

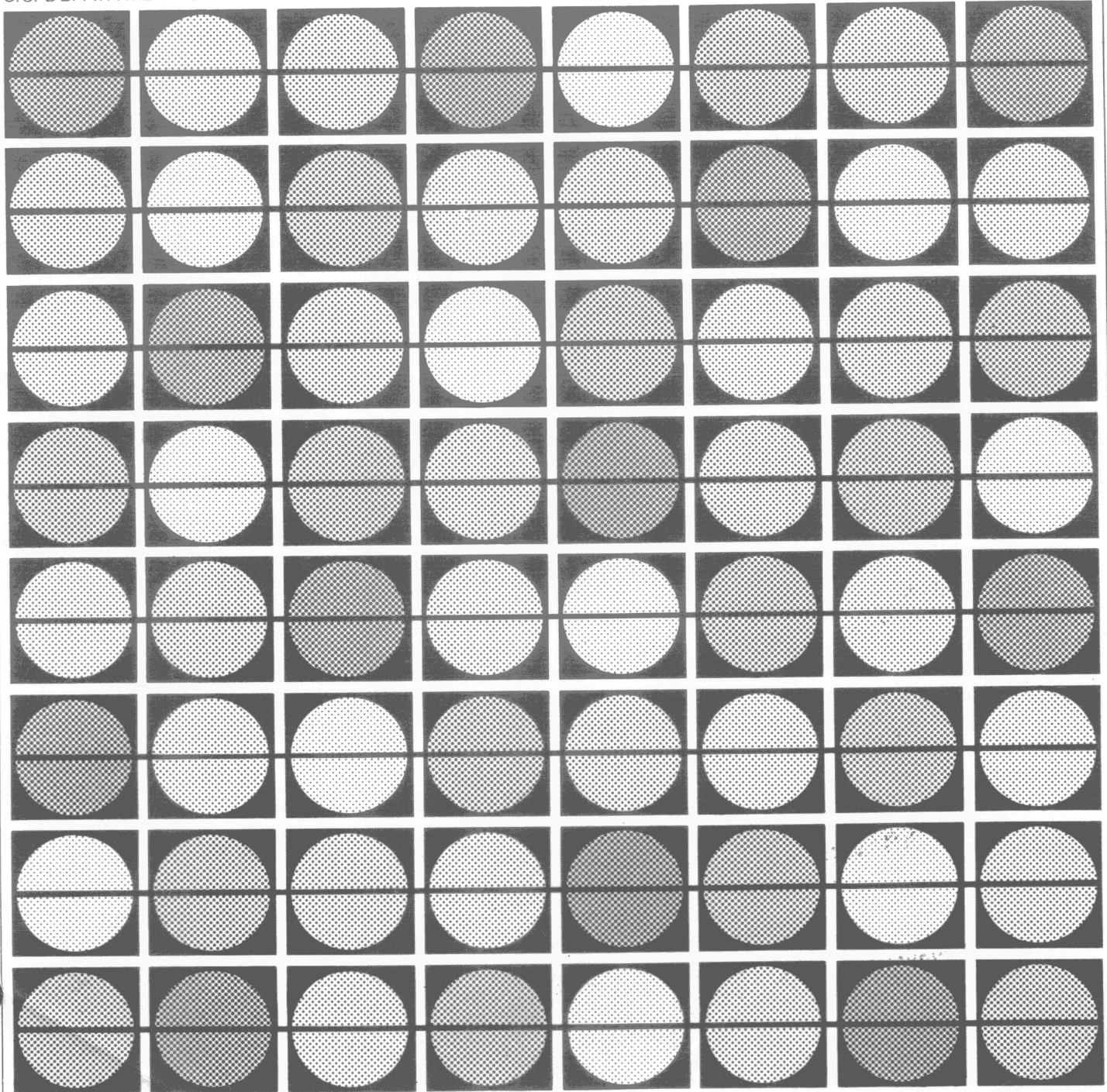
# Instruction Manual

## Part 15h



Household 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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The original version of this manual was prepared by WESTAT with assistance from Development Associates. Preparation and editing of this revision was done by Paula L. Wallace, Health Examination Field Operations Branch, Division of Data Services.

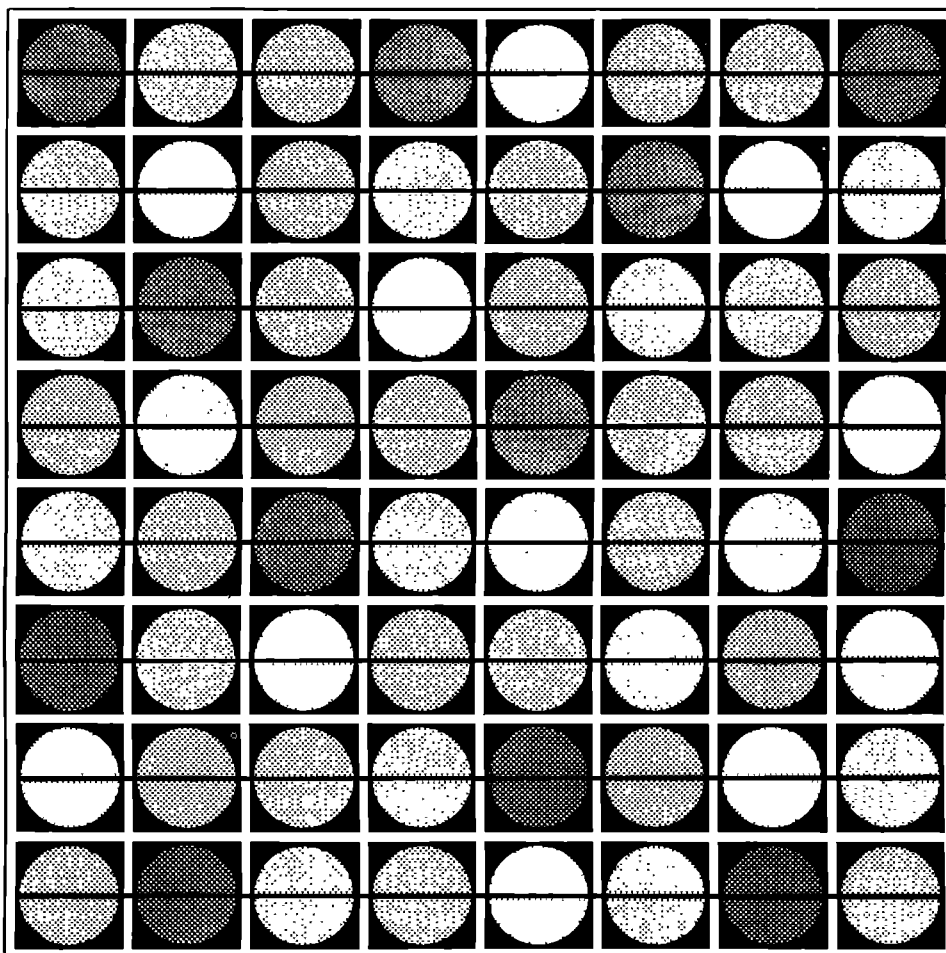
# Instruction Manual

## Part 15h

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Hispanic Health and Nutrition Examination  
Survey, 1982-84

### HHANES

Data Collection



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

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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 Plan Your Work Schedule

Plan a weekly schedule and daily itinerary to help you work efficiently and minimize the time you spend traveling from your home to the homes of possible respondents. Most surveys have specific guidelines on the number and timing of the attempts interviewers can make to contact a respondent. When planning your schedule, you should take into account these guidelines as well as your knowledge of the areas where your respondents live.



## 2.5 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 Introduction at the Door**

The introduction at the door is your first opportunity to demonstrate your friendly intentions and describe the survey in a way that invites the respondent's willing participation. The following are points to keep in mind during your introduction.

1. TELL THE RESPONDENT WHO YOU ARE AND WHOM YOU REPRESENT.

Introduce yourself by name and explain that you are a representative of the U.S. Public Health Service which is a part of the Department of Health and Human Services. Have your ID card handy to offset any possible suspicions about your identity or purpose.

2. TELL THE RESPONDENT WHAT YOU ARE DOING.

Have information about the study clearly in mind so that you can explain it in a way that catches the respondent's interest.

3. IF A RESPONDENT ASKS, TELL HOW S/HE WAS SELECTED.

It is important that the respondent understand that s/he was randomly chosen as part of a cross-section survey. You might say something like this: "Since it is impossible for us to talk with everyone, we use strict, scientific sampling methods to select a cross-section of people. Once selected, these people represent all the other people in different geographical areas and of different backgrounds with whom we could not talk."

4. KEEP YOUR INTRODUCTION AT THE DOORSTEP AS BRIEF AS POSSIBLE.

The doorstep introduction should be quite brief, just sufficient to get you inside the house. Once inside, you are in a much better

position to persuade the respondent to cooperate.

At the doorstep, do not ask questions that give the respondent an easy opportunity to give a negative response. For example, do not ask, "May I come in?" -- to which the respondent can easily answer "No." Instead, say something like: "I would like to come in and talk with you." Other questions you should not ask include: "Are you busy now?" and "Could I do the interview now?" Such questions give the respondent an easy way of refusing the interview.

If the desired respondent is at home when you make your first visit, you should attempt to complete the interview at that time. By all means, make arrangements to return at a convenient time if the respondent suggests it, but you should suggest a return visit only as a last resort. That is, if the respondent cannot or will not grant the interview on your first call, you want to keep the door open for a later try when the respondent might be more willing.

#### 5. DETERMINE THE ELIGIBILITY OF THE RESPONDENT.

The person who answers the door when you call may not be the person you must interview. Before you begin to administer a questionnaire, check to make sure that the person to whom you are speaking fulfills the eligibility requirements for your study.

### 3.3 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.

### **3.4 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.

If you find that you cannot change a respondent's mind about doing the interview, try to leave the door open for someone else to make a further attempt. Deal as well as you can with the respondent's reasons for refusing; if your best efforts fail, accept the situation and don't antagonize the respondent. Try to leave on a friendly, positive note. If the supervisor decides to make another attempt at the household, your graceful exit may leave the respondent receptive to the efforts of a different interviewer.

### **3.5 Setting for the Interview**

Once you have introduced yourself and started the rapport-building process, you are ready to begin the interview. As you prepare to administer the questionnaire, it is important to arrange a proper setting for the interview. At this point there are two major considerations to keep in mind.

1. **AVOID AN AUDIENCE.**

Try to obtain privacy for you and the respondent. The interview will go more smoothly if you have the respondent's undivided attention, and the privacy will encourage the respondent to answer your

questions freely and confidentially. Sometimes it will require ingenuity and tact to obtain the necessary privacy. Approaches like the following may be helpful:

"Could we go into another room so we don't interfere with the children's TV program?"

"If your friend will excuse us, maybe we could go into another room. The interview will go much faster that way."

2. ARRANGE SUITABLE SEATING.

Suggest sitting at a table if one is readily available. Sit across from the respondent, not side-by-side. If you sit side-by-side the respondent may attempt to read ahead in the questionnaire and pay less than full attention to your questions.

## 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 follow-up 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 open-ended 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?	<input type="checkbox"/> Y	<input type="checkbox"/> N (C23)
C19. Have you been taking them most of the past 12 months?	<input type="checkbox"/> Y	<input type="checkbox"/> N
C20. Are you now taking diabetes pills?	<input type="checkbox"/> Y	<input type="checkbox"/> 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, even-toned 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 for your last visit?	<input type="checkbox"/> a sickness or illness <input type="checkbox"/> an injury <input type="checkbox"/> a follow-up visit <input type="checkbox"/> a regular checkup <input type="checkbox"/> an injection <input type="checkbox"/> for a prescription <input type="checkbox"/> pre- or post-natal care <input type="checkbox"/> 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 <u>OR</u> 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

### 1. 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.

## 2. 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 follow-up 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:

- The respondent doesn't understand the question and says DK to avoid saying s/he doesn't understand;
- The respondent is thinking the question over, and says DK to fill the silence and give himself/herself time to think;
- 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
- 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 for your last visit for dental care?	<input type="checkbox"/> regular checkup
	<input type="checkbox"/> for cleaning teeth
	<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>I had to have my braces adjusted</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 couldn'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 _____ SPECIFY
	<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?	_____
	. 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  $\underline{1}$  years
- b. 7 hours, 15 minutes  $\underline{7}$  hours
- c. 8 years, 10 months  $\underline{8}$  years
- d. 56 hours  $\underline{2}$  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.)  Y  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? 10 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: SPECIFIC FIELD PROCEDURES

### Chapter 9

#### INTRODUCTION TO THE HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY (HHANES)

##### 9.1 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 all 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.

## 9.2 HHANES

Hispanics represent more than six percent of the U.S. population, and their proportion continues to increase. However, 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. 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.

The Hispanic Health and Nutrition Examination Survey (HHANES) will provide much of this needed data. It is planned as a supplement to the other National Health and Nutrition Examination Surveys (NHANES). Since a major purpose of the survey is to provide information on the health and nutrition status of Hispanics comparable to that obtained for the general U.S. population, many of the procedures, questionnaire items, and examination components of HHANES will be as similar as possible to those included in NHANES.



The main survey for HHANES will be conducted from July 1982 to late 1984 on a sample of the Hispanic population living in the United States. This study, conducted for the National Center for Health Statistics, will represent the first largescale health survey of Hispanics and will be unique in several ways:

- HHANES will produce the first data on a large sample of the Hispanic population living in the United States on illness, disability, need for treatment or care, and nutritional status;
- HHANES will obtain data through questionnaires and direct physical examinations of a sample of the Hispanic population; and
- HHANES will operate out of mobile health examination centers traveling across the country and staying for a month or more in selected locations to identify sample persons and conduct examinations.

During the course of the survey, the mobile examination centers will travel to approximately 35 locations and examine more than 12,000 people 6 months through 74 years of age.

HHANES will serve to collect public health data for use in evaluating the social, health, and economic conditions of Americans of Mexican, Puerto Rican, and Cuban origin or descent. The wide range of statistics produced on the health of the Hispanic population will be valuable for:

- Estimating the prevalence of selected diseases and conditions;
- Assessing health and nutritional status;
- Determining needs for health care;
- Analyzing relationships between health measures and risk factors; and
- Evaluating aspects of health and nutrition programs.

### 9.3 Field Organization for HHANES

There are two levels of field organization for HHANES, the home office staff and the stand staff.

- Home Office Staff from Westat and Development Associates -- Project staff from Westat and Development Associates are responsible for the administration of household and dietary interviewing and physician's and dental examinations HHANES. This includes the development of survey materials, the training of field staff, and the direction of all survey activities.
- Stand Office -- For this survey, the NCHS will open an office in each of the stands where interviewing will be conducted. Each stand office

will have a Site Manager and a Supervisor who will be responsible for managing the activities of the interviewers within that stand. Every weekday you will visit the stand office and report to the Supervisor.

The National Center for Health Statistics (NCHS) will also have survey staff at the stand office. The key NCHS staff at each stand office are the Field Operations Manager (FOM) and the Field Management Assistant (FMA). Your principle contact with the NCHS staff will be during your call from the field to set up examination appointments for Sample Persons.

- Mobile Examination Center (MEC) -- At each stand there will be a specially equipped MEC consisting of three mobile trailers located in a central area within the Hispanic community. The MEC will provide a standardized environment in which the MEC team will conduct physical and dental examinations, laboratory and measurement tests, and medical and dietary interviews. The MEC staff will consist of a variety of administrative, interviewing and medical personnel, including a manager, coordinator, physician, dentist, nurse, health and lab technicians, and dietary and medical history interviewers. Normally, you will not have direct contact with the MEC staff, however, it is important that you understand their activities since it will be your job to set up appointments for respondents to go to the Examination Center.

#### 9.4 Overview of Interviewer Tasks

This section describes the steps that have already been completed to prepare for the survey and also provides you with an overview of the tasks you will be expected to perform as an interviewer. Each of these tasks is discussed in detail in later sections of this manual. In the overview that follows, certain key terms are underlined. Make sure to thoroughly familiarize yourself with each of these basic concepts as you study this manual.

##### Steps completed before interviewing:

1. Certain survey areas were selected for the main study. These are called stands.
2. Statisticians scientifically selected certain segments in each of the stands. A segment is an area with definite boundaries, such as a city block or group of blocks.
3. Ten weeks before data collection begins, persons will be hired in each of the stands to list the segments. Listing is the systematic recording on special forms of the address of every dwelling unit located within the segment. Commercial buildings and other structures not intended as living quarters will not be listed.

4. A sample of dwelling units will be selected from the listing forms. The sample is the group of addresses that you will visit in order to conduct interviews.
5. Immediately before data collection begins, an advance letter will be sent to each dwelling unit with a sufficient mailing address. This letter will briefly describe the study and inform the household that an interviewer will be contacting them in the near future.

The tasks you will be performing for HHANES begin at this point:

1. After the successful completion of training, you will be given an assignment of sampled dwelling units to contact. Each assignment will consist of pre-labeled Household Folders and the appropriate Segment Folder.
2. Using addresses on the Household Folders and listing materials in the Segment Folder, you will locate these dwelling units.
3. If a selected address is not a dwelling unit or is not occupied, you will complete the "Vacant/Not a DU" Form.
4. You will make up to four attempts to contact an adult household member who lives in the dwelling unit. A household consists of all the individuals who live within a dwelling unit.
5. You will record the result of each contact or attempted contact with the household on the Call Record located on the Household Folder.
6. Once you have contacted an adult who lives in the selected household, you will administer the  Screener.
7. The Screener, which is a questionnaire that asks about persons in the household and their national origin or ancestry, divides the household into families. From the answers you get to the Screener, you will immediately determine if each family in the household is eligible or ineligible for further interviewing.
8. If all families in the household are ineligible, no further work will be done with the case.
9. If any family in the household is eligible, you will immediately select the Sample Person (SP). This is done by using the instructions and SP Selection Table in the Screener.
10. If no SP's are selected in any family, no further work will be done with the case.
11. If SP's are selected in a family, you will administer the appropriate questionnaire to each SP. The type of questionnaire/form you will

complete depends on the age of the SP. These questionnaires will be discussed in detail in later sections of this manual.

12. At the conclusion of an SP interview you will set up an examination appointment. You will repeat this process for each SP, attempting to coordinate appointments which conform to the Examination Center schedule and are convenient for an individual SP and all other SP's within a family unit.
13. After you have confirmed the examination appointment with the NCHS site office and the respondent you will obtain a signed Consent to Examination and Request to Furnish Results form for the SP.
14. You will also administer a Family Questionnaire to an adult family member from each eligible family with selected SP's.
15. If there is more than one eligible family with SP's selected, you will repeat this process with each of the additional families. Most often you will find only one family in the household.
16. If an SP or a respondent to the Family Questionnaire is not immediately available, you will make an appointment to return at a later date.
17. After you have made your required attempts, if you are unable to complete any of the questionnaires, you will complete the Non-Interview Report.
18. You will check for missed DU's and/or structures when instructed to do so. If any are found, you will follow the Missed DU or Missed Structure Procedures and complete the appropriate forms.
19. When you have completed an interview, you will edit your work, carefully reviewing all questionnaires for completeness and legibility.
20. Every weekday you will report in person to your Supervisor at the stand office. During this conference, you will return and discuss completed cases, discuss problems with incomplete cases, and receive new case assignments. You will also report on your time, expenses, and production.
21. Your Supervisor will review your work. To insure the accuracy and completeness of the survey, a sample of every interviewer's work will be verified by recontacting respondents. After this review, completed questionnaires will be transmitted to NCHS, where they will be further reviewed and prepared for data processing.
22. At the end of each stand field period, you will return all interviewing materials to your Supervisor.

## Chapter 10

### PRE-FIELD PROCEDURES

#### 10.1 Overview of Interviewer Materials

At the beginning of the survey, you will be given the materials you will need for your work. After you begin working, it will be your responsibility to obtain additional supplies from the stand office as you need them. Check your supplies regularly so that you can pick up additional materials before you run out.

The sections below describe the materials you will use on this study. Most of these items are discussed in more detail in other chapters of this manual. The brief descriptions provided in this chapter are arranged under four main headings:

- Materials to encourage respondent cooperation;
- Materials to be used in the field;
- Materials for organization and recordkeeping; and
- Materials to help you prepare for your job.

##### 10.1.1 Materials to Encourage Respondent Cooperation

These materials are designed to introduce the survey to respondents and to encourage them to participate in the interview. All of the following materials are available in English and Spanish except the Identification Badge:

- Advance Letter -- This letter introduces the survey and requests the respondent's participation. Whenever possible, the office will send a letter to each address just before you are assigned the case. In some areas, however, the addresses will not be adequate to mail the letter. In those cases, you will present the letter during the first contact with a household member. Make sure that each household has received an advance letter either in the mail or directly from you during your introduction.
- Screener Brochure  -- This brochure contains a brief description of the study and provides answers to questions respondents may have about the study. It emphasizes that eligible respondents may be asked further questions related to health and nutrition. It does not include information relevant to the Hispanic aspect of the post Screener effort. You should have this brochure available to hand out to an eligible Screener respondent.

- Sample Person Brochure -- The Sample Person brochure contains the same description of the study included in the Screener brochure plus additional information related to the Hispanic nature of the study, the extended interview and the physical examination. It also provides answers to questions respondents may have about the study. Interviewers should have it available to hand to an eligible respondent upon completion of the Screener.
- Call-Back Card -- The call-back card is left when no one is at home at a sampled address. It briefly describes the study and tells the respondent that you will return.
- Identification Badge -- This photo ID verifies that you are an employee working on the study.

### 10.1.2 Materials to be Used in the Field

The materials that you will use while actually interviewing include:

- Household Folder -- This folder contains address information to use in locating the unit. The back of this folder is the Household Call Record, which is used to record all contacts and results of contacts with the household. (There are a number of other sections in the folder which you may or may not use depending on the situations you encounter.) The Household Folder is also used to hold and organize all completed questionnaires and/or forms associated with the household.
- Segment Folder -- Each segment with sampled units has a separate folder. This folder contains the following items:
  - Census Map -- This is a large map of the area that provides you with the segment boundaries. This map is a copy of a portion of the official Census Bureau Map for the area.
  - Sketch Map -- This is a detailed map that was used by the listers. You will use it to help locate the segment in which you will be interviewing.
  - Lister's Map -- This is a detailed map drawn by the lister if a situation in the segment needs further description.
  - Listing Sheets -- This form was used during the listing phase to record the addresses of all dwelling units in the segment. It will be used by you as a reference to help locate the unit.
  - Listing Route Form -- This form was used by listers to record all streets in the segment in the order which they were listed. You will use it as a reference to help locate the unit.

- Household Screener Questionnaire (English and Spanish Versions) -- This is used to determine the eligibility of the household for further interviews and, if eligible, select the Sample Persons.
- Family Questionnaire (English and Spanish Versions) -- For each eligible family with selected Sample Persons, this questionnaire will be administered to a knowledgeable adult family member.
- Questionnaires to be Administered to Sample Persons (English and Spanish Versions) -- If a family is eligible with selected SP(s), you will be using different types of SP questionnaires depending on the age of the Sample Person:
  - ADULT SAMPLE PERSON QUESTIONNAIRE - This instrument will be administered to each selected SP 12-74 years of age.
  - CHILD SAMPLE PERSON QUESTIONNAIRE - This instrument will be administered to each selected SP 6 months - 11 years of age.
- Questionnaire Continuation Booklet (English and Spanish Versions) -- When administering certain sections of the questionnaire(s), it may be necessary for you to use the Continuation Booklet. (This is further explained in the Question-by-Question Specifications.)
- Hand Cards (English and Spanish Versions) -- These cards contain information to you or to be shown to the respondent as you administer certain questions.
- Consent to Examination and Request to Furnish Examination Results Form (English and Spanish Versions) -- This form will be used to demonstrate that consent to participate in the examination has been obtained from each Sample Person, that they have been fully informed about the content of the examination and the nature of their participation, and that the examination results may be forwarded to providers of health care.
- Appointment For Examination Slip (yellow and white versions) -- This appointment slip is a reminder to be left with respondents for whom an appointment for examination at the Mobile Examination Center has been scheduled. Each slip is printed in both English and Spanish. The yellow slip should be left with those persons chosen to receive the Glucose Tolerance Test and/or the Gallbladder Ultrasound Test. The white slip should be given to all other respondents.
- Authorization For Transportation Arrangements For Persons Under 16 Years of Age -- This form must be completed, at the time of interview, by a parent or guardian of any minor (under 16) who will be transported to the MEC. Each form is printed in both English and Spanish.

### 10.1.3 Materials for Organization and Recordkeeping

These materials are designed to help you organize your work when you are in the field and to maintain accurate records for reporting your production, time, and expenses. They consist of the following:

- Field Folder -- This file folder expands to hold the supplies you will need in the field. Organizing your materials within this folder will save you and your respondent time and trouble during the interview.
- Appointment Calendar -- This calendar is to be used as your record of appointments with respondents. By recording your appointments on this calendar, you will avoid making appointments for the same time with different respondents.
- Interviewer Assignment Log -- You will receive a computer generated list of all cases assigned to you in a segment. Before your semi-weekly conference, you will review your cases and update the log.
- Interviewer Time and Expense Report -- This report is your means of reporting hours worked and expenses incurred. You will submit it to your Supervisor on a weekly basis. Development Associates will use this report to compute your pay and reimburse you for expenses.

### 10.1.4 Materials to Help You Prepare for Your Job

These materials are designed both as study guides for the training sessions and as reference documents for use throughout the field period. The materials are all contained within the Interviewer's Manual but each one constitutes a separate part of the manual:

- Part I: General Interviewing Techniques -- These chapters discuss standard interviewing techniques and give general information about surveys and questionnaires.
- Part II: Specific Field Procedures -- These chapters provide the specific procedures which must be followed for this survey. You should take this part into the field for reference in case you encounter any procedural problems/questions.
- Part III: Question-by-Question Specifications -- These chapters contain detailed instructions, explanations, definitions, and examples for using the various questionnaires. You should use this part, especially during your edit, to resolve any problems you have with items in the questionnaire or methods of recording answers.
- Part IV: Use of the Spanish Questionnaires -- These chapters contain procedures for selecting which language the interview will be conducted in, as well as specifications to be used when administering the Spanish versions of the questionnaires.



## 10.2 Receiving and Reviewing Your Assignments

Periodically during the field period you will receive assignments from your Supervisor. Assignments will be made by segment. Each assignment will consist of Household Folders, which will contain the following:

- Address Label -- An address label will be attached to the front of each Household Folder. This label will identify the location of the dwelling unit where you are to contact.
- Mini-Labels -- Six mini-labels containing the case identification number will be included in the Household Folder. You will use these labels on questionnaires or other materials you want to identify with a case. Always check to make sure that the Case ID number on the mini-labels matches the Case ID number on the Address Label attached to the cover of the Household Folder. (Case ID's are explained further in Chapter 11.) Notify your Supervisor if there are any discrepancies.

You will also receive the Segment Folder which contains the Census Map, Sketch Map, and Listing Sheets. These maps and forms provide you with further information to help in locating assigned dwelling units.

In addition to checking the Case ID on the mini-labels, it will be necessary for you to:

- Check the address on the Address Label of each sampled dwelling unit with the address recorded on the Listing Sheet. The procedure for this is explained in Chapter 11; and
- Check the Case ID and address on the Address Label with those listed on the Interviewer Assignment Log.

If you encounter any discrepancies, notify your supervisor before working on the case.

As part of your assignment, you will be provided with blank questionnaires. Each time you use one of these questionnaires, be careful to apply the correct mini-label showing the case identification number. Once a document is used (i.e., the mini-label is applied) that document should be kept in the corresponding Household Folder. In addition, you will receive blank Household Folders to be used if you find missed dwelling units (this procedure will be explained in Chapter 14).

Before accepting your assignment of cases, always check through the addresses to see that none of them is an address of a friend or relative. It is a general rule that you should never interview a friend or relative. If you receive such a case, give it back to your Supervisor. (If you do not realize that this case is a friend or relative's address until you leave the

office, do not complete any work on it. Turn it in to your Supervisor during your next conference.)

### 10.3 Planning and Scheduling

It is important to plan your schedule in a way that allows you to spend large blocks of time in the field. The amount of time you spend locating, contacting, screening, and interviewing during a day should greatly exceed the amount of time it takes you to get to a segment to work.

To keep your travel time to a minimum, your Supervisor will always try to assign you cases which are clustered in one part of the stand. After completing part of your assignments, however, you may find that your remaining households are more scattered. To make efficient use of your time, it will then become particularly important for you to carefully plan your schedule before you go into the field. As you plan your route keep in mind any family or SP interview appointments you have made and organize your time so that you can contact as many households as possible between appointments.

Study the contact procedures described in Chapter 15 in planning your work schedule.

### 10.4 Preparing for the Field

Each day, before you go into the field, check over your supplies. Make sure you take with you all the necessary materials (English and Spanish versions when appropriate), so that you will not have to return home or to the site office to pick up certain items or begin an interview and discover that you do not have the necessary materials. (Always inventory your supplies when you visit the site office.) Also make sure your materials are organized. Shuffling through your materials in the midst of an interview may cause unnecessary delays and give the respondent an unfavorable impression of you and the survey.

The following is a list of the items you should always take with you in the field:

- Advance letters;
- Brochures (Screener and Sample Person);
- Appointment For Examination Slips (yellow and white versions);
- ID Badge;
- Household Folders for all cases you plan to work on that day;
- Blank Household Folders;

- Appropriate Segment Folder(s) for cases you plan to work on that day;
- Household Screener Questionnaires;
- Family Questionnaires;
- Adult and Child Sample Person Questionnaires;
- Questionnaire Continuation Booklets;
- Hand Cards;
- Consent to Examination and Report to Furnish Results Forms;
- Authorization For Transportation Arrangements For Persons Under 16 Years of Age;
- Sharpened No. 2 lead pencils; and
- Interviewer's Manual. (This manual should be kept in your car for reference.)

Whenever you are in the field and leave your car, make sure it is locked. Try to keep all materials (especially completed questionnaires) out of sight, e.g., locked in the trunk of your car.

When setting out to contact a household at which you have already made a previous attempt, review the Household Folder for any notes you made on the earlier try. They will give you clues as to the best time to make your next attempt.

## Chapter 11

### MAKING CONTACT

#### 11.1 Locating the Dwelling Unit (DU)

After receiving your assignments, you will need to locate the selected DU's. There are three basic steps to follow in doing this:

Step 1: Locate the Segment: Using maps of the area, you should identify the exact location of the segment.

Step 2: Locate the Selected Address: The address of the selected DU appears on the front page of the Household Folder in the Assignment Box. The addresses for all selected DU's in a segment also appear on the Interviewer Assignment Log. Use the sketch of the segment to locate the selected addresses. All of the selected addresses for a segment should be located within the boundaries of the area shown on the segment map. IF YOU FIND A SELECTED ADDRESS OUTSIDE THE SEGMENT, CALL YOUR SUPERVISOR.

Step 3: Determine Whether the Selected Address is a DU: Generally a selected address is clearly a DU (for example, a single family house or an apartment in a multi-unit structure). Whenever you think a selected address may not qualify as a DU, you must refer to the dwelling unit definition to see if the selected address fits the description.

As mentioned in Chapter 10, Listing Sheets will be included in the Segment Folder you receive. These will be the original Listing Sheets used by the listers when they recorded the addresses of all dwelling units in the segment. The Listing Sheets will designate the sampled addresses you are to contact, as well as help you locate them. The following sections further explain how to locate DU's using the Listing Sheets and other materials in the Segment Folder, and how to determine whether the address is a DU.

##### 11.1.1 Definition of a DU

Screeners should be conducted only at addresses which qualify as dwelling units. Therefore, it is your responsibility to make sure that the assigned address is (1) a dwelling unit, and (2) only one dwelling unit. In most cases, a dwelling unit will be easy for you to define, that is, a dwelling unit will be an apartment, a detached house, one house in a row of houses, half a duplex, etc. Sometimes, however, you will encounter structures where it is difficult to determine what constitutes a DU. Examples of these types of structures might be rooming houses, resident hotels, or houses which have been divided up into multi-family residences. The following definition explains in detail how to determine whether a residence is a dwelling unit.

---

A dwelling unit is a single room, or group of rooms that is intended for year-round separate living quarters. This means that the people who live there must live and eat separately from everyone else in the building (or apartment) AND the room or group of rooms must have ---

EITHER

- 1) A separate entrance directly from the outside of the building or through a common hall,

OR

- 2) Complete kitchen facilities for the use of this household only. Complete kitchen facilities include all of the following:
  - a) A range or cooking stove, and
  - b) A sink with piped water, and
  - c) A mechanical refrigerator.

---

Examples of Types of DU

Although the box above provides our definition of a DU, the concept of a DU can better be illustrated by the following examples of typical places that have been listed as DU's for this survey (remember that this list is merely illustrative, and may not include some places that would qualify as DU's):

- A single house which is intended for occupancy by only one family.
- A multiple family house containing more than one DU. (You will often need to refer to the definition of a DU to determine the correct number of DU's in such places.)
- A flat or apartment in a structure which includes other flats or apartments.
- A basement, attic, or garage apartment. These may occur in any of the types of structures described above.
- Vacant houses or apartments which could be occupied.
- Hotel or motel rooms which are (1) occupied by permanent guests, or (2) occupied by employees who have no permanent residence elsewhere.
- A room in a nonresidential structure where there are no other rooms occupied or intended for residential occupancy. Thus, if there is one room in a warehouse which the caretaker uses for his living quarters, such a room qualifies as a DU.

- A mobile home or trailer, which is used as the permanent residence of the occupants and not just as their vacation residence.
- A mobile home or trailer location in a trailer lot or mobile home park in which numbered or otherwise specified spaces are rented. In such a mobile home park, each separate space allocated for one mobile home was listed as a DU, even if no mobile home currently occupied the space--that is, an empty space in a regular mobile home park was treated like a vacant apartment or house.
- Work camps occupied by seasonal workers. If a worker occupies a unit for six months or more of the year, that unit is considered a permanent DU, as long as the unit satisfies the other requirements of a DU.
- Seasonal dwellings, such as summer homes, resort cottages, or other part-time homes that currently serve as permanent residences are considered DU's. An example of a residence which could be permanent is one which is heated where heat would be required. However, if someone lives permanently in an unheated DU, it should be included.

Since it is difficult to determine without inquiry whether a seasonal unit currently serves as a permanent residence, seasonal dwellings were listed, unless (1) they are used for overflow sleeping quarters for the main house, in which case they were considered part of the main house, or (2) they fit the definition of vacation cabin given under examples of structures which are not DU's.

- Group Quarters Situations

Rooms within institutions (hospitals, penal institutions) which serve as the permanent residence of a staff member, and which satisfy the requirements of the DU definition.

Rooms within college dormitories and college sororities.

Rooms occupied by roomers or lodgers within rooming and boarding houses, communes, workers dormitories --

Are SEPARATE DU's if each meets the definition of a DU. Thus, if the roomers or lodgers live and eat separately from each other and their rooms open off a common corridor, or they each have complete kitchen facilities--they are occupants of separate DU's. The quarters occupied by each lodger or roomer are listed on a separate line of the listing sheet.

Are PART OF THE SAME DU if the rooms occupied by the roomers or lodgers do not meet the definition of individual DU's.

## Examples of Structures That Are Not DU's

Below is a list of units that, with the exception of permanent DU's of staff members located within the unit, do not qualify as DU's. If you are in doubt as to whether or not a structure qualifies as a DU, you should call your supervisor before contacting the unit.

Some examples of institutions that are to be excluded are:

- Barracks;
- Staff quarters in hospitals;
- Penal institutions;
- Hospitals;
- Homes for the aged;
- Convents and monasteries;
- Other institutions which provide care for residents of inmates. However, you cannot completely ignore such institutions since some of them may contain the dwelling unit of a manager, janitor, proprietor, etc. You should determine whether there are "hidden" dwelling units in the building;
- Unoccupied buildings which have been condemned or which are being demolished;
- Newly constructed units which are not yet ready for occupancy;
- Transient hotels or motel rooms;
- Places of business, such as stores, factories, etc.--but be sure to look for hard-to-find living quarters behind or above or inside business places;
- Vacation cabins, a group of five or more cabins owned and operated under a single management. These cabins must be clustered together, and rented or intended for rent and identified by a sign on the property where they are located. If they do not meet these requirements, they should be included;
- Military bases, any residences on a military base such as officer's quarters, residences for civilian employees, etc. Do NOT search for "hidden" dwelling units here;
- Indian reservations, any residences within an Indian reservation.

If you find that the assigned address is not a DU according to the guidelines above, you must complete a Vacant/Not a DU Form which is part of the Household Folder. Instructions for completing this form are discussed in Section 17.1.

If you find that the assigned address includes more than one DU, you may proceed to follow special procedures. These are the Missed DU Procedures discussed in Chapter 14.

#### 11.1.2 How to Use the Listing Sheets

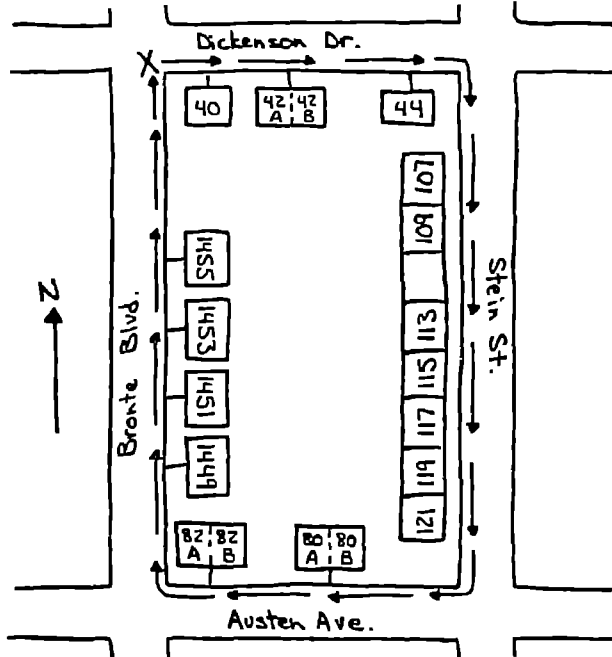
An understanding of how addresses were entered on the sheets by the listers will help you to use the Listing Sheets to locate the dwelling units you have been assigned. Listers followed this basic rule:

LISTERS BEGAN AT THE NORTHWEST CORNER OF THE SEGMENT AND RECORDED ALL OF THE RESIDENTIAL ADDRESSES THEY ENCOUNTERED WHILE TRAVELING IN A CLOCKWISE DIRECTION AROUND THE BLOCKS IN THE SEGMENT. THE LISTER KEPT THE DWELLING UNITS BEING LISTED ON THE RIGHT, LISTED IN SEQUENCE, AND TRAVELED DOWN EVERY BLOCK IN THE SEGMENT, BEING SURE TO REMAIN WITHIN THE SEGMENT BOUNDARIES.

The illustrations on the following pages show a typical urban segment and a typical rural segment. The listers began in the northwest corner and proceeded to record all DU's in the segment as shown on the Listing Sheet.



URBAN SEGMENT EXAMPLE



WESTAT, INC.  
HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY  
MAIN LISTING SHEET

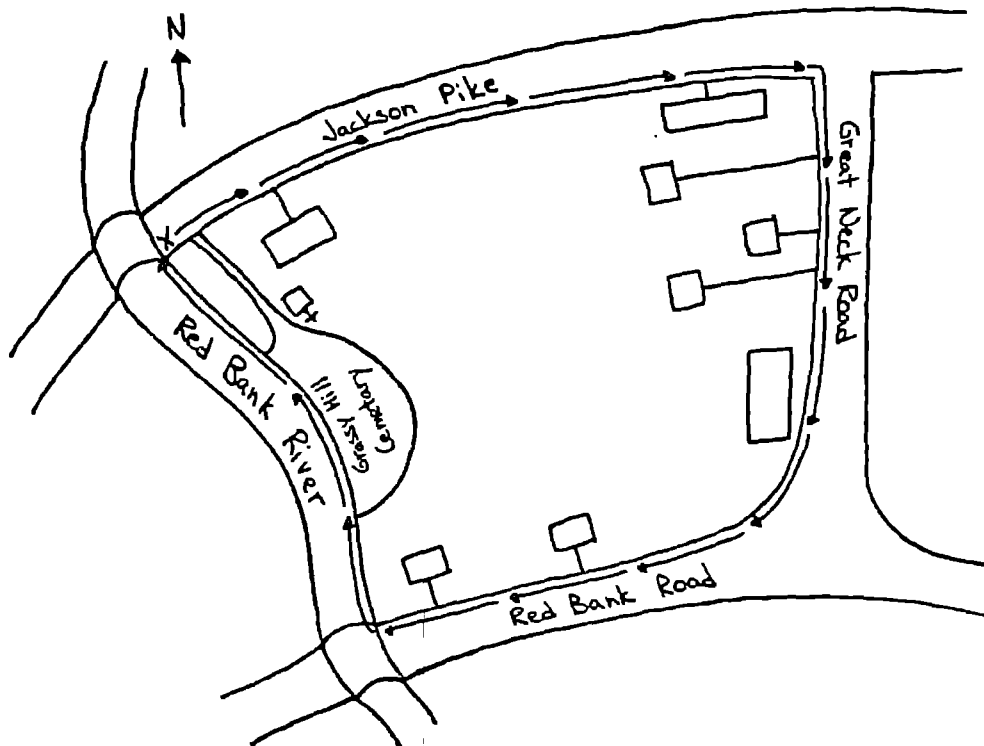
Page 1 of 1 pages  
Said #: 03  
Segment #: 11

Listed by: Jack Smith  
ID#: 1301

MAILING INFORMATION FOR SEGMENT  
Name of City, Township, etc.: El Paso  
Zip Code: 79903

(a) Office Use Only	(b) Line #	(c) Street Name	(d) House #	(e) Apt. #	(f) Description or Location	(g) If Grp. Qtrs. (✓)	(h) Remarks
	1	Dickenson Drive	40				
012	2		42	A			
	3		42	B			
	4		44				
	5	Stein Street	107				
	6		109				
013	7		no #		between 109 and 113		
	8		113				
	9		115				
	10		117				
	11		119				
	12		121				
	13	Austen Avenue	80	B			
	14		80	A			
	15		82	B			
014	16		82	A			
	17	Bronte Boulevard	1449				
	18		1451				
	19		1453				
	20		1455				

RURAL SEGMENT EXAMPLE



WESTAT, INC.  
HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY

Listed by: Jack Smith  
ID#: 1301

MAIN LISTING SHEET

Page 2 of 8 pages  
Stand#: 03  
Segment #: 06

MAILING INFORMATION FOR SEGMENT  
Name of City, Township, etc.: El Paso  
Zip Code: 79903

(a) Office Use Only	(b) Line #	(c) Street Name	(d) House #	(e) Apr. #	(f) Description or Location	(g) If Grp- Qtrs. (✓)	(h) Remarks
	21	Jackson Pike	no #		NE CORNER OF JACKSON & RED BANK RIVER - 1/2 DU EAST OF CHURCH		
	22	↓			SU CORNER OF JACKSON AND GREAT NECK ROAD INTERSECTION		
	23	Great Neck Road			1/2 DU SOUTH OF CORNER - SET BACK ON DIRT RD. BEHIND W/WHITE SHUTTERS		
	24	↓			SEAT ONE STORY NORTH OF FEED STORE - RIGHT ON ROAD		
016	25	↓			RED BRICK - SET BACK ON LOAM GRAVEL DRIVEWAY - NORTH OF FEED STORE		
	26	Red Bank Road			NW CORNER OF GREAT NECK & RED BANK RD 7 STREY W/3 BARN		
	27	↓			NE CORNER OF RED BANK RD & RED BANK RIVER - SOUTH OF CEMETARY		

### 11.1.3 Case ID

When all listings were completed, Westat's Sample Department reviewed the listings and selected the sample DU's you will be contacting. During this process, sample DU's were assigned Case ID numbers. The Case ID appears in the Assignment Box on the front of the Household Folder. This Case ID number can also be found on the Listing Sheet. The Case ID consists of seven digits that provide the following information:

- Stand Number -- This is the first two digits of the Case ID. This code identifies your area, and should appear on all forms and communications with the office.
- Segment Number -- This is the second two digits of the Case ID. This code identifies the segment within the stand.
- Serial Number -- This is the next three digits of the Case ID. This code, along with the stand and segment numbers, uniquely identifies every household in the sample.

NOTE: The three digits found in column (a) of the Listing Sheet are the Serial Number of the Case ID.

The address of the sample DU that appears on the Listing Sheet also appears on the Address Label on the front of the Household Folder. (Where no address is indicated, refer to the Listing Sheet and the segment sketch map to locate the DU.) Be sure the address and Serial Number on the Listing Sheet and the address and Serial Number on the front of the Household Folder agree. If there is any discrepancy, notify your supervisor before working on the case.

The following illustration shows how the Case ID and address printed on the Address Label enable you to locate the sampled DU on the Listing Sheet.

ADDRESS LABEL ON HOUSEHOLD FOLDER

03  
 STAND

15  
 SEGMENT

003  
 SERIAL

ADDRESS: 129 Court Street  
 El Paso, TX 79903

MESSAGES:  
 MISSED DU: Check for any DU's in this building which are not on Listing Sheet.  
 MISSED STRUCTURE: Check for any buildings in this segment which are not on Listing Sheet.

MESSAGES FOR  
 MISSED DU AND  
 MISSED STRUCTURE  
 PROCEDURES  
 (THESE ARE  
 EXPLAINED IN  
 CHAPTER 14).

WESTAT, INC.  
 HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY

Listed by: Jack Smith  
 ID#: 1301

MAIN LISTING SHEET

Page 1 of 20 pages  
 Stand #: 03  
 Segment #: 15

MAILING INFORMATION FOR SEGMENT  
 No. of City, Township, etc.: El Paso  
 Zip: 79903

(a) Office Use Only	(b) Line #	(c) Street Name	(d) House #	(e) Apt. #	(f) Description or Location	(g) If Grp. Qtrs. (✓)	(h) Remarks
	1	Robinson Road	42				
001	2		44				
	3		46				
	4		no #		White 2 story - 2 pine trees in front yard		name Dickerson on mailbox
002	5		50				
	6		54				
	7		56				
	8	Court Street	127				
003	9		129				
	10		131				
	11		no #		large stone house on hill - tree lined drive with black iron fence		
004	12		135	A-1	basement level		
	13			A-2	basement level		
	14			B-1			
005	15			B-2			
	16			B-3			
	17			C-1			
	18			C-2			
006	19			C-3			
	20			C-4			

#### 11.1.4 Using the Listing Sheets to Locate a DU

In urban areas, you usually should have little difficulty locating the dwelling unit using the address that is printed on the Address Label. However, occasionally DU's may not have an address or the address may be insufficient to locate the DU.

In such a situation, you will have to refer to the Listing Sheets and the maps in the Segment Folder to locate the DU. By referring to the Listing Sheet, you will know the addresses of those DU's that are located on either side of the sampled unit.

In the instance that referring to the Listing Sheet does not help, check the Listing Route Form to find out the order in which the streets in the segment were listed. Then, using the Listing Sheets, follow the order that the DU's were originally listed. By doing this, you should be able to locate the sampled DU within the listing sequence.

#### 11.1.5 Maps

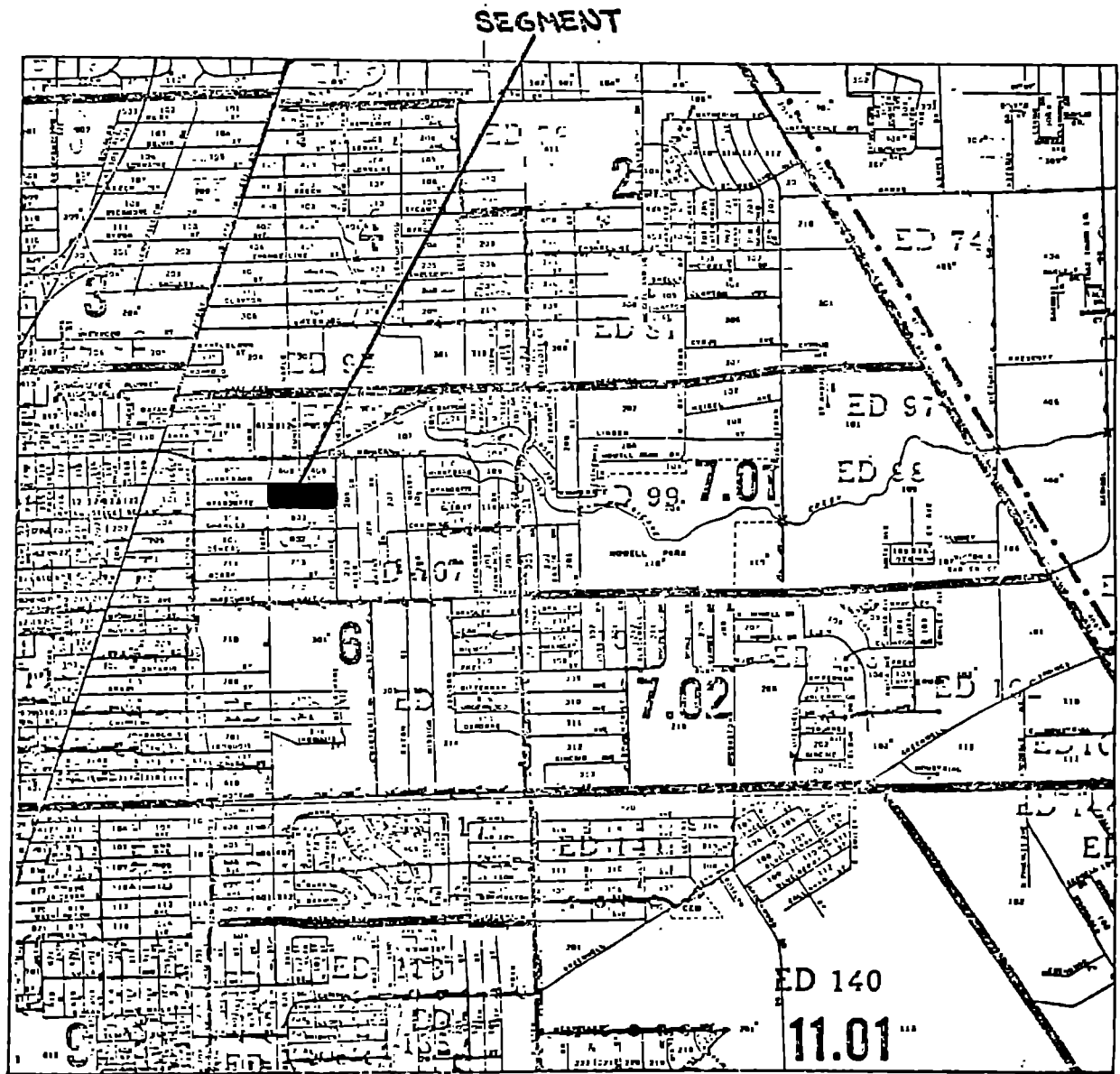
Included with your assignments, you will be given maps that were used during the listing phase. There are three types of maps you will be given:

- Census Maps;
- Sketch Maps; and
- Lister's Maps (if any).

These maps will be included in the Segment Folder. An example of each is presented on the following pages.

1. Census Maps -- You will be given a xeroxed portion of the Census Bureau's official map. The segment in which you will be interviewing will be highlighted in yellow.

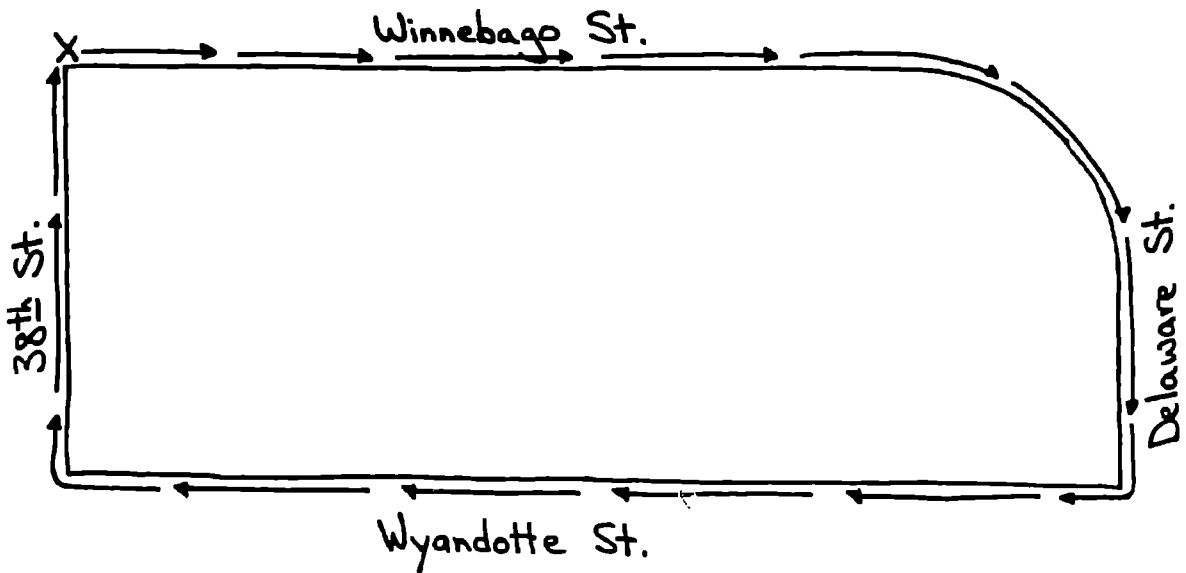
STAND # 03 El Paso 1 El Paso TRACT # 0006 EG ED 8  
 PLACE COUNTY  
 NUMBER OF DU'S 82 SEGMENT # 01



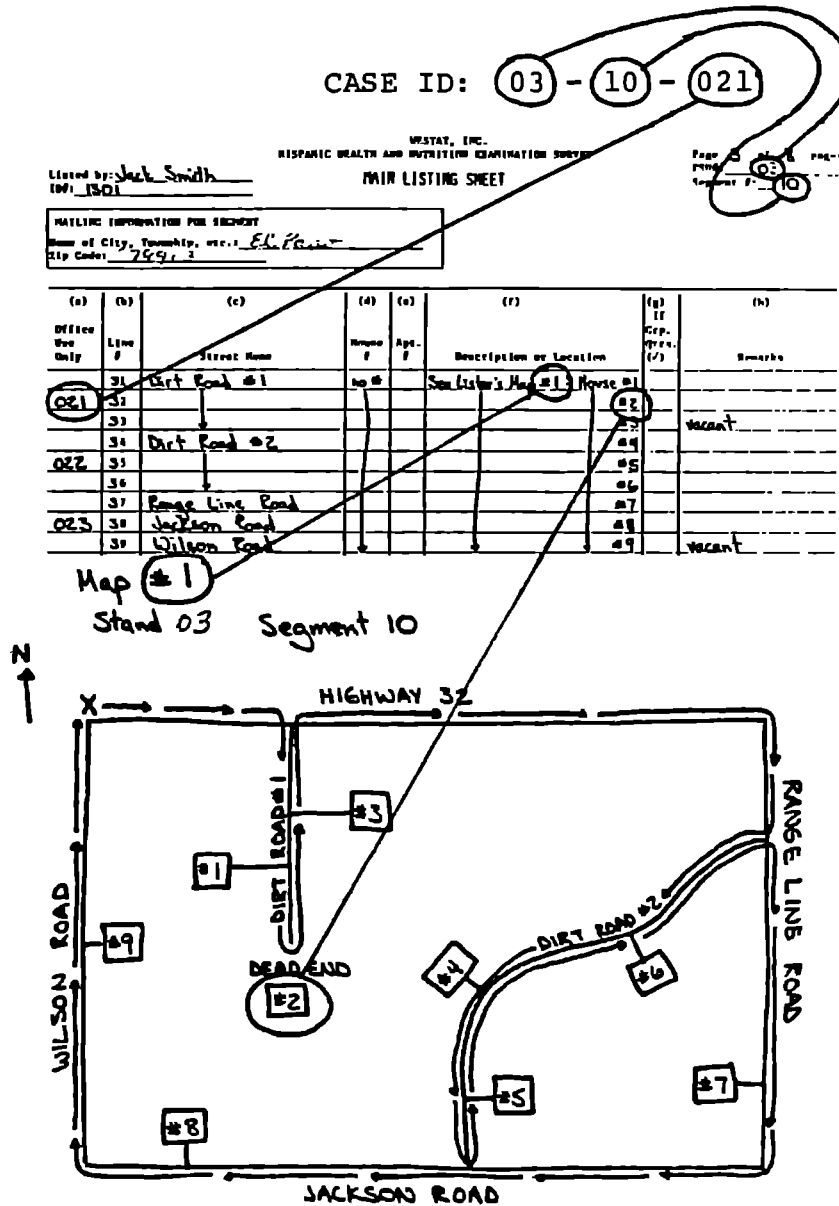
2. Sketch Map -- The Sketch Map is a hand-drawn enlargement of the segment that is highlighted in color on the Census Map. It indicates the street names that form the segment's boundaries as well as other prominent features of the segment that will help you orient yourself.

STAND # 03 El Paso / El Paso TRACT # 0006 8  
PLACE COUNTY  
NUMBER OF DU'S 82 SEGMENT # 01

(EXAMPLE OF SKETCH MAP)



3. Lister's Map -- In some instances, the segment you are assigned will contain maps drawn by the listers. Lister's made these maps whenever they encountered DU's with locations that could not be described by an address or description entry on the Listing Sheet. Lister's maps usually exist in an area where streets are not named or house numbers do not exist. The following example shows how a Lister's Map can be used with the Listing Sheet to locate a sampled dwelling unit.





### 11.1.6 Problems Locating the DU

It is a good idea for you to obtain a local map of the area in which you will be interviewing. These can usually be obtained at gas stations, drug stores, or the local Chamber of Commerce. If you ever have trouble locating a sampled DU or a group of sampled DU's, ask for directions. Postal carriers or gas station attendants will usually be able to help you. If this fails, call your supervisor. S/he may be able to help you immediately by referring to the maps that are kept in the stand office.

### 11.2 Introduction at the Door

Once you have located the DU, you are ready to contact the household. How you present yourself at the door will usually determine success or failure in obtaining an interview. Since this is your first opportunity to describe the survey in such a way that the respondent's interest is stimulated sufficiently to participate in the interview, it is very important that the introduction be positive and friendly. If you can communicate your interest and enthusiasm about the survey and the interview, the respondent will view it as a pleasant and worthwhile experience.

A brief introduction is printed on the front of the Screener. You must use this introduction whenever you make contact with a household. It has been designed to let the respondent know immediately:

- Who you are;
- What you are doing; and
- Why you are there.

The "confidentiality statement," printed just above the introduction, is to be read if the respondent indicates that s/he wants to know more about the privacy of his/her answers. This statement also appears on the cover of each questionnaire.

When reading the introduction, you should always show your ID card and have a copy of the advance letter and the Screener brochure ready to give to the respondent. These will help offset possible suspicions about your identity or purpose and overcome reservations the respondent may have about being interviewed.

Once you have read the introduction, tactfully try to gain entrance to the respondent's home. Keep in mind that you will want to conduct the interview in a quiet, comfortable setting with enough privacy for the respondent to answer your questions freely.

### 11.3 Answering the Respondent's Questions

Although in most cases the introduction is all you will need to gain the respondent's cooperation, there will be times when you will have to answer questions before you begin the interview. A respondent's questions indicate interest and concern. You should be prepared to answer in ways that respond to that interest and concern.

Listen to the respondent's questions and answer by providing only the information needed to remove the respondent's doubts about you or the survey. In other words, make your answers brief and to the point. Do not volunteer extra information or unnecessarily lengthy explanations. Unasked for information may be misunderstood and confuse the respondent.

It is extremely important that you be thoroughly familiar with the purpose of the survey so that you can answer questions accurately. You should also be familiar with the contents of the advance letter and brochure so that, when appropriate, you can point out the written answers as you respond to questions.

If you don't know the answer to a question, admit that you don't know it. Continue with the interview, but volunteer to have your supervisor call to talk with the respondent if the respondent wants you to.

The following are questions respondents will frequently ask about the survey and suggested answers.

1. WHAT IS THE U.S. PUBLIC HEALTH SERVICE? "The U.S. Public Health Service is part of the Department of Health and Human Services. The Public Health Service contains many branches some of which are responsible for research about the health of the U.S. population."
2. WHAT'S THIS STUDY ABOUT? "This study is being conducted nationwide for the Department of Health and Human Services to find out about people's health and the prevalence of certain conditions. The results will be used to evaluate health and nutrition programs and determine the needs for health care."
3. WHAT ARE YOU GOING TO ASK? "The questions ask about health problems you have (had), experiences you have (had) when seeking help, and other health related matters. Most people find it rather interesting."
4. HOW LONG WILL IT TAKE? IF ASKED BEFORE SCREENER: "The interview should take less than ten minutes--just long enough for me to find out if I need to talk to you and your family in more detail." IF ASKED AFTER SCREENER: "The interview will probably take about half an hour (PER SAMPLE PERSON). It is sometimes shorter or longer, depending on what you have to say." IF ASKED AFTER THE SP INTERVIEW: The examination will probably take about three hours.

5. DO I HAVE TO ANSWER THE QUESTIONS? "Your participation in this survey is voluntary. Your answers, however, will be used to help develop national health policies and programs, so we hope that you will take the time to participate."
6. WILL ANYONE KNOW WHAT I'VE TOLD YOU? "Your answers will be kept confidential and will be seen only by researchers involved with this study. All the information you give us is protected under the Privacy Act of 1974." READ CONFIDENTIALITY STATEMENT ON THE COVER OF THE SCREENER/QUESTIONNAIRE.
7. WHAT WILL BE DONE WITH THIS INFORMATION? "The information you give us is put together with similar information from other respondents throughout the United States to produce totals, averages, and statistics about national health in general. The Department of Health and Human Services will then use this information to help them understand and respond to health problems and needs."
8. HOW WAS I SELECTED? "Your address was randomly selected. By selecting families for interviews this way, everyone has an equal opportunity of being interviewed and we are ensured of gaining a good understanding of the health conditions in (LOCAL AREA)."
9. WHY DON'T YOU GO NEXT DOOR? "Each chosen household represents many others that were not chosen, and it is very important that we get your answers so that others like you will be represented. Once your household is chosen, we are not permitted to substitute another household for your yours, so only you may answer for all those other households you represent."
10. I HAVE ALWAYS BEEN IN GOOD HEALTH (OR I HAVE HEALTH PROBLEMS), SO I WOULD NOT BE A GOOD PERSON TO TALK TO. "Your experiences and opinions are important too. We are interested in talking with all kinds of people with all kinds of experiences."
11. IF HISPANIC HOUSEHOLD ASKS, WHY SHOULD I PARTICIPATE? "Although in recent years health data have been collected on Hispanics in national health surveys, the proportion of Hispanics interviewed is relatively small. This study will produce the first data on a large sample of the Hispanic population living in the United States on illness, disability, need for treatment or care, and nutrition."
12. IF HISPANIC HOUSEHOLD ASKS, WHAT IS THE PURPOSE OF THIS STUDY? "A major purpose of this study is to provide information on the health and nutrition of Hispanics in comparison to that obtained for the general U.S. population in previous health studies. The information will then be used to determine needs for specific health care or health and nutrition programs."

## Chapter 12

### ADMINISTERING THE INTERVIEW

#### 12.1 Administering the Screener Interview

At each sample dwelling unit you will be conducting a screening interview to obtain a complete enumeration of all people living in the household. The main purpose of the screening is to identify eligible Hispanic families and to select Sample Persons from these families to be interviewed on the survey's various questionnaires. We will discuss the rules for determining eligibility, how to select a Sample Person, and what interviews are conducted. It is important to remember, however, that you must complete a Screener Questionnaire for each dwelling unit regardless of whether the household residing in the dwelling unit is eligible.

##### 12.1.1 Eligible Screener Respondent

An eligible screener respondent must be a knowledgeable household member (see Section 12.1.5 for rules to determine household members) at least 18 years old or who has been married. The screener respondent will need to provide accurate information about everyone who lives in the household, their relationships, their national origin, and their ages.

##### 12.1.2 Overview of the Household Screener

The Household Screener is a four page document which serves several important purposes:

- It contains a policy statement assuring confidentiality of the information interviewers will obtain.
- It provides an introduction for the interviewer to use at the door.
- It provides space for the interviewer to list the names of all persons living within the assigned dwelling unit by family units and their relationships, national origin, and age.
- It requires that each family unit within the household be determined as eligible or ineligible following the rules spelled out for the study.
- It provides a Sample Person Selection Guide to be used with eligible families to select the household members for more extended interviews.

You will receive a Household Folder for every address on your Interviewer Assignment Log. You will need to complete a Screener for each of these addresses. (The Household Folder will be discussed in more detail in Section 16 and the Interviewer Assignment Log in Section 19.)

12.1.3 Front Cover of the Household Screener

Book \_\_\_\_\_ of \_\_\_\_\_ books.

PHS = 5216  
 OMB 0937-0078  
 Approval Expires 2/85

Department of Health and Human Services  
 Public Health Service  
 Office of Health Research, Statistics and Technology  
 National Center for Health Statistics

HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY  
 HOUSEHOLD SCREENER QUESTIONNAIRE (528)

<p style="text-align: center;">LANGUAGE OF INTERVIEW</p> <p>(106) 1 <input checked="" type="checkbox"/> English</p> <p>2 <input type="checkbox"/> Spanish</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">(102)-(103)</td> <td style="padding: 2px;">TIME BEGAN</td> <td style="padding: 2px;">--:--</td> <td style="padding: 2px;">1 <input type="checkbox"/> am</td> </tr> <tr> <td colspan="3"></td> <td style="padding: 2px;">2 <input type="checkbox"/> pm</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">(104)-(105)</td> <td style="padding: 2px;">TIME ENDED</td> <td style="padding: 2px;">--:--</td> <td style="padding: 2px;">1 <input type="checkbox"/> am</td> </tr> <tr> <td colspan="3"></td> <td style="padding: 2px;">2 <input type="checkbox"/> pm</td> </tr> </table>	(102)-(103)	TIME BEGAN	--:--	1 <input type="checkbox"/> am				2 <input type="checkbox"/> pm	(104)-(105)	TIME ENDED	--:--	1 <input type="checkbox"/> am				2 <input type="checkbox"/> pm		
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(104)-(105)	TIME ENDED	--:--	1 <input type="checkbox"/> am																
			2 <input type="checkbox"/> pm																
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border-bottom: 1px solid black; text-align: center;">(100) _____</td> <td style="width: 25%; border-bottom: 1px solid black; text-align: center;">_____</td> <td style="width: 25%; border-bottom: 1px solid black; text-align: center;">_____</td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">STAND</td> <td style="text-align: center;">SEGMENT</td> <td style="text-align: center;">SERIAL</td> <td></td> </tr> <tr> <td colspan="4" style="padding-top: 5px;">(108) ADDRESS: _____</td> </tr> <tr> <td colspan="4" style="padding-top: 5px;">_____</td> </tr> </table>				(100) _____	_____	_____		STAND	SEGMENT	SERIAL		(108) ADDRESS: _____				_____			
(100) _____	_____	_____																	
STAND	SEGMENT	SERIAL																	
(108) ADDRESS: _____																			
_____																			

On the front cover of the Screener there is a place to enter the Stand No., Segment No., Serial No., and the address of the dwelling unit where the screening is being conducted. This information can be copied from the front of the Household Folder and also will be on the Interviewer's Assignment Log. If you neglect to record the ID No. there will be no way to correctly link the Screener Questionnaire with the assigned dwelling unit.

