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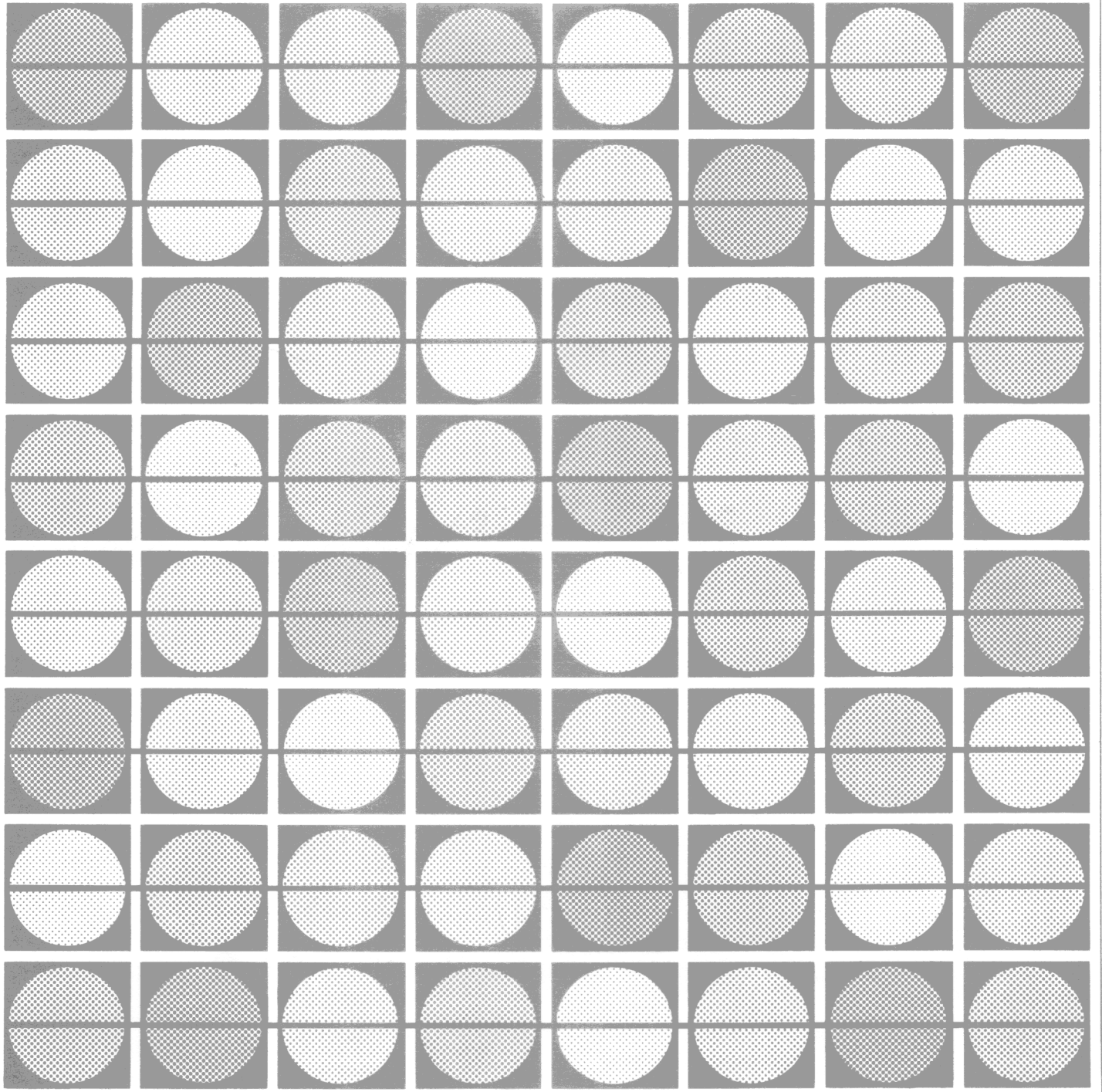


Instruction Manual

Part 15g

Mobile Examination Center Interviewer's
Manual for the Hispanic Health and Nutrition
Examination Survey, 1982-84

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES • Public Health Service • National Center for Health Statistics



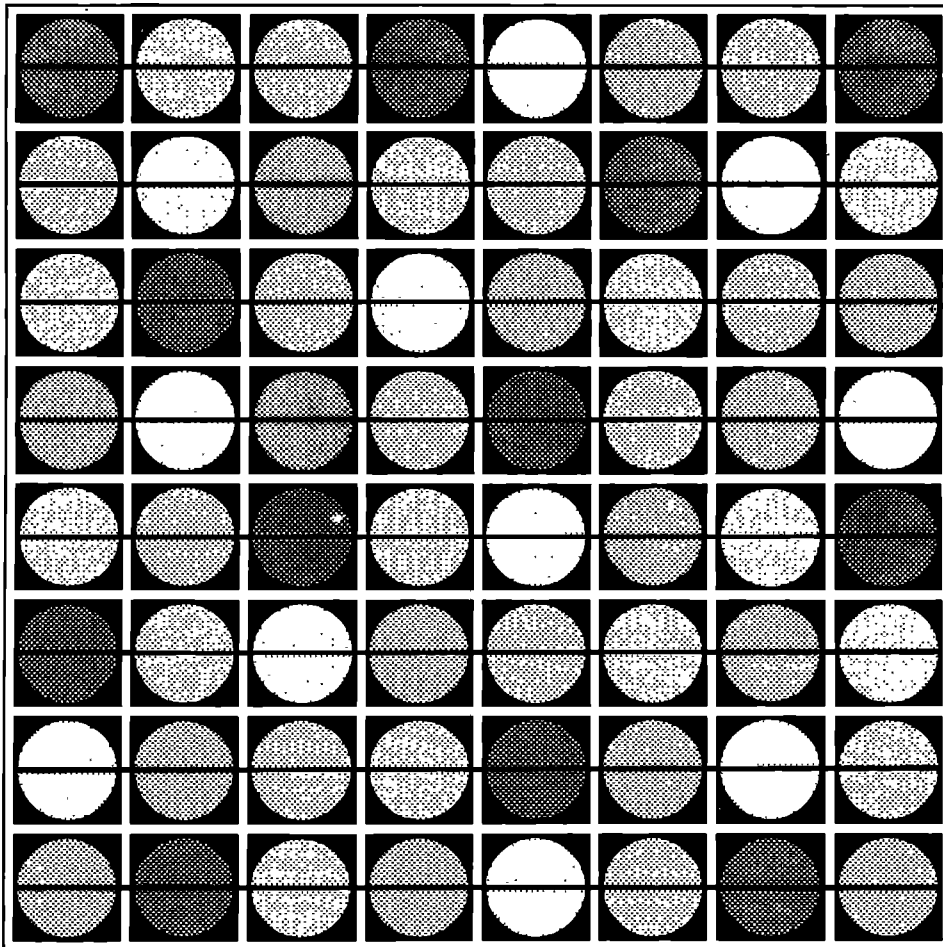
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HHANES

Data Collection



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service
National Center for Health Statistics

Hyattsville, Maryland
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PART I: GENERAL INTERVIEWING TECHNIQUES

Chapter 1

INTRODUCTION TO SURVEYS

1.1 Overview of Survey Research

1.1.1 What is a Survey?

A survey usually involves collecting data from a group of people selected to represent the views, ideas, and characteristics of a general population. We call the selected group a "sample." The use of a scientifically designed sample enables the small number of persons who are selected into the sample to represent the whole population. This makes it possible to avoid the expensive and time-consuming procedure of taking a census. (A "census" usually involves interviewing every person in the population being studied.)

People in the sample (respondents) are asked a series of questions contained in a booklet (the questionnaire). Specially designed and controlled interviewing procedures are used to ensure that full and accurate information is collected. Careful methods are followed so that the data gathered from the sample of respondents can be confidently used to represent the total population. The answers obtained are put together in an organized way so that conclusions can be drawn. This information is then used in planning, research, and in solving particular problems.

Survey information can be collected in many different ways. Questions can be asked face-to-face, by telephone, or be contained in self-administered questionnaires that are distributed to respondents by hand or mail. Individual questions can ask the respondent to provide detailed written answers or simply request that the respondent indicate his/her answer by checking a box or circling a code number. The type of survey technique used varies from study to study, depending on the kind of information sought, time and budget constraints, and the characteristics of the individuals being surveyed.

1.1.2 Use of Survey Information

Surveys are used when desired information cannot be obtained more accurately and less expensively by other means. Typical survey questions concern people's behavior, knowledge, attitudes, how and where they live, and information about their backgrounds.

The results of survey research are used in many ways. Social agencies, for example, use survey findings to help evaluate methods of handling particular problems. The government uses survey data to help plan for further programs or to improve existing ones. Often people's behavior as consumers or their attitudes and knowledge on important issues are surveyed to obtain

information about social and economic conditions of interest to the public or to experts on a particular subject.

For these reasons, the survey researcher is usually interested in such questions as "How many?", "Who?", "How?", and "Why?". Survey data can help answer questions like: "How many people use a particular service?", "Who are the people who use this service?", "How do they use it?", and "Why do they use it?" The results of the survey can then be used to help change or improve programs or to increase our understanding of existing conditions.

1.1.3 Conducting a Survey

Every survey is a separate research project that may require specially tailored sampling and interview designs. Nevertheless, there are several major steps that are common to most surveys.

1. Planning the study

Once it is determined that a survey is the best way to obtain the information needed to answer the researcher's questions, the project staff must set the specific objectives of the survey. They must define the population about which information is needed, calculate the size of the sample needed to accurately represent that population, and decide on the specific questions to ask sample respondents and whether to collect the desired information by personal interviews, by telephone, or by mail.

2. Selecting the sample

Once the researchers have decided how large a sample will be needed, the next step is to select the members of that sample. Every aspect of the selection process must be carefully controlled if the sample is to properly reflect the characteristics of the entire population being studied.

For most surveys, sample selections are made from a list of the members of a population. For household surveys, this is often a list of household addresses in the survey areas. Members of the sample are selected randomly from these lists. The selections are made so that all members of the population have an equal or known chance of being selected for the survey.

3. Constructing the questionnaire

Once researchers have determined the kinds of information needed, they are ready to start designing the questionnaire. They must word the questions so that they will be clearly understood and will obtain objective answers without directing or leading a respondent's thinking. The questions must then be arranged in the best possible order so they follow each other naturally.

During this development stage, the questionnaire is tested repeatedly to make sure that the questions gather the desired information and cause no problem for the respondent to answer or for the interviewer to ask. Once the questionnaire has been revised into its final form, it is given a further trial during a pretest or pilot test of the survey.

4. The pretest or pilot test

Before the interviewing for the survey begins, a pretest is conducted with a smaller group of people representative of the larger sample. In the pretest, the questionnaire and field procedures are carried out exactly as though the main survey had begun. The results of the pretest are used to revise and improve the questionnaire and field procedures for the main survey.

5. Interviewing

The actual interviewing is, of course, an essential and critical phase of any survey. The accuracy and usefulness of the survey's results depend in large measure on the skills of the interviewers who contact the selected respondents, gain their cooperation in the survey, and administer the questionnaire.

In any survey there are many activities aimed at preparing the interviewers and assisting them in their work. These activities include recruitment of interviewers, preparation of manuals containing interviewer instructions, training of the interviewers, coordination and supervision of the interviewers' work, and verification of interviews. Throughout the period when interviews are conducted, supervisors keep in close touch with the interviewers. The supervisors are responsible for making sure that the interviewers meet the schedule for the field work, for helping the interviewers solve problems that arise during their work, and for evaluating the quality of the interviewing.

6. Editing and coding the interview

When completed interviews are received, they are first edited to be sure that all necessary information is recorded in the questionnaire. Once they are edited, the questionnaires are coded. Number codes are developed to help reduce the vast bulk of material gathered during the survey to a simpler form. A coder carefully goes over each interview and translates the respondent's answers into the appropriate code numbers. These numbers are used to tabulate the survey results.

7. Tabulating and analyzing the results

When the respondent's answers have been coded into numbers, the numbers are converted into a form that can be processed by a

computer, usually punch cards or magnetic tape. The computer tabulates the information in various ways and prints summary data tables which are used by the researchers as they begin the task of analyzing the survey results.

8. Writing the report

The final stage of the survey is the preparation of a report. Using a variety of statistical procedures, the researchers carefully analyze the survey data. They tabulate and compare information given by different groups in the survey sample and use the information provided by the sample to estimate key figures for the larger population being studied. They then prepare a written report containing tables and graphs to highlight important aspects of the survey data, detailed explanations of findings, and general conclusions and recommendations based on these findings.

1.2 Role of the Interviewer

The interviewer serves as a critical link between the researchers who are seeking to understand the characteristics or problems of a population and the respondents whose individual answers provide the data for the researchers to study.

The interviewer's role involves important and complex acts of communication. The interviewer must make sure that each respondent hears the questions exactly as they are written in the questionnaire, that the respondents understand the questions and give answers that are relevant and complete, and that those answers are accurately and fully recorded in the questionnaire. Only if all interviewers working on a study have learned to ask the questions and record the answers in the same way can the information gathered in the interviews be combined to give a true picture of the experiences, thoughts, actions, and feelings of all the respondents.

The interviewer is a necessary and valuable member of the research team. A survey will only be as good as the interviewers who work on it. These days, when so many private and public agencies depend on accurate surveys to make decisions that affect people in all walks of life, the interviewer's job is especially important and meaningful.

1.3 Confidentiality Practices

This section describes what is meant by confidentiality and why interviewers must respect information about and/or provided by their respondents as privileged.

1.3.1 Anonymity and Confidentiality

Anonymity and confidentiality are two words that are commonly used interchangeably in survey research. However, these two words have significantly different meanings and implications for survey activities.

Consider the difference in meaning as these words are applied to the survey setting. An "anonymous" respondent is one whose identity is disclosed to no one, not even the interviewer. Studies are rarely, if ever, conducted in which participants are totally anonymous since the addresses of individuals are recorded on listing and screening forms and their names frequently obtained during the course of the interview. At the conclusion of a study, however, project personnel generally destroy or encode identifying information such as names and addresses so that the identity of survey participants cannot be linked to the data collected. In addition, the survey reports that we or our clients generate maintain the total anonymity of survey participants since no names or identifying data are released.

Since survey participants are rarely anonymous to the project staff, procedures must be developed to protect their identity and to assure that the data collected from or about them cannot be uniquely associated with them. It is only their responses that are important and that contribute to a complete set of responses from the total sample surveyed. Therefore, there is no reason why the identity of any survey respondent should ever be associated with the responses s/he provides. Not identifying or associating a respondent's name with his/her answer is called providing confidentiality of data to the respondent.

The main reason survey organizations can point to many successes in collecting information is CONFIDENTIALITY. Our interviewers can, and do, promise the people who are interviewed that their answers to the questions will be kept COMPLETELY CONFIDENTIAL.

We promise people that we will never reveal what they have told us to anyone -- not even other members of their household. Their answers are combined with everyone else's in the survey and the results are reported in percentages and totals in such a way that no individual respondent's answers can be identified.

IT IS YOUR DUTY TO KEEP THE PROMISE OF CONFIDENTIALITY. NEVER DIVULGE NAMES OR TELL FACTS ABOUT OR REVEAL THE OPINIONS OF ANYONE YOU INTERVIEW. FAILURE TO COMPLY WITH THIS WILL RESULT IN TERMINATION.

Information collected or seen during an interview can be shared only with the research team, whose members are under the same ethical or moral obligation as you are to the people interviewed.

Each interviewer working on this survey will be required to read the policy on confidentiality and to sign the confidentiality pledge stating that s/he understands and will abide by the provisions of the policy.

During this survey, you will be asking respondents questions that deal with health and practices which could affect their health. Most respondents will accept your assurance of confidentiality and will answer these questions without hesitation. As an interviewer, it is essential that you protect this and all other information gained during the conduct of an interview. Your pledge of confidentiality applies whether the information is given in direct response to a questionnaire item or is volunteered in other comments or conversation during the interview.

1.3.2 Laws Pertaining to Privacy of Individuals

As you may know, sampled persons' rights to privacy are protected by Federal law, e.g., the Privacy Act of 1974. For the Hispanic Health and Nutrition Examination Survey, as for its other studies, we have prepared our survey procedures to conform to these laws. By closely adhering to these procedures as you conduct your interviews, you will help insure that survey data are collected in full compliance with the law.

Chapter 2

BEFORE MAKING CONTACT

Before setting out to make contact with your households or to conduct your interviews, take some time to make sure you are thoroughly prepared. This chapter provides several steps that are important to follow.

2.1 Review Your Interviewer's Manual and Other Study Materials

Review your manual and other materials given to you during training until you fully understand all aspects of your job. Study the general principles of interviewing, the field procedures for the survey, and the detailed specifications for the questionnaire items.

2.2 Review the Questionnaire(s)

Practice using the questionnaire(s) until you are comfortable asking the questions and following the skip patterns. This practice will help build your confidence so that you can rely on the instructions in the questionnaire to deal with any situations you encounter when you begin interviewing. Your ability to work comfortably with the questionnaire will help keep your respondents interested in the interview and will help your interviews go smoothly. Respondents quickly lose interest when the interviewer is constantly shuffling paper, losing track of his/her place in the questionnaire, and stumbling in his/her efforts to read the questions.

2.3 Organize Your Materials

Before leaving home to interview, check to make sure you have sufficient quantities of all necessary materials, and that your materials are organized in an orderly way. If there are materials to be handed to respondents, have them ready at hand to avoid any awkward fumbling.

2.4 Check Your Appearance

The first thing a respondent notices about an interviewer is appearance, and your appearance can affect a respondent's willingness to grant you an interview. In general, an interviewer should aim at an appearance that is neat, suitable, and inconspicuous. Avoid extremes of any kind. Keep in mind that it is better to be a little underdressed than overdressed, and that, regardless of what clothes you wear, cleanliness and neatness are always very important.

Chapter 3

BEGINNING THE INTERVIEW

When you contact a respondent for the first time, your initial task is to establish a friendly but professional relationship. Your own confident and professional manner will reassure the respondent and set a tone that will enable you to complete the interview in an efficient manner.

3.1 Gaining the Respondent's Cooperation

From experience with past surveys we have found that there are three main factors that determine whether or not a respondent will consent to be interviewed.

1. The rapport established between the interviewer and the respondent.

"Rapport" is the term used to describe the personal relationship between the interviewer and the respondent. Rapport provides the foundation for good interviewing. Your appearance, your introductory remarks, and the way you answer any questions the respondent may ask will strongly influence the rapport that develops between you and the respondent. What you say and how you say it should set the tone for the friendly, cooperative, but businesslike relationship that will continue to develop throughout the interview.

2. Whether or not the respondent sees the survey as being important and worthwhile.

An interviewer must try to interest the respondent in the survey. Encourage the respondent to see the interview as an opportunity to express his/her views and to have those views taken seriously.

From the start, the respondent must be given certain basic information about the survey: what to expect during the interview, what the purpose of the interview is, how the information will be used, and the length of the interview. For most surveys, interviewers are provided with a brief statement that gives this essential information to the respondent. As you relate this information, your own belief in the survey's importance will help you convince respondents that the survey is important and that their cooperation is meaningful for the results of the survey.

3. Whether or not the interviewer can respond convincingly to the respondent's objections and questions.

Even respondents who are convinced of the importance of the study may, for a variety of reasons, be reluctant to grant an interview.

Your friendly manner, your introductory statements, and your success in answering respondents' questions will help you sell both yourself and the survey to the respondents. Your effectiveness at this early stage will be increased by your knowledge that your job is legitimate and important and by your thorough understanding of what you are doing and how to do it.

Your own state of mind -- your conviction that the interview is important -- will strongly influence the respondent's willingness to grant the interview. Your belief that the information you obtain will be significant and useful will help motivate the respondent to answer fully and accurately. Most people want to be heard and are happy that you have asked their opinions. Those who are reluctant to give specific information will often do so willingly, if they are convinced that good use will be made of it and that their privacy will be protected.

3.2 Answering the Respondent's Questions

Most people will go right through an interview without asking you any questions. Some, however, will ask for additional information, particularly during and immediately after your first introduction. You should always be ready to answer respondents' questions as they arise. Listen carefully to the respondent's question and answer it briefly, but accurately. Do not volunteer more information than is needed to answer the respondent's specific question. Unasked for information may be misunderstood; it may encourage the respondent to ask additional questions (in hopes, perhaps, of finding an excuse for refusing the interview) or it may simply bore the respondent. If a respondent asks a question to which you do not know the answer, do not attempt to make up an answer on the spot. Admit that you do not know the answer and, if the respondent wishes, make arrangements to obtain an answer.

Some of the questions respondents most frequently ask interviewers are:

"How did you happen to pick me?"

"Who gave you my name?"

"I don't know enough about this. Why don't you go next door?"

"What's all this about, anyway?"

"Why are you doing this survey?"

During training, you will be given suggested answers to questions such as these. You should practice these answers until you are comfortable with them and capable of using them to respond briefly and directly to the many ways in which respondents may phrase their questions.

3.3 Handling Refusals

On occasion you will encounter a respondent who refuses to be interviewed. Unfortunately, there is no one simple answer to the question of what you should do when someone refuses. Reasons for refusals vary greatly and dealing with those reasons requires resourcefulness on the part of the interviewer.

Some respondents will not refuse outright, but will express hesitancy, reservation, or even some initial hostility. As you become more experienced, you will become sensitive to the various ways in which respondents say "no" and to the shadings of tone and wording that provide clues to the firmness of a respondent's refusal. The more aware you are of these differences, the better you will be able to deal with the resistance. As you come to understand how respondents see you and the interview you are asking them to give, you will develop ways to reassure them and to respond both to the reasons they give for their reluctance and to the other sources of hesitancy behind those reasons.

Chapter 4

USING THE QUESTIONNAIRE

The interviewer's task is to use the survey questionnaire to collect accurate information. To use the questionnaire properly, you must have a thorough understanding both of the particular questionnaire used for the survey and of the general principles for administering any survey questionnaire. The material in the following sections of this manual will acquaint you with the general principles and procedures to follow when administering a questionnaire. Later, you will receive training on the questionnaire used for this study.

4.1 Types of Questions

The types of questions in a questionnaire can be classified in several different ways. One classification is based on the way the interviewer records the answer to the question. "Precoded" questions have the possible answers printed in the questionnaire; the interviewer simply marks the answer given by the respondent by placing an "X" in the box associated with the answer category. "Open-ended" questions, on the other hand, have no pre-printed answer categories; they are followed by space in which the interviewer writes down the exact words of the respondent's answer. Another way of classifying questions is based on whether or not a question is "dependent" on the answer to a previous question.

1. PRECODED QUESTIONS.

Precoded or "closed-ended" questions are questions in which the possible answers are written in the questionnaire and the interviewer simply marks the answer selected by the respondent. Sometimes the answer choices are actually read to the respondent as in the following example. (Notice that in this example the answer choices read to the respondent are printed as part of the question.)

Do you now consider yourself	<input type="checkbox"/>	Overweight
to be overweight, underweight	<input type="checkbox"/>	Underweight
or about right?	<input type="checkbox"/>	About right

For other precoded questions, however, the answers are not read to the respondent. This frequently happens when the possible answer choices to the question are clearly implied by the question, as in the following example where the "YES" and "NO" answer possibilities are printed for the interviewer to see, but are not read to the respondent.

Are you now taking insulin injections?

() Y () N

Most precoded questions are written so that the printed answers cover all possible responses without overlapping or duplicating one another. Occasionally, however, some overlap may be unavoidable; at other times, respondents may find that more than one of the possible answer choices applies to their situation. As a general rule that applies unless explicit instructions are given otherwise, the interviewer records only one answer at these questions. To obtain that one answer, the interviewer may have to probe (see Chapter 5), e.g., by asking the respondent to select the answer that comes closest to what s/he thinks or feels or that best describes the event or activity the question asks about.

Here is an example of a question in which the respondent is asked for, and the interviewer is to record, a single answer about an event for which there might have been several reasons.

What was the main reason for your last visit?

- () a sickness or illness
 - () an injury
 - () a followup visit
 - () a regular checkup
 - () an injection
 - () for a prescription
 - () pre- or post-natal care
 - () some other reason
-

For some questions multiple answers are allowed. In these situations, you will find an explicit instruction such as "MARK ALL THAT APPLY" or "CODE ALL REASONS GIVEN" to alert you to the change from the normal procedure of recording only one answer for each question.

2. OPEN-ENDED QUESTIONS.

Open-ended (or "free answer") questions contain no pre-printed answer choices. They are followed by a blank space or series of lines on which the interviewer writes down the respondent's answer using the respondent's own words. Here is an example of an open-ended question.

In what way are you limited?

_____ limitation _____

Most open-ended questions require at least a sentence or two to answer. There is, however, a special type of openended question that, like the precoded question, requires only a short answer. These are questions that ask the respondent for numbers such as amounts or dates. Questions that ask "How long?", "How much?" or "When?" frequently take this form. These questions are followed by a line on which the interviewer writes the amount given by the respondent. The following is an example.

