDW. Key questions being investigated in the study are:

- ◆ How is the LDW currently being used for the collection and consumption of seafood, particularly resident seafood?

- ◆ What is currently known by the community about the risks of consuming seafood from the LDW? What are the perceived benefits of consuming seafood from the LDW?

As stated in the IP (Windward 2014, 2015), the fishers study is designed to provide information that will help develop effective and appropriate institutional controls (ICs) associated with EPA's LDW Superfund cleanup.

The goal of these key informant interviews is to have more in-depth discussions with both people who fish on the LDW and people who are preparers or consumers of LDW seafood but do not necessarily fish or collect shellfish themselves. Through these 1-to-2-hour discussions, key topics that were touched upon in the survey can be better understood from both the LDW seafood fisher/gatherer and consumer perspectives.

In developing the plan for the key informant interviews, it is critical to understand the difference between the key informant interviews (which use "qualitative" research methods) and more structured surveys, which use a questionnaire (i.e., a set of pre-determined questions and close-ended responses). For the purpose of conducting the on-river survey, surveyors read questions and response choices exactly as written, with the goal of producing quantifiable data that can be generalized to a target population. Whereas, in qualitative interviews, the goal is to collect rich and detailed information about how individuals experience, understand, and explain events or situations in their lives. This type of interview can result in fresh insights into the context of individual experience that may be shared by similar people and yield new and insightful information.

### **3 TOPICS TO BE COVERED IN THE INTERVIEWS**

Key informant interviews will be organized around four main topics:

1. Perceived benefits of fishing on the Duwamish
2. Perceived safety/risk of eating resident seafood from the Duwamish
3. Preparation methods, sharing/distribution, and consumption of resident seafood from the Duwamish
4. Awareness of advisories and cleanup and effective ways of communicating this type of information

These topics were developed based on the objectives of the fishers study, information from the survey and initial ECOSS interviews, input from ECOSS staff, and the desire to expand on select topics from the on-river survey (e.g., why do they like to fish and what do they do with catch [Questions 7 to 10], what have they heard and seen and the best way for them to receive information [Questions 15 to 17], and risks and benefits of fishing in the Duwamish [Questions 22 to 25]). The topics and lead-in questions (see the attached Interview Guide [Guide]) were drafted as open-ended, qualitative questions that are designed to get richer, more detailed information regarding the survey topics. These topics are intended to reflect the goals of the fishers study as outlined in the work

plan (Windward 2013). Further discussion and refinement of these topics was a primary focus of the May 11 meeting.

Interviewers will introduce a topic with an expansive introductory question that invites the respondent to tell a story. Topics 1 and 2 are broad topics that are intended to encourage interviewees to share personal stories about their experiences. Follow-up questions on each topic during the interview will enable the interviewer to obtain the detail-rich information that is the target of the key informant interviews.

Topics 3 and 4 are generally intended to cover topics that are more informational in nature. Because the information that is being requested for these topics may seem more straightforward, interviewers must be proactive in continuing the conversation to avoid premature closure of the discussion. The interviewers will want to probe deeper to ensure that the information is as complete as possible and include as much information as participants are willing to provide.

To help interviewers conduct the key informant interviews, a guide will be used. A draft of this Guide is provided as Attachment 1 of this memorandum. This Guide will help interviewers to convey important information and stay on track with the question topics. The Guide consists of four parts:

- ◆ A form for collecting general information and information about demographics<sup>1</sup>
- ◆ Topics and questions for opening the interview
- ◆ Four main topics, including suggested question(s) to introduce each topic and follow-up questions to help continue the conversation
- ◆ Topics and questions for closing the interview

All of these parts will be put into the interviewers' own words to enhance the conversational nature of the interviews.

#### **4 RECRUITMENT OF KEY INFORMANTS**

People who currently collect and/or consume resident seafood from the LDW will be prioritized as key informants. Individuals who used to do these activities in the past may also be included as key informants. In addition, key informants from the range of ethnic communities that have been observed fishing for resident seafood during the fishers study will be sought.