Also note that there is a LANGUAGE OF INTERVIEW box. This box, which is found on the cover of each questionnaire, indicates the language version of the instrument--English or Spanish. In addition, the left border of the English language Screener is black--the Spanish version has no border.

On the top left side of the Screener there is a place to indicate the number of Screeners used per household. In most situations only one will be used and you will enter "1 of 1." If there are more than two families in a household you will need to use two or more Screeners to complete the screening. If, for example, you use two Screeners in a household, enter "1 of 2" for the first Screener and "2 of 2" for the second.

At the top right side of the Screener's cover page is a box to record the time the interview began and ended. Before you begin page 2 of the Screener

you must record the time the screener interview began. Also remember to return to this box to complete the time the screener interview ended.

**NOTICE:** Information contained on this form which would permit identification of any individual or establishment has been collected with a guarantee that it will be held in strict confidence, will be used only for purposes stated for this study, and will not be disclosed or released to others without the consent of the individual or the establishment in accordance with Section 308(d) of the Public Health Service Act (42 USC 242 m).

**INTRODUCTION:** Hello, I'm \_\_\_\_\_ and we are conducting a survey for the U.S. Public Health Service (SHOW ID CARD). A letter was sent to you recently explaining the survey, which is called the Health and Nutrition Examination Survey and is about your family's health. [IF RESIDENT DOES NOT REMEMBER LETTER, HAND NEW COPY.] All the information that you give us will be kept in the strictest confidence. Your name will not be attached to any of your answers without your specific permission.

- a. Before we begin I would like to verify your address. (INCLUDE HOUSE NO., APT. NO., OR OTHER IDENTIFICATION AND ZIP CODE.)

(109)

City	State	Zip Code

- b. Is this also your mailing address? (110)  same as a.  
(MARK BOX OR SPECIFY IF DIFFERENT. INCLUDE ZIP CODE.)

(111)

City	State	Zip Code

Interviewer Name: \_\_\_\_\_ (112) No. \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_ (113) No. \_\_\_\_\_

The front cover of the Screener also contains a "Notice" or statement of confidentiality. This statement may be read to the respondent to stress that his/her answers will be held in strictest confidence.

The introduction is to be used at the door to introduce yourself. Show your ID badge and have available the advance letter (in case the respondent does not recall or did not receive a letter) and the Screener brochure which explains the study.

The front cover of the Screener also contains two address verification questions. To be sure you are interviewing at the correct dwelling unit,

question "a" is asked. The address of the dwelling unit will be on the front of your Household Folder; verify this information with the respondent. If the respondent provides additional address information, such as house number, apartment number, or ZIP code, record this in question a.

In question "b," you will verify if the address recorded in "a" is the mailing address. If so, a mark in the box "same as a," is all that is required; if not, record the complete mailing address, including ZIP code.

#### 12.1.4 Household Composition

Pages 2 and 3 of the Household Screener deal with the composition of the household. The purpose of the questions on these pages is to obtain a complete list of all persons living or staying in the dwelling unit, and to identify and delete non-household members. In addition to obtaining a complete list of household members, we are interested in arranging household members into family units and in collecting age, relationships, and national origin or ancestry of the household members.

Since the first objective of the Household Composition questions is to obtain a complete listing of all household members, let us review some definitions of "household" and "household membership."

#### 12.1.5 Rules for Determining Household Members

Household -- The entire group of persons who live in one dwelling unit. It may be several persons living together or one person living alone. It includes the household reference person (defined in Section 12.1.6) and any relatives living in the unit. The household may also include roomers, employees, or other persons not related to the reference person.

Household member -- Consider the following two categories of persons in a dwelling unit as members of the household.

- Persons, whether present or temporarily absent, whose usual place of residence at the time of interview is the dwelling unit.
- Persons staying in the dwelling unit who have no usual place of residence elsewhere. Usual place of residence is ordinarily, the place where a person usually lives and sleeps. A usual place of residence must be specific living quarters held by the person to which s/he is free to return at any time. Living quarters which a person rents or lends to someone else cannot be considered his/her usual place of residence during the time these quarters are occupied by someone else. Likewise, vacant living quarters which a person offers for rent or sale during his/her absence should not be considered his/her usual place of residence while s/he is away.
- Special situations regarding household membership. You may encounter certain situations where household membership is unclear. Below are

guidelines for handling these situations. You may have to ask enough probe-type questions so that you can determine the actual situation, and therefore, make the proper decision as to household membership.

- (1) Families with two or more homes -- Some families have two or more homes and may spend part of the time in each. For such cases, the usual residence is the place in which the person spends the largest part of the calendar year. Only one unit can be the usual residence. For example, the Browns own a home in the city and live there most of the year. They spend their summer vacation at their beach cottage. Neither house is rented in their absence.
- (2) Students and student nurses -- Any student away at school, college, trade or commercial school in another locality will be interviewed in the locality where they are attending school. That is, even if a student considers his/her parents' home to be their usual residence, consider him/her to be a household member where presently residing. Consider a student to be a household member of his/her parents' home only if s/he is home for the summer vacation and has no usual residence at the school.
- (3) Seamen -- Consider crew members of a vessel to be household members at their home rather than on the vessel, regardless of the length of their trips and regardless of whether they are at home or on the vessel at the time of your visit (assuming they have no usual place of residence elsewhere).
- (4) Members of Armed Forces -- Consider members of the Armed Forces (either men or women) as household members if they are stationed in the locality and usually sleep in the dwelling unit, even though no health information will be obtained for them.
- (5) Citizens of foreign countries temporarily in the United States -- Determine whether to interview citizens of foreign countries staying at the sample unit according to the following rules:

Do not interview citizens of foreign countries and other persons who are living on the premises of an Embassy, Ministry, Legation, Chancellery, or Consulate.

List on the questionnaire and interview citizens of foreign countries and members of their families who are living in the United States and are not on the premises of an Embassy, etc. This applies only if they have no usual place of residence elsewhere in the United States. However, do not consider as household members foreign citizens merely visiting or traveling in the United States.



- (6) Persons with two concurrent residences -- If a person has two concurrent residences, ask how long the person has maintained them, and consider the residence in which the greater number of nights was spent during that period as the person's usual place of residence.
- (7) Persons in vacation homes, tourist cabins and trailers -- Interview persons living in vacation homes, or tourist cabins and trailers if they usually live there, or if they have no usual residence anywhere else. Do not interview them if they usually live elsewhere.
- (8) Inmates of specified institutions -- Persons who are inmates of certain types of institutions at the time of interview are not household members of the sample unit. They are usual residents of the institution and are out-of-scope for this survey.

12.1.6 Household Questions

---

Item 1a

HOUSEHOLD COMPOSITION

1a. To begin, how many people live in this household? (114) \_\_\_\_\_  
 Number

---

In question 1a, enter the number of people given by the respondent. If you learn later that the number you entered here is incorrect, line out your original entry and enter the number that agrees with the number of persons you have listed in the household composition tables.

---

Item 1b

b. What is the name of the person or one of the persons who owns or rents this home?  
 (ENTER NAME ON FIRST LINE OF FAMILY TABLE 1.)

IF ONLY ONE PERSON LIVES IN HOUSEHOLD, GO TO 1f.  
 OTHERWISE CONTINUE.

---

The purpose of question 1b is to establish a "reference person." The definition of "reference person" is as follows:

The first household member 18 years or older mentioned by the respondent in answer to question 1b, i.e., the person or one of the persons who owns or rents the dwelling unit.

If no household member occupying the dwelling unit owns or rents the unit, the reference person is the first household member mentioned who is 18 years of age or older.

On rare occasions, you may encounter dwelling units occupied entirely by persons under 18 years old. When this occurs, use the following rules to designate the reference person:

- If one of the household members owns or is renting the sample unit, designate that person as the reference person.
- If more than one household member owns or is renting the sample unit, designate the oldest owner/renter as the reference person.
- If none of the household members own or rent the sample unit, designate the oldest household member as the reference person.

As indicated in the instruction following question 1b, the name of the reference person is entered on the first line of Family Table 1 on page 3 of the Screener. The names of the other household members obtained through the household composition questions on page 2 will also be recorded on page 3 of the Screener.

An instruction box follows question 1b, which skips you over a number of the household composition questions, if only one person lives in the household.

---

Item 1c

- c. What is the name of (REF. PERSON)'s spouse, if any, who lives in this household?  
(ENTER NAME ON SECOND LINE OF FAMILY TABLE 1.)
- 

Question 1c establishes whether or not the reference person (i.e., the person named in question 1b) has a spouse who lives in the household. A spouse mentioned in response to this question must be a member of the household as specified in rules for household membership (Section 12.1.5).

When reading question 1c, be sure to insert the reference person's name (i.e., the person listed on the first line of Family Table 1 on page 3 of the Screener).

If the reference person does have a spouse living in the household, the spouse's name must be entered on the second line of Family Table 1 directly under the reference person's name.

---

Item 1d

- d. And the other members of this household who are related to (REF. PERSON): What are their names? Let's begin with the oldest. (ENTER NAME(S) IN AGE ORDER IN FAMILY TABLE 1.)
- 

Question 1d is intended to obtain the names of the household members, other than the spouse, who are related to the reference person.

By "related," we mean all persons living in the household who are related to the reference person by blood, marriage, or adoption. This includes members of the immediate family, such as mother, father, son, daughter, as well as members of the extended family, such as granddaughter, grandson, uncle, aunt, niece, nephew, etc. Stepparents or stepchildren are relatives through marriage, and therefore, should be considered as members of the same family.

All household members related to the reference person will be entered under Family #1 in the Household Composition Table on page 3 of the Screener.

Although not related by blood, marriage, or adoption, any foster children or godchildren of the reference person who are living in the household, should be treated as part of the reference person's family.

List the names of the reference person's family members according to age order, starting with the oldest, under Family #1 in the Household Composition Table.

Do not assume members of the family have the same last name. If there are two persons in the family with the same first and last name, they must be further identified by a middle initial or name or as Sr., Jr., etc. For each member of a family with the same last name as the person on the preceding line, enter a long dash instead of repeating the last name.

Be sure the respondent includes himself/herself as one of the family members if s/he has not been listed on the first or second line but is related to the reference person.

---

Item 1e

- e. Are there any other persons not related to (REF. PERSON) living in this household?

115

1  Yes

2  No

(IF YES: ENTER NAMES IN ADDITIONAL FAMILY TABLES, ESTABLISHING A HEAD OF HOUSEHOLD AND ORDERING EACH FAMILY BY SPOUSE AND THEN FAMILY MEMBERS IN AGE ORDER.)

---

This question establishes whether or not additional families are part of the same household. For purposes of the study, unrelated persons are considered as members of separate families. For example, two unrelated persons living together constitute two separate family units in the same household. A family can consist of only one person.

If there are persons unrelated to the reference person living in the household, it will be necessary to establish a separate Family Table for each family unit. For each additional family unit, ask the respondent to identify a head of the family, whose name is entered on the first line of the new Family Table. If there are other members of the household who are related to the family head, their names are entered in the same family table. Family members are to be listed in a prescribed order beginning with spouse of the head of the family and followed by all other family members in age order, from oldest to youngest. In this manner, all additional families in the household are to be listed. (See Section 12.1.8 for a further discussion of the Family Tables that are part of the Household Composition Table.)

---

**Item 1f and 1g**

f. I have listed (READ ALL NAMES). Have I missed:	Yes*	No
Any babies or small children? .....	(116) 1 <input type="checkbox"/>	2 <input type="checkbox"/>
Any lodgers, boarders, or persons in your employ who live here? .....	(117) 1 <input type="checkbox"/>	2 <input type="checkbox"/>
Anyone who <u>usually</u> lives here but is now away from home? .....	(118) 1 <input type="checkbox"/>	2 <input type="checkbox"/>
Anyone else staying here? .....	(119) 1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Do any of the persons in this household have a home anywhere else? .....	(120) 1 <input type="checkbox"/>	2 <input type="checkbox"/>

\*APPLY HOUSEHOLD MEMBERSHIP RULES. PROBE IF NECESSARY:  
Where does — usually live and sleep; here or somewhere else?

---

The questions asked in 1f serve as reminders to the respondent about persons who may have been overlooked.

You begin reading question 1f by mentioning the names of all the household members you have recorded in each of the Family Tables. As you ask each question on the list in 1f, mark the appropriate "Yes" or "No" box in the space provided. If you mark the "Yes" box, obtain the name(s) of the person(s) and probe for household membership using the probe provided under item 1g. If the person(s) mentioned usually lives in the household, record the name(s) in the appropriate Family Table on page 3 of the Screener.

The question in 1g is designed to verify that all persons recorded as residing in the household are household members as defined in Section 12.1.5. If you receive a "Yes" response to 1g, remember to use the probe provided if necessary.

If you discover that any person you have recorded in the Household Composition Table is not a household member, delete this person by drawing a line through the person's name and correcting your entry in 1a.

---

Item 1h, 1i and 1j

**h. Are any of the persons in this household now on full-time active duty with the Armed Forces of the United States?**

1  Yes (GO TO 1i)

(121) 2  No (GO TO PAGE 3)

**i. Who is this? Anyone Else? (DELETE PERSON FROM FAMILY TABLE BY DRAWING LINE THROUGH NAME.)**

**j. FOR EACH PERSON IN ARMED FORCES, ASK: Where does — usually live and sleep; here or somewhere else? (SPECIFY "Living at home" OR "Not living at home" IN PERSON'S LINE.)**

---

Question 1h is asked in all households, including those in which only females live.

"Active duty in the Armed Forces" means full-time active duty in the U.S. Army, Navy, Air Force, Marine Corps, or Coast Guard, and any National Guard unit presently activated as part of the regular Armed Forces. Included in "active duty" is the sixmonth period a person may serve in connection with the provisions of the Reserve Forces Act of 1955.

Do not count as members of the Armed Forces persons working in civilian positions for the Armed Forces, persons serving in the Merchant Marines, persons in a National Guard unit not activated as part of the regular Armed Forces, or civilians who train only part time as reservists.

Persons who are in any reserve component of the Armed Forces but who only attend weekly reserve meetings, summer camp, or the like are not to be considered as Armed Forces members.

Any person mentioned in 1i as being on full-time active duty should have his or her name deleted from the Household Composition Table.

Question 1j is asked of all persons in the Armed Forces and requires that the phrase "living at home" or "not living at home" be noted along the person's line in the Household Composition Table. This information is essential for determining whether the Armed Forces member may be a reference person or family head, which is possible if the person lives at home (even though s/he cannot be a Sample Person. See paragraph a. on page 12-16.)

IF SCREENER REFUSAL, ASK:

i) What is the national origin or ancestry of the persons living in this household?

(122)

\_\_\_\_\_ specify

ii) (IF "DK" OR REFUSED IN i): Is the national origin or ancestry of any of the persons living in this household (Mexican/Puerto Rican/Cuban)?

(123)

1  Yes

2  No

9  Don't Know

If at any point before you complete item 2c on the Household Composition Table the respondent refuses to continue the interview, complete the Screener Refusal box according to the following specifications.

Item i) -- Ask the respondent if s/he knows the national origin or ancestry of the people who live in the household and record the response.

Item ii) -- If the respondent refuses or does not know, probe for whether or not any of the household members belong to the eligible Hispanic group being interviewed in that area (i.e., Mexicans in the Southwest, Puerto Ricans in the Northeast, and Cubans in Florida). Use the appropriate word choice in parentheses and record the response.

#### 12.1.7 Household Composition Table

Page 3 of the Screener is the Household Composition Table and is intended to show every household member sorted by family groups. For each individual household member, relationship to reference person (or family head, in the case of secondary families within the household) and national origin or ancestry will be obtained. This information will be used to determine whether or not families are eligible for the survey.

If a family is eligible for the survey (rules for eligibility will be explained in Section 12.1.10), the age of each family member will be obtained and a Sample Person selection procedure will be performed. The Sample Person(s) selected will be noted on the Household Composition Table.

Since household members are to be sorted into family groups when recorded on the Household Composition Table, let's spend some more time reviewing the rules for family composition.

#### 12.1.8 Composition of Families Within Households

As mentioned, "family" for this study is defined as all household members that are related by blood, marriage, or adoption to the reference person. All

other household members who are unrelated to the reference person are considered as part of separate families.

For each separate family (i.e., unrelated to the reference person), a head of the family is determined. All household members related by blood, marriage, or adoption to the head of this secondary family, are family members.

Let's review a few examples of various household compositions and how they would be grouped into family units for our study:

Household Composition			
<u>Example #</u>	<u>Reference Person</u>	<u>Other household members</u>	<u># of separate family units</u>
1	Husband	Wife, two sons	1
2	Mother	Son, daughter, daughter's husband and child	1
3	Grandmother	Granddaughter, niece, and roomer	2
4	Roommate #1	Roommate #2, Roommate #3	3

Example 1 is straightforward. All household members are related to the reference person, therefore, there is only one family (Family #1) in the household.

Example 2 is also only one family. Even though the daughter's family (her husband and child) live in the household, they are still all related to the reference person, and should be considered one family (Family #1).

In example 3, there are two separate family units. Family #1 is the grandmother, her granddaughter and niece. Family #2 is the roomer. Since the roomer is unrelated to the reference person, s/he is considered a separate family, even though it is only one person.

In example 4, there are three families. Since all three roommates are unrelated, they each constitute a separate family (Family #1, Family #2, and Family #3).

If you look at the next page, you will see that the Household Composition Table is subdivided into two family tables (Family #1 and Family #2). After asking questions 1a-j on page 2 of the Screener, you should have all the names of the household members listed by family. The family of the reference person will always be recorded under Family #1. A second family in the household would be recorded under Family #2. If there are more than two families in a

household it will be necessary to use a second, third, or more Screeners to record the family member information. When this occurs remember to complete the item at the top of the cover page of the Screener "\_\_ of \_\_." (See instructions in section 12.1.3.)



**HOUSEHOLD COMPOSITION TABLE**

**STEPS**

- 1 After listing household, ask Questions 2b and 2c as appropriate for (first/next) family listed
- 2 Determine if eligible Hispanic household member in family unit, and mark 2d.
- 3 If eligible family unit, complete 2e, f and g. Complete 2h after Sample Person Selection.
- 4 Repeat Steps 2 and 3 for second family in household; if three or more families, use additional Household Screener Questionnaires.
- 5 If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household, go to Question 3 on page 4.
- 6 Complete 2i after exam appointment has been made.

(107) FAMILY #1									
2a. NAME	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)?	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.							
FIRST, MIDDLE, LAST <small>(124)</small>	<small>(125)</small>	2d. ELIGIBLE FAMILY? <small>(127) 1 <input type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q.3)</small>							
		2e. What is ---'s date of birth?	2f. AGE: USE CHT.	2g. MARK ONE			2h. SAMPLE PERSON #: (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)		2i. NCHS # <small>(101)</small>
		MO DAY YR <small>(128) (129) (130)</small>	6 MOS. 19 YRS. <small>(131) (132)</small>	20-44 YRS. <small>(133)</small>	45-74 YRS. <small>(134)</small>	↓			
	REF. PERSON								
(107) FAMILY #2									
2a. NAME	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)?	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.							
FIRST, MIDDLE, LAST <small>(124)</small>	<small>(125)</small>	2d. ELIGIBLE FAMILY? <small>(127) 1 <input type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q.3)</small>							
		2e. What is ---'s date of birth?	2f. AGE: USE CHT.	2g. MARK ONE			2h. SAMPLE PERSON #: (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)		2i. NCHS # <small>(101)</small>
		MO DAY YR <small>(128) (129) (130)</small>	6 MOS. 19 YRS. <small>(131) (132)</small>	20-44 YRS. <small>(133)</small>	45-74 YRS. <small>(134)</small>	↓			
	HEAD								

12.1.9 Steps for Completing Household Composition Table

Item 2a

HOUSEHOLD COMPOSITION TABLE

**STEPS**

1. After listing household, ask Questions 2b and 2c as appropriate for (first next) family listed
2. Determine if eligible Hispanic household member in family unit, and mark 2d
3. If eligible family unit, complete 2e, f and g. Complete 2h after Sample Person Selection
4. Repeat Steps 2 and 3 for second family in household; if three or more families, use additional Household Screener Questionnaires.
5. If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household go to Question 3 on page 4.
6. Complete 2i after exam appointment has been made.

12.1 FAMILY #1									
2a. NAME  FIRST, MIDDLE, LAST  (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)?  (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.							
		2d. ELIGIBLE FAMILY? <input checked="" type="checkbox"/> 1 Yes (2e) <input type="checkbox"/> 2 No (NEXT FAMILY OR Q.3)							
		2e. What is ---'s date of birth?	2f. AGE USE CHT.			2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)
		MO	DAY	YR	6 MOS. 19 YRS	20 44 YRS	45 74 YRS	2i. NCHS =	
		(126)	(128)	(129)	(131)	(132)	(133)	(134)	(135)
Maria Jimenez	REF PERSON								
Juan									
Margarita Ortiz									
Luis Jimenez									

12.2 FAMILY #2									
2a. NAME  FIRST, MIDDLE, LAST  (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)?  (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.							
		2d. ELIGIBLE FAMILY? <input checked="" type="checkbox"/> 1 Yes (2e) <input type="checkbox"/> 2 No (NEXT FAMILY OR Q.3)							
		2e. What is ---'s date of birth?	2f. AGE USE CHT.			2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)
		MO	DAY	YR	6 MOS. 19 YRS	20 44 YRS	45 74 YRS	2i. NCHS =	
		(126)	(128)	(129)	(131)	(132)	(133)	(134)	(135)
Ameda Perez	HEAD								
Rosa									

The names of all household members, sorted by family, will be entered under 2a of the Household Composition Table as you complete question 1 on page 2 of the Screener.

Items 2b-2g are to be completed for Family #1 before Family #2 is started.

Question 2b is asked to determine relationships. For Family #1, you will be asking each family member's relationship to the reference person. When reading the question it will be necessary to insert the name of the person you are asking about and the name of the reference person. For example, "What is Juan Jimenez's relationship to Maria Jimenez?"

If there is a Family #2, #3, etc. in the household, you will be asking question 2b to determine the relationship of the family members to the head of the family, not to the reference person. For example, "What is Rosa Perez's relationship to Amada Perez?"

It is possible that when you ask question 1 to obtain the listing of household members, you may obtain some of the relationships. Record this information as the respondent tells you and verify it when you come to question 2b.

In asking question 2b, you may learn that your original ordering of household members into family groups (through question 1) was incorrect. In reorganizing family tables, draw a line through names being deleted and add the names to the appropriate family table(s). After this type of change, it is necessary to reorder family members to obtain the prescribed age order. This reordering may be done by drawing arrows to indicate correct order. Make a note in the margin indicating the reason for the changes. All family members must always be listed in age order since this can effect sample selection.

If the person listed initially as the reference person has been deleted as a result of items in question 1 on household membership, he or she may or may not remain the reference person depending on the reason for deletions:

- a. If the deleted person on the first line is a household member, then this person is still the reference person and the family member's relationship to this person should be obtained. For example, if person 1 is in the Armed Forces and lives at home, obtain the relationships to this person.
- b. If the person on the first line was deleted and is not a household member, s/he is no longer considered the "reference person." For example, if person 1 is in the Armed Forces and does not live at home, the "reference person" then becomes the next household member 19 years of age or older listed on the questionnaire and the relationships to this person will be obtained. Enter "reference person" on this person's line.

Item 2b

HOUSEHOLD COMPOSITION TABLE

STEPS:

1. After listing household, ask Questions 2b and 2c as appropriate for (first/next) family listed
2. Determine if eligible Hispanic household member in family unit, and mark 2d.
3. If eligible family unit, complete 2e, f and g. Complete 2h after Sample Person Selection
4. Repeat Steps 2 and 3 for second family in household; if three or more families, use additional Household Screener Questionnaires.
5. If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household, go to Question 3 on page 4.
6. Complete 2i after exam appointment has been made.

117 FAMILY #1												
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)?  (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.										
		2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q.3)										
			2e. What is ---'s date of birth?			2f. AGE: USE CHT.			2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)
			MO	DAY	YR	6 MOS.-19 YRS.	20-44 YRS.	45-74 YRS.				2i. NCHS =
			(128)	(129)	(130)	(131)	(132)	(133)	(134)	(135)	(137)	
Maria Jimenez	REF. PERSON											
Juan	Husband											
Margarita Ortiz	NEICE											
Luis Jimenez	SON											
107 FAMILY #2												
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)?  (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.										
		2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q.3)										
			2e. What is ---'s date of birth?			2f. AGE: USE CHT.			2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)
			MO	DAY	YR	6 MOS.-19 YRS.	20-44 YRS.	45-74 YRS.				2i. NCHS =
			(128)	(129)	(130)	(131)	(132)	(133)	(134)	(135)	(137)	
Amada Perez	HEAD											
Rosa	daughter											

The same rules hold true for family head in the case of secondary families (Family #2, #3, etc.) in the household.

For unmarried couples living together, ask question 2b about the relationship to the reference person or family head and accept the response given, such as "husband," "wife," or "partner." If they consider themselves as "married" or indicate that they are living together as a married couple (whether legal or not), consider them to be "related." If this is not the case, treat them as partners, listing as separate families.

NOTE: If the respondent reports a married son and his family or relatives, such as a mother, uncle, or cousin, ask if they all live and eat together as one family.

- If they all live and eat together, treat them as a single household.
- If any of the persons reported in answer to question 1 or 2b say they live separately from the others, ask about the access to the quarters they occupy and their kitchen facilities. If the quarters have either direct access or complete kitchen facilities, consider them as separate living quarters. If these separate living quarters have not already been listed, apply the rules for Missed Dwelling Units according to the instructions given in Section 14.

Item 2c

107 FAMILY #1										
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)?  (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.  (126)	2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q 3)				2f. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY)  2i. NCHS = (101)
		2e. What is ---'s date of birth?	2f. AGE USE CHT.	2g. 6 MOS. YRS	2g. 20 44 YRS	2g. 45 74 YRS				
		MO (128)	DAY (129)	YR (130)	(131)	(132)	(133)	(134)	(135)	
María Jimenez	REF PERSON	2								
Juan _____	Husband	2								
Margarita Ortiz	Niece	2								
Luis Jimenez	SON	2								
107 FAMILY #2										
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)?  (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.  (126)	2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q 3)				2f. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY)  2i. NCHS = (101)
		2e. What is ---'s date of birth?	2f. AGE USE CHT.	2g. 6 MOS. YRS	2g. 20 44 YRS	2g. 45 74 YRS				
		MO (128)	DAY (129)	YR (130)	(131)	(132)	(133)	(134)	(135)	
Amanda Perez	HEAD	9			Nicaraguan					
Rosa _____	daughter	9			Nicaraguan					

It is very important to accurately obtain each household member's national origin or ancestry as it will affect eligibility for the survey. To obtain this information Hand Card S1 is given to the respondent. An example of this card follows.

---

S1 - National Origin and Ancestry

- 1 Mexican/Mexicano
  - 2 Mexican-American
  - 3 Chicano
  - 4 Puerto Rican
  - 5 Boricua
  - 6 Cuban
  - 7 Cuban-American
  - 8 Hispano - specify
  - 9 Other Latin American or Other Spanish - specify
  - 0 Other - specify
- 

It is possible for the respondent to give more than one category for a household member.

If the respondent mentions categories "8," "9," or "0," be sure to ask the respondent to specify his or her answer and record what the respondent says. It is most important with Category "8" (Hispano) that you probe fully about the person's national ancestry, and that you ask the respondent to consider the ancestry of both parents. Record verbatim what the respondent reports. It will be important to note if the respondent mentions any of the first 7 categories on the card, as this will effect eligibility on a regional basis.

As noted, categories "8," "9," and "0" require that the interviewer record the specified answers. Use the following examples as guidelines when recording these verbatim responses:

Example 1

(107) FAMILY #1									
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)?  (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.							
		2d. ELIGIBLE FAMILY? (127) 1 <input checked="" type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q 3)							
		2e. What is ---'s date of birth?	2f. AGE: USE CHT.	2g. MARK ONE			2h. SAMPLE PERSON # (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)		
		MO	DAY	YR	6 MOS.-19 YRS.	20-44 YRS.	45-74 YRS.	2i. NCHS #	
		(128)	(129)	(130)	(131)	(132)	(133)	(134)	(135)
Carmen Sanchez	REF. PERSON	9	03	15	45	37	<input checked="" type="checkbox"/>		1
Miguel	husband	1	04	20	44	38		X	
Maria	daughter	2	01	10	73	9	<input checked="" type="checkbox"/>		2
		(Peruvian)							

Example #2

(107) FAMILY #2									
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)?  (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.							
		2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2e) 2 <input checked="" type="checkbox"/> No (NEXT FAMILY OR Q 3)							
		2e. What is ---'s date of birth?	2f. AGE: USE CHT.	2g. MARK ONE			2h. SAMPLE PERSON # (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)		
		MO	DAY	YR	6 MOS.-19 YRS.	20-44 YRS.	45-74 YRS.	2i. NCHS #	
		(128)	(129)	(130)	(131)	(132)	(133)	(134)	(135)
Luis Llosa	HEAD	9							
Sylvia	wife	9							
Mario	SON	9							

12.1.10 Determining Family Eligibility

Eligibility for the survey will be determined by family unit. All members of a family will be eligible, if only one member is eligible. This means that every person in a family is eligible for the survey, if at least one family member's national origin or ancestry is reported as being eligible.

Eligibility for this survey will also be determined by region as follows:

Southwest: A family in one of the Southwestern stands will be eligible if at least one family member's national origin or ancestry is reported as being:

- 1 Mexican/Mexicano
- 2 Mexican-American
- 3 Chicano

~~X Hispanic/American Indian/Alaskan~~



Northeast: A family in one of the Northeastern stands will be eligible if at least one family member's national origin or ancestry is reported as being:

- 4 Puerto Rican
- 5 Boricua

Florida: A family in one of the Florida stands will be eligible if at least one family member's national origin or ancestry is reported as being:

- 6 Cuban
- 7 Cuban-American

For example, in the Southwest, if any family member has category 1 through 3 reported in response to item 2c on national origin or ancestry, then all household members listed in that family are eligible.

Since it is possible for a person to be identified with more than one national group, as both mother's and father's ancestry may be considered, it is possible that both an eligible Hispanic category and an ineligible category may be reported to item 2c. For example, a respondent in the Southwest may report that a household member is both Mexican (category 1) and Irish (category 0). This household member would still be eligible, as would the other members of his or her family.

If a household member is originally reported as a code "8" (Hispano) or "9" (Other Latin American or Other Spanish) or "0" (Other), you must ask the respondent to further specify his or her answer. If the respondent indicates an identification with one of the eligible Hispanic groups in that region (even in combination with an ineligible group), the person is eligible. In the Southwest, if the respondent specifies "Spanish" or if the code "8" (Hispano) is given and the respondent cannot further specify, the person is to be considered eligible for the study.

Let's look more closely at the instructions in the Screener that deal with eligibility.



As discussed, it will be necessary to review the responses to item 2c to determine eligibility. If any of the family members has (in the Southwest categories, 1-3; in the Northeast, categories 4-5; in Florida, categories 6-7) from Card S1 reported, either alone or in combination with another category, the family is eligible.

After item 2c is checked for each member of a family, item 2d must be marked. Item 2d is simply A QUESTION TO THE INTERVIEWER to indicate if the family is eligible using the rules developed for the survey.

If the family is eligible you mark the "Yes" box and proceed with item 2e. If the family is not eligible, you go to item 2b for the next family, if there is another family in the household; or else, you go to question 3 on page 4 of the Screener.

In the example shown on page 12-23, there are two families in one household. In Family #1 all of the household members are reported as being of Mexican descent, and therefore, are eligible for the Southwestern stands of the survey. (Even if only one of the family members had been of Mexican descent, that would have been sufficient to qualify the entire family for the survey.) Item 2d is marked as "Yes" and we continue with 2e for this family unit.

Family #2 in this household is not eligible. Amada and Rosa Perez were both classified as being of "Other Latin American" descent (category "9" on Card S1), and when asked to specify, "Nicaraguan" was reported. Even though both family members are Hispanic, they are not from one of the eligible Hispanic groups, and therefore, the family is not eligible for the survey. The "No" box is marked for item 2d.

Let's look at an example of an ineligible household.

107 FAMILY = 1									
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)? (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.							
		2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2e) 2 <input checked="" type="checkbox"/> No (NEXT FAMILY OR Q 3)							
		2e. What is ---'s date of birth?	2f. AGE. USE CHT.	2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY)		
MO	DAY	YR	19	20-44	45-74	2i. NCHS =			
(128)	(129)	(130)	(131)	(132)	(133)	(134)	(135)	(101)	
Michael Roberts	REF. PERSON	0	English						
Sara _____	wife	0	German						
Jennifer _____	daughter	0	Eng/German						
Jason _____	SON	0	Eng/German						

In this example of an ineligible household, there is only one family in the household and none of the members of that family are of eligible Hispanic descent. The Screener interview in this situation simply consists of the household composition questions (question 1 on page 2 of the Screener) and questions 2b and 2c (on page 3 of the Screener). The interviewer, after marking item 2d as "No" would go on to question 3 on page 4 of the Screener to obtain the household's telephone number and the Screener interview would be complete.

#### 12.1.11 Completing Age Related Items In Household Composition Table

Items 2e, 2f, and 2g are only completed for eligible families, and they all deal with age of the household member. Age of household members is an essential item since it is used for selecting Sample Persons as well as determining what questionnaire to use. Therefore, it is very important to record the age accurately so that the data obtained will be meaningful.

Items 2e and 2f

HOUSEHOLD COMPOSITION TABLE

**STEPS**  
 1 After listing household, ask Questions 2b and 2c as appropriate for (first/next) family listed  
 2 Determine if eligible Hispanic household member in family unit, and mark 2d  
 3 If eligible family unit, complete 2e, f and g. Complete 2h after Sample Person Selection  
 4 Repeat Steps 2 and 3 for second family in household; if three or more families, use additional Household Screener Questionnaires.  
 5 If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household, go to Question 3 on page 4.  
 6 Complete 2i after exam appointment has been made.

107 FAMILY #1										
2a. NAME  FIRST, MIDDLE, LAST (24)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)?  (25)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.  (26)	2d. ELIGIBLE FAMILY? (27) 1 <input checked="" type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q 3)			2e. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY) 2i. NCHS =	
			2e. What is ---'s date of birth?  (28)	2f. AGE USE CHT.  (29)	2g. MARK ONE 6 MOS. 19 YRS (32) 20 44 YRS (33) 45 74 YRS (34)	2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY) 2i. NCHS =		2i. NCHS =		
Maria Jimenez	REF PERSON	2	01	12	35	47				
Juan	Husband	2	12	05	31	50				
Margarita Ortiz	Niece	2	03	22	49	33				
Luis Jimenez	SON	2	12	21	63	18				
107 FAMILY #2										
2a. NAME  FIRST, MIDDLE, LAST (24)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)?  (25)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.  (26)	2d. ELIGIBLE FAMILY? (27) 1 <input type="checkbox"/> Yes (2e) 2 <input checked="" type="checkbox"/> No (NEXT FAMILY OR Q 3)			2e. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY) 2i. NCHS =	
			2e. What is ---'s date of birth?  (28)	2f. AGE USE CHT.  (29)	2g. MARK ONE 6 MOS. 19 YRS (32) 20 44 YRS (33) 45 74 YRS (34)	2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY) 2i. NCHS =		2i. NCHS =		
Amanda Perez	HEAD	9	NICARAGUAN							
Rosa	daughter	9	NICARAGUAN							

In item 2e obtain the exact date of birth and enter it in the spaces provided; enter two digits each for month, day, and year (e.g., "06-01-42"). If you cannot get the exact date, enter the approximate date, footnoting that the date is the respondent's approximation. If only the year is known, enter "DK" for both month and day, and enter the year.

Item 2f is an interviewer instruction to use the Age Verification Chart (located in the Flash Card Booklet), and the person's date of birth to determine the household member's age. To use the Age Verification Chart (Exhibit 12-1), look up the year of birth. If the person has had a birthday as of the day of the interview, you pick up the age from the "Yes" column. If the person has not had his or her birthday as of the day of the interview, the correct age will appear in the "No" column. Verify the age from the chart with the respondent before entering it in the "Age" box under item 2f.

NOTE: If at any point during the completion of the Household Composition Table you learn that family members have been listed in the wrong order (that is, the family members listed after the reference person/head and that person's spouse are not listed in order of oldest to youngest), you must reorder the family members to conform to the rule in Section (page 12-8). This must be done before selecting the sample persons since it can affect the sample selection process.

Age verification chart for 1982

AGE VERIFICATION CHART FOR 1983							
INSTRUCTIONS							
In using this chart, determine age as follows: Locate the birth year of the person on the chart. If the person has not had a birthday as of the day of interview in 1983, the correct age will be shown in the "No" column. If the person has had a birthday, the correct age will be in the "Yes" column.							
Year of birth	Birthday in 1983?			Year of birth	Birthday in 1983?		
	No	AGE	Yes		No	AGE	Yes
1892	90		91	1938	44		45
1893	89		90	1939	43		44
1894	88		89	1940	42		43
1895	87		88	1941	41		42
1896	86		87	1942	40		41
1897	85		86	1943	39		40
1898	84		85	1944	38		39
1899	83		84	1945	37		38
1900	82		83	1946	36		37
1901	81		82	1947	35		36
1902	80		81	1948	34		35
1903	79		80	1949	33		34
1904	78		79	1950	32		33
1905	77		78	1951	31		32
1906	76		77	1952	30		31
1907	75		76	1953	29		30
1908	74		75	1954	28		29
1909	73		74	1955	27		28
1910	72		73	1956	26		27
1911	71		72	1957	25		26
1912	70		71	1958	24		25
1913	69		70	1959	23		24
1914	68		69	1960	22		23
1915	67		68	1961	21		22
1916	66		67	1962	20		21
1917	65		66	1963	19		20
1918	64		65	1964	18		19
1919	63		64	1965	17		18
1920	62		63	1966	16		17
1921	61		62	1967	15		16
1922	60		61	1968	14		15
1923	59		60	1969	13		14
1924	58		59	1970	12		13
1925	57		58	1971	11		12
1926	56		57	1972	10		11
1927	55		56	1973	9		10
1928	54		55	1974	8		9
1929	53		54	1975	7		8
1930	52		53	1976	6		7
1931	51		52	1977	5		6
1932	50		51	1978	4		5
1933	49		50	1979	3		4
1934	48		49	1980	2		3
1935	47		48	1981	1		2
1936	46		47	1982	under 1		1
1937	45		46	1983	NA		under 1

Item 2g

HOUSEHOLD COMPOSITION TABLE

**STEPS:**  
 1. After listing household, ask Questions 2b and 2c as appropriate for (first/next) family listed.  
 2. Determine if eligible Hispanic household member in family unit, and mark 2d  
 3. If eligible family unit, complete 2e, f and g. Complete 2h after Sample Person Selection  
 4. Repeat Steps 2 and 3 for second family in household; if three or more families, use additional Household Screener Questionnaires.  
 5. If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household, go to Question 3 on page 4.  
 6. Complete 2i after exam appointment has been made.

107 FAMILY #1																
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is —'s relationship to (REF. PERSON)?  (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents —'s national origin or ancestry.														
		2d. ELIGIBLE FAMILY? (127) 1 <input checked="" type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q.3)														
		2e. What is —'s date of birth?	2f. AGE: USE CHT.	2g. MARK ONE			2h. SAMPLE PERSON # (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)									
MO	DAY	YR	6 MOS.	19 YRS.	20-44 YRS.	45-74 YRS.	2i. NCHS #	(128)	(129)	(130)	(131)	(132)	(133)	(134)	(135)	(101)
Maria Jimenez	REF. PERSON	2	01	12	35	47									X	
Juan _____	Husband	2	12	05	31	50									X	
Margarita Ortiz	Niece	2	03	22	49	33								X		
Luis Jimenez	SON	2	12	21	63	18								X		
107 FAMILY #2																
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is —'s relationship to (HEAD)?  (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents —'s national origin or ancestry.														
		2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2e) 2 <input checked="" type="checkbox"/> No (NEXT FAMILY OR Q.3)														
		2e. What is —'s date of birth?	2f. AGE: USE CHT.	2g. MARK ONE			2h. SAMPLE PERSON # (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)									
MO	DAY	YR	6 MOS.	19 YRS.	20-44 YRS.	45-74 YRS.	2i. NCHS #	(128)	(129)	(130)	(131)	(132)	(133)	(134)	(135)	(101)
Amanda Perez	HEAD	9														
Rosa _____	daughter	9														

Item 2g is also an interviewer instruction and requires that the interviewer classify each household member between the ages of 6 months to 74 years in one of three age categories. The three age categories are 6 months



to 19 years, 20 to 44 years, and 45 to 74 years. Place an X in the appropriate age category for each household member belonging to an eligible family unit. It is important to remember that item 2g is only completed for eligible families.

If the respondent has not been able to provide at least the year of birth of a person in an eligible family, probe to determine if the person falls into one of the three eligible age groups (6 months to 19 years, 20 to 44 years and 45 to 74 years) and place an X in the appropriate age category.

Note that item 2g should be left blank for persons less than 6 months or more than 74 years and for all persons whose names have been deleted from the family listing.

#### Items 2h and 2i

Item 2h is completed after the Sample Person selection procedure has been carried out.

To complete the Household Composition Table the following steps must be carried out.

---

#### HOUSEHOLD COMPOSITION TABLE

- |  |
|--|
| <p><b>STEPS:</b></p> <ol style="list-style-type: none"><li>1. After listing household, ask Questions 2b and 2c as appropriate for (first/next) family listed.</li><li>2. Determine if eligible Hispanic household member in family unit, and mark 2d.</li><li>3. If eligible family unit, complete 2e, f and g. Complete 2h after Sample Person Selection.</li><li>→ 4. Repeat Steps 2 and 3 for second family in household; if three or more persons, use additional Household Screener Questionnaires.</li><li>5. If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household, go to Question 3 on page 4.</li><li>6. Complete 2i after exam appointment has been made.</li></ol> |
|--|

Steps 2-3 are repeated for each additional family in household. This requires that questions 2b and 2c on relationship and national origin be asked for each household member; that eligibility be determined; and that if the family is eligible, items 2e, 2f, and 2g be completed.

After the Household Composition Table (excluding items 2h and 2i) is completed for all families in the household, the Sample Person selection procedure is carried out if there is at least one eligible family in the household. If there is no eligible family in the household, the Sample Person Selection is ignored and question 3 on page 4 is asked.

Item 2i will be completed following the confirmation of the exam appointment. The NCHS # will be explained in detail in Section 13.2.

#### 12.1.12 Sample Person Selection Procedure

The Sample Person selection procedure is only carried out with eligible Hispanic families. (The rules for eligibility have been described in Section 12.1.10.)

The Sample Person Selection Table on page 4 of the Screener is divided into three columns -- for persons 6 months to 19 years, for persons 20 years to 44 years, and for persons 45 to 74 years. These three columns are identical to the three age categories in item 2g on page 3 of the Screener.

The label on the Household Folder will include the sample selection pattern to be used for the household residing at that address. After completing the Screener item 2g, circle the appropriate pattern on the Sample Person Selection Table. Then, follow the selected pattern from the Sample Person Selection Table for each age category, and compare it to item 2g in order to select the Sample Persons in the household.

Let's review specifically how the procedure works.

#### Sample Person Selection Procedure for One Eligible Family in a Household

Examine item 2g on page 3 of the Screener and determine if there are any X's in the first age category "6 months - 19 years." If there are, look at the first column on the Sample Person Selection Table marked "Persons 6 months - 19 years" and follow the pattern circled for selecting Sample Persons.

(101) FAMILY = 1										
2a. NAME  FIRST, MIDDLE, LAST  (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)?  (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.								
		2d. ELIGIBLE FAMILY? (127) 1 <input checked="" type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q3)								
		2e. What is ---'s date of birth?	2f. AGE USE CHT.	2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)			
MO	DAY	YR	6 MOS. 19 YRS	20 44 YRS	45 74 YRS	2i. NCHS =				
(128)	(129)	(130)	(131)	(132)	(133)	(134)	(135)	(101)		
Maria Jimenez	REF. PERSON	2	01	12	35	47			X	
Juan	Husband	2	12	05	31	50			X	
Margarita Ortiz	Niece	2	03	22	49	53		X		
Luis Jimenez	SON	2	12	21	63	18	X			

**SAMPLE PERSON SELECTION GUIDE**

- Using the table below select Sample Person(s) following the pattern circled for each age category.
- For each Sample Person selected, circle mark in column 2g and complete column 2h on page 3.

**SAMPLE PERSON SELECTION TABLE**

PERSONS 6 months – 19 years	PERSONS 20 years – 44 years	PERSONS 45 years – 74 years
A 1st, 2nd, 3rd, 5th, 6th, 7th, 9th, 10th, 11th	(F) 1st, 2nd, 5th, 6th, 9th, 10th	(K) All
(B) 2nd, 3rd, 4th, 6th, 7th, 8th, 10th, 11th, 12th	G 3rd, 4th, 7th, 8th, 11th, 12th	
C 1st, 3rd, 4th, 5th, 7th, 8th, 9th, 11th, 12th	H 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th	
D 1st, 2nd, 4th, 5th, 6th, 8th, 9th, 10th, 12th	I 2nd, 3rd, 5th, 6th, 8th, 9th, 11th, 12th	
E All	J 1st, 3rd, 4th, 6th, 7th, 9th, 10th, 12th	

- NOTE:**
- Sample selection patterns E, H, I and J are to be used only in Dade County, Florida.
  - Sample selection patterns A, B, C, D, F and G are to be used only outside of Dade County, Florida.
  - Sample selection pattern K is to be used in all locations.

In the example shown on the preceding page, there is one X under item 2g for the age category "6 months - 19 years." This X is on line 04 for Luis Jimenez who is 18 years old. The Sample Person Selection Table indicates that pattern "B" is to be followed. Pattern B requires that the 2nd, 3rd, 4th, 6th... person with an X in the "6 months - 19 years" column in item 2g be selected as a Sample Person. This pattern is not to be mistaken for selecting the household members listed on line 2, 3, 4, 6 ...; but rather, the second, third, fourth, sixth, etc. person between the ages of 6 months to 19 years (or in other words, having an X in the "6 months - 19 years" column under item 2g).

This means that Luis is not selected as a Sample Person. He is the first person with an X in that age column, and pattern B starts with the second person, ignoring the first person. There is no Sample Person for that age group.

Let's look at the next age category -- 20 years to 44 years. There is one X in item 2g under this age category, and that is, Margarita who is 33. Looking at the Sample Person Selection Table for the second column, marked "Persons 20 years - 44 years," pattern "F" is circled. Pattern F requires that the 1st, 2nd, 5th ... person with an X in 2g as being between the years of 20 to 44 be selected as a Sample Person.

In our example, Margarita is the first (and only) person in that age category, and therefore, she is a Sample Person. To indicate that she has been selected as a Sample Person, you circle her X in item 2g.

In the third and final column in the Sample Person Selection Table, "Persons 45 - 74 years," there is only one sampling pattern (K). The instruction for pattern K is to take everyone between the ages of 45 - 74.

In our example, there are two persons, Maria and Juan, who are within this age group. Following pattern K, they are both Sample Persons. Be sure to circle their X's under item 2g.

150 FAMILY #1																
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)?  (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.														
		2d. ELIGIBLE FAMILY? (127) 1 <input checked="" type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q.3)														
		2e. What is ---'s date of birth?	2f. AGE-USE CHT.	2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)									
MO	DAY	YR	6 MOS	19 YRS	20-44 YRS	45-74 YRS	2i. NCHS =	(128)	(129)	(130)	(131)	(132)	(133)	(134)	(135)	(101)
Maria Jimenez	REF PERSON	2	01	12	35	47				X						
Juan _____	Husband	2	12	05	31	50				X						
Margarita Ortiz	Niece	2	03	22	49	53				X						
Luis Jimenez	SON	2	12	21	63	18	X									
101 FAMILY #2																
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)?  (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.														
		2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2e) 2 <input checked="" type="checkbox"/> No (NEXT FAMILY OR Q.3)														
		2e. What is ---'s date of birth?	2f. AGE-USE CHT.	2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)									
MO	DAY	YR	6 MOS	19 YRS	20-44 YRS	45-74 YRS	2i. NCHS =	(128)	(129)	(130)	(131)	(132)	(133)	(134)	(135)	(101)
Amanda Perez	HEAD	9														
Rosa _____	daughter	9														

To complete the Sample Person selection procedure, however, we must fill in item 2h.

Item 2h simply requires you to number sequentially all the Sample Persons (SP's) within a family. If there is more than one eligible family in a household with Sample Persons, then you begin to number over again for the second family.

Let's look how item 2h is completed for our example.

107 FAMILY #1											
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)?  (125)	2c. HAND CARD ST. Please give me the number of the group or groups that represents ---'s national origin or ancestry.									
		2d. ELIGIBLE FAMILY? (127) 1 <input checked="" type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q.3)									
		2e. What is ---'s date of birth?	2f. AGE. USE CHT.	2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)				
MO	DAY	YR	6 MOS. 19 YRS	20 44 YRS	45 74 YRS	2i. NCHS =		(101)			
(128)	(129)	(130)	(131)	(132)	(133)	(134)	(135)				
Maria Jimenez	REF PERSON	2	01	12	35	47			<input checked="" type="checkbox"/>	1	
Juan _____	Husband	2	12	05	31	50			<input checked="" type="checkbox"/>	2	
Margarita Ortiz	Niece	2	03	22	49	33			<input checked="" type="checkbox"/>	3	
Luis Jimenez	SON	2	12	21	63	18	X				
107 FAMILY #2											
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)?  (125)	2c. HAND CARD ST. Please give me the number of the group or groups that represents ---'s national origin or ancestry.									
		2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2e) 2 <input checked="" type="checkbox"/> No (NEXT FAMILY OR Q.3)									
		2e. What is ---'s date of birth?	2f. AGE. USE CHT.	2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY)				
MO	DAY	YR	6 MOS. 19 YRS	20 44 YRS	45 74 YRS	2i. NCHS =		(101)			
(128)	(129)	(130)	(131)	(132)	(133)	(134)	(135)				
Amanda Perez	HEAD	9	NICARAGUAN								
Rosa _____	daughter	9	NICARAGUAN								

Since Family #1 is the only eligible family in the household, the Sample Persons have only been selected from this family unit. Item 2h has been completed by numbering each Sample Person within Family #1. Since there are three Sample Persons, we have assigned three numbers. Starting with the first Sample Person, who is Maria, we assigned the number 1. Juan is number 2, and Margarita is number 3. Luis does not receive a number since he is not a Sample Person. The numbering sequence is very important since it will be used to number the questionnaires you use to interview the Sample Persons. (We discuss the assignment of ID No. to the questionnaires in Sections 12.2, 12.3, and 12.4.)

## Sample Person Selection Procedure for Households With Multiple Eligible Families

In households with more than one eligible family, the procedures for selecting Sample Persons are the same. The only thing to remember is that you sample across eligible families. This means that when you apply a sampling pattern from the Sample Person Selection Table for a particular age category, you continue the pattern from one family to the next and do not start the pattern over again with the next eligible family. Let's look at a few examples to clarify this procedure.

EXAMPLE #1

117 FAMILY #1											
2a. NAME FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)? (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry. 2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2c) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q 3)									
		2e. What is ---'s date of birth? MO DAY YR (128) (129) (130)	2f. AGE USE CHT. (131)	2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY) 2i. NCHS = (135) (136)				
				6 MOS. 19 YRS (132)	20-44 YRS (133)	45 74 YRS (134)					
Flora Garcia	REF PERSON	3 01 15 50 32		<input checked="" type="checkbox"/>			1				
Sandra	daughter	3 04 04 79 3		<input checked="" type="checkbox"/>			2				
117 FAMILY #2											
2a. NAME FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)? (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry. 2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2c) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q 3)									
		2e. What is ---'s date of birth? MO DAY YR (128) (129) (130)	2f. AGE USE CHT. (131)	2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY) 2i. NCHS = (135) (136)				
				6 MOS. 19 YRS (132)	20-44 YRS (133)	45 74 YRS (134)					
Teresa Baragan	HEAD	3 03 12 48 34		<input checked="" type="checkbox"/>			1				

SAMPLE PERSON SELECTION TABLE

PERSONS 6 months - 19 years (A)	PERSONS 20 years - 44 years (F)	PERSONS 45 years - 74 years (K)
1st, 2nd, 3rd, 5th, 6th, 7th, 9th, 10th, 11th	1st, 2nd, 5th, 6th, 9th, 10th	All



Example #1 contains two eligible families. The Sampling Person Selection Table has pattern A circled for "Persons 6 months - 19 years," Pattern F circled for "Persons 20 years - 44 years," and Pattern K circled for "Persons 45 - 74 years."

If we look at item 2g, we see that there is one person in the age category 6 months - 19 years, in both Families #1 and #2. Since Pattern A selects the 1st person in the age category, Sandra is a Sample Person and her X in item 2g is circled.

In the age category 20 - 44 years there are two eligible persons. One person in Family #1 (Flora) and one person in Family #2 (Teresa). Pattern F from the Sample Person Selection Table requires that the 1st and 2nd persons in that age group be selected as Sample Persons. Since Flora is the first person and Teresa is the second person, they are both selected as Sample Persons. When selecting Sample Persons in multiple family households, you continue the sampling pattern ignoring family lines.

In completing item 2h, however, you do not ignore the family lines and you number Sample Persons within families. For example, Flora and Sandra in Family #1 are Sample Person #1 and #2. Teresa being in a separate family is Sample Person #1 in Family #2.

Let's look at another example of selecting Sample Persons in multiple family households.

HOUSEHOLD COMPOSITION TABLE

EXAMPLE #2

- STEPS**
- 1 After listing household, ask Questions 2b and 2c as appropriate for (first next) family listed
  - 2 Determine if eligible Hispanic household member in family unit, and mark 2d
  - 3 If eligible family unit, complete 2e, f and g. Complete 2h after Sample Person Selection
  - 4 Repeat Steps 2 and 3 for second family in household; if three or more families, use additional Household Screener Questionnaires.
  - 5 If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household, go to Question 3 on page 4.
  - 6 Complete 2i after exam appointment has been made.

FAMILY #1										
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)? (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry. (126)	2d. ELIGIBLE FAMILY? (127) <input checked="" type="checkbox"/> Yes (2e)    2 <input type="checkbox"/> No (NEXT FAMILY OR Q.3)			2e. What is ---'s date of birth? (128)		2f. AGE USE CHT. (129)	2g. MARK ONE (130)	2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY) (131)
			MO	DAY	YR	6 MOS.	19 YRS	20 44 YRS	45 74 YRS	2i. NCHS = (132)
Oscar Rivera	REF PERSON	1	02	10	61	21		X		
FAMILY #2										
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)? (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry. (126)	2d. ELIGIBLE FAMILY? (127) <input type="checkbox"/> Yes (2e)    2 <input checked="" type="checkbox"/> No (NEXT FAMILY OR Q.3)			2e. What is ---'s date of birth? (128)		2f. AGE USE CHT. (129)	2g. MARK ONE (130)	2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY) (131)
			MO	DAY	YR	6 MOS.	19 YRS	20 44 YRS	45 74 YRS	2i. NCHS = (132)
Rafael Ferrera	HEAD	9			Bolivian					
FAMILY #3										
2a. NAME  FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)? (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry. (126)	2d. ELIGIBLE FAMILY? (127) <input checked="" type="checkbox"/> Yes (2e)    2 <input type="checkbox"/> No (NEXT FAMILY OR Q.3)			2e. What is ---'s date of birth? (128)		2f. AGE USE CHT. (129)	2g. MARK ONE (130)	2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY) (131)
			MO	DAY	YR	6 MOS.	19 YRS	20 44 YRS	45 74 YRS	2i. NCHS = (132)
Ricardo Zamer	HEAD	1	01	16	59	23		X		
Carmen	wife	1	03	20	60	22				1

SAMPLE PERSON SELECTION TABLE

PERSONS 6 months - 19 years	PERSONS 20 years - 44 years	PERSONS 45 years - 74 years
A 1st, 2nd, 3rd, 5th, 6th, 7th, 9th, 10th, 11th	F 1st, 2nd, 5th, 6th, 9th, 10th	(K) All
B 2nd, 3rd, 4th, 6th, 7th, 8th, 10th, 11th, 12th	(G) 3rd, 4th, 7th, 8th, 11th, 12th	
(C) 1st, 3rd, 4th, 5th, 7th, 8th, 9th, 11th, 12th	H 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th	



---

## Item #5

5. CHECK ONE:

- 1  No eligible families. THANK RESPONDENT AND TERMINATE INTERVIEW.
- 2  Eligible family(ies), no Sample Person(s). THANK RESPONDENT AND TERMINATE INTERVIEW.
- 3  Eligible family(ies), with Sample Person(s). COMPLETE SAMPLE PERSON QUESTIONNAIRE(S) FOR EACH SAMPLE CHILD (AGE 6 MONTHS – 11 YEARS) AND EACH AVAILABLE SAMPLE ADULT (AGE 12 – 74 YEARS); THEN COMPLETE APPROPRIATE FAMILY QUESTIONNAIRE(S).
- 

One of three outcomes in item 5 must be checked. If there is no eligible family in the household, the first box is marked and no further action is required with the household. If there is one or more eligible families, but as a result of the Sample Person selection procedure no Sample Person is selected, the second box is marked and no further action is required with the household. The last box is marked if there is at least one eligible family in the household that has a Sample Person. If this is the situation, a Sample Person Questionnaire is completed for each Sample Person in the household. Each available Sample Person at home during the screener visit is to be interviewed before the Family Questionnaire is completed. Further instructions for administering the Family Questionnaire and Sample Person Questionnaires will be discussed in Sections 12.2 and 12.3.

### 12.2 Administering the Family Questionnaire

A separate Family Questionnaire will be completed for each eligible family with at least one Sample Person. Therefore, if a household has two eligible families and both families have a Sample Person, two Family Questionnaires are completed. If a household has two eligible families, but only one family has a Sample Person, then only one Family Questionnaire is completed.

The Family Questionnaire is organized to ask questions about the head of the family (whether a Sample Person or not) and each Sample Person in the family. The specific instructions on the questions in the Family Questionnaire are in Part III of this manual.

#### 12.2.1 Eligible Respondent for the Family Questionnaire

An eligible respondent for the Family Questionnaire must be a family member (i.e., household member related by blood, marriage, or adoption to the head of the family) who is at least 18 years old. In families where there is no one 18 years or older, you should choose as a respondent the head of the family or any person in the family who has ever been married.

In households with more than one eligible family with a Sample Person, the interviewer will need to use different respondents to complete the appropriate Family Questionnaires. It is not permissible to have a nonfamily member respond to the Family Questionnaire.

Since the Family Questionnaire asks very specific questions about such subjects as occupation and health insurance, it is important that the respondent be very knowledgeable about family matters. For this reason, it is preferred that the head of the family or spouse of the head be the respondent for the Family Questionnaire.

### 12.2.2 Procedures for Completing the Family Questionnaire

The Family Questionnaire is completed if there is an eligible family in the household with at least one Sample Person. The Family Questionnaire may be completed on the same visit as the screener interview, but only after available Sample Persons have been interviewed.

### 12.2.3 Assigning Case Identification Number to the Family Questionnaire

The front cover of the Family Questionnaire has a place to record the Case ID No. It is important to accurately record this number as it is the only way to properly identify completed questionnaires.

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Department of Health and Human Services  
Public Health Service  
Office of Health Research, Statistics and Technology  
National Center for Health Statistics

HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY

## FAMILY QUESTIONNAIRE (520)

NOTICE: Information contained on this form which would permit identification of any individual or establishment has been collected with a guarantee that it will be held in strict confidence, will be used only for purposes stated for this study, and will not be disclosed or released to others without the consent of the individual or the establishment in accordance with Section 308(d) of the Public Health Service Act (42 USC 242m).

ID #: 

100			
STAND #	SEGMENT #	SERIAL #	

107	
FAMILY #	

The Stand #, Segment #, and Serial # are the same numbers recorded on the front cover of the Household Screener Questionnaire. (These numbers also appear on the Household Folder and the Interviewer's Assignment Log.)

The Family # is a one digit number and only applies to eligible families with Sample Persons. In most situations the Family # will be the same as the number shown at the top of the family table on page 3 of the Screener.

Let's look at a few examples.

Example #1

107 FAMILY #1										
2a. NAME FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)? (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry. (126)	2d. ELIGIBLE FAMILY? (127) 1 <input checked="" type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q 3)			2e. MARK ONE 6 MOS. 19 YRS. 20-44 YRS. 45-74 YRS. (132) (133) (134)			2f. AGE USE CHT. (131)	2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY) 2i. NCHS = (135) (101)
			2a. What is ---'s date of birth? MO DAY YR (128) (129) (130)							
Maria Jimenez	REF PERSON	2	01 12 35	47						
Juan _____	Husband	2	12 05 31	50						
Margarita Ortiz	Neice	2	03 22 49	33						
Luis Jimenez	SON	2	12 21 63	18	X					
107 FAMILY #2										
2a. NAME FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)? (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry. (126)	2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2e) 2 <input checked="" type="checkbox"/> No (NEXT FAMILY OR Q 3)			2e. MARK ONE 6 MOS. 19 YRS. 20-44 YRS. 45-74 YRS. (132) (133) (134)			2f. AGE USE CHT. (131)	2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY) 2i. NCHS = (135) (101)
			2a. What is ---'s date of birth? MO DAY YR (128) (129) (130)							
Amanda Perez	HEAD	9	NICARAGUAN							
Rosa _____	daughter	9	NICARAGUAN							

In this two family household, only the first family is eligible. The Family # recorded on the front of the Family Questionnaire is Family #1. This is the same number as shown at the top of the family table. The front of the Family Questionnaire should look as follows:

IO #: 100 01 12 010 107 1  
 STAND #      SEGMENT #      SERIAL #      FAMILY #

Example #2

(106) FAMILY #1										
2a. NAME	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)?	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.								
FIRST MIDDLE, LAST	(124)	(125)	2d. ELIGIBLE FAMILY? (127) 1 Yes (2e)    2 No (NEXT FAMILY OR Q 3)					2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY)		
		(126)	(128)	(129)	(130)	(131)	2g. MARK ONE			(135)
		2e. What is ---'s date of birth?		2f. AGE USE CHT.		6 MOS YRS    20 44 YRS    45 74 YRS			2i. NCHS =	
		MO	DAY	YR	6	19	20 44	45 74		
Flora Garcia	REF PERSON	3	01	15	50	32			<input checked="" type="checkbox"/>	1
Sandra	daughter	3	04	04	79	3			<input checked="" type="checkbox"/>	2
(107) FAMILY #2										
2a. NAME	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)?	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.								
FIRST, MIDDLE, LAST	(124)	(125)	2d. ELIGIBLE FAMILY? (127) 1 Yes (2e)    2 No (NEXT FAMILY OR Q 3)					2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY)		
		(126)	(128)	(129)	(130)	(131)	2g. MARK ONE			(135)
		2e. What is ---'s date of birth?		2f. AGE USE CHT.		6 MOS YRS    20 44 YRS    45 74 YRS			2i. NCHS =	
		MO	DAY	YR	6	19	20 44	45 74		
Teresa Baragan	HEAD	3	03	12	48	34			<input checked="" type="checkbox"/>	1

In Example #2 there are two eligible families both with selected Sample Persons. To assign the family #'s for the front of the Family Questionnaire, use the family #'s shown on the tables. Therefore, Flora and Sandra are Family #1 and Teresa is Family #2.

The fronts of the two Family Questionnaires should look as follows:

---

ID No:	<small>100</small>	<u>01</u>	<u>15</u>	<u>002</u>	<small>107</small>	<u>2</u>
		Stand No.	Segment No.	Serial No.		Family No.

ID, No:	<small>100</small>	<u>01</u>	<u>15</u>	<u>002</u>	<small>107</small>	<u>1</u>
		Stand No.	Segment No.	Serial No.		Family No.

---



Example #3

HOUSEHOLD COMPOSITION TABLE

**STEPS**  
 1 After listing household, ask Questions 2b and 2c as appropriate for (first/next) family listed  
 2 Determine if eligible Hispanic household member in family unit, and mark 2d.  
 3 If eligible family unit, complete 2e, f and g. Complete 2h after Sample Person Selection  
 4 Repeat Steps 2 and 3 for second family in household, if three or more persons, use additional Household Screener Questionnaires  
 5 If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household, go to Question 3 on page 4.  
 6 Complete 2i after exam appointment has been made

101 FAMILY #1											
2a NAME	2b IF NOT COMPLETED ASK ¿Cuál es el parentesco entre --- y (REF PERSON)?	2c HAND CARD S1 Por favor, déme el número del grupo o grupos que representa (n) el origen nacional o ascendencia de ---	2d ELIGIBLE FAMILY? 1 Yes (2e) 2 No (NEXT FAMILY OR Q3)						2h SAMPLE PERSON = (NUMBER ALL SP 1 SEQUENTIALLY WITHIN FAMILY)		
FIRST MIDDLE, LAST			2e ¿Cuál es la fecha de nacimiento de ---?	2f AGE USE CHT	2g MARK ONE			2i NCHS #			
			MO DAY YR	MOS YRS	19 YRS	20 44 YRS	45 74 YRS				
Oscar Rivera	REF PERSON		1 02 10	61 21		X					
102 FAMILY #2											
2a NAME	2b IF NOT COMPLETED ASK ¿Cuál es el parentesco entre --- y (HEAD)?	2c HAND CARD S1 Por favor, déme el número del grupo o grupos que representa (n) el origen nacional o ascendencia de ---	2d ELIGIBLE FAMILY? 1 Yes (2e) 2 No (NEXT FAMILY OR Q3)						2h SAMPLE PERSON = (NUMBER ALL SP 1 SEQUENTIALLY WITHIN FAMILY)		
FIRST, MIDDLE, LAST			2e ¿Cuál es la fecha de nacimiento de ---?	2f AGE USE CHT	2g MARK ONE			2i NCHS #			
			MO DAY YR	MOS YRS	19 YRS	20 44 YRS	45 74 YRS				
Rafael Ferrera	HEAD	9 Bolivian									
103 FAMILY #2											
2a NAME	2b IF NOT COMPLETED ASK ¿Cuál es el parentesco entre --- y (HEAD)?	2c HAND CARD S1 Por favor, déme el número del grupo o grupos que representa (n) el origen nacional o ascendencia de ---	2d ELIGIBLE FAMILY? 1 Yes (2e) 2 No (NEXT FAMILY OR Q3)						2h SAMPLE PERSON = (NUMBER ALL SP 1 SEQUENTIALLY WITHIN FAMILY)		
FIRST, MIDDLE, LAST			2e ¿Cuál es la fecha de nacimiento de ---?	2f AGE USE CHT	2g MARK ONE			2i NCHS #			
			MO DAY YR	MOS YRS	19 YRS	20 44 YRS	45 74 YRS				
Ricardo Zamer	HEAD		1 01 16	59 23		X					
Carmen	wife		1 03 20	60 22		X		1			

In Example #3, there are three families (remember that this would require the use of a second Screener to enter Family #3)--two families are eligible and one family is not eligible. Only one of the eligible families, however, has a Sample Person. This family is recorded in Family Table #3 in the Household Composition Table. Since a Family Questionnaire is completed only for eligible families with a Sample Person, only one Family Questionnaire is required. In numbering the Family Questionnaire, use Family #1. We do not want to receive a Family Questionnaire numbered "3," without having Family Questionnaires numbered "1" and "2."

### **12.3 Administering the Sample Person Questionnaire**

The Sample Person Questionnaire is divided into two versions:

- The Adult Sample Person Questionnaire -- for Sample Persons between the ages of 12 to 74 years; and
- The Child Sample Person Questionnaire -- for Sample Persons between the ages of 6 months to 11 years.