About how much do you weigh
without shoes? _____ pounds
number

3. DEPENDENT QUESTIONS.

Questions are classified as "precoded" or "open-ended" on the basis of the way the answer to the question is recorded in the questionnaire. A question is called "dependent" if it is asked only of certain respondents. Whether or not the question is asked is "dependent" upon how the respondent answers a previous question. "Skip instructions", which are linked to the answer categories of the previous question, will tell you when the dependent question is to be asked and when it is to be skipped. In the following example, the second and third questions are "dependent" on the first. If the respondent answers the first question "YES", the interviewer would ask the dependent questions. If the respondent answers the first question "NO", the interviewer would skip the dependent questions.

C18. Have you ever taken diabetes pills?	() Y	() N	(C23)
<hr/>			
C19. Have you been taking them most of the past 12 months?	() Y	() N	
<hr/>			
C20. Are you now taking diabetes pills?	() Y	() N	(C22)

4.2 Asking the Question

Collecting accurate and reliable survey data requires that every survey respondent hear exactly the same questions read in exactly the same way. Even small changes in the way a question is asked can affect the way a respondent answers and, in the long run, affect the results when researchers combine the answers given by large numbers of respondents. The basic rules for asking survey questions, discussed below, are all designed to ensure uniformity in the way questions are asked of respondents.

1. ALWAYS REMAIN NEUTRAL.

During an interview you must always maintain a completely neutral attitude. As an interviewer, you must never allow anything in your words or manner to express criticism, surprise, approval, or disapproval of the questions you ask or of the answers respondents give.

An important part of your role as an interviewer is to get the respondent actively involved in the interview, to lead him/her to talk comfortably and freely in response to your questions. While encouraging the respondent to talk freely, however, you must carefully avoid saying or doing anything to influence the content of the respondent's answers. No matter what topics you ask about, no matter how strongly you agree or disagree with the respondent's answers, and no matter how interesting or discouraging you might find those answers to be, you must always maintain the same neutral and professional stance during the interview. You are there to ask for and record the respondent's answers, not to influence them in any way.

To be a good interviewer, you yourself must be comfortable with the questions you ask. If you feel uncomfortable with certain questions, it is likely that you will transmit something of that feeling to the respondent and influence the answers you receive. If you are uneasy with some questions, you should practice them repeatedly until you can ask them in a simple, straight-forward, matter-of-fact way. Occasionally you will find a respondent who refuses to answer some questions, but usually you will find that so long as you can deal with all of your questions in the same relaxed and professional manner, your respondents will answer without hesitation. If your feelings about any topics in the questionnaire are so strong that you cannot hide them from respondents, you should not be interviewing on this study.

2. ASK ALL QUESTIONS IN THE ORDER IN WHICH THEY APPEAR IN THE QUESTIONNAIRE.

When questionnaires are designed, the order in which questions are to be asked is always given careful attention. Questionnaire writers repeatedly review the question order to make sure that all questions are asked in a logical sequence and to lessen the chance that a respondent's answers to one question will improperly influence his/her answers to another.

Given the care with which the questions have been arranged and the importance of ensuring that respondents hear the questions in the same order, it is essential that interviewers strictly follow the order in which questions are printed in the questionnaire. Never change the order in which you ask the questions.

At times, particularly if your respondent is talking freely, you may feel that s/he has already answered a question before you get to it. DO NOT SKIP OVER ANY SCHEDULED QUESTIONS, EVEN THOUGH YOU THINK THERE MAY BE SOME REPETITION. If a respondent becomes annoyed or says something like "I just told you that", you can acknowledge the repetition, but explain that you are required to ask all of the questions. You might say something like:

"I need to make sure I have your full answer on that."

or

"I thought perhaps you might have more to say about that."

Sometimes it may be helpful to anticipate the respondent's reaction to the repetition by saying something like:

"You may already have mentioned this, but I need to make sure I have your answer recorded here."

or

"You may have told me about this before, but let me ask this question to make sure I have the right answer."

There is only one exception to the rule that you must always ask questions exactly as ordered in the questionnaire. If, during an interview, you discover that you have accidentally skipped one or more questions you should have asked, you may go back to ask the omitted questions. If you discover the omitted questions after leaving the respondent's home, however, you may not go back to ask them.

3. ASK ALL QUESTIONS EXACTLY AS WORDED.

Read each question completely and exactly as it is printed in the questionnaire. Do not change even a single word, since even the smallest change can affect the entire meaning of a question. For the answers obtained by different interviewers to be combined, there must be no doubt that each respondent heard exactly the same question before responding. If you must repeat a question because the respondent did not hear you the first time or did not understand the question, reread the entire question. Do not omit any parts or words you think the respondent did hear or understand the first time.

EVEN THOUGH YOU FEEL THAT THE QUESTION COULD BE WORDED MUCH MORE SIMPLY, DO NOT IMPROVISE. EVERY WORD IS THERE FOR A PURPOSE. Emphasize only those words that are underlined or appear in capital letters within the question. Pause only at commas or, when answer categories are included in the question, after each answer category. Read everything in a natural, eventoned manner.

At times respondents may ask you to define words or to explain some part of a question. If a definition or explanation is provided in your Question-by-Question Specifications, you may give that explanation to the respondent. If the specifications do not provide an explanation, do not attempt one on your own. Simply let the respondent know that s/he should answer using his/her own definition. You might say, "Whatever it means to you -- just answer that way," or "However you understand that word."

4. MAKE EVERY EFFORT SO THAT THE RESPONDENT DOES NOT SEE THE QUESTIONS.

Respondents can be influenced by knowing what questions are coming next or by seeing answer categories that are not read to them as part of a question. As noted in the section on arranging the setting for the interview, you should attempt to sit across from your respondent during the interview so that the respondent cannot read the questionnaire. When it is appropriate for respondents to see the answer categories for a question, you will have a card showing those categories and the questionnaire will instruct you to hand the card to the respondent when you ask the question. The questions that use cards are always clearly labeled for your guidance.

5. DO NOT READ ANSWER CATEGORIES TO THE RESPONDENT UNLESS THEY ARE PART OF THE QUESTION.

In general, you will read to the respondent only the material to the left of the answer column; material contained in the answer column is not to be read to the respondent unless you are specifically instructed to do so. The questions to be asked are in lower case type. Instructions, which are not read to the respondent, are occasionally included with the question and are usually printed in all capital letters. Normally the difference between instructions and questions to be read will be obvious.

In some questions, the answer categories are read to the respondent. At these questions, the answer categories are actually part of the question, as in the following example.

Would you say your health in	()	excellent
general is excellent, very	()	very good
good, good, fair, or poor?	()	good
	()	fair
	()	poor

In other questions, answer categories are not read to the respondent. At these questions, the answer categories will not be part of the question and will only appear in the answer column, as in the following example.

What was the main reason	()	a sickness or illness
for your last visit?	()	an injury
	()	a followup visit
	()	a regular checkup
	()	an injection
	()	for a prescription
	()	pre- or post-natal care
	()	some other reason

6. DISCOURAGE UNRELATED CONVERSATION.

Occasionally a question may lead a respondent to begin reminiscing or to relate a lengthy story having little or no relevance to the survey. As an interviewer, your task is to discourage such irrelevant conversation and keep the discussion focused on the questionnaire. In some ways, that requires that you subtly teach the respondent how to be a good respondent. If you maintain a businesslike attitude, acknowledge answers with neutral comments such as "I see," "OK," or a simple nod of your head, and tactfully interrupt rambling and irrelevant answers to bring the conversation back to the question you have asked, the respondent will soon learn how to be a good respondent and provide the kinds of answers you need. If you must interrupt a respondent, do it politely, taking care not to antagonize him/her. You might say something like:

"That sounds very interesting, but what I need to ask is..."

"I see what you mean, but let me repeat that last question..."

4.3 Instructions in the Questionnaire

In addition to the questions you must ask, the questionnaire will also contain various types of instructions to guide you through the interview. The main rules relating to questionnaire instructions are explained below.

1. INSTRUCTIONS PRINTED IN CAPITAL LETTERS TO THE LEFT OF THE ANSWER COLUMN.

Instructions are printed in ALL CAPITAL LETTERS to make it easy for you to distinguish them from the questions to be read to respondents. Instructions are never read to respondents. Whenever you see something in the questionnaire that is printed in all capital letters (that is not a word within a question), it is a reminder to you that the item is an instruction and is not to be read aloud. The following is an example of this type of instruction.

IF ENTRY IN F8 IS 3 OR MORE DAYS, ASK:

How many times in the past year did you have this trouble for 3 days or longer?

2. SKIP INSTRUCTIONS.

Skip instructions may appear associated with one or more answer categories of a question. The skip instruction tells you where to go next in the questionnaire; usually you will be referred to the next appropriate question. At times, however, the skip will send you to a further set of instructions.

Here are some examples of common types of skip instructions.

A. Skip associated with a particular answer category:

Have you ever had trouble hearing with one or both ears? Do not include any problems which lasted just a short period of time such as during a cold. Y N (E1)

If the respondent gave a "No" answer in the example above, you would follow the number in parentheses and go to question E1. Note that if there is no skip instruction associated with an answer category (as in the "YES" answer in the example above) you simply go on to the next question in sequence.

B. All answer category skip:

A good many people have trouble remembering to take their medicine regularly. Would you say that you take your medicine exactly as you should every day, that you miss sometimes but not often, that you miss a lot, that you hardly ever take your medicine as you should, or that you never take your medicine as you should? exactly every day miss sometimes miss a lot hardly ever take as should never take as should } (E26)

Instructions of this sort skip all respondents (to whom this question is asked) on to question E26, regardless of how they answered the question.

3. INTERVIEWER CHECKS.

Interviewer checks are questions asked of the interviewer rather than the respondent. They are clearly distinguished from the questions asked of respondents by being printed in capital letters and are set off in a box with a number and the words "CHECK ITEM". Usually, an interviewer check question asks you about some item of information given by the respondent or recorded by the interviewer earlier in the interview. Skip instructions, associated with possible answers to the interviewer check question, tell you where to go next. The following are examples of interviewer checks.

F1	CHECK ITEM: REFER TO	()	under 5 yrs. old (F2)
	AGE OF SAMPLE CHILD	()	5+ yrs. old (F4)

J14	CHECK ITEM:	()	"Yes" in J5 OR J6 (J22)
		()	OTHER (J15)

Sometimes an interviewer check item will not contain answers for you to mark, as in the examples above, but will simply provide you with instructions on what to do next. The following example presents this approach.

IN QUESTIONS C9-C27 ASK ABOUT
CONDITION MARKED IN C8 CHECK ITEM.

4. INSTRUCTIONAL SYMBOLS IN QUESTIONS.

Occasionally you will find a symbol printed within a question read to a respondent. This form of instruction is used to alert the interviewer to specify a certain word or name as s/he reads the question.

One type of symbol you will encounter is three dots (...). When this appears, you should say the name of the condition which you are talking about.

The following is an example of a dependent question that would be asked only if the respondent had told the interviewer that s/he had a certain condition. If, for example, the respondent had told the interviewer of having had hepatitis, the interviewer would read this question substituting the word "hepatitis" where the instruction "... " appears.

Do you still have...?

Another type of symbol you will find is two dashes (--). When this appears, you should say the name of the person you are referring to or his/her relationship to your respondent.

The following is an example of a dependent question that would be asked only about persons who had worked during the past two weeks. If, for example, the respondent had told the interviewer that his son (John) had worked, the interviewer would read this question substituting the son's name (John) where the instruction "--" appears.

For whom did -- work?

5. INSTRUCTIONAL WORDS IN PARENTHESES.

Occasionally you will find a word or phrase printed in parentheses and underlined within a question read to a respondent. This form of instruction is used to alert the interviewer to specify the word(s) or phrase(s) as s/he reads the question.

The following is an example of a question designed to obtain more information about a place previously mentioned where the respondent usually goes for health care services. In this example, the interviewer would read the name of the place mentioned in question A7.

Is there a particular person you usually see at the (Place in A7)?

Another situation you will find is one where a word or phrase is enclosed by parentheses but not underlined. In these cases, you have to decide whether or not it is appropriate to include the word or phrase when reading the question. In the following example, you would read the phrase "(these living quarters)" if you were in any place other than a house, i.e., an apartment.

Do you have access to complete kitchen facilities in this house (these living quarters); that is, a kitchen sink with piped water, a refrigerator and a range or cookstove?

Many other questionnaire items are written to handle a variety of situations, e.g., to handle both male and female respondents, or to ask about things currently happening and about things that happened in the past. Such questions will contain wording choices in parentheses with the alternative choices separated by a slash, as in the following example.

About how much (earlier/later) than expected was -- born?

Whenever you see words enclosed in parentheses and separated by a slash, it means that when you read the question you must select the wording appropriate to the respondent's situation. In context, the correct choice will almost always be obvious. Occasionally, however, you may need to refer to a previous answer in order to make the correct choice. Do not hesitate to do so. The delay will not be excessive and, in any case, it is better to be slow and correct than fast but possibly insensitive or offensive.

6. ANSWER CATEGORIES PRINTED IN THE RIGHT-HAND COLUMN.

If the answer categories are not to be read to the respondent, they will be printed in the right-hand column. It is only the placement of the categories that distinguishes questions in which the answers are to be read from those in which the answers are not to be read. The interviewers must remain alert to these differences.

7. INSTRUCTIONS ON HOW TO RECORD ANSWERS.

Some instructions explain how to record the answer to a question. Instructions such as "MARK ALL THAT APPLY" or "MARK ONE BOX ONLY", "RECORD LIMITATION", "NOT CONDITION", and "SPECIFY" all give the interviewer information on how the respondent's answer is to be recorded in the questionnaire.

8. USE OF HAND CARDS.

Some questions can be administered more easily if the respondent has an opportunity to look at the answer categories. For these questions, interviewers are given small cards with the appropriate information printed on them. Use of these cards avoids the problem of having the respondent read directly from the questionnaire.

Questions which use these cards will have instructions, HAND CARD, and indicate the card number. Make sure the respondent receives the correct card. Only read the categories when instructed by the question (unless the respondent is illiterate or cannot see), otherwise allow the respondent to read the categories.

4.4 Maintaining Rapport

You began your rapport-building process with your introduction and it must be continued throughout the interview. Through your accepting and understanding behavior and your interest in the respondent, you can create a friendly atmosphere in which the respondent can talk freely and fully.

But occasionally rapport may be broken during the interview because the respondent finds a particular question "too personal" or for other reasons. If this happens, take time to reassure the respondent that s/he may speak freely without fear. This may be done by restating the confidential nature of the questionnaire and the impersonal nature of the survey.

If a respondent refuses to answer a question after you have reassured him or her of confidentiality, do not press the respondent -- go on to the next question. You do not want to irritate the respondent and provoke a refusal to complete the interview. If a respondent refuses to answer a question, be sure to note the refusal on the questionnaire.

Chapter 5

PROBING

The quality of the interview depends a great deal on the interviewer's ability to probe meaningfully and successfully.

5.1 What is Probing and Why is it Necessary?

Probing is the technique used by the interviewer to stimulate discussion and obtain more information. We probe when a respondent's answer is not meaningful or is incomplete, i.e., when it does not adequately answer the question. There are a number of reasons respondents sometimes do not answer the question to our satisfaction.

In every day social conversation, people normally speak in vague and loose terms. It is understandable that respondents will at first respond to our questions in a way which is not clear or specific. It is important to encourage the respondent to express himself/herself more concretely, in very specific terms.

Sometimes respondents will think that they are answering a question when all they are doing is simply repeating an answer which was already given, or simply repeating parts of the question. A respondent can talk a great deal and still be just repeating the question in different words.

Respondents will sometimes miss the point of the question. Many times they will give responses which seem to answer the question, but as you can see when you look further, are not to the point of the question and are therefore irrelevant. It is easy to be "taken in" by a respondent who is talkative and gives a lengthy and detailed response -- a response which, however, is quite beside the point. It is not the answer to the question asked. In most cases, a respondent gives an irrelevant response because s/he has missed an important word or phrase in the question.

Probing, therefore, has two major functions. First, probing motivates respondents to enlarge, clarify, or explain the reasons for their answers. Second, probing focuses the respondent's answer so that irrelevant and unnecessary information can be eliminated. All this must be done, however, without introducing bias or antagonizing the respondent.

Below are some examples of answers that for different reasons fail to answer the questions properly. Because of the answers given, each requires probing.

EXAMPLES OF ANSWERS THAT REQUIRE PROBING:

Question: What kind of business or industry is this?

Answer: It's a government job.

Question: Do you smoke cigarettes now?

Answer: I tried to quit about a year ago.

Question: How old were you when you first got the glasses?

Answer: I was pretty young.

Question: About how many days in the past year have you had this pain in the abdomen or lower chest?

Answer: Oh, maybe 5 to 10.

5.2 Knowing the Question Objectives

Your performance can be greatly improved if you fully understand the purpose and meaning of each question. In order to know this, you need to study your Question-by-Question Specifications.

Once you know the purpose of a question, you will find it much easier to decide when you have a satisfactory answer and when you should probe to get a clearer and fuller one.

5.3 Probing Precoded and Open-Ended Questions

PROBING PRECODED QUESTIONS.

Although open-ended questions more often require probing, you may also need to probe on a precoded question. Many respondents will answer a precoded question in the exact words of one of the answer categories; then your job is simply to mark the appropriate answer. Sometimes, however, a respondent will answer using words different from those in the answer categories you read. When this happens, **DO NOT MAKE ASSUMPTIONS** about what the respondent intends. If the respondent's answer does not clearly fit one of the provided answer categories, you must probe for a response you can code. Sometimes the best probe for a precoded question is repeating the original question. At other times, the best approach might be to ask, "Well, which comes closest?" and repeat all the answer

categories. The following example shows how simply repeating the question can bring out an acceptable response.

Interviewer: Would you say your health in general is excellent, very good, good, fair, or poor?

Respondent: It's OK.

Interviewer: Well, would you say your health in general is excellent, very good, good, fair, or poor?

Respondent: Good.

Another situation which may occur in precoded questions is when the respondent gives additional information or explains his/her choice. In this case, write down (in the blank space to the left of the preprinted answers) relevant comments the respondent volunteers while answering a precoded question. However, do not probe for clarification of these comments.

Sometimes a respondent will feel that none of the precoded responses fits, or that under certain conditions they would choose one answer and under different conditions another. In this situation, you should try to get the respondent to generalize by repeating the question and saying, "Just generally speaking, is it this way or that?", or "Most of the time", or "In most cases", etc. If the respondent insists that s/he can't choose, be sure to write down exactly what is said, and let the office decide how to code. For example:

Question: How much control do you think you have over your future health; a great deal, some, very little, or none?

Answer: When I feel run down, I don't have control of anything but then there are times when I take very good care of myself and have a lot of control.

Probe: I see. But generally speaking, how much control do you think you have over your future health; a great deal, some, very little, or none?

Answer: Well, I'd say some control.

PROBING OPEN-ENDED QUESTIONS.

In the case of the open-ended questions calling for longer answers, the techniques of probing must be used to the fullest, for frequently the initial answers given by a respondent will fall far short of being specific, clear, and complete. In some cases, the main question will be followed in the questionnaire by a specific followup question, and

sometimes the main question will be followed by the term "PROBE". Whether or not this is done, the need to probe always exists, so long as the initial answer is not fully specific, clear, and complete.

5.4 Probing Methods Should be Neutral

It is very important to always use neutral probes. By this we mean you should not imply to the respondent that you expect a specific answer or that you are dissatisfied with an answer.

Remember the reason for probing is to motivate the respondent to respond more fully or to focus the answer, without introducing bias. The potential for bias is great in the use of probes. Under the pressure of the interviewing situation, the interviewer may quite unintentionally imply that some answers are more acceptable than others or may hint that a respondent might want to consider this or include that in giving responses. You must be careful not to do this.

The following two examples consist of a question, an initial, incomplete or inadequate response, and two possible probes. The first of these probes is neutral, the other is not.

Example 1:

Question: How many times a week does -- usually eat breakfast at school?

Answer: Oh, it varies. Some weeks he eats breakfast at school twice and other weeks almost every day.

Neutral Probe: Well, how many times a week does -- usually eat breakfast at school?

Non-neutral Probe: Well, would you say that averages out to about 3 times a week?

Example 2:

Question: How long has -- been receiving food or health care from WIC?

Answer: A couple of years.

Neutral Probe: How many years is that?

Non-neutral
Probe: So you'd say 2 years?

In both examples, the non-neutral probe suggests a specific answer to the respondent and thus leads the respondent toward that answer rather than leaving the range of possible responses completely open for the respondent to specify.

5.5 Kinds of Probes

There are several different neutral probes which appear as part of a normal conversation that can be used to stimulate a fuller, clearer response.

1. AN EXPRESSION OF INTEREST AND UNDERSTANDING.

By saying such things as "uh-huh" or "I see" or "yes," the interviewer indicates that the response has been heard, that it is interesting and that more is expected.

2. AN EXPECTANT PAUSE.

The simplest way to convey to a respondent that you know s/he has begun to answer the question, but has more to say, is to be silent. The pause -- often accompanied by an expectant look or a nod of the head -- allows the respondent time to gather his or her thoughts. Eye contact is important here.

3. REPEATING THE QUESTION.

When the respondent does not seem to understand the question, or misinterprets it, or seems unable to decide, or strays from the subject, it is often useful to repeat the question. Many respondents, when hearing the question for the second time, realize what kind of answer is needed.

4. REPEATING THE RESPONDENT'S REPLY.

Simply repeating what the respondent has said is often an excellent probe. Hearing the response just given often stimulates the respondent to further thought.

5. A NEUTRAL QUESTION OR COMMENT.

Neutral questions or comments are often used to obtain clearer and fuller responses. The following are some suggestions for probing questions that may help you explore many types of insufficient answers.

PROBES TO CLARIFY:

"What do you mean exactly?"

"What do you mean by...?"

"Could you please explain that a little? I don't think I quite understand."

PROBES FOR SPECIFICITY:

"What in particular do you have in mind?"

"Could you be more specific about that?"

"Tell me about that. What/who/how/why would...?"

PROBES FOR RELEVANCE:

"I see. Well, let me ask you again... (REPEAT EXACT QUESTION)."

"Would you tell me how you mean that?"

PROBES FOR COMPLETENESS:

"What else?"

"What else can you think of?"

"What other reasons/things/examples, etc. can you think of?"

5.6 The Don't Know (DK) Response

The "I don't know" answer can mean a number of things. For instance:

- o The respondent doesn't understand the question and says DK to avoid saying s/he doesn't understand;
- o The respondent is thinking the question over, and says DK to fill the silence and give himself/herself time to think;
- o The respondent may be trying to evade the issue because s/he feels uninformed, or is afraid of giving a wrong answer, or because the question seems too personal; or
- o The respondent may really not know or really may have no opinion on the question.

Try to decide which of the above may be the case. Don't be in too big a rush to settle for a "don't know" reply. If you sit quietly -- but expectantly -- your respondent will usually think of something further to say. Silence and waiting are frequently your best probes for a "don't know." You'll also find that other useful probes are: "Well, what do you think?", "I just want your own ideas on that."

If you feel the respondent has answered "don't know" out of fear of admitting ignorance, you may act reassuring by saying "There's really no right answer to this question -- we're just interested in your opinion."

Always try at least once to obtain a reply to a "don't know" response, before accepting it as the final answer. But be careful not to antagonize respondents or force an answer. If they say again that they don't know, proceed to the next question after coding the DK reply.

5.7 Additional Guidelines for Probing

The following rules and examples provide further guidance to help you select probes that will not bias respondents' answers.

1. Don't ask "Do you mean _____ or _____?"

Such a probe suggests only one or two possible answers, when the respondent may actually be thinking about other possibilities. Do use probes for clarity and specificity when a respondent's answers are unclear.

Example:

Question: What kind of work were you doing?

Answer: I was an engineer.

Neutral
Probes:

Could you be a little more specific?
What exactly do you mean by "engineer"?

Non-neutral
Probes:

You mean you drove a train?
Do you mean mechanical engineer or civil engineer?

2. Don't try to sum up in your own words what someone has said, because this may suggest to the respondent that YOUR idea of his/her response is the "right answer". Do use probes for completeness to make certain that you've obtained full answers.

Example:

Question: What were your most important activities or duties at that job?

Answer: I type letters and memos...answer the phone...and do filing.

Neutral Probe: What else do you do?

Non-neutral Probe: So you just do general secretarial work?

Example:

Question: Are you limited in any way in any activities because of an impairment or health problem?

Answer: Well, just like everyone else, I've got my limits.

Neutral Probe: (Pause); or "I see" (pause); or "OK, but are you limited..."

Non-neutral Probe: So you'd say that you are limited because of health?

3. Don't ask whether the respondent meant a particular thing by a certain word. This suggests one answer, when the respondent may have had a different answer in mind. Do use probes for clarity if a certain word is unclear.

Example:

Question: How long ago were you last tested?

Answer: It's been about a year.

Neutral Probe: About a year? (pause) Would you say it was more or less than one year ago when you were last tested?

Non-neutral Probe: So you were tested one year ago exactly?