A key informant interview may be conducted with one individual or a small group. The group should not include more than three individuals, unless there is a need for a slightly larger group. Groups of more than three people should generally be avoided to ensure that each participant has an opportunity to contribute and that the interview is completed within the 1-to-2-hour suggested timeframe. When conducting qualitative

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<sup>1</sup> No names or identifying information will be collected (see form in Attachment 1).

interviews, group interviews can be advantageous in that they encourage discussion among participants and can help interviewers learn about the similarities and differences in experiences among individuals (for the purpose of the fishers study, these group interviews will include individuals in a given ethnic group; see Section 6). Group members will generally know one another.

As stated in the IP (Windward 2014, 2015), an estimated 15 key informant interviews will be conducted. In actuality, the number of interviews will be considered sufficient when 1) no new major themes are being introduced, and 2) these major themes are sufficiently well-understood to address the study's objectives. To determine when these criteria have been achieved, an iterative review process will be conducted part way through the interviews in which team members, including EPA and Ecology, will collaboratively assess whether new major themes are being introduced or whether interview information appears to be resulting in patterns.

In addition to information obtained from the key informant interviews, other sources of information would be used to meet study goals and to help reach a fuller understanding of fishers. These sources include the literature and information gathered as part of the: 1) initial ECOSS interviews, 2) the on-river fishers survey, and 3) the debrief interview with interviewers and note-takers following completion of key informant interviews. This debrief recognizes that the interviewers and note-takers are key informants themselves, and are able to represent and share community perspectives and knowledge.

Potential key informants include:

- ◆ ECOSS contacts (e.g., from initial ECOSS interviews) who said they would be willing to participate further
- ◆ Contacts obtained by ECOSS as potential key informants from individuals fishing along the LDW during the fishers study (n = 3 to date)
- ◆ People recommended to or by ECOSS contacts or by sponsors of surveys conducted by other organizations
- ◆ People who prepare and/or eat resident seafood who are invited by other key informants (may include family members, community members, or friends)

Table 1, which was developed by ECOSS based on information gathered to date from the fishers study and on insight from ECOSS staff, summarizes the communities that have been observed fishing during the survey, the possible contacts/connections for identifying key informants in these communities, and the logistics for conducting these interviews.

**Table 1. Preliminary identification of key informant community groups**

Community <sup>a</sup>	Contact/Connection	Interview Logistics	
		Possible Location(s)	ECOSS Language Capabilities
Southeast Asian and Chinese	ECOSS staff have contacts for LDW fishers. Community members have previously indicated interest in participating in study. The Mien Senior Program Coordinator knows community members who fish from LDW and are interested. ECOSS staff (Kelvin) will identify and connect with Chinese LDW fishers.	Filipino Community Center Chinese Information and Service Center, Asian Counseling and Referral Service	ECOSS has verbal language capability (one individual) and is pursuing options for a second individual.
Khmer	ECOSS staff (Sophorn and Stephen) have contacts for LDW fishers. Community members have previously indicated interest in participating in the study.	Khmer coffee shop or restaurants, personal residences	ECOSS has verbal and written language capability (one individual) and is pursuing options for a second individual.
Vietnamese	ECOSS staff (Hung and Kevin) will identify and connect with Vietnamese LDW fishers.	South Park Food Bank	ECOSS has verbal and written language capability (at least two individuals).
Latino	ECOSS staff (Monica, Vicky, Socorro, and Ruben) will identify and connect with possible LDW fishers.	South Park Information and Resource Center, South Park Food Bank, Seamar	ECOSS has verbal and written language capability (at least two individuals).
African American	ECOSS survey staff will contact LDW fishers to inquire about level of interest in participating in key informant interviews.	Local community centers, churches	Interview would likely be conducted in English.
Samoan	ECOSS staff will contact Samoan community in White Center and South Park to recruit key informants.	White Center Community Development Assoc., local churches	ECOSS does not have Samoan language capability, but interview would likely be conducted in English.
Homeless	Previous ECOSS contacts from the fall 2013 interviews.	To be determined	Interview would likely be conducted in English.