#### **12.3.1 Eligible Respondent for Sample Person Questionnaire**

In order to be an eligible respondent for the Sample Person Questionnaire, the person must have been selected through the Sample Person selection procedure outlined in the Screener (described in Section 12.1.12 of this manual). Sample Persons who are between the ages of 12 - 74 years are interviewed on the Adult Sample Person Questionnaire. Sample Persons between the ages of 12 - 17 years may respond to the questionnaire for themselves or a proxy respondent may be used. Sample persons between the ages 18 - 74 years must respond to the Adult Sample Person Questionnaire for themselves, unless they are physically or mentally unable to do so. If a respondent is physically or mentally unable to be interviewed, a proxy respondent may be used.

Proxy respondents are to be used for Sample Persons between the ages of 6 months to 11 years. With these younger Sample Persons, the Child Sample Person Questionnaire would be used with the proxy respondent.

A proxy respondent must be a family member 18 years old or older, preferably a parent or guardian.

#### **12.3.2 Procedures for Completing the Sample Person Questionnaire**

The Sample Person Questionnaire, whether the Adult or Child version, is administered following the completion of the screener interview with Sample Persons or with proxy respondents who are available during that visit. The Family Questionnaire may also be completed during the same visit, but only after all possible Sample Person Questionnaires have been completed.

### 12.3.3 Assigning the Case Identification Number for Sample Person Questionnaire

The front covers of the Adult and Child Sample Person Questionnaires have a place to record the case's ID No. This ID No. is made up of several parts:

- STAND #, SEGMENT #, and SERIAL # -- Core part of ID that appears on front of Screener, Family Questionnaire and all Sample Person Questionnaires;
- Family # -- One digit number that appears on front of Family Questionnaire and Sample Person Questionnaires;
- SP # -- One digit number that appears on Sample Person Questionnaires.

The Sample Person (SP) # has already been assigned as part of item 2h on page 3 in the Screener. It is a sequential numbering of Sample Persons within families. It is important that you use the number assigned in item 2h, so we are able to associate the questionnaire with the specific Sample Person.

Let's look at a few examples of how this works.

EXAMPLE #1

107 FAMILY #1									
2a. NAME FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)? (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry. 2d. ELIGIBLE FAMILY? (127) 1 <input checked="" type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q 3)							
		2e. What is ---'s date of birth?			2f. AGE USE CHT. (131)	2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY) 2i. NCHS = (101)
		MO (128)	DAY (129)	YR (130)	6 MOS. 19 YRS. (132)	20 44 YRS. (133)	45 74 YRS. (134)	(135)	
Maria Jimenez	REF PERSON	2	01	12	35	47		<input checked="" type="checkbox"/>	1
Juan _____	Husband	2	12	05	31	50		<input checked="" type="checkbox"/>	2
Margarita Ortiz	Niece	2	03	22	49	33		<input checked="" type="checkbox"/>	3
Luis Jimenez	SON	2	12	21	63	18	X		
107 FAMILY #2									
2a. NAME FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)? (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry. 2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2e) 2 <input checked="" type="checkbox"/> No (NEXT FAMILY OR Q 3)							
		2e. What is ---'s date of birth?			2f. AGE: USE CHT. (131)	2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY) 2i. NCHS = (101)
		MO (128)	DAY (129)	YR (130)	6 MOS. 19 YRS. (132)	20 44 YRS. (133)	45 74 YRS. (134)	(135)	
Amanda Perez	HEAD	9							
Rosa _____	daughter	9							

In Example #1, there are three Sample Persons, all over 12 years of age, so three Adult Sample Person Questionnaires will need to be completed.

All three Sample Persons are within the same family (Family #1). The Family # recorded on the Sample Person Questionnaire must correspond with the Family # on the Family Questionnaire.

The Sample Person # assigned to the front of the questionnaire comes from item 2h. Sample Person Questionnaire #1 is for Maria; #2 is for Juan; and #3 is for Margarita.

The front covers of the questionnaires should look as follows:

<p>Department of Health and Human Services Public Health Service Office of Health Research, Statistics, and Technology National Center for Health Statistics</p> <p><b>ADULT SAMPLE PERSON QUESTIONNAIRE (521) (Ages 12-74 Years)</b></p> <p>HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY</p>	<p>NOTICE - Information contained on this form which would permit identification of any individual or establishment has been collected with a guarantee that it will be held in strict confidence, will be used only for purposes stated for this study, and will not be disclosed or released to others without the consent of the individual or the establishment in accordance with section 308(d) of the Public Health Service Act (42 USC 242m).</p>
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WESTAT ID No:	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">100</span> </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border-bottom: 1px solid black; width: 30%; text-align: center;">01</div> <div style="border-bottom: 1px solid black; width: 30%; text-align: center;">12</div> <div style="border-bottom: 1px solid black; width: 30%; text-align: center;">010</div> </div> <div style="display: flex; justify-content: space-around; width: 100%; font-size: small;"> <span>Stand No.</span> <span>Segment No.</span> <span>Serial No.</span> </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">107</span> </div> <div style="border-bottom: 1px solid black; width: 100%; text-align: center;">1</div> <div style="font-size: small;">Family No.</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">108</span> </div> <div style="border-bottom: 1px solid black; width: 100%; text-align: center;">1</div> <div style="font-size: small;">SP No.</div>
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<p>Department of Health and Human Services Public Health Service Office of Health Research, Statistics, and Technology National Center for Health Statistics</p> <p><b>ADULT SAMPLE PERSON QUESTIONNAIRE (521) (Ages 12-74 Years)</b></p> <p>HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY</p>	<p>NOTICE - Information contained on this form which would permit identification of any individual or establishment has been collected with a guarantee that it will be held in strict confidence, will be used only for purposes stated for this study, and will not be disclosed or released to others without the consent of the individual or the establishment in accordance with section 308(d) of the Public Health Service Act (42 USC 242m).</p>
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WESTAT ID No:	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">100</span> </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border-bottom: 1px solid black; width: 30%; text-align: center;">01</div> <div style="border-bottom: 1px solid black; width: 30%; text-align: center;">12</div> <div style="border-bottom: 1px solid black; width: 30%; text-align: center;">010</div> </div> <div style="display: flex; justify-content: space-around; width: 100%; font-size: small;"> <span>Stand No.</span> <span>Segment No.</span> <span>Serial No.</span> </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">107</span> </div> <div style="border-bottom: 1px solid black; width: 100%; text-align: center;">1</div> <div style="font-size: small;">Family No.</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">108</span> </div> <div style="border-bottom: 1px solid black; width: 100%; text-align: center;">3</div> <div style="font-size: small;">SP No.</div>
------------------	--	---	---

<p>Department of Health and Human Services Public Health Service Office of Health Research, Statistics, and Technology National Center for Health Statistics</p> <p><b>ADULT SAMPLE PERSON QUESTIONNAIRE (521) (Ages 12-74 Years)</b></p> <p>HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY</p>	<p>NOTICE - Information contained on this form which would permit identification of any individual or establishment has been collected with a guarantee that it will be held in strict confidence, will be used only for purposes stated for this study, and will not be disclosed or released to others without the consent of the individual or the establishment in accordance with section 308(d) of the Public Health Service Act (42 USC 242m).</p>
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WESTAT ID No:	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">100</span> </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border-bottom: 1px solid black; width: 30%; text-align: center;">01</div> <div style="border-bottom: 1px solid black; width: 30%; text-align: center;">12</div> <div style="border-bottom: 1px solid black; width: 30%; text-align: center;">010</div> </div> <div style="display: flex; justify-content: space-around; width: 100%; font-size: small;"> <span>Stand No.</span> <span>Segment No.</span> <span>Serial No.</span> </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">107</span> </div> <div style="border-bottom: 1px solid black; width: 100%; text-align: center;">1</div> <div style="font-size: small;">Family No.</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">108</span> </div> <div style="border-bottom: 1px solid black; width: 100%; text-align: center;">2</div> <div style="font-size: small;">SP No.</div>
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EXAMPLE #2

16) FAMILY #1									
2a. NAME FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)? (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry. (126)	2d. ELIGIBLE FAMILY? (127) <input checked="" type="checkbox"/> Yes (2e) <input type="checkbox"/> No (NEXT FAMILY OR Q.3)			2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY) 2i. NCHS = (107)
		2e. What is ---'s date of birth? MO DAY YR (128) (129) (130)	2f. AGE: USE CHT. (131)	6 MOS. 19 YRS (132)	20-44 YRS (133)	45-74 YRS (134)			
Flora Garcia	REF PERSON	3 01 15 50	32		<input checked="" type="checkbox"/>			1	
Sandra	daughter	3 04 04 79	3		<input checked="" type="checkbox"/>			2	
17) FAMILY #2									
2a. NAME FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)? (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry. (126)	2d. ELIGIBLE FAMILY? (127) <input checked="" type="checkbox"/> Yes (2e) <input type="checkbox"/> No (NEXT FAMILY OR Q.3)			2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP's SEQUENTIALLY WITHIN FAMILY) 2i. NCHS = (107)
		2e. What is ---'s date of birth? MO DAY YR (128) (129) (130)	2f. AGE: USE CHT. (131)	6 MOS. 19 YRS (132)	20-44 YRS (133)	45-74 YRS (134)			
Teresa Baraganu	HEAD	3 03 12 48	34		<input checked="" type="checkbox"/>			1	

In Example #2, there are three Sample Persons -- one Sample Person requires the Child Sample Person Questionnaire and the other two require the Adult Sample Person Questionnaire.

It is important to remember that Sample Person #'s are assigned within a family. So, in our example Family #1 has SP #1 (Flora) and SP #2 (Sandra), while Family #2 has SP #1 (Teresa).

The questionnaire covers look as follows:

<p>Department of Health and Human Services Public Health Service Office of Health Research, Statistics, and Technology National Center for Health Statistics</p> <p><b>CHILD SAMPLE PERSON QUESTIONNAIRE (522) (Ages 6 Mos.-11 Years)</b></p> <p>HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY</p>	<p>NOTICE — Information contained on this form which would permit identification of any individual or establishment has been collected with a guarantee that it will be held in strict confidence, will be used only for purposes stated for this study, and will not be disclosed or released to others without the consent of the individual or the establishment in accordance with section 308(d) of the Public Health Service Act (42 USC 242m).</p>
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WESTAT ID No:	<div style="border: 1px solid black; padding: 2px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">100</span> </div> <p style="text-align: center;">01      15      002</p> <p style="text-align: center;">Stand No.      Segment No.      Serial No.</p>	<div style="border: 1px solid black; padding: 2px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">107</span> </div> <p style="text-align: center;">1</p> <p style="text-align: center;">Family No.</p>	<div style="border: 1px solid black; padding: 2px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">108</span> </div> <p style="text-align: center;">1</p> <p style="text-align: center;">SP No.</p>
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<p>Department of Health and Human Services Public Health Service Office of Health Research, Statistics, and Technology National Center for Health Statistics</p> <p><b>ADULT SAMPLE PERSON QUESTIONNAIRE (521) (Ages 12-74 Years)</b></p> <p>HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY</p>	<p>NOTICE — Information contained on this form which would permit identification of any individual or establishment has been collected with a guarantee that it will be held in strict confidence, will be used only for purposes stated for this study, and will not be disclosed or released to others without the consent of the individual or the establishment in accordance with section 308(d) of the Public Health Service Act (42 USC 242m).</p>
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<p>Department of Health and Human Services Public Health Service Office of Health Research, Statistics, and Technology National Center for Health Statistics</p> <p><b>ADULT SAMPLE PERSON QUESTIONNAIRE (521) (Ages 12-74 Years)</b></p> <p>HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY</p>	<p>NOTICE — Information contained on this form which would permit identification of any individual or establishment has been collected with a guarantee that it will be held in strict confidence, will be used only for purposes stated for this study, and will not be disclosed or released to others without the consent of the individual or the establishment in accordance with section 308(d) of the Public Health Service Act (42 USC 242m).</p>
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EXAMPLE #3

HOUSEHOLD COMPOSITION TABLE

STEPS:

1. After listing household, ask Questions 2b and 2c as appropriate for (first/next) family listed.
2. Determine if eligible Hispanic household member in family unit, and mark 2d.
3. If eligible family unit, complete 2e, f and g. Complete 2h after Sample Person Selection.
4. Repeat Steps 2 and 3 for second family in household; if three or more families, use additional Household Screener Questionnaires.
5. If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household, go to Question 3 on page 4.
6. Complete 2i after exam appointment has been made.

107 FAMILY #1									
2a. NAME	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)?	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.	2d. ELIGIBLE FAMILY?			2e. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY)
FIRST, MIDDLE, LAST			2e. What is ---'s date of birth?	2f. AGE: USE CHT.	6 MOS.	19 YRS.	20-44 YRS.	45-74 YRS.	2i. NCHS =
(124)	(125)	(126)	MO DAY YR	(131)	(132)	(133)	(134)	(135)	(101)
Oscar Rivera	REF. PERSON	1	02 10 61	21			X		
107 FAMILY #2									
2a. NAME	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)?	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.	2d. ELIGIBLE FAMILY?			2e. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY)
FIRST, MIDDLE, LAST			2e. What is ---'s date of birth?	2f. AGE: USE CHT.	6 MOS.	19 YRS.	20-44 YRS.	45-74 YRS.	2i. NCHS =
(124)	(125)	(126)	MO DAY YR	(131)	(132)	(133)	(134)	(135)	(101)
Rafael Ferrera	HEAD	9	Bolivian						
107 FAMILY #3									
2a. NAME	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)?	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.	2d. ELIGIBLE FAMILY?			2e. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY)
FIRST, MIDDLE, LAST			2e. What is ---'s date of birth?	2f. AGE: USE CHT.	6 MOS.	19 YRS.	20-44 YRS.	45-74 YRS.	2i. NCHS =
(124)	(125)	(126)	MO DAY YR	(131)	(132)	(133)	(134)	(135)	(101)
RICARDO ZAMES	HEAD	1	01 16 59	23			X		
CARMEN -	WIFE	1	03 20 60	22			X	1	

In Example #3, Carmen is the only Sample Person, and since she is 21 years old, she would be interviewed on the Adult Sample Person Questionnaire. The Family # for the Family Questionnaire as well as the Sample Person Questionnaire is Family #1, since there is only one eligible family in the household with a Sample Person.

The front of the Adult Sample Person Questionnaire looks as follows:

<p>Department of Health and Human Services Public Health Service Office of Health Research, Statistics, and Technology National Center for Health Statistics</p> <p><b>ADULT SAMPLE PERSON QUESTIONNAIRE (521) (Ages 12-74 Years)</b></p> <p>HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY</p>	<p>NOTICE — Information contained on this form which would permit identification of any individual or establishment has been collected with a guarantee that it will be held in strict confidence, will be used only for purposes stated for this study, and will not be disclosed or released to others without the consent of the individual or the establishment in accordance with section 308(d) of the Public Health Service Act (42 USC 242m).</p>
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<p>WESTAT ID No:</p>	<div style="border: 1px solid black; padding: 2px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">100</span> </div> <p style="font-size: 2em; margin: 0;">01</p> <p style="font-size: 0.8em;">Stand No.</p>	<div style="border: 1px solid black; padding: 2px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">14</span> </div> <p style="font-size: 2em; margin: 0;">14</p> <p style="font-size: 0.8em;">Segment No.</p>	<div style="border: 1px solid black; padding: 2px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">021</span> </div> <p style="font-size: 2em; margin: 0;">021</p> <p style="font-size: 0.8em;">Serial No.</p>	<div style="border: 1px solid black; padding: 2px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">107</span> </div> <p style="font-size: 2em; margin: 0;">1</p> <p style="font-size: 0.8em;">Family No.</p>	<div style="border: 1px solid black; padding: 2px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">108</span> </div> <p style="font-size: 2em; margin: 0;">1</p> <p style="font-size: 0.8em;">SP No.</p>
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## Chapter 13

### SETTING UP THE EXAMINATION APPOINTMENT

On most surveys after you have asked the last question in the instrument and recorded the respondent's last response, you note your ending time, thank the respondent for his/her participation and leave the household. The HHANES survey will require the additional task of setting up examination appointments for Sample Persons (SP's) at the conclusion of the interview. This chapter of the manual outlines each step in establishing a date and time for the appointment, gives key definitions associated with the examination component and provides you with appropriate answers to respondent queries or concerns about the examination.

#### 13.1 General Procedures

As you know, each eligible household can contain one or more Sample Persons. If all Sample Persons are not at home during your visit, then you will need to recontact the household to complete the interviews and/or set up examination appointments.

##### 1. ONE SAMPLE PERSON IN THE HOUSEHOLD

This is the simplest household situation. You administer the Sample Person questionnaire to the respondent or to a proxy (where applicable) and set up the examination appointment at the conclusion of the interview.

##### 2. TWO OR MORE SAMPLE PERSONS IN THE HOUSEHOLD -- ALL SP's AT HOME DURING YOUR VISIT

Scheduling appointments for two or more Sample Persons when all SP's are present at the time of contact is similar to scheduling appointments for one person. After completing the Sample Person interview with each respondent, informally arrange an appointment for the examination with the SP pointing out that s/he should choose a time which is convenient for the other SP's in the family (and, if possible, in the household). You should encourage SP's to come together to the examination center.

Then, upon completion of the questionnaire for all Sample Persons, formally schedule a time by telephoning the NCHS office to arrange for all SP's to come to the examination center together. If this is not possible, schedule appointments when it is most convenient for each Sample Person to get to the center.

##### 3. TWO OR MORE SAMPLE PERSONS IN THE HOUSEHOLD -- NOT ALL SP's AT HOME DURING YOUR VISIT

When one or more Sample Persons are not at the household at the time of your contact, complete the Sample Person questionnaires for all Sample Persons who are present and set up examination appointments for those interviewed.

On occasion the Sample Person(s) interviewed may indicate that s/he would like to set up an appointment for one or more absent SP's (i.e., husband wants to be sure of securing an appointment at the same time for his absent wife, mother wants to insure a convenient time slot for herself and her 20 year old daughter attending college). Go ahead and schedule an appointment with the NCHS office. Be sure to inform the office of this situation and remember that you must set up an appointment to conduct the Sample Person interview before the examination appointment date and confirm the examination appointment at that time. (Keep in mind that the Family questionnaire should be completed if an eligible respondent representing the family unit is present.)

If you need to return to a household to both interview and schedule an examination appointment with one or more absent SP's be sure to establish a time for recontacting absent members of the household. Remember that recontact with a household with an absent Sample Person(s) is only mandatory for those 18 years of age or older because an eligible adult family member must respond to the Sample Person questionnaires for SP's 6 months to 11 years old and can report for those 12 through 17 years of age.

### 13.2 Specific Procedures

Whether you establish an appointment with all Sample Persons in one visit or must return to the household on subsequent calls, the procedure for setting up the appointment is the same. Below is a step-by-step process you should follow when scheduling appointments:

1. INFORM THE RESPONDENT THAT S/HE HAS BEEN SELECTED TO PARTICIPATE IN A HEALTH EXAMINATION.

No formal statement is provided for you; however, it is important that your brief introduction include the following points:

- Thank the respondent for his/her cooperation in the household interview phase of HHANES.
- Inform the respondent that the U.S. Public Health Service cannot learn all they need to know about the health of Hispanics from interview questions alone. Actual measurements and test results obtained through a physical examination are also needed. (REFER RESPONDENTS TO THE SAMPLE PERSON BROCHURE.)

- Remind the respondent that the second phase of this important study consists of a free examination for the preselected household members. (NAME SAMPLE PERSONS.)
- Mention that s/he will be furnished, or reimbursed for, transportation to and from the medical examination center and establish what the transportation needs for each selected household member will be. (REFER RESPONDENTS TO THE SAMPLE PERSON BROCHURE.)

Encourage respondents to use the taxi service provided by NCHS. "No shows" for appointments increase when SP's provide their own transportation. If an SP insists on an alternate form of transportation do not press the issue. We will reimburse respondents at the rate of 20 cents per mile or for a car fare/bus fare.

- Point out that a \$20.00 compensation fee will be paid to each selected household member at the Mobile Examination Center (MEC) upon completion of the examination. (REFER RESPONDENTS TO THE SAMPLE PERSON BROCHURE.)

As noted in the brochure, this fee is paid in appreciation of the respondent's time and interest in the examination.

## 2. ARRANGE A GENERAL APPOINTMENT TIME FOR THE EXAMINATION.

Try to keep this general; for example: "What would be a convenient time for you to come, morning, afternoon, or evening?" (Keep in mind that if the SP is scheduled to receive the Glucose Tolerance Test then s/he must come in the morning.) "What are the best days of the week for you to come?" Keeping the appointment time general before the call to the NCHS office, allows the office greater flexibility and promotes a smoother process.

Keep in mind that the ideal appointment is from one to two weeks following the Sample Person interview. This allows the NCHS office time to process the case and follow up with a reminder letter and phone call to the respondent. It is also close enough to the date of the original interview to sustain respondent interest in participation and thereby reduce the incidence of "no shows."

It is also important for you to note that it may not always be possible to arrange the exam appointment one to two weeks after the interview for a number of reasons:

- The respondent may not be available during the period in question.
- The MEC is not in operation for the first few weeks of the interviewing period.

- As the field period progresses there will be fewer appointment slots available and respondents will have to be seen as the MEC schedule permits.

Again, remember to keep the appointment arrangements general before the call to the NCHS office.

3. TELEPHONE THE NCHS OFFICE FOR AN APPOINTMENT.

Ask the respondent if you may use his/her telephone to call the NCHS office and establish a date and time for the appointment. If the call can be placed from the household, review with the office a date and time which is convenient for both the Sample Person and the office and confirm this appointment with the respondent while you are still talking with the office.

If there is no telephone available in the household, ask the respondent for the location of the nearest telephone where you can place the call. (Be sure to carry sufficient change with you when you go into the field to make outside telephone calls.) Go immediately from the respondent's home to the nearest telephone and call the NCHS office. Inform the office that you are calling from a place other than the person's home and review with the office a date and time which is convenient for both the Sample Person and the office. Return to the household and confirm the appointment with the respondent. In the unusual situation where upon returning to the household you find that the respondent is unavailable for the appointment scheduled, repeat the process.

4. EXCHANGE KEY RESPONDENT INFORMATION WITH THE NCHS OFFICE DURING THE APPOINTMENT CALL.

Whether you call the NCHS office from the respondent's home or from somewhere else be sure you have the completed Screener and Sample Person questionnaire with you. During the call you will be asked to provide the office with the following respondent information:

- Name, age and sex of Sample Person and Identification No. (segment, serial, family and SP number from Screener).
- If the respondent is selected to have the Glucose Tolerance Test (GTT), the office will inform you of this fact and you must tell the office whether or not the respondent is taking insulin injections (a "yes" in C15 in the Adult SP questionnaire). Only Sample Persons 20 to 74 years old are eligible for this test.
- Preference of respondent for weekday/weekend and morning/afternoon/evening appointment.

- Mode of transportation to the examination center. If by taxi you must give the address (home, work place, school, etc.) of where the respondent will be picked up. (If you are calling from outside the household, you will have to give this information to the office later.
- Special information about the respondent which could affect his/her visit to the examination center. For example, the respondent has a physical or mental handicap (extremely overweight, requires wheelchair), is currently pregnant, does not speak English or Spanish and requires interpreter, or consents to exam but refuses blood test, etc.

During the call you will need to obtain from the NCHS office the following information:

- A NCHS ID/Sample No. Record this number on the following:
  - Appointment for Examination slip (the two versions of this form will be discussed in item 7 of this section)
  - Screener line for the SP in column 2i
  - NCHS ID No. box on the cover of the SP questionnaires
  - Consent to Examination and Request to Furnish Results form (This form will be discussed in item 5 of this section.)
  - Summary of the Sample Person Results Box on the front cover of the Household Folder
- Whether or not the respondent has been chosen to have a Glucose Tolerance Test (for Diabetes) and/or the Gallbladder Ultrasound Test. This will determine the version of the Appointment for Examination form left with the respondent.

NOTE: The NCHS Field Operations Manager (FOM) or a Field Management Assistant (FMA) will be at the office weekdays and weekends from 9:00 a.m. to 9:00 p.m. to schedule MEC appointments when you call.

5. ASK THE RESPONDENT TO READ, FILL OUT AND SIGN THE CONSENT TO EXAMINATION AND REQUEST TO FURNISH RESULTS FORM.

Once the examination appointment has been established and confirmed ask the Sample Person (or parent/guardian) to read and fill out the Consent to Examination and Request to Furnish Results Form. This form is filled out in duplicate and must be completed for each Sample Person taking the physical examination. Leave the respondent a copy only upon request.

Allow the Sample Person (and his/her guardian if under 18) adequate time to read the release and complete the appropriate information. The consent form provides the Sample Person with the following:

- A brief explanation of the medical examination including the length of time to be spent by the respondent at the examination center
- The purpose of the examination component of the survey
- Notification that medical information gathered will be provided to his/her physician and dentist if permission is granted
- Contact information in case the respondent has further questions
- An assurance of confidentiality and a confirmation of the voluntary nature of the study.

After the respondent has completed the form, review it carefully to assure that all appropriate information has been filled out completely. Remember to record the NCHS sample number at the top of the form.

This form is basically self-explanatory, however, let's look more closely at several items which require some elaboration.

- Minors 12-18 and over are asked to sign as an indication of assent. If a minor 12 and over is not home at the time of interview s/he can sign at the MEC.
- Sign your name on the "Interviewer" line.
- "WITNESS (if required)" refers to any witness used during the release process. For example, if a respondent cannot read, read the textual information to him/her in the presence of a witness. If a respondent cannot read or write have a witness testify that the respondent has been read the form information and consents to participate in the examination. In both cases record the full name of the witness on the appropriate line.
- Examination results can be sent to health care providers. No examination results will be sent to the Sample Person directly.
- If the respondent can only give you the name of a hospital rather than "Name of Physician or Clinic," write the information on this line and obtain a complete address for the hospital.

After completing the form or when the question arises give the respondent an explanation about how the examination results will be sent to his/her health care provider. Indicate that it will take



approximately six to eight weeks after the completion of the survey for the reports to reach the health providers. Inform the respondent that s/he will receive a letter notifying him/her that the results of the HHANES examination have been forwarded to the designated physician or clinic and dentist or dental clinic.

Remember that we are not allowed to conduct any examination on any person for whom we do not have a consent form, therefore have the Sample Person and/or guardian sign this form before you leave the household. In a situation where the Sample Person does not wish to sign the form then s/he can choose to bring the signed form to the examination center at the time of the appointment. If the Sample Person has additional questions which require answers at the examination center then s/he can sign the consent form at that time.

6. IF NECESSARY, HAVE THE RESPONDENT SIGN THE AUTHORIZATION FOR TRANSPORTATION ARRANGEMENTS FOR PERSON UNDER 16 YEARS OF AGE FORM.

In a situation where a minor (under 16) is to be transported to and from the examination center it is necessary for the parent or guardian to complete and sign the authorization for transportation form. Be sure to take the form with you when you leave the household and turn it in with the case.

7. FILL OUT THE APPOINTMENT SLIP AND LEAVE IT WITH THE RESPONDENT.

For every Sample Person for whom an examination appointment is scheduled you must complete and leave at the household an Appointment For Examination slip.

There are two versions of the Appointment for Examination form. The yellow form should be left with those persons chosen to receive the Glucose Tolerance Test (for Diabetes) and/or the Gallbladder Ultrasound Test. The back of this yellow slip instructs the respondent not to eat or drink anything after 11 P.M. on the night before the examination, including gum, mints, or lifesavers. It asks the respondent not to urinate more than once the morning of the exam since a specimen needs to be collected at the examination center. It further requests that Sample Persons who have glasses or contact lenses should bring them to the examination. Be sure to read these instructions to the respondent as you leave the appointment form. The white appointment form should be given to all other respondents. The latter respondents are only asked to bring their glasses or contact lenses to the examination, if used.

To complete the appointment slip fill in the Sample Person's name, NCHS sample number (you will receive the number from the NCHS office), and day, date and time (specify A.M. or P.M.). Fill in the taxi pick-up time if the Sample Person has requested taxi transportation.

As you complete the appointment slip write the same information on the cover of the Sample Person questionnaire: the sample number (NCHS ID No.), the date and time of the examination, and the type of transportation requested--taxi or self.

8. MAKE A CLOSING STATEMENT TO THE RESPONDENT.

The major points to be covered during the closing statement include:

- Thank the respondent for his/her cooperation and time. Be sure to stress the importance of his/her contribution to the study. Even though the respondent should at this point be substantially familiar with the survey objectives, it is important to leave the respondent with a feeling that s/he has participated and should continue to participate in a worthwhile experience.
- Restate the date, time and transportation arrangements for the examination appointment.
- Mention the reminder letter and the telephone call s/he will receive before the scheduled appointment.
- Leave the respondent the NCHS site office telephone number and ask him/her to call if s/he has any questions. Record the telephone number on the Appointment For Examination slip. This number will be given to you by your supervisor.

### 13.3 Techniques Designed to Motivate the Respondent to Participate in the Examination

The face to face Sample Person interview generally provides a unique opportunity for the interviewer and the respondent to establish a positive working relationship. This rapport will in most cases be crucial to motivating the respondent to cooperate in the examination component of HHANES.

However, situations will certainly arise where you sense that the respondent is apprehensive or reluctant about the examination. In such cases of non-cooperation (short of an outright refusal), there are a number of techniques which should be employed once you have determined the reason for the reluctance. Some of the techniques are the same as those used to convince Sample Persons to participate in the household interview, others are unique to the examination phase. The following "approaches" have been used successfully in previous HANES surveys.

#### 1. PERSONAL BENEFIT

Although examinees do not receive a complete physical, the personal benefit approach has been used successfully in the past. This approach is valid in that respondents do receive many of the tests

performed during a regular physical examination and some that are not always included in a regular physical exam. The results of these examinations are sent to the respondent's physician and dentist and the potential value to the examinee can be stressed. It may also prove helpful to mention that such an examination at a private medical facility could cost \$250 or more.

## 2. FEAR OR MODESTY

In many cases reluctance will be a result of fear or modesty. Most of the time, these reasons will not be admitted by the respondent. In these situations you should explain to the respondent that the examination is neither painful nor embarrassing. Women should be assured that there is a female physician performing the examinations, that garments cover them completely during the entire examination and that there is no gynecological exam. Local newspaper publicity and other outreach activities may also help to alleviate anxieties in the minds of Sample Persons. Most people cooperate fully once they are in the examination center, so you should try to avoid making nonparticipation in a particular test (e.g., drawing blood) a condition for being examined.

## 3. CONTRIBUTION TO VALUABLE RESEARCH

If the Sample Person feels that his/her participation does not matter or is a personal imposition, presenting HHANES as a contribution to valuable research can be a basis for cooperation. Most people consider medical research a necessity and HHANES can be beneficial not only to his/her general health but to that of his/her children and grandchildren as well as Hispanics throughout the United States. Conversely, non-cooperation can be interpreted, in effect, as a "vote" against medical research.

## 4. CIVIC PRIDE

You can point out that studying people in the stand location (i.e., El Paso, San Antonio, etc.) contributes important information that will become part of the national health picture. Furthermore, some neighborhoods have a strong sense of community. In these areas you should use the names sense of community. In these areas you should use the names of highly regarded community people who have endorsed the study. During training we will provide you with the names of selected individuals.

## 5. EXAMINATION CONCESSIONS

Occasionally, in the past, examination response has been obtained by making certain concessions or promises about the examination or its results to the Sample Person. For example, Sample Persons who have indicated a fear of a particular procedure (e.g., blood drawing),

have been assured that the procedure would not be performed if they came for the examination. Conversely, in other cases certain procedures have been promised to others who would not normally receive such procedures (e.g., an examinee under 25 years old receiving a chest X-ray or ECG). Results of the examination have also been mailed for the purpose of providing medical information relative to qualifying for a job and in other cases arrangements have been made for non-SP's to be examined at the request of a related SP.

While there are no objections to using any of the above, they should only be used as a LAST RESORT to obtain response and not offered immediately. Whenever a concession has been made as agreement to participate in the examination, it is imperative that it be communicated to the NCHS office staff and the examination staff. It is the responsibility of the interviewer making the concession to notify the NCHS office; it is the responsibility of the office to make any required scheduling arrangements and inform the exam staff both verbally and in writing on the daily schedule what concessions are to be made.

When an SP requests certain concessions, it is important that the interviewer be able to explain any limitations in granting the SP's request. For example, examination findings cannot be provided directly to the SP but only to his/her personal physician or health care provider; that our physicians cannot prescribe medication or treatment; that our examination is not a certification of health, etc. Examination findings, whether normal or abnormal, will not be given to the examinees directly. All findings will be sent to their physicians and other designated health facilities (public health departments, hospitals, clinics, etc.). No exceptions will be made.

NOTE: Since all concessions must be discussed during the call to the NCHS office to schedule and confirm the appointment, any problems can be determined at this time. Any concessions agreed upon should be noted on the appointment slip left with the respondent.

## 6. SAMPLING

One of the most common objections to participation is "Why me?" Until the sampling procedure is in some way explained, the respondent may suggest "picking someone else" or "getting someone who needs it." A brief description of how s/he was selected for HHANES can be an effective persuasion tool. (See the Sample Person brochure and Sections 9.4 and 11.3 of this manual.)

## 7. NOTIFICATION OF EMPLOYERS

A Sample Person may be reluctant to miss work either because s/he will not be paid or because his/her absence is a mark against him. A visit or telephone call to the employer, with the SP's permission,

might solve this problem. The employer may also be able to persuade the SP to come in if "being absent" is not the real reason.

Inform the SP that the office can contact his/her employer to explain the nature of the survey and the need to examine this individual. If the respondent is willing to let us make the contact, you should obtain from him/her the name, address, and telephone number of his/her employer and the name of his/her immediate superior or anyone else s/he so designates for us to contact.

#### 8. NOTIFICATION OF SCHOOLS

A youth or his/her parents or guardians may be genuinely concerned about missing classes either because of the difficulty involved in making up assignments or because of school regulations. If Saturday or evening scheduling is not feasible, the principal, a teacher or a counselor may be able to excuse the youth from certain tasks and/or persuade the youth to make up an assignment at a later date.

Inform the SP that the office can provide him/her with a letter, to be presented to the school, explaining the nature of the survey and the need to examine this individual. If the respondent or his/her parent or guardian is willing, explain to him/her that a school excuse letter will be sent along with the reminder letter. This form should be completed by the parent or guardian and sent to the school. If further contact with the school is required, the site office can make arrangements to do so upon notification.

#### 9. FRIENDS AND OTHER FAMILY MEMBERS

Friends, neighbors and relatives can be especially effective motivators, particularly if they have been successfully examined previously. Encourage the SP to contact previously examined friends and relatives who have participated as "satisfied examinees."

#### 10. PHYSICIAN CONTACT

If the respondent mentions that s/he would like to consult with his/her personal physician before making a commitment, do not discourage the Sample Person from doing so; rather agree that it is a good idea and then ask the respondent if s/he would be agreeable to having a survey representative contact the physician to provide him/her with further information about the program. The interviewer should then obtain the name, address and telephone number of the physician and inform the SP that the site office will contact his/her physician as soon as possible.

#### 11. CHILD CARE

If the respondent indicates that s/he could go to the examination center but has child care problems, point out that s/he will be

reimbursed at the examination center for babysitting expenses incurred during the visit to the MEC. (REFER RESPONDENT TO THE SAMPLE PERSON BROCHURE).

## 12. DETAILED INFORMATION ABOUT THE EXAMINATION

Respondents who ask for more detailed information about the examination than that provided in the Sample Person brochure can be referred to the NCHS office staff. Respondents can discuss the examination with the FOM or the FMA directly from their home (both have actually received the examination themselves). If more detail is required the NCHS office can also ask a MEC staff member to contact the respondent. Remember that respondents can also get very detailed information during their actual visit to the MEC.

## Chapter 14

### THE HOUSEHOLD FOLDER

For each DU you are assigned you will receive a Household Folder. The folder itself is used to store completed questionnaires and/or other documents associated with the case. The Household Folder consists of the following sections:

- Assignment Box
- Summary of Sample Person Results
- Missed Structure Procedure
- Missed DU Procedure and Missed DU Form
- Non-Interview Report
- Household Call Record
- Neighbor Contact Guide

This chapter discusses the purpose of each of these sections. It also provides a description of the procedures and specifications you should follow while completing each section.

#### 14.1 Assignment Box

Each Household Folder you receive will have a large Address Label on the front page. This label contains the Stand/Segment/Serial number, address, and any message for the case. Section 11.1.3 contains a detailed discussion of the label and the information that can be found on it.

#### 14.2 Summary of Sample Person Results

In the middle of the front cover of the Household Folder is the Summary of Sample Person Results. This section must be completed after all necessary action (i.e., SP interview, exam appointment and signed informed consent) is finalized for each SP.

The Summary of Sample Person Results should be completed according to the following specifications:

- Family # and SP #: Enter the Family # and SP # (from the Screener) to uniquely identify each SP. Each SP in the household will be entered on a separate line.

- SP Questionnaire Completed: Mark an X in the appropriate column to indicate whether you have been able to obtain a completed SP questionnaire.
- Exam Appointment Made: If yes, enter the date and time of the appointment and the mode of transportation the SP will use for getting to the appointment (i.e., taxi, respondent's car, bus, etc.). If the SP refused to make an exam appointment, place an X in the "No" box.
- Informed Consent Signed: Mark an X in the appropriate column to indicate whether the informed consent form has or has not been signed.
- NCHS Sample #: Enter the number provided by NCHS for each SP for whom an appointment has been scheduled (entered also in Screener Q.2i).
- Office Use Only: Ignore this column.

Notice that for each SP you will need to make an entry in all columns with the exception of the "NCHS Sample #:" This column can only be completed if an examination appointment has been scheduled.

### 14.3 Language

At the bottom of the front cover of the Household Folder is a box entitled LANGUAGE. This question should be answered by the interviewer handling the case. Mark "Yes" if anyone in the household speaks English--not just a Sample Person. Mark "No" if no household member speaks English. Mark "DK" when appropriate.

### 14.4 Missed Structure Procedure

Located inside of each Household Folder is the question asked as part of the Missed Structure procedures. These procedures and the use of this question are discussed in Section 17.3.

### 14.5 Missed DU Procedure and Missed DU Form

Also located inside of each Household Folder is the Missed DU Form. The specifications for completing this form and a detailed discussion of the Missed DU procedures can be found in Section 17.1.



## 14.6 Non-Interview Report

A Non-Interview Report (NIR) is completed for all nonresponse problems.

### 14.6.1 Nonresponse Problems

#### a. Timing of Nonresponse Problems

You may sometimes encounter problems which prevent you from completing all the necessary action on a case. These problems can occur:

- When you are trying to make contact at the DU to do the Screener;
- When you are trying to conduct the Screener with a household adult;
- After you have screened a household, found an eligible family(ies) with selected sample person(s), and are trying to contact the appropriate persons to complete the interview; or
- When you need to make an appointment or obtain a signed consent for the physical examination.

#### b. Dwelling Unit Problems

You may discover that the sampled addresses you have been assigned present you with difficulties before you make contact with the household. These are known as "DU problems." While they occur rarely, you should be prepared for them. This section provides a description of the most common DU problems and what you are to do when you encounter them.

##### (1) The Assigned Address Does Not Qualify as a DU

Even though addresses were listed as carefully as possible during the listing effort, some of the sampled DU's you are to contact may no longer qualify as DU's. For example, after the listing, a residential unit may have been converted to a store or may have been totally demolished. It is also possible that the lister made an error and listed an address that does not meet our definition of a DU. Screeners should only be conducted at sampled addresses which qualify as DU's. Therefore, it is your responsibility to make sure that the address you have been assigned is a DU.

You should use Section 11.1.1, "Definition of a Dwelling Unit," to make the determination. Whenever you determine that the address you are to contact is not a qualifying DU, complete the Vacant/Not a DU section of the Non-Interview Report, and return the case to your Supervisor at your next scheduled conference.

(2) The Sampled DU Does Not Exist

Most of the problems you have finding an address can be solved by careful use of the information and materials provided to you. If you cannot find a DU, recheck the materials in your Segment Folder and consult your local area map to try to determine the source of the problem. You may, for example, have gone to the north end of a street to find an address that is actually at the south end.

If your best efforts fail to locate a sampled DU and you suspect that it has been totally demolished or that it never existed, describe the situation in the Vacant/Not a DU section of the Non-Interview Report. Return the case to your Supervisor during your next scheduled conference.

(3) The Unit is Vacant

If the DU you are attempting to contact seems to be vacant, there are several steps to take before you actually consider the unit to be vacant. Look at the unit as closely as possible. Furniture may be visible through the window or there may be other signs of occupancy. You cannot assume a unit is vacant just because there are no curtains or there is an accumulation of old newspapers on the porch. You should contact a neighbor if you cannot find anyone home. The neighbor may be able to verify for you that the unit is vacant. If the neighbor should tell you that the residents are merely on vacation, try to find out when they will be returning.

Once you determine that a unit is vacant, fill out the Vacant/Not a DU section of the Non-Interview Report. If you should happen to notice that the DU is no longer vacant on later trips to the segment, do not make any attempts to contact the new residents. Vacancy cases should be returned to your Supervisor at your next scheduled conference.

(4) You Are Unable to Enter the Structure

You may encounter a building which is locked for security reasons. Many locked buildings contain entryways with intercom systems to provide communications with the residents of the building. Access to the individual units can be gained only with a key or by contacting a resident on the intercom who unlocks the door from the inside. Listed below are the procedures you should follow if you have sampled units in such a building:

- First, attempt to make contact by using the intercom system to speak directly with a household member from the sampled unit.

- If this does not work (e.g., intercoms not available), try to contact the resident manager for permission to gain entry. The manager may ask for further verification (i.e., a letter or telephone call). When this happens, record his/her name, address, and telephone number (if appropriate) on the Call Record and inform your supervisor.

Because security systems vary widely with locality, always contact your Supervisor if you have any questions on how to proceed.

If you cannot gain entry by making contact with the sampled DU or resident manager, complete the Non-Interview Report. Then, return the case to your Supervisor during your next scheduled conference.

NOTE: You may be assigned cases which were discovered to be in security locked buildings during the listing operation. Your Supervisor will help you handle these cases if you are assigned them.

#### c. Problems Obtaining the Interview

Once you have located the dwelling unit, you are ready to make contact with the household in order to complete the interview. There are a number of situations in which an attempt to conduct the interview may result in an outcome other than a completed questionnaire.

The following are the problem situations which you may encounter. Any of these problems could occur when you are attempting to contact:

- A household adult for the Screener
- A Sample Person (or proxy) for the Adult SP questionnaire and Child SP questionnaire
- An adult family member for the Family questionnaire

The procedures that you should follow apply no matter when the problem occurs unless otherwise noted.

##### (1) Not at Home

A common result of an attempted contact is to find no one at home. When you find no one at home, you should complete a Call-Back card and put it under the door of the assigned unit. Do not leave materials in the mailbox.

Then, make a deliberate effort to contact a neighbor to obtain information about the household's availability. Use the Neighbor

Contact Guide on the Household Folder as explained in Section 15.1.3.

If a selected SP is not at home, you should:

- Probe to determine when the respondent will be home and have time to complete the questionnaire;
- Arrange an appointment to conduct the interview, if possible;
- Record appropriate information on the Call Record; and
- Leave a copy of the advance letter.

If you have reached the limit of attempts and have been unable to find an adult at home to complete the Screener or the appropriate respondent for the Family or SP Questionnaire, complete the Non-Interview Report. Return the case to your Supervisor during your next scheduled conference.

## (2) Refusal

Occasionally even the best interviewers receive refusals to participate in a survey. Most respondents do not refuse outright; rather, they express some hesitancy, reservation, or initial hostility. In a short time, you will become sensitive to the firmness of the "NO" conveyed by the tone and wording of the respondent's comments. You will also learn to sense the reasons behind a respondent's hesitancy and develop ways of dealing with those "hidden" concerns.

Always listen very carefully to what the respondent has to say, and then address your remarks to the respondent's concerns. Some of the most common reasons respondents give for refusing are:

- Too busy; don't have the time
- Not interested in the study
- Don't want to be bothered or involved
- Waste of time and money
- Government interference
- "Nothing in it for me"
- Too ill, don't feel well enough

These reasons reflect two broad types of concerns respondents may have: concerns about the time you are asking them to give and

concerns about the study itself or about surveys in general. You can respond to the first concern in several ways: by emphasizing the importance of the study, by persuading respondents that we do appreciate their contribution to the project, and by indicating your willingness to be as flexible as possible in arranging an appointment at the respondent's convenience. You can respond to the second type of concern by explaining how the project is worthwhile, by pointing out that people making decisions on government programs need good information to guide them, or that for a survey's results to be useful, they must include information from a representative sample.

Additional considerations to keep in mind for overcoming respondent refusals include the following:

- Make your respondents feel they are valuable to the study.
- Make your respondents feel that you are concerned about their time, their experiences, etc.
- Make sure your respondent knows exactly who you are, whom you represent, and why you are there.
- Be confident, reassuring, and ready to react promptly to a respondent's cues. Don't get into a "set interviewing routine" that keeps you from dealing with each respondent's individual concerns.
- Try to get started with the questionnaire as quickly as possible; once you begin asking the questions, the respondent may see that his/her fears about the interview are unfounded.
- Above all, be thoroughly familiar with all study materials so that you can readily answer a respondent's questions about the survey.

If you find that you are not getting anywhere with a respondent, try to end the contact before you get a final "No." However gruff or rude a respondent may be, always maintain a pleasant, courteous manner. Above all, do not antagonize or alienate the respondent. Try to keep the door open for future contacts. Your Supervisor may assign another interviewer to attempt the interview. If you can leave on a pleasant note, the respondent may be more receptive to the efforts of another interviewer. After leaving the respondent, record the situation completely on the Non-Interview Report and return the case to your Supervisor during your next scheduled conference.

The following are some additional refusal situations. You should deal with these situations as described.

- If an SP refuses to give an interview, you should remain to interview other willing SP's so long as your presence is still welcome.
- During an interview, a respondent may refuse to answer a particular question or series of questions. If this occurs, record the respondent's comments verbatim in the questionnaire and reassure him/her that all the information you collect will remain confidential. Try to deal with any reasons offered by the respondent for the refusal, but do not pressure the respondent to answer. Go on to the next question.
- If, during a telephone contact, a respondent does not flatly refuse, but expresses reluctance or unwillingness to commit himself/herself to an appointment, you should make further in-person attempts to get the interview. If you receive a firm refusal either over the phone or in person, however, do not make any further contacts on the case.
- Sometimes a respondent does not refuse outright but keeps putting you off by asking you to come back again and again or makes appointments and doesn't keep them. When a respondent does not keep an appointment, you should wait at the respondent's home for at least 15 minutes. If the respondent does not arrive while you are there, go on and make contact attempts at other nearby assignments. Later the same day you should telephone the respondent and, in the course of your conversation, mention that you stopped by at the appointed time and somehow missed the respondent. The respondent might have forgotten the appointment or there may have been some unexpected circumstance or simply a misunderstanding as to the place and time of the appointment. If, however, you have not succeeded in obtaining the interview in the allotted number of attempts due to broken appointments, treat the case as a refusal.

### (3) Breakoff

A breakoff occurs when a respondent begins responding to the questionnaire and at some point before the conclusion of the interview refuses to finish. As with a refusal, you should attempt to determine the reasons for the breakoff and try to answer the respondent's concerns. Stress that the respondent may refuse to answer any individual question that s/he finds to be too personal, etc. If it is simply a matter of inconvenience for the respondent, you should try to set an appointment to finish the interview at another time. If it is clear that the respondent has no intention of resuming at a later date, record the situation completely on the Non-Interview Report.

#### (4) Unavailability During the Field Period

If you learn that all the adults in a sampled household will not be at home at all during the field period (e.g., the residents are out of town visiting a sick relative and won't be back for three or four months; that they are traveling for an extended period of time; in prison, etc.), and are therefore unavailable for the screening, do not make further attempts. Record the details in the Non-Interview Report and return the case to your Supervisor at your next conference.

If you learn that an SP in a household will not be available for the entire field period because of an extended absence, you should complete a Non-Interview Report for that SP.

#### (5) Illness

You may encounter a respondent who cannot complete the Screener because of an illness, deafness, senility, or other health problems. You will encounter these problems in varying degrees and it will be up to you to judge whether the problem is sufficiently severe for you to discontinue your attempts to complete the Screener. To begin with, check to see if there is some other knowledgeable household adult who could complete the Screener. In some cases, you will find that the respondent is only temporarily indisposed and is very willing to do the Screener at a later time. In such a case, make an appointment. If the illness problem is such that it will be impossible to complete the Screener at the household during the entire field period, complete the Non-Interview Report. Return the case to your Supervisor at your next conference.

If you screen a household and find that an SP suffers from an extended illness or has some type of health problem which prevents him/her from responding for the entire field period, a proxy may be selected to respond on the SP's behalf as described in Chapter 12. If the SP's illness is temporary you should try to set an appointment for a time when s/he is more able to respond.

#### (6) Language Problem

In this survey, we will be conducting Screeners with respondents who speak either English or Spanish. If you encounter a household where all the household members speak some other language, you may use a neighbor to translate for the screener interview. If you cannot find a translator, complete the Non-Interview Report and return the case to your Supervisor during your next scheduled conference.

## (7) Other Situations

Any other type of incomplete interview situation which does not fit into any of the categories mentioned previously should be described in detail in the Non-Interview Report. Discuss all "other" situations with your supervisor during your conference.

### d. Problems Obtaining the Examination Appointment or Informed Consent

If you have any difficulties making an examination appointment or obtaining a signed consent form be sure to use the techniques described in Section 13.3. If you are still unsuccessful after you have applied your persuasion techniques, complete the appropriate section of the Non-Interview Report.

### 14.6.2 Completing the Non-Interview Report

The inside back page of each Household Folder contains the Non-Interview Report. This non-response report is used to provide your Supervisor with an accurate description and documentation of the problem situations you encounter. You will use this report when you are unable to complete a case. The information you provide on the report will be used by your Supervisor to review the case and decide what, if any, further efforts should be made.

Note that the NIR is required for all final results that affect the completion of the  Screener, Family Questionnaire, Adult SP Questionnaire, Child SP Questionnaire, Examination Appointment, or Informed Consent.

It is important to stress again that on the basis of the information you provide on the NIR in each of these situations, your Supervisor will decide whether to refiled the case. If a case is refiled, the NIR will also be used by the interviewer to whom the case is reassigned. It is, therefore, very important for you to fill out the NIR as completely and accurately as possible to give your Supervisor and any future interviewer a full description of the problem you had and any suggestions you might have about how to deal with it. Whenever necessary, make whatever additional notes you feel are necessary.

There are six sections to the Non-Interview Report:

- I. Vacant/Not a Dwelling Unit
- II. Screener Nonresponse
- III. Family Questionnaire Nonresponse
- IV. Sample Person Nonresponse
- V. Appointment Nonresponse



## VI. Informed Consent Nonresponse

Instructions are provided for completing the report as well as explanations of what is needed for each question.

### 14.7 Household Call Record

The Household Call Record is located on the back page of the Household Folder. It provides you with space to record information about each of your attempts to locate and contact the sampled household. The Call Record has four basic purposes:

1. It serves as a permanent record of your work on each case.
2. It helps you to schedule your contact attempts efficiently.
3. It enables you to keep track of the current status of all of your assignments.
4. It aids your Supervisor in evaluating the progress you are making on your assignments and in giving you suggestions to help you in your work.

We will discuss how you complete the Call Record in the next section on Contact Procedures.

### 14.8 Neighbor Contact Guide

Located at the bottom of the back page of the Household Folder are the procedures and questions to be used during neighbor contact. A detailed description of the use of this section and the use of neighbors in general can be found in Section 15.1.3.

NON-INTERVIEW REPORT

COMPLETE AS SOON AS POSSIBLE AFTER LEAVING THE HOUSEHOLD.

I. VACANT/NOT A DWELLING UNIT (SCREENER RESULT CODES 20 AND 21)

A. Why is the listed address not an occupied dwelling unit for our sample?

TYPES OF NOT A DUL

- VACANT (B)
- NOT A DU, CONDEMNED/DEMOLISHED (C)
- NOT A DU, PLACE OF BUSINESS (C)
- NOT A DU, NO SUCH ADDRESS/NO SUCH DU (C)
- NO A DU, VACATION CABIN (C)
- NOT A DU, NOT USABLE AS PERMANENT RESIDENCE (C)
- NOT A DU, TRANSIENT USE (C)
- NOT A DU, STILL UNDER CONSTRUCTION (C)
- NOT A DU, LISTING PROBLEM, OUT OF SEGMENT (C)
- NOT A DU, OTHER REASON (C)  
(SPECIFY) IF YOU MARKED THIS BOX, BE SURE TO SPECIFY REASON

B. Record below any and all signs of vacancy.

BE AS THOROUGH AS POSSIBLE. RECORD COMPLETELY ALL SIGNS OF VACANCY INCLUDING VERIFICATION (E.G., FROM NEIGHBOR) IF OBTAINED.

C. Record below any reasons unit does not qualify as a dwelling unit as well as any relevant information or observations.

RECORD ANY AND ALL SIGNS OF OR INFORMATION THAT THE DUL DOES NOT QUALIFY AS A SAMPLE UNIT.

NOTE →  END ←

II. SCREENER NON-RESPONSE (SCREENER RESULT CODES 01 TO 08)

A. Explain why you were unable to complete the screener interview. DESCRIBE IN DETAIL AND BE AS THOROUGH AS POSSIBLE. RECORD COMPLETELY ANY COMMENTS MADE BY THE RESPONDENT. FILL OUT AS SOON AS POSSIBLE AFTER TALKING TO/LEAVING THE PERSON SO THAT HIS/HER REMARKS WILL BE FRESH IN YOUR MIND. IF REFUSAL, TRY TO RECORD EVERYTHING THE PERSON SAID INCLUDING HIS/HER RESPONSES TO YOUR ATTEMPTS TO PERSUADE HIM/HER.

B. Explain in detail the information you were able to learn about the household's national origin or ancestry. Specify from whom you obtained this information.

WRITE DOWN AS MUCH INFORMATION AS YOU HAVE LEARNED ABOUT WHETHER THE HOUSEHOLD IS PUERTO RICAN, MEXICAN OR CUBAN. ALSO SPECIFY WHO PROVIDED THIS INFORMATION (E.G., NEIGHBORS, ASSIGNED HOUSEHOLD, RELATIVE OF HOUSEHOLD MEMBER).

NOTE →  END ←

III. FAMILY QUESTIONNAIRE NON-RESPONSE (FAMILY RESULT CODES F1 TO F6)

Explain why you were unable to complete the Family Questionnaire.

IF MULTIPLE FAMILIES WITHIN A HOUSEHOLD, INDICATE FAMILY NUMBER FOR NON-RESPONDING FAMILY UNIT. ALSO, SEE SPECS FOR II. A.

IV. SAMPLE PERSON NON-RESPONSE (SP RESULT CODES S1 TO S6)

Explain why you were unable to complete a Sample Person Questionnaire. Be sure to specify the Sample Person Number for each non-respondent.

IF MULTIPLE FAMILIES WITHIN A HOUSEHOLD, INDICATE FAMILY NUMBER FOR NON-RESPONDING SP AS WELL AS THE SP NUMBER. ALSO, SEE SPECS FOR II. A.

V. EXAM APPOINTMENT NON-RESPONSE (SP RESULT CODE S7)

Explain why you were unable to make an exam appointment. Be sure to specify the Sample Person Number for each nonrespondent.

SEE SPECS FOR IV.

VI. INFORMED CONSENT NON-RESPONSE

Explain why you were unable to obtain a signed consent form.

## Chapter 15

### CONTACT PROCEDURES

This chapter provides a description of procedures you should follow in order to make contact with the household. It is essential that these procedures be observed since they have been designed to aid you in contacting all households in the sample as quickly and efficiently as possible.

#### 15.1 Contact Attempts

In order to complete the Screener and any Sample Person and Family questionnaires in a household, you will only be allowed to make a specific number of attempts to the sampled address. To be considered an attempt, your visit to a household:

- Must be made in person, not on the telephone;
- Must be made at a different time of day than previously unsuccessful attempts. That is, your visit must be made at a time which maximizes the possibility of finding someone at home; and
- Must be made by going to the household's door and knocking. In other words, simply driving by the house to see if it looks like someone is home does not count as an attempt.

Each one of your attempts to contact a household should satisfy the criteria listed above and you should record all attempts in the Call Record on the back of the Household Folder.

##### 15.1.1 Planning your Contacts

The main question to ask yourself when attempting to contact a household is "When is a household adult most likely to be home?" For respondents who have daytime jobs, weekday evenings may be a good time. In industrial areas with plants that operate several shifts a day, many respondents may not be available on weekday evenings; you may have to try them on a morning or weekend. When your first attempt fails, try a different time of day on your next attempt. So long as you have no better information, continue to schedule your attempts at the different times respondents are likely to be at home. These are:

- Weekday evenings
- Weekday afternoons
- Weekends
- Weekday mornings

Most people's lives fall into a pattern. There are certain times of the day and days of the week when they are usually at home. By timing your attempts to fit different patterns, you will increase your chances of contacting your respondent.

Remember, though, that it is most important to stagger the timing of your attempts when you have no additional information about when a respondent is likely to be home. Whenever you do have reasonably reliable information on when a respondent will be home--something learned from another member of the respondent's household, from a neighbor, or from your own observations of the neighborhood--take that information into account. Plan your attempts so that with each successive effort you have a better chance of finding the respondent at home.

#### 15.1.2 Number of Attempts

You are allowed only a limited number of in person attempts to each household assigned to you. Specifically, you are allowed a total of four attempts or visits to the household to complete the Screener. Upon completion of the Screener, if the household contains an eligible family(ies) with Selected Sample Person(s), you may make up to four additional attempts to complete the Family Questionnaire and Sample Person Questionnaires.

For most of your assigned addresses, you will find this number of attempts, when scheduled efficiently, more than adequate to complete the work. If you are, however, unable to complete a Screener within the first four attempts to a household or the remainder of the questionnaires within four additional attempts, you should complete the Non-Interview Report (see Section 14.6) and return the case to your Supervisor at your next conference. Never make further attempts unless instructed to do so by your Supervisor.

#### 15.1.3 Neighbor Contacts

Whenever you make an in-person attempt and find that no one is home at the assigned DU, you should make an effort to contact a neighbor to obtain information on a likely time to find someone at home. The information needed when contacting a neighbor is printed in the Neighbor Contact Guide of the Household Folder. (This is located at the bottom of the back page.)

Introduce yourself to the neighbor. Then, proceed through the Neighbor Contact Guide and record the information according to the following specifications.

- Item 1 -- During the introduction state your name, that you are working on a health study for the U.S. Public Health Service, show your ID and explain the purpose of your visit.
- Item 2 -- Obtain the "best time" to call on the assigned household. Record whatever the neighbor says. In other words, this does not have to be a specific day or time; any information about the household's availability should be recorded.

- Item 3a -- Ask the neighbor if he or she knows the national origin or ancestry of the people who live at the sampled address. Be sure the neighbor understands which household you are referring to.
- Item 3b -- Ask this question if the neighbor says, "I don't know." Probe for whether or not any of the household members belong to the eligible Hispanic group being interviewed in that area (i.e., Mexicans in the Southwest, Puerto Ricans in the Northeast, Cubans in Florida). Use the appropriate word choice in parentheses and record the response.

No matter what the neighbor's response is to this question, continue to make all required attempts to the assigned DU. For example, if the neighbor says there are no (Mexicans/Puerto Ricans/Cubans), you must still attempt to contact the assigned household and complete the Screener (even though the household may be ineligible).

NOTE: Space has been allowed to record the information obtained during one neighbor contact. Although we only want you to ask about the national origin of the sampled household from one neighbor, You should, however, contact as many neighbors as possible to learn about availability. This information can be recorded on the Call Record.

There are four basic considerations to keep in mind whenever you contact a neighbor:

1. "Neighbor" refers not only to the person who lives next door to the assigned household; it includes anyone in the immediate vicinity--a building manager, a mailman passing by, someone in the yard across the street from the assigned address--who might be able to give you information about the household.
2. Before contacting a nearby resident, always check your other assignments and Listing Sheets for the area to make sure the neighbor household you choose is not a sampled household itself. Do not attempt a neighbor contact at an address you will be contacting later for an interview. However, once you have completed the interview, you may use that household as a neighbor contact.
3. Never contact the same neighbor more than once.
4. Unless specifically asked, do not leave the advance letter with the neighbor you contact. You should leave the Call-Back card at the assigned address when no one is at home at the time of your attempt. (See Section 14.6.1.)

## 15.2 Using the Call Record

It is essential that you keep the Call Record current by making your entries immediately after each attempt. The Call Record should be completed

according to the following specifications:

- Attempt Number: All attempts are entered on the Call Record as they occur. All in-person attempts should be consecutively numbered in this column. Telephone attempts should not be numbered since they do not count towards the contact limit.
- Interviewer ID Number: Enter your ID number.
- Day of Week: Using abbreviations, enter the day of the week (e.g., Fri.).
- Date: Enter digits to represent the month and day (e.g., 10/6).
- Time: Enter the time of your attempt and specify AM or PM.
- Type of Contact: Mark an X in the appropriate column to indicate the type of contact.

T = Telephone  
IP = In Person

- Result of Contact: Every attempt you make to locate, contact, and interview a household member must be given a result code on the Call Record. All of the result codes, as they appear directly below the Call Record, and their definitions are provided in Section 15.2.1.
- Remarks: Enter here any additional information which helps to describe what happened during the attempt.

#### 15.2.1 Result Codes

Every attempt you make to locate, contact, and interview a household must be given a result code. All of the result codes are listed directly below the Household Call Record on the back page of the Household Folder.

There are result codes for the Screener, Family Questionnaire, Sample Person Questionnaires, and examination appointment status. Screener result codes will be used for every household; then, depending on the result you obtain from the Screener, you may also use the Family, Sample Person and examination appointment result codes.

##### a. Screener Result Codes

Every attempt you make should be assigned a two-digit Screener result code unless you have completed the Screener during a previous attempt and are returning to complete the Family or Sample Person interview(s) and/or make an examination appointment. The code should be recorded on the appropriate line of the Call Record under the Screener result column.

All of the Screener result codes, as they appear on the Household Folder, and their definitions, are provided below.

- 01 Not at Home: An eligible respondent for the Screener is not at home.
- 02 Refusal: A Screener cannot be started because the respondent refuses to answer any questions.
- 03 Breakoff: A Screener cannot be completed because the respondent refuses to continue after answering one (or more) question(s).
- 04 Unavailable During Field Period: A Screener cannot be completed because all adult household members are gone and will not be back for the duration of the field period (e.g., institutionalized, on vacation, out of country, etc.).
- 05 Illness: A Screener cannot be completed because the person(s) living in the household have a serious health or physical problem which prevents them from being interviewed.
- 06 Language Problems: A Screener cannot be completed because all household members speak a language other than English or Spanish.
- 07 Unable to Enter Structure: It is not possible to contact the sampled household because of a security system that keeps the building locked.
- 08 Other: A Screener cannot be completed because of a reason other than those listed above. For example, you have an appointment to return.
- 20 Vacant: The unit is unoccupied at the time of contact.
- 21 Not a Dwelling Unit: The unit does not qualify as a dwelling unit (e.g., seasonal home, commercial, etc.). The unit has been demolished or destroyed, or cannot be found.
- 10 Complete, No Eligible Family: A Screener has been completed and no family in the household is eligible for the survey.
- 11 Complete, Eligible Family(ies), No Sample Person(s): A Screener has been completed, there is an eligible family(ies) in the household, but no Sample Person(s) was selected.
- 12 Complete, Eligible Family(ies) With Sample Person(s) Selected: A Screener has been completed, there is an eligible family(ies) in the household, and Sample Person(s) has/have been selected.
- 13 Office Use Only.

b. Family Result Codes

If you have completed the Screener and there is an eligible family or families each with at least one Sample Person (i.e., Screener result 12), you will need to assign a two-digit Family result code. You should start assigning this code as soon as you have completed the Screener and continue making entries for each attempt thereafter until the Family questionnaire is finalized. The code should be recorded on the appropriate line of the Call Record under the "Family Result" column.

NOTE: If there is more than one family in a household with a Sample Person, record the results for additional families on the Call Record leaving some space between families.

All of the family result codes, as they appear on the Household Folder, and their definitions are provided below.

- F1 Eligible Adult Not at Home: There is no adult family member at home to complete the Family Questionnaire.
- F2 Refusal: The Family Questionnaire cannot be started because the respondent refuses to answer any questions.
- F3 Breakoff: The respondent begins the Family Questionnaire but refuses to continue before it is completed.
- F4 Eligible Adult Unavailable During Field Period: The Family Questionnaire cannot be completed because all adult family members are unavailable for the duration of the field period (e.g., institutionalized, on vacation, out of country, etc.).
- F5 Illness: The Family Questionnaire cannot be completed because all adult family members have a serious health or physical problem which prevents them from being interviewed.
- F6 Other: A Family Questionnaire cannot be completed because of a reason other than those listed above. For example, you have an appointment to return.
- F7 Complete: A Family Questionnaire has been completed with an adult family member.

c. Sample Person Result Codes

If you are working in a segment and have identified a household containing an eligible family(ies) with a Sample Person (Screener result 12), you will need to assign a two digit Sample Person result code for each SP selected. You should assign a Sample Person result code for each attempt you make to complete the interview with the SP



until the questionnaire is finalized. The code should be recorded on the appropriate line of the Call Record for the correct Sample Person. (The number in the Call Record should correspond to the person's SP number in the Case ID.)

NOTE: If there is more than one family in a household, results of the contacts for SP's from additional families should also be recorded on the Call Record leaving space between the two families.

All of the Sample Person result codes, as they appear on the Household Folder, and their definitions, are provided below. These codes also apply to proxy respondents for the Adult or Child Sample Person Questionnaire.

- S1 Not at Home: An attempt was made to contact the SP but s/he was not at home.
- S2 Refusal: The SP Questionnaire cannot be started because the SP refuses to answer any questions.
- S3 Breakoff: The SP begins the SP Questionnaire but refuses to continue before it is completed.
- S4 Unavailable During Field Period: The SP Questionnaire cannot be completed because the SP is gone and will not be back for the duration of the field period (e.g., institutionalized, on vacation, out of country, etc.).
- S5 Illness: The SP Questionnaire cannot be completed because the SP has a serious health or physical problem which prevents him/her from being interviewed.
- S6 Other: The SP Questionnaire cannot be completed because of a reason other than those listed above. For example, you have an appointment to return.
- S7 Complete Without Exam Appointment: The SP Questionnaire has been completed with the SP or a proxy respondent and no exam appointment has been made.
- S8 Complete With Exam Appointment: The SP Questionnaire has been completed with the SP or a proxy respondent and an exam appointment has been scheduled.

d. Examples of Call Record Entries

The following examples illustrate some situations an interviewer could encounter and how the Household Call Record would be completed for each.



EXAMPLE 2:

Interviewer RC made an initial, in-person attempt to a DU and completed the Screener with the head of a single-family household. The family was eligible and two Adult SP's were selected. The first SP was at work so the interviewer made arrangements to call her in order to establish an appointment. The second SP was traveling and was not expected home for at least three months. Since neither SP was there, the interviewer completed the Family Questionnaire with the head of the family. Later that day, the interviewer telephoned SP #1 and found out she would be home all day on Saturday. He returned to the household on Saturday but no one was home. After contacting other DU's in the area, he stopped by again. SP #1 was home and completed the Adult SP Questionnaire and scheduled an examination appointment.