5.8 When to Stop Probing

When you have obtained all necessary information about the respondent and when you have encouraged the respondent to clarify the meaning of his/her own words so that you (and we) know exactly what s/he had in mind -- only then do you have a complete answer and only then should you stop probing. However, if at any time the respondent becomes irritated or annoyed, discontinue probing. We do not want the respondent to refuse the rest of the interview.

Chapter 6

RECORDING ANSWERS

So far, we have talked about how to ask the questions and how to get clear and complete answers. Both of these are very important jobs. Still, if you fail to write down or circle the answer properly, all your previous efforts will have been wasted.

The writing down and circling of what the respondent said, and where you have probed, is called RECORDING. Always record answers in soft (No. 2 or 2B) pencil and carry at least three sharpened pencils in case of breakage.

6.1 Recording Precoded Questions

Answers to precoded (closed-ended) questions are easy to record. Ordinarily the answers will be clearly shown on the questionnaire and a small box will be printed next to each of the responses. The usual way to indicate answers given is to mark an "X" through the appropriate box, as shown in the example below.

What was the main reason	<input type="checkbox"/>	regular checkup
for your last visit for	<input type="checkbox"/>	for cleaning teeth
dental care?	<input checked="" type="checkbox"/>	to have teeth filled
	<input type="checkbox"/>	trouble with gums
	<input type="checkbox"/>	to have teeth pulled
		or other surgery
	<input type="checkbox"/>	toothache
	<input type="checkbox"/>	adjustment or repair
		of dental plate
	<input type="checkbox"/>	to have a dental plate made
	<input type="checkbox"/>	for a prescription
	<input type="checkbox"/>	some other reason

specify

Sometimes, as in the preceding example, a precoded question will include an "other" category. This is for an answer that cannot be classified in the given categories. In addition to marking the appropriate box, often you will be asked to specify the actual answer in the space provided. In these cases, it is especially important to faithfully record the response verbatim.

For example:

What was the main reason for your last visit for dental care?	<input type="checkbox"/>	regular checkup
	<input type="checkbox"/>	for cleaning teeth
	<input type="checkbox"/>	to have teeth filled
	<input type="checkbox"/>	trouble with gums
	<input type="checkbox"/>	to have teeth pulled or other surgery
	<input type="checkbox"/>	toothache
	<input type="checkbox"/>	adjustment or repair of dental plate
	<input type="checkbox"/>	to have a dental plate made
	<input type="checkbox"/>	for a prescription
	<input checked="" type="checkbox"/>	some other reason
		<u>to pay the bill</u>
		specify

In addition to the answer categories contained in the question, there will occasionally be a "Don't Know" or "DK" choice included in the list of answer possibilities. Follow the rules set out in Section 5.6 on "Don't Know" answers. Then, if the respondent's final answer is "don't know", mark the box for "Don't Know" as you would for the other answer categories. If a "Don't Know" box has not been provided and the respondent's final answer is "don't know", record "DK" in the answer space.

Some precoded questions contain a series of items to be asked about. In these questions, the appropriate box must be marked for each item. For example:

Is the distress caused by any of the following foods?				
Milk	<input type="checkbox"/>	Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/> DK
Fatty foods.	<input checked="" type="checkbox"/>	Y	<input type="checkbox"/> N	<input type="checkbox"/> DK
Green vegetables	<input type="checkbox"/>	Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/> DK
Seafood	<input type="checkbox"/>	Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/> DK
Any other foods _____	<input type="checkbox"/>	Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/> DK
		specify		

NOTE: ON PRECODED QUESTIONS, BE CAREFUL TO MARK ONLY ONE ANSWER (UNLESS THE QUESTION CALLS FOR OR PERMITS MORE THAN ONE ANSWER) -- It is unfortunate to have to throw out an answer because the interviewer, in a hurry, entered an X which covered two answers or marked more than one answer and didn't make corrections. In such cases, we cannot determine which answer is correct.

Sometimes, as mentioned above, a precoded question will call for or permit more than one answer. These questions will have instructions to "MARK ALL THAT APPLY." For example:

Why aren't you trying to lose weight?	MARK ALL THAT APPLY. DO NOT READ. <input type="checkbox"/> DIDN'T DO ANY GOOD <input checked="" type="checkbox"/> M.D. SAID TO STOP <input checked="" type="checkbox"/> DON'T NEED TO ANYMORE <input type="checkbox"/> TOO MUCH TROUBLE <input type="checkbox"/> OTHER REASON _____ <div style="text-align: right; margin-right: 20px;">SPECIFY</div> <input type="checkbox"/> DK/NO REASON
---------------------------------------	--

6.2 Recording Short Open-Ended Questions

In short open-ended questions, answer lines where you record the answer are provided. The following are examples of this type of question.

What is the name of the medicine you are taking?	_____ Anspor _____ specify
--	--

Be careful to record your answer legibly wherever a write-in space is provided (e.g., name of medicine, name of condition).

About how many days in the past year have you had this trouble?	<input type="checkbox"/> DK _____ days number
---	---

Again, be careful to record your answer legibly. Make sure that it also conforms to whatever unit of measure is specified in the question (i.e., if the question asks for "days", do not record the answer in "weeks").

The following are some general rules for recording numerical answers to short open-ended questions.

1. "NONE" ENTRIES

If an answer of "none" is received for a question which has a "None" box, simply mark that box. If, however, no box has been provided for a response of "none", enter a zero (0) in the answer space. Do not use a dash.

2. DATE ENTRIES

All questions that require a date as an answer will have a line on which the answer is to be recorded. For example:

$\frac{\quad}{\text{mo.}} / \frac{\quad}{\text{yr.}}$ or $\frac{\quad}{\text{mo.}} / \frac{\quad}{\text{day}} / \frac{\quad}{\text{yr.}}$

Each "portion" of the entry must be two digits. If you are recording a month and/or day which is represented by a digit of 1-9, precede the number with a zero. When recording a year, eliminate the "19" and record the last two digits.

The following examples illustrate how you would record dates.

- a. January, 1978 $\frac{01}{\text{mo.}} / \frac{78}{\text{yr.}}$
- b. October 8, 1980 $\frac{10}{\text{mo.}} / \frac{08}{\text{day}} / \frac{80}{\text{yr.}}$
- c. April 2, 1981 $\frac{04}{\text{mo.}} / \frac{02}{\text{day}} / \frac{81}{\text{yr.}}$
- d. November 5, 1979 $\frac{11}{\text{mo.}} / \frac{05}{\text{day}} / \frac{79}{\text{yr.}}$

3. ROUNDING ANSWERS

When whole numbers are to be entered, it may be necessary to "round off" an answer the respondent has given you. Whenever necessary, the following rounding rule should be used:

ENTER WHOLE NUMBERS AS REPORTED, DROPPING ANY FRACTIONS.

The following examples illustrate how you would round answers:

- a. 18 months $\underline{2}$ years
- b. 7 hours, 15 minutes $\underline{8}$ hours
- c. 8 years, 10 months $\underline{9}$ years
- d. 56 hours $\underline{3}$ days

6.3 Errors in Recording

IF IT IS NECESSARY TO CHANGE AN ANSWER, BE SURE TO TELL US THE REASON. If the respondent changes his/her mind after you have already marked one

answer in a precoded question, circle the wrong answer and note next to it "(R.E.)", meaning "respondent error." NEVER ERASE! If you marked the wrong answer by mistake, circle it and note "(M.E.)", meaning "my error." The following example shows how a question would look if a respondent had just given a "Yes" answer and then changed to a "No."

Did you ever see a doctor
about it? (R.E.) **(X)** Y (X) N

If it is necessary to change an answer in a question where you were instructed to circle a response, or in a short open-ended question where you have written a response, line out the wrong answer with a single line and note next to it (R.E.) or (M.E.). NEVER ERASE. Then, circle the correct answer, or clearly write the correct answer next to or above the original entry. The following example shows how a question would look if a respondent had answered "23" and you had recorded it incorrectly.

How old were you then? (M.E.) ~~20~~ **(23)** years old

6.4 Recording Open-Ended Questions

The key word in recording open-ended questions is "verbatim." This means writing down everything relevant the respondent says in their own words. Here are a few important rules which will help you and us.

1. BE READY TO WRITE.

Have your pencil poised when you ask your question. Start writing immediately; otherwise you'll be far behind from the beginning.

2. USE ABBREVIATIONS.

However, look over the abbreviations you have used after you return home. If any abbreviations would be confusing to the people who have to read the responses, spell out the term completely while going over your work. Abbreviations like DK (don't know), gov't., etc., are acceptable.

3. ASK THE RESPONDENT TO SLOW DOWN.

People are usually flattered when you ask them to speak a little more slowly, or repeat something, or wait a minute until you catch up, because you "don't want to miss anything", or you "want to get this all down." Other techniques include speaking more slowly yourself; reading aloud as you record; and reading back the part of the sentence you have recorded and asking the respondent to complete what you have not recorded.

4. USE THE X MARK IN PARENTHESES "(X)" AS THE PROBE MARK.

Do not write out your probing statement -- simply make an X in parentheses (X) at the point you probed. The respondent's answer to your probe would then follow the (X).

Perhaps a few words explaining the purpose of probe marks will make clear to you why it is so important that you use them, and use them correctly.

We assume that trained interviewers will use only neutral probes. Therefore, we don't need to see the words you used in probing, but we do want to see when you probed. The respondent's answers, mixed in with probe signs "(X)'s" give us a picture of the conversation which took place.

Some respondents answer questions fully and to the point with little encouragement from the interviewer. In such cases, we would expect to find fewer probe marks than in cases where getting answers is like pulling teeth. It is important to know whether the final "I can't think of anything", which the respondent said, came after many probes and s/he really didn't know, or whether it was just a form of a "lazy don't know", which was unprobed.

The (X) probe mark is your way of telling us that there was some conversation between you and the respondent. Whenever a probe mark (X) is used, some recording should follow. If the respondent says nothing, but merely shrugs his/her shoulders, note this in parentheses following the probe mark.

5. VERBATIM RECORDING, OF COURSE, MEANS THAT YOU SHOULD USE THE RESPONDENT'S OWN LANGUAGE WORD FOR WORD.

Don't correct or summarize what respondents say; let them speak for themselves! We are as interested in the kinds of words a respondent uses as in the meaning of an answer.

6. IF YOU ARE INTERVIEWING IN SPANISH, RECORD VERBATIM IN SPANISH.

If you are conducting the interview in Spanish, first enter written responses verbatim in Spanish. (Then, during your edit, you will translate the response into English.)

7. BE SURE TO INCLUDE THE PRONOUNS (HE, SHE, IT, THEY)!

Without them the meaning of the answer is frequently not as clear as you think.

8. AVOID PROBES THAT CAN BE ANSWERED "YES" OR "NO".

As a general rule, you should avoid probes that can be answered with a simple "Yes" or "No" (unless, of course, you are administering a question designed to obtain a "Yes" or "No" response). A probe mark "(X)" followed by the "Yes" or "No" answer provides no useful information to someone reviewing the completed questionnaire. Moreover, a probe such as "Anything else?" -- which can easily be answered "No" -- does not help the respondent think through an earlier response. A probe like "What else?" on the other hand -- which requires more than a "Yes" or "No" answer -- helps the respondent rethink an earlier answer and give a more complete response. When recorded in the questionnaire, such a probe and its answer "(X)" "That's all. There's nothing else." provide a reviewer with useful information.

9. USE THE WHITE SPACE AVAILABLE.

Use all the white space available, if needed, when recording. Be sure to mark the answers with the question number if the narrative comments are on a different part of the questionnaire (e.g., the bottom of the page).

10. PLEASE GIVE YOUR OWN REMARKS WHEN YOU FEEL SOMETHING NEEDS EXPLAINING

It is important to put your remarks in parentheses () so we don't confuse your explanation like (respondent had trouble understanding this question), (respondent left room for ten minutes), etc., with a respondent's answer. Also remember to circle any notes you make to yourself.

11. REFUSED ANSWERS

If a respondent refuses to answer any given question, it is important that you record in the margin verbatim what s/he said when refusing that question and any observations of your own as to why the respondent refused. Put parentheses around your comments so that your comments can be distinguished from the respondent's.

The following examples show how an interviewer would ask and probe two questions and how s/he would record the respondent's answers.

Interviewer: About how long has it been since you last smoked cigarettes?

Respondent: Oh, I really don't know. It was before the children were born.

Interviewer: Before the children were born? Try to think back to that time. How many years has it been since you last smoked cigarettes?

Respondent: Well, Joan was born in August, 1972, and I quit smoking about one year before that. So I guess it must have been in 1971...10 years.

About how long has it been since you last smoked cigarettes?	<u>10</u> years
	() less than 1 year

Interviewer: What were your most important activities or duties at that job?

Respondent: I was just a general mechanic.

Interviewer: Please tell me a little more about that. What were your most important activities or duties as a general mechanic?

Respondent: I fixed up whatever was wrong with the cars. I'd do tune-ups, change oil, minor brake work.

Interviewer: I see. What else did you do?

Respondent: That's about it.

What were your most important activities or duties at that job?	Duties: I was just a general mechanic. (X) I fixed up whatever was wrong with the cars. I'd do tune-ups, change oil, minor brake work. (X) That's about it.
---	---

Chapter 7

ENDING THE INTERVIEW

All people who give their time for an interview are entitled to courteous and tactful treatment. Try to leave respondents with the impression that they have taken part in an interesting and worthwhile experience -- one they would be willing to repeat.

After all survey questions have been asked, indicate your appreciation to respondents by thanking them; also mention that their contribution has been most helpful in providing important information to the study. Remember that the respondent is familiar with your task from the discussion at the beginning of the interview, so don't spend too much time going over the same information. Spend a few minutes answering any additional questions your respondent may have; then close the interview.

Chapter 8

EDITING THE QUESTIONNAIRE

An integral part of the interviewing procedure is editing. This step should not be underestimated. It ranks in importance with other interviewer responsibilities, such as completing interviews, following correct sampling procedures, prompt and complete reporting, and adherence to field schedules.

As soon as possible after you leave each household, read through the interview to make any necessary corrections or explanations while it is still fresh in your mind. Even if you have asked a question, probed, and obtained a full answer, the entire response can be lost if we can't understand what you wrote.

Making sure the questionnaire is filled out accurately, clearly, and completely, is known as editing. You will always edit the questionnaire in blue pencil. NEVER ERASE.

Although editing is not difficult and does not take long, it is an important part of an interviewer's job. Some of the purposes of editing are:

1. TO CATCH AND CORRECT, OR EXPLAIN, ERRORS AND OMISSIONS IN RECORDING.

Common errors that can be caught in editing are: omitted codes, unnecessary questions asked, errors in circling codes, and inadequately probed responses. In the pressure of the interview situation the interviewer may make any of these errors. Not all, but most of them, can be corrected by the interviewer if the questionnaire is edited carefully immediately after the interview.

If you have omitted a question, do not try to correct it by guessing at the answer. Instead, indicate in parentheses next to the omitted question that you are aware of the error: "(omitted in error)". All question numbers which contain errors by omission or in which you are not sure about recording practices, should be written in the upper right-hand corner of the questionnaire cover so you can discuss them with your supervisor.

2. TO LEARN FROM MISTAKES SO THEY ARE NOT REPEATED.

There is an educational value in editing. Many interviewers feel that the Question-by-Question Specifications become more meaningful after they have conducted the first few interviews. Following along with the Question-by-Question Specifications as you edit the first and second interviews can be of great help to your understanding of the questionnaire, thus improving the quality of your interviewing on the remainder of the study, as well as catching errors. Editing, therefore, is part of the learning process for a survey.

3. TO CLARIFY HANDWRITING AND WRITE OUT ABBREVIATIONS.

The clerical aspect of editing is an obvious one. This includes checking handwriting to make sure all of the words are legible; spelling out any abbreviations that are not commonly understood; and explaining any initials used or local terms which may not be known to the coders in the office.

4. TO ADD YOUR COMMENTS IN PARENTHESES, WHICH MIGHT HELP US TO UNDERSTAND A RESPONSE OR AN INTERVIEW AS A WHOLE.

Add parenthetical notes concerning the respondent, the interviewing situation, or anything else that you feel might help in the correct interpretation of the interview. These comments can be added at the back of the questionnaire, if they pertain to the interview in general, or noted at the appropriate points on the questionnaire, if they are specific.

For example, if a respondent answers a question and then goes on to qualify that answer, you will write down the reply word for word. Then, if you feel that these remarks need some clarification for the coder, put your explanation down in parentheses.

The edit should be carried out as conscientiously and thoroughly as any other part of the interviewer's job. Since all questionnaires must be completely edited, we expect you to spend enough time to do a careful job. At first your editing will be more time consuming, but as you become familiar with the questionnaire, this time should decrease. Interviewers are paid for their editing time, and this is payment which we feel is well spent -- however, we in the office should be able to see evidence that the work has been done and done well.

PART II. QUESTION-BY-QUESTION SPECIFICATIONS

Chapter 9

ADULT SAMPLE PERSON SUPPLEMENT

9.1 Descriptions of the Questionnaire

The Adult Sample Person Supplement contains questions on a variety of health related topics. These topics include pesticide exposure, smoking and alcohol consumption, reproductive history, mental health and drug abuse. These questions will be asked during the examination in the mobile exam center. Questions contained in the supplement may be sensitive so it is important that you conduct the interview in a professional manner.

Brief descriptions of the major sections of the questionnaire are presented below.

Pesticide Exposure

The primary purpose of this section is to obtain information on recent pesticide exposure which may be compared to findings from tests administered during the exam. Included are four questions on pesticide exposure at home and on the job during the week before the interview. Additional questions on pesticide exposure are asked during the Sample Person Questionnaire in the household interview.

Smoking

The smoking section of the questionnaire obtains information on the cigarette smoking history of respondents aged 12-19 years. These same questions are asked of respondents (20 to 74 years) in the Sample Person Questionnaire part of the household interview. Questions cover both current and past smoking habits and include items on the number of years the respondent smoked, the number of cigarettes per day and the brand smoked.

Reproductive History

The Reproductive History section, asked of female respondents only, covers a number of health areas. These include pregnancy, birth control practices, reproduction-related health problems, and problems of children who were born with physical or mental defects. This section will provide information on health problems among Hispanic women which can be related to environmental hazards.

Alcohol Consumption

The purpose of this section is to help determine the extent of alcohol use among Hispanics. Questions cover both current and past alcohol consumption and include items on frequency, amount and type of alcohol consumed.

Drug Abuse

The Drug Abuse section is designed to provide information on the extent and nature of illicit drug use in the Hispanic population and to explore the relationship between drug abuse and health problems. Information is obtained from each respondent on the use of barbiturates and sedatives, marijuana and hashish, and inhalants such as glue, lighter fluid, and cocaine. Included are items on age of first use and most current use. Since this section of the questionnaire deals with particularly sensitive material, you should be prepared to reassure the respondent that all information is confidential.

Diagnostic Interview Schedule (DIS)

The purpose of this and the follow-up section is to gather information on the respondent's experience with depression. This section covers the respondent's entire lifetime and obtains detailed information on symptoms and causes of depression. The recording of responses and the skip patterns in this section are somewhat complex, and you will need to pay careful attention so that the questionnaire is administered accurately.

Depression

Like the DIS, this section is designed to provide information on the extent of depression among Hispanics. This section, however, covers only the week before the interview. It consists of a scale designed to measure the extent to which the respondent experienced depression. You will read a series of symptoms linked with depression and the respondent will answer how often he/she experienced the symptoms during the past week.

9.2 Helping the Respondent Remember Events That Occurred in the Past

The Adult Sample Person Supplement contains a number of questions which require the respondent to recall events or dates which may have occurred many years ago. This may be difficult, especially for older respondents, and you should be ready to provide as much help as you can.

You will be provided with two calendars for the interview, one for the respondent and one for yourself. Have the respondent refer to the calendar whenever he/she is considering a specific time period, for example, "the 12 months before the time you had your last drink." Identify on the respondent's calendar the specific time period to which you are referring. This will help him/her keep the correct period in mind.

People will frequently remember events in terms of other important events in their lives such as marriages, births, deaths, and moves from one location to another. If the respondent has difficulty remembering the year or his/her age at the time a specific event occurred, probe by citing special events that might have occurred near that time, for example: "Was that before or after you were married?" or "Was your child born at that time?" or "Was that before or after you moved to the United States?"

If the respondent cannot recall his/her exact age or the date corresponding to an event, ask him/her to give you a "best estimate." If the respondent gives you an age range ("I was between 12 and 15 years old."), probe to narrow the range as much as possible. For example, a female respondent's age at the start of her menstrual period might be elicited by the probe, "Had you started high school yet?" Encourage respondents to take as much time as necessary and emphasize the importance of the information to the research.

9.3 Introducing the Sample Person Supplement to the SP and Recording Information on the Questionnaire Cover

A Sample Person Supplement will be administered to each SP age 12 or older coming through the MEC. You will probably need to explain the purpose of the supplement questionnaire. Do so briefly and then begin the interview. You might say something like, "This interview asks questions about exposure to certain chemicals, health habits, and other health-related topics. This information will provide health planners with answers they need about the health care needs of the Hispanic population in the U.S."

On the front cover, you will find information to identify the SP and spaces to identify yourself as well as the time you began and ended the interview.

First, you will need to check that information such as the sample number, name, sex, and age of the SP has been entered by the site office. If this is not the case, you will need to enter this information. All of this information can be obtained directly from the front cover of the Adult Sample Person Questionnaire. The sample number, name, sex, and age can also be found on the Control Record attached to the Exam Folder (see Section 12.2). You will also enter your name and number in the boxes provided.

Before starting the interview, be sure to enter the time when you began. When you have finished the interview, always remember to record the time when you ended.

For your convenience, the questionnaire begins with a table of contents listing the sections in alphabetical order.

9.4 Pesticide Exposure

The primary purpose of this section is to obtain information on recent pesticide exposure which may be linked to residues identified in the blood serum or urine of the SP. Thus, all questions ask about the respondent's exposure during the past seven days. The past seven days refers to the seven days before the day of the interview.

A1. During the past seven days, 1 () Y 2 () N 9 () DK
have any weed killers or products
to control plant disease been
applied to your garden or to the
area immediately around your home?

This question is concerned with herbicides and fungicides only. These are products used to get rid of unwanted plants, weeds, fungi or spores. Insecticides are not of interest in this question. They are covered in Question A2.

"Your garden or the area immediately around your home" refers to the use of herbicides and fungicides on the respondent's own property. It does not include pesticide use connected with the respondent's job or main source of income.

It does not matter if it was the SP or someone else who actually applied the herbicides and/or fungicides. If a respondent says that weed killers are applied to his/her yard but he/she did not apply them, Question A1 should be coded "Yes". The application of herbicides or fungicides around the respondent's home by janitors or other building maintenance personnel or by local government agencies such as the Health Department or Highway Department would also be counted as a "Yes" response.

A2. During the past seven days, 1 () Y 2 () N 9 () DK
have any insecticides been
applied to your home, garden,
yard, pets, or houseplants?
Some examples of insecticides
are mosquito repellents, roach
and ant killers, no-pest strips,
flea powders and collars, and insecticide dust.

Note that this question provides examples of insecticides for the respondent.

As in the previous question, it does not matter if it was the SP or someone else who actually applied the insecticides. If a respondent says that insecticides were applied but he/she did not apply them, Question A2 should be coded "Yes."

A3. During the past seven days, has 1 () Y 2 () N
any pesticide spilled or been
sprayed on any part of your body
accidentally or for any reason?

Spilling or spraying of pesticides refers to the contact of the pesticide with the respondent's skin, eyes or mouth during mixing, loading or applying pesticides. This contact may occur by accidental spillage or spraying. The use of mosquito repellants and similar products which are meant to be sprayed or rubbed on the body should be considered a "No" response.

A4. During the past seven days, have
you worked in any of the following
occupations or businesses:

Pesticide processing plant?	1 () Y 2 () N
Pesticide application or spraying?	1 () Y 2 () N
Farmwork or agriculture?	1 () Y 2 () N

A pesticide processing plant is a plant which manufactures pesticides.

Pesticide application or spraying refers to occupations where the main function is the application of pesticides, either by airplane, backpack sprayer, hand held sprayer or other similar device, the sprinkling of pellets or powder, or the laying of baits.

Farmwork or agriculture refers to the production of crops, livestock or poultry intended for sale or profit.

This question is concerned with respondents who made a living in one of these occupations. This would include those respondents who were paid for their work, received lodging and/or board in exchange for work, or those who were not paid for their labor but were family members in a family business. Remember that you should record a response for each occupation or business. You will read each occupation and then pause to allow the respondent time to answer.

9.5 Smoking

This section provides information on smoking history and includes questions on whether the SP is a current smoker, smoked in the past and how many cigarettes he/she usually smoked. Information on brands smoked is also obtained.

B1. CHECK ITEM 1 () Age 12-19 (B2)
2 () Age 20+ (C1)

This is the first Check Item in the Adult Sample Person Supplement. As you recall from your General Interviewers' Instructions, check items are instructions to you. They usually contain skip patterns. Notice that the first instruction in the check item pertains to respondents 12-19 years. This section is asked only of those SP's 12-19 years old because all SP's 20+ years old will already have been asked these questions in the Sample Person Questionnaire.