<sup>a</sup> Ethnic groups listed in this table are those that survey respondents have identified on two or more occasions during the on-river surveys.

Key informants from each of these communities will be recruited by ECOSS through various methods, including phone calls to individuals who have expressed interest in being interviewed and visits to community centers/events. In addition, potential key informants may be identified through the course of the survey and the interviews using a “snowball” technique (i.e., using current contacts to identify additional key informants), as was described in the IP (Windward 2014, 2015). This may include inviting key informants to bring friends/family that consume/prepare Duwamish seafood to their interview and/or learning about additional contacts during the key informant interviews. If people who are being surveyed or interviewed offer contact information for other individuals who are current or past fishers, consumers, or preparers of resident seafood from the Duwamish River, surveyors will record this information separately from the survey forms or interview notes in a small field notebook maintained by each surveyor/interviewer. The information to be recorded

will include the contact's first name, the best method for contacting the individual (phone number, email address, and/or business location<sup>2</sup>), and the first name of the individual who provided the referral.

## 5 TRAINING FOR KEY INFORMANT INTERVIEWS

Interviewers and note-takers (see Section 7) will be trained in conducting the key informant interviews and recording the interview responses consistent with qualitative research methods. Two half-day training sessions will be held as close as possible to the start of the key informant interviews. All interviewers, note-takers, and alternates (if any) must attend the full training.<sup>3</sup>

One of the primary goals of the training is to ensure that interviewers understand the difference between the key informant interviews (which use "qualitative" research methods) and more structured surveys, which use a questionnaire (i.e., a set of pre-determined questions and close-ended responses). When conducting a survey, surveyors are trained to read questions and response choices exactly as written, with the goal of producing quantifiable data that can be generalized to a target population. Whereas, in qualitative interviews, the goal is to collect rich and detailed information about how individuals experience, understand, and explain events or situations in their lives. This is often described as telling one's story. This type of interview can result in fresh insights into the context of individual experience that may be shared by similar people and yield new and insightful information.

To be successful, qualitative interviewers need to have a good understanding of the study objectives and what kind of information will help meet these goals. Interviewers must be able to encourage a conversational mode of reporting that may go in unexpected directions, while also covering the important aspects of the study questions. Training and practice are essential to the success of the key informant interviews.

The training will result in interviewers and note-takers having an understanding of the following:

- ◆ Interview logistics
  - ◆ The roles and responsibilities of the interviewer and the note-taker
  - ◆ The differences between structured surveys and key informant interviews
  - ◆ How and why to obtain informed consent
  - ◆ How to respectfully negotiate tape-recording of the interview (see Section 7)

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<sup>2</sup> For example, a bait and tackle shop.

<sup>3</sup> The only exception would be if a bilingual note-taker is not available for a particular language group and tape-recording is not a viable alternative. If this situation arises, an interpreter may be engaged to take notes. In this case, a one-on-one briefing with tips and handouts would be provided.

- ◆ How to manage the logistics of scheduling an interview
- ◆ Conducting the interview
  - ◆ How to open and close the interview
  - ◆ How to communicate the fishers study objectives and interview topics and how the information will be used
  - ◆ The four main topics that will be covered in the interview
  - ◆ Using the Guide
  - ◆ Skills in rapid note taking (for note-takers) and practice using audio recording equipment
- ◆ Asking qualitative questions
  - ◆ How to ask open-ended questions
  - ◆ Techniques to avoid premature closure of a discussion and achieve a fuller understanding of a respondent's experience
  - ◆ Active listening skills
  - ◆ Importance of demonstrating genuine care, concern, and interest for the person you are interviewing
- ◆ How to transcribe and handle materials after completing the interview

In addition, interviewers and note-takers will have time during the training to develop a personalized "script" for opening and closing the interview using their own words while also incorporating all required information. Interviewers are not required to ask all follow-up questions in the Guide but instead will be trained to use these prompts to have a complete discussion on each of the four topics during the interview.