HOUSEHOLD CALL RECORD																				
ATTEMPT #	INTERVIEWER ID NUMBER	DAY OF WEEK	DATE	TIME (SPECIFY AM OR PM)	TYPE OF CONTACT		RESULT OF CONTACT (USE RESULT CODES)						REMARKS							
					T	IP	SCREENER RESULT	FAMILY RESULT	SAMPLE PERSON RESULT											
									1	2	3	4		5	6					
1	MS	Wed	7/12	10:30 AM		X	01													
2	MS	Th	7/13	7:30 AM		X	12	F7	S8	S6	S8									
3	MS	Fri	7/14	7:00 AM		X				S8										
SCREENER RESULT CODES							FAMILY RESULT CODES				SAMPLE PERSON (OR PERSON) RESULT CODES									
01 NOT AT HOME 02 REFUSAL 03 BREAKOFF 04 UNAVAILABLE DURING FIELD PERIOD 05 ILLNESS 06 LANGUAGE PROBLEM 07 UNABLE TO ENTER STRUCTURE 08 OTHER (SPECIFY UNDER REMARKS)							10 VACANT 21 NOT A DU 11 COMPLETE, NO ELIGIBLE FAMILY 12 COMPLETE, ELIGIBLE FAMILY(IES) WITH SAMPLE PERSON(S) SELECTED 13 COMPLETE, NO ELIGIBLE FAMILY BASED ON NON HR INFORMATION OFFICE USE ONLY				P1 ELIGIBLE ADULT NOT AT HOME P2 REFUSAL P3 BREAKOFF P4 ELIGIBLE ADULT UNAVAILABLE DURING FIELD PERIOD P5 ILLNESS P6 OTHER (SPECIFY UNDER REMARKS) P7 COMPLETE				S1 NOT AT HOME S2 REFUSAL S3 BREAKOFF S4 UNAVAILABLE DURING FIELD PERIOD S5 ILLNESS S6 OTHER (SPECIFY UNDER REMARKS) S7 COMPLETE, WITHOUT FIRM APPOINTMENT S8 COMPLETE, WITH FIRM APPOINTMENT					

*Appointment for SP interview for SP# 2 on Friday 7/14 at 7:00 p.m. Exam appointment made for all SP's to go to MEC together per suggestion of mother.*

NEIGHBOR CONTACT GUIDE

1. INTRODUCE YOURSELF, SHOW ID AND EXPLAIN PURPOSE OF VISIT.

2. OBTAIN BEST TIME TO CONTACT SAMPLED HOUSEHOLD:

3. OBTAIN FOLLOWING INFORMATION:

a. What is the national origin or ancestry of the people who live at \_\_\_\_\_

b. IF "DON'T KNOW" TO "a", ASK: Is the national origin or ancestry of any of the household members who live at \_\_\_\_\_

YES  NO  (ENTER NAME)

OFFICE USE ONLY  
 WAS FOLLOWUP LETTER SENT?  NO  YES DATE SENT \_\_\_\_\_

EXAMPLE 3:

Interviewer PL made two unsuccessful in-person attempts to a DU. After contacting a neighbor, she found out they were usually home in the afternoon. On the third attempt, she completed the Screener with a household adult. There were two families in the household--one family was not eligible, the other was. Two SP's were selected in the eligible family, one adult and one child under 12. Since no member of the eligible family was at home, the interviewer arranged an appointment to return the following morning. At that time, she completed the Family Questionnaire, an Adult and Child Sample Person Questionnaire with the adult SP from the eligible family and scheduled examination appointments for both SP's.

HOUSEHOLD CALL RECORD															
ATTEMPT #	INTERVIEWER ID NUMBER	DAY OF WEEK	DATE	TIME (SPECIFY AM OR PM)	TYPE OF CONTACT		RESULT OF CONTACT (USE RESULT CODES)								REMARKS
					Z	IP	SCREENER RESULT	FAMILY RESULT	SAMPLE PERSON RESULT						
									1	2	3	4	5	6	
1	PL	Mon	7/12	7:30	AM	X	01								
2	PL	Wed	7/14	10:30	AM	X	01								
3	PL	Wed	7/14	3:30	PM	X	12	F6							
4	PL	Th	7/15	10:00	AM	X		F7	S8	S8					

*neighbor suggested weekday afternoon attempt.  
Appointment for Thursday 7/15 at 10:00 a.m.*

SCREENER RESULT CODES				FAMILY RESULT CODES				SAMPLE PERSON (OR PRNRY) RESULT CODES																						
01 NOT AT HOME	10 VACANT	P1 ELIGIBLE ADULT NOT AT HOME	S1 NOT AT HOME	02 REFUSAL	21 NOT A DU	P2 REFUSAL	S2 REFUSAL	03 BREAKOFF	22 COMPLETE, NO ELIGIBLE FAMILY	P3 BREAKOFF	S3 BREAKOFF	04 UNAVAILABLE DURING FIELD PERIOD	11 COMPLETE, ELIGIBLE FAMILY(IES) NO SAMPLE PERSON(S) SELECTED	P4 ELIGIBLE ADULT UNAVAILABLE DURING FIELD PERIOD	S4 UNAVAILABLE DURING FIELD PERIOD	05 ILLNESS	12 COMPLETE, ELIGIBLE FAMILY(IES) WITH SAMPLE PERSON(S) SELECTED	P5 ILLNESS	S5 ILLNESS	06 LANGUAGE PROBLEM	13 COMPLETE, NO ELIGIBLE FAMILY BASED ON NON HH INFORMATION	P6 OTHER (SPECIFY UNDER REMARKS)	S6 OTHER (SPECIFY UNDER REMARKS)	07 UNABLE TO ENTER STRUCTURE	14 COMPLETE, NO ELIGIBLE FAMILY BASED ON NON HH INFORMATION	P7 COMPLETE	S7 COMPLETE, WITH FRAM APPOINTMENT	08 OTHER (SPECIFY UNDER REMARKS)	15 COMPLETE, WITH FRAM APPOINTMENT	S8 COMPLETE, WITH FRAM APPOINTMENT

NEIGHBOR CONTACT GUIDE	
1. INTRODUCE YOURSELF, SHOW ID AND EXPLAIN PURPOSE OF VISIT.	2. OBTAIN FOLLOWING INFORMATION:
2. OBTAIN BEST TIME TO CONTACT SAMPLED HOUSEHOLD: <i>Weekday afternoon</i>	a. What is the national origin or ancestry of the people who live at _____? <i>Mexican-American</i>
	b. IF "DON'T KNOW" TO "a", ASK: Is the national origin or ancestry of any of the household members who live at _____ (Mexican/Puerto Rican/Cuban)? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW

OFFICE USE ONLY  
WAS FOLLOWUP LETTER SENT?  NO  YES DATE SENT \_\_\_\_\_

EXAMPLE 4:

Interviewer JC made an initial, in-person contact attempt to another DU in his segment. He contacted a household adult who asked him to return the following evening since they were just leaving. He returned and completed the Screener. There were two eligible families in the household. Family 1 had three SP's and Family 2 had two SP's. He completed the SP Questionnaires with SP #'s 1 and 2 in Family 1, the Family Questionnaire and scheduled examination appointments for SP #'s 1 and 2. He also completed the SP Questionnaire with SP #2 in Family 2, the Family Questionnaire and scheduled examination appointments for SP #'s 1 and 2. He then arranged an appointment to return the following afternoon to complete the other questionnaires since those two SP's were not at home. When he returned SP #3 from Family 1 refused to do the interview but the other SP completed her SP Questionnaire and confirmed the previously made exam appointment. NOTE: Since there are two eligible families with SP's selected in this household, the interviewer recorded all the necessary information on the Call Record leaving a space between the two families.

HOUSEHOLD CALL RECORD																			
ATTEMPT #	INTERVIEWER ID NUMBER	DAY OF WEEK	DATE	TIME (SPECIFY AM OR PM)	TYPE OF CONTACT		RECORD OF CONTACT (USE RESULT CODES)						REMARKS						
					T	IP	SCREENER RESULT	FAMILY RESULT	SAMPLE PERSON RESULT										
											1	2	3	4	5	6			
1	JC	Tues	7/13	7:30	NO	X	08											Appointment for Wed. 7/14 at 7 p.m.	
2	JC	Wed	7/14	7:00	NO	X	12	F7	S8	S8	S6							Appointment for SP#3 on Thur. 7/15 at 4:00 p.m.	
3	JC	Th	7/15	4:00	NO	X					S2								
(Family # 2)																			
2	JC	Wed	7/14	7:00	NO	X		F7	S6	S8								Interview appointment made for SP#1 for Thursday 7/15 at 4 p.m. Also made exam appointment for SP#1 at suggestion of SP #2.	
3	JC	Th	7/15	4:00	NO	X				S8									

SCREENER RESULT CODES		FAMILY RESULT CODES		SAMPLE PERSON (OR PROXY) RESULT CODES	
01 NOT AT HOME	20 VACANT	F1 ELIGIBLE ADULT NOT AT HOME	S1 NOT AT HOME	S7 COMPLETE, WITHOUT PLAN APPOINTMENT	
02 REFUSAL	21 NOT A DU	F2 REFUSAL	S2 REFUSAL	S8 COMPLETE, WITH PLAN APPOINTMENT	
03 BREAKOFF		F3 BREAKOFF	S3 BREAKOFF		
04 UNAVAILABLE DURING FIELD PERIOD	10 COMPLETE, NO ELIGIBLE FAMILY	F4 ELIGIBLE ADULT UNAVAILABLE DURING FIELD PERIOD	S4 UNAVAILABLE DURING FIELD PERIOD		
05 ILLNESS	11 COMPLETE, ELIGIBLE FAMILY(IES) NO SAMPLE PERSON(S) SELECTED	F5 ILLNESS	S5 ILLNESS		
06 LANGUAGE PROBLEM	12 COMPLETE, ELIGIBLE FAMILY(IES) WITH SAMPLE PERSON(S) SELECTED	F6 OTHER (SPECIFY UNDER REMARKS)	S6 OTHER (SPECIFY UNDER REMARKS)		
07 UNABLE TO ENTER STRUCTURE		F7 COMPLETE			
08 OTHER (SPECIFY UNDER REMARKS)					
OFFICE USE ONLY					
13 COMPLETE, NO ELIGIBLE FAMILY BASED ON HOME INFORMATION					

INTERVIEWER CONTACT GUIDE	
1. INTRODUCE YOURSELF, SHOW ID AND EXPLAIN PURPOSE OF VISIT.	2. OBTAIN FOLLOWING INFORMATION:
2. OBTAIN BEST TIME TO CONTACT SAMPLED HOUSEHOLD:	a. What is the national origin or ancestry of the people who live at _____?
	b. IF "DON'T KNOW" TO "a", ASK: Is the national origin or ancestry of any of the household members who live at _____ (Mexican Puerto Rican Cuban)?
	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW

OFFICE USE ONLY	
HAS FOLLOWUP LETTER SENT?	<input type="checkbox"/> NO <input type="checkbox"/> YES DATE SENT _____

## Chapter 16

### QUALITY CONTROL

A number of steps will be taken to ensure the quality of the data collected for this study. These include the field edit, supervisory edit, and validation. This chapter describes each of these processes.

#### 16.1 Field Edit

One of your major responsibilities as an interviewer is to edit all survey documents before you turn them in to your Supervisor. This edit consists of three main parts:

- An item-by-item proofreading of the entire case (i.e., the Household Folder, all questionnaires, and the informed consent form or the Non-Interview Report)
- Translation of Spanish responses into English, as necessary
- Completion of the Summary of Sample Person Results and an accounting of all required materials for the case

##### 16.1.1 Review of Completed Questionnaires

The field edit should be performed as soon as possible after you return home from completing an interview. During your edit, make all corrections and notations in blue pencil. Never erase or completely obliterate an answer.

Refer to your Question-by-Question Specifications as necessary throughout your editing. This will help you catch errors and avoid making the same errors in future interviews. If you find any situation that you are not sure how to handle and that is not described in your specifications, discuss it with your Supervisor.

The following is a list of items to check during your review of the questionnaires:

1. Check coding of all interviewer check items (code or correct as necessary).
2. Check skip instructions; delete extraneous information and note any omissions.
3. Clarify sloppy coding and illegible handwriting.

4. Spell out abbreviations other than those commonly used such as state names, abbreviations for months, and abbreviations used in this manual.
5. Note (R.E.) and (M.E.) alongside corrections in the questionnaire.
6. Check all responses of "other" to be sure the response given does not fit into any of the response categories already provided. (Correct, if necessary.)
7. Add parentheses to any note you have written to the office.
8. Indicate by a note (in parentheses) in the questionnaire margin that you are aware of an error if it is something you cannot correct. (NEVER GUESS OR TRY TO REMEMBER.)
9. Explain any apparent inconsistencies or unusual situations in a note in the margin of the questionnaire.
10. Convert verbatim responses to codes where appropriate (e.g., convert dates to numerical entries).
11. Label any explanation or comment with the appropriate question number if the question it belongs to is not obvious.
12. Indicate, by recording the question number in the upper right-hand corner of the questionnaire, that there is a problem with a question and/or you want to discuss it with your supervisor.

NOTE: In no case should you recontact a respondent for omitted information or to correct an error made while interviewing, unless you have first discussed the situation with your Supervisor and received his/her permission to recontact the respondent.

#### 16.1.2 Translating Responses

As you know, all entries are recorded verbatim in the questionnaire. If you conducted the interview in Spanish, therefore, the written responses should have been recorded in Spanish.

During your field edit, you should translate these responses into English. This translation should be done:

- In blue pencil
- In the same answer space (NOTE: if there is not enough space, clearly label the translation with the appropriate question number.)
- Providing the closest approximation possible to the respondent's intent.

### 16.1.3 Accounting for Case Materials

When processing completed cases it is critical to have all of the materials that comprise each case. As part of your field edit, therefore, you must review each case to verify that all required materials are present in the Household Folder, that all questionnaires are properly labeled, and that the Summary of Sample Person Results on the front cover of the Household Folder has been properly and completely filled out.

To eliminate the possibility of confusion about which case a questionnaire belongs to, you should always check to make sure you have affixed mini-labels and/or completed any identifying information immediately after leaving the household. During your edit, make a final check to verify that the proper labels are in place and all other identifying information is correct.

### 16.2 Supervisor Edit

In addition to your field edit, your work will be reviewed in the stand office before being transmitted to the National Center for Health Statistics for processing. You will be notified by your Supervisor of any problems discovered with your work.

### 16.3 Verification

Verification is used to make sure that an interview was conducted with the assigned household according to procedures. Persons working in the stand office will be responsible for phoning or visiting a sample of survey households and asking a few questions about the interview.

Our procedures require that a systematic verification be done of all cases returned by an interviewer (this will include completed cases, ineligible screeners, vacancies, etc.). This process serves to assure the National Center for Health Statistics that the data collected are valid.

### 16.4 Updating Procedures and Specifications

It is impossible in a study of this size to anticipate every situation that might arise during the course of the fieldwork. Occasionally points already covered in the Interviewer's Manual will need to be expanded or clarified or new points will need to be made. Updates will be issued in the form of Field Memos or changed pages to your manual. All changes will be numbered and distributed by your Supervisor. If you have any questions regarding the content of a Field Memo or changed page, ask your Supervisor for clarification.



## Chapter 17

### QUALITY CONTROL OF LISTING

Before the sample was selected, listers were to record address information for each dwelling unit (DU) in each of the segments. When the segments were listed, however, it is possible that some DU's were missed. This can happen for a variety of reasons, including these:

- The lister made an error.
- What appeared upon observation to be one type of DU is entirely different when you get inside the structure.
- The DU is difficult to find or "hidden" within the structure.

Since it is important that every household has an equal chance of being selected, it is necessary to represent each DU. Procedures, therefore, have been developed to pick a sample of those DU's which should have been listed originally but for some reason were not.

There are two procedures designed to do this: the Missed DU Procedure and the Missed Structure Procedure. These allow the interviewer, while in the field, to select and interview at a sample of DU's that may have been missed during listing. You will perform these procedures when instructed to do so by a message printed on the address label. Separate messages are generated for each procedure, and it is possible to have either one or both messages printed on the address label for any DU. This chapter explains how to deal with both of these messages: completing the necessary forms, selecting the DU's, and interviewing additional households.

NOTE: It is also possible to have no message printed on the address label. If there is no message and you encounter a missed DU or missed structure, do not follow these procedures.

#### 17.1 Missed DU Procedure

If you are to perform the Missed DU Procedure at the assigned address, the following message will be printed on the address label:

MISSED DU: CHECK FOR ANY DU'S IN THIS BUILDING WHICH ARE NOT ON THE LISTING SHEET.

An assigned address where you are instructed to perform the Missed DU procedure may be a single-family house or a multi-unit building (e.g., apartment house).

To check for the additional or missed DU's in either a single family house or multi-unit building, you need to perform two steps.

1. Ask the respondent for his/her help before leaving the household by saying: "We want to be sure that every household in this area has been given a chance to participate in this important survey. At this address we listed \_\_\_\_\_ households in your structure. Are there any other living quarters in here that we may have missed?"

If there is no eligible family or Sample Person selected or the Sample Person is not at home, you should ask this question of the Screener respondent after completing the Screener interview. If there is an eligible family and Sample Person in the household, conduct all relevant interviews (if the appropriate person(s) is at home) before you ask for help with the missed DU procedure.

EXCEPTION: If the household enumeration leads you to believe that there is more than one DU, you would have to determine the status of the household at that point. (See instructions on page 12-18.)

2. Check in the lobby (i.e., mailboxes and bells) and around the outside of the house/building for additional units or entrances to the house/building. In a multi-unit building, you must be careful to look for basement or out-of-the way apartments that may have easily been missed in listing.

If you find any additional DU's that you think were missed, be sure to carefully check the addresses and/or location descriptions against your Listing Sheets. If the unit was originally listed on one line of the Listing Sheet, as a singlefamily house, and you have discovered more than one DU at the assigned address, you have found a missed DU. If the unit was originally listed as a multi-unit building, with each apartment listed on a line of the Listing Sheet, check that any additional apartments you discover in that building or on that floor(s) are not already listed on the sheet. If you discover a DU that is not listed, you have found a missed DU.

Once you have checked the DU's against the Listing Sheet and verified that they are missed DU's, you will need to complete the Missed DU Form located on page 2 of the Household Folder. You should complete this form according to the following specifications.

1. Record the addresses and/or location descriptions of the discovered DU's on the form. If there is more than one, record them in the same order that they would be listed. That is, if the building contains numbered/lettered apartments, consider them in the following order:
  - Basement apartment first;
  - Then, the lowest numbered/lettered apartment to the highest; and
  - Attic apartment last.

If the building contains apartments with no numbers/letters, consider them in the following order:

- Bottom floor to top floor; and
  - Right to left in relationship to the main door within each floor.
2. Assign an ID number to each missed DU that is discovered. Use the same Stand number and Segment number, but for the Serial number, you must number sequentially within segments beginning with Serial number 500. Each number must be assigned only once within a segment.
  3. If 4 or fewer missed DU's are discovered in a particular structure, fill out an Assignment Box on a blank Household Folder for each. Add the discovered DU's to the Listing Sheet(s) and the Interviewer Assignment Log. Then, contact each of these DU's and conduct the Screener.
  4. If 5 or more missed DU's are discovered in a particular structure, record all of the discovered DU's on the Missed DU Form and on the Listing Sheet(s). Then, call your supervisor before doing any additional work. S/he will select those DU's which should be added to the sample and contacted for screening. For each selected DU, fill out an Assignment Box on a blank Household Folder. Add only the selected DU's to the Interviewer Assignment Log. Then, contact each of the selected DU's and conduct the Screener.

REMEMBER: You are only to add newly discovered DU's to the sample if there is a message on the address label to perform the Missed DU procedure. If you discover a missed DU at an address which does not have a missed DU message, do not add the discovered DU to the materials and do not contact that household for screening.

If you have been instructed by a message on the address label to do the Missed DU procedure, and have asked the respondent and checked the premises for additional DU's but do not discover any missed DU's, check the circle at the top left corner of the Missed DU Form. This is the only way we will know that you have carried out the procedure.

## 17.2 Examples of Missed DU Situations

The following examples illustrate some situations where missed DU's were discovered and the interviewer used the Missed DU procedure.

### EXAMPLE 1:

An interviewer working in Segment 12 is assigned case 01-12-015 which was listed as a single family house at 1140 Jones Avenue. The Address Label for this case contains the Missed DU message. When the interviewer arrives, s/he realizes that even though there is one entrance, the house is divided into 4 apartments (A, B, C, and D). One of the apartments is accounted for by the Listing Sheet (in this case A since it is the lowest letter) but the other 3 have been missed. S/he completes the Missed DU form in the following manner:

MISSED D.U. FORM

CHECK (✓) IF NO MISSED D.U. AT SAMPLE STRUCTURE:

TRAM # 01      SEG # 12

SERIAL # ASSIGNED	ADDRESS OF DISCOVERED D.U.
500	1140 Jones Ave. Apt. B
501	1140 Jones Ave. Apt. C
502	1140 Jones Ave. Apt. D

FORMER DISCOVERED DU'S SEQUENTIALLY WITHIN ASSIGNMENTS BEGINNING WITH SERIAL NUMBER 500. EACH FORMER MUST BE ASSIGNED ONLY ONCE WITHIN A SEGMENT.

TOTAL ADDITIONAL D.U.'S: 3

NOTE: BE SURE TO TRAIN RESPONDENT.

Since there are 4 or fewer missed DU's, the interviewer fills out an Assignment Box on a blank Household Folder for each, adds them to the Listing Sheet and the Interviewer Assignment Log, and contacts each to conduct the Screener.



To check for missed structures in a segment, you need to perform two steps.

1. Using the Segment Maps, Listing Sheets, and Listing Route Forms, re-canvass the entire segment by walking or driving around it. Look for structures containing DU's which may have been missed during listing.
2. At every sampled DU in the segment, ask the following question of the respondent before leaving the household:

"We want to be sure that every household in this area has been given a chance to participate in this important survey. Are there any apartments over garages or other dwelling units that we may have overlooked in identifying the households in this area?"

(NOTE: This question is located at the top of page 2 in the Household Folder.)

If you find any structures that you think were missed, be sure to carefully check the addresses and/or location descriptions against your Listing Sheets. If you discover an additional building (i.e., single-family house or apartment building) that is not listed, you have found a missed structure.

Once you have checked the structures against the Listing Sheets and verified that they are missed, you will need to complete the Missed Structure Form located in the Segment Folder. You should complete this form according to the following specifications.

1. Record the addresses and/or location descriptions of all the discovered DU's in that building on the form. If the missed structure is a multi-unit building, you would record all the apartments in the same order that they would be listed (see Section 14.1).
2. You will receive copies of the Missed Structure form; these forms contain preprinted Serial numbers. You must fill in the Stand number and Segment number but the Serial number is assigned when the address is recorded. Each number must be assigned only once within a segment. Therefore, if more than one form is necessary in a segment, you will need to adjust the numbers accordingly.
3. If 4 or fewer missed DU's are discovered in the segment, fill out an Assignment Box on a blank Household Folder for each. Add the discovered DU's to the Listing Sheet(s) and the Interviewer Assignment Log. Then, contact each of these DU's and conduct the Screener.
4. If 5 or more missed DU's are discovered in the segment, record all of the discovered DU's on the Missed Structure Form and on the Listing

Sheet(s). Then, call your supervisor before doing any additional work. S/he will select those DU's which should be added to the sample and contacted for screening. For each selected DU, fill out an Assignment Box on a blank Household Folder. Add only the selected DU's to the Interviewer Assignment Log. Then, contact each of the selected DU's and conduct the Screener.

If you have been instructed by the Address Label message to do the Missed Structure procedure, and have asked at the sampled households and re-canvassed the segment but do not discover any missed structure, check the circle at the top left corner of the Missed Structure Form. Return this form with the Segment Folder since this is the only way we will know that you have carried out the procedure.

#### **17.4 Completing the Assignment Box**

You should always carry several blank Household Folders with you in case additional DU's are discovered as a result of the Missed DU or Missed Structure procedures. For each discovered DU that is selected, you will need to complete the Assignment Box on one of these folders. To do this:

- Record the Stand number, Segment number and newly assigned Serial number in the Assignment Box.
- Record the address and/or location description in the Assignment Box.

This folder will be used for recording all actions with the household in the selected DU. You should attempt to contact the household and conduct the Screener. Then, if there is an eligible family(ies) with Sample Person(s) selected, complete the appropriate questionnaires.

Chapter 20

FAMILY QUESTIONNAIRE

The Family Questionnaire is intended to collect information about each Sample Person in a family and about the head of the family regardless of whether he or she is a Sample Person. For each eligible family in a household with a Sample Person, a separate Family Questionnaire must be completed. Rules for determining family eligibility and selecting Sample Persons are described in Section 12 of this manual.

20.1 Front Cover

NOTICE: Information contained on this form which would permit identification of any individual or establishment has been collected with a guarantee that it will be held in strict confidence, will be used only for purposes stated for this study, and will not be disclosed or released to others without the consent of the individual or the establishment in accordance with Section 308(d) of the Public Health Service Act (42 USC 242m).

WESTAT ID #:	(100)				(107)
	STAND #	SEGMENT #	SERIAL #	FAMILY #	

(108)

ADDRESS:

Apt. No.	City		
State		Zip Code	

INTERVIEWER NAME:	NO: (109)
-------------------	-----------

REVIEWER NAME:	NO: (110)
----------------	-----------

(106)	LANGUAGE OF INTERVIEW
<input checked="" type="checkbox"/>	English
<input type="checkbox"/>	Spanish

(102)	(103)	TIME BEGAN ____ . ____ 1 <input type="checkbox"/> am
		2 <input type="checkbox"/> pm
(104)	(105)	TIME ENDED ____ . ____ 1 <input type="checkbox"/> am
		2 <input type="checkbox"/> pm



Be sure to complete all the information required on the front cover of the Family Questionnaire so the questionnaire can be correctly identified with the sample household. Refer to Section 12.2 for how to assign the Identification No. Note the Language of Interview box which identifies the language of the instrument, English or Spanish.

It is very important for us to know how long the Family Questionnaire takes to administer. Please remember to record the time the interview began and the time it ended.

On the top left side of the Family Questionnaire, indicate the number of Family Questionnaires used per family in the same way as instructed for the Screener. If two Family Questionnaires are used for an eligible family, for example, they would be indicated as "1 of 2", "2 of 2."

## 20.2 Section A: Family Relationships

The information collected in this section will establish and/or clarify the parent/child relationships within household families. The relationship information entered in the Household Composition Table in the Screener is not always sufficient since we learn only the relationship to the reference person or head of family. Specifically, Section A will establish whether or not there are one or more SP's aged 19 or under, whether the SP's aged 19 or under have the same or different natural parents, and if the natural parents of these SP's are members of the household and SP's themselves. This information will allow analysis of the health data in terms of hereditary or genetic diseases, environmental influences, and so on.

Before we review this section it is important to establish the following definitions:

1. Natural mother -- The woman who gave birth to the individual.
2. Natural father -- The man who impregnated the natural mother of the individual.

**A. FAMILY RELATIONSHIPS**

A-1. ENTER SP # AND FIRST NAME OF EACH SP IN FAMILY AGED 19 OR UNDER. IF NO SUCH SP'S, GO TO A-2.



111 SP = / FIRST NAME

112 SP = / FIRST NAME

113 SP = / FIRST NAME

114 SP # / FIRST NAME

115 SP = / FIRST NAME

116 SP = / FIRST NAME

117 SP = / FIRST NAME

118 SP = / FIRST NAME

119 SP = / FIRST NAME

120 SP = / FIRST NAME

Using the Household Composition Table from the Screener, enter the SP# and first name of each SP in the family aged 19 or under. Record the numbers and names in the order in which they appear on the Household Composition Table. Space is provided for 10 SP's aged 19 or under.

Let's look at an example for completing A-1, if the Household Composition Table from the Screener looks as follows:

A. FAMILY RELATIONSHIPS

HOUSEHOLD COMPOSITION TABLE

A-1. ENTER SP # AND FIRST NAME OF EACH SP IN FAMILY AGED 19 OR UNDER. IF NO SUCH SP'S, GO TO A-2.

3 / Luis  
SP # FIRST NAME

4 / Carmen  
SP # FIRST NAME

5 / Miriam  
SP # FIRST NAME

SP # FIRST NAME

SP # FIRST NAME

SP # FIRST NAME

SP # FIRST NAME

SP # FIRST NAME

SP # FIRST NAME

**STEPS**

1. After listing household, ask Questions 2b and 2c as appropriate for (first/next) family listed
2. Determine if eligible Hispanic household member in family unit, and mark 2d
3. If eligible family unit, complete 2e, f and g. Complete 2h after Sample Person Selection
4. Repeat Steps 2 and 3 for second family in household; if three or more families, use additional Household Screener Questionnaires.
5. If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household, go to Question 3 on page 4
6. Complete 2i after exam appointment has been made

**(10) FAMILY #1**

2a. NAME FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)? (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry. 2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q.3)					2e. MARK ONE			2f. SAMPLE PERSON # (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY) 2i. NCHS # (101)
		2a. What is ---'s date of birth? MO DAY YR (126) (128) (129) (130)	2f. AGE: USE CHT. (131)	6 MOS. 19 YRS. (132)	20-44 YRS. (133)	45-74 YRS. (134)				
Manuel Jose Sanchez	REF. PERSON	2	03	05	33	49			(X)	1
Carmen Marie		2	01	11	36	46			(X)	2
Luis Carlos		2	03	16	65	17	(X)			3
Carmen Luz		2	02	03	69	13	(X)			4
Miriam Sylvia		2	03	20	70	12	(X)			5

**(107) FAMILY #2**

2a. NAME FIRST, MIDDLE, LAST (124)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (HEAD)? (125)	2c. HAND CARD S1. Please give me the number of the group or groups that represents ---'s national origin or ancestry. 2d. ELIGIBLE FAMILY? (127) 1 <input type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q.3)					2e. MARK ONE			2f. SAMPLE PERSON # (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY) 2i. NCHS # (101)
		2a. What is ---'s date of birth? MO DAY YR (126) (128) (129) (130)	2f. AGE: USE CHT. (131)	6 MOS. 19 YRS. (132)	20-44 YRS. (133)	45-74 YRS. (134)				
	HEAD									

<p><b>A-2. CHECK ITEM:</b></p> <p>(121) <input type="checkbox"/> No SP's aged 19 or under (B-1)</p> <p><input type="checkbox"/> Two or more children in A-1 (A-5)</p> <p><input type="checkbox"/> One child in A-1 (A-3)</p>
--

Complete "A-2. CHECK ITEM" marking one box as follows:

- Mark "No SP's aged 19 or under" if A-1 (based on Screener information) has no entries.
- Check A-1 and mark one of the remaining boxes based on the number of persons aged 19 or under.

<p><b>A-3. Does ---'s natural father live in this household? (IF YES, SPECIFY WHICH PERSON)</b></p> <p>(122)-(123) <input type="checkbox"/> Not a HH member</p> <p><input type="checkbox"/> Sample Person - SPECIFY SP # ____</p> <p><input type="checkbox"/> HH member, not a SP</p>
<p><b>A-4. Does ---'s natural mother live in this household? (IF YES, SPECIFY WHICH PERSON)</b></p> <p>(124)-(125) <input type="checkbox"/> Not a HH member</p> <p><input type="checkbox"/> Sample Person - SPECIFY SP # ____ } (B-1)</p> <p><input type="checkbox"/> HH member, not a SP</p>

Questions A-3 and A-4 are asked when there is only one person aged 19 or under listed in A-1. Insert the name of the person listed in A-1 when reading both questions. Mark one of the answer categories as follows:

- Respondent answers "No." Mark "Not a HH member."
- Respondent answers "Yes." Check the Screener. If the natural (father/mother) lives in the HH and is an SP mark "Sample Person - SPECIFY SP # \_\_\_\_." Verify name of natural (father/mother) while recording SP#. If the natural (father/mother)-lives in HH but is not an SP mark "HH member, not a SP."

**SPECIAL NOTE ON DECEASED NATURAL PARENTS WHEN APPROPRIATE FOR QUESTIONS IN THIS SECTION:** If the child's natural mother or father is deceased, mark "Not a HH member" for that person. If two or more children have the same natural parent who is deceased, be sure to mark "Same as other child..." for the second and subsequent children with the same natural parent.

In the following example there is only one SP under 19, Sandra Garcia, so we enter her SP# and first name in A-1, mark box 3 in A-2, and go to A-3. Sandra's natural father is not a member of the household so we mark the first box in A-3. In A-4 we mark the second box, enter Flora's SP# and skip to B-1.

HOUSEHOLD COMPOSITION TABLE

**STEPS**  
 1 After listing household, ask Questions 2b and 2c as appropriate for (first/next) family listed.  
 2 Determine if eligible Hispanic household member in family unit, and mark 2d  
 3 If eligible family unit, complete 2e, f and g. Complete 2h after Sample Person Selection  
 4 Repeat Steps 2 and 3 for second family in household; if three or more families, use additional Household Screener Questionnaires.  
 5 If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household, go to Question 3 on page 4  
 6 Complete 2i after exam appointment has been made.

10) FAMILY #1									
2a. NAME  FIRST, MIDDLE, LAST  (11)	2b. IF NOT COMPLETED ASK: What is ---'s relationship to (REF. PERSON)?  (12)	2c. HAND CARDS 1. Please give me the number of the group or groups that represents ---'s national origin or ancestry.							2h. SAMPLE PERSON # (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY)  2i. NCHS #  (10)
		2d. ELIGIBLE FAMILY? (13) <input checked="" type="checkbox"/> Yes (2e) <input type="checkbox"/> No (NEXT FAMILY OR Q3)							
		2e. What is ---'s date of birth? MO DAY YR (14) (15) (16)	2f. AGE: USE CHT. G MOS. 19 YRS (17)	2g. MARK ONE 20-44 YRS 45-74 YRS (18) (19)					
Flora Garcia	REF PERSON	3 01 15	50	32				1	
Sandra	daughter	3 04 04	7	3				2	

A. FAMILY RELATIONSHIPS

<p>A-1. ENTER SP # AND FIRST NAME OF EACH SP IN FAMILY AGED 19 OR UNDER. IF NO SUCH SP'S, GO TO A-2.</p> <p>(11) <u>2</u> / <u>Sandra</u> SP # FIRST NAME</p> <p>(12) _____ / _____ SP # FIRST NAME</p> <p>(13) _____ / _____ SP # FIRST NAME</p>	<p>A-2. CHECK ITEM: (14) <input type="checkbox"/> No SP's aged 19 or under (B-1) (15) <input type="checkbox"/> Two or more children in A-1 (A-5) (16) <input checked="" type="checkbox"/> One child in A-1 (A-3)</p>	<p>A-6. Does their natural father live in this household? (IF YES, SPECIFY WHICH PERSON) (17) <input type="checkbox"/> Not a HH member (18) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ (19) <input type="checkbox"/> HH member, not a SP</p>
	<p>A-3. Does ---'s natural father live in this household? (IF YES, SPECIFY WHICH PERSON) (20) <input checked="" type="checkbox"/> Not a HH member (21) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ (22) <input type="checkbox"/> HH member, not a SP</p>	<p>A-7. Do (Names in A-1) (11) have the same natural mother? (23) <input type="checkbox"/> Y <input type="checkbox"/> N (A-9)</p>
	<p>A-4. Does ---'s natural mother live in this household? (IF YES, SPECIFY WHICH PERSON) (24) <input type="checkbox"/> Not a HH member (25) <input checked="" type="checkbox"/> Sample Person - SPECIFY SP # <u>1</u> (B-1) (26) <input type="checkbox"/> HH member, not a SP</p>	<p>A-8. Does their natural mother live in this household? (IF YES, SPECIFY WHICH PERSON) (27) <input type="checkbox"/> Not a HH member (28) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ (29) <input type="checkbox"/> HH member, not a SP</p>
	<p>A-5. Do (Names in A-1) (all) have the same natural father? (30) <input type="checkbox"/> Y (A-6) <input type="checkbox"/> N (A-7)</p>	<p>A-9. CHECK ITEM: (31) <input type="checkbox"/> "Y" in A-5 and A-7 (B-1) (32) <input type="checkbox"/> "Y" in A-5 and "N" in A-7 (A-11) (33) <input type="checkbox"/> "N" in A-5 (A-10)</p>
	<p>ASK FOR EACH CHILD BEFORE GOING TO A-11.</p> <p>A-10. Does ---'s natural father live in this household? (IF YES, SPECIFY WHICH PERSON) (PROBE IF NECESSARY: Is this the same as for ---?) (34) <input type="checkbox"/> Not a HH member (35) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ (36) <input type="checkbox"/> HH member, not a SP</p>	<p>IF "Y" IN A-7, GO TO B-1.</p> <p>A-11. Does ---'s natural mother live in this household? (IF YES, SPECIFY WHICH PERSON) (PROBE IF NECESSARY: Is this the same as for ---?) (37) <input type="checkbox"/> Not a HH member (38) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ (39) <input type="checkbox"/> HH member, not a SP</p>
	<p>(39) <input type="checkbox"/> Same as other child - CHILD'S SP # _____ (40) <input type="checkbox"/> Not a HH member (41) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ (42) <input type="checkbox"/> HH member, not a SP</p>	<p>(43) <input type="checkbox"/> Same as other child - CHILD'S SP # _____ (44) <input type="checkbox"/> Not a HH member (45) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ (46) <input type="checkbox"/> HH member, not a SP</p>
	<p>(47) <input type="checkbox"/> Same as other child - CHILD'S SP # _____ (48) <input type="checkbox"/> Not a HH member (49) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ (50) <input type="checkbox"/> HH member, not a SP</p>	<p>(51) <input type="checkbox"/> Same as other child - CHILD'S SP # _____ (52) <input type="checkbox"/> Not a HH member (53) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ (54) <input type="checkbox"/> HH member, not a SP</p>

A-5. Do (Names in A-1) (all) have the same natural father?

(126)

1  Y (A-6)      2  N (A-7)

Questions A-5 through A-8 are asked when there are two or more persons listed in A-1.

When reading question A-5, insert the names of all the persons listed in A-1. Read "(all)" when there are more than 2 persons listed in A-1. If "Yes" in A-5, proceed to A-6; if "No" skip to A-7.

A-6. Does their natural father live in this household?  
(IF YES, SPECIFY WHICH PERSON)

- (127) (128) 1  Not a HH member  
2  Sample Person – SPECIFY SP # \_\_\_\_  
3  HH member, not a SP

Question A-6 is asked when all the persons listed in A-1 have the same natural father. Mark one of the answer categories as follows:

- Respondent answers "No." Mark "Not a HH member."
- Respondent answers "Yes." Check the Screener. If the natural father lives in the HH and is an SP mark "Sample Person - SPECIFY SP # \_\_\_\_." If the natural father lives in HH but is not an SP mark "HH member, not a SP."

A-7. Do (Names in A-1) (all) have the same natural mother?

(129)

1  Y      2  N (A-9)

When reading question A-7, insert the names of all the persons listed in A-1. Read "(all)" when there are more than 2 persons listed in A-1. If "Yes" in A-5, proceed to A-6; if "No" skip to A-7.

A-8. Does their natural mother live in this household?  
(IF YES, SPECIFY WHICH PERSON)

- (130) (131) 1  Not a HH member  
2  Sample Person – SPECIFY SP # \_\_\_\_  
3  HH member, not a SP

Question A-8 is asked when all the persons listed in A-1 have the same natural mother. Mark one of the answer categories as follows:

- Respondent answers "No." Mark "Not a HH member."
- Respondent answers "Yes." Check the Screener. If the natural mother lives in the HH and is an SP mark "Sample Person - SPECIFY SP # \_\_\_\_." If the natural mother lives in HH but is not an SP mark "HH member, not a SP."

Let's look at two examples that cover two possible situations in the A-5 through A-8 series.

Example #1

A. FAMILY RELATIONSHIPS

**A-1. ENTER SP # AND FIRST NAME OF EACH SP IN FAMILY AGED 19 OR UNDER. IF NO SUCH SP'S, GO TO A 2.**

**A-2. CHECK ITEM:**  
 No SP's aged 19 or under (B-1)  
 Two or more children in A-1 (A-5)  
 One child in A-1 (A-3)

**A-3. Does \_\_\_\_\_'s natural father live in this household? (IF YES, SPECIFY WHICH PERSON)**  
 Not a HH member  
 Sample Person - SPECIFY SP # \_\_\_\_\_  
 HH member, not a SP

**A-4. Does \_\_\_\_\_'s natural mother live in this household? (IF YES, SPECIFY WHICH PERSON)**  
 Not a HH member  
 Sample Person - SPECIFY SP # \_\_\_\_\_ (B-1)  
 HH member, not a SP

**A-5. Do (Names in A-1) (all) have the same natural father?**  
 Y (A-6)     N (A-7)

**A-6. Does their natural father live in this household? (IF YES, SPECIFY WHICH PERSON)**  
 Not a HH member  
 Sample Person - SPECIFY SP # \_\_\_\_\_  
 HH member, not a SP

**A-7. Do (Names in A-1) (all) have the same natural mother?**  
 Y     N (A-8)

**A-8. Does their natural mother live in this household? (IF YES, SPECIFY WHICH PERSON)**  
 Not a HH member  
 Sample Person - SPECIFY SP # \_\_\_\_\_  
 HH member, not a SP

(11) 1 / Pedro  
 SP #    FIRST NAME

(12) 2 / Mariana  
 SP #    FIRST NAME

(13) \_\_\_\_\_ / \_\_\_\_\_  
 SP #    FIRST NAME

(14) \_\_\_\_\_ / \_\_\_\_\_  
 SP #    FIRST NAME

(15) \_\_\_\_\_ / \_\_\_\_\_  
 SP #    FIRST NAME

(16) \_\_\_\_\_ / \_\_\_\_\_  
 SP #    FIRST NAME

(17) \_\_\_\_\_ / \_\_\_\_\_  
 SP #    FIRST NAME

(18) \_\_\_\_\_ / \_\_\_\_\_  
 SP #    FIRST NAME

(19) \_\_\_\_\_ / \_\_\_\_\_  
 SP #    FIRST NAME

(20) \_\_\_\_\_ / \_\_\_\_\_  
 SP #    FIRST NAME

HOUSEHOLD COMPOSITION TABLE

**STEPS**

- After listing household, ask Questions 2b and 2c as appropriate for (first next) family listed
- Determine if eligible Hispanic household member in family unit, and mark 2d
- If eligible family unit, complete 2e, f and g. Complete 2h after Sample Person Selection
- Repeat Steps 2 and 3 for second family in household, if three or more families, use additional Household Screener Questionnaires.
- If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household, go to Question 3 on page 4.
- Complete 2i after exam appointment has been made.

2a. NAME		2b. IF NOT COMPLETED ASK: What is _____'s relationship to (REF. PERSON)?		2c. HAND CARD S1. Please give me the number of the group or groups that represents _____'s national origin or ancestry.		2d. ELIGIBLE FAMILY? (1) Yes (2) No (NEXT FAMILY OR Q 3)				2e. SAMPLE PERSON # (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY)	
FIRST, MIDDLE, LAST	REF PERSON	MD	DAY	YR	AGE USE CHART	2e. MARK ONE				2f. NCHS #	
		(17)	(18)	(19)	(20)	6 MOS YRS	19 YRS	20-44 YRS	45-74 YRS	75+ YRS	(21)
Mario Vega	REF PERSON	2	04	22	44	38	X				
Lydia	wife	2	03	10	43	39	X				
Pedro Luis	son	2	11	25	65	16					1
Mariana	daughter	2	11	08	71	10					2

In this example both SP's aged 19 or under have the same natural father and mother. Both parents live in the household but are not SP's.



Example #2

A. FAMILY RELATIONSHIPS

**A-1. ENTER SP # AND FIRST NAME OF EACH SP IN FAMILY AGED 19 OR UNDER. IF NO SUCH SP'S, GO TO A-2.**

**A-2. CHECK ITEM:**  
 No SP's aged 19 or under (B-1)  
 Two or more children in A-1 (A-5)  
 One child in A-1 (A-3)

**A-3. Does —'s natural father live in this household? (IF YES, SPECIFY WHICH PERSON)**  
 Not a HH member  
 Sample Person — SPECIFY SP # \_\_\_\_\_  
 HH member, not a SP

**A-4. Does —'s natural mother live in this household? (IF YES, SPECIFY WHICH PERSON)**  
 Not a HH member  
 Sample Person — SPECIFY SP # \_\_\_\_\_ (B-1)  
 HH member, not a SP

**A-5. Do (Names in A-1) (all) have the same natural father?**  
 Y (A-6)     N (A-7)

**A-6. Does their natural father live in this household? (IF YES, SPECIFY WHICH PERSON)**  
 Not a HH member  
 Sample Person — SPECIFY SP # \_\_\_\_\_  
 HH member, not a SP

**A-7. Do (Names in A-1) (all) have the same natural mother?**  
 Y     N (A-8)

**A-8. Does their natural mother live in this household? (IF YES, SPECIFY WHICH PERSON)**  
 Not a HH member  
 Sample Person — SPECIFY SP # \_\_\_\_\_  
 HH member, not a SP

(11) 2, Anabela  
 SP # FIRST NAME

(12) 3, Ana  
 SP # FIRST NAME

(13) /  
 SP # FIRST NAME

(14) /  
 SP # FIRST NAME

(15) /  
 SP # FIRST NAME

(16) /  
 SP # FIRST NAME

(17) /  
 SP # FIRST NAME

(18) /  
 SP # FIRST NAME

(19) /  
 SP # FIRST NAME

(20) /  
 SP # FIRST NAME

HOUSEHOLD COMPOSITION TABLE

**STEPS**

- After listing household, ask Questions 2b and 2c as appropriate for (first/next) family listed
- Determine if eligible Hispanic household member in family unit, and mark 2d
- If eligible family unit, complete 2e, f and g. Complete 2h after Sample Person Selection
- Repeat Steps 2 and 3 for second family in household; if three or more families, use additional Household Screener Questionnaires.
- If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household, go to Question 3 on page 4.
- Complete 2i after exam appointment has been made.

2a. NAME		2b. IF NOT COMPLETED ASK: What is —'s relationship to (REF. PERSON)?		2c. HAND CARD S1. Please give me the number of the group or groups that represents —'s national origin or ancestry.							2d. ELIGIBLE FAMILY?		2e. MARK ONE		2f. SAMPLE PERSON # (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY)		2g. NCHS =	
FIRST, MIDDLE, LAST				2d. What is —'s AGE USE CHT.							2e. MARK ONE		2f. SAMPLE PERSON #		2g. NCHS =			
				MO   DAY   YR			2e. MARK ONE				2f. SAMPLE PERSON #		2g. NCHS =					
				MO	DAY	YR	6 MOS	19 YRS	20-44 YRS	45-74 YRS	75+ YRS	2f. SAMPLE PERSON #		2g. NCHS =				
				(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	2f. SAMPLE PERSON #		2g. NCHS =				
Miriam Gomez	REF PERSON	3	02	11	39	43						(X)	1					
Anabela	daughter	3	04	20	69	13		(X)					2					
Ana Luisa	daughter	3	09	17	73	8		(X)					3					

In this example the two SP's age 19 or under have the same mother but different natural fathers. The mother is a HH member and SP. We will determine later in this series whether or not either father lives in the HH.

**A.9. CHECK ITEM:**

- (132) 1  "Y" in A-5 and A-7 (B-1)  
 2  "Y" in A-5 and "N" in A-7 (A-11)  
 3  "N" in A-5 (A-10)

Review the answer categories. Mark one answer category and proceed to the appropriate question. Note the following explanations of the categories:

"Y" in A-5 and A-7 (B-1). If the persons in the HH (listed in A-1) have the same natural mother and father proceed to the next section.

"Y" in A-5 and "N" in A-7 (A-11). If the persons in the HH (listed in A-1) have the same natural father but one or more have a different natural mother proceed to A-11.

"N" in A-5 (A-10). If one or more of the persons in the HH (listed in A-1) have a different natural father proceed to A-10.

**A. FAMILY RELATIONSHIPS**

A-1. ENTER SP # AND FIRST NAME OF EACH SP IN FAMILY AGED 19 OR UNDER. IF NO SUCH SP'S, GO TO A 2

<p>(11) _____ / _____ SP #      FIRST NAME</p> <p>(12) _____ / _____ SP #      FIRST NAME</p> <p>(13) _____ / _____ SP #      FIRST NAME</p>	<p>ASK FOR EACH CHILD BEFORE GOING TO A-11</p> <p>A-10. Does _____'s natural father live in this household? (IF YES, SPECIFY WHICH PERSON) (PROBE IF NECESSARY: Is this the same as for _____?)</p> <p>(13) (14) 1 <input type="checkbox"/> Not a HH member          2 <input type="checkbox"/> Sample Person - SPECIFY SP # _____          3 <input type="checkbox"/> HH member, not a SP</p> <p>(13) (17) 0 <input type="checkbox"/> Same as other child - CHILD'S SP # _____          1 <input type="checkbox"/> Not a HH member          2 <input type="checkbox"/> Sample Person - SPECIFY SP # _____          3 <input type="checkbox"/> HH member, not a SP</p> <p>(13) (18) 0 <input type="checkbox"/> Same as other child - CHILD'S SP # _____          1 <input type="checkbox"/> Not a HH member          2 <input type="checkbox"/> Sample Person - SPECIFY SP # _____          3 <input type="checkbox"/> HH member, not a SP</p>
--	--

Ask A-10 for each person listed in A-1, inserting the person's name in the question blank. Use the probe "Is this the same as for -- ?" in order to ascertain exact relationship. Mark only the first applicable category according to the following specifications:

- Respondent answers "No." Mark "Not a HH member."
- Respondent answers "Yes." For the first child listed, check the Screener. If the natural father lives in the HH and is an SP mark "Sample Person - SPECIFY SP # \_\_\_\_." If the natural father lives in HH but is not an SP mark "HH member, not a SP."

From child 2 on, if the natural father is the same as for a previously marked CHILD SP mark "Same as other child - CHILD's SP # \_\_\_\_;" enter the SP number of the first child listed with the same natural father. In these cases, do not mark any other box, regardless of whether the parent is household member or not.

Let's look again at two of our previous families (Vega and Gomez) to see what happens to them when we reach A-9 and A-10. The Vega children (see Example #1) have the same natural father and mother, therefore, we mark the first box in A-9 and skip to B-1.

**Example #1**

**HOUSEHOLD COMPOSITION TABLE**

**STEPS**  
 1 After listing household, ask Questions 2b and 2c as appropriate for (first/next) family listed  
 2 Determine if eligible Hispanic household member in family unit, and mark 2d  
 3 If eligible family unit, complete 2a, f and g. Complete 2h after Sample Person Selection  
 4 Repeat Steps 2 and 3 for second family in household, if three or more families, use additional Household Screener Questionnaires.  
 5 If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household, go to Question 3 on page 4  
 6 Complete 2i after exam appointment has been made

(10) FAMILY = 1

2a. NAME  FIRST, MIDDLE, LAST  (11)	2b. IF NOT COMPLETED ASK: What is —'s relationship to (REF. PERSON)?  (12)	2c. HAND CARD S1 Please give me the number of the group or groups that represents —'s national origin or ancestry.										2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY)  2i. NCHS = (13)	
		2d. ELIGIBLE FAMILY? (14) <input checked="" type="checkbox"/> Yes (2e) <input type="checkbox"/> No (NEXT FAMILY OR Q3)											
		2e. What is —'s date of birth?		2f. AGE USE CHT		2g. MARK ONE							
MO	DAY	YR	6 MOS	13 YRS	20-44 YRS	45-74 YRS							
Maria Vega	REF PERSON	2	04	22	44	38	X						
Lydia	wife	2	03	10	43	39	X						
Pedro Luis	son	2	11	25	65	16						1	
Mariana	daughter	2	11	08	71	10						2	

**A. FAMILY RELATIONSHIPS**

<p>A-1. ENTER SP = AND FIRST NAME OF EACH SP IN FAMILY AGED 19 OR UNDER IF NO SUCH SP'S, GO TO A-2</p> <p>(11) 1, Pedro SP = FIRST NAME</p> <p>(12) 2, Mariana SP = FIRST NAME</p> <p>(13) / SP = FIRST NAME</p>	<p>A-2. CHECK ITEM: (14) <input type="checkbox"/> No SP's aged 19 or under (B-1)  <input checked="" type="checkbox"/> Two or more children in A-1 (A-5)  <input type="checkbox"/> One child in A-1 (A-3)</p>	<p>A-6. Does their natural father live in this household? (IF YES SPECIFY WHICH PERSON) (15) <input checked="" type="checkbox"/> Not a HH member  <input type="checkbox"/> Sample Person - SPECIFY SP # =  <input checked="" type="checkbox"/> HH member, not a SP</p>
	<p>A-3. Does —'s natural father live in this household? (IF YES, SPECIFY WHICH PERSON) (16) <input type="checkbox"/> Not a HH member  <input type="checkbox"/> Sample Person - SPECIFY SP # =  <input type="checkbox"/> HH member, not a SP</p>	<p>A-7. Do (Names in A-1) (all) have the same natural mother? (17) <input checked="" type="checkbox"/> Y <input type="checkbox"/> N (A-9)</p>
	<p>A-4. Does —'s natural mother live in this household? (IF YES SPECIFY WHICH PERSON) (18) <input type="checkbox"/> Not a HH member  <input type="checkbox"/> Sample Person - SPECIFY SP # = (B-1)  <input type="checkbox"/> HH member, not a SP</p>	<p>A-8. Does their natural mother live in this household? (IF YES SPECIFY WHICH PERSON) (19) <input type="checkbox"/> Not a HH member  <input type="checkbox"/> Sample Person - SPECIFY SP # =  <input checked="" type="checkbox"/> HH member, not a SP</p>
	<p>A-5. Do (Names in A-1) (all) have the same natural father? (20) <input checked="" type="checkbox"/> Y (A-6) <input type="checkbox"/> N (A-7)</p>	<p>A-9. CHECK ITEM: (21) <input checked="" type="checkbox"/> "Y" in A-5 and A-7 (B-1)  <input type="checkbox"/> "Y" in A-5 and "N" in A-7 (A-11)  <input type="checkbox"/> "N" in A-5 (A-10)</p>
	<p>ASK FOR EACH CHILD BEFORE GOING TO A-11</p> <p>A-10. Does —'s natural father live in this household? (IF YES, SPECIFY WHICH PERSON) (PROBE IF NECESSARY Is this the same as for —?) (22) <input type="checkbox"/> Not a HH member  <input type="checkbox"/> Sample Person - SPECIFY SP # =  <input type="checkbox"/> HH member, not a SP</p>	<p>(23) <input type="checkbox"/> Same as other child - CHILD'S SP # =  <input type="checkbox"/> Not a HH member  <input type="checkbox"/> Sample Person - SPECIFY SP # =  <input type="checkbox"/> HH member, not a SP</p>

On the other hand, Anabela and Ana Gomez (see Example #2) have the same natural mother but different natural fathers. Mark the third box in A-9, continue to A-10 and record as follows:

**Example #2**

**HOUSEHOLD COMPOSITION TABLE**

**STEPS**  
 1 After listing household, ask Questions 2b and 2c as appropriate for (first/next) family listed  
 2 Determine if eligible Hispanic household member in family unit, and mark 2d  
 3 If eligible family unit, complete 2e, f and g. Complete 2h after Sample Person Selection  
 4 Repeat Steps 2 and 3 for second family in household; If three or more families, use additional Household Screener Questionnaires.  
 5 If any eligible family unit in household, proceed to Sample Person Selection on page 4. If no eligible family in household, go to Question 3 on page 4.  
 6 Complete 2i after exam appointment has been made.

(10) FAMILY = 1									
2a. NAME  FIRST, MIDDLE, LAST  (17a)	2b. IF NOT COMPLETED ASK: What is --'s relationship to (REF. PERSON)?  (17b)	2c. HAND CARD S1. Please give me the number of the group or groups that represents --'s national origin or ancestry.  2d. ELIGIBLE FAMILY? (17c) 1 <input checked="" type="checkbox"/> Yes (2e) 2 <input type="checkbox"/> No (NEXT FAMILY OR Q 3)							
		2e. What is --'s date of birth?			2f. AGE. USE CHT.	2g. MARK ONE			2h. SAMPLE PERSON = (NUMBER ALL SP'S SEQUENTIALLY WITHIN FAMILY)  2i. NCHS #
		MO	DAY	YR	6 MOS 19 YRS (17d)	20-44 YRS (17e)	45-74 YRS (17f)	75+ YRS (17g)	(17h)
Miriam Gomez	REF PERSON	3	02	11	39	43			1
Anabela	daughter	3	04	20	69	13	<input checked="" type="checkbox"/>		2
Ana Luiz	daughter	3	09	17	73	8	<input checked="" type="checkbox"/>		4

**A. FAMILY RELATIONSHIPS**

<b>A-1. ENTER SP # AND FIRST NAME OF EACH SP IN FAMILY AGED 19 OR UNDER. IF NO SUCH SP'S, GO TO A 2</b>  (11) 2 / Anabela SP # FIRST NAME  (12) 3 / Ana SP # FIRST NAME  (13) _____ SP # FIRST NAME	<b>A-2. CHECK ITEM:</b> (11) <input type="checkbox"/> No SP's aged 19 or under (B-1) (12) <input checked="" type="checkbox"/> Two or more children in A-1 (A-5) (13) <input type="checkbox"/> One child in A-1 (A-3)	<b>A-6. Does their natural father live in this household? (IF YES SPECIFY WHICH PERSON)</b> (17) <input type="checkbox"/> Not a HH member (18) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ (19) <input type="checkbox"/> HH member, not a SP	
	<b>A-3. Does --'s natural father live in this household? (IF YES, SPECIFY WHICH PERSON)</b> (22) <input type="checkbox"/> Not a HH member (23) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ (24) <input type="checkbox"/> HH member, not a SP	<b>A-7. Do (Names in A-1) (all) have the same natural mother?</b> (25) <input checked="" type="checkbox"/> Y (26) <input type="checkbox"/> N (A-9)	<b>A-8. Does their natural mother live in this household? (IF YES, SPECIFY WHICH PERSON)</b> (27) <input type="checkbox"/> Not a HH member (28) <input checked="" type="checkbox"/> Sample Person - SPECIFY SP # _____ (29) <input type="checkbox"/> HH member, not a SP
	<b>A-4. Does --'s natural mother live in this household? (IF YES SPECIFY WHICH PERSON)</b> (34) <input type="checkbox"/> Not a HH member (35) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ } (B-1) (36) <input type="checkbox"/> HH member, not a SP	<b>A-9. CHECK ITEM</b> (37) <input type="checkbox"/> "Y" in A-5 and A-7 (B-1) (38) <input type="checkbox"/> "Y" in A-5 and "N" in A-7 (A-11) (39) <input checked="" type="checkbox"/> "N" in A-5 (A-10)	
	<b>ASK FOR EACH CHILD BEFORE GOING TO A-11</b> <b>A-10. Does --'s natural father live in this household? (IF YES, SPECIFY WHICH PERSON) (PROBE IF NECESSARY. Is this the same as for --?)</b>		
	(42) <input checked="" type="checkbox"/> Not a HH member (43) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ (44) <input type="checkbox"/> HH member, not a SP	(45) <input checked="" type="checkbox"/> Same as other child - CHILD'S SP # _____ (46) <input type="checkbox"/> Not a HH member (47) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ (48) <input type="checkbox"/> HH member, not a SP	
	(49) <input type="checkbox"/> Same as other child - CHILD'S SP # _____ (50) <input type="checkbox"/> Not a HH member (51) <input type="checkbox"/> Sample Person - SPECIFY SP # _____ (52) <input type="checkbox"/> HH member, not a SP		

A. FAMILY RELATIONSHIPS

<p>A-1. ENTER SP # AND FIRST NAME OF EACH SP IN FAMILY AGED 19 OR UNDER. IF NO SUCH SP's, GO TO A-2.</p>	<p>ASK FOR EACH CHILD BEFORE GOING TO A-11.</p>	
	<p>A-10. Does ---'s natural father live in this household? (IF YES, SPECIFY WHICH PERSON) (PROBE IF NECESSARY: Is this the same as for ---?)</p>	<p>IF "Y" IN A-7, GO TO B-1. A-11. Does ---'s natural mother live in this household? (IF YES, SPECIFY WHICH PERSON) (PROBE IF NECESSARY: Is this the same as for ---?)</p>
<p>(111) _____ / _____ SP # FIRST NAME</p>	<p>(133)-(134) <input type="checkbox"/> Not a HH member <input type="checkbox"/> Sample Person - SPECIFY SP # _____ <input type="checkbox"/> HH member, not a SP</p>	<p>(162)-(163) <input type="checkbox"/> Not a HH member <input type="checkbox"/> Sample Person - SPECIFY SP # _____ <input type="checkbox"/> HH member, not a SP</p>
<p>(112) _____ / _____ SP # FIRST NAME</p>	<p>(135)-(137) <input type="checkbox"/> Same as other child - CHILD's SP # _____ <input type="checkbox"/> Not a HH member <input type="checkbox"/> Sample Person - SPECIFY SP # _____ <input type="checkbox"/> HH member, not a SP</p>	<p>(164)-(166) <input type="checkbox"/> Same as other child - CHILD's SP # _____ <input type="checkbox"/> Not a HH member <input type="checkbox"/> Sample Person - SPECIFY SP # _____ <input type="checkbox"/> HH member, not a SP</p>
<p>(113) _____ / _____ SP # FIRST NAME</p>	<p>(138)-(140) <input type="checkbox"/> Same as other child - CHILD's SP # _____ <input type="checkbox"/> Not a HH member <input type="checkbox"/> Sample Person - SPECIFY SP # _____ <input type="checkbox"/> HH member, not a SP</p>	<p>(167)-(169) <input type="checkbox"/> Same as other child - CHILD's SP # _____ <input type="checkbox"/> Not a HH member <input type="checkbox"/> Sample Person - SPECIFY SP # _____ <input type="checkbox"/> HH member, not a SP</p>

If "Y" is marked in A-7, skip A-11. Otherwise, ask A-11 for each person listed in A-1, inserting the person's name in the question blank. Use the probe "Is this the same as for -- ?" in order to ascertain exact relationship. Mark only the first applicable category according to the following specifications:

- Respondent answers "No." Mark "Not a HH member."
- Respondent answers "Yes." For the first child listed, check the Screener. If the natural mother lives in the HH and is an SP mark

"Sample Person - SPECIFY SP # \_\_\_\_." If the natural mother lives in HH but is not an SP mark "HH member, not a SP."

From child 2 on, if the natural mother is the same as for previously marked CHILD SP mark "Same as other child CHILD's SP # \_\_\_\_;" enter the SP number of the first child listed with the same natural mother. In these cases, do not work any other box, regardless of whether the parent is a household member or not.

### 20.3 Section B: Family Characteristics

Pages 4 and 5 contain a series of questions (B-1 through B-22) and four identical columns for recording responses. In all households having at least one Sample Person, complete the first column (p.2) for the head of the family containing the Sample Person(s), whether or not the head of the family is a Sample Person. The head of Family #1 in a household will usually be the reference person. If there are additional families in a household, a head of the family, other than the reference person or any household member related to the reference person, will have been designated during the Screener interview.

The second, third, and fourth columns on page 3 are for recording the responses for up to three Sample Persons in the family. (If there are not enough columns for all Sample Persons in the family, use a Continuation Booklet.)

If the reference person or the head of the family is a member of the Armed Forces, s/he will have been deleted from the Screener and, therefore, cannot be a Sample Person. However, if the person lives at home, s/he is still considered a household member for certain purposes, and questions B-1 through B-22 must be completed for him/her if there is a Sample Person in the family. Enter the responses for this person in the first column on page 4.

#### B. FAMILY CHARACTERISTICS

FILL FIRST COLUMN FOR HEAD OF FAMILY, THEN COMPLETE REMAINING COLUMN(S) FOR (OTHER) SAMPLE PERSON(S) IN FAMILY.		(10) NCHS USE ONLY			
B-1. Name (TRANSCRIBE FROM PAGE 3 OF SCREENER)	B-1				
B-2. SP number (TRANSCRIBE FROM PAGE 3 OF SCREENER; USE 99 FOR HEAD, IF NOT SP)	B-2	(19)	(HEAD OF FAMILY)		
B-3. Age (TRANSCRIBE FROM PAGE 3 OF SCREENER)	B-3	(192)	MONTHS	(193)	YEARS
B-4. Sex	B-4	(194)	1 <input type="checkbox"/> Male    2 <input type="checkbox"/> Female		

Transcribe the name, SP number, age, and sex for each applicable Sample Person and the family head. This information about the family head is recorded in the first column on page 4. The information about each remaining Sample Person is entered in the column headings on page 5.

Having this identifying information entered at the column heading will be helpful in determining how to ask the remaining questions. Remember that information on the family head is collected whether or not s/he is a Sample Person. Items B-2 and 3 will have to be transcribed from the Screener. If the family head is not an SP, enter 99 in B-2. Sex for the respondent should be entered based on observation. Sex for head of family and other SP's should be verified out loud as you record.

B-5. ENTER OBSERVED RACE FOR EACH PERSON WHOM YOU ARE ABLE TO OBSERVE.	B-5	(195)	<input type="checkbox"/> W	<input type="checkbox"/> B	<input type="checkbox"/> O	<input type="checkbox"/> Not obs.
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Complete item B-5 for each SP you observe. Based on your observation, mark "W" for white, "B" for black, and "O" for other. Mark "Not obs." when you are not able to see the SP.

Record your answers based on the following definitions:

White: Includes Spanish origin persons unless they are definitely black, Indian, or other nonwhite.

Black: Black or Negro.

Other: Race other than white or black, including Japanese, Chinese, American Indian, Korean, Eskimo.

Complete questions B-6 through 22 for each person recorded before going on to the next person.

B-6. In what state or foreign country was --- born? (ENTER THE NAME OF THE STATE OR FOREIGN COUNTRY)	B-6	(196)	<input type="text"/>	<input type="text"/>	State or foreign country
--	-----	-------	----------------------	----------------------	--------------------------

Write the name of the state (if born in the U.S.) or foreign country in which the person was born to the right of the code boxes for question B-6. Do not make an entry in the two boxes in the answer space for this question.

IF UNDER 5 YEARS OLD, MARK "NEVER ATTENDED."	B-7	(197)	<input type="checkbox"/> Never attended or Kindergarten only (B-9)																											
B-7. What is the highest grade or year of regular school --- has ever attended? (CIRCLE APPROPRIATE NUMBER)			<table border="0"> <tr> <td>Elem. . . . .</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>High . . . . .</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>College . . . .</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5+</td> <td></td> <td></td> <td></td> </tr> </table>	Elem. . . . .	1	2	3	4	5	6	7	8	High . . . . .	9	10	11	12					College . . . .	1	2	3	4	5+			
Elem. . . . .	1	2	3	4	5	6	7	8																						
High . . . . .	9	10	11	12																										
College . . . .	1	2	3	4	5+																									



The objective of this question is to determine both the level (elementary school, high school, or college) and the highest year attended. Ask this question only of persons 5 years or older.

When administering this question keep in mind the concept of level of school vs. years attended. Circle the appropriate answer according to the equivalent level of school the person attended -- not necessarily the number of years attended.

Example 1: The respondent went to night school for 10 years and is still in her sophomore year in college -- circle "2" after college, not "5+."