B2. Have you smoked at least 100 cigarettes in your entire life? 1 () Y 2 () N (B14)

This question is designed to classify persons who have smoked very little in their lives (less than 100 cigarettes) with those who have never smoked. For the purposes of this survey, both groups are considered to be nonsmokers whether or not they are currently smoking. Only smokers will be asked the remainder of the smoking questions.

Do not define "cigarettes" for the respondent. For example, if respondents ask whether little cigars are considered cigarettes, find out how they would classify them and accept that classification.

B3. About how old were you when you first started smoking cigarettes fairly regularly? _____ years old
number
00 () never smoked regularly

Question B3 is asked of those respondents who have smoked at least 100 cigarettes in their lifetime ("YES" in Question B2). Do not attempt to define "fairly regularly". If the response to Question B3 indicates that the respondent has smoked regularly, enter the respondent's age in years. If the respondent volunteers the information that he/she has "never smoked regularly", check the box.

B4. Do you smoke cigarettes now? 1 () Y (B7) 2 () N

For persons who indicate they have stopped smoking temporarily, for example, due to illness, but expect to begin again, check "Yes". In other words, if the person has no intention of stopping entirely or has made no effort to stop, consider that person as smoking now.

B5. About how long has it been _____ years (B9)
since you last smoked _____
cigarettes (fairly regularly)? 00 () less than 1 year
number

If the respondent has never smoked regularly (as indicated in Question B3), do not use the words "fairly regularly" in Question B5.

Record the actual number of years if the answer to Question B5 is one or more years, and skip to item B9.

If the response to Question B5 is a time period less than one year, check the box and ask Question B6.

B6. About what date was that? _____
mo. / day / yr.

Question B6 asks for a specific date for the time "less than 1 year" in Question B5. Record the date given by the respondent in six digits - two digits each for month, day, and year.

If the respondent cannot identify even an approximate day, record month and year and footnote that "day" could not be identified.

B7. We are interested in the _____ 00 () less than 1 per day
actual number of cigarettes
people smoke in a day. How _____ cigarettes
many cigarettes a day (do/did) _____
you smoke (when you last _____
smoked regularly)? _____ packs
number

PROBE: IF ANSWERS IN PACKS, ASK: Could you give me the actual number of cigarettes?

Question B7 is asked of all current smokers and those who stopped smoking within the past year. Based on the response to Question B4, select the appropriate phrasing for Question B7 to reflect the respondent's current or former smoking status.

As the question states, we would like to know the number of cigarettes smoked per day. If the respondent gives you the number of cigarettes, record the answer on the cigarette line. If the respondent states that he/she does not smoke every day, etc., mark the "less than one per day" box.

If the respondent answers in a number of "packs" of cigarettes smoked per day, use the probe provided to emphasize the need for a specific cigarette response. In the event that the respondent cannot give an actual number of cigarettes, record the pack answers on the appropriate line and proceed to Question B8.

B8. Was there ever a period when you smoked more than (number in B7) cigarettes a day? 1 () Y 2 () N (B10)

Question B8 asks the respondent to consider whether or not he/she ever smoked more than the number of cigarettes (or packs) reported in Question B7. If the response to Question B7 was a "pack" answer, insert the number of "packs" in Question B8, and do not use the term "cigarettes."

B9. During the period when you were smoking the most, about how many cigarettes a day did you smoke: 00 () less than 1 per day

_____ cigarettes
number

_____ packs
number

Question B9 is asked of persons with a "YES" response in Question B8 AND of persons who last smoked a year or more ago (B5).

Daily smoking levels during periods of peak cigarette smoking will be compared to current daily smoking levels in Question B7. Enter the average number of cigarettes smoked per day during the peak smoking period in the same manner as for Question B7.

IF 1 YEAR OR MORE IN B5, GO TO B14.

B10. What brand of cigarette (do/did) you usually smoke: Brands name(s)

Do not ask Questions B10, B11, B12, and B13 of respondents who last smoked one or more years ago (B5). For these former smokers, skip to Question B14. Questions B10, B11, B12, and B13 are asked only of current smokers and those who stopped smoking within the past year. They refer to the brand smoked the most when the respondent last smoked regularly. The tar, nicotine, and carbon monoxide levels of cigarettes will be determined from the brand and type data obtained in these questions.

If the respondent is a current smoker ask Questions B10, B11, and B12 in the present tense. If the respondent is a former smoker use the past tense version of Questions B10, B11, and B12.

Record the brand name(s) verbatim. If more than two brands are mentioned, note the names of the others in the margin and ask Question B11. If the respondent mentions only one brand refer to the "Cigarette Brand List," SUP-1. If the brand mentioned appears in column "a" of the list, ask B12.

If the respondent says he/she smokes no particular brand (this is often the case with people who do not buy their own cigarettes), probe by asking "Of the brands that you smoke, which brand do you smoke the most?" Enter the response in B11. If the respondent does not give a brand name in response to this probe, enter the answer verbatim in B11. Then skip to Question B14.

IF MORE THAN ONE BRAND, ASK:

B11. Which brand (do/did) you smoke the most? Brand name _____

If the respondent says he/she smoked several brands equally, record the brand mentioned first.

CHECK BRAND LIST, SUP-1
IF BRAND(S) NAMED APPEAR(S) ON LIST,
ASK:

B12. Is that X, Y, or Z? _____
(INCLUDE ALL NAMES FOR THE BRAND)

Refer to the "Cigarette Brand List," SUP-1. If the brand mentioned appears in column "a" of the list, ask B12 inserting the names of all varieties of that brand from column "b". For example, if the respondent says he smokes Kools, ask, "Is that Kool, Kool International, Kool Milds 100, or Kool Super Lights?"

Also refer to the "Cigarette Brand List" when more than one brand is reported in B11, using the brand mentioned first.

-
- B13. What type of cigarettes are the (BRAND) that you (smoke/smoked)?
Are they:
- a. Filter tip or non-filter tip?..... 1()FT 2()NFT 9()DK
 - b. Menthol or plain?..... 1()M 2()P 9()DK
 - c. Hardpack or softpack?... 1()HP 2()SP 9()DK
 - d. Regular, Kingsize, 100 or 120 millimeter?..... 1()R 2()K 3()100 4()120 9() DK
 - e. High, medium, or low tar and nicotine?..... 1()H 2()M 3()L 9()DK
-

When asking Question B13, insert the brand name recorded in B10, or if multiple brands, the name recorded in B11. Use the present or past tense (smoke/smoked) depending on the answer to Question B4.

When asking each part of Question B13, be sure to read each pair of statements together. For example, ask "What type of cigarettes are the Camels that you smoke? Are they filter tip or non-filter tip?"

Record that response and then ask the next set of "type" characteristics. Continue in this manner until each part of Question B13 has been completed, marking only one box for each part.

Do not define, "high, medium or low tar and nicotine" for the respondent. We want to know his/her opinion. If he/she gives you actual tar and nicotine levels, ask again, "Is that high, medium or low tar and nicotine?"

Even though Question B13 refers to a single brand, some respondents might report smoking more than one type of cigarette of the same brand (e.g., both plain "Carltons" and menthol "Carltons"). If this is the case, probe to determine which type the respondent smokes most. Then mark the appropriate box. If the respondent says he/she smokes more than one type of the same brand of cigarette equally, note this answer in the margin. Be sure to indicate to which part of Question 13 (a, b, c, d, or e) the note refers.

-
- B14. Does anyone (else) in your household smoke cigarettes, cigars, or a pipe inside your home? 1 () Y 2 () N
-

This question determines, both for smokers and nonsmokers, whether or not they may be frequently subject to other people's smoke.

If this respondent is a current smoker, insert the word "else" when asking Question B14.

9.6 Reproductive History

This section is for female respondents only. It is the only section in the questionnaire asked of only one sex. It begins with a series of questions to ascertain menstrual history, followed by a set of questions dealing with female surgery, use of birth control pills and pregnancy, and ends with questions on birth defects of children.

Some of these questions may be considered sensitive by some respondents. It is important that you ask these questions in a neutral manner and that you do not convey to the respondent any feeling that you expect her to be offended. If the respondent is hesitant, assure her that the information she provides is confidential and will only be used for statistical purposes.

Throughout this section, we are asking the respondent for detailed information covering long periods of time. This section may require considerable probing. Some general guidelines for obtaining this information are as follows:

- o If the respondent has trouble remembering dates, probe by citing special historical or personal events (see Section 9.2).
- o Obtain as complete and accurate information as possible. If exact dates and treatments cannot be remembered, get as much information as you can.

Also, remember to always ask the respondent to verify the spelling of responses specifying illnesses.

C1. CHECK ITEMS	1 () Female (C2)
	2 () Male (D1)

If the respondent is female, proceed to Question C2. If the respondent is male, skip to Question D1.

The next questions ask about health conditions of females and about birth history.

C2. How old were you when your periods or menstrual cycles started? 00 () haven't started yet (D1)
_____ years old
number

Read the introduction to this section before asking Question C2.

Although this will have been many years ago for older respondents, it is important that you obtain as exact an age as is possible. If she cannot recall her exact age, ask her to give you a "best estimate". The respondent may recall a grade in school or some other event that occurred around that time which will help her remember. Some respondents may remember the age their menstrual periods started in terms of a year. When this occurs, ask her to convert the year to her age at the time her periods began.

Check the box if the respondent has not yet started her period and skip to Question D1.

C3. Have your periods stopped entirely 1 () Y (C5) 2 () N
-- not counting during pregnancy?

We are attempting to find out if the respondent has gone through menopause, either naturally or because of surgery or medical treatment. Menopause and "change of life" are the same thing. If the respondent reports she has irregular bleeding or "spots," she has not gone through menopause. Respondents whose periods have stopped because they are pregnant would answer "No" to this question.

C4. How many days ago did your last period or menstrual cycle end: 000 () having it now } (C8)
_____ days ago
number

Probe to obtain the number of days ago the respondent's last period ended. Have the respondent use the calendar to help count the days. It might be necessary to have the respondent locate the first day of her last period on the calendar, then count through the last day for the respondent, if necessary. Check the box if the respondent is currently having her period. After recording the answer, skip to Question C8.

C5. How old were you when they stopped? _____ years old
number

This is asked only of women whose periods have stopped entirely. Some respondents may remember this by a date or year. If this occurs, help the respondent convert this to an age. If the respondent cannot remember her exact age, obtain a "best estimate".

C6. Have you had a hysterectomy? 1 () Y 2 () N
DEFINE IF NECESSARY:
Removal of uterus?

The surgical removal of the uterus or womb is called a hysterectomy. A tubal ligation would not be counted as a "Yes" response to this question.

C7. How old were you when you had your (hysterectomy/
uterus removed)? _____ years old
number

Obtain as exact an age as possible. If the respondent remembers the operation in terms of a year rather than her age, help her to convert the year to her age at the time she underwent the hysterectomy.

C8. Have you ever had one or both of your ovaries removed (either when you had your uterus removed or at another time)? 1 () Y 2 () N (C11) 9 () DK (C11)

An operation to remove the ovaries is called an oophorectomy. If the ovaries were removed at the same time as a hysterectomy (removal of the uterus) was performed, it would be called a total hysterectomy. It is possible to have both ovaries removed, only one ovary removed, or only part of an ovary removed. If only part of one ovary was removed, check "No", record this information in the margin and skip to Question C11. The removal of one or both ovaries should be considered a "Yes" answer.

C9. Were both ovaries removed or only one? 1 () both
2 () one
9 () DK

C10. How old were you when you had the (ovary/ovaries) removed? _____ years old
number

Question C9 asks if one or both ovaries were removed. C10 asks for the respondent's age at the time the ovary/ovaries were removed.

C11. Have you had a tubal ligation -- that is, an operation to tie, cut or burn your tubes so you couldn't get pregnant? 1 () Y 2 () N (C13) 9 () DK (C13)

C12. How old were you when you had this operation? _____ years old
number

A tubal ligation involves severing, cutting, tying, or blocking of the oviducts, the (fallopian) tubes that run between the uterus and the ovaries. The purpose of the surgery is sterilization.

Obtain as exact an age as possible in Question C12. If necessary, obtain a "best estimate."

C13. Have you ever taken birth control pills? 1 () Y 2 () N (C22)

C14. How old were you when you began taking birth control pills? _____ years old
number

C15. Are you taking birth control pills now? 1 () Y (C18) 2 () N

C16. How long ago did you stop taking them? _____ number { 1 () days
2 () weeks
3 () months
4 () years

Questions C13-C16 may be considered sensitive questions by some women for religious or other reasons. Be prepared to reemphasize the confidentiality of the information and the importance of the information to our research on health.

We are not interested in other methods of contraception, only in the birth control pill.

In Question C13, we are interested in whether the respondent ever took pills, not simply current usage.

Some respondents may have taken birth control pills at several different times in their lives. In Question C14, we are interested in the age of the respondent when she began taking birth control pills for the very first time.

Question C15 is concerned with current use of pills. It should be noted that it is possible for a person to be taking birth control pills after having had a tubal ligation or hysterectomy. Birth control pills are sometimes prescribed to regulate the menstrual cycle or as hormone therapy.

In Question C16, we need to obtain the length of time it has been since the respondent last used birth control pills.

DO NOT READ

C17. Why did you stop taking them:	1 () NORMAL CYCLE (C18) 1 () DEPRESSION 1 () OTHER MENTAL SIDE EFFECTS 1 () PHYSICAL SIDE EFFECTS 1 () PHYSICIAN RECOMMENDATION 1 () OTHER <u>2</u>	} (C22) specify
------------------------------------	--	--------------------

The normal cycle of birth control pill use is to take one pill per day for approximately 21 days, followed by 7 days when no pills are taken. It is possible that a woman in the "no pill" phase of this cycle would incorrectly report in Questions C15 or C16 that she has stopped using birth control pills. However, this is a normal part of birth control pill use and she should be considered as currently using birth control pills.

Question C17 separates women who are current users of birth control pills but have stopped only because of the normal cycle for pill use from those women who have entirely stopped using pills because they were experiencing some physical or mental side effects. Code the respondent's answer according to one of the response categories.

A response which does not fit into one of the first five categories (for example, "I wanted to get pregnant" or "I switched to another birth control method because I thought it would be safer") should be coded as "Other". Record the reason on the line provided.

For respondents who currently stopped due to their normal cycle, continue with Question C18. For all others, skip to Question C22.

C18. SHOW CARD SUP-2, ORAL CONTRACEPTIVES CHART	<div style="text-align: center; border-bottom: 1px solid black; width: 100px; margin: 0 auto;">number</div> Please look at this chart and show me the brand of pills you are using.	999 () DK 777 () Other <u>666</u> <div style="text-align: right;">specify</div>
---	---	---

This question asks for the current brand of pill for the current pill user. Instruct the respondent to carefully and slowly review the Oral Contraceptives Chart, SUP-2. The pill chart shows all pill brands and dosages which are currently available. The numbers listed next to some pill names represent the estrogen dosage.

Since the names and appearances of these pills are, in some cases, very similar, it may be difficult for the respondent to identify her brand of pill. Allow the respondent sufficient time to be certain of her answer.

It is possible that some respondents may be taking birth control pills that are not shown on this chart. If so, record the name and dosage on the "Other specify" line.

Notice that each type of pill shown on the chart has a number listed directly beneath it. When coding a response to C18, this identifying number is to be used. Do not write in the name of the pill. For example, if a respondent reports taking "NORINYL 2mg," Question C18 should be coded a "31". Likewise, a response of "OVULEN-28" is coded as "6".

C19. How long have you been taking this brand of pill? _____ number

}	1 () days
	2 () weeks
	3 () months
	4 () years

In Question C19, encourage the respondent to use the calendar as an aid to answering the question. If the SP has started and stopped using this pill brand several times, ask her to try to subtract out time periods when she did not use this brand pill from her answer. Write the number in the space and check the appropriate box for "days, weeks, months, or years."

C20. Have you taken any other brand in the past year? 1 () Y 2 () N (C22)

C21. What other brands have you taken in the past year? _____ number, _____ number, _____ number

999 () DK

Note the change in reference period with Question C20. The interviewer should emphasize the words "in the past year."

For SP's who have taken only one brand of pill, skip to Question C22. If another brand of pill has been taken, ask Question C21 and record the number for each brand. It is possible that some respondents have taken birth control pills that are not shown on the chart. If so, record the name and dosage in Question C21.

C22. DO NOT ASK IF "Y" IN C3

Have you had a birth control
shot within the last 6 months?

1 () Y 2 () N

Question C22 asks if the respondent has had an injection for contraceptive purposes in the past 6 months. This injection is of a drug which provides contraceptive protection for a three month period. It has not yet been approved for general use by the U.S. Food and Drug Administration. However, a number of trials have been done on the drug in the United States and it is available in 64 other countries, including Mexico. Therefore, if a respondent has had a birth control shot, it would have to have been done in a foreign country or in one of the trials done in the United States.

The birth control shot should not be confused with the "morning-after" pill. This is a contraceptive agent that is prescribed within 72 hours after the occurrence of unprotected intercourse occurring in mid-cycle when the likelihood of pregnancy is high.

Do not ask question C22 if the answer to question C3 is yes.

C23. About how long has it been since you had a Pap smear test for cancer? 99 () DK
98 () never
00 () less than 1 year
_____ years
number

Do not try to explain the test to the respondent. She should recognize the test if she has had it done.

Note, you must record the number of years if it has been more than 1 year since the test. Otherwise, you should check the appropriate CHECK BOX.

C24. About how long has it been since you had your breasts examined by a doctor or other health professional? 99 () DK
98 () never
00 () less than 1 year
_____ years
number

Again, note that you should record the number of years or check the appropriate box.

C25. Have you ever been pregnant? 1 () Y 2 () N (D1)

This includes all pregnancies, regardless of the outcome, i.e., live births, stillbirths, miscarriages, and abortions.

C26. CHECK ITEM:	1 () "Y" in any of C3, C6, or C11 (C29)
REFER TO C3, C6, C9, AND C11.	2 () "Both" in C9 (C29)
MARK FIRST APPLICABLE BOX.	3 () Other (C27)

Here, you are to refer back to answers given in previous questions. Respondents whose periods have stopped entirely (Yes in C3), who have had a hysterectomy (Yes in C6), or a tubal ligation (Yes in C11), or who have had both ovaries removed (Both in C9) are not asked Questions C27 and C28. Rather, they are skipped to Question C29.

Note that if two categories are applicable (e.g., Yes in C3 and Both in C9) you should check the first applicable box.

C27. Are you <u>now</u> pregnant?	1 () Y	2 () N (C29)
C28. Which month of pregnancy are you in?	_____ month number	

In Question C28 we are not interested in completed months of pregnancy. Rather we want to know exactly the month the woman is in. For example, a woman in her fifth month of pregnancy (4½ months pregnant) has completed her fourth month but five is the response to the question. Number of months can be counted different ways. If the respondent asks, you may tell her to count the number of months since the beginning of the last normal menstrual period she had. A normal period is one lasting about the same amount of time and with the same amount of flow as usual. If the respondent is unsure you can as a last resort, try to probe for which trimester she is in, that is, is she less than three months, three to six months, or more than six months pregnant.

C29. IF AGE 60+, SKIP TO C32. OTHERWISE ASK:	
(Besides this pregnancy) Have you been pregnant during the last 12 months?	1 () Y 2 () N (C32)

C30. How many months ago did that pregnancy end?	1 () less than 4 months ago
	2 () 4 mos. - less than 7 mos. ago
	3 () 7 mos. - less than 10 mos. ago
	4 () 10-12 months ago

In Question C29, we are interested in the ending of any pregnancy, whether it ended in a live birth or not. This question is skipped for women age 60+.

In Question C30 you must categorize the respondent's response into one of the four categories provided in the answer box. Thus, if the respondent says her pregnancy ended 5 months ago you check the box beside "4 mos. - less than 7 mos. ago."

C31. Are you now breastfeeding a child? 1 () Y 2 () N

Some women will continue breastfeeding after a child is eating baby food or other solid food. This should be coded as a "Yes" response.

C32. How many times have you been pregnant? Be sure to count all your pregnancies whether they ended in miscarriage, stillbirth, abortion, or live birth. _____ pregnancies
number

Question C32 refers to the total number of pregnancies regardless of outcome. The number of pregnancies is not necessarily equal to the number of births, since some pregnancies may result in multiple births. For example, a pregnancy which resulted in the birth of twins would be counted as one pregnancy. The SP should include a current pregnancy in the response to this question, if appropriate.

Questions C33-C39

Questions C33-C39 ask about specific outcomes of pregnancies. In each question the respondent is asked for the total number of pregnancies or births she had which resulted in a particular outcome. If none of her pregnancies resulted in the outcome, check the box beside the word "none."

C33. What is the total number of miscarriages you have had? 00 () none
_____ miscarriages
number

A miscarriage is defined as the spontaneous expulsion of the fetus before the woman has been pregnant 7 months. It may also be referred to as a spontaneous abortion. A miscarriage of a multiple pregnancy is counted as only one miscarriage.

C34. What is the total number of stillbirths you have had? 00 () none
_____ stillbirths
number

A stillbirth is defined as a child born dead after the woman has been pregnant 7 months or more. If the respondent had multiple stillbirths from one pregnancy, count these as separate stillbirths.

C35. What is the total number of live births you ever had? 00 () none (D1)
01 () one live birth (C36)
_____ live births (C38)
number

Live births are defined as those in which the baby is born with any signs of life. If the baby dies shortly after birth, this still should be counted as a live birth. In this question count all live births. Thus, if a pregnancy resulted in twins, count that as two live births.

If the respondent had one live birth, check the appropriate box and go to Question C36. If she had more than one live birth, you should record the number of live births on the line and skip to Question C38.

C36. Did this child weigh less than 5½ pounds (2500 grams) at birth: 1 () Y 2 () N 9 () DK

C37. Was this child born with any physical or mental problem or defect? 1 () Y (C40) 2 () N (D1)

C38. How many of your children (who were born alive) weighed less than 5½ pounds (2500 grams) at birth? 00 () none
_____ children
number

C39. How many of your children (who were born alive) were born with any physical or mental problem or defect? 00 () none (D1)
_____ children
number

Question C36-C39 are concerned only with live births. If in Question C34, the respondent reported having had one or more stillbirths, read the phrase in parenthesis in Questions C38 and C39.

Questions C36 and C37 are asked of women who reported only one live birth in C35. Women who reported more than one live birth in C35 are asked Questions C38 and C39.

C40. Now I will ask about the kinds of problems your (child/children) had at birth. Please tell me the name(s) of your (child/children) who (was/were) born with a problem (starting with the first child born with a problem).

LIST NAMES OF CHILDREN BELOW.

Did --'s problem or defect involve (his/her) -

READ LIST, MARK RESPONSE FOR EACH CATEGORY FOR FIRST CHILD. THEN, IF ANOTHER CHILD WITH A PROBLEM, SAY:

Now think about (INSERT NAME OF (SECOND/...) CHILD WITH PROBLEM). Did this child's problem or defect involve (his/her) -

Did --'s problem or defect involve (his/her)	First or only Child with problem			Second child with problem			Third child with problem		
	name			name			name		
heart?	1()Y	2()N	9()DK	1()Y	2()N	9()DK	1()Y	2()N	9()DK
eyes?	1()Y	2()N	9()DK	1()Y	2()N	9()DK	1()Y	2()N	9()DK
ears?	1()Y	2()N	9()DK	1()Y	2()N	9()DK	1()Y	2()N	9()DK
mouth or throat?	1()Y	2()N	9()DK	1()Y	2()N	9()DK	1()Y	2()N	9()DK
stomach or intestines?	1()Y	2()N	9()DK	1()Y	2()N	9()DK	1()Y	2()N	9()DK
kidneys or urinary system?	1()Y	2()N	9()DK	1()Y	2()N	9()DK	1()Y	2()N	9()DK
muscles, bones, or joints?	1()Y	2()N	9()DK	1()Y	2()N	9()DK	1()Y	2()N	9()DK
brain or nervous system?	1()Y	2()N	9()DK	1()Y	2()N	9()DK	1()Y	2()N	9()DK

Question C40 is asked only of respondents who stated in Question C37 or C39 that they had children born with physical or mental problems or defects

If the respondent had more than one child with problems at birth, read the sentence in parenthesis: (Starting with the first child born with a problem). For each child born with a problem, write his/her name at the top of the column, starting with the first child born with a problem, then the second, etc.

Remember to read down through the entire list of problem categories for each child before going on to the next child. Record a "Yes," "No," or "Don't Know" for each area of the body by placing a check in the appropriate box. Do not attempt to explain these terms. If the respondent's child has had problems involving any of the areas, she is likely to know it. A yes or no box must be checked for each part of the body listed. You must ask the entire question, even if the SP volunteers an answer.

Note that there is space to record information on three children. If there were more than three children born with problems you should use continuation sheets to record the information on the additional children.