During the training, practice interviews with feedback will be important. Interviewers will have an opportunity to practice, review, and repeat the skills needed to gather quality interview data. After conducting their first key informant interview, each interviewer will submit their first transcript for review and feedback before conducting additional interviews. In addition, Molly McNees (an experienced social scientist) will either attend or review transcripts from the first interview conducted by each interviewer and will provide feedback and coaching to help interviewers further develop their qualitative interviewing skills. This interaction will provide recommendations, if needed, to improve future interviews to be conducted by each of the interviewers. If interviewers feel that it would be useful, follow-up training may also be conducted to discuss the initial key informant interviews.

## 6 METHODS FOR INTERVIEWS

When setting up interviews, it is important to make sure that participants understand what to expect, including:

- ◆ **Who will attend** - Interviewers, note-takers, and key informant(s) (may be an individual or a small group) will attend.
- ◆ **When and where** - The interview should be conducted at a time that is convenient for and at a location that is comfortable and familiar to participants. Considerations for the time and location will include transportation and child care needs. If possible, locations where background noise could interfere with recording should be avoided. A day or two prior to the scheduled interview, ECOSS will call the key informant participant(s) to remind them of the time and location.
- ◆ **What language** - Consideration of the interview language is important to determine which ECOSS staff are needed to conduct the interview.
- ◆ **How long** - Key informant interviews are anticipated to take 1 to 2 hours to complete (individual interviews may be shorter than interviews with groups). Follow-up interviews are not planned as part of this study.<sup>4</sup>
- ◆ **Compensation** - Participants aged 18 and over will each receive \$30 in store cards (e.g., Walmart, Fred Meyer, Safeway) for their participation.

Table 2 presents considerations for individual and group interviews. Although either type of interview is acceptable, people may feel more comfortable talking in a group setting, so interviewees could be asked to invite other family members, community members, or friends who either consume or prepare resident seafood to join them for the interview. Group interviews are also advantageous in that they can expand the conversation to include preparers and/or consumers of resident seafood.

**Table 2. Considerations for individual and group interviews**

Interview Type	Considerations
Individual	<ul style="list-style-type: none"> <li>• Interviews should be done in person.</li> <li>• Individuals could be asked to invite other family members, community members, or friends to join them for the interview.</li> </ul>
Group	<ul style="list-style-type: none"> <li>• Interviews should be done in person.</li> <li>• All group members should generally be from a single community. Including people with similar backgrounds is standard practice in group interviewing because it facilitates conversation and yields more information-rich data (people can identify with and add to what others say).</li> <li>• Group interviews (generally with no more than three people) can be conducted to include family members in order to get a comprehensive story of the collection and consumption of resident seafood from the LDW.</li> </ul>

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<sup>4</sup> No re-interviews are planned as part of the key informant process. However, the interviewee may be contacted (if they consented to this) if minor questions arise or clarification is needed in the process of recording information. No additional compensation will be provided for these short follow-up calls, if they are needed.

Interviews are expected to take 1 to 2 hours and cover all four topics outlined in the Guide (Attachment 1). Notes from the interviews will be reviewed following each interview to assess whether each topic has been sufficiently covered or whether additional interviews with a given community are needed.

## 7 INTERVIEWER AND NOTE-TAKER QUALIFICATIONS

ECOSS staff will serve as interviewers and note-takers for the key informant interviews. Interviewers currently meet and/or will be trained to meet the following criteria:

- ◆ Are a trusted community member
- ◆ Have experience with the fishers study and an understanding of study objectives
- ◆ Have participated in training on how to conduct a key informant interview and how to record responses
- ◆ Speak the same language as the interviewee(s)

## 8 METHODS FOR RECORDING INFORMATION

There are two methods for recording information during key informant interviews:

- ◆ **Audio tape recording** – All interviews will be tape recorded (audio only) if consent is given by interviewee(s) to allow the interviewer to go back and listen to the taped interview as they are reviewing the notes taken during the interview by the note-taker. Once the notes are complete, the tape recording will be erased. If consent is not given to record the interview, only notes will be taken by the note-taker.
- ◆ **Note-taker** – A second individual will be present during key informant interviews to take notes during the interview. This individual will also help the interviewer stay on track. It is highly preferred that a note-taker be available for all interviews. However, if a second individual is not available based on language considerations, the interviewer can jot down brief notes during the interview and later make additional notes using the tape recording of the interview.