Example 2: The respondent explains that he went to college for 2 years, majoring in math. Then he decided he didn't want to major in math so he switched to economics and is now attending his third year in this subject and has one more year to complete before graduation. Because of this change, he is only considered a "Junior." In this case, circle "3" after college, not "5+."

#### Definitions:

Regular School -- For this question include regular school in graded public, private, or parochial schools, or in colleges, universities, or professional schools, whether day school or night school. Regular schooling is that which advances a person toward an elementary or high school diploma, or a college, university, or professional school degree. Count schooling in other than regular schools only if the credits obtained are acceptable in the regular school system.

Do NOT include:

- Education obtained at vocational schools, business schools, or colleges, and other trade and specialized schools unless such schools are part of a regular school system.
- Training received by mail from "correspondence" schools, unless the correspondence course counted toward promotion in a regular school.
- Any kind of "on-the-job" training.
- Adult education classes unless such schooling is being counted for credit in a regular school system. If a person is taking adult education classes but not for credit, s/he should not be regarded as enrolled in a regular school. Adult education courses given in a public school building are part of regular schooling only if their completion can advance a person toward an elementary school certificate, a high school diploma, or college degree.

- Training under the Comprehensive Employment and Training Act (CETA) of 1973. Most of the training under this Act or Program more than likely will be courses obtained at private vocational or trade schools or possibly will be in the nature of on-the-job training. In any event, most training under this Act or Program will not be obtained at a regular school. There may be a few isolated cases where such schooling is given for credit at a regular school; ask to be sure.
- Any type of military basic training.

Determine the specific grade and circle the highest year of school attended in B-7 for all persons 5 years old and over.

Never Attended Regular School or Attended Kindergarten Only -- For persons who have never attended a regular school or for those who have gone (or who are currently going) to kindergarten only, mark the "Never attended or kindergarten" box and go to B-10 Check Item.

7-Year Elementary System -- Some schools have, or used to have, a 7-year elementary course and a 4-year high school course. Circle "7" opposite "Elem" for persons who attended only 7 years in such a system and did not attend high school. Circle "9" to "12" opposite "High" for persons who attended some high school following the 7th grade.

If the respondent says the person completed the 8th grade in such a system, find out whether this was elementary school or the first year of high school. If you are told the person finished the 11th grade, find out whether this was the third or fourth year of high school and circle the appropriate number next to "High."

Junior High -- If the person's highest grade was in "Junior High," determine the equivalent in elementary grades (1 through 8) or high school grades (9 through 12). Do not assume that junior high grades always consist of "Elem - 7" or "Elem - 8" or "High - 9." In a few systems, junior high starts with "Elem - 6" and in some, ends with "High - 10."

"Post-Graduate" High School -- For persons who have attended "post-graduate" high school courses after completing high school, but have not attended college, circle "12" opposite "High."

Graduate or Professional School -- For persons who have attended more than 4 years of college, or who have attended professional schools (law, medical, dental, etc.) after completion of 4 years of college, circle the number opposite "College" which represents the total number of school years (not calendar years) the person attended college and graduate or professional school. For a person who has attended 6 years or more of college, circle "5+" opposite "College."

Credit Year Translation -- School years are determined by the number of credits required for completing the requirements for a degree. If necessary, as a general rule of thumb, consider a person as completing one school year for every 24 to 30 credits, regardless of whether the credits are based on quarters or semesters. However, do not probe for this information unless the respondent cannot provide a year or grade.

Equivalency Tests -- For persons who pass a high school equivalency (or G.E.D.) test or finish high school while in the Armed Forces, circle "12" opposite "High."

Miscellaneous School Systems -- Enter the equivalent grade in the regular American school system (8 years of elementary school, 4 years of high school, and 4 years of college) for a person whose formal education was obtained through any of the following methods:

- a. Foreign schools.
- b. Ungraded schools.
- c. Night schools or the instruction by tutors (if such instruction was counted toward promotion in the regular school system).
- d. Level of education measured by "readers" - first reader roughly equivalent to the first grade in elementary school, second reader to the second grade, etc.
- e. "Normal" or professional schools - in some areas, persons enter "normal" schools after completing nothing above elementary school; elsewhere, after 2 years of high school; in other places, after 4 years of high school or even some college. When the respondent answers in terms of "normal" school, obtain the equivalent in terms of the regular school system.

Also, persons may attend professional schools (law, medicine, dentistry, etc.) after less than 4 years of college. When the respondent answers in terms of these schools, obtain the equivalent in college years. For nurses, determine the exact grade attended. If training was received in a college, determine the grade attended in college. However, if training was received at a nursing school or hospital training school and did not advance the person towards a regular college degree, determine the grade attended at the last regular school.

Skipped or Repeated Grades -- For persons who skipped or repeated grades, circle the highest grade attended regardless of the number of years it took.

Persons Still in School -- For persons still attending regular school, the highest grade attended is the one in which they are now enrolled.

Summer Status -- For persons who are on summer vacation from school, circle the grade or year they were enrolled in during the previous school year, not the grade or year they will attend in the fall. For persons who are enrolled in summer courses, obtain the year or grade that their course work counts towards.

Special Schools -- For persons enrolled in special schools (such as schools for the handicapped) attempt to obtain a regular school equivalency from the respondent.

B-8. Did --- finish (number in B-7) (grade/year)?	B-8	199	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No
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Question B-8 -- For persons who completed only part of the year or grade or failed to "pass" the year or grade, mark the "No" box in B-8. Also mark "No" for persons who are currently enrolled in the regular school system.

<p>B-9. IF UNDER 14, MARK FIRST BOX AND GO TO B-10. OTHERWISE ASK:          Is --- now married, widowed, divorced, separated or has --- never been married?          (IF MARRIED, REFER TO HOUSEHOLD COMPOSITION AND MARK ACCORDINGLY.)</p>	B-9	199	<input type="checkbox"/> Under 14 <input type="checkbox"/> Married -- spouse in HH <input type="checkbox"/> Married -- spouse not in HH <input type="checkbox"/> Widowed <input type="checkbox"/> Divorced <input type="checkbox"/> Separated <input type="checkbox"/> Never married
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If the respondent is "under 14" years old, mark the appropriate response box and skip to B-10. Do not ask question B-9.

For all respondents 14 and over, record current marital status using the following guidelines:

Married -- Include persons reporting themselves as married and those who state they have a common-law marriage.

If it is obvious from the relationship entries on the Household Composition Table (Screener) that two of the household members are husband and wife, mark the "Married" box without asking the question.

For all married respondents REMEMBER to check the Household Composition Table and mark the appropriate "Married" box (spouse in HH or spouse not in HH).

Widowed, divorced -- These categories are self-explanatory, however, it is important to emphasize that we are interested in current marital status (e.g., a widow who has remarried is currently married).

Separated persons -- Accept a respondent's statement that a person is separated. If, however, the respondent raises a question as to the

meaning of "separated," explain that the term refers only to married persons who have a legal separation or who have parted because of marital discord.

Classify persons who are separated from their spouse because of the circumstances of their employment, service in the Armed Forces, or similar reasons as "Married," not "Separated."

Annulled married -- Consider an annulled marriage as never having taken place. For example, mark "Never married" for persons whose only marriage has been annulled; mark "Divorced" for persons whose first marriage ended in divorce and whose second, and most recent, marriage was annulled.

Never married -- Persons living together who make no mention of a common-law marriage are to be considered as "Never married."

B-10. CHECK ITEM	B-10 (200) 1 <input type="checkbox"/> under 17 yrs. old (NEXT SP) 2 <input type="checkbox"/> 17+ yrs. old (B-11)
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This item must be marked for all persons for whom the family characteristics information is obtained. If the person is 17 years old or older, continue with questions B-11 through 22, as appropriate. If the person is under 17 years old, start with item B-6 for next Sample Person in the family and complete the column for that person. If there are no more Sample Persons in the family, go to Section C. Health Insurance (page 4).

B-11. Did --- ever serve in the Armed Forces of the United States?	B-11 (201) 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
--	---

"Served in the Armed Forces" means full-time, active duty in the United States' Army, Navy, Air Force, Marine Corps, or Coast Guard, or any National Guard unit activated as part of the regular Armed Forces. Included in "active duty" is the 6-month period a person may serve in connection with the provisions of the Reserve Forces Act of 1955 and cadets appointed to one of the military academies, such as West Point, Naval Academy (Annapolis), etc.

Do not count as service in the Armed Forces: Persons who worked in civilian positions for the Armed Forces; persons who served in the Merchant Marines; persons in the National Guard whose only "active duty" was while "activated" by Gubernatorial order because of a disaster or civil disorder (flood, riot, etc.).

Mark the "Yes" box in B-11 if the person received a medical or disability discharge/release, even if this release came during initial training.

## Work Status Questions

Questions B-12 through B-15 help to identify persons who are in the labor force. Work status is important in analyzing health data. People who have jobs can be compared with those who don't on variables such as utilization of health services, specific diseases, etc. The following definitions apply:

### Definitions:

#### 1. Work

- Include the following as "work":
  - (1) Working for pay (wages, salary, commission, piecework rates, tips, or "pay-in-kind" such as meals, living quarters, or supplies provided in place of cash wages).
  - (2) Working for profit or fees in one's own business, professional practice, partnership, or farm even though the efforts may produce a financial loss.
  - (3) Working without pay in a business or farm operated by a related household member.
  - (4) Working as an employee of the National Guard or Department of Defense.
  - (5) Serving on paid jury duty.
  - (6) Participating in "exchange work" or "share work" on a farm.
- Do not include as "work":
  - (1) Unpaid work which does not contribute to the operation of a family business or farm (e.g., home housework).
  - (2) Unpaid work for a related household member who is a salaried employee and does not operate a farm or business (e.g., typing for a husband who is a lawyer for a corporation).
  - (3) Unpaid work for an unrelated household member or for a relative who is not a household member.
  - (4) Volunteer or other unpaid work for a church, charity, political candidate, club, or other organization, such as the Red Cross, Community Fund, etc.
  - (5) Service in the Armed Forces, including time while on temporary duty with the National Guard or Reserves.

- (6) Owning a business solely as an investment to which no contribution is made to the management or actual operation (e.g., owning a grocery store which someone else manages and operates).
2. Job -- A job exists if there is a definite arrangement for regular work for pay every week or every month. This includes arrangements for either regular part-time or regular full-time work. A formal, definite arrangement with one or more employers to work a specified number of hours per week or days per month, but on an irregular schedule during the week or month, is also considered a job.
- Do not consider a person who is "on call" and works only when his/her services are needed as having a job during the weeks in which s/he does not work. An example of a person "on call" is a substitute teacher who was not called to work during the past 2 weeks.
  - Consider seasonal employment as a job only during the season and not during the off-season. For example, a ski instructor would not be considered as having a "job" during the off-season.
  - Consider school personnel (teachers, administrators, custodians, etc.) who have a definite arrangement, either written or oral, to return to work in the fall as having a "job" even though they may be on summer vacation.
  - Consider persons who have definite arrangements to receive pay while on leave of absence from their regular jobs to attend school, travel, etc., as having a "job." This may be referred to as "sabbatical leave." Probe to determine if the person is receiving pay if this is not volunteered.
  - Do not consider a person who did not work at an unpaid job on a family farm or in a family business during the past 2 weeks as having a "job."
  - Do not consider persons who do not have a definite job to which they can return as having a "job." For example, do not consider a person to have a job if his/her job has been phased out or abolished, or if the company has closed down operations.
3. Business -- A business exists when one or more of the following conditions are met:
- Machinery or equipment of substantial value in which the person has invested capital is used by him/her in conducting the business. Hand rakes, manual lawn mowers, hand shears, and the like would not meet the "substantial value" criteria.

- An office, store, or other place of business is maintained.
- There is some advertisement of the business or profession by listing it in the classified section of the telephone book, displaying a sign, distributing cards or leaflets, or otherwise publicizing that a particular kind of work or service is being offered to the general public.

Consider the selling of newspapers, cosmetics, and the like as a business if the person buys the newspapers, magazines, cosmetics, etc., directly from the publisher, manufacturer, or distributor, sells them to the consumer, and bears any losses resulting from failure to collect from the consumer. Otherwise, consider it a "job."

Do not consider casual work such as that performed by a craft worker or odd-job carpenter or plumber as a business.

Consider questionable or borderline cases to be work at a job rather than own business.

4. Layoff -- Waiting to be called back to a job from which a person has been temporarily laid-off or furloughed. Layoffs can be due to slack work, plant retooling or remodeling, inventory taking, and the like. Do not consider a person who was not working because of a labor dispute at his/her own place of business as being on layoff.
5. Looking for Work -- Any effort to get a job or to establish a business or profession. A person was looking for work if s/he actually tried to find work during the past 2 weeks. Some examples of looking for work are:
  - Registering at a public or private employment office.
  - Meeting with or telephoning prospective employers.
  - Placing or answering advertisements.
  - Writing letters of application.
  - Visiting locations where prospective employers pick up temporary help.

Also, consider persons "on call" at a personnel office, union hiring hall, professional register, etc., as looking for work. Include as looking for work, persons who have made an effort to start a professional practice or explored the possibilities for opening a new business during the past 2 weeks, even though these efforts may not have been successful.



B-12. During the past 2 weeks, did — work at any time at a job or business, not counting work around the house? (INCLUDE UNPAID WORK IN THE FAMILY (FARM/BUSINESS).)	B-12	(202)	1 <input type="checkbox"/> Yes (B-17)	2 <input type="checkbox"/> No
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Ask question B-12 for each person aged 17 years old or over. If a person worked at any time last week or the week before, even for just an hour, consider this as a "Yes" response to B-12.

If the respondent is in doubt and states the nature of his/her work during the past 2 weeks, refer to the definition of "work" and "job" given earlier.

As the note instructs, ask specifically about unpaid work for persons in farm households and for persons who are related to another household member who has been indicated as operating a business or has a professional practice.

If the "Yes" box is marked skip to question B-17. Otherwise, continue to B-13.

B-13. Even though — did not work during those 2 weeks, did — have a job or business?	B-13	(203)	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No
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In question B-13, consider as "having a job or business" a person who:

- a. Was temporarily absent from his/her job or business all of the past 2 weeks because of vacation, bad weather, labor dispute, layoff, illness, maternity leave, or other personal reasons;

AND

- b. Expects to return to his/her job or business when the event has ended.

If volunteered, do not consider a person to have a job if the person is waiting to begin a new job. If the person is waiting to begin his/her own business, professional practice, or farm, determine whether any time was spent during the 2-week reference period in making or completing arrangements for the opening. If so, consider the person as working, and go back and mark the "Yes" box in B-12. If not, mark "No" in B-13.

If a person states that s/he is temporarily absent from a job on paternity or maternity leave, determine the total length of time the person expects to be away from the job. If the person has been, or expects to be, on paternity/maternity leave for a total of more than 90 days, mark "No" in question B-13, even if the job is being held for the person.

Example: A woman says that she has been on maternity leave for 4 months, but will return to her old job in 2 weeks -- mark "No" in B-13 since the total time away from her job exceeds 90 days. (NOTE: In this example, you would still mark "No" in B-13 even if the woman had returned to work during interview week.)

If the person intends to return to the job within 90 days of the date the maternity/paternity leave started, mark "Yes" in B-13.

The government is attempting through several work and training programs to assist various segments of the population in combating poverty and to provide increased employment opportunities. The employment questions in this series are not designed to distinguish participants in these programs and you should not probe to identify them. However, if the respondent identifies a person as an enrollee in a government-sponsored program, proceed according to the instructions below. (NOTE: The list of programs is not all-inclusive. Use the "General" guidelines for programs not specifically covered.)

a. General

- Consider the person as working if s/he receives any pay for the work or on-the-job training.
- Do not consider the person as working or with a job if s/he receives welfare or public assistance while participating in work programs as a condition for receiving the welfare (work relief) or participating voluntarily.

b. Comprehensive Employment and Training Act (CETA) -- This act authorizes a full range of manpower services, including public service employment, and funds programs for education and skill training, on-the-job training, special programs for disadvantaged groups, language training for persons with limited English-speaking abilities, retraining for older workers, basic education, etc. Some older programs now administered under this act are the Neighborhood Youth Corps, the Job Opportunities in the Business Sector Program (JOBS), the Manpower Development and Training Program (MDTA), the New Careers Program, Operation Mainstream, and others.

- Consider the participant as working if s/he receives on-the-job training.
- Do not consider the participant as working or with a job if s/he receives training in a school or other institutional setting.
- Consider the participant as working if s/he receives both on-the-job and institutional training. (NOTE: Count only the time spent on the job as working, however.)

- c. Migrant Seasonal Farm Workers -- (CETA-National) -- This program aids migrant workers with high school equivalency instruction, manpower training, and the other aids available under local CETA programs.
- Consider the participant as working if s/he worked full- or part-time in addition to any training received. (NOTE: Count only the time actually worked or spent in on-the-job training as working.)
  - Do not consider the participant as working or with a job if s/he does no work at all, but received training in a school or other institutional setting.
- d. Public Employment Program (PEP) or Public Service Employment (PSE-CETA) -  
- These programs provide public service jobs for certain groups suffering from the effects of unemployment. Consider participants in these programs as working.
- e. Volunteers in Service to America (VISTA) -- This program is known as the "domestic Peace Corps" and provides community service opportunities. Participants serve for one year and receive a small stipend and living allowance. Consider enrollees as working.
- f. College Work-Study Program -- This program was designed to stimulate and promote the part-time employment of students who are from low-income families and are in need of earnings to pursue courses of study. Consider participants in this program as working.
- g. Cooperative Education Program -- This authorizes a program of alternating study and work semesters at institutions of higher learning. Since the program alternates full-time study with full-time employment, consider participants as working if that is the activity at the time of interview. Do not consider them as working or with a job if they are going to school at the time of interview.
- h. Foster Grandparent Program -- This program pays the aged poor to give personal attention to children, especially those in orphanages, receiving homes, hospitals, etc. Consider such persons as working.
- i. Work Incentive Program (WIN) -- This program provides training and employment to persons receiving Aid to Families with Dependent Children (AFDC).
- Consider persons receiving public assistance or welfare who are referred to the State Employment Service and placed in a regular job as working.
  - Consider persons receiving public assistance or welfare who are placed in an on-the-job or skill training program as working only if receiving on-the-job training.

- Do not consider persons receiving public assistance or welfare who are placed on special work projects which involve no pay, other than the welfare itself, as working or with a job.
- j. Older Americans Community Service Employment and Operation Mainstream -- These programs provide employment to chronically unemployed or older persons from poverty families. Consider persons in either program as working.
- k. Veterans Apprenticeship and On-the-Job Training Programs -- These programs encourage unions and private companies to set up programs to train veterans for jobs that will be available to them after completion of the program. Consider veterans in such programs as working.
- l. Work Experience and Related Programs -- See "General Guidelines."

NOTE: All of the above references to working assume the person spent some time on the job during the 2-week reference period. However, if during that period, such persons did not work because of illness, vacation, etc., mark "No" in question B-12 and "Yes" in question B-13.

B-14. Was --- looking for work or on layoff from a job?	B-14	204	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No (B-16)
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This question is asked only of persons who indicated they had not worked during the past 2 weeks. However, often you will be given the reason a person was not at work during the past 2 weeks when you ask question B-13. In such cases you may verify it with the respondent and mark the appropriate box in question B-14 without asking the question. However, if you have any doubt about the reason for "not working," ask question B-14 as worded.

If the "Yes" box is marked, continue to B-15; if the "No" box is marked, skip to B-16.

Special Situations for Question B-14 and B-15

- a. Some establishments, such as automobile or boat manufacturers, go through a retooling operation before the new models come out. Consider persons who did not work in the past 2 weeks for this reason as being on layoff.

In some instances, companies may combine a vacation shutdown with the model changeover. If this is the case, do not consider the person to be on layoff. Likewise, if the person is reported as being on vacation, even though the plant is closed for some reason, do not consider him/her to be on layoff.

- b. Do not consider school personnel (teachers, administrators, custodians, etc.) who have a definite arrangement, either written or oral, to return to work in the fall, as being on layoff until the summer. For such persons, mark "No" in B-14 unless the person was laid off from a summer job or was looking for work.
- c. Do not consider as on layoff, a person who is on strike, is locked out, or does not wish to cross a picket line, even though s/he is not a member of the group on strike. This applies only when the labor dispute is at the person's place of employment. If a person has been laid off because of a shortage of materials or slack work resulting from a strike in another plant and is not on strike him/herself, mark "Yes" in B-14 -- this is a layoff.

Example: Consider as "laid off" an automobile factory worker who is laid off due to steel shortage resulting from a steelworkers' strike.

- d. If it is volunteered that a person is waiting to begin a new job within 30 days of the interview, and was not on layoff during the past 2 weeks, mark "Yes" in B-14, "Looking" in B-15, and describe the person's last full-time civilian job or business lasting 2 consecutive weeks or longer in B-18 to B-22. Footnote B-14, "New job to begin within 30 days."

If, in addition to waiting to begin a new job within 30 days, the person was on layoff during the past 2 weeks, mark "Yes" in B-14, "Both" in B-15, and describe the job from which the person was laid off in item B-18 to B-22.

- e. If it is volunteered that a person is waiting to start a new job which will not begin for 31 or more days from the interview, make no entry in B-14 without probing to determine whether the person was temporarily absent or on layoff from a job during the past 2 weeks or was actively looking for work during the past 2 weeks; then proceed as follows:
- If the person was temporarily absent or on layoff from a job or was looking for work, reask question B-14 excluding the "new" job and mark "Yes" or "No" as appropriate (i.e., layoff and/or looking -- "Yes;" temporarily absent -- "No").
  - If the person was not temporarily absent or on layoff from a job, nor was s/he looking for work, mark "No" in B-14.
- f. If it is volunteered that a person was waiting to begin his/her own new business, professional practice, or farm, find out if the person spent any time during the past 2 weeks making or completing arrangements for the opening and proceed as follows:

- If time was spent making arrangements, consider the person as working. Make no entry B-14, correct item B-12 by marking "Yes" and footnote the reason for the change, for example "Working in own business." Then, complete items B-18 to B-22 for the new business, professional practice, or farm.
  - If no time was spent making arrangements during the past 2 weeks, ask question B-14 following B-14 specifications and record the answer.
- g. If you find out that a person does not expect to be called back to work for reasons such as the plant closed down, the job was phased out or abolished, or the person was fired, do not consider this as a layoff. In such cases, determine whether s/he was looking for a job and, if so, mark "Yes" and continue; if not, mark "No," footnote the situation, and go back and make the necessary corrections to B-12 and B-13.

B15. Which, looking for work or on layoff from a job?	B-15	(205)	<input type="checkbox"/> Looking (B-18) <input type="checkbox"/> Layoff (B-17) <input type="checkbox"/> Both (B-17)
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- a. Ask question B-15 if "Yes" was marked in B-14.
- b. Mark "Looking" in B-15 if the person made any effort in the preceding 2 weeks (that is, through the Sunday before interview week) to secure a job or establish a business.
- c. Mark "Layoff" if the person was on layoff during the preceding 2 weeks.
- d. Mark "Both" if the person was looking for work and on layoff during the preceding 2 weeks.

B-16. CHECK ITEM: MARK A BOX ONLY IF "NO" IN B-14.	B-16	(206)	<input type="checkbox"/> "Yes" in B-13 (B-17) <input type="checkbox"/> "No" in B-13 (NEXT SP)
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Mark the appropriate box if "No" in B-11. If "Yes" in B-13, continue to B-17. If "No" in B-13, proceed to the next SP.

### Job and Business Description Questions

Questions B-17 through 22 provide a full description of a person's current or most recent job or business. The detail asked for in these questions is necessary to properly and accurately code each occupation and industry. This information can be combined with the various health data collected in the remainder of the survey to compare the relationships between jobs and health, exposure to hazards, time lost from work and other variables.

## Definitions

1. Work -- see page (definitions for work status series).
2. Kind of business or industry -- The major activity of the establishment or business in which the person worked.
3. Employee of a PRIVATE company, or individual for wages, salary, or commission -- Working for a private employer for wages, salary, commission, or other compensation such as tips, piece-rates, or pay-in-kind. The employer may be a large corporation or a single individual, but must not be part of any government organization. This category also includes paid work for settlement houses, churches, union, and other nonprofit organizations and work for private organizations doing contract work for government agencies.
4. FEDERAL Government Employee -- Working for any branch of the Federal Government, including persons who were elected to paid Federal offices and civilian employees of the Armed Forces and some members of the National Guard. Also include employees of international organizations (e.g., United Nations) and employees of foreign governments such as persons employed by the French Embassy or the British Joint Services Mission. Exclude employees of the American Red Cross, the U.S. Chamber of Commerce, and similar civil and national organizations which are considered as PRIVATE businesses.
5. STATE Government Employee -- An employee of a state government, including paid state officials (including statewide CETA administrators), state police, and employees of state universities, colleges, hospitals, and other state institutions.
6. LOCAL Government Employee -- An employee of cities, towns, counties, and other local areas, including city-owned bus lines; municipally-owned electric power companies, water and sewer services; local CETA offices; and employees of public elementary and secondary schools.
7. Self-employed -- Persons working for profit or fees in their own business, shop, office, farm, etc. Include persons who have their own tools or equipment and provide services on a contract, subcontract, or job basis such as carpenters, plumbers, independent taxicab operators, or independent truckers. This does not apply to superintendents, foremen, managers, or other executives hired to manage a business or farm, salesmen working for commission, or officers of corporations. Such persons are considered as employees of PRIVATE companies.
8. Working WITHOUT PAY in a Family Business or Farm -- Working on a farm or in a business operated by a related member of the household, without receiving wages or salary for work performed. Room and board and a cash allowance are not considered as pay for these family workers.

## General Instructions

1. Questions B-17 through 22 provide a full description of a person's civilian job or business. Each question must be completed as follows:

B-17, B-18 -- Employer: The name of the company, business, organization, government agency, or other employer.

B-19 -- Kind of Business: The type of business or industry at the location where the person was working.

B-20 -- Kind of Work: The type of work the person was doing. Often stated as a job title.

B-21 -- Occupation: The most important activities or duties associated with the type of work the person was doing.

B-22 -- Class of Worker: Whether the industry and occupation described in B-17-21 identifies the person as working for:

- A PRIVATE employer (P)
  - The FEDERAL Government (F)
  - A STATE government (S)
  - A LOCAL Government (L)
  - Self employed in OWN business, professional practice, or farm
    - INCORPORATED (I)
    - UNINCORPORATED or FARM (SE)
  - WITHOUT PAY in a family business or farm (WP)
  - NEVER WORKED or never worked at a full-time civilian job lasting 2 weeks or more (NEV)
2. Ask questions B-17 through 22 in the following situations:
    - a. For persons who had a job or business in the past 2 weeks, whether they worked at it or not, including persons on layoff.
    - b. For all other persons who were looking for work during the past 2 weeks.



3. All entries in this series must refer to the same job or business and must present a consistent picture since you are describing only one job, business, or profession. When you get an inconsistency, probe to obtain adequate and consistent entries.

Example: A respondent reports

B-17/18. Joe's Barber Shop  
B-19. retail jewelry store  
B-20. barber  
B-21. selling jewelry  
B-22. P

This is obviously inconsistent. Correct entries might be:

B-17/18. Joe's Barber Shop		B-17/18. Smith's Jewelry Co.
B-19. barber shop		B-19. retail jewelry store
B-20. barber	OR	B-20. jewelry salesman
B-21. cutting hair		B-21. selling jewelry
B-22. P		B-22. P

4. For persons who worked during the past 2 weeks, describe the job at which they worked.
- a. If a person worked at more than one job during the past 2 weeks, or operated a farm or business and also worked for someone else, describe the one job at which s/he worked the most hours. If the person worked the same number of hours at all jobs, enter the one job at which s/he has been employed the longest. If the person was employed at all jobs the same length of time, enter the one job which the respondent considers the main job.
- b. If a person was absent from his/her regular job all of the past 2 weeks, but worked temporarily at another job, describe the job at which the person actually worked, not the job from which s/he was absent.
5. If a person had a job but did not work at all during the past 2 weeks, describe the job s/he held.

If a person usually works at two or more jobs, but during the past 2 weeks did not work at any of them, enter the job at which s/he usually works the most hours. If the person usually works the same number of hours at all jobs, enter the job at which s/he has been employed the longest. If the person was employed at all jobs the same length of time, enter the one job which the respondent considers the main job.

6. For a person on LAYOFF during the past 2 weeks, enter the job from which s/he was laid off, regardless of whether this is a full- or part-time job.

7. For persons LOOKING FOR WORK, enter the last full-time civilian job which lasted 2 consecutive weeks or more. This may have been for wages or salary, in his/her own business, or without pay on a family farm or in a family business. If the person never worked or never worked at a full-time civilian job lasting 2 weeks or more, enter "Never" in B-17/18 and mark the "NEV" box in B-22.
8. For persons who worked or last worked in a foreign country, enter a description of the foreign job or business. Use the same instructions for completing questions B-12 through 22 for foreign jobs as you do for U.S. held jobs.
9. Consider persons who are working through an employment contractor to be working for the contractor, not the individual employer to whom they are assigned.

Example: For a person assigned a job by "Kelly Girls" as a typist for an insurance firm, the B-17 through 22 questions entries could be:

B-17/18. Kelly Girls  
 B-19. Temporary help employment contractor  
 B-20. Typist  
 B-21. Typing  
 B-22. P

10. Distinguish between different types of farm workers. The following table gives examples of the proper entries for various types of farm workers; however, the B-22, Class of Worker, entries are the specific entries to be made for the examples.

When the place of work is a ranch, follow the same procedures used for a farm. Use the terms "rancher" instead of "farmer," "ranch hand" instead of "farm hand," etc. If you have difficulty deciding whether a place is a farm or ranch, consider it to be a farm.

11. For persons enrolled in government-sponsored programs, record the specific employer rather than the government program. For example, in the case of CETA-sponsored programs, it is possible for an individual to actually work for either the local government or a private employer. If in doubt as to whom the employer is, ask the respondent who pays the wages.
12. Whenever you have difficulty determining who the actual employer is, apply the "pay check" rule of thumb -- ask who pays the person and consider them as the employer.

Example: A person may say that s/he works for Local #212 of the plumbers' union. However, during the past 2 weeks s/he was working on a new construction project and was paid by Acme Contractors. Therefore, "Acme Contractors" would be the employer, not the union.

B-17. For whom did --- work? ENTER NAME OF COMPANY, BUSINESS, ORGANIZATION, OR OTHER EMPLOYER.	B-17	Employer
B-18 For whom did --- work at --- last full-time civilian job or business lasting 2 consecutive weeks or more? ENTER NAME OF COMPANY, BUSINESS, ORGANIZATION, OR OTHER EMPLOYER.	& B-18	

You will ask questions B-17 or B-18 depending on the respondent's previously determined work status in B-12, B-15, or B-16. The answer to either question will be recorded in the box marked "Employer."

Employer

- a. Enter the full and exact name of the company, business, government agency, or other employer. Do not use abbreviations unless that is all the respondent can give you for the name of the employer. For persons who work or last worked for employers without company names (such as a farm, dentist's or lawyer's office, etc.), write the name of the owner.

For persons who worked for several different employers, like odd job or domestic workers, day workers, babysitters, etc., enter "various persons" in B-17/18.

- b. Government -- For employees of a government agency, record the specific organization and indicate whether the organization is Federal (U.S.), state, county, etc. For example, U.S. Treasury Department, STATE highway police, CITY tax office, COUNTY highway commission. It is not sufficient to report merely "U.S. Government," "city government," "police department," etc.
- c. Self-Employed -- If the person is self-employed, ask if the place of business or establishment has a name (such as Twin City Barber Shop, Capitol Construction, etc.) and write it in B-17/18. If there is no business name, enter "self-employed," "own business," "family farm," etc.
- d. If the person never worked or never worked full-time 2 weeks or more, enter "Never" in B-17/18, then skip to B-22 and mark "NEV."

B-19. What kind of business or industry is this? (For example, TV and radio manufacturing, retail shoe store, State Labor Department, farm.)	B-19	Industry 227
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Question B-19 -- Kind of Business or Industry

- a. In order to give a clear and exact description of the industry, the entry must indicate both a general and specific function for the employer; for example, copper mine, fountain pen manufacturer, wholesale grocery,

retail bookstore, road construction, shoe repair service. The words "mine," "manufacturer," "wholesale," "retail," "construction," and "repair service" show the general function. The words "fountain pen," "grocery," "bookstore," "road," and "shoe" indicate the specific function.

- b. Do not use the word "company" in this entry. It does not give useful information. If the respondent reports that s/he works for a metal furniture company, ask, "What does the company do?" If they sell the furniture, ask, "Do they sell to other stores (which would be wholesale) or to individuals (which would be retail)?" In this example, the possible replies would be "metal furniture manufacturer," "furniture wholesales," or "furniture retailer." Note that, where possible, you should specify for furniture manufacturers the major material used -- wood, metal, plastic, etc., but for the selling operation, it is not necessary, since furniture wholesalers and retailers very often sell various types.
- c. Some firms may carry more than one kind of business or industrial activity. If several activities are carried on at the same location, describe only the major activity of the establishment. For example, employees in a retail salesroom located at the factory of a company primarily engaged in the manufacturing of men's clothing should be reported as working in "Men's clothing manufacturing."
  - (1) If the different activities are carried on at separate locations, describe the activity at the place where the person works. For example, report a coal mine owned by a large steel manufacturer as "coal mine;" report the separate paint factory of a large chemical manufacturer as "paint manufacturing."
  - (2) A few specified activities, when carried on at separate locations, are exceptions to the above. Record the activity of the parent organization for research laboratories, warehouses, repair shops, and storage garages, when these kinds of establishments exist primarily to serve their own parent organizations rather than the public or other organizations. For example, if a retail department store has a separate warehouse for its own use, the entry for the warehouse employees should be "retail department store" rather than "warehouse."
- d. It is essential to distinguish among manufacturing, wholesale, retail, and service companies. Even though a manufacturing plant sells its products in large lots to other manufacturers, wholesales, or retailers, report it as a manufacturing company. Use the following as a guide:
  - (1) A wholesale establishment buys, rather than makes, products in large quantities for resale to retailers, industrial users, or to other wholesalers.

- (2) A retailer sells primarily to individual customers or users but seldom makes products.
  - (3) Establishments which render services to individuals and to organizations such as hotels, laundries, cleaning, dyeing shops, advertising agencies, and automobile repair shops are engaged in providing services. Report these as retailers but show the type of services provided, for example, "Retail TV and radio repair."
- e. **Manufacturers' Sales Offices:** Record a separate sales office set up by a manufacturing firm to sell to other business organizations and located away from the factory or headquarters of the firm as "(product) manufacturers' sales office." For example, a St. Louis shoe factory has a sales office in Chicago; "shoe manufacturer's sales office" is the correct entry for workers in the Chicago office.
- f. **Government Organization:** Usually the name of the government agency is adequate, for example, U.S. Census Bureau, Alexandria City Fire Department.
- (1) If the activity of the government agency is absolutely clear, the name of the agency is sufficient. In such cases, enter "Same" in B-19. However, sometimes the names of government agencies are not fully descriptive of their business or activity. A correct entry in 12b for a County Highway Commission might be one or any combination of the following: "County road building," "county road repair," "county contracting for road building (or repair)." For State Liquor Control Board, the correct entry might be "State licensing of liquor sales" or "State liquor retailer."
  - (2) If the business or main activity of a government employer is not clear, ask in what part of the organization the person works and then report that activity. For example, for a City Department of Public Works, a correct entry might be one of the following: "city street repair," "city garbage collection," "city sewage disposal" or "city water supply."
- g. **Persons who do not work at one specific location:** Some people's work is done "on the spot" rather than in a specific store, factory, or office. In these cases report the employer for whom they work in item B-17/18 and the employer's business or industry in B-19. Among those who normally work at different locations at different times are Census interviewers, building painters, and refrigeration mechanics. Their industry entries might be the U.S. Census Bureau, building contractor, or refrigeration repair service. For example, a local retail chain is doing remodeling of several stores, one at a time. They have a contract with a building contractor to furnish a small crew each day for the several months needed to do the work. Even though these people report to a retail store each day, they work for the building contractor.

- h. Business in own home: Some people carry on businesses in their own homes. Report these business as if they were carried on in regular stores or shops. For example, dressmaking shop, lending library, retail antique furniture store, insurance agency, piano teaching, boarding house, rest home, boarding children (for a foster home), etc.
- i. Domestic and other private household workers: When the name of a single individual is given as the employer, find out whether the person works at a place of business or in a private home. The proper industry entry for a domestic worker employed in the home of another person is "private home." For a person cleaning a doctor's office which is in the doctor's own home, the proper entry is "doctor's office." This also applies to other types of offices, such as dentists or lawyers.
- j. Persons placed on jobs through union hiring halls or other similar registers often report working for the union. In this situation probe to determine who pays the person -- the union or the site employer -- and complete B-17 through 22 for the one who pays.
- k. Examples of adequate entries for question B-19: The following are examples of inadequate and adequate entries for kind of business or industry (question B-19). Study them carefully and refer to them periodically to familiarize yourself with the types of entries that are proper and adequate.

Inadequate

Adequate

Agency

Collection agency, advertising agency, real estate agency, employment agency, travel agency, insurance agency.

Aircraft components;  
Aircraft parts

Airplane engine parts factory, propeller manufacturing, electronic instruments factory, wholesale aircraft parts, etc.

Auto or automobile components; Auto or automobile parts

Auto clutch manufacturing, wholesale auto accessories, automobile tire manufacturing, retail sales and installation of mufflers, battery factory, etc.

Bakery

Bakery plant (makes and sells to wholesalers, retail stores, restaurants, or home delivery), wholesale bakery (buys from manufacturer and sells to grocers, restaurants, hotels, etc.), retail bakery (sells only on premises to private individuals but may bake its own goods on premises).

Box factory

Paper box factory, wooden box factory, metal box factory.

Inadequate

Adequate

City or city government	City street repair department, City Board of Health, City Board of Education.
Private club	Golf club, fraternal club, night club, residence club.
Coal company	Coal mine, retail coal yard, wholesale coal yard.
Credit company	Credit rating service, loan service, retail clothing store (sometimes called a credit company).
Dairy	Dairy farm, dairy depot, dairy bar, <u>wholesale dairy products</u> , retail <u>dairy products</u> , dairy products <u>manufacturing</u> .
Discount house; Discount store	Retail drug store, retail electrical appliances, retail general merchandise, retail clothing store, etc.
Electrical components manufacturer; Electrical parts manufacturer	Electronic tube factory, memory core manufacturing, transistor factory, manufacturer of tape readers, etc.
Engineering company	Engineering consulting firm, general contracting, wholesale heating equipment, construction machinery factory.
Express company	Motor freight, railway express agency, railroad car rental (for Union Tank Car Company, etc.), armored car service.
Factory, mill or plant	Steel rolling mill, hardware factory, aircraft factory, flour mill, hosiery mill, commercial printing plant, cotton textile mill.
Foundry	Iron foundry, brass foundry, aluminum foundry.
Freight company	Motor freight, air freight, railway, water transportation, etc.
Fur company	Fur dressing plant, fur garment factory, retail fur store, wholesale fur store, fur repair shop.

Inadequate

Adequate

Laundry	Own home laundry (for a person doing laundry for pay in own home), laundering for private family (for a person working in the home of a private family), commercial laundry (for a person working in a steam laundry, hand laundry, or similar establishment).
Lumber company	Sawmill, retail lumber yard, planing mill, logging camp, wholesale lumber, lumber manufacturer.
Manufacturer's agent; Manufacturer's representative	Specify product being sold, such as jewelry manufacturer's representative, lumber manufacturer's agent, electric appliance manufacturer's representative, chemical manufacturer's agent, etc.
Mine	Coal mine, gold mine, bauxite mine, iron mine, copper mine, lead mine, marble quarry, sand and gravel pit.
Nylon or rayon factory	Nylon or rayon chemical factory (where chemicals are made into fibers); nylon or rayon textile mill (where fibers are made into yarn or woven into cloth); women's nylon hosiery factory (where yarn is made into hosiery); rayon dress manufacturing (where cloth is made into garments).
Office	Dentist's office, physician's office, public stenographer's office.
Oil company; Oil industry; Oil plant	Oil drilling, petroleum refinery, retail gasoline station, petroleum pipeline, wholesale oil distributor, retail fuel oil.
Packing house	Meat packing plant, fruit cannery, fruit packing shed (wholesale packers and shippers).
Pipeline	Natural gas pipeline, gasoline pipeline, petroleum pipeline, pipeline construction.
Plastic factory	Plastic materials factory (where plastic materials are made), plastic products plant (where articles are actually manufactured from plastic materials).



<u>Inadequate</u>	<u>Adequate</u>
Public utility	Electric light and power utility, gas utility, telephone company, water supply utility. If the company provides more than one service, specify the services; such as <u>gas</u> and electric utility, electric <u>and</u> water utility.
Railroad car shop	Railroad car factory, diesel railroad repair shop, locomotive manufacturing plant.
Repair shop	Shoe repair shop, radio repair shop, blacksmith shop, welding shop, auto repair shop, machine repair shop.
Research	<p>(1) Permanent-press dresses (product of the company for which research is done, when the company or organization does research <u>for its own use</u>), Brandeis University (name of university at which research is done for its own use), St. Elizabeth's Hospital (name of hospital at which medical research is done for its own use).</p> <p>(2) Commercial research (if research is the main service which the company sells, and the research is done <u>under contract</u> to another company).</p> <p>(3) National Geographic, Cancer Association, Brooking Institution (name of the <u>nonprofit</u> organization).</p>
School	City elementary school, private kindergarten, private college, State university. Distinguish between public and private, including parochial, and identify the highest level of instruction provided, such as junior college, senior high school, etc.
Tailor shop	Dry cleaning shop (provides valet service), customer tailor shop (makes clothes to customer's order), men's retail clothing store.
Terminal	Bus terminal, railroad terminal, boat terminal, airport terminal.
Textile mill	Cotton cloth mill, woolen cloth mill, cotton yarn mill, nylon thread mill.

Inadequate

Adequate

Transportation company

Motor trucking, moving and storage, water transportation, air transportation, airline, taxicab service, subway, elevated railway, railroad, petroleum pipeline, car loading service.

Water company

Water supply irrigation system, water filtration plant.

Well

Oil drilling, oil well, salt well, water well.

B-20. What kind of work was --- doing? (For example, electrical engineer, stock clerk, typist, farmer.)	B-20	Occupation (209)
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B-21. What were ---'s most important activities or duties at that job? (For example, types, keeps account books, files, sells cars, operates printing press, finishes concrete.)	B-21	Duties
--	------	--------

The answer in question B-20 should describe clearly and specifically the kind of work or nature of duties performed by the person. The answer in question B-21 should tell you the person's most important activities or duties. Often, the response to question B-21, together with the response to question B-20, will give the information needed to make the person's occupation description complete, and thus, adequate.

- a. How to ask: Ask question B-20, record the respondent's answer, and then ask question B-21. When the combination of entries in both questions B-20 and B-21 does not give you an adequate description of the person's occupation, ask additional probing questions until the total combined information adequately describes the person's job.
- b. Examples of combined entries: The following is provided to help clarify the use of the combined information in B-20 and B-21.

Inadequate

Adequate

Adequate

B-20 - Mechanic

B-20 - Mechanic

B-20 - Mechanic, auto body repair

B-21 - Repairs cars

B-21 - Fixes dents, replaces fenders and other repairs to auto bodies

B-21 - Repairs cars

In this example, it is important to distinguish between the person who works on auto bodies from the person who does automobile engine repair work. Either of the above adequate combined responses does that.

- c. Examples of adequate entries for question B-20: The following are examples of inadequate and adequate occupation entries. If the combined entries for questions B-20 and B-21 provide the kind of information shown in the listing of adequate example, accept them as being adequate.

<u>Inadequate</u>	<u>Adequate</u>
Accounting; Accounting work	Certified public accountant, accountant, accounting machine operator, tax auditor, accounts-payable clerk, etc.
Adjuster	Brake adjuster, machine adjuster, merchandise complaint adjuster, insurance adjuster.
Agent	Freight agent, insurance agent, sales agent, advertising agent, purchasing agent.
Analyst; Analyzer	Cement analyst, food analyst, budget analyst, computer-systems analyst, etc.
Caretaker; Custodian	Janitor, guard, building superintendent, gardener, groundskeeper, sexton, property clerk, locker attendant.
Claim examiner; Claim investigator; Claims adjuster; Claims analyst; Claims authorizer	Unemployment benefits claims taker, insurance adjuster, right-of-way claims agent, merchandise complaint adjuster, etc.
Clerical; Clerical work; Clerk	Stock clerk, shipping clerk, sales clerk. A person who sells goods in a store is a <u>salesperson</u> or <u>sales clerk</u> -- do not report them merely as a clerk.
Data Processing	Computer programmer, data typist, keypunch operator, computer operator, coding clerk, card tape converter operator.
Doctor	Physician, dentist, veterinarian, osteopath, chiropractor.
Engineer	Civil engineer, locomotive engineer, mechanical engineer, aeronautical engineer.
Entertainer	Singer, dancer, acrobat, musician.
Equipment operator	Road grade operator, bulldozer operator, trench operator.

<u>Inadequate</u>	<u>Adequate</u>
Factory worker	Electric motor assembler, forge heater, turret lathe operator, weaver, loom fixer, knitter, stitcher, punch-press operator, spray painter, riveter.
Farmworker	<p><u>Farmer</u>: for the owner, operator, tenant or sharecropper who is self-employed. <u>Farm manager</u>: for the person hired to manage a farm for someone else. <u>Farm foreman/forewoman</u>: for the person who supervises a group of farm hands or helpers.</p> <p><u>Farmhand or farm helper</u>: for those who do general farmwork for wages. Fruit picker or cotton chopper are examples of persons who do a particular kind of farmwork.</p> <p>When the place of work is a ranch, indicate specifically rancher, ranch manager, ranch foreman/forewoman, and ranch hand or helper, as shown above in the case for similar types of farmworkers.</p>
Firefighter	Locomotive fire stoker, city firefighter, (city fire department), stationary fire engineer, fire boss.
Foreman/forewoman	Specify the craft or activity involved: foreman/forewoman carpenter, foreman/forewoman truck driver.
Graphic arts	Illustrator, commercial artist, poster artist, art layout specialist, etc.
Group leader	Group leader on assembly line, harvest crew boss, clerical group leader, labor gang leader, recreation group leader, etc.
Heavy equipment operator	Specify the type of equipment, such as: Clam-shovel operator, derrick operator, monorail crane operator, dragline operator, Euclid operator.
Helper	Baker's helper, carpenter's helper, janitor's helper.
IBM clerk; IBM machine operator; IBM operator	IBM card puncher, IBM tabulator, sorting machine operator, proof machine operator, etc.

Inadequate

Adequate

Interior decorator	Be sure that entries in question 12c differentiate between the interior decorator who plans and designs interiors for homes, hotels, etc., and those who paint, paper-hang, etc.
Investigator	Insurance claim investigator, income tax investigator, financial examiner, detective, social welfare investigator, etc.
Laborer	Sweeper, cleaning person, baggage porter, janitor, stevedore, window washer, car cleaner, section hand, hand trucker.
Layout worker	Pattern-maker, sheet-metal worker, compositor, commercial artist, structural steel worker, boilermaker, draftsperson, coppersmith.
Maintenance worker	Groundskeeper, janitor, carpenter, electrician.
Mechanic	Auto engine mechanic, dental mechanic, radio mechanic, airplane structure mechanic, office machine mechanic.
Nun	Specify the type of work done, if possible, as grammar school teacher, housekeeper, art teacher, organist, cook, laundress, registered nurse.
Nurse; Nursing	Registered nurse, nursemaid, practical nurse, nurse's aide, student nurse, professional nurse.
Office clerk; Office work; Office worker	Typist, secretary, receptionist, comptometer operator, file clerk, bookkeeper, physician's attendant.
Program analyst	Computer-systems analyst, procedure analyst, vocational director, manufacturing liaison planner, etc.
Program specialist	Program scheduler, data-processing-systems supervisor, metal-flow coordinator, etc.
Programmer	Computer programmer, electronics data programmer, radio or TV program director, senior computer programmer, production planner, etc.

Inadequate

Adequate

Research;  
Research and  
development;  
Research and testing;  
Research assistant  
Research specialist;  
Research work

Specify field of research, as research chemist, research mathematician, research biologist, etc. Also, if associate or assistant, research associate chemist, assistant research physicist, research associate geologist.

Salesperson

Advertising sales, insurance sales, bond sales, canvasser, driver-sales (route person), fruit peddler, newspaper sales.

Scientist

Specify field, for example, political scientist, physicist, sociologist, home economist, oceanographer, soil scientist, etc.

Specialist

If the word specialist is reported as part of a job title, be sure to include a brief description of the actual duties in question 12d. For example, for a "transportation specialist" the actual duties might be any one of the following: "gives cost estimates of trips," "plans trips or tours," "conducts tours," "schedules trains," or "does economic analyses of transportation industry."

Shipping department

What does the worker do? Shipping and receiving clerk, crater, order picker, typist, wraps parcels, etc.

Supervisor

Typing supervisor, chief bookkeeper, steward, kitchen supervisor, buyer, cutting and sewing foreman/forewoman, sales instructor, route foreman/forewoman.

Teacher

Teachers should report the level of school they teach and the subject. Those below high school who teach many subjects may just report level. College teachers should report title. Following are some illustrations:

Inadequate

Adequate

Level

Subject

Preschool	-
Kindergarten	-
Elementary	-
Elementary	Music
Junior High	English
High School	Physical Ed.
College	Mathematics professor

Technician                      Medical laboratory technician, dental laboratory technician, x-ray technician.

Tester                              Cement tester, instrument tester, engine tester, battery tester.

Trucker                             Truck driver, trucking contractor, electric trucker, hand trucker.

Works in stock room,  
bakery office, etc.                Names of departments or places of work are unsatisfactory. The entry must specify what the worker does; for example, "shipping clerk" or "truck loader," not "works in shipping department;" or "cost accountant" or "filing clerk," not "works in cost control."

- d. When a person is self-employed, ask the occupation question as worded: "What kind of work was -- doing?" Do not enter "manager" as the occupation unless the person actually spends most of the time in the management of the business. If the person spends most of the time in his/her trade or craft, record that as the occupation, that is, shoe repair, beautician, or carpenter, as the case may be.
- e. Professional, technical, and skilled occupations usually require lengthy periods of training or education which a young person normally cannot achieve. By probing, you may find that the young person is really only a trainee, apprentice, or helper (for example, accountant trainee, electrician trainee, apprentice electrician, electrician's helper).
- f. You may encounter occupations which sound strange to you. Accept such entries if the respondent is sure the title is correct. For example, "sand hog" is the title for a certain worker engaged in the construction of underwater tunnels, and "printer's devil" is sometimes used for an apprentice printer. Where these or any other unusual occupation titles are entered, add a few words of description if the combined entries are not sufficiently clear.

g. Some special situations:

- (1) Apprentice versus trainee -- An apprentice is under written contract during the training period but a trainee may not be. Include both the occupation and the word "apprentice" or "trainee," as the case may be, in the description, for example, "apprentice plumber" or "buyer trainee."
- (2) Babysitter versus boarding children -- A babysitter usually cares for children in the home of the employer. However, when the children are cared for in the worker's own home, the occupation is "boarding children."
- (3) Contractor versus skilled worker -- A contractor is engaged principally in obtaining building or other contracts and supervising the work. Classify a skilled worker who works with his/her own tools as a carpenter, plasterer, plumber, electrician, and the like, even though s/he hires others to work for him/her.
- (4) Paid housekeeper versus housemaid -- A paid housekeeper employed in a private home for wages has the full responsibility for the management of the household. A housemaid (general housework), hired helper, or kitchen help does not.
- (5) Interior decorator versus painter or paperhanger -- An interior decorator designs the decoration plans for an interior of homes, hotels, offices, etc., and supervises the placement of the furniture and other decorations. A house painter or paperhanger only does painting or hangs paper.
- (6) Machinist versus mechanic versus machine operator -- A machinist is a skilled craftsman who constructs metal parts, tools, and machines through the use of blueprints, machine and hand tools, and precise measuring instruments. A mechanic inspects, services, repairs, or overhauls machinery. A machine operator operates a factory machine (drill press operator, winder, etc.).
- (7) Secretary versus official secretary -- Use the title "secretary" for secretarial work in an office; report a secretary who is an elected or appointed officer of a business, lodge, or other organization as an "official secretary."
- (8) Names of departments or places of work -- Occupation entries which give only the name of the department or a place of work are unsatisfactory. Examples of such unsatisfactory entries are "works in warehouse," "works in shipping department," "works in cost control." The occupation entry must tell what the worker does, not what the department does.



h. Importance of question B-21 -- The responses to the activity question (B-21) are very important for coding purposes. Although the question may seem redundant in some cases, the responses often permit more accurate coding of the occupation. We cannot provide you with a complete list showing when an activity response together with the job title is adequate or when additional probing is necessary. However, we would like to stress the importance of the activity question in providing more detail even though it may not appear to. Here are some examples showing the value of question B-21:

B-20 - Telephone Co. serviceman	B-20 - Telephone Co. serviceman
B-21 - Installs phones in homes	B-21 - Repairs telephone transmission lines

Each of these examples is an adequate combination of responses. The additional information obtained from question B-21 identifies different occupations even though in each sample the responses to question B-20 are the same. These two telephone company servicemen will be assigned different occupation codes.

B-20 - Bookkeeper	B-20 - Bookkeeper
B-21 - Keeping and balancing ledgers	B-21 - Operates a bookkeeping machine

Again, adequate responses are obtained in each example. On the basis of the detail provided by question B-21, these occupations will be coded in different categories.

These two examples illustrate the importance of the activity question (B-21) in obtaining adequate responses even though the question may seem repetitive.

<p>COMPLETE FROM ENTRIES IN B-17 THRU B-21; IF NOT CLEAR ASK:</p> <p>B-22. Was -- an employee of a <u>private</u> company, business or individual for wages, salary or commission? . . . . . P</p> <p>-- a <u>Federal</u> government employee? . . . . . F</p> <p>-- a <u>State</u> government employee? . . . . . S</p> <p>-- a <u>local</u> government employee? . . . . . L</p>	<p>-- self-employed in <u>own</u> business, professional practice, or farm?</p> <p>IF NOT FARM, ASK: Is the business incorporated? Yes . . . . . I No . . . . . SE</p> <p>-- working <u>without pay</u> in family business or farm? . . . . . WP</p> <p>-- <u>never worked</u> or never worked at a full-time civilian job lasting 2 weeks or more . . . . . NEV</p>	<p>B-22</p>	<p>(03) Class of worker</p> <p>1 <input type="checkbox"/> P</p> <p>2 <input type="checkbox"/> F</p> <p>3 <input type="checkbox"/> S</p> <p>4 <input type="checkbox"/> L</p> <p>5 <input type="checkbox"/> I</p> <p>6 <input type="checkbox"/> SE</p> <p>7 <input type="checkbox"/> WP</p> <p>9 <input type="checkbox"/> NEV</p>
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## Question B-22 -- Class of Worker

For each person with entries in question B-17 through B-21, record the class of worker by marking one of the boxes in question B-22. The information given in answer to question B-19 will usually be sufficient for identifying "class of worker." If the information previously supplied is not adequate for this purpose, ask additional questions as necessary, for example, "Was he a local government employee?"

When in doubt, use the "Who pays" criterion, that is, record the class of worker category according to who pays the person's wages or salary. For persons paid by check, the employer's name will usually be printed on the check. Although you are NOT to ask to see a check or salary statement, you may ask "Do you know the name of the employer that is shown on -- salary check?"

- a. If a person has more than one job or business, be sure you mark the box in B-22 which applies to the one job or business entered in questions B-17 through B-21.
- b. Cautions regarding class-of-worker entries:
  - (1) Corporation employees -- Report employees of a corporation as employees of a private employer (except for a few cases of employees of government corporations, such as the Commodity Credit Corporation, who must be properly reported as Federal government employees). Do not report corporation employees as owning their business even though they may own part or all of the stock of the incorporated business. If a respondent says that a person is self-employed, and you find that the business is incorporated, mark the "I" box.
  - (2) Domestic work in other persons' homes -- Report housecleaner, launderer, cook, or cleaning person working in another person's home as working for a private employer.
  - (3) Partnerships -- Report two or more persons who operate a business in partnership as self-employed in own business. The word "own" is not limited to one person.
  - (4) Public utility employees -- Although public utilities (such as transportation, communication, electric light and power, gas, water, garbage collection, and sewage disposal facilities) are subject to government regulations, they may be owned by either government or private organizations. Distinguish between government-operated and privately-owned organizations in recording class of worker for public utility employees.

- (5) Work for pay "in kind" -- Pay "in kind" includes room, board, supplies, and food, such as eggs or poultry on a farm. This is considered pay except for a member of the family. Report persons who work for pay "in kind" as employees of a private company or individual.
- (6) Work on an odd-job or casual basis -- Report work on an odd-job or casual basis as work by an employee for a private company, business, or individual. For example, do not report the babysitter employed in other peoples' households as self-employed.
- (7) Clergymen and nuns -- Mark "P" for preachers, ministers, priests, rabbis, and other clergymen except in the following two cases:

Record clergy working in a civilian government job, such as a prison chaplain, as a government employee -- "F," "S," or "L" in question B-22.

Record clergy not attached to a particular congregation or church organization, who conduct religious services in various places on a fee basis, as self-employed in their own professional practice -- "SE" in question B-22.

Mark "P" for nuns who receive pay in kind.

- (8) Registered and practical nurses - private duty -- For nurses who report "private duty" for kind of business, mark "SE."
- (9) PX (Post exchange) employees versus officer's club, N.C.O club employees, etc. -- Record persons working in an officer's club, N.C.O. club, or similar organization which is usually located on a government reservation as "P." Such nonprofit organizations are controlled by private individuals elected by some form of membership.

Record persons working at a post exchange as "P." This nonprofit organization is controlled by government officials acting in their official capacity.

- (10) Foster parents and child care in own home -- Foster parents and other persons who consider themselves as working for profit and who provide child care facilities in their own home are furnishing the shelter and meals for certain time periods and are to be considered as operating their own business; mark "SE."
- (11) Boarding housekeepers -- Record boarding housekeepers who consider themselves as working and who perform this work in their own homes as "Own home" for industry with "SE" as class of worker. Record those who do this work for someone else for wages or salary or pay in kind as "boarding house" for industry with "P" for class of worker.

- (12) Sales or merchandise employees -- Report persons who own a sales franchise and are responsible for their own merchandise and personnel as "Retail or wholesale Sales" for industry with "SE" for class of worker. Report persons who do sales work for someone else (such as an Avon or Tupperware representative) as "P" for class of worker. Also for such people, indicate whether they sell door-to-door or use the party plan method.
- (13) Post Office and TVA employees -- Report persons who work for the Postal Service and Tennessee Valley Authority as Federal employees and mark them as "F."
- (14) Comsat, Amtrak, and Conrail -- Comsat, Amtrak, and Conrail are private companies and you should report the employees of these companies as "P."
- (15) For persons who have never worked at all or who have never worked at a full-time civilian job or business lasting 2 consecutive weeks or longer, mark "NEV" in B-22. This situation should only occur for persons who were asked question B-18, that is, persons who did not have a job or business in the past 2 weeks and were not on layoff from a job, but were looking for work.

If necessary, refer to definition of terms in the introduction to questions in this series (B-17 through B-21).

#### 20.4 Section C: Health Insurance

The Health Insurance pages contain questions on Medicare and other types of health insurance coverage. The level of health care utilization varies by the types and amounts of insurance people have. Therefore, it is important to have measures of the types of health insurance coverage and to compare these with other health information, such as doctor visits, hospitalizations, etc.

These pages also contain questions on income received from sources such as government programs or retirement benefits. Information on the types of programs for which persons receive these incomes, along with health data, is useful in evaluating the effectiveness of these programs and in planning for future needs.

#### General Instructions

1. As for the Family Characteristics section (pages 4-5), this section contains a page with the questions and one answer column, with a facing page containing three additional answer columns. However, on the Health Insurance section, we will collect information only for sample persons. Therefore, if the head of the family is not a sample person, no health insurance information will be obtained for him/her even though demographic information was recorded for this person on page 4.

If the head of the family is not a sample person, draw a vertical line through his/her entire column on page 6 so that no information will be entered. Repeat this procedure on page 8.

- The procedure for asking the Health Insurance questions and recording responses differs slightly from the procedure used in the Family Characteristics pages. In general, when there is more than one SP, on the Health Insurance pages you will complete one set of questions bordered by gray bands for all related Sample Persons before going to the next question. In other words, go down the age, asking consecutive questions (as instructed on the questionnaire) for the first Sample Person, until you get to a gray band. Then return to the top of that section and reask the questions for the next Sample Person, and so on, until all Sample Person columns are completed. Then proceed to the next section, following this same procedure.

<b>C. HEALTH INSURANCE</b>	
Medicare is a Social Security health insurance program for disabled persons and for persons 65 years old and over. People covered by Medicare have a card that looks like this. (SHOW CARD F-1)	
C-1. (Is/Are) (name(s) of all SP's in family) now covered by Medicare?	<input type="checkbox"/> Yes, one or more SP's covered <input type="checkbox"/> No, no SP's covered (C-6)
ASK FOR EACH SP. MARK BOX IN EACH COLUMN BEFORE ASKING C-3.	
C-2. Is --- now covered by Medicare?	C-2 (210) 1 <input type="checkbox"/> Cov. 2 <input type="checkbox"/> Not cov. 9 <input type="checkbox"/> DK

Although it is most common for persons 65 years old and over to have Social Security Medicare coverage, in certain situations people under 65 may also be covered. Therefore, questions C-1 and C-2 must be asked for the family regardless of the ages of the family members.

Read the introduction above question C-1, show the Medicare Card in the Flash Card Booklet, and then ask C-1 and C-2 about Medicare coverage for each sample person. Mark "Yes" or "No" in C-1 and the appropriate box in each person's column in C-2. If none of the sample persons is covered by Medicare, skip to question C-6.

FOR EACH PERSON WITH "COVERED" IN C-2, ASK C-3 AND C-4.	
C-3. Is --- now covered by the part of Social Security Medicare which pays for hospital bills?	C-3 (211) 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 9 <input type="checkbox"/> DK
C-4. Is --- now covered by that part of Medicare which pays for doctor's bills? This is the Medicare plan for which --- or some agency must pay a certain amount each month.	C-4 (212) 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 9 <input type="checkbox"/> DK

Ask questions C-3 and C-4 for each person with the "Covered" box marked in C-1 and C-2 and mark the appropriate box in the person's column.

If the respondent doesn't know the type of coverage but knows that a certain amount is paid each month for Medicare, that person has "medical" coverage. Mark "DK" in C-3 and "Yes" in C-4.

<p>ASK C-5 FOR EACH PERSON WITH "DK" IN C-3 AND/OR C-4.</p> <p>C-5. May I please see the Social Security Medicare card(s) for --- (and ---) to determine the type of coverage? TRANSCRIBE THE INFORMATION FROM THE CARD OR MARK THE "CARD NOT AVAIL." BOX.</p>	<p>C-5</p>	<p>1 <input type="checkbox"/> Hosp.          2 <input type="checkbox"/> Med.          3 <input type="checkbox"/> Card not avail.</p>
--	------------	--

Ask question C-5 for each person with "DK" in either C-3 or C-4 or both. Insert the names of all three persons so the respondent needs to make only one trip to look for the Medicare cards.

- The type of coverage a person has will be indicated by a date entered opposite it under the "Effective date." If a date has been entered across from "Hospital Insurance," then that person has hospital coverage. If there is a date entered across from "Medical Insurance," then the person has medical coverage.
- If the card is available, transcribe the coverage information from the card to the person's column in question C-5 by marking one or both of the "Hosp." or "Med." boxes. If the card is not available (for example, the person is out and has the card, cannot locate the card, etc.), mark the "Card not avail." box.
- If you are shown a card other than a Medicare card, do not mark a box but footnote the type of card.

<p>C-6. We are interested in all kinds of health insurance plans except those which pay only for accidents.</p> <p>(Not counting Medicare) (Is/Are) (name(s) of all SP's in family) now covered by a health insurance plan which pays any part of a hospital, doctor's, or surgeon's bill? <input type="checkbox"/> Yes <input type="checkbox"/> No (C-12)</p>		
<p>C-7. What is the name of the plan? (RECORD IN TABLE H.I.; RETURN TO C-8.)</p>		
<p>C-8. (Is/Are) (names of all SP'S) now covered by any other health insurance plan which pays any part of a hospital, doctor's, or surgeon's bill? <input type="checkbox"/> Yes (REASK C-7 &amp; C-8) <input type="checkbox"/> No (C-9)</p>		

Questions C-6 through C-8 concern private health insurance other than Medicare.

## Definitions

1. A health insurance plan is specifically designed to pay all or part of the hospital, doctor, surgeon, or other medical expenses of the insured individual. The plan, in order to be considered as insurance, must be a formal one with defined membership and benefits. For the purpose of this survey, health insurance excludes the following:
  - a. Plans limited to "dread diseases" only, such as polio or cancer.
  - b. Insurance that pays only on the basis of the number of days missed from work.
  - c. Public welfare, Medicaid, care given children under the "Crippled Children's Program," etc.
  - d. Insurance that pays only for accidents, such as liability insurance held by a car or property owner, insurance covering children for accidents at school or camp, etc.
  - e. Care given to dependents of military personnel (CHAMPUS).
  - f. Veteran's Administration benefits.
  - g. Insurance that pays only for dental bills.
  - h. Social Security Medicare.
  - i. "Income maintenance" insurance which pays the person a fixed amount of money both in and out of the hospital.

NOTE: However; DO include "extra cash" insurance plans which pay a person a fixed amount of money ONLY WHILE A PATIENT IN A HOSPITAL. Use this distinction only if questions arise. Do not probe.

2. Name of Plan -- We are interested in the specific names of the insurance plans, for example, Aetna, Blue Cross, Metropolitan, John Hancock, etc. Do not record the type of plan, such as family plan, major medical, high or low option.

Item C-6 includes an introductory statement and question. Include the parenthetical phrase "Not counting Medicare" only if "Yes" or "DK" was marked in question C-1 for any sample person(s). If there is only one sample person in the family, read: "Is -- now covered, etc?" If there are two or more sample persons, insert the names of all sample persons in the family when asking questions C-6 and C-8, e.g., "Are --, --, or -- now covered, etc.?"

If the answer to C-6 is "Yes," ask C-7 and record in Table H.I. all plans reported; then ask C-8. If additional plans are reported in C-8, record these plans on separate lines of Table H.I. If more than three plans are reported, enter the first three in this questionnaire, and the remainder in Table H.I. in a Continuation Booklet. Change the plan number from "1" to "4," "2" to "5," etc.

When a final "No" is received to C-8, complete Table H.I. Thus, you will record all plans in Table H.I. before completing any of the other parts.