9.7 Alcohol Consumption

The alcohol consumption section provides information on the respondent's alcoholic beverage consumption pattern. Questions D2 through D7 distinguish among current drinkers, current abstainers who consumed alcoholic beverages in the past and current abstainers who have never had a pattern of alcohol consumption. Questions D8 through D31, administered to current drinkers only, ask about consumption of specific types of alcoholic beverages. Questions D32 through D50 ask the same questions of those who currently abstain but did not drink within the past year. Questions D51 through D63 are asked of both current drinkers and current abstainers who did drink within the past year. Finally, Questions D64 through D73 are administered to current abstainers whose last drink occurred one or more years before the interview.

In order to ask some of the questions in the alcohol consumption section you will be required to refer back to answers given to earlier questions in the section. For example, D21 Check Item instructs you to refer back to Questions D9, D13, and D17 for the number of days during a four week reference period the respondent drank beer, wine, and/or liquor. If the respondent drank only one beverage type, you ask Question 24. If the respondent drank every day during the four week period, you also ask D24. For any other combination (i.e., the SP drank more than one beverage type and/or less often than every day), you ask Question D22. Sometimes you may have to refer back to several questions and compare the answers. While this process may seem awkward and slow at first, with practice it will go much more smoothly. If a respondent expresses impatience, explain that the process will ensure that you do not ask him/her any unnecessary questions and will save time in the end.

Many questions in this section deal with respondents' alcohol consumption during a four-week reference period. For respondents who currently drink, this reference period is the four-week period ending on the Sunday before the interview. For persons who currently abstain from drinking but have drunk in the past, the reference period is four weeks prior to the date they had their last drink.

You will have provided the respondent with a calendar at the start of the interview. The four-week reference period ending the Sunday before the

interview will be outlined in red. Instruct the respondent to use the calendar as a reference whenever a question refers to that reference period or another time period. Make sure the respondent is looking at the correct time period by stating the starting and ending dates of the period for the respondent.

Since the reference period will change each week, your supplies will include enough calendars for the duration of the stand. It is your responsibility to make certain that you obtain the correct calendar each week.

D1. I would like to talk to you about drinking alcoholic beverages. Alcoholic beverages include liquor such as whiskey, rum, gin, vodka or tequila, or beer, or wine.

D2. In your entire life have you had at least 12 drinks of any kind of alcoholic beverage? 1 () Y 2 () N (D4)

D1 is a statement that introduces this section of the questionnaire.

In Question D2, we are interested in whether the respondent has had 12 or more drinks of alcoholic beverages in his/her entire lifetime. As explained in D1, the term "alcoholic beverages" includes liquor, beer or wine.

D3. In any one year have you had at least 12 drinks of any kind of alcoholic beverage? 1 () Y (D5) 2 () N

Note the change in time frame between Questions D2 and D3. D2 refers to "your entire lifetime" while D3 refers to "any one year".

D4. DO NOT READ

What is your main reason for not drinking?	1 () NO NEED/NOT NECESSARY	} (E1)
	2 () DON'T CARE FOR/DISLIKE IT	
	3 () MEDICAL/HEALTH REASONS	
	4 () RELIGIOUS/MORAL REASONS	
	5 () BROUGHT UP NOT TO DRINK	
	6 () COSTS TOO MUCH	
	7 () FAMILY MEMBER ALCOHOLIC	
	8 () INFREQUENT DRINKER	
	9 () OTHER	
	10 _____	

specify

This question is asked only of those who have not had at least 12 drinks of alcoholic beverage in their entire life or have not had at least 12 drinks in any one year.

If the respondent gives you more than one reason, probe to determine which reason is the most important one.

D5. Not counting small tastes, how old were you when you started drinking alcoholic beverages? _____ years old
number

In some families, children are allowed small sips of wine or other alcoholic beverages occasionally even when they are quite young. This question refers to drinking alcoholic beverages other than these "small tastes." If the respondent cannot recall his/her exact age, ask for a "best estimate."

HAND CALENDAR CARD.

D6. Did you have a drink during the period outlined in red? 1 () Y (D8) 2 () N

Questions D6 and D8 through D31 ask about events occurring during the four-week reference period. This four-week period refers to the four weeks ending on the Sunday before the interview.

You will have two calendars, one for yourself and one for the respondent, that have the four-week reference period outlined in red. This will make it easier for the respondent to focus on the time period we are asking about.

If the respondent reports having a drink during the reference period, skip to Question D8. If not, proceed to Question D7.

D7. When was your last drink?
ENTER DATE AND CHECK BOX

_____/_____/_____
Month Day Year

1 () before 4-week reference period, less than 1 year from end of reference period (D32)

1 () 1 or more years ago from end of reference period (D64)

Encourage the respondent to use the calendar as an aid in recalling the date of his/her last drink. Record the date using two digits for the month, two for the day, and two for the year. Check the appropriate box in Question D8, using your calendar to determine in which response category the

date falls. If the date was before the end point of the reference period (i.e., the Sunday prior to the date of the interview) but less than one year from the end of the reference period, check the top response category. If the date was one year or more before the end point of the reference period, code the lower response box.

Note the skip pattern. If the first response category is coded, skip to Question D32. If the second box is coded, proceed to Question D64.

D8. During that period, when _____ / _____ / _____
did you last have a drink? mo. day yr.

Question D8 is asked of respondents who reported in D6 having had a drink during the four-week reference period. Record the date using two digits for the month, two for the day and two for the year.

Questions D9 through D20

Questions D9 through D20 ask separately about consumption of particular kinds of alcohol -- beer, wine, and liquor. They are asked of respondents who reported in Question D6 and D8 having had a drink during the four week reference period. Instruct respondents to refer to the calendar when answering these questions and encourage them to take their time and answer carefully.

D9. Let's talk about the 4 weeks outlined in red. 00 () none or never (D13)
During that 4-week period, _____ days
on how many days did you _____
drink any beer? number

This question is concerned with beer consumption during the four weeks ending on the Sunday before the interview.

Note, the question is concerned with the number of separate days the respondent drank beer. If the respondent reports he/she drank no beer during this four-week period, check "none" and skip to Question D13.

D10. During that 4-week period, on _____ beers
the day(s) when you drank beer _____
about how many beers did you _____
drink a day? number

In this question, the interviewer must choose between the word "day" or "days" depending on the response to Question D9.

Note, this question is concerned with the typical number of beers consumed on a day when the respondent drank beer. We are concerned here with the respondent's usual drinking pattern. For example, if the respondent usually had two drinks each day except for one Saturday night when he/she had 10 drinks, then the correct response to this question would be two drinks since this is the respondent's usual pattern. Remember, we are not looking for an average number of drinks, that is, we do not want the respondent to count up all the drinks he/she had for four weeks and divide by 28 days.

D11. During those four weeks _____ beers
what was the total number _____
of beers you drank? number

This question is concerned with the total number of beers the respondent drank over the entire four-week period. You may have to help the respondent add up the total number of drinks.

D12. How many ounces were in a _____ ounces
typical can or bottle or _____
glass that you drank during number
that period.

Note, we are interested in the number of ounces in the container from which the respondent usually drank beer during the four-week period. If the respondent does not know the exact amount, ask him or her to estimate the amount as best he/she can. You may use the following guidelines to help the respondent calculate the number of ounces:

Regular beer can = 12 oz.

Small beer can, sometimes called a "pony" = 7 oz.

Pint of beer = 16 oz.

Quart of beer = 32 oz.

D13. During that 4-week period, _____ 00 () none or never (D17)
on how many days did you _____
drink any wine? number days

D14. During that 4-week period, _____ glasses
on the day(s) when you _____
drank wine, about how many number
glasses of wine did you drink
(a day)?

-
- D15. During those four weeks, what was the total number of glasses of wine that you drank? _____ glasses
number
-
- D16. How many ounces were in a typical glass that you drank during that period? _____ glasses
number
-

Questions D13 through D16 ask about wine consumption. They are exactly like Questions D9 through D12 on beer consumption except that they refer to glasses of wine. If the response given is in "bottles" of wine, probe to convert it to a "glasses" response.

In Question D16, you may use the following guidelines to help the respondent calculate the number of ounces: a "typical" glass of wine contains 4 ounces.

Again note, we are concerned with the four-week period ending on the Sunday before the interview and we are looking for the usual pattern of drinking. (See specifications for D9-D12.)

-
- D17. During that 4-week period, on how many days did you drink any liquor such as whiskey, rum, gin, vodka or tequila. 00 () none or never (D21)
_____ days
number
-
- D18. During that 4-week period, on the day(s) when you drank liquor, such as whiskey, rum, gin, vodka, or tequila, about how many drinks did you have a day? _____ drinks
number
-
- D19. During those four weeks, what was the total number of drinks of liquor you drank? _____ drinks
number
-

Question D17 through D20 ask the same series of questions that were asked in D9 through D12 on beer and D13 through D16 on wine; however, the focus in these questions is on liquor consumption.

Note that examples of liquor "such as whiskey, rum, gin, vodka or tequila" are given in Questions D17 and D18 to help the respondent understand what is included in the term.

Again, we are concerned with the same four-week period as in Questions D9 through D16. And, as before, "typical" refers to the respondent's usual pattern of drinking. (See specifications for Questions D9 through D12.)

D20. How many ounces of liquor were _____ ounces
in a typical glass that you _____
drank during that period? number

A mixed drink purchased in a bar or restaurant usually contains one ounce of liquor (unless it is a "double"). A mixed drink prepared at home usually contains slightly more liquor, approximately 1½ ounces.

D21. CHECK ITEM: REFER TO 1 () only one beverage type (D24)
QUESTIONS D9, D13, AND 2 () drank every day (D24)
D17 AND MARK APPROPRIATE 3 () other (D22)
BOX(ES).

In D21 CHECK ITEM you must refer back to Questions D9, D13, and D17, the questions on the number of days during the four-week period the respondent drank liquor, wine, or beer.

If the respondent drank only one beverage type during this period, that is, for example, he/she drank wine but not beer or liquor, skip to Question D24.

Also, if the respondent drank some type of alcoholic beverage every day during the four-week period, that is, "28" is entered in the answer blank in either D9, D13, or D17, skip to Question D24.

In all other cases, that is, the respondent consumed more than one beverage type or drank less than every day in the four-week period, ask Question D22.

D22. I have asked you about beer, wine, and liquor
separately. Now I want you to think about
them combined.

D23. During those 4 weeks 01 () one day only (D29)
outlined in red, on how OR
many days altogether did
you drink any kind of
alcoholic beverage, that _____ days
is, beer, or wine, or liquor? number

Questions D22 and D23 ask these respondents to consider all the different kinds of alcoholic beverages he/she drank during the four-week period and to determine how many days he/she drank any kind of alcoholic beverage at all.

Note that since the respondent stated in D6 that he/she had at least one drink during this time period, the answer to Question D23 cannot be "0". Instruct the respondent to use his/her calendar as a memory aid.

If the respondent says that he/she only drank one day during the 4 weeks in response to Question D23, check the box and skip to Question D29.

Questions D24 through D28

Questions D24 through D28 are concerned with the largest number of alcoholic beverages the respondent drank during the four-week period. Again, "any kind of alcoholic beverage" refers to all types of alcoholic beverages considered together.

You will note that Questions D25 through D28 switch back and forth between asking about numbers of days and numbers of drinks. You must read the questions slowly and emphasize whether you are asking for days or drinks to ensure that the respondent understands. Further, while each of these questions asks for new information, they tend to sound repetitive and the respondent may become confused and feel you are asking the same question over and over. Remember: (1) D25 asks for the number of days the respondent drank more than the amount reported for any one beverage type, (2) D26 asks for the largest number of drinks consumed on any of those days, (3) D27 asks the number of days the largest amount was consumed, and (4) D28 asks the number of drinks consumed on the one day that the largest amount was consumed. D-28 is asked only of those who answer "one day" to D25.

D24.	During those 4 weeks, did you have more than (<u>largest number in D10, D14, or D18</u>) drinks of <u>any</u> kind of alcoholic beverage on a single day?	1 () Y	2 () N (D29)
------	---	---------	---------------

To ask Question D24 you must refer back to Questions D10, D14, and D18 which ask about the number of drinks of beer, wine, or liquor the respondent consumed in a typical day. In Question D24, which is concerned with whether the respondent ever had more drinks in one day than the daily amounts reported for each specific beverage, you must fill in the blank with the largest of the numbers from D10, D14, and D18. For example, if the respondent reported in Question D10 that he/she typically drank 2 beers, in Question D14 that he/she typically consumed 3 glasses of wine, and in D18 that he/she usually consumed 1 drink of liquor, Question D24 would read: "During these four weeks, did you have more than 3 drinks of any kind of alcoholic beverage on a single day?"

D25. During those 4 weeks, on how many days did you have more than (largest number in D10, D14, or D18) drinks of any kind of alcoholic beverage, that is, beer, wine or liquor? 01 () one day only (D28)
_____ days
number

Question D25 asks the number of days the respondent consumed more drinks than the largest amount reported in D10, D14, or D18. If the respondent reports he/she drank more on one day only, check the box and skip to Question D28.

Encourage the respondent to use the calendar as a memory aid.

D26. What was the largest number of drinks you had on any one of those days? _____ drinks
number

Question D26 asks the largest number of drinks the respondent consumed during the entire four-week period on any one day. Remember that this question is concerned with all types of alcoholic beverages considered together.

D27. On how many days during those 4 weeks did you have (number in D26) drinks? _____ days (D29)
number

This question is concerned with the number of days the respondent consumed the number of drinks reported in D26. Again, encourage the respondent to use the calendar.

After recording the answer to D27, skip to Question D29.

D28. How many drinks did you have on that day? _____ drinks
number

This question is asked only of people who reported in D25 that they drank more than was reported for any one beverage type on one day only. Again we are interested in all beverage types combined.

D29. Was your drinking during those four weeks typical of your drinking over the past 12 months? 1 () Y (D31) 2 () N

This question asks the respondent to compare his/her drinking for the last four weeks with his/her drinking pattern over the past 12 months.

As in previous questions, "typical" refers to the respondent's usual pattern.

D30.	Did you drink more or less than usual during those 4 weeks?	<div style="display: flex; justify-content: space-between; align-items: center;"> 1 () more } (D51) </div> <div style="display: flex; justify-content: space-between; align-items: center;"> 2 () less } </div>
------	---	---

This question is concerned with whether the respondent drank more or less during the four-week period than he/she did during the rest of the year and is asked only of respondents who answer "No" to Question D29.

After recording the answer, skip to Question D51.

D31.	For how many years has this been typical of your drinking?	<div style="display: flex; justify-content: space-between; align-items: center;"> _____ years (D51) </div> <div style="display: flex; justify-content: space-between; align-items: center;"> number </div>
------	--	--

For those who reported in D29 that their current drinking was typical of the last 12 months, D31 asks for the total number of years this pattern has been typical. If the respondent answers less than one year, record "0" on the line and record the response verbatim in the space under the line.

After recording the answer, skip to Question D51.

Questions D32 through D50

Questions D32 through D50 are asked of respondents who reported in D7 that their last drink of an alcoholic beverage was before the four-week reference period ending the previous Sunday but within the past twelve months. These respondents were not asked Questions D9 through D31 but rather were skipped to Question D32.

D32.	Let's talk about the 4-week period ending the day you had your last drink. During those 4 weeks, on how many days did you drink any beer?	<div style="display: flex; justify-content: space-between; align-items: center;"> 00 () none or never (D36) </div> <div style="display: flex; justify-content: space-between; align-items: center;"> _____ days </div> <div style="display: flex; justify-content: space-between; align-items: center;"> number </div>
------	---	--

D33.	During that 4-week period, on the day(s) when you drank beer, about how many beers did you drink a day?	<div style="display: flex; justify-content: space-between; align-items: center;"> _____ beers </div> <div style="display: flex; justify-content: space-between; align-items: center;"> number </div>
------	---	--

-
- D34. During those four weeks, what was the total number of beers you drank? _____ beers
number
-
- D35. About how many ounces were in a typical can or bottle or glass of beer that you drank during that period? _____ ounces
number
-
- D36. During those 4 weeks, on how many days did you drink any wine? 00 () none or never (D40)
_____ days
number
-
- D37. During that 4-week period, on the day(s) when you drank wine, about how many glasses of wine did you drink a day? _____ glasses
number
-
- D38. During those four weeks, what was the total number of glasses of wine that you drank? _____ glasses
number
-
- D39. About how many ounces were in a typical glass that you drank during that period? _____ ounces
number
-
- D40. During those 4 weeks, on how many days did you drink any liquor, such as whiskey, rum, gin, vodka or tequila? 00 () none or never (D44)
_____ days
number
-
- D41. During that 4-week period, on the day(s) when you drank liquor, such as whiskey, rum, gin, vodka, or tequila, about how many drinks did you have a day? _____ drinks
number
-
- D42. During those four weeks, what was the total number of drinks you had? _____ drinks
number
-
- D43. About how many ounces of liquor were in a typical drink you had during that period? _____ ounces
number
-

Questions D32 through D43 are similar to Questions D9 through D20, that is, they ask about patterns of consumption for specific types of alcoholic beverages -- beer, wine, and liquor. The only difference is that Questions D32-D43 refer to the four weeks before the respondent had his/her last drink rather than four weeks ending on the Sunday before the interview.

Since the period being considered may have occurred up to one year ago, the respondent may have some difficulty remembering specific amounts and numbers of days. Encourage respondents to take their time and to use the calendar as a memory aid. If needed, use the suggestions in the section of this manual entitled Helping the Respondent Remember Events that Occurred in the Past to help the respondent remember events which occurred some time ago.

Refer to the specifications for Questions D9 through D20 for detailed specifications on Questions D32 through D43.

D44. CHECK ITEM: REFER TO QUESTIONS D32, D36, AND D40 AND MARK FIRST APPROPRIATE BOX.	1 () only one beverage type (D47) 2 () drank every day (D47) 3 () other (D45)
---	--

D44 CHECK ITEM is similar to D21 CHECK ITEM. You must refer to the number of days the respondent drank beer (D32), wine (D36), and liquor (D40). If only one beverage type was consumed, you skip to Question D47. If the respondent drank every day in the four-week period, also skip to Question D47. For all other respondents, proceed to Question D45.

D45. I have asked you about beer, wine, and liquor separately. Now I want you to think about them combined.

D46. During those 4 weeks, on how many days altogether did you drink any kind of alcoholic beverage, that is, beer, or wine, or liquor?	01 () one day only OR _____ days number
---	---

Questions D45 and D46, like Questions D22 and D23, ask respondents to consider all the different kinds of beverages he/she drank during a four-week period (in this question, the four weeks before his/her last drink) and to determine how many days during that period he/she drank any kind of alcoholic beverage. Again, encourage the respondent to use the calendar as a memory aid.

D47. Was your drinking during those 4 weeks typical of your drinking during the 12 months before your last drink? 1 () Y (D49) 2 () N

D48. Did you drink more or less than usual during those 4 weeks? 1 () more (D50)
2 () less

Questions D47 and D48 are the same as Questions D29 and D30, respectively. Again, typical refers to the respondent's usual pattern.

D49. For how many years did you drink the same as you did in the 4 weeks before your last drink? _____ years
number

This question is concerned with the number of years the drinking pattern described in Questions D32 through D43 has been typical of the respondent's drinking. It is the same as Question D31. As in D31, if the response given is less than one year, record "0" and write the response verbatim in the space below the answer line.

DO NOT READ

D50. What is your main reason for not drinking since (date in D7)?

- 1 () NO NEED/NOT NECESSARY
- 2 () DON'T CARE FOR/DISLIKE IT
- 3 () MEDICAL/HEALTH REASONS
- 4 () RELIGIOUS/MORAL REASONS
- 5 () ALCOHOLIC/DRINKING PROBLEM (SELF)
- 6 () COSTS TOO MUCH
- 7 () FAMILY MEMBER AN ALCOHOLIC OR PROBLEM DRINKER
- 8 () INFREQUENT DRINKER
- 9 () OTHER
- 10 _____
specify

In this question we are interested in the reason the respondent is not currently drinking. Note that, again, you must insert the date from D7 in the blank. You must classify the respondent's answer into one of the 8 categories given in the answer column; if none of the categories apply, check the "other" box and specify the reason on the line provided. If the respondent mentions more than one reason, probe to determine the most important one.

D51. Now think back over the 12-month period before your last drink. In how many of those months did you have at least one drink of any alcoholic beverage, that is, either beer or wine or liquor? _____ months
number

Questions D51 through D63 are asked of both current drinkers and current abstainers who did drink within the past year. Note that the time period we are concerned with is the 12-month period before the respondent's last drink. Question D51 asks in how many of those twelve months did the respondent have at least one drink of any alcoholic beverage.

D52. During those months, on how many days did you have 9 or more drinks of any alcoholic beverage? _____ days
number

This question asks the number of days the respondent consumed a specific number of drinks -- 9 drinks or more -- during the 12-month period. We are interested in 9 or more drinks of any kind of alcoholic beverage including either beer, wine, or liquor or all three. Encourage the respondent to use the calendar as a memory aid.

D53. On how many days did you have at least 5 drinks of any alcoholic beverage? _____ days
number

In this question we are interested in the total number of days the respondent consumed 5 or more drinks during the 12-month period. Note that the respondent should include in this total the number of days he/she reported consuming 9 or more drinks in Question D52. Thus, if the respondent reported drinking 9 or more drinks on 10 days in Question D52, the answer to D53 would equal at least 10 plus the number of days the respondent drank from 5 to 9 drinks.

D54. The next few questions are about drinking during your lifetime beginning with the age you started drinking and ending with your last drink.

Was there ever a period in your life when you considered yourself a heavy drinker? 1 () Y 2 () N (D57)

The time frame again changes for Questions D54 through D63. Here, the time frame encompasses the respondent's entire drinking history starting with the age he/she started drinking and ending with his/her last drink. For older respondents, this may cover many years. Encourage respondents to think carefully in order to obtain an accurate response.

In Question D54, we are asking respondents whether or not there was ever a period when they considered themselves to be a heavy drinker. Do not define "heavy" for the respondent. We are interested in what they consider to be heavy.

If respondent answers "No," skip to Question D57.

D55.	How many years were you a heavy drinker?	<u> </u> years number
------	--	-----------------------------------

D56.	When you were a heavy drinker, how many drinks of alcoholic beverages did you have in a typical week?	<u> </u> drinks number
------	---	------------------------------------

In Question D55, enter the number of years. If less than one year, enter "0" on the line and record verbatim in the space below the answer line.

Question D56 is concerned with the number of alcoholic drinks consumed in a typical week when the respondent considered himself/herself a heavy drinker. We are interested in the respondent's usual drinking pattern. For example, if a respondent answers that he/she would normally drink approximately 30 drinks per week but that there were two weeks when he/she consumed more than 30 drinks, the answer to D56 would be 30 drinks.

Some respondents may answer in terms other than a number of drinks, "3 six-packs of beer" or "2 quarts of whiskey," for example. Probe to get the answer in terms of the number of drinks during a typical week.

D57.	Was there ever a period in your life when you considered yourself to be a moderate drinker?	1 () Y 2 () N (D60)
------	---	--------------------------

D58.	How many years were you a moderate drinker?	<u> </u> years number
------	---	-----------------------------------

D59.	When you were a moderate drinker how many drinks of alcoholic beverages did you have in a typical week?	<u> </u> drinks number
------	---	------------------------------------

Question D57 through D59 are exactly the same as Questions D54 through D56. However, in this series we are asking respondents if they ever considered themselves to be moderate drinkers. As before, do not define "moderate" for the respondent, and note the time frame we are concerned with. (See specifications for D54 through D56).

D60.	Was there ever a period in your life when you considered yourself to be a light drinker?	1 () Y	2 () N (D63)
D61.	How many years were you a light drinker?	_____	years number
D62.	When you were a light drinker, how many drinks of alcoholic beverages did you have in a typical week?	_____	drinks number

Questions D60 through D62 are, again, the same as Questions D54 through D56 except that respondents are asked if they ever considered themselves to be light drinkers. Do not define the term "light" and emphasize the time frame. (See specifications for D54 through D56).

D63.	Do you now consider yourself to be a light, moderate, or heavy drinker?	1 () abstainer 2 () light 3 () moderate 4 () heavy	} (E1)
------	---	---	--------

Note that the question does not include "abstainer" as a choice, although it is included as an answer category. This is because the respondent has already said he/she drinks at least 12 drinks in any one year. Some respondents, however, may volunteer that currently they abstain from drinking alcohol. If so, check the "abstainer" box.

Do not define "light, moderate, or heavy drinker" to the respondent; we are interested in whatever the respondent considers these terms to mean.

Questions D64 through D73

Questions D64 through D73 are asked of respondents who reported in Question D7 that their last drink was one or more years from the end of the reference period. They were not asked Questions D58 through D63. Rather, they were skipped to Question D64.

D64. The next few questions are about drinking during your lifetime beginning with the age you started drinking and ending with your last drink.