## 9 METHODS TO ANALYZE INTERVIEW DATA

After information from the interviews is recorded, interview notes will be reviewed during the interview process to: 1) assess key findings and look for major themes, and 2) assess whether additional interviews are needed. Key considerations will be how well the topics were covered in the interviews and whether new major themes are emerging.

Data analysis will be conducted following an iterative process of reviewing a number of interview transcripts early in the data collection process, identifying/coding initial categories and themes, reflecting on how this information addresses study objectives

and what information may be missing, then revising the interview process as needed. Team members will begin this process after approximately six to seven of the interviews<sup>5</sup> have been completed and transcribed, and will continue the coding and review process with subsequent interview transcripts until there is a shared sense that the study objectives have been addressed.

The interview data will be summarized in a table by topic for each interview. The table will include demographic information regarding the key informants but not personal information that could be used to identify the individual.

These data will be assessed in combination with the data from the initial ECOSS interviews and the on-river survey, according to the steps outlined for Task 6 in the IP (Windward 2014, 2015). Task 6 includes the following activities:

- ◆ **Meeting to discuss preliminary findings** – LDWG, EPA/Ecology, public health advisors, ECOSS, DRCC/TAG, and interested community representatives will meet to discuss the preliminary findings. The discussion will include data use, potential negative impacts, and ways to ensure that there is a correct understanding of the responses.
- ◆ **Data report** – A data report will be prepared and made available for review by the parties listed above.
- ◆ **Presentation of final results and community involvement discussion** – A meeting will be held with the above parties to present the final results of the study and to discuss feedback regarding how well the community involvement process for the study proceeded.
- ◆ **Fact sheet** – A fact sheet summarizing the key results of the study will be developed after finalizing the data report, and will be made available for review by the parties listed above before it is finalized.

## 10 REFERENCES

- Windward. 2013. Lower Duwamish Waterway fishers study work plan. Final. Windward Environmental LLC, Seattle, WA.
- Windward. 2014. Lower Duwamish Waterway fishers study implementation plan. Final. Windward Environmental LLC, Seattle, WA.
- Windward. 2015. Lower Duwamish Waterway fishers study implementation plan. Revised final with redline to changes made during the first quarter of the active study. Windward Environmental LLC, Seattle, WA.

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<sup>5</sup> Prior to the check-in, the goal will be to conduct one to two interviews from each major ethnic or community group, including a mix of fishers and consumers/preparers.

## **Attachment 1. Interview Guide for the Fishers Study Key Informant Interviews**

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This guide contains four parts:

- ◆ A form for collecting general information and information about demographics (to be filled out prior to the interview)
- ◆ Topics and questions for opening the interview
- ◆ Four main topics, including suggested question(s) to introduce each topic and follow-up questions, to help continue the conversation
- ◆ Topics and questions for closing the interview

General Information and Demographics (to be filled out prior to the interview)	
<b>Name of Interviewer:</b>	<b>Name of Note-taker:</b>
<b>Information about the interview:</b>	
Date:	Location:
Start time:	End time:
Language used:	Number of participants:
<b>Information about participants:</b>	
Ethnicity(s):	Gender(s):
Approximate age(s):	Home neighborhood/zip code(s):
<b>General Fishing Questions:</b>	
Describe how many years you have been fishing and how often you fish (especially on the Duwamish).	
Do you <u>eat</u> seafood from the Duwamish? If yes, what types?	
Do you <u>collect</u> seafood from the Duwamish? If yes, what types?	
Have you taken the on-river survey? (If yes, how many times?)	
<b>Other Notes:</b>	