TABLE H.I.			
PLAN 1	C-10. Does this plan pay any part of doctor's or surgeon's bills for operations?		
C-9. Does this (name) plan pay any part of hospital expenses?	(215) 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 9 <input type="checkbox"/> DK		
(214) 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 9 <input type="checkbox"/> DK	C-11. Is — covered under this (name) plan? (MARK BOX FOR EACH SP.)	C-11	(216) 1 <input type="checkbox"/> Cov. 2 <input type="checkbox"/> Not cov. 9 <input type="checkbox"/> DK
PLAN 2	C-10. Does this plan pay any part of doctor's or surgeon's bills for operations?		
C-9. Does this (name) plan pay any part of hospital expenses?	(218) 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 9 <input type="checkbox"/> DK		
(217) 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 9 <input type="checkbox"/> DK	C-11. Is — covered under this (name) plan? (MARK BOX FOR EACH SP.)	C-11	(219) 1 <input type="checkbox"/> Cov. 2 <input type="checkbox"/> Not cov. 9 <input type="checkbox"/> DK
PLAN 3	C-10. Does this plan pay any part of doctor's or surgeon's bills for operations?		
C-9. Does this (name) plan pay any part of hospital expenses?	(221) 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 9 <input type="checkbox"/> DK		
(220) 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 9 <input type="checkbox"/> DK	C-11. Is — covered under this (name) plan? (MARK BOX FOR EACH SP.)	C-11	(222) 1 <input type="checkbox"/> Cov. 2 <input type="checkbox"/> Not cov. 9 <input type="checkbox"/> DK

**Definitions:**

Insurance That Pays Hospital Bills -- Any insurance which pays all or part of the hospital bill for the hospitalized person. The hospital bill should include only the bill submitted for the hospital itself, the cost of room and meals, and may also include the costs of other services, such as operating room, laboratory tests, X-rays, and medicine. Excluded are charges for the doctor's or surgeon's services, as well as for special nurses.

Insurance That Pays Doctor's or Surgeon's Bills -- Any insurance which pays all or part of the doctor's or surgeon's bill with or without hospitalization. Include bills for an operation or delivery, pre or post surgical care, or pre- or postnatal care. Do NOT include doctors' bills for nonsurgical care.

If you find that household members are covered by separate health insurance policies, even if the names are the same, list these on separate lines of Table H.I. For example, use two lines in Table H.I. if Mr. and Mrs. Jones are each covered by separate Blue Cross plans.



If the respondent does not know the name of the plan, ask if you may obtain the name from a membership card or policy. If the membership card or policy is not available, but the respondent tells you the plan is provided through a union, fraternal group, or employer, enter the name of the group or employer in Table H.I. and indicate the name of the plan is unknown; for example, "through Steelworker's Union -- DK name."

Unless otherwise indicated, consider Blue Cross and Blue Shield to be one health insurance plan, even if given separately in answer to the C-6 through C-8 series.

You may use the abbreviation "BC/BS" when entering these plans in Table H.I. You may also abbreviate American Association of Retired Persons to "AARP." These are the only two plans you may abbreviate.

Ask questions C-9 and C-10 for plan 1, and then ask question C-11 separately for each sample person for plan 1. Then go to questions C-9 through C-11 for plan 2, etc.

Insert the name of the plan when asking questions C-9 and C-11 so the respondent knows to which plan you are referring. If there is more than one plan with the same name, be sure the respondent knows to which you are referring.

In question C-11, if the respondent doesn't know whether or not a sample person is covered by the plan, enter "DK" and ask this question for the next person.

<p>C-12. CHECK ITEM: REVIEW C-2 AND C-11, AND MARK BOX FOR EACH SP. IF ALL COVERED, GO TO SECTION D. IF NOT, CONTINUE.</p>	<p>C-12 <sup>(22)</sup> 1 <input type="checkbox"/> Covered          2 <input type="checkbox"/> Not covered, under 65 yrs. old          3 <input type="checkbox"/> Not covered, 65+ yrs. old</p>
--	---

C-12. Check Item -- If a "Covered" box is marked in question C-1, C-2, or C-11 for a person, mark the "Covered" box in item C-12. If they are not covered, mark one of the "Not covered" boxes, depending on the person's age. If the only entry in C-1, C-2, or C-11 for a person is "DK," or a combination of "No" and "DK," then enter "DK" in item C-12. Complete Item C-12 for all persons before going to question C-13.

ASK C-13 - C-15 FOR EACH PERSON "NOT COVERED."																								
C-13. Many people do not carry health insurance for various reasons. (SHOW CARD F-2)  Which of these statements describes why --- is not covered by any health insurance? (IF 65+): or Medicare?	C-13 <table border="1"> <tr> <td>(224)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>10</td> <td colspan="9">SPECIFY</td> </tr> </table>	(224)	1	2	3	4	5	6	7	8	9	10	SPECIFY											
(224)	1	2	3	4	5	6	7	8	9															
10	SPECIFY																							
C-14. Any other reason?	C-14 <table border="1"> <tr> <td>(225)</td> <td>1</td> <td><input type="checkbox"/> Yes (REASK C-13 &amp; C-14)</td> </tr> <tr> <td>2</td> <td><input type="checkbox"/> No</td> </tr> </table>	(225)	1	<input type="checkbox"/> Yes (REASK C-13 & C-14)	2	<input type="checkbox"/> No																		
(225)	1	<input type="checkbox"/> Yes (REASK C-13 & C-14)																						
2	<input type="checkbox"/> No																							
MARK BOX IF ONLY ONE REASON GIVEN; OTHERWISE ASK: C-15. What is the main reason --- is not covered by any health insurance? (IF 65+): or Medicare?	C-15 <table border="1"> <tr> <td>(226)</td> <td><input type="checkbox"/></td> <td>Only one reason in C-13</td> </tr> <tr> <td>OR</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>10</td> <td colspan="9">SPECIFY</td> </tr> </table>	(226)	<input type="checkbox"/>	Only one reason in C-13	OR	1	2	3	4	5	6	7	8	9	10	SPECIFY								
(226)	<input type="checkbox"/>	Only one reason in C-13																						
OR	1	2	3	4	5	6	7	8	9															
10	SPECIFY																							

Ask question C-13 only for individuals who are indicated in Item C-12 as having no health insurance. Read the introductory statement in question C-13 once for a family and show Card F-2 to the respondent. Leave question C-13 blank if "DK" is entered in Item C-12 for that person. Include "or Medicare" when asking C-13 and C-15 for persons with the "Not cov. 65 and over" box marked in Item C-12.

Circle the number(s) indicated for each person not covered by health insurance. Ask, "Any other reason?" for each person and record in C-13. Reask until a "No" answer is given.

If the same "Other" reason is given for other persons not having insurance, enter "same" in the remaining columns. For example, if for the first person you have circled "9" and entered, "Haven't been with firm long enough," enter "same" in the remaining columns if this is also given as the reason these persons do not have insurance.

If only one number is circled in C-13, mark the "Only one reason" box in C-15. If more than one number is circled, ask C-15 and circle the number given as the main reason this person is not covered by health insurance. Also ask C-15 if only "9" is circled in C-13 but more than one "other" reason is entered, or if "9" is circled in addition to another number in C-13.

In C-15, if the response is "9 - Other" and the same reason is given as was entered in C-13, circle "9" in C-15 and enter "same as C-13" on the "SPECIFY" line.

## 20.5 Section D: Income Assistance

This section contains questions on several types of income assistance programs, e.g., Aid to Families with Dependent Children (AFDC/ADC), Supplemental Security Income (SSI), Medicaid, etc. Complete Section D in the same manner that Section C was completed, i.e., ask the questions in one section bordered by gray for all Sample Persons before going to the next section.

**D. INCOME ASSISTANCE**

<p>D-1. (Does/Do) (name(s) of all SP's in family) now receive assistance through the "Aid to Families with Dependent Children" Program, sometimes called "AFDC" or "ADC"?</p> <p style="text-align: center;"><input type="checkbox"/> Yes      <input type="checkbox"/> No (D-3)      <input type="checkbox"/> DK (D-3)</p>	
<p>D-2. ASK FOR EACH SP: Is --- included in the AFDC assistance payment?</p>	<p>D-2    227 <input checked="" type="checkbox"/> 1 Yes    2 <input type="checkbox"/> No    3 <input type="checkbox"/> DK</p>

The "Aid to Families with Dependent Children" program was set up many years ago as an amendment to the Social Security Act and is known as AFDC and as ADC. Payments are based upon family income and number of dependent children. We are interested in identifying the family unit, that is, the adult and children, for whom these payments are intended.

As in question C-6, substitute the names of all sample persons in the family when asking this, and most of the remaining questions.

If, after asking question D-2, the respondent has not identified the adult AND the child(ren), probe to determine the adult whose name the checks are in or the child(ren) the money is for and mark the "AFDC" box in all appropriate columns.

<p>D-3. (Does/Do) (name(s) of all SP's) now receive the "Supplemental Security Income" or "SSI" gold-colored check?</p> <p style="text-align: center;"><input type="checkbox"/> Yes      <input type="checkbox"/> No (D-5)      <input type="checkbox"/> DK (D-5)</p>	
<p>D-4. ASK FOR EACH SP: Does --- receive this check?</p>	<p>D-4    228 <input checked="" type="checkbox"/> 1 Yes    2 <input type="checkbox"/> No    3 <input type="checkbox"/> DK</p>

The "Supplemental Security Income" program provides monthly checks to individuals in financial need who are 65 and over and to people in need at any age who are blind or disabled. Question 22 provides data on persons receiving these benefits which is useful in implementing the program.

Mark the box(es) only for the person(s) who receives the check.

<p>D-5. There is a national program called Medicaid which pays for health care for persons in need. (In this State it is also called _____.) During the past 12 months, (has/have) (name(s) of SP's) received health care which has been or will be paid for by Medicaid (or _____)?</p> <p style="text-align: center;"><input type="checkbox"/> Yes      <input type="checkbox"/> No (D-7)      <input type="checkbox"/> DK (D-7)</p>	
<p>D-6. ASK FOR EACH SP: Did --- receive this care?</p>	<p>D-6    229 <input checked="" type="checkbox"/> 1 Yes    2 <input type="checkbox"/> No    3 <input type="checkbox"/> DK</p>

Questions D-5 through D-9 determine which persons in the household are eligible to and/or have received Medicaid benefits during the past 12 months. This information is useful to planners of the Medicaid program.

Since Medicaid is known by a different name in some states, you must provide the respondent with the name of the program in the appropriate state. Include the parenthetical sentence in D-5 and also the parenthetical phrase at the end of the question when you are interviewing in one of these states. Your Supervisor will provide you with the state's name for the program. For example, when asking question D-5 in California, you would say, "In this State it is also called Medi-cal." Then read the question, "During the past 12 months, ... paid for by Medicaid or Medi-cal?"

<p>D-7 (Does/Do) (name(s) of all SP's) now have a Medicaid (or _____) card which looks like this? SHOW MEDICAID CARD.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No (D-10)      <input type="checkbox"/> (D-10)</p>	
<p>D-8. ASK FOR EACH SP: Does --- have a Medicaid (or _____) card?</p>	<p>D-8 (230) <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> DK</p>
<p>ASK FOR EACH SP WITH "YES" IN D-8. D-9. May I please see ---'s (and ---'s ...) card(s)? MARK APPROPRIATE BOX(ES) IN EACH SP's COLUMN, BEFORE ASKING D-10.</p>	<p>D-9 (231) <input type="checkbox"/> Medicaid card seen              1 <input type="checkbox"/> Current              2 <input type="checkbox"/> Expired              3 <input type="checkbox"/> No card seen              4 <input type="checkbox"/> Other card seen              5 _____                              SPECIFY</p>

Ask questions D-7 through D-9 for all sample persons, regardless of the answers to questions D-5 and D-6, using both "Medicaid" and the state name for the program (if applicable) in D-7. Show the respondent the sample Medicaid card for the state in which you are interviewing.

In some states persons participating in certain health care programs may have cards which identify them as being eligible for Medicaid but are different from the card you show them. If a person has such a card, consider this a "Yes" response to D-7.

If the respondent does not know whether or not some family members have a card, write in the verbatim response to D-7. Enter "DK" in D-8 for those persons for whom the information is not known and go to D-9 for those persons who are known to have a card. However, if the status of the entire family is unknown, mark "DK" in D-7 and go directly to question D-10.

Ask to see the Medicaid cards for all persons with the "Yes" box marked in question D-8. Insert the names of all these persons so that the respondent only needs to make one trip to get the cards.

If you are shown a Medicaid card the same as your sample card, mark the "Medicaid card seen" box in D-9 in that person's column. Refer to the expiration date on the Medicaid card and also mark "Current" or "Expired" based on the date of interview. A card is considered "current" until the end of the day listed, or through the last day of the month listed if no day is specified. Mark the "Expired" box if the date or month on the card has passed.

Mark the "No card seen" box if the respondent does not show you a card for a person with "Yes" marked in D-8.

If the card you are shown is not a Medicaid card, or if the card shows eligibility for Medicaid but is different from your sample card, mark the "Other card seen" box and specify the type of card and the expiration date, if any. Do not ask for a Medicaid card.

If you are shown a Medicaid card from a state other than the one in which this family now resides, do not mark a box but footnote this information and specify in the footnote whether the card is current or expired.

D-10. (Is/Are) (name(s) of all SP's) now covered by any other public assistance program that pays for health care? <input type="checkbox"/> Yes <input type="checkbox"/> No (D-12) <input type="checkbox"/> DK (D-12)		
D-11. ASK FOR EACH SP: Is --- covered?	D-11	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes <input type="checkbox"/> 2 <input type="checkbox"/> No <input type="checkbox"/> 9 <input type="checkbox"/> DK

These questions obtain data on persons covered by other public assistance programs, such as welfare, which may provide health care benefits in certain cases.

If the respondent reports more than one type of public assistance program, mark the "Yes" box in D-11 for each sample person who is covered by one or more of these programs.

D-12. (Does/Do) (name(s) of all SP's) now receive military retirement payments from any branch of the Armed Forces or a pension from the Veteran's Administration? Do not include VA disability compensation. <input type="checkbox"/> Yes <input type="checkbox"/> No (D-15) <input type="checkbox"/> DK (D-15)		
D-13. ASK FOR EACH SP: Does --- receive these payments or the pension?	D-13	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes <input type="checkbox"/> 2 <input type="checkbox"/> No <input type="checkbox"/> 9 <input type="checkbox"/> DK
ASK FOR EACH PERSON WITH "YES" IN D-13. D-14. Which does --- receive; the Armed Forces retirement, the VA pension, or both?	D-14	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> AF <input type="checkbox"/> 2 <input type="checkbox"/> VA <input type="checkbox"/> 3 <input type="checkbox"/> Both

Definitions

1. Military retirement payments -- Payments made by the Federal government to persons who retired from military service after 20 or more years (sometimes called "career" soldiers/sailors/ etc.) or their survivors.
2. Pensions from the Veterans Administration, as distinguished from military retirement payments, are based on need, number of dependents, and nonservice-connected disabilities, or age.

Ask question D-13 only if the answer to D-12 is "Yes;" otherwise skip to question D-15. As indicated, ask question D-14 only for sample persons who answer "Yes" in D-13.

<p>D-15. (Is/Are) (name(s) of all SP's) now covered by CHAMP-VA, which is medical insurance for dependents or survivors of disabled veterans?</p> <p style="text-align: center;"><input type="checkbox"/> Yes      <input type="checkbox"/> No (D-17)      <input type="checkbox"/> DK (D-17)</p>	
<p>D-16. ASK FOR EACH SP: Is --- covered by CHAMP-VA?</p>	<p>D-16    <input checked="" type="radio"/> 1 Yes    2 <input type="checkbox"/> No    9 <input type="checkbox"/> DK</p>

Definition

CHAMP-VA (Civilian Health and Medical Program of the Veterans Administration) -- This program provides medical care for the spouse, dependents, or survivors of a veteran who had a service-connected disability.

Ask question D-16 only if the answer to D-15 is "Yes;" otherwise skip to D-17.

<p>D-17. (Is/Are) (name(s) of all SP's) now covered by any other program that provides health care for military dependents or survivors of military persons?</p> <p style="text-align: center;"><input type="checkbox"/> Yes      <input type="checkbox"/> No (D-19)      <input type="checkbox"/> DK (D-19)</p>	
<p>D-18. ASK FOR EACH SP: Is --- covered?</p>	<p>D-18    <input checked="" type="radio"/> 1 Yes    2 <input type="checkbox"/> No    9 <input type="checkbox"/> DK</p>

Instructions

Include any other military programs that provide health care for military dependents or survivors (such as CHAMPUS -- Civilian Health and Medical Program for the Uniformed Services).

Ask question D-18 only if the answer to D-17 is "Yes;" otherwise skip to question D-19.

<p>D-19. CHECK ITEM: REFER TO B-3 AND B-11 AND MARK FIRST APPLICABLE BOX.</p>	<p>D-19    <input checked="" type="radio"/> 1 Under 17 years (NEXT SP)  <input type="checkbox"/> 2 "No" in B-11 (NEXT SP)  <input type="checkbox"/> 3 "Yes" in B-11 (D-20)</p>
---	--

As indicated, refer to the person's age and to question B-11 on pages 2-3. Mark the first applicable box for the first Sample Person and ask questions D-20-21 as appropriate before going to D-19 for the next Sample Person.

D-20. Does --- have a disability related to --- service in the Armed Forces of the United States?	D-20	<input checked="" type="radio"/> 1 <input type="checkbox"/> Yes (D-21) 2 <input type="checkbox"/> No (NEXT SP)
D-21. Does --- now receive compensation for this disability from the Veteran's Administration?	D-21	<input checked="" type="radio"/> 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No

### Definitions

1. Service-related disability -- A disability caused by injury or illness which must have been incurred in or aggravated by active duty service in the Armed Forces of the United States.
2. Disability compensation -- Veterans who qualify for disability compensation are entitled to receive monthly payments which vary in amount depending upon the degree of disability.

Ask question D-20 only for those SP's for which box in D-19 Check Item is not marked.

### 20.6 Section E: Housing and Income

The information to be collected on pages 10-11 will provide additional social and economic variables to aid in the analysis of the health data.

After completing the Health Insurance section for the family, continue to page 10, question E-1. Unlike the previous questions, you will be recording responses for the family as a whole, not for each sample person. Read carefully the definitions that follow.

### Definitions

Room -- Includes only whole rooms suitable or used for living purposes; such as living rooms, dining rooms, kitchen, finished basement or attic rooms, recreation room, permanently enclosed porches, bedrooms. Count as a separate room a dinette, kitchenette, or "half-room" which is partitioned off from floor to ceiling; but count as only one room a kitchenette or dinette separated only by shelves or cabinets. Rooms equipped with movable partitions from floor to ceiling are separate rooms.

Do not count bathrooms, strip or pullman kitchens, halls or foyers, alcoves, pantries, laundries, closets or storage space, unused basement or attic rooms not suitable for living quarters, or porches (unless they have been permanently enclosed and are suitable for year-round use.

Bedroom -- A room intended primarily to be slept in. In some houses, the upper floor can be made into one or more bedrooms; consider such quarters as bedrooms only if they are finished off. Do not count as a bedroom a combination bedroom-living room or a den which is intended primarily for purposes other than sleeping.

Kitchen facilities -- Do not count portable working equipment; do not include as a refrigerator an ice box or other non-mechanical coolers.

E. HOUSING AND INCOME

E-1. How many rooms are in this ---? Count the kitchen but not the bathroom.	E-1 (240) _____ Rooms number
--	---------------------------------

When asking question E-1, use an applicable term, such as trailer, house, apartment, your living quarters, etc. If there are several housing units in a structure, make sure that the rooms you are counting are only for the housing unit where you are interviewing.

E-2. 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?	E-2 (241) 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
--	--

Question E-2 deals with kitchen facilities in the house or living quarters. Use the parenthetical "these living quarters" when "house" does not apply.

E-3. What is the main fuel used for heating this home?	E-3 (242) 01 <input type="checkbox"/> Oil 02 <input type="checkbox"/> Natural gas 03 <input type="checkbox"/> Electricity 04 <input type="checkbox"/> Bottled gas (propane) 05 <input type="checkbox"/> Kerosene 06 <input type="checkbox"/> Wood 07 <input type="checkbox"/> Coal 08 <input type="checkbox"/> Other 09 _____ SPECIFY 00 <input type="checkbox"/> No fuel used
--	--

This question, as well as E-4 through E-6, refer to the family for which you are completing this Family Questionnaire. These questions refer to the living quarters occupied by this family, not the living quarters of any other family unit in the household.

Ask question E-3 and wait for the respondent to answer. If s/he is unsure or the answer is unclear to you, read the response categories to the respondent. Mark only one box.



<p>E-4. What is the main heating equipment for this home?</p>	<p style="text-align: right;">E-4</p> <p style="text-align: right;">(243)</p> <p>01 <input type="checkbox"/> Steam or hot water with radiators or convectors</p> <p>02 <input type="checkbox"/> Central warm air furnace with ducts to individual rooms, or central heat pump</p> <p>03 <input type="checkbox"/> Built-in electric units (permanently installed in wall, ceiling, or base-board)</p> <p>04 <input type="checkbox"/> Floor, wall or pipeless furnace</p> <p>05 <input type="checkbox"/> Room heaters <u>with</u> flue or vent, burning oil, gas, or kerosene</p> <p>06 <input type="checkbox"/> Room heaters <u>without</u> flue or vent, burning oil, gas, or kerosene</p> <p>07 <input type="checkbox"/> Heating stove burning wood, coal, or coke</p> <p>08 <input type="checkbox"/> Fireplace(s)</p> <p>09 <input type="checkbox"/> Portable electric heater(s)</p> <p>10 <input type="checkbox"/> Other (SPECIFY) <u>11</u></p> <hr/> <p>00 <input type="checkbox"/> No heating equipment used (E-7)</p> <p>99 <input type="checkbox"/> Don't know</p>
---	--

Ask question E-4 and wait for the respondent to answer. If s/he is unsure or the answer is unclear to you, read the response categories to the respondent. Mark only one box.

<p>E-5. Are any other types of equipment used for heating this home? (IF MORE THAN ONE TYPE IS MENTIONED, MARK ONLY THE ONE USED MOST.)</p>	<p style="text-align: right;">E-5</p> <p style="text-align: right;">(244)</p> <p>01 <input type="checkbox"/> Steam or hot water with radiators or convectors</p> <p>02 <input type="checkbox"/> Central warm air furnace with ducts to individual rooms, or central heat pump</p> <p>03 <input type="checkbox"/> Built-in electric units (permanently installed in wall, ceiling, or base-board)</p> <p>04 <input type="checkbox"/> Floor, wall or pipeless furnace</p> <p>05 <input type="checkbox"/> Room heaters <u>with</u> flue or vent, burning oil, gas, or kerosene</p> <p>06 <input type="checkbox"/> Room heaters <u>without</u> flue or vent, burning oil, gas, or kerosene</p> <p>07 <input type="checkbox"/> Heating stove burning wood, coal, or coke</p> <p>08 <input type="checkbox"/> Fireplace(s)</p> <p>09 <input type="checkbox"/> Portable electric heater(s)</p> <p>10 <input type="checkbox"/> Other (SPECIFY) <u>11</u></p> <hr/> <p>00 <input type="checkbox"/> No other heating equipment used (E-7)</p>
---	--

Ask question E-5 and wait for the respondent to answer. If s/he is unsure or the answer is unclear to you, read the response categories to the respondent.

Record the "other type of equipment used for heating the home." Mark only one "other" -- the one used most.

E-6. What is the main fuel used by this additional equipment?	E-6	(245) <ul style="list-style-type: none"> <li>01 <input type="checkbox"/> Oil</li> <li>02 <input type="checkbox"/> Natural gas</li> <li>03 <input type="checkbox"/> Electricity</li> <li>04 <input type="checkbox"/> Bottled gas (propane)</li> <li>05 <input type="checkbox"/> Kerosene</li> <li>06 <input type="checkbox"/> Wood</li> <li>07 <input type="checkbox"/> Coal</li> <li>08 <input type="checkbox"/> Other <u>09</u> _____</li> </ul> SPECIFY 00 <input type="checkbox"/> No fuel used
---	-----	---

Record the type of fuel used by the equipment noted in E-5. Read the response categories following the instructions given previously for E-3 through E-5. Mark only one box.

E-7. What is the main fuel used for cooking in this home?	E-7	(246) <ul style="list-style-type: none"> <li>01 <input type="checkbox"/> Oil</li> <li>02 <input type="checkbox"/> Natural gas</li> <li>03 <input type="checkbox"/> Electricity</li> <li>04 <input type="checkbox"/> Bottled gas (propane)</li> <li>05 <input type="checkbox"/> Kerosene</li> <li>06 <input type="checkbox"/> Wood</li> <li>07 <input type="checkbox"/> Coal</li> <li>08 <input type="checkbox"/> Other <u>09</u> _____</li> </ul> SPECIFY 00 <input type="checkbox"/> No fuel used
---	-----	---

Record the type of fuel used for cooking. We are interested only in the main fuel "used for cooking in this home." Probe if necessary for the main fuel. Mark only one box. Read the response categories following the instructions given previously for E-3 through E-6.

E-8. Do you have air-conditioning -- either individual room units, a central system or evaporative cooling?	E-8	(247) <ul style="list-style-type: none"> <li>1 <input type="checkbox"/> Yes</li> <li>2 <input type="checkbox"/> No (E-10)</li> </ul>
---	-----	--

In some parts of the country, there may be other systems for cooling the air; if any of these are reported, do not mark a box in E-8, but enter a footnote with the respondent's verbatim response.

E-9. Which do you have?	E-9	(248) <ul style="list-style-type: none"> <li>1 <input type="checkbox"/> Individual room unit</li> <li>2 <input type="checkbox"/> Central air-conditioning</li> <li>3 <input type="checkbox"/> Evaporative cooling</li> </ul>
-------------------------	-----	--

Record the type of air conditioning available in the living quarters occupied by the family you are questioning.

If the respondent reports a type of air conditioning not listed record his/her verbatim response.

<p>E-10. Was the total combined family income during the past 12 months – that is, yours, (read names of all family members, including Armed Forces members living at home) more or less than \$20,000? Include money from jobs, Social Security, retirement income, unemployment payments, public assistance, and so forth. Also include income from interest, dividends, net income from business, farm or rent, and any other money income received.</p>	<p>E-10</p>	<p>(248) 1 <input type="checkbox"/> \$20,000 or more (HAND CARD F-3) 2 <input type="checkbox"/> Less than \$20,000 (HAND CARD F-4)</p>																														
<p>READ PARENTHETICAL PHRASE IF ARMED FORCES MEMBER LIVING AT HOME OR IF NECESSARY.</p> <p>E-11. Of those income groups, which letter best represents the total combined family income during the past 12 months (that is, yours, (read names, including Armed Forces members living at home))? Include wages, salaries, and the other items we just talked about.</p>	<p>E-11</p>	<p>(250)      <u>CARD F-4</u>                      <u>CARD F-3</u></p> <table border="0"> <tr> <td>01 <input type="checkbox"/> A</td> <td>11 <input type="checkbox"/> K</td> <td>21 <input type="checkbox"/> U</td> </tr> <tr> <td>02 <input type="checkbox"/> B</td> <td>12 <input type="checkbox"/> L</td> <td>22 <input type="checkbox"/> V</td> </tr> <tr> <td>03 <input type="checkbox"/> C</td> <td>13 <input type="checkbox"/> M</td> <td>23 <input type="checkbox"/> W</td> </tr> <tr> <td>04 <input type="checkbox"/> D</td> <td>14 <input type="checkbox"/> N</td> <td>24 <input type="checkbox"/> X</td> </tr> <tr> <td>05 <input type="checkbox"/> E</td> <td>15 <input type="checkbox"/> O</td> <td>25 <input type="checkbox"/> Y</td> </tr> <tr> <td>06 <input type="checkbox"/> F</td> <td>16 <input type="checkbox"/> P</td> <td>26 <input type="checkbox"/> Z</td> </tr> <tr> <td>07 <input type="checkbox"/> G</td> <td>17 <input type="checkbox"/> Q</td> <td>27 <input type="checkbox"/> ZZ</td> </tr> <tr> <td>08 <input type="checkbox"/> H</td> <td>18 <input type="checkbox"/> R</td> <td></td> </tr> <tr> <td>09 <input type="checkbox"/> I</td> <td>19 <input type="checkbox"/> S</td> <td></td> </tr> <tr> <td>10 <input type="checkbox"/> J</td> <td>20 <input type="checkbox"/> T</td> <td></td> </tr> </table>	01 <input type="checkbox"/> A	11 <input type="checkbox"/> K	21 <input type="checkbox"/> U	02 <input type="checkbox"/> B	12 <input type="checkbox"/> L	22 <input type="checkbox"/> V	03 <input type="checkbox"/> C	13 <input type="checkbox"/> M	23 <input type="checkbox"/> W	04 <input type="checkbox"/> D	14 <input type="checkbox"/> N	24 <input type="checkbox"/> X	05 <input type="checkbox"/> E	15 <input type="checkbox"/> O	25 <input type="checkbox"/> Y	06 <input type="checkbox"/> F	16 <input type="checkbox"/> P	26 <input type="checkbox"/> Z	07 <input type="checkbox"/> G	17 <input type="checkbox"/> Q	27 <input type="checkbox"/> ZZ	08 <input type="checkbox"/> H	18 <input type="checkbox"/> R		09 <input type="checkbox"/> I	19 <input type="checkbox"/> S		10 <input type="checkbox"/> J	20 <input type="checkbox"/> T	
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Questions E-10 and E-11 are asked because differences in income often indicate differences in the ability to obtain adequate health care or differences in the ability to afford food for adequate diets to prevent diseases, such as malnutrition in children. These questions will also enable analysts to determine the relationship of family income and family size in order to identify poverty levels and relate this to other health variables, the utilization of health services, etc.

Definition

Family Income -- The money income before deducting the taxes, retirement, insurance, union dues, etc. This includes the income of the reference person plus that of all his/her relatives who are currently household members, including Armed Forces members living at home and children.

1. Income includes:
  - a. Wages and salaries including tips, commissions, Armed Forces pay, and cash bonuses.
  - b. Net income from unincorporated businesses, professional practices, or farms, or from rental property. ("Net" means after deducting business expenses, but before deducting personal taxes.)
  - c. Social Security or Supplemental Security income.

- d. Retirement, disability, and survivor pensions.
  - e. Interest and dividends.
  - f. Cash public assistance payments (welfare), excluding food stamps.
  - g. Veteran's payments.
  - h. Unemployment or workmen's compensation.
  - i. Alimony and child support.
  - j. Money regularly received from friends or relatives not living in the household.
  - k. Other periodic money income.
2. Income does NOT include:
- a. Income "in kind," such as the value of room and board, free meals in restaurants, food stamps, free or reduced rent, value of crops produced by a farmer but consumed by his/her family, etc.
  - b. Lump sum payments of any kind, such as insurance payments, inheritances, or retirement.
  - c. Occasional gifts of money from persons not living in the household or any exchange of money between relatives living in the same household.
  - d. Money received from selling one's own house, car, or other personal property.
  - e. Withdrawal of savings from banks, retirement funds, or loans.
  - f. Tax refunds or any other refund or rebate.
  - g. Money received from other non-family (not related) household members.

Be sure the respondent understands that we are interested in the income for the past 12 months, not for the last calendar year.

Be sure to include all family members, as even a child could receive income (savings account interest, AFDC payments, etc.). Do not include the income of unrelated household members as this will be obtained on the questionnaire(s) prepared for each family containing sample persons.

Record answer to E-10 and hand the respondent the appropriate card -- \$20,000 or more (HAND CARD F-3); less than \$20,000 (HAND CARD F-4).

After you ask question E-10 (and/or E-11), give the respondent enough time to prepare an estimate and mark the appropriate box. When necessary, help the respondent obtain the total by summing the income of several family members or the income from several sources.

If the income is reported in terms of a periodic (weekly, monthly, etc.) paycheck, be sure the respondent understands that we are interested in the amount before taxes and other deductions, not the take-home amount. Help compute the yearly total, if necessary.

If the respondent is living alone or with no other relatives, include his/her income only.

Include the income of an Armed Forces member who is living at home with the family even though we do not record health information about him/her. If s/he is not living at home, include as family income any allotments and other money received by the family from this person. Always read the phrase in braces if there is an Armed Forces member living at home. Also read this phrase at any other time you feel it is necessary.

"Zero" income, break-even, or loss reported in E-11 -- When no one in the family had income or when a "loss" or "broke even" was reported as the total income for the family, mark box A. Before accepting an answer of "No income," be sure the respondent understands all of the categories counted as income.

If the respondent is not sure of the income (E-10 and/or E-11), try to get the best estimate s/he can give. In difficult cases, you may have to help the respondent. Find out who worked during the past 12 months, how much they made a week, etc.; find out who operated a business or farm; or who received any pension, dividends, etc. If the response is still "Don't know," enter "DK" in E-10 and E-11.

If the respondent refuses to answer an income question make a statement such as the one listed below:

"Income is important in analyzing the health information we collect. For example, this information helps us to learn whether persons in one income group use certain types of medical care services or have certain conditions more or less often than those in another group."

If the respondent still does not or will not answer questions E-10 and E-11 for some reason, enter "Ref." and footnote the reason(s) for refusal; then ask the next question.

E-12. Did any members of this family receive any Government food stamps in any of the past 12 months? (That is, from (name of month) last year, up through (name of month) this year.)	E-12	(251) 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No (E-20)
---	------	---

Questions E-12 through E-20 deal with the Federal food stamp program where eligible persons may purchase coupons, called food stamps, which are used instead of cash to purchase food in regular grocery stores or supermarkets. Eligible households pay less for the food stamps than their face value, thereby getting some extra spending power at the store.

In question E-12, "this family" refers only to persons in the family for which you are completing this questionnaire; however, this does not include any persons who do not live in this housing unit (who are not household members). This question is asked of everyone. It asks whether any member of the family got any food stamps during any of the 12 months prior to the interview. If the interview is in June 1982, the time period we are talking about is from June 1981 up through May 1982. It is important that you establish the correct time period for the respondent, since later questions are asked about the same time period.

If response is "No" skip to question E-20.

E-13. In how many months of the past 12 months did any member of this family receive food stamps?	E-13	(252) _____ Months NUMBER
---	------	------------------------------

Asks for the number of months any member of the family received food stamps during the same 12 months as in E-12.

E-14. Did this family receive any Government food stamps in (name of last month)?	E-14	(253) 1 <input type="checkbox"/> Yes (E-16) 2 <input type="checkbox"/> No
---	------	---

Asks about whether any family member got food stamps in the calendar month before the interview.

If response is "Yes" skip to E-16.

E-15. In which month did any member of this family <u>last</u> receive food stamps? SPECIFY NAME OF MONTH.	E-15	(254) _____ MONTH
---	------	----------------------

As indicated, this question is asked only if the family received food stamps in any month of the last 12 months other than the last.

E-16. For how many persons were those food stamps authorized?	E-16	(255) _____ Persons NUMBER
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This is the number of people eligible for food stamps last month. The face value of the food stamps is determined by the number of eligible people, so the respondent should be able to answer this question easily.

E-17. What was the total face value of those food stamps received by this family in (last month/month in E-15)?	E-17	(256) \$ _____ .00
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The "face value" is the amount the food stamps are worth at the store.

Notice that the reference time period for this question, as well as E-18 and E-19 is only one month.

E-18. Did this family spend more for food (last month/month in E-15) than the value of your food stamps?	E-18	(257) 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No (E-20)
E-19. How much more?	E-19	(258) \$ _____ .00

Questions E-18 and E-19 are skipped if the family did not get any food stamps during any of the 12 months prior to the interview.

E-20. Is your family receiving food stamps at the present time?	E-20	(259) 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
---	------	--

This question is asked of everyone. It asks whether the household is getting food stamps in the month during which the interview is conducted. If the household has not yet purchased or got food stamps this month, ask if they plan to.

## Chapter 21

### GENERAL INSTRUCTIONS AND DEFINITIONS FOR THE SAMPLE PERSON QUESTIONNAIRE

#### 21.1 General Instructions

General instructions which pertain to both the Adult and Child Sample Person Questionnaires are discussed in this section. Definitions of terms used in both questionnaires are given in Section 21.2, General Definitions. The definitions are for your information; do not define terms for the respondents.

##### 21.1.1 Introductions

The questionnaires do not contain written introductions. Whenever you switch respondents, for example, after completing a screener or on a return visit to the household, introduce yourself to the new respondent. Use the brochure to introduce the study. Determine which language to use in conducting the interview by following the procedures discussed in Part IV of this Manual.

##### 21.1.2 Answer Categories

As you become familiar with the questionnaire, you will notice that there are many questions which ask the respondent about time; that is, how long ago something happened, or how old someone was when something happened. You will also notice that the answer categories are broad rather than specific. Sometimes, the questionnaire tells you to probe using these broad categories; other times, it does not.

We want you to follow these general steps when asking time-related questions:

1. Read the question as worded; and
2. If the respondent says, "I don't know," etc., probe using the broad answer categories.

As an example, question 9A of the Adult Sample Person Questionnaire is:

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<b>A9. Now I would like to ask you some questions about your last visit to the (place in A7). How long has it been since that visit?</b>	<div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto 10px auto; display: flex; align-items: center; justify-content: center;">128</div> <ul style="list-style-type: none"><li>1 <input type="checkbox"/> less than 1 month</li><li>2 <input type="checkbox"/> 1 mo., less than 6 mos.</li><li>3 <input type="checkbox"/> 6 mos., less than 1 yr.</li><li>4 <input type="checkbox"/> 1 yr., less than 5 yrs.</li><li>5 <input type="checkbox"/> 5 or more years</li><li>9 <input type="checkbox"/> DK</li></ul>
--	--

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To an "I don't know" response, the interviewer should say, "Would you say that it was less than one month ago?" (Pause for a response) "One month but less than six month ago?" (Pause for a response) and so on. When the respondent indicates that you have defined the appropriate category, mark that category and go on to the next question, skipping the remaining categories.

### 21.1.3 Special Sections of the Questionnaires

The last section of both the Adult and Child Sample Person Questionnaires is called Medicine/Vitamin MEC. As the name implies, this section is to be administered in the Mobile Examination Center (MEC), not in the household.

The next to the last section in the Child Sample Person Questionnaire is called Sample Child Self-Response. After administering all previous sections with a proxy respondent for the child, ask to talk with the child and at that time administer the Sample Child Self-Response section.

If the sample child is not available, you will not return to the household to interview him/her unless you need to return to complete other Sample Person Questionnaires. Return trips will not be made just to obtain Sample Child Self-Response Sections.

## 21.2 General Definitions

Doctor - See medical doctor.

Doctor's Assistant - Any person who provides health care and who works with or for one or medical doctors. Nurses, nurse practitioners, paramedics, medics, and physical therapists working with or for a medical doctor(s) are some examples of doctor's assistants.

Doctor's office - See Health Care Facilities.

### Doctor visits

Include both personal visits and telephone conversations, as follows:

- Visits for health care advice made to a doctor or doctor's assistant at a doctor's office, a clinic, a hospital emergency room, or an out-patient department of a hospital where a person goes for a treatment or examination even though a doctor may not have been seen.
- A visit by the doctor or doctor's assistant to the respondent.
- Physicals for athletes or the U.S. Armed Services.
- Telephone calls to or from a doctor or assistant for the purpose of discussing the person's health. Include a call to or from a doctor or assistant for obtaining or renewing a prescription or a call to obtain the results of tests or x-rays.

- Obtaining medical advice from a family member or friend who is a doctor, even if this is done on an informal basis.

Exclude, as visits, the following:

- Visits made by a doctor or assistant while the person was an overnight patient in the hospital.
- Visits to the school nurse (up through the 12th grade) or the clinic at work where the person seen was not working with or for a medical doctor.
- Visits for shots or examinations (such as x-rays) administered on a mass basis. Thus, if it is volunteered that the person went to a clinic, a mobile unit, or some similar place to receive an immunization, a chest x-ray or a certain diagnostic procedure which was being administered identically to all persons who were at the place for this purpose, do not count this as a doctor visit. Do not include immunization or examinations administered to children in schools on a mass basis as doctor visits. (Physicals for athletes or the U.S. Armed Services are NOT considered mass visits; count these as doctor visits.)
- Laboratory visits, unless the person sees a medical doctor as part of the laboratory visit, and/or the person receives some kind of medical treatment, advice, or diagnosis from a doctor or doctor's assistant as part of the laboratory visit. Treatment could include for example, physical therapy or radiation treatment.
- Calls for appointments, inquiries about a bill, calls made by a pharmacist to a doctor to renew prescriptions, or calls made between the person and a pharmacist, or any other type of call not directly related to the person's health.

Health Care Facilities - Include as usual places for routine care:

- Home - Any place the person was staying at the time of the doctor's visit. It may be his/her own home, the home of a friend, a hotel room, etc. Be sure respondent does not mean that s/he goes to the doctor's office.
- Doctor's Office - The office of a doctor in private practice. This may be an office in the doctor's home, an individual office in an office building, or a suite of offices occupied by several doctors. This category also includes "doctor's clinic," meaning the offices of a group of doctors.
- Company or School Clinic - A company or plant doctor's office or clinic which is operated solely for the employees of that company or industry; or a clinic at a school for the use of students.

- Hospital Outpatient Clinic - A unit of a hospital where persons may go for medical care without being admitted as an inpatient.
- Migrant Clinic - Clinic set up to serve migrant farm workers.
- Other Clinic - A clinic other than a company or school, hospital outpatient, or migrant clinic. Enter all available information.
- Hospital Emergency Room - A unit of a hospital where persons may receive medical care, usually of an urgent nature, without or before being admitted as an inpatient.
- Community, Neighborhood, or Family Health Center A public or private ambulatory facility generally sponsored by a unit of local government (sometimes receiving Federal funding). They provide medical care only to residents of a particular area.
- HMO/Prepaid Group - This is a type of medical care facility that provides care only to members of a Health Maintenance Organization ("prepaid group") health plan. Do not probe for this information unless the respondent appears to be confusing this type of facility with some other type of clinic or health center.

Medical Doctor - Refers to both medical doctors (M.D.'s) and osteopathic physicians (D.O.'s). Medical doctors include general practitioners and all types of specialists, such as ophthalmologists, psychiatrists, pediatricians, gynecologists, internists, etc.

Do not include as medical doctors any persons who do not have an "M.D." or "D.O." degree, such as dentists, chiropractors, chiropodists, podiatrists, naturopaths, Christian Science healers, opticians, optometrists, or psychologists, etc.

School - Includes both "regular" and "nonregular" schools. Schools of both types may be either day or night schools, and attendance may be part-time or full-time.

- Regular schools - Public or private institutions at which students receive a formal, graded education. In regular schools, students attend class to achieve an elementary or high school diploma, or a college, university, or professional school degree.
- Nonregular schools - Public or private institutions such as vocational, business or trade schools, technical schools, nursing schools (other than university-based nursing schools where students work toward a degree), beautician and barber schools, and so forth. Nonregular schools also include special schools for the handicapped or mentally retarded where students are not working toward a degree or diploma.

## Usual Activities

- Working - Include the following as working:

Working for pay (wages, salary, commission, piecework rates, tips, or "pay-in-kind" such as meals, living quarters, or supplies provided in place of cash wages).

Working for profit or fees in one's own business, professional practice, partnership, or farm even though the efforts may produce a financial loss.

Working without pay in a business or farm operated by a related household member.

If the respondent volunteers that his/her major activity during most of the past 12 months was service in the Armed Forces, consider this to be "working."

Working as an employee of the National Guard or Department of Defense.

Participating in "exchange work" or "share work" on a farm.

- Keeping house - Any type of work around the house, such as cleaning, cooking, maintaining the yard, caring for own children or family, etc. This applies to both men and women.
- Going to school - Includes full-time or part-time attendance at any type of public or private day or night educational establishment both in and out of the regular school system, such as high school, college, vocational schools, and special schools for the handicapped and mentally retarded. (See definitions of "school" elsewhere in General Definitions.)

Usual Place for Routine Care - See Health Care Facilities.

## Chapter 22

### ADULT SAMPLE PERSON QUESTIONNAIRE

You will use this questionnaire to interview sample persons who are ages 12-74 (or their proxies). Review the discussion of the use of proxies in Section 12.3.1 of this Manual.

#### 22.1 Cover Page

WESTAT ID No:	<div style="border: 1px solid black; padding: 2px;"> <span style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px;">100</span> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-bottom: 1px solid black;">Stand No.</td> <td style="width: 33%; border-bottom: 1px solid black;">Segment No.</td> <td style="width: 33%; border-bottom: 1px solid black;">Serial No.</td> </tr> </table> </div>	Stand No.	Segment No.	Serial No.	<div style="border: 1px solid black; padding: 2px;"> <span style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px;">107</span> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">Family No.</td> </tr> </table> </div>	Family No.	<div style="border: 1px solid black; padding: 2px;"> <span style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px;">108</span> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">SP No.</td> </tr> </table> </div>	SP No.
Stand No.	Segment No.	Serial No.						
Family No.								
SP No.								
NCHS ID No:	<div style="border: 1px solid black; padding: 2px;"> <span style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px;">101</span> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">-----</td> </tr> </table> </div>			-----				
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<div style="border: 1px solid black; padding: 2px;"> <span style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px;">109</span> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">NAME (First, Middle, Last)</td> </tr> </table> </div>	NAME (First, Middle, Last)	<div style="border: 1px solid black; padding: 2px;"> <span style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px;">110</span> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">SEX</td> </tr> <tr> <td>1 <input type="checkbox"/> Male</td> </tr> <tr> <td>2 <input type="checkbox"/> Female</td> </tr> </table> </div>	SEX	1 <input type="checkbox"/> Male	2 <input type="checkbox"/> Female	<div style="border: 1px solid black; padding: 2px;"> <span style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px;">111</span> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">AGE</td> </tr> </table> </div>	AGE
NAME (First, Middle, Last)							
SEX							
1 <input type="checkbox"/> Male							
2 <input type="checkbox"/> Female							
AGE							

<div style="border: 1px solid black; padding: 2px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">INTERVIEWER NAME:</td> </tr> </table> </div>	INTERVIEWER NAME:		<div style="border: 1px solid black; padding: 2px;"> <span style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px;">112</span> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">NO.</td> </tr> </table> </div>	NO.	
INTERVIEWER NAME:					
NO.					
<div style="border: 1px solid black; padding: 2px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">REVIEWER NAME:</td> </tr> </table> </div>	REVIEWER NAME:		<div style="border: 1px solid black; padding: 2px;"> <span style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px;">113</span> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">NO.</td> </tr> </table> </div>	NO.	
REVIEWER NAME:					
NO.					

**LANGUAGE OF INTERVIEW**

108

1  English

2  Spanish

**TIME BEGAN**

102 - 103

\_\_\_\_ : \_\_\_\_

1  am

2  pm

---

**TIME ENDED**

104 - 105

\_\_\_\_ : \_\_\_\_

1  am

2  pm

**DATE OF EXAMINATION**

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Month / Day / Year

**TIME**

\_\_\_\_ : \_\_\_\_

am

pm

---

**TRANSPORTATION**

Taxi

Self

**DATE OF INTERVIEW**

114 - 118

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Month / Day / Year

On the cover page you will enter information to identify the sample person and yourself, the date of the interview, and the times you began and ended the interview. Note that the cover page identifies whether the language of the questionnaire, and therefore the interview, is English or Spanish.

The NCHS ID number, the date and time of the MEC examination, and the type of transportation to be used by the sample person to get to the MEC should be filled in on the cover page after the interview is completed according to the directions in Chapter 13.

To begin, the first line of information which you need to enter on the cover page of the questionnaire is the Westat case ID number. Section 12.3.3 of the Manual discusses how you assign case identification numbers.

On the third line, fill in the sample person's name and age from the Screener. Determine the person's sex by observation and/or by using the relationship information on the Screener; then check either Male or Female.

On the lower left side of the cover page, enter today's date as date of interview using two digits each to designate month, day, and year.

On the fourth line enter your name and your ID Number.

On the lower center section of the cover page, enter the time you began and the time you ended the interview.

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

## 22.2 Health Services (Section A)

This section contains general questions about the respondent's health as perceived by the respondent and about the respondent's activities that are health-related. Also included are questions about the respondent's usual source of health care services and the convenience of obtaining these, as well as questions about other sources of health care services.

A1. Would you say your health in general is excellent, very good, good, fair, or poor?	<p style="text-align: center;">(118)</p> <p>1 <input type="checkbox"/> excellent 2 <input type="checkbox"/> very good 3 <input type="checkbox"/> good 4 <input type="checkbox"/> fair 5 <input type="checkbox"/> poor</p>
--	---

Here we are interested in the respondent's opinion about his or her health overall.

If the respondent gives an answer other than one of the five categories listed, such as "pretty good," re-ask the question, clearly emphasizing the categories, and saying "Yes, but would you say...?"

If the second answer still does not fit one of the categories, record the response verbatim in the blank space beneath the question.

You will note that there is no box labeled DK for "don't know." If the respondent says s/he doesn't know, probe by saying "In comparison with other people your age." If the respondent still is unable to respond, enter "DK" in the blank space to the right of the answer boxes.

<p>A2. How much control do you think you have over your future health: a great deal, some, very little, or none?</p>	<p>(119) 1 <input type="checkbox"/> great deal          2 <input type="checkbox"/> some          3 <input type="checkbox"/> very little          4 <input type="checkbox"/> none          ● <input type="checkbox"/> DK</p>
--	---

The purpose of this question is to find out whether people think there are things they can do to improve or maintain their health or prevent disease. Again, we are interested in the respondent's opinion. If the respondent uses words other than the categories given, read the categories again.

<p>A3. On the average, about how many hours of sleep do you get each day, that is, during a 24-hour period?</p>	<p>(120) _____ hours          number</p>
---	--

If the respondent gives you a range (for example, eight to ten) as the answer, probe to find out what s/he thinks is the average number of hours during a typical 24-hour period. If the respondent still gives a range, record the range.

<p>A4. In your job or housework, how much of the time do you have to use lots of arm, leg, or back muscles, as in lifting, pulling, carrying, digging, and so on? Would you say: most of the time, some of the time or hardly ever or never?</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">Most of the time</td> <td style="text-align: center;">Some of the time</td> <td style="text-align: center;">Hardly ever or never</td> </tr> <tr> <td>(121)</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </table>		Most of the time	Some of the time	Hardly ever or never	(121)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	Most of the time	Some of the time	Hardly ever or never						
(121)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>						

Question A4 deals with level of activity while on the job or doing housework. The next question (A5) deals with other outside activities.

We are interested in the respondent's opinion, that is, what s/he considers to be "lots of" the stated activities. Do not offer definitions of level of activity.

<p><b>A5. Outside of your job or work around the house, how often do you take part in activities which require a lot of body movement or energy, like ball games, cycling, dancing, and so on? Would you say: frequently, sometimes, or hardly ever or never?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">Freq.</td> <td style="width: 33%; text-align: center;">Sometimes</td> <td style="width: 33%; text-align: center;">Hardly ever or never</td> </tr> <tr> <td style="text-align: center;">(122)</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </table>		Freq.	Sometimes	Hardly ever or never	(122)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	Freq.	Sometimes	Hardly ever or never						
(122)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>						

Question A5 asks about activities outside of work or housework; that is, leisure-time activities. Like question A4, question A5 solicits the respondent's opinion as to the extent of his or her activities.

<p><b>A6. Now I would like to ask you some questions about your use of health care services.</b></p> <p>Is there a particular clinic, health center, doctor's office or other place that you usually go to if you are sick or need advice about your health?</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">(123)</td> <td style="width: 33%;">1 <input type="checkbox"/> Y</td> <td style="width: 33%;">2 <input type="checkbox"/> N (A18)</td> </tr> </table>	(123)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N (A18)
(123)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N (A18)		

Question A6 determines whether or not there is a place the person usually goes to for health care. If the respondent does not answer "yes" or "no" but indicates there is more than one doctor seen, reread the question emphasizing "particular" and "usually." If the respondent still does not answer "yes" or "no," mark "N". If the person is bedridden but has a particular doctor come to the home to give medical care or advice, consider this a "yes" response.

Do not lead the respondent by referring to a "family doctor" or "regular doctor." For the definition of doctor, see General Definitions.

<p><b>A7. What kind of place is it - a clinic, a health center, a hospital, a doctor's office, or some other place?</b></p> <p>PROBE IF CLINIC: Is this a hospital outpatient clinic, a company or school clinic, a migrant clinic, or some other kind of clinic?</p> <p>PROBE IF HEALTH CENTER: Is this a community health center, neighborhood health center, a family health center, a rural health center, or some other kind of health center?</p> <p>PROBE IF HOSPITAL: Is this an outpatient clinic or meergency room?</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">(124)</td> <td style="width: 66%;"> <ul style="list-style-type: none"> <li>01 <input type="checkbox"/> home</li> <li>02 <input type="checkbox"/> doctor's office or private clinic (A9)</li> <li>03 <input type="checkbox"/> company or school clinic</li> <li>04 <input type="checkbox"/> hospital outpatient clinic</li> <li>05 <input type="checkbox"/> migrant clinic</li> <li>06 <input type="checkbox"/> other clinic <u>07</u> _____ specify</li> <li>08 <input type="checkbox"/> hospital emergency room</li> <li>09 <input type="checkbox"/> community, neighborhood, or family health center</li> <li>10 <input type="checkbox"/> rural health center</li> <li>11 <input type="checkbox"/> HMO/prepaid group</li> <li>12 <input type="checkbox"/> other place <u>13</u> _____ specify</li> </ul> </td> </tr> </table>	(124)	<ul style="list-style-type: none"> <li>01 <input type="checkbox"/> home</li> <li>02 <input type="checkbox"/> doctor's office or private clinic (A9)</li> <li>03 <input type="checkbox"/> company or school clinic</li> <li>04 <input type="checkbox"/> hospital outpatient clinic</li> <li>05 <input type="checkbox"/> migrant clinic</li> <li>06 <input type="checkbox"/> other clinic <u>07</u> _____ specify</li> <li>08 <input type="checkbox"/> hospital emergency room</li> <li>09 <input type="checkbox"/> community, neighborhood, or family health center</li> <li>10 <input type="checkbox"/> rural health center</li> <li>11 <input type="checkbox"/> HMO/prepaid group</li> <li>12 <input type="checkbox"/> other place <u>13</u> _____ specify</li> </ul>
(124)	<ul style="list-style-type: none"> <li>01 <input type="checkbox"/> home</li> <li>02 <input type="checkbox"/> doctor's office or private clinic (A9)</li> <li>03 <input type="checkbox"/> company or school clinic</li> <li>04 <input type="checkbox"/> hospital outpatient clinic</li> <li>05 <input type="checkbox"/> migrant clinic</li> <li>06 <input type="checkbox"/> other clinic <u>07</u> _____ specify</li> <li>08 <input type="checkbox"/> hospital emergency room</li> <li>09 <input type="checkbox"/> community, neighborhood, or family health center</li> <li>10 <input type="checkbox"/> rural health center</li> <li>11 <input type="checkbox"/> HMO/prepaid group</li> <li>12 <input type="checkbox"/> other place <u>13</u> _____ specify</li> </ul>		



Question A7 obtains specific information on the sources of health care services for persons who answered "yes" to question A6.

The various types of health care facilities are defined in the General Definitions. If the response is "clinic", "health center", or "hospital", ask the appropriate probe question. Mark the box which indicates the kind of place (not the name of the place).

Note also that the response category "home" refers to the respondent's home or that of a friend, a hotel room, etc. and not to the doctor's home.

<p>A8. Is there a particular person you usually see at the <u>place in A7</u>?</p>	<p>(125) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
--	--

In question A8 we want to find out whether the respondent generally goes to a particular person at the health care facility identified in A7. Only health professionals, that is, health care providers, should be considered in this question, not, for example, the receptionist. Health professionals are defined in the General Definitions. Be sure to mention the place reported in A7 so that the respondent knows that the next group of questions refers to that usual place and not to any other place where care may have been received.

<p>A9. Now I would like to ask you some questions about your last visit to the <u>place in A7</u>. How long has it been since that visit?</p>	<p>(126) 1 <input type="checkbox"/> less than 1 month          2 <input type="checkbox"/> 1 mo., less than 6 mos.          3 <input type="checkbox"/> 6 mos., less than 1 yr.          4 <input type="checkbox"/> 1 yr., less than 5 yrs.          5 <input type="checkbox"/> 5 or more years          9 <input type="checkbox"/> DK</p>
---	--

Question A9 refers only to the last visit to the usual place identified in A7 and not necessarily to the last visit for medical care. The concept of visit is discussed in the General Definitions. If the respondent is not sure how long ago s/he last visited this particular place, read the answer categories. The respondent may be able to pick the appropriate category even if s/he doesn't know exactly how long ago s/he visited this place.

<p>A10. About how long did it take you to get to the <u>place in A7</u> for that visit?</p> <p>PROBE IF NECESSARY: Would you say it took more than 30 minutes or less than 30 minutes?</p>	<p>(127) _____ minutes          number</p> <p>OR</p> <p>(128) 1 <input type="checkbox"/> more than 30 minutes          2 <input type="checkbox"/> less than 30 minutes</p>
--	--

Questions A10-A14 ask about the last visit (most recent visit) of the respondent to the place where s/he usually gets health care services.

In question A10 we are interested in the amount of time it took to go from wherever the respondent was (home or office) to the place where s/he usually gets health care services for his or her most recent visit to this place. This would include all travel time involving all modes of transportation.

If the person says that s/he "doesn't know" how long it took, ask whether it took more or less than 30 minutes and then mark the appropriate box.

A11. Did you have an appointment for that visit?	<input checked="checked" type="radio"/> (129) 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N(A13)
--	---

Self-evident.

A12. About how long was it between the time you made the appointment and the time you actually went for that visit?	<input checked="checked" type="radio"/> (130) 000 <input type="checkbox"/> less than 1 day _____ days <small>number</small>
---	---

If the respondent indicates that the appointment was made during an earlier visit to the facility, ask the amount of time between the two visits, record this amount in the space available, and indicate by a note in the space beneath the question that the appointment had been made during a previous visit.

A13. After you got to the (place in A7), about how long did you have to wait before you were taken care of at that visit?	<input checked="checked" type="radio"/> (131) - <input checked="checked" type="radio"/> (132) _____ <small>number</small> { 1 <input type="checkbox"/> minutes 2 <input type="checkbox"/> hours
---	---

We are interested in the amount of time the respondent had to wait from the time s/he arrived at the facility to the time s/he was attended to by medical personnel.

A14. What was the main reason for that visit?	DO NOT READ. <input checked="checked" type="radio"/> (133) 01 <input type="checkbox"/> A SICKNESS OR ILLNESS 02 <input type="checkbox"/> AN INJURY 03 <input type="checkbox"/> A FOLLOW-UP VISIT 04 <input type="checkbox"/> A GENERAL CHECKUP 05 <input type="checkbox"/> AN INJECTION 06 <input type="checkbox"/> FOR A PRESCRIPTION 07 <input type="checkbox"/> PRE- OR POST-NATAL CARE 08 <input type="checkbox"/> SOME OTHER REASON - 09 _____ <small>specify</small>
---	--

Question A14 asks about the main reason for the respondent's last or most recent visit to the health care facility s/he usually visits. Do not read the list of reasons; instead, assign the appropriate category depending upon what the respondent says. Using the following information define the appropriate category.

- o Mark "sickness or illness" if the person mentions the name of any disease or condition, such as arthritis, or a symptom ("I wasn't feeling well;" "I had a headache," etc.).
- o Mark "injury" if the person reports any kind of injury. An injury usually results from an accident. Some injuries may not be accidental, e.g., a war injury, a shooting, a stabbing, etc.
  - Injuries include: cuts, bruises, burns, sprains, fractures, insect stings, animal bites, sunburn, sun poisoning, heat or sun stroke, blisters, frostbite, frozen feet, and poisoning.
  - An accident is an unexpected event causing loss or injury resulting from carelessness or unavoidable causes.
- o Mark "a followup visit" if this was a regularly scheduled visit for monitoring a condition or progress following an operation, etc.
- o Mark "general checkup" if the visit was for the purpose of determining the general state of the person's health. This includes checkups for specific purposes, such as physical examinations required to obtain employment, for college entrance, to obtain insurance, periodic (yearly) general checkups, etc. However, do not classify the visit as a "general checkup" if it was a check-up or examination for a specific condition, such as when a person goes at regular intervals for a checkup for a heart condition. Classify this as a "followup visit."
- o Mark "injection" if the main reason for the visit was to receive an immunization or vaccination to prevent particular diseases. Also mark this box if the visit was for allergy shots or other regularly received shots related to a condition.
- o "For a prescription" -- mark this box if the main purpose of the visit was merely to obtain a prescription for a medication and none of the other boxes apply.
- o "Pre- or post-natal care" -- mark this box if the visit was for consultation concerning the care of the mother. Include visits to the doctor for checkups during the pregnancy and also during the period just after delivery. Do not include consultations for illnesses not related to pregnancy or delivery.





A19. Although you said you have no particular place for health care, is there a particular person you usually see when you are sick and need health care?

138 1  Y 2  N(A21)

Self-evident.

A20. Where do you usually see this person - at home, at a clinic, a health center, a hospital, a doctor's office, or some other place?

PROBE IF CLINIC: Is this a hospital outpatient clinic, a company or school clinic, a migrant clinic, or some other kind of clinic?

PROBE IF HEALTH CENTER: Is this a community health center, neighborhood health center, a family health center, a rural health center, or some other kind of health center?

PROBE IF HOSPITAL: Is this an outpatient clinic or emergency room?

139 01  home  
02  doctor's office or private clinic

03  company or school clinic  
04  hospital outpatient clinic  
05  migrant clinic  
06  other clinic 07 \_\_\_\_\_  
specify

08  hospital emergency room  
09  community, neighborhood, or family health center

10  rural health center  
11  HMO/prepaid group  
12  other place 13 \_\_\_\_\_  
specify

This question is the same as A7. See specifications for A7. These types of places are defined in the General Definitions.

A21. Now I would like to ask you some questions about your last visit to any clinic, health center, doctor's office or other place for health care. How long has it been since your last visit for health care?

140 1  less than 1 month  
2  1 mo., less than 6 mos.  
3  6 mos., less than 1 yr.  
4  1 yr., less than 5 yrs.  
5  5 or more years  
6  never (A30)  
9  DK

In question A21 we are interested in the last visit by the respondent to a place for health care. The concept of visit is discussed in the General Definitions.

<p><b>A22. What kind of place did you visit that time - was it a clinic, a health center, a hospital, a doctor's office, or some other place?</b></p> <p>PROBE IF CLINIC: Was this a hospital outpatient clinic, a company or school clinic, a migrant clinic, or some other kind of clinic?</p> <p>PROBE IF HEALTH CENTER: Was this a community health center, neighborhood health center, a family health center, a rural health center, or some other kind of health center?</p> <p>PROBE IF HOSPITAL: Was this an outpatient clinic or emergency room?</p>	<p>(141) 01 <input type="checkbox"/> home  02 <input type="checkbox"/> doctor's office or private clinic</p> <p>03 <input type="checkbox"/> company or school clinic  04 <input type="checkbox"/> hospital outpatient clinic  05 <input type="checkbox"/> migrant clinic  06 <input type="checkbox"/> other clinic <u>07</u> _____  specify</p> <p>08 <input type="checkbox"/> hospital emergency room  09 <input type="checkbox"/> community, neighborhood, or family health center</p> <p>10 <input type="checkbox"/> rural health center  11 <input type="checkbox"/> HMO/prepaid group  12 <input type="checkbox"/> other place <u>13</u> _____  specify</p>
--	--

This question is similar to question A7. See specifications for A7. These types of places are defined in General Definitions.

<p><b>A23. About how long did it take you to get to the (place in A22) for that visit?</b></p> <p>PROBE IF NECESSARY: Would you say it took more than 30 minutes or less than 30 minutes?</p>	<p>(142) _____minutes  number  OR</p> <p>(143) 1 <input type="checkbox"/> more than 30 minutes  2 <input type="checkbox"/> less than 30 minutes</p>
---	---

<p><b>A24. Did you have an appointment for that visit?</b></p>	<p>(144) 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N (A26)</p>
--	---

<p><b>A25. About how long was it between the time you made the appointment and the time you actually went for that visit?</b></p>	<p>(145) 000 <input type="checkbox"/> less than 1 day  _____days  number</p>
---	--

<p><b>A26. After you got to the (place in A22), about how long did you have to wait before you were taken care of at that visit?</b></p>	<p>(146)-(147) _____ { 1 <input type="checkbox"/> minutes  number                    2 <input type="checkbox"/> hours</p>
--	---

<p>A27. What was the main reason for that visit?</p>	<p>DO NOT READ.</p> <p>(148) 01 <input type="checkbox"/> A SICKNESS OR ILLNESS  02 <input type="checkbox"/> AN INJURY  03 <input type="checkbox"/> A FOLLOW-UP VISIT  04 <input type="checkbox"/> A GENERAL CHECKUP  05 <input type="checkbox"/> AN INJECTION  06 <input type="checkbox"/> FOR A PRESCRIPTION  07 <input type="checkbox"/> PRE- OR POST-NATAL CARE  08 <input type="checkbox"/> SOME OTHER REASON -  _____ specify</p>
--	--

<p>A28. In general, how satisfied were you with the care you received at that visit? Would you say you were very satisfied, somewhat satisfied, or not at all satisfied?</p>	<p>(149) 1 <input type="checkbox"/> very satisfied (A30)  2 <input type="checkbox"/> somewhat satisfied  3 <input type="checkbox"/> not at all satisfied</p>
--	--

<p>A29. Why weren't you (completely) satisfied with the health care you received at that visit?</p> <p>PROBE FOR MAIN REASON.</p>	<p>DO NOT READ.</p> <p>(150) 01 <input type="checkbox"/> COST TOO MUCH  02 <input type="checkbox"/> HAD TO WAIT TOO LONG  03 <input type="checkbox"/> LANGUAGE PROBLEM - COULDN'T COMMUNICATE  04 <input type="checkbox"/> DR. DIDN'T SPEND ENOUGH TIME WITH SP  05 <input type="checkbox"/> MISTREATED BY DR. OR OTHER STAFF  06 <input type="checkbox"/> CONDITION DID NOT IMPROVE AFTER TREATMENT OR MEDICATION  07 <input type="checkbox"/> DR. DID NOT DIAGNOSE OR TREAT CONDITION  08 <input type="checkbox"/> OTHER - 08 _____  09 <input type="checkbox"/> DK _____ Specify</p>
---	---

Questions A23-29 are the same as questions A10-16. See specifications for A10-16.



**A30. There are some providers of health care that we sometimes go to, such as curanderos, sobadores, herbalists, spiritualists, and others. Have you seen or talked to any of these persons for health care during the past 12 months?**

(151) 1  Y 2  N

Question A30 is concerned with traditional "folk" types of practitioners and others who may be seen about health problems. Emphasize the time frame in this question, that is, "the past 12 months."

**A31. Sometimes people have difficulties in getting medical care. Have you had any difficulties getting medical care -**

1. Because care was not available when you needed it?
2. Because of how much it cost?
3. Because you didn't know where to go?
4. Because you didn't have a way to get there?
5. Because the hours were not convenient?
6. Because you had to wait too long to get an appointment?
- (7. Because you needed someone to take care of your children?)
8. Because you would lose pay from work?
9. Because you had to wait too long in the office or clinic?
10. Because the staff at the office or clinic was disrespectful?
11. Because you had no confidence in the staff?
12. Because they did not speak Spanish?
13. Because there were no (Hispanic) staff members at the office or clinic?

(152) 1  Y(A32) 2  N  
 (154) 1  Y(A32) 2  N  
 (156) 1  Y(A32) 2  N  
 (158) 1  Y(A32) 2  N  
 (160) 1  Y(A32) 2  N  
 (162) 1  Y(A32) 2  N  
 (164) 1  Y(A32) 2  N  
 (166) 1  Y(A32) 2  N  
 (168) 1  Y(A32) 2  N  
 (170) 1  Y(A32) 2  N  
 (172) 1  Y(A32) 2  N  
 (174) 1  Y(A32) 2  N  
 (176) 1  Y(A32) 2  N

**A32. Did this problem prevent you from getting medical care for yourself?**

(153) 1  Y 2  N  
 (155) 1  Y 2  N  
 (157) 1  Y 2  N  
 (159) 1  Y 2  N  
 (161) 1  Y 2  N  
 (163) 1  Y 2  N  
 (165) 1  Y 2  N  
 (167) 1  Y 2  N  
 (169) 1  Y 2  N  
 (171) 1  Y 2  N  
 (173) 1  Y 2  N  
 (175) 1  Y 2  N  
 (177) 1  Y 2  N

In questions A31 and A32 we are interested in problems the respondent might ever have had in getting medical care during the past 12 months.