Was there ever a period in your life when you considered yourself to be a heavy drinker? 1 () Y 2 () N (D67)

D65. How many years were you a heavy drinker? _____ years
number

D66. When you were a heavy drinker, how many drinks of alcoholic beverages did you have in a typical week? _____ drinks
number

D67. Was there ever a period in your life when you considered yourself to be a moderate drinker? 1 () Y 2 () N (D70)

D68. How many years were you a moderate drinker? _____ years
number

D69. When you were a moderate drinker, how many drinks of alcoholic beverages did you have in a typical week? _____ drinks
number

D70. Was there ever a period in your life when you considered yourself to be a light drinker? 1 () Y 2 () N (D73)

D71. How many years were you a light drinker? _____ years
number

D72. When you were a light drinker, how many drinks of alcoholic beverages did you have in a typical week? _____ drinks
number

Questions D64 through D72 are exactly the same as Questions D54 through D62. Emphasize the time frame and encourage respondents to carefully consider their responses. Again, do not define the terms "light, moderate, or heavy" for the respondent as we are interested in what he/she considers these to mean.

DO NOT READ

- D73. What is your main reason for not drinking since (date in D7)?
- 1 () NO NEED/NOT NECESSARY
 - 2 () DON'T CARE FOR/DISLIKE IT
 - 3 () MEDICAL/HEALTH REASONS
 - 4 () RELIGIOUS/MORAL REASONS
 - 5 () ALCOHOLIC/DRINKING PROBLEM (SELF)
 - 6 () COSTS TOO MUCH
 - 7 () FAMILY MEMBER AN ALCOHOLIC OR PROBLEM DRINKER
 - 8 () INFREQUENT DRINKER
 - 9 () OTHER
- 10
specify
-

In this question we are interested in the reason the respondent is not currently drinking. Note that, again, you must insert the date from D7 in the blank. You must classify the respondent's answer into one of the 9 categories given in the answer column; if none of the categories apply, check the "other" box and specify the reason on the line provided. If the respondent mentions more than one reason, probe to determine the most important one.

9.8 Drug Abuse

E1. INTRODUCTION.

Now I have some questions about pills and other drugs you may have used.

SHOW CARD SUP-4, SEDATIVE CHART.

Please have a good look at all of the pills on this card. These pills are barbiturates and other sedatives.

PAUSE WHILE RESPONDENT LOOKS AT CARD.

Sometimes doctors prescribe these pills to calm people down during the day or to help them sleep at night. But besides the medical uses, people sometimes take these pills on their own, to help them relax, or just to feel good.

E2. Did you ever take any of these kinds of pills just to see what it was like and how it would work? 1 () Y 2 () N 9 () DK

E3. Did you ever take any of these kinds of pills just to enjoy the feeling they give you? 1 () Y 2 () N 9 () DK

Questions E1 through E6 are concerned with nonmedical uses of two categories of prescription drugs: sedatives and barbiturates.

You will be given a card with pictures of all available barbiturates and other sedatives. Have the respondent look at the card while you are asking these questions.

There is no need to explain "nonmedical" to a respondent unless he or she asks what you mean. If you need to explain, tell respondent that nonmedical use means:

- o A use other than that for which the drug is intended (like just to see how it feels);
- o A use in excess of what was intended; or
- o Using a pill when you did not get it from a doctor's prescription which was written for you.

E4. Did you ever take any of these pills for some other nonmedical reason, and not because you needed it? 1 () Y 2 () N 9 () DK

Remember a "nonmedical" reason includes taking pills prescribed for someone else.

E5. CHECK ITEM 1 () "N" or "DK" in E2, E3, AND E4 (E7)
2 () Other (E6)

If respondent answered "NO" or "DON'T KNOW" to Questions E2, E3, and E4, skip to Question E7. If respondent answered "YES" to one or more of the items, ask Question E6.

E6.	When was the most recent time you took any of these for nonmedical reasons?	1 () within the past week 2 () within the past month 3 () within the past 6 months 4 () 6 months to a year ago 5 () more than a year ago 6 () more than two years ago 7 () more than 5 years ago 9 () DK
-----	---	---

This question is concerned with the last time the respondent took any of the pills on the Pill Card for nonmedical reasons. Emphasize "nonmedical reasons" since the respondent may have taken these drugs under doctor's orders.

Record the response verbatim in the margin. Then check the response category which is closest to the answer and which includes the answer. For example, if the respondent answers "3 weeks ago," check the box next to "within the past month." This is the response category that is both closest to and inclusive of the respondent's answer.

A response of "5 weeks ago" is coded as "within the past six months." Although the response "within the past month" is closer, it does not include "5 weeks ago."

Similarly, if a respondent tells you "15 years ago," check the box for "more than 5 years ago." All of the last 3 response categories include "15 years ago." However, "more than 5 years ago" is the closest response category.

E7.	How old were you when you first had a chance to try marijuana or hash if you wanted to?	<div style="text-align: right; margin-right: 20px;">_____ years old</div> <div style="text-align: center; margin-right: 20px;">number</div> 99 () DK 00 () never had chance (E12)
-----	---	--

This question is concerned with the age of the respondent when he/she had his/her first opportunity to try marijuana or hash if he/she wished to. Note that we are not asking if he/she actually did try marijuana or hash, only his/her age when he/she first had the opportunity to use them.

Older respondents may have difficulty in remembering the exact age when they first had the chance to try marijuana or hash. Encourage them to take their time and to be as exact as possible. For example, if the respondent says, "I was about 14 or 15," probe to determine the exact age by asking "Were you closer to 14 or 15?" If the respondent cannot recall his/her exact age, ask for a "best estimate."

-
- E17. When was the most recent time that you used one of these inhalants to get high or to feel good?
- 1 () within the past week
 - 2 () within the past month
 - 3 () within the past 6 months
 - 4 () 6 months to a year ago
 - 5 () more than a year ago
 - 6 () more than two years ago
 - 7 () more than 5 years ago
 - 9 () DK
-

We are interested in the most recent or last time the respondent used one of these inhalants. Record the respondent's answer verbatim in the margin. (See specifications for Question E6 for coding the applicable response category.)

-
- E18. How old were you when you first had a chance to try cocaine if you wanted to? _____ years old
- number
- 99 () DK
 - 00 () never had a chance (F1)
-

Obtain as exact an age as possible. Again, we are concerned with the respondent's first opportunity to try cocaine, not in whether he/she actually tried it.

-
- E19. About how old were you the first time you tried cocaine? _____ years old
- number
- 99 () DK
 - 00 () never used (F1)
-

Here, we are interested in the exact age of the respondent when he/she first tried cocaine. Again, obtain as exact an age as possible and, if necessary, ask for a "best estimate."

If the respondent reports never having used cocaine, check "never used" and skip to Question F1.

-
- E20. When was the most recent time that you used cocaine?
- 1 () within the past week
 - 2 () within the past month
 - 3 () within the past 6 months
 - 4 () 6 months to a year ago
 - 5 () more than a year ago
 - 6 () more than two years ago
 - 7 () more than 5 years ago
 - 9 () DK
-

We are interested in the most recent or last time the respondent used cocaine. Record the respondent's answer verbatim in the margin. (See specifications for Question E6 for coding the applicable response category.)

9.1 Diagnostic Interview Schedule (DIS)

Organization of the DIS

The DIS is designed to provide information on the prevalence of depression within the Hispanic population. The section is composed of three series of questions. The first series (Questions F1-F17) asks whether or not the respondent has experienced specific symptoms which may be related to depression. For each symptom the respondent has experienced, you will probe to determine if the symptom was the result of physical illness, injury, medication, drugs, or alcohol.

The second series of questions (Questions F19-F31) determine if there was a period when a low mood and a number of the symptoms occurred at the same time. If such a "clustering" occurred you then ask the third series of questions (Questions F32-F48). The third series determine which of the symptoms the respondent acknowledged experiencing in the first series of questions were also experienced during the "worst period of time" when a "clustering" of symptoms occurred.

To make administration of the questionnaire simpler, the first and third series of questions are arranged side-by-side (see Exhibit 9-5). Questions F1-F17 are on the left side of the page, Questions F32-F48 are on the right side. This will make it easier for you to identify the symptoms acknowledged by the respondent in Questions F1-F7 so that you can ask about them when you are inquiring about the "worst period of time" in Questions F32-F48. In going through this section, remember to follow the numbers in order and stay on the left-hand side of the page the first time through.

Groups

The symptoms in the first series of questions are arranged in groups. Sometimes there is only one question in a group; other times there are as many as four questions in a group. These groups, you will find, are very important because at the end of each group of symptoms you will have to indicate in a summary box if you've coded a "5" on any of the questions in the particular group you've just completed.

Coding

Several questions in this section are open-ended, that is, they are not in a Yes-No, either-or format but rather ask for specific information, either on the last time a symptom occurred or the length of the longest spell of depression. If the respondent answers in terms of a range (for example, if

he/she reports that the length of the longest spell was 10-12 weeks), code the midpoint (11 weeks). If the numbers are adjacent (10 or 11 weeks), code the lower one (10 weeks).

A vague statement that something might have occurred can not be coded as a "YES". Ask the respondent to take some time to consider if he/she can think of a time when the symptom occurred, and offer to repeat the question.

If the respondent understands the intent of the question and cannot think of a time when the symptom occurred, when he/she talked to someone about it and so on, code "NO". For example, "I'm not sure if I told my doctor, maybe I did" in response to Question F11A - "Did you tell a doctor or any other professional about your decreased interest in sex?" should be coded NO. "I don't know of any medication, drug or alcohol that caused it, but that might be the explanation" in response to the probe: "Was your decreased interest in sex ever the result of using medication, drugs or alcohol?" should be coded "NO".

Definitions

Many of the questions refer to a time period of two weeks or more. This is very critical. Most people have these symptoms for short periods of time, but we are concerned about problems which the respondent has had at least every day for two weeks. If in answering the questions the respondent indicates that it may not have been two weeks or more, re-ask the question emphasizing the two weeks or longer. Some questions specify longer time periods; these require special emphasis when reading the question.

Some questions refer to a time period of several weeks. Several means three or more.

Also, some questions use the phrase "a lot" as in "did it interfere a lot" The respondent is to provide a definition -- whatever "a lot" is to him or her.

Change in Status

Questions F3-F18 refer to a change in status. We are interested in an illness that has episodes, and the symptoms you are interested in are ones which become more intense during an episode. This "change in status" notion is sometimes included in the question, such as in Question F9 when it refers to "talking or moving more slowly than is normal for you;" but in many cases it is not included in the question. It is not included in all the questions because the change in status notion becomes too repetitive or makes the question too long. If the issue comes up -- that is, if the person volunteers that he/she has "always been like that" (for example, if in response to Question F6 the answer is "I've never in my whole life been able to get to sleep") -- then you would say, "Has there been a period of two weeks or longer when you had a lot more trouble falling asleep than is usual for you?" in order to determine if there was a change in status.

Probes

In this section of the HHANES interview, a series of questions identified as "PROBES" will be used. Questions F3-F11, F13, and F14 all require the use of these probes. You will be given a PROBE CARD with the probes printed on it which you should keep beside the questionnaire when asking these questions.

1. You will be instructed in the main series of questions when to go to the PROBE CARD and, based on the responses to the probe questions, you will be told to code the original question a 3, 4, or 5. The probes are used to determine the cause of a symptom asked about in the original question. There are two kinds of causes we specifically ask about:

PHYSICAL CONDITIONS, namely, a physical illness or injury. This might be something like the flu, a congenital heart defect, a broken leg, pregnancy, or anything that is a physical "insult" to the body such as surgery, the sun or noxious fumes, etc.

SUBSTANCES, namely, medication, drugs, or alcohol. Medication is something prescribed by a doctor or obtained as over-the-counter medicine; drugs include such things as marijuana; and alcohol is beer, wine, etc. A substance can be the cause of a symptom when the symptom results from the use of the substance or from withdrawal from the substance.

2. The probes all have the notation (Sx) listed in the questions. If you are sent to the PROBE CARD you need to insert the symptom from the question you are asking. Thus, if Question F3 ("Has there ever been a period of two weeks or longer when you lost your appetite?") produces a positive response, the first probe becomes "Was losing your appetite ever the result of a physical illness or injury?"
3. The arrows on the PROBE CARD tell you what questions to ask to obtain the necessary information to determine the cause of the symptom and then tell you how to code the response (3, 4, or 5). Learning the meaning of the codes is very useful, even though the probe section will give you specific instructions on how to code the response.

The meanings of the codes are listed below:

<u>Code</u>	<u>Meaning</u>
3	The symptom is <u>always</u> caused by medication, drugs and/or alcohol.
4	The symptom is <u>always</u> caused by a physical illness or injury; OR the symptom is <u>sometimes</u> caused by a physical illness or injury and <u>all</u> the other times is caused by medication, drugs or alcohol.
5	The cause of the symptom is not known, or it is not known if there is a cause; OR the symptom is sometimes caused by a physical illness or injury and/or medication, drugs, or alcohol, but not always caused by one of these; OR the symptom is thought to be caused by depression, stress, anxiety, emotions or any medical illness.

Note the emphasis on the word ALWAYS in these definitions and in the probe questions themselves. ALWAYS means every single time. The fact that a symptom is usually the result of medication is not good enough. Probe further if you get a "usually" response; "Does that mean that sometimes it was not the result of medication, drugs, or alcohol?"

4. We are concerned about the cause of the symptom, not just whether, for example, some physical illness was "associated" with having the symptom.

If a person responds to the probe "Was it ever the result of using medication, drugs or alcohol?" by saying: "I was taking medication," then you need to probe to find out if the medication CAUSED the symptom by saying: "Well, did the medication cause the (Sx)?"

Further, we want to code the proximal cause, that is, the cause most directly related to the symptom. Therefore, if you learn that surgery made the respondent very nervous and nerves caused the lack of sleep, nerves are the cause. Or, if nerves caused an ulcer and the ulcer led to a loss of weight, a physical condition is the cause.

5. The fourth probe listed on the PROBE CARD, "Was (Sx) always the result of a physical illness or injury?," contains a parenthesis "(such as _____)." Sometimes in response to the first probe, "Was (Sx) ever the result of a physical illness or injury?," the respondent will mention a specific physical problem. If the respondent mentions a specific physical problem, insert it in the blank space in the fourth probe.

6. Note the instructions to the interviewer on the bottom of the PROBE CARD: IF THE RESPONDENT VOLUNTEERS NERVES, STRESS, DEPRESSION OR EQUIVALENT, CODE 5. At any time while using the PROBE CARD if the respondent states that the symptom under question resulted from nerves, stress, depression, or the equivalent you do not need to probe further. You check code 5 on the questionnaire and proceed to the next question.

DIS Checklist

Several questions in this section require the interviewer to refer back to the symptoms a respondent experienced (F18, F22 and F28), or to the number of summary boxes checked (F19). The DIS Checklist is an aid for the interviewer when administering these questions. The top portion lists all the symptoms asked about in Questions F3-F18. The eight summary boxes are listed on the bottom.

During administration of the DIS, place a check in the box on the Checklist for each symptom the respondent said he/she experienced ("loss of appetite" or "trouble concentrating," for example). For each summary box checked, place a check in the corresponding box on the DIS Checklist.

Use one sheet for each SP. Upon arriving at F19 CHECK ITEM or Question F20, F22 or F28, you can scan the Checklist and insert the symptoms the respondent experienced in the question in the appropriate place or count the number of summary boxes checked. If you do not use the Checklist, you will have to thumb through pages 16-18 of the questionnaire.

F1.	CHECK ITEM	1 () Age under 20 (END)
		2 () Age 20+ (F2)

If the respondent is 20 years of age or older, proceed to Question F2. If the respondent is less than 20 years of age, you are finished with the Sample Person Supplement.

F2.	In your lifetime, have you ever had two weeks or more during which you felt sad, blue, depressed or when you lost all interest and pleasure in things that you usually cared about or enjoyed?	1 () Y
		2 () N

The question provides several synonyms for the same idea to the respondent: "sad," "blue," "depressed," or "when you lost all interest and pleasure in things that you usually cared about or enjoyed." Several synonyms are listed because some people relate to one of these words and not to others -- that is, a person will say he felt "sad," but he didn't feel "depressed." If the respondent chooses one of the words in responding to the question --for

instance, says, "I've never really felt blue, but there has been a time when I lost all interest in things" -- then circle that word on the questionnaire. In later questions you will be instructed to use these specific words that the respondent chose.

Note that Question F2 asks about a period of "two weeks or more." Nearly everyone has a low mood at some time, so it is important to emphasize the two-week time period as you read the question and make sure the respondent understands that you are asking about a period of two weeks or more of feeling low every day.

F3.	Has there ever been a period of two weeks or longer when you lost your appetite?	Y → PROBE 1 () N	<table border="0"> <tr> <td rowspan="2">[</td> <td>() 3</td> <td>() 5</td> </tr> <tr> <td>() 4</td> <td></td> </tr> </table>	[() 3	() 5	() 4	
[() 3	() 5						
	() 4							
F4.	Have you ever lost weight without trying to--as much as two pounds a week for several weeks (or as much as ten pounds altogether)?	Y → PROBE 1 () N	<table border="0"> <tr> <td rowspan="2">[</td> <td>() 3</td> <td>() 5</td> </tr> <tr> <td>() 4</td> <td></td> </tr> </table>	[() 3	() 5	() 4	
[() 3	() 5						
	() 4							
F5.	Have you ever had a period when your eating increased so much that you gained as much as two pounds a week for several weeks (or ten pounds altogether)?	Y → PROBE 1 () N	<table border="0"> <tr> <td rowspan="2">[</td> <td>() 3</td> <td>() 5</td> </tr> <tr> <td>() 4</td> <td></td> </tr> </table>	[() 3	() 5	() 4	
[() 3	() 5						
	() 4							
1 () APPETITE SUMMARY: CHECK BOX IF CODE '5' in Q. F3, F4, or F5.								

This group of questions is concerned with appetite changes. In Question F3 we are interested in a loss of appetite for two weeks or longer. A loss of appetite is not the same as not eating. You may lose your appetite but still eat. Therefore, consider a response of "I lost my appetite but could still eat normally," a "YES" response.

Question F4 asks about unplanned weight loss. Note, we are interested in weight loss of at least two pounds per week for several weeks, that is, three weeks or more. Question F5 asks about unplanned weight gain of two pounds or more for three weeks or longer.

In addition to asking about unplanned weight loss or gain of two pounds a week for several weeks, Questions F4 and F5 have the phrase "or ten pounds altogether." Thus, if the respondent lost or gained as much as ten pounds during the period, regardless of whether or not the weight was lost or gained at the rate of two or more pounds per week, the correct response would be "YES."

Remember that a "YES" response to any of these questions requires you to go to the PROBE CARD to ask additional questions so that you can check the correct code. The following is an example of how the PROBE CARD SHOULD BE USED:

(Question F3)

I: Has there ever been a period of two weeks or longer when you lost your appetite?

R: Yes.

I: (GO TO PROBE CARD.) Was your loss of appetite ever the result of a physical illness or injury.

R: No, never.

I: Was your loss of appetite ever the result of using medication, drugs or alcohol?

R: Yes, sometimes it was.

I: Was your loss of appetite always the result of using medication, drugs, or alcohol?

R: No, sometimes it was due to other reasons.

(INTERVIEWER CHECKS BOX 5 BESIDE QUESTION F2, PLACES A CHECK IN THE BOX NEXT TO "LOSS OF APPETITE" ON THE DIS CHECKLIST, AND THEN ASKS QUESTION F4.)

After asking the three "appetite" questions - Questions F3, F4, and F5 -- you are then asked to check the SUMMARY BOX located in the left-hand margin if you have coded a "5" in any of these questions. In this example Questions F3 and F5 were coded "5". Thus, the SUMMARY BOX for APPETITE SUMMARY is also checked since the instructions are to check the SUMMARY BOX if either F3, F4, or F5 were coded "5". Also, check the corresponding box in the lower portion of the DIS Checklist.

F6.	Have you ever had a period of two weeks or more when you had <u>trouble falling asleep, staying asleep or with waking up too early?</u>	Y → PROBE	<input type="checkbox"/> 3	<input type="checkbox"/> 5
		1 <input type="checkbox"/> N	<input type="checkbox"/> 4	

F7.	Have you ever had a period of two weeks or longer when you were <u>sleeping too much</u> ?	Y → PROBE 1 () N	<table border="0"> <tr> <td style="font-size: 3em; vertical-align: middle;">[</td> <td style="vertical-align: middle;">() 3</td> <td style="vertical-align: middle;">() 5</td> </tr> <tr> <td style="font-size: 3em; vertical-align: middle;">]</td> <td style="vertical-align: middle;">() 4</td> <td></td> </tr> </table>	[() 3	() 5]	() 4	
[() 3	() 5							
]	() 4								

1 () SLEEP SUMMARY: CHECK BOX IF CODE '5' IN Q. F6 or F7.

Questions F6 and F7 ask about problems with sleep. Question F6 asks about trouble falling asleep, staying asleep, or waking up too early. Question F7 asks about sleeping too much. Do not attempt to define "too early" or "too much" to the respondent. If the respondent asks you to define either of these terms say that they mean whatever they usually mean to the respondent. Again, there is a time period involved here -- a period of two weeks or more. If a person has trouble just off and on, and it hasn't been every night for two weeks, the response is coded "NO."

Note again that the PROBE CARD must be used for "YES" responses to determine the appropriate code and that the SUMMARY BOX AND DIS CHECKLIST should be checked if you have coded a "5" in either Question F6 or F7.

F8.	Has there ever been a period lasting two weeks or more when you felt tired out all the <u>time</u> ?	Y → PROBE 1 () N	<table border="0"> <tr> <td style="font-size: 3em; vertical-align: middle;">[</td> <td style="vertical-align: middle;">() 3</td> <td style="vertical-align: middle;">() 5</td> </tr> <tr> <td style="font-size: 3em; vertical-align: middle;">]</td> <td style="vertical-align: middle;">() 4</td> <td></td> </tr> </table>	[() 3	() 5]	() 4	
[() 3	() 5							
]	() 4								

1 () TIRED OUT SUMMARY: CHECK BOX IF CODE '5' IN Q. F8

Do not attempt to define tired out to the respondent. If the respondent asks you to explain the term say that it means whatever it usually means to him or her.

Don't forget to check the SUMMARY BOX and the appropriate box on the DIS CHECKLIST if you coded a "5" in this question.

F9.	Has there been a period of two weeks or more when you talked or moved more slowly than is normal for you?	Y → PROBE 1 () N	<table border="0"> <tr> <td style="font-size: 3em; vertical-align: middle;">[</td> <td style="vertical-align: middle;">() 3</td> <td style="vertical-align: middle;">() 5</td> </tr> <tr> <td style="font-size: 3em; vertical-align: middle;">]</td> <td style="vertical-align: middle;">() 4</td> <td></td> </tr> </table>	[() 3	() 5]	() 4	
[() 3	() 5							
]	() 4								

F10.	Has there ever been a period of two weeks or more when you had to be moving all the time -- that is, you couldn't sit still and paced up and down?	Y → PROBE 1 () N	<table border="0"> <tr> <td style="font-size: 3em; vertical-align: middle;">[</td> <td style="vertical-align: middle;">() 3</td> <td style="vertical-align: middle;">() 5</td> </tr> <tr> <td style="font-size: 3em; vertical-align: middle;">]</td> <td style="vertical-align: middle;">() 4</td> <td></td> </tr> </table>	[() 3	() 5]	() 4	
[() 3	() 5							
]	() 4								

1 () SLOW, RESTLESS SUMMARY: CHECK BOX IF CODE '5' IN Q. F9 or F10.

Questions F9 and F10 refer to problems of movement, either being too slow or being restless. Question F9 asks about talking or moving slowly. Note that this is defined by what is normal for the respondent. Question F10 asks about moving all the time which is defined as when the respondent "couldn't sit still and paced up and down." The same probing options used thus far in the depression section apply here. Again, there's a SUMMARY BOX at the end and, if necessary, the DIS CHECKLIST.

<p>F11. Was there ever a period of several weeks when your interest in sex was a lot less than usual?</p> <p>(VOLUNTEERS NO INTEREST EVER MARK BOX 8 AND SKIP TO F12)</p> <p>A. Did you tell a doctor or any other professional about your decreased interest in sex?</p> <p>B. Did you take medication more than once for your decreased interest in sex?</p> <p>C. Did your decreased interest in sex interfere with your life or activities a lot?</p>	<p>Y →ASK A</p> <p>1 () N (F12)</p> <p>Y →PROBE</p> <p>1 () N</p> <p>Y →PROBE</p> <p>1 () N</p> <p>Y →PROBE</p> <p>1 () N →MARK BOX 2.</p>	<table border="0"> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">()</td> <td style="padding-left: 5px;">2</td> <td rowspan="4" style="padding-left: 20px;">() 5</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">()</td> <td style="padding-left: 5px;">3</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">()</td> <td style="padding-left: 5px;">4</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">()</td> <td style="padding-left: 5px;">8</td> </tr> </table>	()	2	() 5	()	3	()	4	()	8
()	2	() 5									
()	3										
()	4										
()	8										

1 () SEX SUMMARY: CHECK BOX IF CODE '5' IN Q. F11.

Question F11 is slightly different. Note that first if the person at any time volunteers he/she has no interest ever in sex, you mark box "8" and proceed to Question F12. Second, note that instead of two weeks or more, several weeks are considered, that is, three or more weeks.