## OPENING THE INTERVIEW

- ◆ Key information to convey
  - ◆ The objective of the fishers study is to better understand how the Duwamish is being used for fishing and what people know about the safety of eating fish and other seafood from this river.
  - ◆ These interviews are being conducted to hear the experiences and views of people who fish, eat, or prepare resident seafood from the Duwamish.
  - ◆ Explain what we mean by “resident seafood” (i.e., not salmon or squid); the seafood photos used during the on-river survey will be used as needed.
  - ◆ There are no incorrect answers.
  - ◆ This information will be used to help better inform the community about eating seafood from the Duwamish.
  - ◆ The interview is confidential, and can be ended at anytime.
  - ◆ The tape recording is just for note taking and will be destroyed after the notes are transcribed.
- ◆ Ask permission to continue and to tape the interview.
- ◆ Tell a little about yourself (builds trust and rapport; sets friendly, informal tone).

<b>Topic 1: Perceived benefits of fishing on the Duwamish</b>		
<b>Introductory Question(s)</b>		
<p>First, I would like to talk about how a person like you might benefit from fishing. Let's say that someone wanted to know what is good, and what is not so good, about fishing. What would you tell them? What about fishing on the Duwamish?</p>		
<p><b>Follow up on this question:</b></p> <ul style="list-style-type: none"> <li>• How would they benefit from going fishing?</li> <li>• What else would you like them to know?</li> <li>• Do you fish on the Duwamish? What would you tell them about fishing on this river?</li> <li>• Would you give any advice about fishing on this river?</li> <li>• Why do your family/friends like to fish?</li> </ul>	<p><b>Encourage the story:</b></p> <ul style="list-style-type: none"> <li>• Why do you fish on the Duwamish?</li> <li>• What benefits do you get?</li> <li>• What drawbacks do you experience from fishing on this river?</li> <li>• How would not being able to fish or eat resident seafood from the Duwamish River affect you (or someone you know)?</li> <li>• How does fishing on this river compare with fishing at other places?</li> </ul>	<p><b>Expand the story:</b></p> <ul style="list-style-type: none"> <li>• Do you fish on the Duwamish for pleasure? What makes fishing pleasurable?</li> <li>• Describe what a good day of fishing is like. What might make a day of fishing not so good?</li> <li>• Do you fish for food from this river? Why? Could you give me some examples of what seafood you eat and how much you catch?</li> <li>• Any other reasons you fish on this river? Tell me more about this.</li> <li>• Do you fish as often as you would like on this river? Why is that?</li> <li>• How common is it for other people in your (our) community to fish, especially on this river?</li> <li>• Is fishing or consuming local seafood a tradition in your (our) community? How do you define local?</li> <li>• Is it culturally important for you to fish in the Duwamish?</li> </ul>
<p>Anything else you'd like to say about this topic?</p>		

<p><b>Checklist:</b></p> <ul style="list-style-type: none"> <li>• Financial/economic (free food)</li> <li>• Health benefits (fish is a healthful food)</li> <li>• Recreation/fun/relaxation</li> <li>• Cultural tradition</li> <li>• Social activity</li> <li>• How affected if resident seafood from the Duwamish could not be consumed</li> </ul>
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<b>Topic 2: Perceived safety/risk of eating resident seafood from the Duwamish</b>		
<b>Introductory Question(s)</b>		
How good are the fish and other seafood that live in the Duwamish to eat?		
<p><b>Follow up on this question:</b></p> <ul style="list-style-type: none"> <li>• Are there any fish or seafood you catch from the Duwamish but don't eat?                             <ul style="list-style-type: none"> <li>○ <b>If yes...</b> What don't you eat? Why is that?</li> </ul> </li> <li>• How do you decide if a fish, clam, or crab is safe to eat?</li> <li>• Are some fish or seafood safer to eat than others?</li> <li>• How do you know this?</li> </ul>	<p><b>Encourage the story:</b></p> <ul style="list-style-type: none"> <li>• Have you ever caught some fish or seafood in this river that you thought might not be good to eat?                             <ul style="list-style-type: none"> <li>○ <b>If yes...</b> Tell me about that.</li> <li>○ <b>If no...</b> Do you think it is possible to catch some fish from this river that would not be safe to eat? Why do you think that?</li> </ul> </li> <li>• How can you tell if a fish or seafood is unhealthy or contaminated?</li> <li>• What could be the cause of an unsafe or unhealthy fish or seafood? Pollution or bacteria?</li> <li>• Do you think the water in the Duwamish is clean? How can you tell?</li> <li>• Do you know how resident seafood becomes polluted (whether it is from the water or from the sand or mud at the bottom of the river)? Would you like to know more?</li> <li>• How does this river compare with other rivers you have fished? What do you look for to indicate a good fishing spot?</li> </ul>	<p><b>Expand the story:</b></p> <ul style="list-style-type: none"> <li>• Do you think eating resident seafood (even if it is collected from the Duwamish River) is better for you than eating other types of food?</li> <li>• What do you do to avoid eating unsafe or contaminated seafood?</li> <li>• Is it OK if you only eat a little? How much is that?</li> <li>• Are some people more likely to be harmed if they eat contaminated seafood? Who would that be?</li> <li>• What about children or pregnant women? How might they be harmed? How have you learned this?</li> <li>• What might happen if someone ate contaminated or unhealthy seafood?</li> <li>• Have you heard of this happening? Tell me about this.</li> </ul>
Anything else you'd like to say about this topic?		