Begin by reading question A31 and reason number 1. If the response is "yes," mark the appropriate box; then ask question A32 and record the appropriate response. Then reread question A31. If the response is "no," read the next numbered item.

Proceed in this way through the list of reasons. That is, each time "yes" is the response to an item in A31, ask question A32, then reread question A31.

Each time a response of "no" is received, mark the box corresponding to "no," then ask the next listed reason, without repeating the question.

Note the parenthesis around reason number 7. Ask this reason if the respondent has children home. Skip reason number 7 if the respondent has no children living at home.

Note that the word "Hispanic" is in parentheses in reason number 13. When reading this reason, substitute for Hispanic the name of the particular Hispanic group to which the respondent belongs, such as, Puerto Rican, Mexican, or Cuban.

---

A33. About how long has it been since you had a routine physical examination; that is, not for a particular illness, but for a general checkup?

(17B)

- 1  less than 1 year ago
- 2  1 yr., less than 2 yrs. ago
- 3  2 yrs., less than 5 yrs. ago
- 4  5 or more yrs. ago
- 5  never
- 9  DK

---

A routine physical examination is an examination performed by a medical doctor, or other health professional working with or for a medical doctor, for the purpose of determining the general state of the person's health. This includes periodic checkups as well as general checkups for specific purposes such as physical examinations required to obtain employment, for college entrance, to obtain insurance, etc.

A routine physical examination also includes physical examinations required before entering summer camp, any level of schooling, or joining a sports team. Remember that in a situation where a respondent's answer is unclear, write the verbatim response in the blank area next to the question.

A routine physical examination does not include checkups or examinations related to a specific condition, such as, when a person goes at regular intervals for a checkup for a heart condition.

See General Definitions for definitions of medical doctor and other health professionals.

The interviewer should responde to a "Don't know" answer by reading the response categories, pausing after each, until the respondent indicates that you have mentioned an appropriate category. Mark the correct category and proceed to the next question, skipping the remaining categories.

A34. During the past 12 months, that is, since (date) a year ago, were you a patient in a hospital <u>over-</u> <u>night</u> or longer?	(179) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(B1)
--	---

In reading this question, the 12 month recall period is specified very precisely. Read the phrase in parentheses, substituting the date (month and day) of the interview in the blank space.

By "patient in a hospital overnight" we mean a person who is admitted and stays overnight or longer as a patient in a hospital. Exclude persons who visit emergency rooms or out-patient clinics, unless the person was admitted and stayed overnight. Also exclude "stays" in the hospital for nonmedical reasons, such as a parent staying with a sick child.

A35. During the past 12 months, how many different times did you stay in the hospital overnight or longer?	(180) _____ times number
--	-----------------------------

Times stayed in the hospital refers to separate stays of one or more nights in a hospital, not the number of nights in the hospital. If a person was moved (transferred) from one hospital to another (for example, from a veterans hospital to a general hospital), count each as a separate stay if each lasted overnight or longer.

### 22.3 Selected Conditions (Section B)

This section is concerned with a variety of topics. These include tuberculosis, anemia, height, weight and dental status.

B1. Were you ever told by a doctor that you had tuberculosis?	(181) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
---	---

See definition of doctor in the General Definitions.

B2. Have you ever lived in a household with a person who had active tuberculosis?	(182) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK
---	---

Self-evident.

B3. Have you ever had anemia, sometimes called "tired blood" or "low blood"?

183

1  Y

2  N(B7) 9  DK(B7)

Anemia is a blood disorder. It may be a temporary condition or it may require continuous treatment to keep it under control. Stress ever when asking this question to be sure respondent focuses on the past as well as the present.

B4. Did a doctor ever tell you that you had anemia?

184

1  Y

2  N(B7)

See definition of doctor in the General Definitions.

B5. Do you still have anemia?

185

1  Y

2  N

9  DK

"Don't know" is an acceptable answer if the respondent recently had anemia but has not been to the doctor to learn if s/he still has anemia.

B6. Were you treated for this condition by a doctor?

186

1  Y

2  N

Mark "yes" for any situation in which a doctor gave a specific treatment for anemia, such as iron or vitamin shots or blood transfusions. Also mark "yes" if a doctor prescribed or recommended such things as a certain diet, or iron or vitamin pills or supplements (either over-the-counter or prescription).

B7. About how tall are you without shoes?

187

188

\_\_\_\_ / \_\_\_\_  
feet inches

Record height in both feet and inches as reported by respondent, including fractions (for example "5 feet, 6½ inches"). Do not use dashes for zero; for example, record 5 feet as 5/0. Line out "feet" if height is reported in total inches (for example, 68 inches should be recorded  / 68 ).  
feet inches

Do not attempt to convert height reported only in inches to feet and inches. If height is reported in meters or centimeters, write in the exact metric response below the line provided for feet and inches.

<p>B8. About how much do you weigh without shoes?</p> <p>IF NOW PREGNANT, RECORD <u>CURRENT WEIGHT</u>. THEN ASK:</p> <p>About how much did you weigh just before you became pregnant?</p>	<p>current weight:</p> <p>(189) _____ pounds number</p> <p>weight before pregnant:</p> <p>(190) _____ pounds number</p>
--	---

Record weight in pounds as reported by respondent, including fractions (for example, "122½ pounds"). Do not ask if a female respondent is pregnant. If, however, the respondent offers this information or it is clear from previous responses that she is pregnant, record the current (pregnant) weight on the first line, then record the weight just before pregnancy on the second line. If weight is reported in kilograms write in the exact metric response below the appropriate line(s) provided for pounds.

<p>B9. Do you now consider yourself to be overweight, underweight, or about right?</p>	<p>(191)</p> <p>1 <input type="checkbox"/> overweight</p> <p>2 <input type="checkbox"/> underweight</p> <p>3 <input type="checkbox"/> about right</p> <p>4 <input type="checkbox"/> DK</p>
--	--

Do not define "overweight", "underweight" or "about right" for respondent. If asked, offer the phrase "compared to others of your age and sex."

For pregnant women, record reported response including any explanation. For example, if respondent said "I'm overweight because I'm pregnant, mark the overweight box and note "because of pregnancy" in the answer space. As another example, the respondent might say "The doctor said I've gained too much weight during my pregnancy but I think I'm about right"; Mark "about right" box and note respondent indicated weight is about right but doctor said gained too much weight during pregnancy."

<p>B10. CHECK ITEM</p>	<p>(192)</p> <p>1 <input type="checkbox"/> Age 25 or younger (B12)</p> <p>2 <input type="checkbox"/> Age 26+ (B11)</p>
------------------------	--

Self-evident.

<p>B11. About how much did you weigh when you were 25?</p>	<p>(193) _____ pounds number</p>
--	--------------------------------------

Encourage respondent to give an answer. Do not accept "don't know" or "don't remember."

If s/he doesn't remember exactly what s/he weighed when s/he was 25, encourage him/her to give a range. If weight is reported in kilograms, write in the exact metric response below the line provided for pounds.

B12. Do you have trouble biting or chewing any kinds of food, such as firm meats or apples?	(194) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
---	---

Self-evident.

B13. How would you describe the condition of your teeth: excellent, very good, good, fair or poor?	(195) 1 <input type="checkbox"/> excellent 2 <input type="checkbox"/> very good 3 <input type="checkbox"/> good 4 <input type="checkbox"/> fair 5 <input type="checkbox"/> poor 6 <input type="checkbox"/> has no teeth
--	--

For the respondent who is missing some teeth, this question applies only to the teeth that remain.

B14. How would you describe the condition of your gums: excellent, very good, good, fair or poor?	(196) 1 <input type="checkbox"/> excellent 2 <input type="checkbox"/> very good 3 <input type="checkbox"/> good 4 <input type="checkbox"/> fair 5 <input type="checkbox"/> poor
---	---

Self-evident.

B15. About how long has it been since you <u>last</u> saw a dentist or dental hygienist for dental care?	(197) 1 <input type="checkbox"/> 6 months ago or less 2 <input type="checkbox"/> over 6 months to 12 months 3 <input type="checkbox"/> over 12 months to 2 years 4 <input type="checkbox"/> over 2 years to 5 years 5 <input type="checkbox"/> more than 5 years 6 <input type="checkbox"/> never (B20) 9 <input type="checkbox"/> DK
--	---

Mark the box that includes the time that has elapsed since the most recent visit to a dentist and/or dental hygienist.

<p><b>B16. What was the main reason for your last visit for dental care?</b></p>	<p>DO NOT READ.</p> <p>(198) 01 <input type="checkbox"/> REGULAR CHECKUP  02 <input type="checkbox"/> FOR CLEANING TEETH  03 <input type="checkbox"/> TO HAVE TEETH FILLED  04 <input type="checkbox"/> TROUBLE WITH GUMS  05 <input type="checkbox"/> TO HAVE TEETH PULLED OR  OR OTHER SURGERY</p> <p>06 <input type="checkbox"/> TOOTHACHE  07 <input type="checkbox"/> ADJUSTMENT OR REPAIR OF  DENTAL PLATE</p> <p>08 <input type="checkbox"/> TO HAVE A DENTAL PLATE MADE  09 <input type="checkbox"/> FOR A PRESCRIPTION  10 <input type="checkbox"/> SOME OTHER REASON -  11 _____  SPECIFY</p>
--	---

If a respondent had several reasons for the last visit for dental care, ask the respondent to select the major reason. Mark only one box. Do not read response categories to respondent.

<p>IF "FOR CLEANING TEETH" IN B16, SKIP TO B19.</p> <p><b>B17. Have you ever had your teeth cleaned by a dentist or dental hygienist?</b></p>	<p>(199) 1 <input type="checkbox"/> Y      2 <input type="checkbox"/> N(B20)</p>
---	--

Mark "yes" if the respondent has had his/her teeth cleaned by a dentist or dental hygienist at least once in his/her lifetime.

<p><b>B18. When was the last time they were cleaned?</b></p>	<p>(200) 1 <input type="checkbox"/> 6 months ago or less  2 <input type="checkbox"/> over 6 months to 12 months  3 <input type="checkbox"/> over 12 months to 2 years  4 <input type="checkbox"/> over 2 years to 5 years (B20)  5 <input type="checkbox"/> more than 5 years (B20)  9 <input type="checkbox"/> DK (B20)</p>
--	--

Note that the time frame has shifted to "the last time" the respondent's teeth were cleaned by a dentist or dental hygienist.

<p><b>B19. During the past 2 years, how many times have you had your teeth cleaned by a dentist or a dental hygienist?</b></p>	<p>(201) 1 <input type="checkbox"/> once  2 <input type="checkbox"/> twice  3 <input type="checkbox"/> three times  4 <input type="checkbox"/> four or more times  9 <input type="checkbox"/> DK</p>
--	--

Get the respondent to provide his/her best estimate of how many times. Note the time frame.

<p><b>B20. Are you covered by health insurance that pays for dental care?</b></p>	<p>(202) 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N    9 <input type="checkbox"/> DK</p>
---	--

Mark "yes" if the person has either a separate dental insurance plan or a health insurance plan that covers any type of dental care. Count plans that cover any portion of the cost of the dental care. If the person receives dental care free through a free clinic or other dental facility, or from an acquaintance or relative who is a dentist, do not consider this to be dental insurance but note it in the margin.

**22.4 Diabetes (Section C)**

This section contains questions about diabetes including age at diagnosis, method of diagnosis, alternate treatments, and effects of the disease.

<p><b>C1. Do you have diabetes or sugar diabetes?</b></p>	<p>(203) 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N(C6)</p>
---	---

If a condition is reported other than "diabetes" or "sugar diabetes" that includes the words "diabetes," mark "yes" and enter the reported condition verbatim in the answer space for C1 (for example, "brittle diabetes"). If the respondent reports a condition that does not include the word "diabetes," do not record it; instead, reask the question.

<p><b>C2. Did a doctor tell you that you have it?</b></p>	<p>(204) 1 <input type="checkbox"/> Y(C4)    2 <input type="checkbox"/> N</p>
<p><b>C3. Did any other health professional, such as a nurse or physician's assistant, tell you that you have it?</b></p>	<p>(205) 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N(C6)</p>

If, when asked C2, the respondent mentions some other kind of health professional, reask C2, emphasizing the word "doctor." If the respondent



still says that another health professional told him or her, then mark "no" for question C2 and "yes" for question C3, without asking C3.

<b>C4. How long ago did the (doctor/health professional) first tell you that you had diabetes?</b>	<div style="display: flex; align-items: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">206</span> <div style="flex-grow: 1; border-bottom: 1px solid black; margin: 0 5px;"></div> <span style="margin-left: 5px;">years ago</span> </div> <div style="display: flex; align-items: center; margin-top: 2px;"> <span style="margin-right: 5px;">number</span> </div>
--	--

Insert "doctor" if the answer to question C2 is "yes." Insert type of health professional (for example, "nurse") if stated by respondent when answering C3. If type is unknown, insert "health professional." Try to get respondent's best estimate of the number of years since s/he was first told.

<b>C5. How old were you then?</b>	<div style="display: flex; align-items: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">207</span> <div style="flex-grow: 1; border-bottom: 1px solid black; margin: 0 5px;"></div> <span style="margin-left: 5px;">years old</span> </div> <div style="display: flex; align-items: center; margin-top: 2px;"> <span style="margin-right: 5px;">number</span> </div>
-----------------------------------	--

Try to get best estimate of age of respondent when first told s/he had diabetes. Do not try to reconcile any inconsistencies between answers given to questions C4 and C5.

<b>C6. Have you ever been told by a doctor or other health professional that you have —</b>  (IF YES, ASK C7)  Borderline diabetes? ..... Potential diabetes? ..... Prediabetes? .....	<b>C7. How old were you then?</b>  <div style="display: flex; align-items: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">208</span> <div style="margin-right: 5px;">1 <input type="checkbox"/> Y(C7) 2 <input type="checkbox"/> N</div> </div> <div style="display: flex; align-items: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">209</span> <div style="margin-right: 5px;">_____ yrs. old</div> </div> <div style="display: flex; align-items: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">210</span> <div style="margin-right: 5px;">1 <input type="checkbox"/> Y(C7) 2 <input type="checkbox"/> N</div> </div> <div style="display: flex; align-items: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">211</span> <div style="margin-right: 5px;">_____ yrs. old</div> </div> <div style="display: flex; align-items: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">212</span> <div style="margin-right: 5px;">1 <input type="checkbox"/> Y(C7) 2 <input type="checkbox"/> N</div> </div> <div style="display: flex; align-items: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">213</span> <div style="margin-right: 5px;">_____ yrs. old</div> </div>
--	---

Ask about each type of diabetes. If a "yes" is reported for any type of diabetes listed in C6, ask C7 for that type before asking about the next type of diabetes. If a respondent reports an unlisted type of diabetes, record the response verbatim in the blank space under the question, then reask C6 for the type of diabetes originally asked about.

<b>C8. CHECK ITEM. MARK FIRST APPLICABLE BOX ONLY.</b>	<div style="display: flex; align-items: flex-start;"> <div style="flex-grow: 1;"> <div style="display: flex; align-items: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">214</span> <div style="margin-right: 5px;">1 <input type="checkbox"/> Diabetes — "Y" in either C2 or C3</div> </div> <div style="margin-top: 5px;">2 <input type="checkbox"/> Borderline diabetes</div> <div style="margin-top: 2px;">3 <input type="checkbox"/> Potential diabetes</div> <div style="margin-top: 2px;">4 <input type="checkbox"/> Prediabetes</div> <div style="margin-top: 2px;">5 <input type="checkbox"/> _____ specify type</div> <div style="margin-top: 5px;">7 <input type="checkbox"/> none of these (D1)</div> </div> </div>
--	--

Review the entries in questions C2, C3 and C6, then mark only the first applicable box. If "yes" was marked in C2 or C3 mark the first box in C8 Check Item. If "no" was marked in C1, but one of the other listed types of diabetes was marked in C6, then mark the first other type mentioned. If none of the listed types of diabetes was reported, but another type was mentioned in any of the questions, mark the fifth box and write the type of diabetes on the line (e.g., brittle diabetes). Mark the final box only if no types of diabetes have been reported.

<p>C9. When you were first told by a (doctor/health professional) that you had (diabetes/...), were any of the following tests done?</p>	
<p>a. The oral glucose tolerance test, in which you drink a sweet drink and samples of your blood are taken from your arm for a few hours afterwards? .....</p>	<p>(215) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK</p>
<p>b. A test for sugar or glucose in your urine? ....</p>	<p>(216) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK</p>
<p>c. A test for sugar or glucose in your blood? ....</p>	<p>(217) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK</p>

If known, insert the specific type of health professional in the question. If not, insert "health professional."

If the first box is marked in C8 Check Item, insert "diabetes" in question C9. If any one of the other boxes is marked, insert the name of the type of diabetes reported.

The purpose of this question is to learn how the doctor or other health professional originally determined that the person had diabetes; when you ask the question, emphasize the words "first told." Therefore, if any of these tests were performed at a later date, do not mark "yes," but record the respondent's answer verbatim in the blank space available, including (if the respondent mentions it), the results of the test.

<p>C10. Were you a patient in a hospital at the time a (doctor/health professional) first told you that you had (diabetes/...)?</p>	<p>(218) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
<p>C11. (Not counting that first time) Have you ever been hospitalized because of your (diabetes/...)?</p>	<p>(219) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>

Question C10 is self-evident. Read the parenthetical phrase in question C11 if the respondent answers "yes" to C10.

C12. About how much did you weigh when you first were told you had (diabetes/...)?

(220)

\_\_\_\_\_ pounds  
number

Self-evident.

C13. Have you ever taken insulin injections?

(221)

1  Y    2  N (C18)

Mark "yes" whether respondent administered his/her own injections or someone else gave the injections.

C14. Have you been taking insulin injections for most of the past 12 months?

(222)

1  Y    2  N

"Most of the 12 months" is respondent defined. However, if asked, say this means having taken injections regularly for at least 6 of the past 12 months. (This does not necessarily mean the most recent 6 months or even 6 consecutive months.)

C15. Are you now taking insulin injections?

(223)

1  Y    2  N (C17)

Mark "yes" for self-administered or for administration by someone else.

C16. About how many units per day do you take?

(224)

\_\_\_\_\_ units per day  
number

Units of insulin injections are cc's (cubic centimeters).

C17. How many years (have you been taking/did you take) insulin injections?

(225)

00  Less than 1 year

\_\_\_\_\_ years  
number

If the answer to question C15 is "yes," use the phrase "have been taking" in question C17. If the answer to question C15 is "no," use the phrase "did you take" in question C17.

C18. Have you ever taken diabetes pills?	(226) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(C23)
--	--

Self-evident.

C19. Have you been taking them most of the past 12 months?	(227) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
--	---

"Most of the 12 months" is respondent defined. However, if asked, say this means taking diabetes pills for at least 6 (any 6) months of the last 12 months. (This does not necessarily mean the most recent 6 months or even 6 consecutive months.)

C20. Are you now taking diabetes pills?	(228) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(C22)
---	--

Self-evident.

C21. What is the name of the medicine you are taking?	(229) 1 _____ specify
---	--------------------------

Write in the name of the type of diabetes pills taken, not the manufacturer of the pills.

C22. How many years (have you been taking/did you take) diabetes pills?	(230) 00 <input type="checkbox"/> Less than 1 year _____ years number
---	---

If the answer to question C20 is "yes," use the phrase "have been taking" in question C22. If the answer to question C20 is "no," use the phrase "did you take" in question C22.

C23. Has a doctor, nurse, or other health professional ever given you a diet or instructions on what foods to eat for your (diabetes/. . .)?	(231) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(C25)
--	--

Mark "yes" if the respondent has been told any of the following by a doctor, nurse, or other health professional: to follow a diet, to eat certain foods, or to not eat certain foods because of his/her diabetes.

C24. Do you now follow the diet or instructions?	(232) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
--	---

If the respondent gives a "sometimes" answer, record the answer verbatim in the blank space under the question.

C25. Do you carry or wear anything which identifies you as having (diabetes/. . .)?	(233) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
---	---

Count such things as an identification bracelet, pendant, or card.

C26. When did you last see or talk to a doctor or other health professional about your (diabetes/. . .)?	(234) 1 <input type="checkbox"/> during past 2 weeks 2 <input type="checkbox"/> over 2 weeks to 6 months 3 <input type="checkbox"/> over 6 mos. to 12 mos. 4 <input type="checkbox"/> over 12 mos. to 2 yrs. 5 <input type="checkbox"/> over 2 yrs. to 5 yrs. } (D1) 6 <input type="checkbox"/> over 5 yrs. ago
--	--

Count a visit to a doctor's office or a telephone call to a doctor or other health professional if the respondent's diabetes was discussed even though it was not the major reason for the visit or call. (See General Definitions for a complete definition of "doctor's visit.")

C27. About how many times a year do you see a doctor or other health professional about your (diabetes/. . .)?	(235) 1 <input type="checkbox"/> less than once a year 2 <input type="checkbox"/> once 3 <input type="checkbox"/> twice 4 <input type="checkbox"/> 3-4 times 5 <input type="checkbox"/> 5 or more times 6 <input type="checkbox"/> no regular schedule
--	---

Mark "less than once a year" if respondent sees a doctor or other health professional at intervals of more than 12 months. Mark "no regular schedule" if the respondent sees a doctor or other health professional at different intervals, possibly when his/her diabetes is "acting up."

## 22.5 Vision and Hearing (Section D)

This section is concerned with ability to see and hear and the use of corrective lenses and hearing aids.

D1. Have you <u>ever</u> had trouble seeing with one or both eyes when <u>not</u> wearing glasses or contact lenses?	(236) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(D10)
--	--

Self-evident

D2. How old were you when you first began having trouble seeing?	(237) 01 <input type="checkbox"/> 0-4 years old 02 <input type="checkbox"/> 5-9 years old 03 <input type="checkbox"/> 10-19 years old 04 <input type="checkbox"/> 20-29 years old 05 <input type="checkbox"/> 30-39 years old 06 <input type="checkbox"/> 40-49 years old 07 <input type="checkbox"/> 50-59 years old 08 <input type="checkbox"/> 60-64 years old 09 <input type="checkbox"/> 65 years old or older
--	---

Encourage the respondent to give the best estimate of his/her age when s/he began to have trouble seeing.

D3. Did you <u>ever</u> see a doctor about it?	(238) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
D4. Do you wear glasses or contact lenses?	(239) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(D6)
D5. Do you have trouble with your vision even when wearing glasses or contact lenses?	(240) 1 <input type="checkbox"/> Y(D8) 2 <input type="checkbox"/> N(D8)

Self-evident.

D6. Have you ever worn glasses or contact lenses?	(241) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(D10)
---	--

Mark "yes" if the respondent ever wore corrective lenses, either glasses or contacts, to improve his/her vision. Do not count sunglasses, safety glasses, or other kinds of lenses that were used for purposes other than improving or correcting vision.

<p>D7. Why did you stop wearing them?</p>	<p>MARK ALL THAT APPLY. DO NOT READ.</p> <p>(242) <input type="checkbox"/> NO LONGER NEED THEM</p> <p>(243) <input type="checkbox"/> DIDN'T SEEM TO HELP</p> <p>(244) <input type="checkbox"/> INCONVENIENT</p> <p>(245) <input type="checkbox"/> OTHER <u>2</u> SPECIFY _____</p>
---	--

More than one reason may be given by the respondent. Check all appropriate boxes.

<p>D8. What (are/were) your glasses or contact lenses prescribed for?</p>	<p>MARK ALL THAT APPLY. DO NOT READ.</p> <p>(246) <input type="checkbox"/> READING/CLOSE WORK</p> <p>(247) <input type="checkbox"/> SEEING DISTANT OBJECTS</p> <p>(248) <input type="checkbox"/> OTHER <u>2</u> SPECIFY _____</p>
---	---

Use "are" if respondent gave a "yes" answer to question D4; use "were" if respondent gave a "yes" answer to question D6. More than one reason may be given by the respondent. Check all that apply.

<p>D9. How often (do/did) you use your glasses or contacts: All of the time, most of the time, hardly ever, or never?</p>	<p>(249) <input type="checkbox"/> all of the time</p> <p><input type="checkbox"/> most of the time</p> <p><input type="checkbox"/> hardly ever</p> <p><input type="checkbox"/> never</p>
---	--

Use "does" if the respondent still wears glasses or contacts ("yes" to question D4) or "did" if the respondent no longer wears glasses or contacts ("no" to question D4). The time estimates are respondent defined.

D10. When was the last time you had your vision tested?

(250)

- 1  6 mos. ago or less
- 2  over 6 mos. to 12 mos.
- 3  over 12 mos. to 2 yrs.
- 4  over 2 yrs. to 5 yrs.
- 5  more than 5 yrs.
- 6  never
- 9  DK

A "vision test" is any test in which a person is asked to read numbers or letters from a chart or through a machine. It may or may not include a complete eye examination, and might be part of a general check-up. Also include a vision test for a driver's license. If unsure whether a response fits the definition of "vision test," record the verbatim response in the area next to the question.

D11. 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.

(251)

- 1  Y
- 2  N (E1)

Note that this question refers to "ever," that is, at any time in the respondent's life. Do not define "short period of time" for the respondent.

D12. Did you ever see a doctor about it?

(252)

- 1  Y
- 2  N

This is not limited to ear doctors, but would include any doctor the respondent saw about the hearing problem.

D13. How old were you when you first began having trouble hearing?

(253)

- 1  0-4 years old
- 2  5-9 years old
- 3  10-19 years old
- 4  20-29 years old
- 5  30-39 years old
- 6  40-49 years old
- 7  50 years old or older

Note that this question asks the respondent's age when s/he first began to have hearing trouble.



D14. Since this trouble began, has it gotten worse, gotten better, or stayed about the same?

(254)

- 1  gotten worse  
2  gotten better  
3  stayed the same

Self-evident.

D15. Have you ever had an operation on your ears?

(255)

- 1  Y      2  N

INCLUDE HAVING TUBES PLACED IN THE EARS.

If the respondent says that s/he had tubes put in the ears or any other operation on his or her ears, mark the box for yes.

D16. Have you ever used a hearing aid?

(256)

- 1  Y      2  N

Self-evident.

D17. How would you describe your hearing (without a hearing aid) - good, you have a little trouble, you have a lot of trouble, or you are deaf?

(257)

- 1  good  
2  little trouble  
3  lot of trouble  
4  deaf

For respondents who indicated in D16 that they have used a hearing aid, read the phrase in parentheses.

## 22.6 Hypertension (Section E)

This section focuses on high blood pressure (hypertension), measurement of blood pressure, visits to a doctor or health professional about high blood pressure, and alternate treatments.

E1. About how long has it been since you last had your blood pressure taken?

(258)

- 1  6 months ago or less  
2  over 6 mos. to 1 yr. ago  
3  over 1 year ago  
4  never (E6)

Mark the one box that best describes how much time has passed since the respondent most recently had his/her blood pressure taken, regardless of who administered the blood pressure test.

<p>E2. Who took your blood pressure the <u>last</u> time?</p>	<p>DO NOT READ.</p> <p>(259) 01 <input type="checkbox"/> MEDICAL DOCTOR  02 <input type="checkbox"/> NURSE  03 <input type="checkbox"/> OTHER HEALTH PROFESSIONAL –  04 _____  SPECIFY</p> <p>05 <input type="checkbox"/> FAMILY MEMBER  06 <input type="checkbox"/> FRIEND  07 <input type="checkbox"/> YOURSELF (E4)  08 <input type="checkbox"/> OTHER 09 _____  SPECIFY</p> <p>99 <input type="checkbox"/> DK</p>
---	---

Mark "other health professional" if the person who took the respondent's blood pressure is some type of medical person other than a doctor or nurse. Mark "other" if the person doesn't fit into any of the listed categories. If in doubt as to whether or not the person is a health professional, assume the person is not and mark the "other" box. In either case, be sure to specify the type of person who took the respondent's blood pressure.

Mark the first applicable box to indicate who took the blood pressure the last time. Therefore, if a family member or friend who happens to be a medical doctor took the blood pressure, mark the first box. However, if the respondent administered the text to himself/herself, mark "yourself," whether or not the respondent is a doctor, nurse, or other health professional.

For definitions of medical doctor, nurse, and other health professional, see the General Definitions.

<p>E3. What were you told when you last had your blood pressure taken?  That it was:</p> <p>A little high, and it needs to be treated? .....  A little high, and it needs to be watched? .....  A little high, but there is no need to worry? .....  Normal? .....  Something else? .....</p>	<p>(280) 01 <input type="checkbox"/> high, needs treatment  02 <input type="checkbox"/> high, needs to be watched  03 <input type="checkbox"/> high, no worry  04 <input type="checkbox"/> normal  05 <input type="checkbox"/> something else –  06 _____ } (E6)  specify</p> <p>07 <input type="checkbox"/> TOLD NUMBERS BUT NO EXPLANATION  08 <input type="checkbox"/> NOT TOLD ANYTHING  99 <input type="checkbox"/> DK</p>
---	---

Ask question E3 when the person taking the blood pressure was anyone other than the respondent himself/herself. (This includes a "don't know" answer to question E2.) Read the question and the answer categories; pause slightly between answer categories to ensure that the respondent understands. Do NOT read the last three response categories in the answer column. Mark one of these three boxes only when it is clear from the response that one of them applies.

Respondents may report the actual blood pressure reading. Enter this information on the "Something else" line (for example, "50 over 98"). However, we still want to know if the person taking the blood pressure had given any advice as well, so repeat the first four response categories and check the option that applies.

IF "YOURSELF" MARKED IN E2, ASK:	
E4. The last time you took your blood pressure, did you use a coin operated unit or some other equipment?	(261) 1 <input type="checkbox"/> coin operated 2 <input type="checkbox"/> other equipment - 3 _____ specify

A "coin-operated unit" is usually a large unit located in drug stores, shopping centers, or other public places and is available to everyone.

E5. Was your reading high, low, or normal?	(262) 1 <input type="checkbox"/> high 2 <input type="checkbox"/> low 3 <input type="checkbox"/> normal 9 <input type="checkbox"/> DK
--	---

If the respondent reports the actual reading, enter that information in the blank space beneath the question, but also probe for "high", "low", or "normal."

E6. Do you think that people with high blood pressure can tell when their blood pressure is high?  DO NOT PROBE IF "DON'T KNOW."	(263) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK
--	---

Self-evident.

E7. Have you <u>ever</u> been told by a doctor that you had high blood pressure?	(264) 1 <input type="checkbox"/> Y(E10) 2 <input type="checkbox"/> N
E8. Another name for high blood pressure is hypertension. Have you <u>ever</u> been told by a doctor that you had hypertension?	(265) 1 <input type="checkbox"/> Y(E10) 2 <input type="checkbox"/> N

E9. Have you <u>ever</u> been told by any other health professional, such as a nurse or a physician's assistant, that you had high blood pressure or hypertension?	(266) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(F1)
--	---

Questions E7, E8 and E9 identify persons who have ever had a doctor or other health professional diagnose that they had high blood pressure or hypertension. In some parts of the United States, the term "high blood" is used instead of "high blood pressure" or "hypertension." If the respondent reports "high blood" in answer to questions E7 -E9, mark "yes" and write "high blood" in the space beneath the question.

If a female respondent indicates that she has had high blood pressure or hypertension only during pregnancy, consider this a "yes" answer to any of these questions.

E10. How many times were you told that you had (high blood pressure/hypertension): once, or two or more times?	(267) 1 <input type="checkbox"/> once 2 <input type="checkbox"/> two or more times
--	---

Ask this question of all respondents who answered "yes" to question E7, E8, or E9, inserting the appropriate term in parentheses--either "high blood pressure" or "hypertension." Substitute "high blood" if respondent reported this when answering any of these three questions. Use this same phrase as appropriate in subsequent questions in this section.

E11. Have you <u>ever</u> been advised by a doctor or other health professional to lose weight because of your (high blood pressure/hypertension)?	(268) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(E17)
--	--

Mark "yes" for persons advised to lose weight because of their high blood pressure (hypertension, high blood). Mark "no" for persons advised to lose weight for any other reason.

E12. Did you lose as much weight as you were advised to lose?	(269) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
---	---

E13. Are you <u>now</u> at the weight that was recommended for you because of your (high blood pressure/hypertension)?	(270) 1 <input type="checkbox"/> Y(E17) 2 <input type="checkbox"/> N
--	--

E14. Are you now trying to lose weight because of your (high blood pressure/hypertension)?	(271) 1 <input type="checkbox"/> Y(E17) 2 <input type="checkbox"/> N
E15. Are you trying to maintain your current weight?	(272) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N

Self-evident.

E16. Why aren't you trying to lose weight?	MARK ALL THAT APPLY. DO NOT READ.
	(273) 1 <input type="checkbox"/> DIDN'T DO ANY GOOD (274) 1 <input type="checkbox"/> M.D. SAID TO STOP (275) 1 <input type="checkbox"/> DON'T NEED TO ANYMORE (276) 1 <input type="checkbox"/> TOO MUCH TROUBLE (277) 1 <input type="checkbox"/> OTHER REASON <sup>2</sup> _____ <small>SPECIFY</small> (278) 1 <input type="checkbox"/> DK/NO REASON

This question is for those overweight respondents who were advised to lose weight because of their high blood pressure but who are not trying to lose weight. More than one answer is possible. Mark the last response box if the respondent doesn't know why or if the respondent has no reason. Mark "other reason" if not already listed and record what that reason is. Follow these two principles in subsequent questions as appropriate.

E17. Have you <u>ever</u> been advised by a doctor or other health professional to use less salt because of your (high blood pressure/hypertension)?	(279) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(E22)
--	--

Self-evident.

E18. Did you ever reduce your use of salt after you were advised to do so because of your (high blood pressure/hypertension)?	(280) 1 <input type="checkbox"/> Y(E20) 2 <input type="checkbox"/> N
---	--

Mark "yes" if respondent ever reduced salt intake as advised, even if s/he has since increased the salt intake.



E22. Has a doctor ever prescribed medicine for your (high blood pressure/hypertension)?

(293)

1  Y    2  N(E26)

Medicine includes pills, liquids, shots, and may be purchased by prescription or over the counter.

E23. Are you now taking any medicine prescribed by a doctor for your (high blood pressure/hypertension)?

(294)

1  Y    2  N(E25)

Mark "yes" if the respondent is taking the medicine on a regular basis or if the respondent has medicine on hand, but takes it irregularly.

E24. 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?

(295)

- 1  exactly every day
- 2  miss sometimes
- 3  miss a lot
- 4  hardly ever take as should
- 5  never take as should

} (E26)

This question is for all persons who were prescribed medication for high blood pressure. If the response is something other than the listed categories, repeat the question. If the respondent is still unable to choose one of the listed responses, do not mark a box but enter the response verbatim in the blank space beneath the question.

E25. Why did you stop taking your medicine?

MARK ALL THAT APPLY.  
DO NOT READ.

(296) 1  ONLY TAKE WHEN NEEDED

(297) 1  M.D. SAID TO STOP

(298) 1  DIDN'T NEED IT ANYMORE

(299) 1  TOO MUCH BOTHER

(300) 1  MEDICINE RAN OUT

(301) 1  COSTS TOO MUCH

(302) 1  SIDE EFFECTS 2 \_\_\_\_\_  
SPECIFY

(303) 1  OTHER - 2 \_\_\_\_\_  
SPECIFY

(304) 1  DK

More than one answer is possible. When appropriate, record type of "side effects" and nature of "other" reason.

E26. Do you see a doctor or other health professional regularly about your (high blood pressure/hypertension)?	305 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
--	---

Include any contact when the respondent's high blood pressure was discussed during a doctor's visit even if the visit was not specifically for high blood pressure.

E27. About how many times a year do you see a doctor or other health professional about your (high blood pressure/hypertension)?	306 1 <input type="checkbox"/> less than once a year 2 <input type="checkbox"/> once 3 <input type="checkbox"/> twice 4 <input type="checkbox"/> 3-4 times 5 <input type="checkbox"/> 5 or more times 6 <input type="checkbox"/> no regular schedule
--	---

Ask this question of all respondents, even those who answered "no" to question E26. Mark "less than once a year" if the respondent sees a doctor or other health professional at intervals of more than 12 months. Mark "no regular schedule" if the respondent sees a doctor or other health professional at different intervals, possible when his/her high blood pressure is "acting up."

E28. About how long ago did you last see a doctor or other health professional about your (high blood pressure/hypertension)?	307 1 <input type="checkbox"/> less than 1 month ago 2 <input type="checkbox"/> one month ago 3 <input type="checkbox"/> more than 1 month, to 6 months ago 4 <input type="checkbox"/> more than 6 months, to 1 year ago 5 <input type="checkbox"/> more than 1 year ago
---	--

Count a visit to a doctor or other health professional if high blood pressure was discussed, even though it was not the major reason for the visit.

## 22.7 Digestive Disease (Section F)

F1. CHECK ITEM	308 1 <input type="checkbox"/> Age under 20 (J1) 2 <input type="checkbox"/> Age 20+ (F2)
----------------	---

This skip instruction tells you to skip, not only this section on gallbladder disease, but also the subsequent sections on cardiovascular conditions and smoking if the sample person is less than 20 years old.



F2. Has a doctor ever told you that you had gallstones?

309

1  Y 2  N

Note that this question asks about EVER.

F3. Have you ever had an x-ray of your gallbladder? For a gallbladder x-ray you take some pills the night before the x-ray and you are not allowed to eat anything until after having the x-ray done.

310

1  Y 2  N

In this question, we are interested in X-rays taken for the express purpose of examining the gallbladder. The explanation of gallbladder X-rays is intended to eliminate the reporting of other types of X-rays. However, if there is any doubt, or if the respondent feels that a gallbladder X-ray was given but the specified criteria were not met, do not mark a box; explain the situation in a footnote.

F4. Have you ever had surgery or an operation for gallstones or gallbladder disease?

311

1  Y 2  N(F6)

Self-evident.

F5. How long ago did you have your (last) surgery or operation for your gallbladder?

312

1  less than 5 years ago  
2  5 or more years ago

This question asks about the last (most recent) surgery. If the respondent is not sure, probe by asking "Would you say it was more or less than five years ago?"

F6. During the past year have you had any attacks of nausea and/or vomiting lasting more than 2 hours?

313

1  Y 2  N(F17)

In this question we are interested in any attacks of nausea, due to any cause. If the respondent says "yes" but volunteers that the attacks may have been due to some specific cause, such as morning sickness, hangover, or some illness, mark "yes" and continue with question F7. No footnote to this effect is necessary since this information will be picked up later.

Note the time frame and duration of the attack.

F7. About how many days in the past year have you had this trouble?

314 000  DK  
\_\_\_\_\_ days  
number

Accept an approximation or a range.

F8. What was the longest period that this trouble lasted during the past year?

315 000  less than 1 day (F10)  
\_\_\_\_\_ days  
number

If the respondent is not sure, ask whether it lasted more or less than one day. If "more," ask whether s/he can give you an approximate number of days.

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

F9. How many times in the past year did you have this trouble for 3 days or longer?

316 99  DK  
\_\_\_\_\_ times  
number

In this question, we are interested in separate, that is different, periods of time when this feeling of nausea lasted 3 days or more.

F10. In the past year, what is the longest period of time you went without having this trouble?

317  
1  less than 1 month  
2  1 mo., less than 3 mos.  
3  3 mos., less than 6 mos.  
4  6 mos. or longer  
9  DK

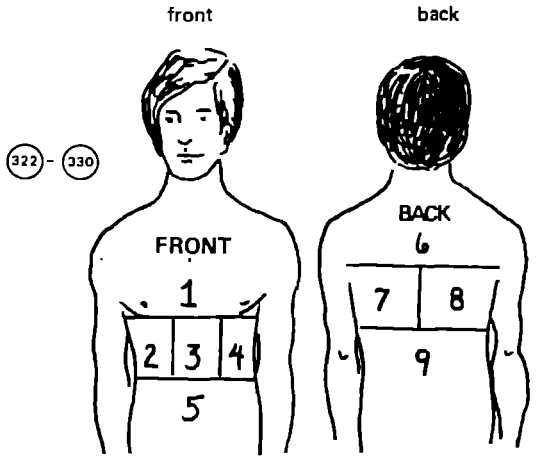
If the respondent is not sure, reread the question saying, "Would you say that the longest period of time you went without this feeling of nausea was (read answer categories)?"

F11. How old were you the first time you had this sick feeling that lasted more than 2 hours?

318  
\_\_\_\_\_ years old  
number

The time frame has shifted to the first time the feeling lasted more than 2 hours.



<p>F18. Please show me where the pain was located.</p>	<p style="text-align: center;">MARK AREA(S) SHOWN</p> <p style="text-align: center;">front                      back</p> 
--	---

Have the respondent indicate on his/her own body where the pain is located. Put an X in the corresponding area(s) on the diagram, being careful not to include any areas that are not affected.

<p>F19. When was the last time you had this pain?</p>	<p>(331)    1 <input type="checkbox"/> 6 months ago or less          2 <input type="checkbox"/> over 6 mos. to 1 year          3 <input type="checkbox"/> more than 1 yr. ago (F31)</p>
---	---

The time frame has shifted to "the last time."

<p>F20. How long does the pain usually last?</p>	<p>(332)    1 <input type="checkbox"/> 1 hr. or less          2 <input type="checkbox"/> more than 1, up to 5 hrs.          3 <input type="checkbox"/> more than 5, up to 24 hrs.          4 <input type="checkbox"/> more than 24 hrs.          9 <input type="checkbox"/> DK</p>
--	--

Questions F20-F30 are asked only of persons experiencing the pain within the last year. Stress the word "usually" and read answer categories if necessary.

<p><b>F21. While you are having the pain, is it steady or does it come in waves?</b></p>	<p>(333) 1 <input type="checkbox"/> steady          2 <input type="checkbox"/> comes in waves          3 <input type="checkbox"/> both</p>
<p><b>F22. When you have the pain, do you move around or do you lie still?</b></p>	<p>(334) 1 <input type="checkbox"/> move around          2 <input type="checkbox"/> lie still          3 <input type="checkbox"/> both</p>

Self-evident.

<p><b>F23. At about what hour does the pain usually start?</b></p>	<p>(335)-(336) ___ o'clock { 1 <input type="checkbox"/> AM          2 <input type="checkbox"/> PM          OR          00 <input type="checkbox"/> no particular time          99 <input type="checkbox"/> DK</p>
<p><b>F24. Have you ever been awakened from sleep by this pain?</b></p>	<p>(337) 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N    9 <input type="checkbox"/> DK</p>
<p><b>F25. Do you get this pain while you are eating, after eating, or is it not related to eating?</b></p>	<p>(338) 1 <input type="checkbox"/> while eating (F27)          2 <input type="checkbox"/> after eating (F26)          3 <input type="checkbox"/> not related to eating (F27)          9 <input type="checkbox"/> DK (F27)</p>

Self-evident.

<p><b>F26. How long after eating do you get this pain?</b></p>	<p>(339) 1 <input type="checkbox"/> 1 hour or less          2 <input type="checkbox"/> more than 1, up to 2 hrs.          3 <input type="checkbox"/> more than 2 hrs.          9 <input type="checkbox"/> DK</p>
--	--

Self-evident.

<p><b>F27. Do you usually feel sick to your stomach either before or after you get this pain?</b></p>	<p>(340) 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N    9 <input type="checkbox"/> DK</p>
---	--

<p><b>F28. Within a day or two of having the pain, have you had any of the following:</b></p> <p>Fever or chills? .....</p> <p>Itching? .....</p> <p>Yellow jaundice? .....</p> <p>Unusually dark colored urine? .....</p> <p>Unusually light colored bowel movements? .....</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 5%;">341</td> <td style="width: 5%;">1 <input type="checkbox"/> Y</td> <td style="width: 5%;">2 <input type="checkbox"/> N</td> <td style="width: 5%;">9 <input type="checkbox"/> DK</td> </tr> <tr> <td style="text-align: center;">342</td> <td>1 <input type="checkbox"/> Y</td> <td>2 <input type="checkbox"/> N</td> <td>9 <input type="checkbox"/> DK</td> </tr> <tr> <td style="text-align: center;">343</td> <td>1 <input type="checkbox"/> Y</td> <td>2 <input type="checkbox"/> N</td> <td>9 <input type="checkbox"/> DK</td> </tr> <tr> <td style="text-align: center;">344</td> <td>1 <input type="checkbox"/> Y</td> <td>2 <input type="checkbox"/> N</td> <td>9 <input type="checkbox"/> DK</td> </tr> <tr> <td style="text-align: center;">345</td> <td>1 <input type="checkbox"/> Y</td> <td>2 <input type="checkbox"/> N</td> <td>9 <input type="checkbox"/> DK</td> </tr> </table>	341	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	342	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	343	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	344	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	345	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK
341	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK																		
342	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK																		
343	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK																		
344	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK																		
345	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK																		

When reading this question, emphasize the phrase "within a day or two." Then read each item and record the respondent's answer. Do not define any of these items for the respondent.

<p><b>F29. About how many days in the past year have you had this pain in the abdomen or lower chest?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 5%;">346</td> <td style="width: 40%;">_____ days</td> </tr> <tr> <td></td> <td style="text-align: center;">number</td> </tr> <tr> <td></td> <td>999 <input type="checkbox"/> DK</td> </tr> </table>	346	_____ days		number		999 <input type="checkbox"/> DK
346	_____ days						
	number						
	999 <input type="checkbox"/> DK						

Self-evident.

<p><b>F30. In the past year, what was the longest period of days, weeks, or months in which you did not have this pain?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 5%;">347</td> <td style="width: 5%;">- 348</td> <td style="width: 5%;">1 <input type="checkbox"/> days</td> </tr> <tr> <td></td> <td style="text-align: center;">number</td> <td>2 <input type="checkbox"/> weeks</td> </tr> <tr> <td></td> <td></td> <td>3 <input type="checkbox"/> months</td> </tr> </table>	347	- 348	1 <input type="checkbox"/> days		number	2 <input type="checkbox"/> weeks			3 <input type="checkbox"/> months
347	- 348	1 <input type="checkbox"/> days								
	number	2 <input type="checkbox"/> weeks								
		3 <input type="checkbox"/> months								

Emphasize the words "longest period" and "did not have this pain." Accept whichever time unit the respondent indicates.

<p><b>F31. How old were you when you had your first attack of the pain?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 5%;">349</td> <td style="width: 40%;">_____ years old</td> </tr> <tr> <td></td> <td style="text-align: center;">number</td> </tr> </table>	349	_____ years old		number
349	_____ years old				
	number				

Note the time frame shift.

<p><b>F32. Have you ever seen a doctor about this pain?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 5%;">350</td> <td style="width: 5%;">1 <input type="checkbox"/> Y</td> <td style="width: 5%;">2 <input type="checkbox"/> N (F34)</td> </tr> </table>	350	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N (F34)
350	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N (F34)		

The time frame shifts again.



IF "NO" OR "DK" TO ALL, SKIP TO QUESTION F40.	
<p><b>F38.</b> During the past year, how often have you had (this feeling/<u>any</u> of these feelings)?</p>	<p>359</p> <p>1 <input type="checkbox"/> once or twice  2 <input type="checkbox"/> 3+ times, but less than once per month  3 <input type="checkbox"/> about once per month  4 <input type="checkbox"/> weekly or almost weekly  5 <input type="checkbox"/> daily or almost daily</p>

Ask this question if there was at least one "yes" response to F37. If there was only one "yes" to F37, then read the parenthetical phrase "this feeling". If there was more than one "yes" to F37, read "any of these feelings".

<b>F39.</b> Is the distress caused by any of the following foods?	
Milk .....	360 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N    9 <input type="checkbox"/> DK
Fatty foods .....	361 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N    9 <input type="checkbox"/> DK
Green vegetables .....	362 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N    9 <input type="checkbox"/> DK
Seafood .....	363 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N    9 <input type="checkbox"/> DK
Any other food 3 _____ specify	364 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N    9 <input type="checkbox"/> DK

Self-evident.

<p><b>F40.</b> How often do you have a bowel movement?</p>	<p>365</p> <p>1 <input type="checkbox"/> 3 or more times per day  2 <input type="checkbox"/> twice per day  3 <input type="checkbox"/> once per day  4 <input type="checkbox"/> every other day  5 <input type="checkbox"/> less often than every other day  9 <input type="checkbox"/> DK</p>
--	--

This question may be somewhat sensitive. Read this question as written and record the respondent's answer without probing.



## 22.8 Cardiovascular Conditions (Section G)

G1. Have you ever had any pain or discomfort in your chest?	(366) 1 <input type="checkbox"/> Y(G3) 2 <input type="checkbox"/> N
G2. Have you ever had any pressure or heaviness in your chest?	(367) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(G13)
G3. Do you get it when you walk uphill or hurry?	(368) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(G11) 3 <input type="checkbox"/> never hurries or walks uphill
G4. Do you get it when you walk at an ordinary pace on the level?	(369) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
G5. CHECK ITEM: MARK ONE BOX.	(370) 1 <input type="checkbox"/> "Y" in G3 AND/OR G4 (G6) 2 <input type="checkbox"/> Other (G11)

Self-evident.

G6. What do you do if you get the (pain or discomfort/pressure or heaviness) while you are walking? Do you stop, slow down, continue at the same pace, or take medicine?	(371) 1 <input type="checkbox"/> stop or slow down 2 <input type="checkbox"/> continue at same pace (G11) 3 <input type="checkbox"/> take medicine
--	--

In this and subsequent questions, the phrase in parentheses which you should read to the respondent depends upon their response to G1 or G2. If the respondent answered "yes" to G1, ask about "pain or discomfort." If the respondent answered "yes" to G2, ask about "pressure or heaviness."

Only one box must be marked. If the respondent reports more than one category, probe for what is "usually" done. If two or more responses are still given, explain the response in a footnote and continue with question G7. Do not skip to G11, even if one of the responses is "continue at same pace."

G7. If you stand still, what happens to the (pain or discomfort/pressure or heaviness)? Is it relieved or not?	(372) 1 <input type="checkbox"/> relieved 2 <input type="checkbox"/> not relieved (G11)
--	--

Self-evident.

G8. How soon is it relieved?

373

\_\_\_\_\_ minutes  
number

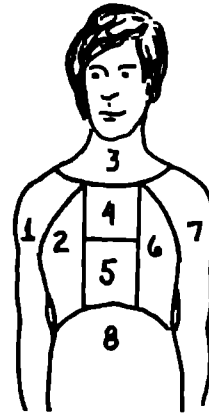
In this question the respondent is asked to give an amount of time. If s/he says, for example, "pretty soon," ask in approximately how many minutes is it relieved.

G9. Where is the (pain or discomfort/pressure or heaviness) located?

PROBE IF NECESSARY:  
Please show me where it is located.

374 381

MARK AREA(S) SHOWN.



Use the probe if necessary. Have the respondent indicate on his/her own body where the feeling is located. Put an X through the corresponding area(s) on the diagram.

G10. Do you feel it anywhere else?

382

1  Y (MARK AREA IN G9) 2  N

If the respondent answers "yes," mark the box in G10 and also put an X through the number corresponding to this other site in G9. Reask G10 until the respondent says "no."

G11. Did you see a doctor because of your (pain or discomfort/pressure or heaviness)?

383

1  Y 2  N(G13)

For definition of doctor, see the General Definitions.

G12. What did the doctor say it was?	(384) 1 _____ Specify
--------------------------------------	--------------------------

Record the response verbatim in the space provided.

G13. Have you ever had a severe pain across the front of your chest lasting for half an hour or more?	(385) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(H1)
---	---

Note that the time frame is EVER.

G14. How many of these attacks have you had?	(386) 01 <input type="checkbox"/> One (G17) _____ attacks number
--	--

Try to obtain an actual or estimated number of attacks.

G15. What was the date of your first attack?	9999 <input type="checkbox"/> DK (387) (388) ____ / ____ mo. yr.
G16. What was the duration of the pain during your first attack?	(389) 1 <input type="checkbox"/> 30-59 min. 2 <input type="checkbox"/> 1-2 hrs. 3 <input type="checkbox"/> 3-5 hrs. 4 <input type="checkbox"/> 6-11 hrs. 5 <input type="checkbox"/> 12-23 hrs. 6 <input type="checkbox"/> 24-47 hrs. 7 <input type="checkbox"/> 2 days or more 9 <input type="checkbox"/> DK

Questions G15 and G16 refer to the first attack.

G17. What was the date of your (last) attack?	9999 <input type="checkbox"/> DK (390) (391) ____ / ____ mo. yr.
---	--

<b>G18. What was the duration of the pain during your (last) attack?</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">392</span> 1 <input type="checkbox"/> 30-59 min. 2 <input type="checkbox"/> 1-2 hrs. 3 <input type="checkbox"/> 3-5 hrs. 4 <input type="checkbox"/> 6-11 hrs. 5 <input type="checkbox"/> 12-23 hrs. 6 <input type="checkbox"/> 24-47 hrs. 7 <input type="checkbox"/> 2 days or more 9 <input type="checkbox"/> DK
--	--

Questions G17 and G18 refer to the only or most recent attack. If the respondent reported only one attack in G14, then do not read the word "last" in parentheses.

<b>G19. Did you see a doctor because of this pain?</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">393</span> 1 <input type="checkbox"/> Y      2 <input type="checkbox"/> N(G21)
--	--

For the definition of doctor, see the General Definitions.

<b>G20. What did the doctor say it was?</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">394</span> 1 _____ specify
---	---

Record the response verbatim in the space provided.

<b>G21. Have you ever had an electrical recording of your heart, also called an ECG, performed? This involves placing wires on the chest and arms.</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">395</span> 1 <input type="checkbox"/> Y      2 <input type="checkbox"/> N
--	---

Do not try to define ECG in any more detail than given in the sentence that follows the question.

**22.9 Smoking (Section H)**

This section is concerned with the extent to which the respondent smokes cigarettes, cigars, and pipes, and is in the presence of smokers.

<b>H1. Have you smoked at least 100 cigarettes in your entire life?</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">396</span> 1 <input type="checkbox"/> Y      2 <input type="checkbox"/> N(H13)
---	--

This question is designed to classify those who have smoked less than 100 cigarettes in their lives as non-smokers, even if they now smoke.

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

H2. About how old were you when you first started smoking cigarettes fairly regularly?	(397) _____ years old number 00 <input type="checkbox"/> never smoked regularly
--	---

Get the respondent to provide the best estimate of the age when s/he began smoking cigarettes "fairly regularly." Do not define "fairly regularly." If the respondent volunteers that s/he has never smoked regularly, check the box.

H3. Do you smoke cigarettes now?	(398) 1 <input type="checkbox"/> Y(H6) 2 <input type="checkbox"/> N
----------------------------------	---

Mark "yes" for respondents who indicate they have stopped smoking temporarily, for example, due to illness, but expect to begin again. If a respondent has temporarily stopped but has no intention of stopping entirely or has made no effort to stop, consider that respondent as smoking now.

H4. About how long has it been since you last smoked cigarettes (fairly regularly)?	(399) _____ years (H8) number 00 <input type="checkbox"/> less than 1 year
---	--

Do not read "fairly regularly" if the respondent indicated that s/he never smoked regularly in question H2. Write in the number of years if one or more or check the box if less than one year.

H5. About what date was that?	(400)(402) ____ / ____ / ____ mo. day yr.
-------------------------------	--

Record the date in six digits, two each for month, day, and year. If the respondent cannot identify approximate day, record month and year and enter "DK" for day. Try to obtain the year, at least.

<p>H6. We are interested in the actual number of cigarettes people smoke in a day. How many cigarettes a day (do/did) you smoke (when you last smoked regularly)?</p> <p>IF ANSWERS IN PACKS, ASK:</p> <p>Could you give me the actual number of <u>cigarettes</u>?</p>	<p>(403) <input type="checkbox"/> less than 1 per day</p> <p>_____ cigarettes number</p> <p>(404) _____ packs number</p>
---	--

This question is for all current smokers and all those who have stopped smoking in the last year. Use "do" for current smokers and "did" for former smokers (question H3). Use "when you last smoked regularly" if the respondent indicated earlier (question H2) that s/he was a regular smoker at some time during the year but no longer smokes (question H3).

<p>H7. Was there ever a period when you smoked <u>more than</u> (number in H6) cigarettes a day?</p>	<p>(405) 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N (H9)</p>
--	--

Fill in the number of cigarettes noted in question H6. If the answer was number of packs, use that number and substitute "packs" for "cigarettes." For the respondent who smoked "less than 1 cigarette a day," modify the question to "Was there ever a period when you smoked more than that?"

<p>H8. During the period when you were smoking the most, about how many cigarettes a day did you usually smoke?</p>	<p>(406) <input type="checkbox"/> less than 1 per day</p> <p>_____ cigarettes number</p> <p>(407) _____ packs number</p>
---	--

This is a follow-up question for those who answered "yes" to question H7 and those who stopped smoking a year or more ago (question H4). Record the average number of cigarettes smoked per day during this peak period on the cigarette line. Check the box if the respondent states s/he did not smoke at least one cigarette per day. Write in the number of packs if the respondent "cannot" give number of cigarettes.

<p>IF 1 YEAR OR MORE IN H4, GO TO H13.</p> <p>H9. What brand of cigarette (do/did) you usually smoke?</p>	<p>Brand name(s)</p> <p>(408) _____</p> <p>(409) _____</p>
---	--

Ask questions H9 and H10 only of current smokers and those who stopped smoking in the past year. Use "do" for current smokers and "did" for former smokers.

Record the brand name(s) mentioned verbatim. If more than two brand names are mentioned, write in the names of the others in the answer space. If more than one brand is mentioned, go to question H10. If only one brand is mentioned check to see if it appears in column "a" of the "Cigarette Brand List" on Card ASP2. If it does, go to question H11. If it does not, go to question H12.

IF MORE THAN ONE BRAND, ASK:  H10. Which brand (do/did) you smoke the most?	Brand name  (410) _____
---	-------------------------------

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

If the respondent says s/he 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?" If the respondent does not give a brand name in response to this probe, enter the answer verbatim in the answer space. Then skip to question H13.

CHECK CARD ASP 2, BRAND LIST. IF BRAND(S) NAMED APPEAR(S) ON LIST, ASK:  H11. Is that <u>X</u> , <u>Y</u> , or <u>Z</u> ?  INCLUDE ALL NAMES FOR THE BRAND	(411) _____
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Check column "a" of the "Cigarette Brand List" when a single brand is mentioned in response to question H9 or after the brand most smoked is identified in question H10. If any brand mentioned appears in column "a," insert the names of all types for that brand from column "b;" for example, if the respondent says s/he smokes Kools, ask "Is that Kool, Kool International, Kool Milds, Kool Milds 100, or Kool Super Lights?"

<p>H12. What type of cigarettes are the (brand) that you (smoke/smoked)? Are they:</p> <p>a. Filter tip or non-filter tip? . . . . .</p> <p>b. Menthol or plain? . . . . .</p> <p>c. Hardpack or softpack? . . . . .</p> <p>d. Regular, Kingsize, 100 or 120 millimeter? . . . . .</p> <p>e. High, medium, or low tar and nicotine? . . . . .</p>	<p>(412) 1 <input type="checkbox"/> FT 2 <input type="checkbox"/> NFT 9 <input type="checkbox"/> DK</p> <p>(413) 1 <input type="checkbox"/> M 2 <input type="checkbox"/> P 9 <input type="checkbox"/> DK</p> <p>(414) 1 <input type="checkbox"/> HP 2 <input type="checkbox"/> SP 9 <input type="checkbox"/> DK</p> <p>(415) 1 <input type="checkbox"/> R 2 <input type="checkbox"/> K 3 <input type="checkbox"/> 100 4 <input type="checkbox"/> 120 9 <input type="checkbox"/> DK</p> <p>(416) 1 <input type="checkbox"/> H 2 <input type="checkbox"/> M 3 <input type="checkbox"/> L 9 <input type="checkbox"/> DK</p>
---	--

Insert the brand name recorded in question H9 or, if multiple brands are named, use the brand recorded in question H10. Use the present tense (smoke) or past tense (smoked) depending on the answer to question H3. Do not define "high, medium or low tar and nicotine." If respondent gives actual tar and nicotine levels, ask again "Is that high, medium, or low tar and nicotine?" Even though question H12 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 s/he smokes more than one type of the same brand of cigarette equally, record this answer in the answer space and indicate to which part of question H12 (a, b, c, d, or e) the answer refers.

<p>H13. Do you smoke cigars now?</p>	<p>(417) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(H15)</p>
--------------------------------------	---

Mark "yes" for respondents who say they have stopped smoking temporarily, for example, due to illness, but expect to begin again.

<p>H14. About how many cigars a day do you smoke?</p>	<p>(418) _____ cigars per day  <small>number</small></p> <p><input type="checkbox"/> less than 1 per day -  specify ↴</p> <p>66 <input type="checkbox"/> 3-6 per week  77 <input type="checkbox"/> less than 3  per week</p>
---	--

If the respondent doesn't smoke every day, specify the approximate number of cigars smoked per week.



H15. Do you smoke a pipe now?

(419) 1  Y 2  N(H17)

Mark "yes" for respondents who have stopped smoking temporarily but plan to begin again.

H16. About how many pipefuls of tobacco a day do you usually smoke?

(420) \_\_\_\_\_ pipefuls per day  
number

less than 1 per day –

specify ↴

66  3-6 per week

77  less than 3  
per week

If the respondent doesn't smoke every day, specify approximate number of pipefuls of tobacco smoked per week.

H17. Does anyone (else) in your household smoke cigarettes, cigars, or a pipe inside your home?

(421) 1  Y 2  N

H18. Do you share an office with or work near someone (else) who smokes cigarettes, cigars, or a pipe in your presence?

(422) 1  Y 2  N

These questions focus on whether or not smokers and nonsmokers are subjected frequently to other people's smoke. Read the word "else" if the respondent currently smokes.

NOTE: The letter I is not used in this questionnaire. The next section is J.

## 22.10 Functional Impairment (Section J)

This section is concerned with limitation of activity due to an impairment or health problem, conditions causing limitation, need for assistance to perform tasks of daily living, and changes in activity due to a disability or health problem. The term "functional impairment" is used because the terms "disability" and "disabled" have many different meanings in common usage.

J1. CHECK ITEM.

(423)

- 1  Age under 18 (J28)
- 2  Age 71 or older (J25)
- 3  Age 18-70 (J2)

Self-evident.

J2. What was your major activity during most of the past 12 months; working at a job or business, keeping house, going to school, or something else?

(424)

- 1  working (J3)
- 2  keeping house (J5)
- 3  going to school (J12)
- 4  something else (J12)

Identifying a respondent's main activity in the past 12 months is the first step in determining whether the respondent has a long-term disability and the extent of any disability. Such a disability is measured by classifying persons according to the degree to which their health limits them in their major activity. Major activities are working, keeping house, going to school, and something else. These activities are defined in the General Definitions.

When asking question J2, emphasize the phrase, "MOST OF THE PAST 12 MONTHS" so that it is clear to the respondent that you are referring to the entire year and not just the present time. For example, a person who worked the first 8 months of the year but is now retired should be reported as "working" most of the past 12 months.

There is no specific sex or age requirement associated with any of the four major activities. A male's major activity may have been "keeping house," or a 60-year-old person may have been "going to school." Accept the response as given.

If the person reports having had more than one major activity during the 12-month period, determine which one is the "major activity" by applying the following priorities:

- a. Ask, "Which did you spend the most time doing DURING THE PAST 12 MONTHS?" Mark the appropriate box for the response to this probe if the respondent is able to choose one activity.
- b. If the person spends equal amounts of time doing more than one activity, ask, "Which do you consider more important?" Then mark the appropriate box.
- c. If the person is still unable to select one major activity, mark the box for the first activity mentioned. Explain the situation in the blank space under the question, including all activities reported.

J3. Does any impairment or health problem now keep you from working at a job or business?

425 1  Y(J17) 2  N

Key definitions are:

- Impairment or Health Problem -- Any condition, physical or mental, which causes limitation in activity (see "Condition" below). Do not include as an impairment or health problem: pregnancy, delivery, an injury that occurred during the past 3 months (unless it resulted in obvious permanent limitation), or the effects of an operation that took place during the past 3 months (unless these effects are obviously permanent). It is not important for the respondent to differentiate between an "impairment" and a "health problem." Both of these terms are used to let the respondent know the wide range of health-related causes that should be considered.
- Condition -- The respondent's perception of a departure from physical or mental well-being. Included are specific health problems such as a missing extremity or organ, a disease, a symptom, the result of an accident or some other type of impairment. Also included are vague disorders and health problems not always thought of as "illnesses," such as alcoholism, drug-related problems, senility, depression, anxiety, etc. In general, consider as a condition any response describing a health problem of any kind.
- The word "NOW" is very important in this question. Should the issue come up as to what is meant by "NOW," say "as of last Sunday night."

Mark "yes" for respondents who can only do certain types of jobs because of their health or are able to work only for short periods of time or have to rest often.

J4. Are you limited in the kind or amount of work you can do because of any impairment or health problem?

426 1  Y(J17) 2  N(J15)

Do not define "limited" for respondents. This question is meant in the context of what is normal for most people of the respondent's age.

J5. Does any impairment or health problem now completely keep you from doing any housework?

427 1  Y(J7) 2  N

Refer to all key definitions included with question J3. In addition, "completely" unable to do housework means that the person is completely or

almost completely dependent on others to keep house and prepare meals because of some impairment or health problem.

J6. Are you limited in the kind or amount of housework you can do because of any impairment or health problem?	(428) 1 <input type="checkbox"/> Y(J7) 2 <input type="checkbox"/> N(J12)
--	--

Do not define "limited" for respondents. This question is meant in the context of what is usual for most people of the respondent's age.

Mark "yes" for respondents who:

- Can do some household chores but are unable to do others;
- Need help doing the housework because of an impairment or health problem;
- Do not need help but require more or longer than normal periods of rest between housekeeping activities so that less housework gets done than could normally be expected.

Mark "no" for respondents who mention "pregnancy" or "recent childbirth" or "recent injury" as limiting them.

J7. What condition causes this limitation?	_____ condition
--	-----------------

See question J3 for the definition of "condition." If the respondent reports pregnancy or recent childbirth or recent injury, reask the question beginning with the phrase "Besides pregnancy,..." or "Besides your broken arm..." If the same answer is given again, skip question J8 and go to question J9 to determine if there is still any other condition causing the limitation.

J8. When did you first notice your (condition in J7)?	(429) 1 <input type="checkbox"/> more than 3 months ago (J12) <input type="checkbox"/> 3 months ago or less —
PROBE IF NECESSARY: Was it within the past 3 months or was it more than 3 months ago?	SPECIFY IF 3 MONTHS AGO OR LESS —
	2 <input type="checkbox"/> CONDITION IS ON CARD ASP 3 (J12) 3 <input type="checkbox"/> CONDITION NOT ON CARD ASP 3 (J9)

Ask question J8 to determine the onset of the condition (not the onset of the limitation). If the condition was first noticed more than 3 months ago, no additional information is needed; mark the first box and skip to J12. However, if the condition was first noticed within the past 3 months, determine if the condition is a "chronic condition" or not by using Card ASP3.

Card ASP3 contains a list of types of conditions that are considered "chronic" for this survey. If the condition entered in question J7 fits one of the conditions listed on Card ASP3, mark the first indented box and go to question J12; if the condition is not listed, mark the second indented box and go to question J9.