Question F11A is asked only if the respondent acknowledges in Question F11 that he/she experienced a decreased interest in sex for several weeks. Whether you ask F11B or F11C depends on the answer to the question immediately preceding it. The procedure is as follows:

1. If the respondent answers "NO" to F11, code the box and skip to Question F12. If the answer is "YES," ask Question F11A.
2. If the answer to F11A is "YES," go to the PROBE CARD to determine the correct code, then skip to Question F12. Do not ask Question F11B or F11C. Proceed to F11B only if the answer to F11A is "NO".

3. The same instructions apply to F11B. If the answer to F11B is "YES," probe for the correct code and skip to Question F12. If the answer is "NO," code "2" and proceed to F11C.
4. In Question F11C, if the answer is "YES," probe for the correct code. If it is "NO," code "2" and proceed to Question F12.

Question F11A asks if the respondent has informed a doctor or any other professional such as a social worker, counselor, or priest about his/her decreased interest in sex. Question F11B asks if the respondent took medication for his or her decreased interest in sex. Note that we are concerned with medication taken more than one time. If the respondent reports taking medication five days in a row for a decreased interest in sex, this is counted as "more than once" even though it may be only one course of drug treatment.

Question F11C asks if the decreased interest in sex interfered with the respondent's life or activities a lot. Do not attempt to define "interfered" or "a lot." They mean whatever they usually mean to the respondent.

Again, note that the SUMMARY BOX and DIS CHECKLIST are to be checked if a "5" was checked in Question F11.

F12.	Has there ever been a period of two weeks or more when you felt worthless, sinful or guilty?	Y →	() 5
		1 () N	

1 () WORTHLESS SUMMARY: CHECK BOX IF CODE '5' IN Q. F12.

Question F12 asks about feelings of either worthlessness, sinfulness, or guilt every day for a period of two weeks or more. Only code options "NO" and "YES" are available, so there is no probing. Check the SUMMARY BOX at the end and DIS CHECKLIST if a "5" was checked in Question F12.

F13.	Has there ever been a period of two weeks or more when you had a lot more trouble concentrating than is normal for you?	Y → PROBE	() 3 () 4 () 5
		1 () N	

F14.	Have you ever had a period of two weeks or more when your thoughts came much slower than usual or seemed mixed up?	Y → PROBE	() 3 () 4 () 5
		1 () N	

1 () TROUBLE THINKING SUMMARY: CHECK BOX IF CODE '5' IN Q. F13 or F14.

Question F13 and F14 ask about trouble with concentrating or thinking. Note that we are interested in difficulties that the respondent does not normally experience. Thus you should emphasize the phrases "than is normal for you" and "than usual." Question F14 is concerned with whether the thoughts were coming more slowly than usual, not if the person himself/herself can slow up his/her own thoughts. Note the time period of interest is two weeks or more.

Again, the PROBE CARD must be used for "YES" responses to these questions. Also, check the SUMMARY BOX at the end and DIS CHECKLIST if a "5" was checked in Questions F13 or F14.

F15.	Has there ever been a period of two weeks or more when you thought a lot about death-either your own, someone else's, or death in general?	Y → () 5 1 () N
F16.	Has there ever been a period of two weeks or more when you felt like you wanted to die?	Y → () 5 1 () N
F17.	Have you ever felt so low you thought of committing suicide?	Y → () 5 1 () N
F18.	Have you ever attempted suicide?	Y → () 5 1 () N
1 () DEATH SUMMARY BOX: CHECK IF ANY '5' CODED IN Q. F15-F18.		

The four final depression symptom items, Questions F15 through F18, are simple "NO" - "YES" questions. They all relate to death and suicide, and you are required to ask all of them, no matter what the person's response has been -- that is, even if he/she says he/she has never thought of committing suicide. The PROBE CARD is unnecessary for these questions since only code options "YES and "NO" are available. Again, there is a SUMMARY BOX which you check if you have coded "5" in either Question F15, F16, F17, or F18 and you would also check the DIS CHECKLIST.

F19. CHECK ITEM: REFER TO SUMMARY BOXES ON PAGES 16-18.	1 () FEWER THAN 4 SUMMARY BOXES CHECKED (G1)
	2 () 4 OR MORE SUMMARY BOXES CHECKED, <u>AND</u> "N" IN F2 (F22)
	3 () 4 OR MORE SUMMARY BOXES CHECKED, <u>AND</u> "Y" IN F2 (F20)

After Question F18, you're done asking the respondent if he/she has ever in his/her life had any depression symptoms. You then go to F19 CHECK ITEM at the bottom of the page which asks you, the interviewer, to answer a question silently -- "HOW MANY SUMMARY BOXES ON PAGES 16-18 WERE CHECKED?" Assuming you've carefully coded the DIS CHECKLIST, count the number of checks in the SUMMARY BOXES section. If you have 0 through 3 boxes checked, you are done with this section, put an "X" in the appropriate box and go to Question G1.

If you have checked 4 or more SUMMARY BOXES, what you do now depends on how the first question in the DIS section, Question F2, was coded. Question F2 is coded either "YES" or "NO". If Question F2 is coded "NO," you skip to Question F22. If it is coded "YES," you proceed to Question F20.

For example, if six SUMMARY BOXES were checked in question F3 through F18, you would check the box labeled "4 or MORE." You will need to turn back to Question F2 to determine which box should be checked. Suppose the respondent answered "YES" to Question F2, that is, he/she has had two weeks or more of feeling depressed. You would then ask Question F20 which asks about the occurrence of a low mood and several other symptoms at the same time. If the respondent has answered "NO" to Question F2, that is, he/she had not had two or more weeks of feeling depressed, you would ask Question F22 which asks about the occurrence of several symptoms at the same time, but does not mention low mood. Only if the respondent acknowledges a "clustering" of symptoms, is he/she asked again about a low mood (in F23).

Before going on to Questions F20 through F23, there is an important point to remember throughout the rest of the depression section. The rest of the section is only asked of those people who had a time when a low mood came at the same time as the symptoms of depression (i.e., they cluster). You will determine whether such a "clustering" exists in Questions F20 through F23. If you find that a person had a lot of symptoms but didn't feel depressed when he/she had the symptoms, then you are done with this section.

F20. You said you've had a period of feeling (depressed/RESPONDENT'S EQUIVALENT) and also said you've had some other problems (MENTION ALL QUESTIONS CODED '5' IN Q. F3-F18). Has there ever been a time when the feelings of (depression/RESPONDENT'S EQUIVALENT) and some of these other problems occurred together, that is, within the same month?

1 () Y (F24) 2 () N

F21. So there's never been a period when you felt (depressed/RESPONDENT'S EQUIVALENT) at the same time you were having some of these other problems?

1 () has been a period (F24)
2 () never been a period (G1)

If you've been instructed to go to Question F20, you already know the person has had a low mood because he/she answered "YES" to Question F2. Question F20 asks if he/she ever had a time when he/she had a low mood and had certain other problems at the same time. Note the phrase "(MENTION ALL QUESTIONS CODED '5' IN Q. F3-F18)." This instruction requires that the interviewer read the underlined phrase from each question coded "5" in Questions F3 through F18. Refer to the DIS CHECKLIST you have filled out for the SP. The top half lists the underlined phrases for each of Questions F3-F18. You should have placed a check next to the appropriate phrase for each question coded "5" in Questions F3-F18. Then, in Question F20, when you come to the phrase "(MENTION ALL QUESTIONS CODED '5' IN Q. F3-F18)," you need only scan the checklist and read the phrases that are checked. For example, if Questions F4, F7, F8, and F16 were coded "5," the first sentence in Question F20 should read:

"You said you've had a period of feeling (depressed/RESPONDENT'S EQUIVALENT) and also said you've had some other problems: you lost weight, were sleeping too much, were tired out, and wanted to die."

Further, you will recall that in response to Question F2 about low mood, the respondent may have chosen one of the synonyms instead of the word "depressed." If so, use whatever the individual has told you -- sad, blue, etc. -- in the phrase (depressed/RESPONDENT'S EQUIVALENT).

If the respondent says in response to Question F20 that he/she has had a time when a low mood occurred at the same time as some of the other problems that were coded "5," place an "X" in the "YES" box and go to Question F24. If the respondent says "NO," then give him/her a second chance in Question F21 to think about that. If the respondent still denies a time when he/she felt depressed and had these problems, you are done with the depression section; check the second box, and proceed to the next section (G1). If, however, when given a second chance the respondent says there has been such a period, check the first box and go to Question F24.

F22.	You said you have had periods when (MENTION ALL QUESTIONS CODED '5' IN Q. F3-F18). Was there ever a time when several of these problems occurred together -- that is, within the same month?	1 () Y 2 () N (G1)
------	--	-------------------------

F23.	When you were having some of these problems at about the same time, were you feeling okay, or were you feeling low, gloomy, blue or uninterested in everything?	1 () okay (G1) 2 () low or equivalent
------	---	--

At the top of page 19, you are told if the respondent has denied a low mood in Question F2, but has four or more SUMMARY BOXES Checked, then go to Question F22. Question F22 reminds the respondent that he/she has reported periods when he/she had a lot of problems and then asks if there was ever a time when several of these problems happened together -- that is, within the same month.

Note in Question F22 the phrase "(MENTION ALL QUESTIONS CODED '5' IN Q. F3-F18)" that also appeared earlier in Question F20. As before, use of the DIS CHECKLIST makes it easier to administer this question. (See Question F20 Specifications.)

If the respondent answers "NO" to Question F22, that is, he/she has had a lot of problems but they never happen at the same time, you are done with the depression section and should proceed to Question G1. If the respondent answers "YES," check the box and go to Question F23.

Question F23 asks what the respondent's mood was like when he/she was having the problems. Remember that the clustering notion is central for the issues on these pages. If the respondent answers "OKAY" to Question F23, that is, he/she did not have a low mood when he/she had the problems, you are finished with the depression section and skip to Question G1. If the respondent answers he/she did have a low mood when he/she had other problems, check that box and proceed to Question F24.

TO REVIEW: On page 19, the interviewer is asked to count up the number of SUMMARY BOXES checked. If only a few -- 0, 1, 2, or 3 -- were checked, you are done with the DIS section. If 4 or more were checked, go either to Question F20 or F22, depending on the person's prior response to Question F2, the low mood question. If in Question F20 or F22, the person denies a period when he/she had a lot of problems and felt a low mood, then you are done with this section. However, if either in Question F20 or Question F21 the respondent reports that there was a time when he/she had a lot of problems and a low mood, you go to Question F24.

F24. What's the longest spell you've ever had when you felt (depressed/RESPONDENT'S EQUIVALENT) and had several of these other problems at the same time?

_____ number

} 1 () weeks
} 2 () months
} 3 () years

Question F24 asks about the longest time when a person had both the low mood and several problems at the same time. You must emphasize the "and" in that sentence because the cluster of the low mood and the problems is critical. If a person responds by saying there was a six-month period when he/she could never get to sleep, he/she is not responding to the intent of the question. That is, the respondent is only reporting one of the problems and not necessarily telling you about a spell when a low mood and several of the other problems occurred. If this happens, ask the question again, emphasizing the low mood and several of the problems.

Remember to check the appropriate box so that we will know whether the respondent's answer is in weeks, months, or years.

F25. CHECK ITEM

1 () less than 2 weeks in F24 (G1)
2 () other (F26)

It is critical to know whether the period lasted less than two weeks or two weeks or more (in F24) so that in F25 CHECK ITEM you can determine which question to ask next. Therefore if the respondent is vague about the length of time and that vagueness means that you don't know if it is less than two weeks or not, be sure to ask the respondent to clarify the answer. If the respondent hesitates in answering it may be because he/she is considering whether the longest spell was, for example, 10 versus 12 weeks, a difference of little consequence, since either requires you to follow the same instruction in F25 CHECK ITEM. If the respondent hesitates in answering, assist him or her by asking if the longest spell was less than 2 weeks or 2 weeks or more. If it is less than two weeks, you're done with this section and skip to Question G1. If it is 2 weeks or more, proceed to Question F26.

F26. Have you had more than one spell when you felt (depressed/RESPONDENT'S EQUIVALENT) and had several of these other problems at the same time? 1 () Y 2 () N

F27. Did (this spell/any of those spells) occur just after someone close to you died? 1 () Y 2 () N (F29)

IF VOLUNTEERS BEGAN MORE THAN 2 MONTHS AFTER DEATH, MARK "N" AND SKIP TO F29.

F28. Have you had any spell of depression along with these other problems (such as MENTION SOME PROBLEMS CODED '5' IN F3-F18) at times when it wasn't due to a death? 1 () only due to death 2 () other times or not due to death

Question F26 asks if the respondent has had more than one spell when he/she both felt low and had several of these other problems. Question F27 asks if the spell or spells occurred just after the death of someone close to him/her. If the answer is "NO," check "N" and go on to Question F29. If, however, it did occur soon after someone died, you then ask Question F28 to find out if the respondent ever had spells of depression that weren't due to death.

In Question F28, the phrase "(MENTION SOME PROBLEMS CODED '5' IN F3-F18)" is similar to the phrase appearing in Question F20 and F22. As in these questions, refer to the DIS CHECKLIST. Read some of the phrases which have a check next to them. (See Question F20 specifications.)

Note in the special instruction under Question F27 that if the individual volunteers that the depression spell began more than two months after the death, you check "N" and skip to Question F29.

F29. Are you in one of these spells of feeling (depressed/RESPONDENT'S EQUIVALENT) and having some of these other problems now? 1 () Y (F31) 2 () N

-
- F30. When did your last spell like that end?
- | | |
|-------|----------------------|
| 1 () | within last 2 weeks |
| 2 () | within last month |
| 3 () | within last 6 months |
| 4 () | within last year |
| 5 () | more than 1 year ago |
-

Question F29 asks if, at the time of the interview, the person is in a period in which he/she feels blue and has some of the other problems. If the respondent answers "NO," you ask Question F30 to find out when the last spell the respondent experienced ended. Record the respondent's answer verbatim in the margin. Then, check the first applicable answer category. If the respondent answers "YES" to Question F29, skip to F31 CHECK ITEM.

If the respondent has difficulty answering F30, assist him or her by reading the answer categories since it may be that the failure to respond is due to the respondent considering a much more detailed response than you had in mind.

-
- F31. CHECK ITEM
- | | |
|-------|--|
| 1 () | "Y" in F26 (F32) |
| 2 () | more than 52 weeks or
more than 1 year in F24 (F32) |
| 3 () | other (F33-page 16) |
-

F31 CHECK ITEM helps you determine which respondents must be asked Question F32. You need to ask Question F32 of respondents who either answered "YES" to Question F26 (they had more than one spell of depression) or if in Question F22 the respondent reported a spell of depression which lasted 52 weeks (12 months) or more. If either or both of these situations exist, you ask Question F32. If neither is true, proceed to Question F33 which is back on page 16 of the Adult Sample Person Supplement in the right hand column.

-
- F32. Now I'd like to know about the time when you were feeling (depressed/RESPONDENT'S EQUIVALENT) for at least 2 weeks and had the largest number of these problems at the same time. How old were you at that time? (IF CAN'T CHOOSE: Then pick one bad spell.)
- | | |
|--------|--------------|
| | years old |
| number | (F33-page16) |
-

Question F32 asks the respondent to identify his or her worst spell. This is so that the respondent can focus on one particular spell for the remainder of the depression section. Note that this question asks about a time when the respondent was feeling depressed for at least two weeks and had the largest number of problems at the same time. If the respondent is unable to decide which was his or her worst spell, have the respondent choose any one bad spell.

If the respondent gives you a date rather than age in response to Question F32, probe to determine age.

After defining the worst spell by ascertaining the respondent's age at the time of the worst spell, proceed back to page 16, Question F33.

Questions F33 - F49

Question F33 is a transition into the subsequent set of questions. You are instructed to ask all of Question F34 through F49 that have a check in the associated box. Remember that when you asked the questions on the left side of these pages, you checked a small box in the middle of the page whenever you coded a "5." This indicated a problem that the respondent experienced which may have been caused by depression. Now, after reading Question F33, you scan each page (16-18) and as soon as you run into one of the checked boxes beside a "5" you ask the associated question on the right hand side of the page (Questions F34-F49).

The intent of Questions F34-F49 is to find out which problems are associated with the person's worst spell of depression, and you are only concerned with symptoms that the respondent reported having for which you assigned a code of "5."

All of the Questions F34-F49 are "YES -- NO" -- there is no probing to be done. When you have read the last question that has an associated box you're finished with the DIS section.

Note that Questions F34-F49 are phrased very similarly to Questions F3-F18 except that they refer to a specific spell of depression.

5.10 Depression Scale

Question G1

This question provides a measure of whether the respondent is currently experiencing depression. After reading the introduction, hand the respondent FLASH CARD SUP-5, on which the answer categories are printed. If the

respondent cannot read and has difficulty remembering the answer categories, you may need to repeat the categories after each statement or after every few statements. Do not attempt to explain the categories to the respondent. We are interested in whatever the respondent considers to be "rarely," "some," "occasionally," or "most of the time." Also, note the time frame. Emphasize that we are interested in how often he/she felt this way during the past week.

You then read statements G1a through G1t, pausing after each one so that the respondent can tell you how often he/she felt this way. Check the box beside each statement to designate the respondent's answer. Be sure that you have checked one answer and only one answer for each statement. Note that each statement is expressed in the first person, "I". "I" refers, of course, to the respondent.

9.11 Medicine and Vitamin Usage - SP Questionnaire

The Sample Person Questionnaire is administered in the home with the exception of four questions that appear at the end of the form. These four questions are asked in the MEC at the time the Sample Person Supplement is administered. The questions obtain information on medicine used in the past 24 hours as well as amounts taken. They are found on the last page of the SP Questionnaire.

As you know, a Sample Person Supplement is not administered for children under 12 years of age. The medicine and vitamin usage questions, however, must be asked. A proxy respondent, preferably the child's parent, will be necessary.

The Sample Person Questionnaires should be obtained from the physician before the start of an examination session. Separate the questionnaires by family before an exam session begins. This can be done by grouping together those questionnaires with the same Westat ID (Segment, Serial, and Family numbers). Where children under 12 years of age are sampled, determine which family member would be the most knowledgeable proxy respondent. Group the child questionnaires with that of the chosen proxy.

The medicine and vitamin usage questions will be administered immediately after the SP Supplement is completed. You should say something like, "I have just a few more questions to ask you about medicines you might have taken in the past 24 hours." After completing these questions with the SP, check to see if he/she was chosen as a proxy. If so, inform him/her that you also need to ask the same questions about medicines that the sampled children may have taken in the past 24 hours. (Since you will have previously grouped the child questionnaires with that of the proxy, use the names of all sampled children when informing the respondent.) Then, proceed to administer the medicine and vitamin usage questions for each sample child.

Note the time frame in these questions. It is important for us to collect this information because some of the results of the blood tests may be difficult to interpret without it.

The following are the specifications for each question.

DO NOT ASK IN HOUSEHOLD

R1. REFER TO MEDICINE/VITAMIN USAGE SECTION MARK ONE BOX.

- 1 () No medicine or vitamin reported (R3).
2 () Medicine or vitamin reported (R2).
-

R2. When an interviewer spoke with you a few weeks ago, you mentioned you had taken (medicine/vitamins/minerals in questions P2, P5, and P7). Have you taken any of these medicines during the past 24 hours?

- 1 () Y 2 () N
-

R3. Have you taken any (other) medicines, vitamins or minerals during the past 24 hours?

- 1 () Y 2 () N

IF "YES" IN EITHER R2 OR R3, GO TO R4. OTHERWISE, END QUESTIONNAIRE.

The interviewer should review Questions P2, P5, and P7 on pages 51 and 52 in the Adult Sample Person Questionnaire (or K2, K5, and K7 in the Child SP Questionnaire). If the respondent has indicated then that he/she has not taken any medicines or vitamins, code Question R1 "No medicine or vitamin reported" and skip to Question R3. If the respondent has indicated that he/she has taken medicines or vitamins code Question R1 "Medicine or vitamin reported" and go on to Question R2.

Notice that R2 says, "When an interviewer spoke to you a few weeks ago" In some cases, the interview will have taken place only a day or two ago. Check the date on the front cover of the Sample Person Questionnaire before asking this question. If the date is within the previous several days, rephrase the question to read, "When an interviewer spoke to you several days ago"

If the SP answers "YES" to Question R2 or R3, then you go to Questions R4 below and fill in the appropriate information. If the SP says "NO" to both R2 and R3, you are finished with the questionnaire.

R4. What are the names of all medicines, vitamins and minerals you took during the past 24 hours? Any others?

R4. Try to record the exact name of the medicine or vitamins the SP has taken. If it is something reported earlier in the questionnaire, check with the SP to make sure it is the same, then copy the information from the earlier questions. If the SP does not know the exact name, try to get as much information about it as possible -- purpose, brand, etc.

R5. How much of the (medicine, vitamin or mineral) did you take during the past 24 hours?

_____ } 1 () tablet/capsule
number } 2 () teaspoon
 } 3 () tablespoon
 } 4 () other

_____ } 1 () tablet/capsule
number } 2 () teaspoon
 } 3 () tablespoon
 } 4 () other

_____ } 1 () tablet/capsule
number } 2 () teaspoon
 } 3 () tablespoon
 } 4 () other

_____ } 1 () tablet/capsule
number } 2 () teaspoon
 } 3 () tablespoon
 } 4 () other

R5. Record the amount taken by the SP during the past 24 hours. If the SP took the medication (1 pill) four times/day, then you would record -- 4 pills. The amount may be 6 teaspoons, 4 pills, or the SP may know the exact amount for example, 500 milligrams. Be as specific as possible about the amount and be sure to record the units.

Chapter 10

CONTINUATION SHEET

Question C40 is asked of women who reported having had children born with birth defects or problems. There is space to record answers for up to three children. If an SP has had more than three children born with birth defects, you will need a Continuation Sheet to record the answers for additional children.

Note that the Continuation Sheet is exactly the same as Question C40 except that you are to start with the fourth child born with a defect or problem and continue to the fifth and sixth children, if necessary. The specifications for administering the Continuation Sheet are the same as for Question C40.

Continuation Sheets are part of your interviewer supplies and will be stored in the MEC interview room. Before you begin to administer a Continuation Sheet, write the SP's NCHS sample number in the space provided in the upper right corner. After completing all questions, staple the Continuation Sheet to the front of page 6 (Question C40) of the SP Supplement.

PART III. SPECIFIC FIELD PROCEDURES

Chapter 11

INTRODUCTION TO THE HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY

11.1 History of the National Health and Nutrition Examination Survey Program

The National Health Survey Act, passed in 1956, provided the legislative authorization for a continuing survey to provide current statistical data on the amount, distribution, and effects of illness and disability in the United States population. In order to fulfill the purposes of this Act, it was recognized that at least three types of information should be collected: commentary about the health status of a sample of people themselves by direct interview; clinical tests, measurements, and physical examinations of sample persons; and abstracts of records and interviews with staff at places where persons received medical care such as hospitals, clinics, and doctors' offices.

Between 1959 and 1980, NCHS conducted five separate examination surveys. The first National Health Examination Survey (NHES I) focused mainly on selected chronic diseases of adults aged 18-79. NHES II and NHES III, conducted between 1963 and 1970, focused primarily on the growth and development of children. Information was also collected on height, weight, and other body measurements, dental health, vision, and hearing ability. These examinations were conducted by highly trained teams of health personnel using carefully calibrated equipment in specially equipped Mobile Examination Centers (MEC's) which provided a standardized environment.

The fourth survey introduced a new emphasis. The study of nutrition and its relationship to health status had become increasingly important as researchers began to discover links between dietary habits and disease. In response to this concern, under a directive from the Secretary of the Department of Health, Education and Welfare, the National Nutrition Surveillance System was undertaken by NCHS. The purpose of this system was to measure the nutritional status of the U.S. population and changes over time. However, a special task force recommended that a continuing surveillance system include clinical observation and professional assessment as well as the recording of dietary intake patterns. Thus, the National Nutrition Surveillance System was combined with the National Health Examination Survey to form the National Health and Nutrition Examination Survey, NHANES.

NHANES I, the first cycle of the NHANES studies, was conducted between 1971 and 1975. This survey obtained information on a national sample of over 30,000 persons between the ages of 1-74 years. Extensive data on health and nutrition were collected by interview, physical examination, and a battery of clinical measurements and tests from members of the sample. Emphasis was placed on dental health, skin problems, eye conditions, and nutritional status. For adults 25-74 years of age, detailed examination components for

determining the prevalence of chronic lung disease, disabling arthritis of the hip or knee, and cardiovascular disease were included. In addition, information on health care needs and general well-being was obtained.

The planning process for NHANES II was carried out in 1974 and 1975 in collaboration with other Federal agencies. Throughout the planning stage there was continual awareness of the necessity of making the data collection for NHANES II comparable to the first NHANES so that NHANES I could provide baseline data for assessing changes over time. This meant that many of the same measurements had to be taken the same way on the same age segment of the U.S. population in both surveys.