<p><b>Checklist:</b></p> <ul style="list-style-type: none"> <li>• Perception that the appearance (look and smell) of seafood can be used to determine if seafood is safe to eat</li> <li>• Difference between chemical contamination and bacterial contamination</li> <li>• How seafood becomes contaminated</li> <li>• Perception that moving water (e.g., rivers) is clean, while stationary water (e.g., lakes) is not</li> </ul>
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**Topic 3 (for fishers): Preparation methods, sharing/distribution, and consumption of resident seafood from the Duwamish**

**Introductory Question(s)**

Can you tell me what you do with the seafood you catch from the Duwamish River? *(NOTE: Emphasize that these questions are about resident fish, not salmon.)*

**Follow up on this question:**

- What kinds of seafood do you catch in Duwamish?
- How often do you and your family eat seafood from the Duwamish?
- Are there any parts of the fish, crabs or clams that you do not eat? Why?
- Who besides you eats the seafood you catch?
- What else do you do with your catch?
  - Give it away? If so, to whom (such as friends or family)?
  - Sell it? If so, to whom (such as friends or family)?
- Who prepares the seafood you catch? Does this person know where the seafood was caught?
- Do you also fish for seafood from other sources in addition to the Duwamish River? From where?

**Encourage the story:**

- What are some reasons you give away some of your catch?
- In your community, is catching and sharing fish something many people do? Why is this?
- In some communities, it is very important for people to have fishing skills and catch seafood to share with others. What do you think about this?
- How important is seafood in your diet? Why?
- Are there people in your community who rely on you to provide fish?
- If you couldn't eat fish from the Duwamish, what would your options be? How easy are these options?
- How often do you have fish to give away? Tell me about the last time you had fish or seafood to give away.
- How often do you have fish to sell? Tell me about the last time you had fish or seafood to sell.

**Expand the story:**

- How does the person who prepares your seafood clean your fish and prepare it for cooking?
- What about clams? Crab?
- Who usually cooks the seafood you catch?
- How does the person who prepares the seafood cook the different kinds of fish and seafood you catch?
- How would you clean or cook a fish or other seafood if you thought it might be unhealthy or contaminated?
- Do you think the way seafood is prepared and cooked will affect how healthful it is to eat? How?

Anything else you'd like to say about this topic?

**Checklist for fishers:**

- Types of seafood caught
- Practices of selling/giving away fish
- Options for seafood consumption
- Importance of role of fisher in community
- Types/parts of seafood consumed

**Topic 3 (for consumers/preparers): Preparation methods, sharing/distribution, and consumption of resident seafood from the Duwamish**

**Introductory Question(s)**

Can you tell me what you do with the seafood you are given from the Duwamish River?  
 (Note: Emphasize that these questions are about resident fish, not salmon.)