The NHANES II survey began examinations in February of 1976 with the goal of examining 21,000 persons between the ages of 6 months and 74 years. This survey was completed in 1980. NHANES II assessed many of the same conditions as did NHANES I. In addition, in NHANES II, measurements of the population's exposure to pesticides were made along with determinations of blood levels of certain trace elements in an effort to study some of the relationships between the environment and health. A detailed diabetes component was also included. A comparison of NHANES II data with the earlier survey data will provide the first look at changes in the health and nutritional status of the population over time.

In addition to NHANES I, NHANES II, and Hispanic HANES, a fourth NHANES project is now underway. This study, the NHANES Epidemiologic Follow-up Survey, is an attempt to conduct follow-up interviews with the sample population, now aged 35-84, who were interviewed and examined in NHANES I between 1970 and 1974.

11.2 Purpose of Hispanic HANES

Despite the size, cultural and historical uniqueness, and disadvantaged status of the Spanish-heritage population in the U.S., few studies have been made of their health and nutritional status. Although in recent years health data have been collected on Hispanics in national surveys, Hispanics were sampled according to their proportion of the total population. Because that proportion is relatively small, the number of Hispanics included in these surveys has been insufficient to permit reliable estimates of various health parameters to be made. Additionally, earlier studies did not include sufficient numbers of people of Mexican, Cuban, and Puerto Rican background to make detailed estimates of health characteristics for each of these groups.

Policy makers in the health field have therefore identified the need to direct special efforts towards the Hispanic population. Additionally, in P.L.94-311, (Roybal Act), Congress mandated the collection of social, health and economic data on Hispanics at the national level.

To accomplish this end, two official groups identified the need for a Health and Nutrition Examination Survey for Hispanics. The National Academy

of Public Administration several years ago recommended that following NHANES II, NCHS should undertake studies of subpopulation groups, beginning with Hispanics. At the same time, the Department of Health and Human Services identified goals for a Hispanic Initiative, which included Hispanic HANES.

The objectives of the Hispanic HANES are to produce and publish health and nutritional data required to assess the status of health and health care needs of Hispanics, as an aid to policy makers in the health field. More specifically, the Hispanic HANES will provide information about diagnosed conditions including those which persons may fail to report or may be incapable of reporting in a survey based upon individual interviews and previously undiagnosed, unattended, and nonmanifested diseases. All procedures, tests, and measurements will be carried out in a uniform and standard manner so that data from this study will be comparable to data collected in previous NHANES. Hispanic HANES data will also be used to create a baseline of statistical information which can be used for comparison with corresponding information gathered from future surveys. Furthermore, Hispanic HANES will use a methodology designed to produce data which can generate reliable estimates for the three major Hispanic subgroups in the U.S.: Mexican-Americans, Puerto Ricans, and Cuban-Americans.

11.3 Method of Data Collection

The mobile examination center or MEC for Hispanic HANES will be set up as in previous NHANES. The examinations will be conducted in specially equipped MEC's consisting of three mobile trailers each. The trailers will be drawn by detachable truck tractors when moving from one sample location to another. At the examination sites, which will be centrally located areas within the Hispanic communities (such as hospital or shopping center parking lots), the three trailers will be set up side by side and connected by enclosed passageways. The MEC's will provide a standardized environment in which the MEC team will conduct physical and dental examinations, laboratory and physical measurements and tests, and medical and dietary interviews.

The MEC examination team will consist of a variety of interviewing and medical personnel. Although MEC personnel will be composed of NCHS, Westat and Development Associates employees, the MEC will operate as a totally unified team effort. For the Hispanic HANES each MEC team will consist of the following members:

A Coordinator will have complete authority concerning all administrative matters within the MEC. The primary responsibility of the Coordinator will be to regulate the flow of examinees through the MEC examination process. S/he will set up the examination folders and verify that all exams have been conducted and recorded before each examinee leaves the MEC.

A Physician will conduct the medical examinations. S/he will record and edit the results on Physician Examination Forms.

A Nurse will draw blood for blood tests and will assist the Physician in conducting medical examinations.

A Dentist will conduct dental and vision examinations and will have administrative duties associated with conducting those examinations.

Three Health Technicians will take body measurements, sonograms, X-rays, ECG's, and administer auditory exams. The Health Technicians will also be trained as Dental Recorders. The duties of the Health Technicians will be assigned on a rotating basis.

Two Lab Technicians will conduct medical laboratory tests and record and edit the results.

Two Dietary Interviewers will administer, edit and transmit questionnaires on 24-hour recall of types and frequency of foods consumed. They will assist with the examinee flow if needed and will be responsible for studying the local Hispanic dietary patterns.

A MEC Interviewer will administer, edit and transmit the SP Questionnaire on mental health, alcohol consumption, drug abuse, pesticide exposure and reproductive history.

In the event of illness or other emergency, backups will be provided for all MEC team members who are directly involved in conducting examinations or interviews. Together, the MEC examinations and interviews are expected to take up to three hours for each examinee. Transportation to and from the MEC will be provided for examinees.

The examination components for all examinees will include:

A review of the medical history and a physical examination by a physician

A dental examination

Body measurements, including height, weight, and skinfolds, made by trained technicians

A dietary interview, conducted by experienced nutritionists, covering food consumption and dietary habits

Numerous laboratory tests on blood and urine specimens

Depending on the age of the participant, the rest of the examination will include some or all of the following:

Diagnostic ultrasound for detection of gallstones

A glucose tolerance test

An electrocardiogram

Tests for hearing and vision

Tests for liver disease

Questionnaires on mental health, alcohol consumption, and drug abuse

Tests for venereal disease

Urine and blood tests to check for the presence of lead, carbon monoxide, and pesticide body burdens

Chest X-rays

Hair tests for trace elements

MEC days of operation are Tuesday through Saturday. There are three possible exam sessions per day: 8:30 a.m. - 12:30 p.m., 1:30 p.m. - 5:30 p.m., 6:00 p.m. - 10:00 p.m. Only two sessions will be scheduled each day. Tuesdays and Thursdays will have morning and evening sessions; Wednesdays, Fridays and Saturdays, morning and afternoon sessions. There are 10 examinee slots per session, so about 20 SP's will be examined in the MEC each day.

The overall role of the MEC team members is to collect data through examinations, tests, measurements and interviews. It is absolutely essential that the data collected be consistent within and across the MEC's, as well as with earlier NHANES; and these data must be complete and accurate. Each individual staff member is the first and best guarantor of the quality of the data being collected. As such you have a responsibility for quality in every single step of the process. The most obvious methods of assuring quality are to perform procedures with accuracy, precision and in a uniform manner according to the specifications provided to you during training and to record completely, accurately, uniformly and legibly. You are urged to suggest areas where quality control procedures need to be instituted and methods for their implementation.

11.4 Overview of the Exam Process

11.4.1 General Description of Operations

You should arrive at the MEC at least 15 minutes before the start of exams. In this time, you should check that you have adequate supplies for the day's interviews and pick up the Sample Person Questionnaires for that session's respondents from the physician (the last page of the SP Questionnaire contains the four medicine/vitamin usage questions which you must ask).

When SP's report to the MEC, they will be met by the coordinator who will log in the fact that they are there, pull out the Exam Folder for that SP, check to see that the SP has signed the Informed Consent/Permission to Release

Medical Finding Form and take the SP's temperature. The SP is then instructed to put on an examination gown. At that point, the Coordinator will decide which exam component the SP will start with. You will have received a list of the names of the SP's who are to be examined during that session.

It is your duty to walk out to the Coordinator's area to get an SP to take into the interview room and bring the SP back to the Coordinator when the interview is completed and you have edited the form.

The blank Sample Person Supplement (SPS) form that you are to use for that SP is found in the Exam Folder for the SP, along with the other exam forms for that SP. The Coordinator will hand you the folder. As you complete an interview, return the Exam Folder to the MEC Coordinator but keep the SP Supplement. Edited, completed Sample Person Supplement interviews should be turned over to the Dietary Coordinator in the stand office at the end of each exam session. SP Questionnaires are turned over to the FMA. You should fill in the appropriate information on the NCHS Control Record and the Sample Person Supplement/Questionnaire Control Log. These forms are described in detail in a later chapter. You will be keeping additional blank SPS forms in both English and Spanish in your interview room in case a situation arises where you need one. For example, you may find that an SP responded to the household interview in Spanish but is more comfortable participating in the SPS interview in English. In this case, there will be a Spanish SPS form in the Exam Folder and you will have to switch forms.

11.4.2 Checking Your Materials and Supplies

You will be responsible for seeing that you have adequate materials and supplies to conduct the Sample Person Supplement (SPS) interview. It will be your responsibility to order more materials if you begin to run out.

At the start of each stand you will be required to inventory your materials and record the number that you have on hand. Instructions for completing this form appear below.

You will also be required to fill out an Inventory Order Form at the end of a stand. A copy of the inventory at the end of the stand should be placed with SPS materials. Since there are three sets of MECs, you may not always be interviewing in the same set and this procedure will make it easier for you or the other SPS interviewer to inventory materials at the start of a new stand.

Occasionally, you will have to order supplies for the SPS interview. Questionnaires are ordered from NCHS. To place an order for additional supplies you must fill out an Inventory/Order Form. This is a two-part form with duplicating material on the back of the first page. When placing an order, fill out the line in the upper left corner writing the stand number and location to which you want supplies shipped, the date that you give the form to the Dietary Coordinator and your name. Next, fill out the quantity of items that you need. You will see that the form contains an inventory list of all your supplies but there are also blank lines to request items which are

not on the list. After filling out the form, give the original to the Dietary Coordinator. Keep the copy for your records. To ensure time for shipping, you must place orders for additional supplies and forms at least ten working days before the day you will need them. Some inexpensive supplies, such as pencils, should simply be bought at the site in a local store. The NCHS Field Operations Manager (FOM) has a petty cash fund for this purpose.

Upon receiving an order, pull your copy of the order form from your file and record the receipt date and your name in the upper right corner. Next, count the items received and record the quantity received beside the item. It is important that you refile your copy of order forms even after you receive a shipment.

11.5 Medical Policy Regarding the Examination

The HHANES is an epidemiologic research study designed to gather data on the health and nutritional status of Hispanics in the U.S. It is not designed to provide treatment or counseling.

It is impossible to obtain a complete psychological evaluation of a respondent or of his/her substance abuse behavior based on information collected in the Sample Person Supplement. In addition, the training you undergo as an SPS interviewer does not prepare you to make determinations of health care needs.

Therefore, it is not the role of SPS interviewers to decide if a respondent needs health care. You are not to recommend that an SP seek care, nor are you to provide any counseling or general information to an SP about how s/he compares to other SP's you have talked to. If asked a question such as, "Well, what do most people say about that?", your response should be neutral and noncommittal.

If some type of health care is necessary, the physician or other trained medical personnel in the MEC are in a better position to make that determination. If an SP requests referral to a medical care source but does not have a regular source of health care, the Coordinator will have the names of several clinics in the area to which an SP can be referred if he or she wishes. However, you should not be making the referral.

11.6 Responsibilities of the Exam Team

Membership in the Hispanic HANES carries with it many responsibilities. Not the least of these is your responsibility to recognize that you are one member of a team of professional and paraprofessional persons upon whom certain demands have been placed in order to accomplish the overall task of the Hispanic HANES. You should be aware of and respect the job demands placed upon other staff members, should maintain an attitude of tolerance and consideration for fellow members of the team, and should willingly perform the

extra tasks that may occasionally be assigned to support other staff members in the performance of their duties. Staff members may be requested to perform tasks not directly related to their specific professional skills in order to implement the overall organization. Staff members are responsible for appropriate care and safeguarding of expensive portable equipment used during the examination, including storing and locking in instances where applicable.

11.7 Role of the SPS Interviewer

The following tasks are primarily the responsibility of the SPS interviewer:

1. Checking supplies each day at the start of the exam session

You must make sure that you have all the materials available to conduct the interviews for that day. See the Inventory/Order Form for a list of the materials you will need. You should plan to get to the MEC 15 minutes early to check your materials for that day.

2. Inventorying materials at the beginning and end of a stand
3. Unpacking and packing supplies at the beginning and end of a stand

All supplies should be placed in cabinets or packed into boxes at the end of a stand in preparation for moving the MEC. You are responsible for unpacking supplies prior to the start of a stand in a new area.

4. Participating in the "Dry Run"

Before the start of each new stand, there will be one day devoted to practice work. Volunteer subjects will be examined and interviewed.

5. Adhering to the travel schedule

You will be provided with a travel schedule for each stand. You are expected to follow this schedule.

6. Conducting the SPS interview

You are responsible for conducting the SPS interview according to the specifications outlined in your manual.

7. Editing the SPS interview

You are required to edit the interview before the SP leaves the interview room according to the specifications provided in Section 13.1 of this manual. You are expected to obtain any information on inadvertently missed items and to make any necessary corrections to the questionnaire while the SP is still in the MEC.

8. Administering final four questions in Medicine/Vitamin Usage Questionnaire

Follow the specifications outlined in Section 9.11 of this manual.

9. Data retrieval for household questionnaires

You are responsible for obtaining responses to questions that were omitted or require clarification in the Adult or Child Sample Person Questionnaire or the Family Questionnaire (See Section 11.8).

10. Completing the NCHS Control Record and the Control Log

These forms are used to account for persons examined and are described later in this section of the manual.

11. Assisting other exam staff members with packing equipment, recording for other parts of the exam, etc., as time permits

12. Ordering additional supplies

11.8 Data Retrieval for Household Questionnaires

Although rare, there will be occasions when some responses to the Adult or Child Sample Person Questionnaires or the Family Questionnaire were inadvertently omitted by the household interviewer. Sometimes a response may be unclear and require additional information. These missing data must be obtained at the time of the SPS interview.

As was discussed earlier, you will have obtained the SP Questionnaires for an exam session's respondents from the MEC physician before the start of exams. Check to see which questionnaires have been edited. (Edited questionnaires have an "E" written in green pen in the upper right corner and an edit sheet placed inside.) Data retrieval cannot be done for unedited questionnaires. If the questionnaire was edited, review the edit sheets. If information is missing, the edit sheet will list the question number and a brief description of the problem. These are the questions you will need to retrieve.

If data retrieval is required for a Family Questionnaire, special arrangements will be made so that you receive them. The only Family Questionnaires you will receive are those that require data retrieval. Therefore, you do not need to check for which ones have been edited. Simply review the edit sheets to see which questions you will need to retrieve.

Once you have determined which SP Questionnaires for that exam session require data retrieval, review them to see if the retrieval is required for an adult or a child. If the questionnaire is for an adult SP, you should ask the data retrieval questions of him/her after the SP Supplement and the final Medicine/Vitamin Usage section of the Adult SP Questionnaire have been completed. If the data retrieval is required for a child, you should ask the questions of the same adult SP who is responding to that child's Medicine/Vitamin Usage section. (This is preferably one of the child's parents.) If there is no adult SP in the child's family, both the Medicine/Vitamin Usage section and any data retrieval questions should be asked of an accompanying household adult who would be knowledgeable in responding to the questions. (Again, this is preferably one of the child's parents.)

If data retrieval is required for a Family Questionnaire, you should ask the questions of an adult SP from that family. (This is preferably either the male or female head but may be any family member 18 years of age or older.) If the family does not have any adult SP's (i.e., only a child(ren), was/were selected in that family), you should ask the questions of an accompanying family adult who would be knowledgeable in responding to the questions. (Again, this is preferably either the male or female head but may be any family member 18 years of age or older.)

As you retrieve each question, record the responses in the space provided in the questionnaire. If there is already an incorrect response recorded in that space, correct it as you were instructed in your general interviewing techniques. Then, initial the entry next to the question number. (NOTE: It is not necessary to use a special color when recording retrieved information.)

Once the questions have been retrieved, you should note the outcome (e.g., retrieval complete) and the date retrieved on the edit sheet. If you are unable to complete the retrieval for any reason (e.g., respondent refuses to answer, no adult SP or accompanying knowledgeable household member for a child SP, etc.), record a brief explanation on the edit sheet along with the date.

In addition, you will need to complete the appropriate columns on the Control Log. This log will be described in detail in Chapter 12. At the end of the exam session, turn over all SP and Family Questionnaires to the Field Management Assistant in the NCHS stand office.

11.9 Role of the Coordinator

The NCHS Coordinator will be the exam staff member with whom you will interact most. S/he is an extremely important member of the staff. S/he has complete administrative responsibility for the MEC operations. Among his/her specific duties are the following:

1. Coordinating the flow of SP's through the MEC, including deciding where SP's should start in the exam process.
2. Notifying the SPS interviewer of the SP's expected for each exam session. The coordinator will provide you with a list of SP's to be examined each day.
3. Trying to make all SP's as comfortable as possible during the exam.
4. Checking to see that all expensive portable equipment has been stored and locked and to see that all doors are locked at the end of a session.
5. Acting as a point of communications between the field office and MEC.

Chapter 12

CONTROL FORMS AND SPECIFICATIONS FOR COMPLETING THOSE FORMS

12.1 Daily List of SP's to be Examined

The Coordinator will give you a list of the SP's at the start of each exam session. As you obtain the necessary information on each SP (i.e., SP Supplement and/or Medicine/Vitamin Usage), you should check off his/her name on the list. About an hour before the end of the session, review the list. If there are SP's that you have not yet interviewed, notify the Coordinator of this fact. It is a check to make sure that all SP's have been through your station.

This list should be kept out of sight of other SP's since the data collected during the exam, which include the names of persons participating in the study, should be kept strictly confidential.

12.2 Control Record

The Control Record is the first page of the Exam Folder for an SP. The Control Record is designed to provide the Coordinator with information about which exam components the SP has already been through. It is a completed record of each SP's visit to the MEC, documenting completed exams and reasons for any partial or omitted exams. As was discussed earlier, the Exam Folder contains the exam forms for the SP. The Control Record will list the SP number, name and other identifying information.

After you have completed the interview and edited the questionnaire, fill in the section of the Control Record that applies to the Sample Person Supplement. The following specifications should be used for filling out the form.

1. If the SP is less than 12 years of age, you should not be seeing him or her. The interview is conducted with SP's 12-74 years of age. The form is left blank for SP's less than 12 years of age.
2. Fill in the time the SP entered the interview room on the appropriate line in the column marked "Time In".
3. Fill in the time you finish with the SP in the column marked "Time Out." This should be filled in after the questionnaire has been edited.
4. Fill in your interviewer number in the column marked "Staff."
5. If for any reason you did not conduct an interview with an eligible SP or if the SP refused to answer some questions in the interview or

there were any problems that occurred during the conduct of the interview, describe these situations in the last column on the form.

After completing the Control Record, bring the SP and the Folder back to the Coordinator's station. Completed SPS interviews should be kept in the interview room until the end of the session. At that time, you should log them out and turn them over to the NCHS Dietary Coordinator.

12.3 Sample Person Supplement/Questionnaire Control Log

The Control Log is a form which allows you to document whom you have and have not interviewed, and in the event that you have not, why not. It will also serve as a transmittal record for both the SP Supplement and SP Questionnaire. This log can be referred to if any questions arise at a later time about SP's who were and were not interviewed.

Complete at least one form each exam day. Start by filling in the date, your name and the stand number and location at the top of the form. From the list given you by the MEC Coordinator, record the NCHS sample number and name for each SP to be examined that day. As you complete each SP, enter the requested information on the appropriate line. Start with the status code for the SP supplement interview.

Status Code 1 indicates a completed interview. Code 2 is to be used when the interview is stopped before completion either by the respondent or for some other reason, or when a respondent refuses to answer some questions. Code 3 covers the situation where the respondent, despite your persuasive efforts, refuses to answer any questions. Code 4, "Other", is to be used in situations where other status codes are not appropriate. Code 5 is to be used if the SP is less than 12 years old; that is, you do not need to complete the SP Supplement. Note that if codes 2, 3, or 4 are used, an explanation of the circumstances in the "Comments" section is necessary.

You also will need to enter a status code for the Medicine/Vitamin Usage questions. Use the same codes as described above, with the exception of code 5. Since you must complete these questions for each SP, regardless of age, code 5 should not be entered in this column. Note that if codes 2, 3, or 4 are used, an explanation of the circumstances in the "Comments" section is necessary.

Next, complete the column under "SP Questionnaire Data Retrieval". If data retrieval was necessary for an Adult or Child SP Questionnaire, place a check in the "Required" column. If it was required, check "Yes" or "No," depending on whether you completed the necessary data retrieval. If no data retrieval was needed, you need not enter anything in these three columns.

Then, complete the column under "Family Questionnaire Data Retrieval." If data retrieval was necessary, place a check in the "Required" column. If it was required, check "Yes" or "No," depending on whether you completed the

necessary data retrieval. If no data retrieval was needed, you need not enter anything in these three columns.

At the end of the day's exams, edited SP Supplements are to be turned over to the Dietary Coordinator. SP Questionnaires are turned over to the FMA. When turning over the supplement/questionnaires, indicate who receives them by placing their initials in the proper columns of the Control Log and the date they are released to that (those) person(s). Notice that there is no place to record who receives or date released for the Family Questionnaire. If you have completed data retrieval for a Family Questionnaire, simply transmit it to the same person that receives the SP Questionnaire and note that in the comments column.

If SP Supplements are returned to you for storage, you must record the date you received them from the Dietary Coordinator. This is your only record of transactions and if a questionnaire is misplaced, the Control Log, accurately completed, will help us track it down. You should file this log at the end of the day.

Chapter 13

QUALITY CONTROL PROCEDURES

In order to ensure that the data being collected are as accurate as possible, there are a number of quality control procedures that will be followed. These procedures include checks you will make, checks the Dietary Coordinator will make and checks the home office will make.

13.1 The Interviewer Edit

After you have completed the interview with an SP, you are responsible for editing or checking your work. The following specifications should be followed when editing the questionnaire:

1. Check page 1 of the form to make sure that everything but the reviewer name and number is completed.
2. Check the form for completeness. Make sure every question which should be asked has been asked. Make sure that open-ended questions are fully probed.
- 3 Check open-ended questions for legibility.
4. If any abbreviations were used, make sure the meaning is clear.
5. Make sure only one box has been checked in questions that require only one response.
6. Check all skip patterns to make sure that they have been followed properly.

Essentially, your edit requires that you begin with the first question in the questionnaire and review each subsequent question and skip pattern. At first this will be a slow process, but gradually, you will be able to complete the edit fairly quickly.

If you encounter any problem during your edit (e.g., omitted questions ambiguous answers, etc.), you will need to reask or "retrieve" the questions involved. For this reason, it is critical that you complete the edit while the SP is still available. Ideally, the edit should be done before the SP leaves your station. If that is not possible for some reason, you must complete the edit before the SP leaves the MEC. Once the SP leaves the MEC, data that are not collected or data that need to be collected are lost forever.

If you are able to complete the edit while the SP is still with you, simply ask him/her the necessary questions. If the SP is in another part of the MEC, inform the coordinator that you need to ask the SP some questions to

obtain or clarify information. The coordinator will then route the SP back to you before s/he leaves the MEC.

13.2 The Dietary Coordinator's Edit

The Dietary Coordinator is an NCHS exam staff member who has also been trained to conduct the SPS interview. S/he will be editing a sample of your work each week. If s/he finds any problems, s/he will discuss them with you. It is important that you follow his/her recommendations for administering the interview.

13.3 Field Memos

From time to time, Field Memos will be issued which discuss additional interview procedures, revise existing procedures or eliminate procedures that are cumbersome. These memos will also contain information and decisions that have been made about administrative policies. It is your duty to retain these memos and to read them as they are sent to you.

Chapter 14

REPORTING

14.1 Transmitting Completed Supplements/Questionnaires to NCHS

As was discussed previously, the process of turning over completed SP Supplements/Questionnaires to NCHS is very simple on this study. Edited, completed SP Supplements are turned over to the NCHS Dietary Coordinator. SP Questionnaires and Family Questionnaires are turned over to the Field Management Assistant. The only transmittal record you will have of this transaction is your Control Log. Thus, it is extremely important to keep this up to date and accurate. When a home office staff member comes out to the MEC for quality control purposes, s/he will be checking to see that the Control Log is up to date.

14.2 Exam Team Illness

If a member of the exam team becomes so sick that s/he is unable to work, notify the NCHS Coordinator and the Dietary Coordinator as soon as possible. We will attempt to provide a temporary replacement for this person.

Chapter 15

CHOOSING THE LANGUAGE OF THE INTERVIEW

All SP's will already have been interviewed at least once in their homes, since the SP him/herself must be the respondent for the Sample Person Questionnaire. When the SP exam folders are put together, the office clerk will place either a Spanish or English Supplement Questionnaire in the SP folder, depending on which language was used during the household interview. However, you should not assume that SP prefers to do the interview in that language. The Supplement questionnaire is quite different from the other questionnaires used. It obtains information on subjects that the SP may only be conversant with in the other language. For example, an SP who answered questions in Spanish during the household interview may want to answer questions about drug or alcohol use in English.

Using the guidelines provided to you in your household interviewer's manual, determine whether the SP prefers to answer the questions in English or Spanish. If the SP indicates that s/he wants to answer in the same language s/he used in the household, conduct the interview using the Supplement questionnaire provided in the SP exam folder. If the SP indicates s/he wants to switch languages, you will need to use one of the questionnaires from the supply of blank forms you keep in the MEC interview room.