**Follow up on this question:**

- What kinds of seafood that were caught in Duwamish do you receive?
- Which of these do you eat?
- How often do you and your family eat seafood from the Duwamish?
- Are there any parts of the fish, crabs, or clams that you do not eat? Why?
- Who besides you eats the seafood you prepare?
- What else do you do with the resident seafood you are given from the Duwamish River?
  - Give it away? If so, to whom?
  - Sell it? If so, to whom?
- Who else besides you prepares the seafood you are given? Does this person know where the seafood was caught? To whom do you serve the seafood?
- Are you given seafood from other sources in addition to the Duwamish River? From where?

**Encourage the story:**

- In your community, is catching and sharing fish something many people do? Why is this?
- In some communities, it is very important for people to have fishing skills and catch seafood to share with others. What do you think about this?
- How important is seafood in your diet? Why?
- Are there people in your community you rely on to provide fish?
- If you couldn't eat fish from the Duwamish, what would your options be? How easy are these options?
- Who provides you with fish? Do you know where the fish come from?

**Expand the story:**

- How do you clean your fish and prepare it for cooking?
- What about clams? Crab?
- How do you cook the different kinds of fish and seafood?
- How would you clean or cook a fish or other seafood if you thought it might be unhealthy or contaminated?
- Do you think the way you prepare or cook the seafood will affect how healthful it is to eat? How?

Anything else you'd like to say about this topic?

**Checklist for consumers/preparers:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Knowledge about the source of the fish eaten and/or prepared</li> <li>• Types/parts of seafood consumed</li> <li>• Options for seafood consumption</li> </ul> | <ul style="list-style-type: none"> <li>• Preparation methods that make fish more healthful</li> <li>• Perception that contamination can be cooked off</li> </ul> |
|--|--|

**Topic 4: Awareness of advisories and cleanup and effective ways of communicating this type of information**

**Introductory Question(s)**

I would like to finish this interview by learning about how to get information to you and other fishers and those who eat seafood from the Duwamish. What have you heard about pollution in this river? What have you heard about the contamination of seafood in this river? What do you know about plans to clean up the Duwamish?

**Follow up on this question:**

- Where have you seen or heard information about eating seafood from the Duwamish?
- Is this information useful to you?
  - **If yes...** How have you or would you use this information?
- Have you heard about any actions or plans to clean up the Duwamish?
  - **If yes...** where did you get this information (e.g., friends, community center)?
- Do you know if the cleanup has started and how long it will take?
- How do you think fishing in the Duwamish will be affected during and after the cleanup? Why?
- What do other fishers say about the cleanup and how it might affect fishing?

**Encourage the story:**

- What do you think of the fish consumption advisory signs posted at fishing sites along the river?
- What might be a better way to get out this information other than with these signs?
- What are some other ways to do this?
- Who would you most trust to give information concerning your health and about the safety of eating seafood from this river?

**Expand the story:**

- If you heard that seafood from the Duwamish was no longer safe to eat, what would you do?
  - Why is that?
  - Is there anything else you would do?
  - Would you go somewhere else to fish? Why?
- What other information would you like to know about the safety of eating seafood from the Duwamish?

Anything else you'd like to say about this topic?

**Checklist:**

- Where they get information about the health of the Duwamish (current and suggestions)
- Knowledge about: 1) fish advisory and 2) cleanup of the Duwamish
- Fishing alternatives

## **CLOSING THE INTERVIEW**

- ◆ Ask if there are any questions or further comments.
- ◆ Ask permission to follow up if any questions arise later (but be clear that only one interview will be conducted; short follow-up phone calls will only be used to clarify questions that arise when recording interview information).
- ◆ Provide contact information for you and study supervisor.
- ◆ Tell them that the results of the fishers study will be available around the end of the year. Ask interviewees if they would be interested in hearing about the findings and/or receiving occasional emails about project updates.
- ◆ Ask if the interviewee(s) would be willing/interested in participating in later studies
- ◆ Mention that we have more information available if they are interested (study factsheet and public health factsheet).
- ◆ Thank the interviewee(s) and provide compensation (\$30 in store cards).