Some probing may be required in order to decide whether a condition fits one of the categories listed on Card ASP3. For example, the respondent may merely report "ulcer" in question J7. In this case, ask where the ulcer is located and specify the location in the answer space for question J7. Only "stomach ulcer" is on the list--other types of ulcers are excluded; so for anything other than a stomach ulcer, mark the second box and go to question J9.

Some of the categories on Card ASP3 are very broad. For example, "heart trouble" includes any condition reported that involves the heart, including angina, heart attack, rheumatic heart disease, etc. If you are unsure whether the condition reported is included on Card ASP3, mark the second indented box and go to J9.

J9. Is this limitation caused by any other condition?	<input checked="" type="radio"/> (430) 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N(J12)
---	--

This is a follow-up question for cases in which the condition mentioned in question J7 is NOT on Card ASP3. Ask question J9 to determine if the limitation is caused by any condition other than the one entered for question J7.

J10. What other condition causes this limitation?	<div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 5px;">           _____  <small>condition</small> </div>
J11. When did you first notice your <u>condition in J10</u> ?	<input checked="" type="radio"/> (431) 1 <input type="checkbox"/> more than 3 months ago (J12) <input type="checkbox"/> 3 months ago or less --  SPECIFY IF 3 MONTHS AGO OR LESS --  2 <input type="checkbox"/> CONDITION IS ON CARD ASP 3 (J12) 3 <input type="checkbox"/> CONDITION NOT ON CARD ASP 3 (REASK J9-J11)

Ask these questions following the same directions given for questions J7 and J8.

Reask questions J9-J11 until either no more conditions are reported, or a condition was first noticed more than 3 months ago, or a condition is on the Card ASP3 Chronic Condition List. Make your additional entries in the available space for these items.

J12. Does any impairment or health problem keep you from working at a job or business?

432 1  Y(J17) 2  N

For any respondent whose major activity during the past 12 months was "keeping house," "going to school," or "something else," this question focuses on whether the respondent does not work because of an impairment or health problem, above and beyond what is normal for most people of that age. Impairment and health problem are defined for question J3. Mark "no" for any respondent who has never worked or who doesn't want to work.

J13. Are you limited in the kind or amount of work you could do because of any impairment or health problem?

433 1  Y(J17) 2  N(J14)

Self-evident.

J14. CHECK ITEM.

434 1  "Yes" in J5 OR J6 (J22)  
2  Other (J15)

Self-evident.

J15. Are you limited in any way in any activities because of an impairment or health problem?

435 1  Y 2  N(J22)

This question is concerned with possible limitations other than those associated with the respondent's major activity. "In any way" refers to activities that are normal for most people of the respondent's age.

J16. In what way are you limited? RECORD LIMITATION, NOT CONDITION.

436 1 \_\_\_\_\_  
limitation

If a condition (see definition, question J3) is given, reask the question to determine how the person is limited; for example, "In what way does your back trouble limit you?" Enter the limitation, for example, "can't bend knees," "frequent rest periods," etc. Enter the condition only if a limitation cannot be obtained after probing.

J17. What condition causes this limitation?	_____ condition
---	-----------------

J18. When did you first notice your (condition in J17)?  PROBE IF NECESSARY: Was it within the past 3 months or was it more than 3 months ago?	(437) 1 <input type="checkbox"/> more than 3 months ago (J22) <input type="checkbox"/> 3 months ago or less -  SPECIFY IF 3 MONTHS AGO OR LESS -  2 <input type="checkbox"/> CONDITION IS ON CARD ASP 3 (J22) 3 <input type="checkbox"/> CONDITION NOT ON CARD ASP 3 (J19)
--	--

J19. Is this limitation caused by any other condition?	(438) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N (J22)
--	---

J20. What other condition causes this limitation?	_____ condition
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J21. When did you first notice your (condition in J20)?	(439) 1 <input type="checkbox"/> more than 3 months ago (J22) <input type="checkbox"/> 3 months ago or less -  SPECIFY IF 3 MONTHS AGO OR LESS  2 <input type="checkbox"/> CONDITION IS ON CARD ASP 3 (J22) 3 <input type="checkbox"/> CONDITION NOT ON CARD ASP 3 (REASK J19-J21)
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Ask questions J17-J21 following the directions for questions J7-J11.

J22. CHECK ITEM.	(440) 1 <input type="checkbox"/> Age 60-70 (J23) 2 <input type="checkbox"/> Age 18-59, limitation reported (J23) 3 <input type="checkbox"/> Other (J39)
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Self-evident.

J23. Because of any impairment or health problem, do you need the help of other persons with your personal care needs, such as eating, bathing, dressing, or getting around this home?	(441) 1 <input type="checkbox"/> Y (J39) 2 <input type="checkbox"/> N
--	---

J24. Because of any impairment or health problem, do you need the help of other persons in handling your routine needs, such as taking care of this place, doing necessary business, shopping, or getting around for other purposes?	(442) 1 <input type="checkbox"/> Y (J39) 2 <input type="checkbox"/> N (J39)
--	---

These questions are concerned with whether persons aged 18-59 with a limitation reported in questions J2-J21 or anyone aged 60 to 70 are also limited in taking care of themselves or in performing tasks of daily living.

"Need help" means that the respondent cannot do one or more of the listed activities without the help of someone else. This does not mean that the person must be completely incapable of performing the activities. The problem must be the result of an impairment or health problem and not the fact that the person needs help, for example, because the person does not know how to cook or lacks transportation.

"Taking care of this place" refers to routine maintenance such as housework, minor repairs, routine yard work, etc. It does not include major maintenance such as house painting, heavy landscaping, exterior window washing, and so on.

Mark "no" if help is needed only rarely or if the respondent could benefit from help but does not need or receive help.

Whenever there is doubt that the person's limitation is due to a health-related reason, probe by asking, "Is this due to any impairment or health problem?" For example, if the response to question J23 is "Well, I have someone mow the lawn for me," you must probe because it is not clear that the person is limited because of an impairment or health problem. Likewise, if a person says, "I never do the shopping," probe to determine if this is because of an impairment or health problem or is just a lifestyle convention.

---

ASK FOR AGES 71+ ONLY:	
J25. What was your major activity during most of the past 12 months; working at a job or business, keeping house, going to school, or something else?	(443) 1 <input type="checkbox"/> working 2 <input type="checkbox"/> keeping house 3 <input type="checkbox"/> going to school 4 <input type="checkbox"/> something else

---

Follow the directions given for question J2. Note there are no skip instructions. Ask question J26 regardless of the response to question J25.

---

J26. Because of any impairment or health problem, do you need the help of other persons with your personal care needs, such as eating, bathing, dressing, or getting around this home?	(444) 1 <input type="checkbox"/> Y(J34) 2 <input type="checkbox"/> N
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J27. Because of any impairment or health problem, do you need the help of other persons in handling your routine needs, such as taking care of this place, doing necessary business, shopping, or getting around for other purposes?	(445) 1 <input type="checkbox"/> Y(J34) 2 <input type="checkbox"/> N(J32)
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These questions parallel questions J23 and J24, except that these respondents are aged 71 or older. Follow the same directions for questions J23 and J24.

ASK FOR AGES 12-17 ONLY:	
J28. Does any impairment or health problem <u>now</u> keep you from attending school?	(446) 1 <input type="checkbox"/> Y(J34) 2 <input type="checkbox"/> N

See the definition for "going to school" in General Definitions.

Do not count people who may miss time from school only now and then because of an impairment or health problem.

For respondents on school vacations, "NOW" means the next time when school will be back in session.

J29. Do you attend a special school or special classes because of any impairment or health problem?	(447) 1 <input type="checkbox"/> Y(J34) 2 <input type="checkbox"/> N
---	--

"Special school" is one which students attend because of some unique physical or mental characteristic that distinguishes them from most other persons who attend regular schools. This includes schools for the physically or mentally handicapped, schools for the hearing impaired or blind, schools for persons with learning disabilities, etc. It does NOT include special schools for talented or gifted persons, such as the Juilliard School of Music.

"Special classes" are held within a regular school for students who have a physical or mental disability that keeps them from attending all or most of the regular classes. This does NOT include special classes for talented or gifted students, such as a class in advanced analytical calculus.

J30. Do you need to attend a special school or special classes because of any impairment or health problem?	(448) 1 <input type="checkbox"/> Y(J34) 2 <input type="checkbox"/> N
---	--

This question is meant to identify students who do not receive special education but could benefit from it because of an impairment or health problem. Definitions of "special school" and "special classes" are included for question J29 above.

J31. Are you limited in school attendance because of your health?	(449) 1 <input type="checkbox"/> Y(J34) 2 <input type="checkbox"/> N
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22.11 Condition List (Section K)

K1. Has a doctor ever told you that you had: (IF "YES" ASK K2 & K3 BEFORE GOING TO NEXT CONDITION).	K2. Do you still have . . . ?	K3. How many years ago did you first have . . . ?
Emphysema? (466) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (467) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (468) _____		
Chronic bronchitis? (469) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (470) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (471) _____		
Rheumatic fever? (472) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (473) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (474) _____		
Rheumatic heart disease? (475) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (476) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (477) _____		
Heart murmur? (478) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (479) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (480) _____		
Heart failure? (481) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (482) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (483) _____		
Heart attack? (484) 1 <input type="checkbox"/> Y(K3) 2 <input type="checkbox"/> N		(485) _____
Kidney problems? (486) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (487) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (488) _____		
Cirrhosis of the liver? (489) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (490) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (491) _____		
Hepatitis? (492) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (493) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (494) _____		
Yellow jaundice? (495) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (496) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (497) _____		
Stroke? (498) 1 <input type="checkbox"/> Y (K3) 2 <input type="checkbox"/> N		(499) _____
Glaucoma? (500) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (501) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (502) _____		
Cataracts? (503) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (504) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (505) _____		
Strabismus or crossed eyes? (506) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (507) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (508) _____		
An eye injury? (509) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (510) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (511) _____		
Goiter? (512) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (513) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (514) _____		
Other thyroid disease? (515) 1 <input type="checkbox"/> Y(K2) 2 <input type="checkbox"/> N (516) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK (517) _____		

Record "yes" or "no" for each condition listed in question K1. If the respondent says "yes" to any condition, ask questions K2 and K3 as appropriate for that condition. Always precede the next condition with question K1. During a string of "no" responses, you need only occasionally reread question K1.

If the respondent says "yes" to a condition but qualifies the response, ask question K1 again about that condition. For example, the respondent says "yes" to "stroke" but then says "it was heat stroke." Reask the question stressing the name of the condition. If this results in no better information, ask questions K2 and K3 as appropriate and record all relevant information verbatim in the answer spaces for that condition.

## 22.12 Pesticide Exposure (Section L)

<p>L1. Have you <u>ever</u> done farm work, either paid or unpaid? Some examples of farm work are working with crops or animals and supervising other workers on farms or orchards.</p>	<p>(518) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(L27)</p>
---	---

This question is intended to identify persons who have ever worked in agricultural production.

In general, a "yes" answer would be recorded for respondents who have at one time or another made a living in agricultural production. This would include those respondents that were paid for their work, received lodging and/or board in exchange for work, as well as those that were not paid for their labor.

A "no" answer would be recorded for those respondents who indicate they have never been involved in agricultural work.

The term "farm work" refers to the production of crops, livestock, or poultry.

<p>L2. Approximately how many years have you worked in farming?</p>	<p>(519) 99 <input type="checkbox"/> DK _____ years number</p>
---	--

Self-evident.

<p>L3. Are you a migrant farmworker?</p>	<p>(520) 1 <input type="checkbox"/> Y(L5) 2 <input type="checkbox"/> N</p>
--	--

Do not define for the respondent. We are interested in his or her own opinion.



Animal or dairy farm is a farm where main activity is the raising of livestock (cattle, sheep, horses) to be used to provide milk, meat, wool.

Poultry farm is one where main activity is the raising of fowl (chicken, hens, turkey) to be used to provide meat and eggs.

Vegetable or truck farm is a farm where the main activity is the production of vegetables (plants whose leaves, stems, roots, fruits, or seeds are used as food) to be used as food.

Fruit orchard is an area where trees are grown specifically for the production of fruits or nuts, to be used as food. Trees are usually planted in regular patterns and grouped together by commodity.

Cotton farm is a farm where main activity is the production of cotton to be used in the manufacture of cloth, thread, or wadding.

Tobacco farm is one where main activity is the production of tobacco to be used in the manufacture of prepared tobacco, ciagrettes, or cigars.

Grain farm is a farm where main activity is the production of grain crops (wheat, barley, rye, oats, millet) to be processed into cereal or flour.

L8. During the past year, what agricultural crops have you mainly worked with?	<p>(532) 9 <input type="checkbox"/> DK 0 <input type="checkbox"/> none</p> <p>(533) (537) _____ _____ _____</p>
--	---

Note that there are three spaces for multiple response as to the main crops.

<b>L9. During the past year, have you performed any of the following jobs:</b>	
Picker or harvester? .....	(538) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
Cultivator? .....	(539) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
Planter? .....	(540) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
Sorter? .....	(541) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
Packer? .....	(542) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
Pesticide sprayer? .....	(543) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
Pesticide mixer; .....	(544) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
Pesticide flagman? .....	(545) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
Field foreman? .....	(546) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
Any other farm job? <sup>3</sup> _____ specify	(547) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N

Read and record the response for each type of job. These jobs are defined as follows:

Picker or harvester -- a person whose job is to go out into the field and remove the commodity from the plant. This can be done manually (an individual going from plant to plant removing the commodity by hand) or by machine (an individual driving a machine through the field which removes the commodity from the plant).

Cultivator -- a person who promotes or improves the growth of a plant or crop by labor and attention. This includes preparing the soil before the commodity is planted.

Planter -- a person whose job it is to introduce the seed or seedling of a commodity into the ground in defined rows or patterns for growth and subsequent removal for selling.

Sorter -- a person whose job it is to separate raw agricultural commodities by size, grade, or other criteria.

Packer -- a person whose job it is to place raw agricultural commodities into containers for shipment away from the farm.

Pesticide sprayer -- a person whose job it is to apply pesticides (a chemical preparation used to kill insects, weeds, plant diseases and rodents) to raw agricultural commodities. This includes pilots who apply pesticides by airplane.





L13. When working in farming, where does your drinking water come from?	
Is it: Brought to the fields from somewhere else? . . . . .	555 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
From a well in the fields? . . . . .	556 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
Irrigation water or standing water at the field? . . .	557 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
From some other source? <sup>3</sup> _____ specify	558 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
	559 0 <input type="checkbox"/> DOESN'T DRINK WATER

"Your drinking water" refers to the water drunk while working in farming, not household drinking water.

See question L12 for definitions of the sources of the water.

L14. Pesticides are chemicals used to kill insects, weeds, plant diseases, and rodents. When working in farming, to your knowledge, have pesticides <u>ever</u> been applied to an area while you were working in it?	560 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(L18) 9 <input type="checkbox"/> DK(L16)
---	---

Beginning with this question, the respondent is asked specifically about exposure to pesticides.

L15. How many times?	561 1 <input type="checkbox"/> 1-2 times 2 <input type="checkbox"/> 3-5 times 3 <input type="checkbox"/> 6-10 times 4 <input type="checkbox"/> more than 10 times 9 <input type="checkbox"/> DK
----------------------	---

Self-evident.

L16. Have you ever mixed, handled, or applied pesticides while working in farming?	562 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(L20) 9 <input type="checkbox"/> DK(L20)
--	---

Mixing pesticides refers to the diluting of pesticide concentrates; combining two or more pesticides together; adding surfactants, emulsifiers and markers to pesticides; and loading pesticides into application equipment.

Handling pesticides refers to any direct contact the respondent has had with a pesticide product. This includes loading or unloading bags, boxes, drums, or other containers of pesticides.

Applying pesticides refers to the actual use of the pesticide on a commodity. This includes the spraying of pesticides, either by airplane, backpack sprayer, hand held sprayer, or other similar device, the sprinkling of pellets or powders, or the laying of baits.

<p>L17. Approximately how many times per year have you usually mixed, handled, or applied pesticides while working in farming?</p>	<p>(563) 1 <input type="checkbox"/> less than once per year          2 <input type="checkbox"/> 1-12 times per year          3 <input type="checkbox"/> more than 12 times per yr.</p>
--	--

This question refers to the respondent's usual or average experience during any given year. Note that the categories are broad and the respondent may be able to categories his or her experience if s/he cannot specify a number of times.

<p>L18. Have you ever used any of the following items of protective equipment while mixing, handling, or applying pesticides:</p>	
<p>Gloves? .....</p>	<p>(564) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
<p>Special suit over clothes? .....</p>	<p>(565) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
<p>Mask? .....</p>	<p>(566) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
<p>Goggles? .....</p>	<p>(567) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
<p>Rubber boots? .....</p>	<p>(568) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
<p>Head covering? .....</p>	<p>(569) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
<p>Any other item? <sup>3</sup> _____  <small style="margin-left: 100px;">specify</small></p>	<p>(570) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>

Protective clothing as defined by law includes a hat, long-sleeved shirt, long pants, socks, and shoes. This question deals with other more specialized items of clothing as defined below.

Gloves made of rubber or heavy cloth.

Specialized suit which is one piece and buttons or zips to provide more protection. Gloves and shoes may be made into the suit.

Mask usually made of gauze, worn over the nose and mouth to prevent inhalation of pesticides.

Goggles made of plastic or glass, worn over the eyes to prevent injury by pesticides.

Head covering refers to a hardhat with a neoprene headband to prevent absorption of pesticides into the headband. By law, some head gear is to be worn when using pesticides.

IF ALL "N" in L18, SKIP TO L20. OTHERWISE ASK:	
L19. How often have you used any protective equipment while mixing, handling, or applying pesticides: Always, sometimes, or never?	(571) 1 <input type="checkbox"/> always 2 <input type="checkbox"/> sometimes 3 <input type="checkbox"/> never

Note the skip pattern. Do not define the frequency categories for question L19.

L20. While working in farming, have any pesticides ever been spilled or sprayed on any part of your body?	(572) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N (L26) 9 <input type="checkbox"/> DK (L26)
---	---

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 by spraying.

L21. How many times have pesticides been spilled or sprayed on you?	(573) 999 <input type="checkbox"/> DK  _____ times number
---	--

Self-evident.

L22. Did you ever become ill because pesticides were spilled or sprayed on you?	(574) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
---	---

Asking if the respondent has ever become ill due to pesticide exposure is a very subjective question. The respondent will have his or her own idea of illness. But in terms of pesticide exposure, this question refers to nausea, vomiting, cramps, head or neck aches, nose bleeds, severe eye or nose irritation, burns or unusual rash immediately or soon after exposure. We are not looking for results of long term exposure such as the occurrence of lung cancer, 20 years after the last exposure even though the respondent may believe pesticide exposure is the cause of his/her cancer.

L23. Did you ever see a doctor because pesticides were spilled or sprayed on you?	(575) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
---	---

Self-evident.

L24. Did you ever lose any work time as a result of having pesticides spilled or sprayed on you?	(576) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
--	---

See the General Definitions for the definition of work. "Work time" is time the respondent would normally spend working.

<p>L25. What specific pesticides were spilled or sprayed on you? IF NAME(S) NOT KNOWN, ENTER WHAT PESTICIDE IS USED FOR OR ON.</p>	<p>(577) 9 <input type="checkbox"/> DK (578) (582) _____ _____</p>
--	--

If the respondent does not know the name of the specific pesticide ask "What was the pesticide used for or on?"

<p>L26. Besides while working in farming, have you mixed, applied or handled any pesticides <u>during the past year</u>?</p>	<p>(583) 1 <input type="checkbox"/> Y (L28) 2 <input type="checkbox"/> N (L28) 9 <input type="checkbox"/> DK (L28)</p>
--	--

This question refers to any pesticide used other than while doing farm work. This includes using pesticides in some other occupation or at home.

<p>L27. Pesticides are chemicals used to kill insects, weeds, plant diseases and rodents. Have you mixed, applied or handled any pesticides <u>during the past year</u>?</p>	<p>(593) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK</p>
--	--

This question is similar to question L26 but is asked only for persons who have never done any farm work ("no" in question L1).

<p>L28. During the past five years, have you used the prescription medication, Kwell, to control body or head lice?</p>	<p>(584) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
---	--

The question asks about a specific medication, Kwell, and its use during the past five years.

<p>L29. Have you <u>ever</u> worked in a pesticide processing plant?</p>	<p>(585) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK</p>
<p>L30. Have you <u>ever</u> worked as a pesticide applicator or sprayer, for example, an exterminator or a pest control specialist?</p>	<p>(586) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK</p>

Note the time frame is EVER.

## 22.13 Acculturation (Section M)

This section focuses on the respondent's ethnic identity asking questions about his or her perceptions as well as about origin and descent.

M1. Do you speak any Spanish?	(587) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(M4)
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The key word in this question is "any." If the respondent replies "some" or "very little," mark the box for yes.

M2. Would you say that you speak mostly Spanish, or mostly English, or do you speak Spanish and English about the same?	(589) 1 <input type="checkbox"/> mostly Spanish 2 <input type="checkbox"/> mostly English 3 <input type="checkbox"/> both about the same
---	--

Do not quantify for the respondents. We are interested in their opinions.

M3. What language do you prefer: Spanish only, mostly Spanish, mostly English, English only, or Spanish and English about equally?	(590) 1 <input type="checkbox"/> Spanish only 2 <input type="checkbox"/> mostly Spanish 3 <input type="checkbox"/> mostly English 4 <input type="checkbox"/> English only 5 <input type="checkbox"/> both equally
--	---

If the respondent replies in a way that cannot be categorized, such as, "sometimes one, sometimes the other," reread the question and answer categories.

M4. Can you read Spanish?	(591) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
M5. Can you read English?	(592) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N

If the respondent indicates that s/he can read even a little English or Spanish, mark the box corresponding to "yes." If the respondent cannot read, mark the box for "no" in both M4 and M5.

<p>IF "YES" TO BOTH M4 AND M5, ASK:</p> <p><b>M6. Which do you read better?</b></p>	<p>(593) 1 <input type="checkbox"/> Spanish  2 <input type="checkbox"/> English  3 <input type="checkbox"/> both the same</p>
---	---

Self-evident.

<p><b>M7. Can you write in Spanish?</b></p>	<p>(594) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
<p><b>M8. Can you write in English?</b></p>	<p>(595) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
<p>IF "YES" TO BOTH M7 AND M8, ASK:</p>	
<p><b>M9. In which language do you write better?</b></p>	<p>(596) 1 <input type="checkbox"/> Spanish  2 <input type="checkbox"/> English  3 <input type="checkbox"/> both the same</p>

See comments for questions M4 and M5.

<p>HAND CARD ASP 4</p> <p><b>M10. Which of those groups <u>best</u> describes your ethnic identification?</b></p>	<p>(597) 01 <input type="checkbox"/> Boricuan  02 <input type="checkbox"/> Puerto Rican  03 <input type="checkbox"/> Cuban  04 <input type="checkbox"/> Cuban-American  05 <input type="checkbox"/> Mexican/Mexicano  06 <input type="checkbox"/> Chicano  07 <input type="checkbox"/> Mexican-American  -----  08 <input type="checkbox"/> Hispano  09 <input type="checkbox"/> Latin American  10 <input type="checkbox"/> Other Spanish or other Hispanic  11 <input type="checkbox"/> American  12 <input type="checkbox"/> Anglo-American  13 <input type="checkbox"/> other group <sup>14</sup> _____  specify</p>
---	--

This question must be asked, even though a national origin or ancestry was specified in the Household Screener. The person's perception of his or her own ethnic identification may differ from what the original household respondent had reported.

If the respondent chooses two or more categories, probe for the one best description. Ask which group s/he most closely identifies with and mark the box for only that group. If s/he is unable to choose only one group, mark the reported categories and explain the situation in the space under the question; however, it is important for some of the later questions and for analysis to attempt to limit the selection to one group.

<p>IF ANY BOX BELOW THE LINE IN M10 IS CHECKED, ASK:</p> <p>M11. What is your country of origin?</p>	<p>598 1 _____ specify</p>
--	--------------------------------

If the respondent reports "Hispano," "Latin American," "Other Spanish or Hispanic," "American," "Anglo-American," or "Other group," ask question M11 about country of origin. This may be the country in which s/he was born, or from which parents or other ancestors came. If the respondent reports the United States as the country of origin, probe for the country where his or her ancestors lived before they came to the U.S.

<p>M12. Which of those groups <u>best</u> describes your mother's ethnic identification?</p>	<p>599 01 <input type="checkbox"/> Boricuan  02 <input type="checkbox"/> Puerto Rican  03 <input type="checkbox"/> Cuban  04 <input type="checkbox"/> Cuban-American  05 <input type="checkbox"/> Mexican/Mexicano  06 <input type="checkbox"/> Chicano  07 <input type="checkbox"/> Mexican-American  08 <input type="checkbox"/> Hispano  09 <input type="checkbox"/> Latin American  10 _____ specify country  11 <input type="checkbox"/> other Spanish or other Hispanic  12 _____ specify country  13 <input type="checkbox"/> American  14 <input type="checkbox"/> Anglo-American  15 <input type="checkbox"/> other group 16 _____ specify</p>
--	---



<p>M13. Which of those groups <u>best</u> describes your father's ethnic identification?</p>	<p>(600)</p> <p>01 <input type="checkbox"/> Boricuan  02 <input type="checkbox"/> Puerto Rican  03 <input type="checkbox"/> Cuban  04 <input type="checkbox"/> Cuban-American  05 <input type="checkbox"/> Mexican/Mexicano  06 <input type="checkbox"/> Chicano  07 <input type="checkbox"/> Mexican-American  08 <input type="checkbox"/> Hispano  09 <input type="checkbox"/> Latin American  10 _____  specify country</p> <p>11 <input type="checkbox"/> other Spanish or other Hispanic  12 _____  specify country</p> <p>13 <input type="checkbox"/> American  14 <input type="checkbox"/> Anglo-American  15 <input type="checkbox"/> other group 16 _____  specify</p>
--	---

Questions M12 and M13 ask about the ethnic identification of the respondent's parents.

In these questions, we are interested in the respondent's perception of how the parents would identify themselves. People of different age groups or different political philosophies may identify themselves by different terms, even though their country of origin may be the same. Do not try to resolve any apparent inconsistencies in the responses.

<p>M14. In what country or State was your father born?</p>	<p>(601)</p> <p>1 <input type="checkbox"/> U.S., except Puerto Rico  2 <input type="checkbox"/> Puerto Rico  3 <input type="checkbox"/> Cuba  4 <input type="checkbox"/> Mexico  5 <input type="checkbox"/> other 6 _____  specify</p>
<p>M15. In what country or State was your mother born?</p>	<p>(602)</p> <p>1 <input type="checkbox"/> U.S., except Puerto Rico  2 <input type="checkbox"/> Puerto Rico  3 <input type="checkbox"/> Cuba  4 <input type="checkbox"/> Mexico  5 <input type="checkbox"/> other 6 _____  specify</p>

Self-evident.

**22.14 Meal Programs ( Section N)**

This section is concerned primarily with meal programs at school, but also includes home delivery meal programs and other than school site meal programs. These questions are asked only of persons under age 19 or 60 and over.

N1. CHECK ITEM:	(603) 1 <input type="checkbox"/> under 19 (N2) 2 <input type="checkbox"/> 19-59 (P1) 3 <input type="checkbox"/> 60+ (N16)
-----------------	---

Self-evident.

N2. Are you now attending school?	(604) 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N(P1)
-----------------------------------	--

Mark "yes" if a child regularly attends school during the normal school year. During school vacations, ask about the school term just completed. Mark "no" if a child is age 4 through 18 but is not in kindergarten through 12th grade, or does not regularly attend school when school is in session.

See "school" in the General Definitions.

N3. Does the school that you attend serve a complete breakfast?	(605) 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N
---	--

A complete school breakfast usually allows no substitutions and includes an entire meal with beverage. One standard price covers the entire meal or the meal is free. A carton of milk is not a complete breakfast.

N4. How many times a week do you usually eat breakfast served by the school?	(606) _____ times 0 <input type="checkbox"/> none (N8) 9 <input type="checkbox"/> DK
--	--

Record the number of times during a usual school week the child gets a breakfast served by the school. This may or may not be a complete breakfast as defined for question N3. Breakfast is respondent defined.

N5. During this (past) school year did your parents fill out a form to enable you to eat breakfast at school for free or at a reduced price?	(607) 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N(N7)
--	--

Children may receive complete school breakfasts at a reduced price based on the household's income. Question N5 asks whether the household applied for this program. Read the word "past" if the child is on summer vacation and between school years.

<b>N6. Do you eat breakfast at school for free or at a reduced price?</b>	<b>(608)</b> 1 <input type="checkbox"/> yes 2 <input type="checkbox"/> no, not eligible 3 <input type="checkbox"/> no, other reason
---	---

If the answer is "no," probe to determine why not.

Mark "No, other reason" if the eligibility form was submitted and approved but the child does not participate in the reduced price program.

<b>N7. How much do you pay for your breakfast per day?</b>	<b>(609)</b> _____ cents number 000 <input type="checkbox"/> free
--	---

Complete school breakfasts may be free or they may be priced as a unit, being the same amount for each breakfast. If the respondent answered "yes" to question N6 and gives different prices in N7, read the definition of "complete school breakfast" given for question N3 and be sure the answer to question N6 is correct. For children who eat breakfast at school, but not a complete breakfast as defined in N3, the prices may vary from meal to meal; thus ask for the "usual" cost. Accept a range only if the respondent "cannot" provide a "usual" cost.

<b>N8. Does the school that you attend serve a complete lunch?</b>	<b>(610)</b> 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
<b>N9. How many times a week do you usually eat lunch served by the school?</b>	<b>(611)</b> _____ times number 0 <input type="checkbox"/> none (N13) 9 <input type="checkbox"/> DK
<b>N10. During this (past) school year did your parents fill out a form to enable you to eat lunch at school for free or at a reduced price?</b>	<b>(612)</b> 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(N12)
<b>N11. Do you eat lunch at school for free or at a reduced price?</b>	<b>(613)</b> 1 <input type="checkbox"/> yes 2 <input type="checkbox"/> no, not eligible 3 <input type="checkbox"/> no, other reason
<b>N12. How much do you pay for your lunch per day?</b>	<b>(614)</b> _____ cents number 000 <input type="checkbox"/> free



Self-evident.

<b>N18. Is the sponsor of the program —</b>	
A local health department? . . . . .	620 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
Another department of local government? . . . . .	621 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
A State government? . . . . .	622 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
A church group? . . . . .	623 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
Some other voluntary organization? 3 _____ specify	624 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N

Ask about each potential sponsor in turn since more than one organization may sponsor the program.

<b>N19. About how often is the food brought to your home?</b>	625	01 <input type="checkbox"/> two or three times a day
		02 <input type="checkbox"/> once a day
		03 <input type="checkbox"/> four to six times a week
		04 <input type="checkbox"/> two or three times a week
		05 <input type="checkbox"/> once a week
		06 <input type="checkbox"/> two or three times a month
		07 <input type="checkbox"/> once a month
		08 <input type="checkbox"/> less than once a month
		09 <input type="checkbox"/> other — 10 _____ specify

Probing may be required to identify one of the response categories. For example, if the respondent answers "everyday," probe to determine if that is once a day or more than once a day.

<b>N20. Do you participate on a regular basis in any program in which you go out to a place where meals are served to groups of people?</b>	626 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(P1)
---	---



## 22.15 Medicine/Vitamin Usage (Section P)

This section is concerned with the use of medicines and vitamins by the respondent.

<b>P1. During the past 2 weeks, have you taken or used any vitamins or minerals?</b>		
(633) 1 <input type="checkbox"/> Y (P2)    2 <input type="checkbox"/> N (P5)		
<b>P2. May I see the container(s) of your vitamins and minerals?</b> RECORD BRAND NAME	<b>P3. How much of the (vitamin/mineral) do you take each time you use it?</b>	<b>P4. How often do you take this (vitamin/mineral)?</b>
(634)	(635) (636) number { <ul style="list-style-type: none"> <li>1 <input type="checkbox"/> tablet/capsule</li> <li>2 <input type="checkbox"/> teaspoon</li> <li>3 <input type="checkbox"/> tablespoon</li> <li>4 <input type="checkbox"/> other</li> </ul>	(637) (638) _____ times per { <ul style="list-style-type: none"> <li>1 <input type="checkbox"/> day</li> <li>2 <input type="checkbox"/> week</li> <li>3 <input type="checkbox"/> month</li> <li>4 <input type="checkbox"/> other -</li> <li>5 _____</li> </ul> specify
(634)	(635) (636) number { <ul style="list-style-type: none"> <li>1 <input type="checkbox"/> tablet/capsule</li> <li>2 <input type="checkbox"/> teaspoon</li> <li>3 <input type="checkbox"/> tablespoon</li> <li>4 <input type="checkbox"/> other</li> </ul>	(637) (638) _____ times per { <ul style="list-style-type: none"> <li>1 <input type="checkbox"/> day</li> <li>2 <input type="checkbox"/> week</li> <li>3 <input type="checkbox"/> month</li> <li>4 <input type="checkbox"/> other -</li> <li>5 _____</li> </ul> specify
<input type="checkbox"/> Continuation booklet		

If, during the past two weeks, the sample person has taken or used vitamins or minerals, (question P1), then ask to see the containers (question P2). For each type of vitamin or mineral record the brand name (One-a-day, Geritol, etc.) and other information (B-1 tablets, Stress-tabs with iron, etc.) that will help identify the type of vitamins and minerals taken.

For each type, record this information, then ask questions P3 and P4 before going to the next type. If the respondent says that s/he varies the dosage, then ask about how many (pills, etc.) s/he usually takes and how often s/he usually takes them.

If s/he has used more than two different types during the past two weeks, mark the "Continuation Booklet" box and enter the additional vitamins and minerals in the "Continuation Booklet(s)."

P5. We are interested in all kinds of medicines that people take or use. First I will ask about your use of medicines that can be obtained without a doctor's prescription.

During the past 2 weeks, have you taken or used any of the following types of medicines?

a) Cough, throat, cold or congestion medicine?	(639)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N
b) Pain relievers, such as aspirin or Tylenol?	(640)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N
c) Sleeping tablets, sedatives, or tranquilizers?	(641)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N
d) Anti-depressants, stimulants, or pep pills?	(642)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N
e) Diet pills or dieting aids?	(643)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N
f) Laxatives?	(644)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N
g) Medicines for diarrhea?	(645)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N
h) Medicines for indigestion?	(646)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N
i) Suppositories?	(647)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N
j) Eye drops?	(648)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N
k) Any other medicines, pills, or ointments for which a doctor's prescription is not needed?	(649)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N
IF YES, SPECIFY: (650) _____ _____			

Emphasize "during the past two weeks" and "without a doctor's prescription" when reading this question. Reread the question at least once while going through the list. For example, after listing items a-d and recording responses, then read "During the past 2 weeks have you taken or used any diet pills or dieting aids? laxatives?" etc. Do not define these types of medicines for the respondent. See General Definitions for definition of "doctor".

P6. During the past 2 weeks have you taken or used any medicines for which a doctor's prescription is needed?

(651) 1  Y(P7) 2  N(P14)

In reading question P6, emphasize "during the past 2 weeks" and "doctor's prescription". Prescription medicines include all substances for which a



doctor's prescription is required, whether or not they were prescribed for a "medical" reason. For example, if reported, include vitamins obtained by prescription, birth control pills, medicines prescribed for preventive purposes, ointments or creams, or anything else that the respondent has taken or used at least once during the past 2 weeks which were obtained by prescription. However, do not probe for any of the specific examples. Be sure to include any medicines that may already have been reported if they were used during the 2 week period and were obtained by prescription, such as diabetes pills. If the respondent answers "yes" to question P6, complete questions P7-P13 for each prescription medicine. These questions make up a large table. Two copies of this table are included in the questionnaire, one immediately following the other.

Space is provided for two prescription medicines on each table for a total of four prescription medicines. If the respondent has used more than 4 during the past 2 weeks, mark the Continuation Booklet box and enter additional medications in the Continuation Booklet.

**P7. May I see the container(s) of the medicine(s) you took?**  
**RECORD SPECIFIED INFORMATION FOR EACH,**  
**THEN ASK QUESTIONS P8 THROUGH 13 FOR EACH.**

---

Label printed in: (652)  
 1  English      2  Spanish      3  Both

---

Name: (654)

---

Prescribed for SP?  
 (656) 1  Y      2  N

---

Strength: (657)

---

Dosage: (658) (659)

---

Frequency: (660) (661)

---

IF "AS NEEDED," ASK P8 AND GO TO NEXT  
 MEDICATION

---

(662) 1  Container not seen-information furnished by respondent

---

(652) Label printed in:  
 1  English      2  Spanish      3  Both

---

Name: (655)

---

Prescribed for SP?  
 (656) 1  Y      2  N

---

Strength: (657)

---

Dosage: (658) (659)

---

Frequency: (660) (661)

---

IF "AS NEEDED," ASK P8 AND GO TO NEXT  
 MEDICATION

---

(662) 1  Container not seen-information furnished by respondent

As with question P2, ask to see the containers if the sample person took prescribed medicine during the past 2 weeks (question P6). For each type of prescription medicine, record the information in block P7, then ask questions P8-P13, before going to the next type of medicine.

The line for "name" refers to the name of medicine.

"Prescribed for SP" asks whether the sample person's name is on the label.

Note that if the frequency is given as "as needed", you should ask question P8, skip P9-13, then go on to the next type of medicine.

If the respondent cannot find the container, but can give you information about the medicine, ask the questions in block P7, beginning with the name of the medicine. Be sure to mark the box to indicate that you did not see the container.

<p><b>P8. What is the health problem you had for which you took the (medicine)? PROBE FOR SYMPTOM OR CONDITION.</b></p>	<p><b>P9. Did you take (dosage reported in P7) per (frequency reported in P7)?</b></p>	<p><b>P10. How much of the (medicine) did you take?</b></p>	<p><b>P11. Did a doctor advise you to take (dosage in P10)/(frequency in P10)?</b></p>
<p>653</p>	<p>654 1 <input type="checkbox"/> Y (P12) 2 <input type="checkbox"/> N</p>	<p>663-664 { 1 tablet/capsule 2 teaspoon 3 tablespoon 4 other</p> <p>665-666 { times per { 1 day 2 week 3 month 4 other -- 5 specify</p>	<p>667 1 Yes 2 No</p>
<p>653</p>	<p>654 1 <input type="checkbox"/> Y (P12) 2 <input type="checkbox"/> N</p>	<p>663-664 { 1 <input type="checkbox"/> tablet/capsule 2 <input type="checkbox"/> teaspoon 3 <input type="checkbox"/> tablespoon 4 <input type="checkbox"/> other</p> <p>665-666 { times per { 1 <input type="checkbox"/> day 2 <input type="checkbox"/> week 3 <input type="checkbox"/> month 4 <input type="checkbox"/> other -- 5 specify</p>	<p>667 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>

<b>P12. Does the (medicine) make you feel bad or cause any side effects?</b>	<b>P13. What do you do when this happens?</b>
<p> <input type="radio"/> <b>668</b>            1 Yes – SPECIFY PROBLEM            3 _____            _____         </p> <p>           2 No } GO TO NEXT MEDICATION            9 DK }         </p>	<p> <input type="radio"/> <b>669</b>            DO NOT READ            1 QUIT USING MEDICINE            2 DECREASE USE            3 CONSULT DOCTOR            4 CONTINUE TAKING AS PRESCRIBED            5 OTHER            6 _____                SPECIFY         </p>
<p> <input type="checkbox"/> <b>668</b>            1 Yes – SPECIFY PROBLEM            3 _____            _____         </p> <p>           2 No } GO TO NEXT MEDICATION            9 DK }         </p>	<p> <input type="checkbox"/> <b>669</b>            DO NOT READ            1 QUIT USING MEDICINE            2 DECREASE USE            3 CONSULT DOCTOR            4 CONTINUE TAKING AS PRESCRIBED            5 OTHER            6 _____                SPECIFY         </p>

In question P8, you have ample space to record verbatim the symptoms or conditions described by the respondent. In question P9, read the information in block P7 on dosage and frequency. If the response is "yes", skip questions P10 and P11, and ask P12.

Questions P10 and P11 are asked only of respondents who did not take the prescribed amount of the medicine.

Note that if the response to question P12 is "no" or "don't know", skip question P13 and ask about the next medicine.

In question P13, do not read the categories to the respondent; instead categorize his/her response or mark "other" and record the response verbatim.

<p>P14. Have you been told by a doctor to take any medicines <u>during the past 6 months</u> that you did <u>not</u> take during that period?</p> <p>1 <input type="checkbox"/> Y(P15)                      2 <input type="checkbox"/> N(Q1)</p>
--

Read question P14 slowly and with emphasis since the time frame has shifted and the question asks about medicine not taken.

If the response to question P14 is "yes," ask questions P15-P17 for each prescribed medicine that the respondent has not taken. If the answer to question P14 is "no," skip to the next section (Q) and begin by reading the introduction to question Q1.

<b>P15. What are the names of the medicines that you did not take? (PROBE FOR BRAND NAMES, ENTER EACH ON SEPARATE LINE. THEN ASK P16 AND P17 FOR EACH.)</b>	<b>P16. What was the health problem you had for which the doctor recommended the <u>(medicine)</u>?</b>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

<b>P17. What was your main reason for not taking the (medicine)?</b>		
673 1 <input type="checkbox"/> SIDE EFFECTS	3 <input type="checkbox"/> DIDN'T THINK IT WOULD WORK	5 <input type="checkbox"/> OTHER – SPECIFY
2 <input type="checkbox"/> COST TOO MUCH	4 <input type="checkbox"/> HAVEN'T YET OBTAINED MEDICINE	6 _____
673 1 <input type="checkbox"/> SIDE EFFECTS	3 <input type="checkbox"/> DIDN'T THINK IT WOULD WORK	5 <input type="checkbox"/> OTHER – SPECIFY
2 <input type="checkbox"/> COST TOO MUCH	4 <input type="checkbox"/> HAVEN'T YET OBTAINED MEDICINE	6 _____
673 1 <input type="checkbox"/> SIDE EFFECTS	3 <input type="checkbox"/> DIDN'T THINK IT WOULD WORK	5 <input type="checkbox"/> OTHER – SPECIFY
2 <input type="checkbox"/> COST TOO MUCH	4 <input type="checkbox"/> HAVEN'T YET OBTAINED MEDICINE	6 _____
673 1 <input type="checkbox"/> SIDE EFFECTS	3 <input type="checkbox"/> DIDN'T THINK IT WOULD WORK	5 <input type="checkbox"/> OTHER – SPECIFY
2 <input type="checkbox"/> COST TOO MUCH	4 <input type="checkbox"/> HAVEN'T YET OBTAINED MEDICINE	6 _____
673 1 <input type="checkbox"/> SIDE EFFECTS	3 <input type="checkbox"/> DIDN'T THINK IT WOULD WORK	5 <input type="checkbox"/> OTHER – SPECIFY
2 <input type="checkbox"/> COST TOO MUCH	4 <input type="checkbox"/> HAVEN'T YET OBTAINED MEDICINE	6 _____
673 1 <input type="checkbox"/> SIDE EFFECTS	3 <input type="checkbox"/> DIDN'T THINK IT WOULD WORK	5 <input type="checkbox"/> OTHER – SPECIFY
2 <input type="checkbox"/> COST TOO MUCH	4 <input type="checkbox"/> HAVEN'T YET OBTAINED MEDICINE	6 _____

Space is provided for six medicines that were prescribed for the respondent but not taken.

Note that you should fill out information for all medicines not taken in P15 before asking P16 and P17 for each.

If you need more space, use the Continuation Booklet(s) for additional medicines prescribed for the sample person but not taken by him/her.



22.16 Name/SSAN (Section Q)

We would like to know how people's health practices and conditions relate to how long they live. The following information will be used to check against the vital statistics records maintained by the National Center for Health Statistics of the U.S. Public Health Service. The results will only be used for statistical purposes and no individual identification will be shown in any analysis. To make sure that our records are complete:

<p><b>Q1. What is your full name, including middle name?</b></p> <p>VERIFY SPELLING.</p>	<p>(674) _____ first</p> <p>(675) _____ middle</p> <p>(676) _____ last</p>
<p><b>Q2. What is your date of birth?</b></p>	<p>(677) (679) ____ / ____ / ____ mo. day yr.</p>
<p><b>Q3. What is your father's last name?</b> VERIFY SPELLING. DO NOT WRITE "SAME."</p>	<p>(680) _____ father's last name</p>

This information is very important for tracking the respondent. Be sure to verify all spelling and dates.

<p><b>Q4. We would like to have your Social Security Number.</b> This will have no effect in any way on your benefits. This information is voluntary and is collected under the authority of the Public Health Service Act (42 U.S.C. 242K Section 306).</p> <p>What is your Social Security number?</p>	<p>(681) _____ Social Security Number</p>
--	---

If the respondent does not wish to give his Social Security number, explain that the information is confidential and will only be used for statistical purposes. Repeat any portions of the explanation in question Q4 that may be helpful. If the respondent still refuses, write "refused" in the space.

<p><b>Q5. CHECK ITEM: RESPONDENT</b></p> <p>MARK MAIN RESPONDENT</p>	<p>682</p> <p>1 <input type="checkbox"/> SAMPLE PERSON 2 <input type="checkbox"/> MOTHER 3 <input type="checkbox"/> FATHER 4 <input type="checkbox"/> SISTER OR BROTHER 5 <input type="checkbox"/> OTHER - <u>6</u> SPECIFY</p>
--	---

The main respondent is the individual who answered all or most of the questions.

<p><b>Q6. IF OTHER THAN SAMPLE PERSON, EXPLAIN REASON FOR ACCEPTING PROXY RESPONDENT.</b></p>	<p>694</p> <p><u>1</u></p>
---	----------------------------

If someone other than this sample person responded, explain why someone else was interviewed about the sample person.

After completing question Q6, end the interview. Record the time on the front page of the questionnaire.

22.17 Medicine/Vitamin MEC (Section R)

<p><b>R1. REFER TO MEDICINE/VITAMIN USAGE SECTION. MARK ONE BOX.</b></p>	<p>(695)</p> <p>1 <input type="checkbox"/> No medicine or vitamin reported (R3).</p> <p>2 <input type="checkbox"/> Medicine or vitamin reported (R2).</p>
<p><b>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?</b></p> <p>(683) 1 <input type="checkbox"/> Y                      2 <input type="checkbox"/> N</p>	
<p><b>R3. Have you taken any (other) medicines, vitamins or minerals during the past 24 hours?</b></p> <p>(684) 1 <input type="checkbox"/> Y                      2 <input type="checkbox"/> N</p> <p>IF "Y" IN EITHER R2 OR R3 GO TO R4. OTHERWISE, END QUESTIONNAIRE.</p>	
<p><b>R4. What are the names of all medicines, vitamins and minerals you took during the past 24 hours? Any others?</b></p>	<p><b>R5. How much of the (medicine, vitamin/ mineral) did you take during the past 24 hours?</b></p>
<p>(685)</p>	<p>(686)-(687)</p> <p>_____ number { 1 <input type="checkbox"/> tablet/capsule 2 <input type="checkbox"/> teaspoon 3 <input type="checkbox"/> tablespoon 4 <input type="checkbox"/> other</p>
<p>(685)</p>	<p>(686)-(687)</p> <p>_____ number { 1 <input type="checkbox"/> tablet/capsule 2 <input type="checkbox"/> teaspoon 3 <input type="checkbox"/> tablespoon 4 <input type="checkbox"/> other</p>
<p>(685)</p>	<p>(686)-(687)</p> <p>_____ number { 1 <input type="checkbox"/> tablet/capsule 2 <input type="checkbox"/> teaspoon 3 <input type="checkbox"/> tablespoon 4 <input type="checkbox"/> other</p>
<p>(685)</p>	<p>(686)-(687)</p> <p>_____ number { 1 <input type="checkbox"/> tablet/capsule 2 <input type="checkbox"/> teaspoon 3 <input type="checkbox"/> tablespoon 4 <input type="checkbox"/> other</p>

The questions in this section are to be asked in the Mobile Examination Center (MEC).

Chapter 23

CHILD SAMPLE PERSON QUESTIONNAIRE

You will use this questionnaire to interview proxies for sample persons who are ages 6 months to 11 years. As stated in Section 12.3.1, a proxy respondent must be a family member at least 18 years old, preferably a parent or guardian. It is desirable that the proxy respondent be a family member living in the household although a family member not living in the household is an acceptable proxy respondent.

23.1 Cover Page

WESTAT ID No:	<input type="text"/> (100) Stand No.      Segment No.      Serial No.			<input type="text"/> (107) Family No.	<input type="text"/> (108) SP No.
	NCHS ID No: <input type="text"/> (101)				

(109) NAME (First, Middle, Last)

<input type="checkbox"/> (110) SEX 1 <input type="checkbox"/> Male 2 <input type="checkbox"/> Female	<input type="text"/> (111) AGE
--	--------------------------------

INTERVIEWER NAME:	NO. <input type="text"/> (112)
-------------------	--------------------------------

REVIEWER NAME:	NO. <input type="text"/> (113)
----------------	--------------------------------

(106) LANGUAGE OF INTERVIEW  
 1  English  
 2  Spanish

<input type="text"/> (102)- <input type="text"/> (103) TIME BEGAN 1 <input type="checkbox"/> am 2 <input type="checkbox"/> pm
<input type="text"/> (104)- <input type="text"/> (105) TIME ENDED 1 <input type="checkbox"/> am 2 <input type="checkbox"/> pm

DATE OF EXAMINATION ___/___/___ Month    Day    Year TIME ___:___ <input type="checkbox"/> am <input type="checkbox"/> pm
TRANSPORTATION <input type="checkbox"/> Taxi <input type="checkbox"/> Self

(114)- (115)  
 DATE OF INTERVIEW  
 \_\_\_/\_\_\_/\_\_\_  
 Month    Day    Year

The cover page of the Child Sample Person Questionnaire must be filled out the same way you filled out the Adult Sample Person Questionnaire cover page. Review Section 22.1 for a discussion on the cover page.

Like the Adult Questionnaire, the Child Questionnaire contains a table of contents listing the sections of the questionnaire in alphabetical order, for your information.

### 23.2 Birth (Section A)

This section focuses on the period from the birth through the early infancy of the child.

<p><b>A1. How old (was ---'s biological mother/were you) when --- was born?</b></p>	<p>(118) _____ years old number</p> <p>99 <input type="checkbox"/> DK</p>
<p><b>A2. How old (was ---'s biological father/were you) when --- was born?</b></p>	<p>(119) _____ years old number</p> <p>99 <input type="checkbox"/> DK</p>

Questions A1 and A2 are concerned with the age of the biological parents when the child who is the subject of this interview was born. The biological mother gave birth to the child. The biological father impregnated the biological mother. Make sure the respondent understands that these questions are about the biological parents, not about stepparents, foster parents, or guardians.

Insert the child's name into the "--" space when asking each of these questions and all others in this questionnaire. If the respondent is either the biological mother or father, use the phrase "were you" in the appropriate question.

<p><b>A3. Was --- born in a hospital or some other place?</b></p>	<p>(120) 1 <input type="checkbox"/> hospital (A4) 2 <input type="checkbox"/> other - 3 _____ (A6) specify</p>
---	---

If the child was not born in a hospital, record the type of place where the child was born, for example, "at home" or "in a car." Record the place even if the child was born on the way to the hospital or was hospitalized immediately after birth.

<p><b>A4. How many nights (was ---'s biological mother/were you) in the hospital during this stay?</b></p>	<p>(121) 00 <input type="checkbox"/> none          _____ nights          number</p> <p>99 <input type="checkbox"/> DK</p>
--	---

Count all nights the biological mother was in the hospital, including those immediately prior to delivery as well as those following delivery. If the respondent answers in days, probe to determine the number of nights.

<p><b>A5. How many nights was --- in the hospital during this stay?</b></p>	<p>(122) 00 <input type="checkbox"/> none          _____ nights          number</p> <p>99 <input type="checkbox"/> DK</p>
---	---

Count all nights the child was continuously in the hospital after birth.

<p><b>A6. How much did --- weigh at birth?</b></p> <p>PROBE FOR OUNCES IF NOT REPORTED; ENTER RESPONSE IN POUNDS AND OUNCES OR IN GRAMS.</p>	<p>(123) 9 <input type="checkbox"/> DK (A7)</p> <p>(124)-(125) _____ lbs./_____ oz (A9)          number number</p> <p>OR</p> <p>(126) _____ grams (A9)          number</p>
--	--

If the response is reported in whole pounds only, for example, "6 pounds," probe for ounces. If the response is "exactly 6 pounds," enter "6" on the "lbs." line and a "0" on the "oz." line. If the response is "about 6 pounds," and the exact number of ounces is not known, enter "6" on the "lbs." line and "DK" on the "oz." line.

If the response includes fractions of a pound rather than ounces, for example, "5½ pounds," enter the response verbatim on the "lbs." line without converting the fractions of a pound to ounces and enter a "0" on the "oz." line.

A response in number of grams is acceptable. If the respondent gives the birth weight in a type of unit other than pounds and ounces or grams, such as kilograms, do not make any entries on the lines provided, but record the verbatim response in the blank space under the question.



A12. Did ---'s problem or defect involve (his/her)			
Heart? .....	(133)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK
Eyes? .....	(134)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK
Ears? .....	(135)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK
Mouth or throat? .....	(136)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK
Stomach or intestines? .....	(137)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK
Kidneys or urinary system? .....	(138)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK
Muscles, bones, or joints? .....	(139)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK
Brain or nervous system? .....	(140)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK

Ask each category of "problem or defect". Pause after each category and record the respondent's answer. If the respondent mentions a part of the body which is not listed record the answer verbatim in the margin.

A13. Did --- receive any newborn care in an intensive care unit, premature nursery, or any other type of special care facility?	(141)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N(A15)
---	-------	------------------------------	-----------------------------------

Special care facility is respondent defined.

A14. How many nights did --- stay in the special care facility?	(142)	1 <input type="checkbox"/> less than 1 week 2 <input type="checkbox"/> 1 week - 1 month 3 <input type="checkbox"/> more than 1 month
---	-------	--

Mark the first box for 6 nights or less, the second box for 7-31 nights, and the third box for 32 nights or more. Probe for the number of nights if the respondent answers in days.

A15. Was --- ever breastfed?	(143)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N(A18)
------------------------------	-------	------------------------------	-----------------------------------

Mark "yes" if the child is/was breastfed by the biological mother or is/was breastfed by a wet nurse (see below) or if mother's milk is/was given to the child through a bottle. Record details in the blank space under the question.

A wet nurse is someone other than the biological mother who breastfeeds the child or provides "natural" milk that is fed to the child through a bottle, medicine dispenser, glass, etc.



<p>A16. How old was --- when --- completely stopped breastfeeding?</p>	<p>(144) (145) 00 <input type="checkbox"/> still breastfeeding</p> <p>_____ number { 1 <input type="checkbox"/> days 2 <input type="checkbox"/> weeks 3 <input type="checkbox"/> months</p>
--	---

Record the child's age--both the number and the time period--when all breastfeeding stopped. If the respondent answers in years, record the response verbatim in the blank space under the question, for example, "1½ years." Check the box for "still breastfeeding" if appropriate.

<p>A17. How old was --- when --- was first fed formula or regular milk on a daily basis?</p>	<p>(146) (147) 00 <input type="checkbox"/> never on a daily basis</p> <p>_____ number { 1 <input type="checkbox"/> days 2 <input type="checkbox"/> weeks 3 <input type="checkbox"/> months</p>
--	--

Since the question asks about when the child was first fed formula or regular milk on a daily basis, record the number and appropriate time period if at least one feeding of milk or formula is/was usually given each day, even if the child is/was still breastfed most of the time.

Regular milk is any kind of milk other than mother's or wet nurse's milk. This may include cow's milk, goat's milk, powdered milk, etc.

Formula is a milk mixture or milk substitute which is fed to babies.

Check the box for "never on a daily basis" if appropriate.

<p>A18. How old was --- when --- started eating solid food (such as strained foods or any other non-liquid foods) on a daily basis?</p>	<p>(148) (149) 00 <input type="checkbox"/> never on a daily basis</p> <p>_____ number { 1 <input type="checkbox"/> days 2 <input type="checkbox"/> weeks 3 <input type="checkbox"/> months</p>
---	--

Record the number and appropriate time period if at least one feeding of solid foods is/was given each day.

Solid foods include commercially prepared strained and junior foods, "table foods," home-made baby foods, or any other nonliquid foods.

Check the box for "never on a daily basis" if appropriate.

### 23.3 Health Services (Section B)

This section obtains information about where children usually receive health care and the relative convenience of these sources.

<b>B1.</b> Would you say ---'s health in general is excellent, very good, good, fair, or poor?	(150) 1 <input type="checkbox"/> excellent 2 <input type="checkbox"/> very good 3 <input type="checkbox"/> good 4 <input type="checkbox"/> fair 5 <input type="checkbox"/> poor
--	---

If questions arise, ask the respondent to evaluate sample child's health as compared with other children of the same age.

If the respondent gives an answer other than one of the five choices mentioned, such as "pretty good," or otherwise shows that s/he doesn't understand, reask the entire question, emphasizing the phrase "in general," and clearly state the alternative responses. If the second answer still does not fit one of the printed answer categories, record the response in the blank space beneath the question. In no instance should you choose or suggest a category to the respondent.

<b>B2.</b> Now I would like to ask you about ---'s visits for health care. First I will ask about <u>routine care</u> , including routine checkups and immunizations when nothing is wrong.  How long has it been since ---'s last visit to a clinic, health center, hospital, doctor's office or other place for routine health care?	(151) 1 <input type="checkbox"/> less than 1 month 2 <input type="checkbox"/> 1 mo. less than 6 mos. 3 <input type="checkbox"/> 6 mos., less than 1 yr. 4 <input type="checkbox"/> 1 yr., less than 5 yrs. 5 <input type="checkbox"/> 5 or more years 9 <input type="checkbox"/> DK 0 <input type="checkbox"/> Never (B5)
--	---

If the respondent is not sure, probe using the answer categories. The respondent may be able to pick the appropriate category even if s/he doesn't know exactly.

<b>B3.</b> Is there a particular clinic, health center, hospital, doctor's office or other place that --- usually goes to for routine health care?	(152) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(B5)
--	---

Record whether there is a place the child usually goes for routine health care. If the respondent indicates that there are several places, reread the question, saying "Would you say that \_\_\_\_\_ usually goes to a particular place for routine health care?" Do not lead the respondent by referring to a family doctor or regular doctor.

If the respondent still does not answer "yes" or "no," mark "no."



<p>IF "SAME PLACE" IN B6, REFER TO B4 AND MARK RESPONSE WITHOUT ASKING. OTHERWISE ASK:</p> <p><b>B7. What kind of place is it — a clinic, a health center, a hospital, a doctor's office, or some other place?</b></p> <p>PROBE IF CLINIC: Is this a hospital outpatient clinic, a company or school clinic, a migrant clinic, or some other kind of clinic?</p> <p>PROBE IF HEALTH CENTER: Is this a community health center, neighborhood health center, a family health center, a rural health center, or some other kind of health center?</p> <p>PROBE IF HOSPITAL: Is this an outpatient clinic or emergency room?</p>	<p>(156)</p> <p>01 <input type="checkbox"/> home</p> <p>02 <input type="checkbox"/> doctor's office or private clinic (B9)</p> <p>03 <input type="checkbox"/> company or school clinic</p> <p>04 <input type="checkbox"/> hospital outpatient clinic</p> <p>05 <input type="checkbox"/> migrant clinic</p> <p>06 <input type="checkbox"/> other clinic<sup>07</sup> _____ specify</p> <p>08 <input type="checkbox"/> hospital emergency room</p> <p>09 <input type="checkbox"/> community, neighborhood, or family health center</p> <p>10 <input type="checkbox"/> rural health center</p> <p>11 <input type="checkbox"/> HMO/prepaid group</p> <p>12 <input type="checkbox"/> other place<sup>13</sup> _____ specify</p>
--	--

See General Definitions in Section 21.2 for descriptions of these various types of places.

<p><b>B8. Is there a particular person — usually sees at the (place in B7) when — is sick or injured?</b></p>	<p>(157)</p> <p>1 <input type="checkbox"/> Y      2 <input type="checkbox"/> N</p>
---	--

Record whether there is a particular medical person the child usually sees at the health care facility identified in B7. See General Definitions in Section 21.2 for medical personnel.

<p><b>B9. Now I would like to ask you some questions about —'s last visit to (place in B7) when — was sick or injured. How long has it been since that visit?</b></p>	<p>(158)</p> <p>1 <input type="checkbox"/> less than 1 month</p> <p>2 <input type="checkbox"/> 1 mo. less than 6 mos.</p> <p>3 <input type="checkbox"/> 6 mos., less than 1 yr.</p> <p>4 <input type="checkbox"/> 1 yr., less than 5 yrs.</p> <p>5 <input type="checkbox"/> 5 or more years</p> <p>9 <input type="checkbox"/> DK</p> <p>6 <input type="checkbox"/> never (B18)</p>
---	--

Question B9 is similar to question B2. See instructions for B2.

<p><b>B10. About how long did it take — to get to the (place in B7) for that visit?</b></p> <p>PROBE IF NECESSARY: Would you say it took more than 30 minutes or less than 30 minutes?</p>	<p>(159) _____ minutes number</p> <p>OR</p> <p>(160)</p> <p>1 <input type="checkbox"/> more than 30 minutes</p> <p>2 <input type="checkbox"/> less than 30 minutes</p>
--	--

Questions B10-B17 refer to the child's last, that is, most recent visit to the place where s/he usually gets health care services when s/he is sick or injured.

In question B10, record the number of minutes it took from the time the child left wherever s/he was (home, school, etc.) to the time s/he arrived at the health care facility. If the respondent is not sure, read the probe, and mark the appropriate box.

If the child took a trip especially to visit a particular doctor or facility, ask for all travel time to that destination, including all forms of transportation (bus, train, plane, etc.) and write a note in the blank space beneath the question explaining the situation.

<b>B11. Did --- have an appointment for that visit?</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">161</span> 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N(B13)
---	---

Self-evident.

<b>B12. About how long was it between the time an appointment was made and the time --- actually went for that visit?</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">162</span> 000 <input type="checkbox"/> less than 1 day _____ days <div style="text-align: center; margin-left: 100px;">number</div>
---	---

If the appointment was made at an earlier visit, enter the total elapsed time between the two visits, and explain in the blank space beneath the question.

<b>B13. After --- got to the (place in B7), about how long did --- have to wait before --- was taken care of at that visit?</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">163</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">164</span> _____ <div style="text-align: center; margin-left: 100px;">number</div> { 1 <input type="checkbox"/> minutes 2 <input type="checkbox"/> hours
---	---

Record the amount of time the child had to wait from the time s/he arrived at the facility until s/he was seen by medical personnel.

<b>B14. What was the main reason for that visit?</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">165</span> <b>DO NOT READ</b> 1 <input type="checkbox"/> A SICKNESS OR ILLNESS 2 <input type="checkbox"/> AN INJURY 3 <input type="checkbox"/> A FOLLOW-UP VISIT 4 <input type="checkbox"/> AN INJECTION 5 <input type="checkbox"/> FOR A PRESCRIPTION 6 <input type="checkbox"/> SOME OTHER REASON - 7 _____ <div style="text-align: right; margin-right: 50px;">specify</div>
--	---

Check only one box to indicate the main reason for the child's last visit to the place where s/he usually receives health care services when s/he is sick or injured. Assign the appropriate category depending upon what the respondent says. Use the categories as probes only if the respondent cannot give any reason.

- o Mark "sickness or illness" if the person mentions the name of any disease condition, such as arthritis, or a symptom ("s/he wasn't feeling well;" "s/he had a headache;" etc.).
- o Mark "injury" if the person reports any kind of injury. While most injuries result from accidents, some injuries may not be accidental, e.g., a war injury, a shooting, or a stabbing. These types of injuries are also included.
  - 1) Injuries -- cuts, bruises, burns, sprains, fractures, insect stings, animal bites, sunburn, sun poisoning, heat or sun stroke, blisters, frostbite, frozen feet, and poisoning.
  - 2) Accident -- an unexpected event causing loss or injury resulting from carelessness or unavoidable causes.
- o Mark "a follow-up visit" if this was a regularly scheduled visit for monitoring a condition or progress following an operation, etc.
- o Mark "injection" if the person received an immunization or vaccination to prevent particular diseases. Also mark this box if the visit was for allergy shots or other regularly received shots related to a condition.
- o "For a prescription" -- mark this box if the main purpose of the visit was merely to obtain a prescription for a medication, and none of the other boxes apply.

B15. In general, how satisfied were you with the care --- received at that visit? Would you say you were very satisfied, somewhat satisfied, or not at all satisfied?

100

- 1  very satisfied (B17)
- 2  somewhat satisfied
- 3  not at all satisfied

If the respondent uses words other than the categories given repeat the second half of the question, "But would you say you are very satisfied, etc...?"

<p><b>B16. Why weren't you completely satisfied with the health care --- received at that visit?</b></p> <p>PROBE FOR MAIN REASON.</p>	<p>DO NOT READ.</p> <p>(167) 01 <input type="checkbox"/> COST TOO MUCH</p> <p>02 <input type="checkbox"/> HAD TO WAIT TOO LONG</p> <p>03 <input type="checkbox"/> LANGUAGE PROBLEM - COULDN'T COMMUNICATE</p> <p>04 <input type="checkbox"/> DR. DIDN'T SPEND ENOUGH TIME WITH SP</p> <p>05 <input type="checkbox"/> MISTREATED BY DR. OR OTHER STAFF</p> <p>06 <input type="checkbox"/> CONDITION DID NOT IMPROVE AFTER TREATMENT OR MEDICATION</p> <p>07 <input type="checkbox"/> DR. DID NOT DIAGNOSE OR TREAT CONDITION</p> <p>08 <input type="checkbox"/> OTHER - 09 _____</p> <p>99 <input type="checkbox"/> DK <span style="float: right;">SPECIFY</span></p>
--	--

Note the word "completely" is in parentheses, indicating that it should be read to some but not all, respondents.

Persons responding to B15 that they are somewhat satisfied, should be asked why they are not completely satisfied. Persons responding in B16 that they are not at all satisfied should be asked why they are not satisfied.

<p><b>B17. Who took --- to the (place in B7) for that visit?</b></p>	<p>(168) DO NOT READ. MARK ALL THAT APPLY.</p> <p>0 <input type="checkbox"/> CHILD WENT ALONE</p> <p>1 <input type="checkbox"/> MOTHER</p> <p>2 <input type="checkbox"/> FATHER</p> <p>4 <input type="checkbox"/> OTHER HOUSEHOLD MEMBER 5 _____ <span style="float: right;">specify</span></p> <p>6 <input type="checkbox"/> PERSON NOT IN HOUSEHOLD</p>
--	---

This question seeks the relationship of the person to the child. If, for example, the response is "my brother" or "Mary Jones," you need to find out whether and how the person is related to the child. Ask "How is \_\_\_\_\_ related to (the child)?"

If the person who took the child is someone other than the child's mother, father, or sibling, ask "Is \_\_\_\_\_ a member of this household?" Then, fill in the appropriate box and answer space.

<p><b>B18. Has --- visited any other clinic, health center, doctor's office or other place for health care when --- was sick or injured since that visit to the (place in B7)?</b></p>	<p>(169) 1 <input type="checkbox"/> Y(B22) 2 <input type="checkbox"/> N(B32)</p>
--	--





<p><b>B21. Where does --- usually see this person -- at home, at a clinic, a health center, a hospital, a doctor's office, or some other place?</b></p> <p><b>PROBE IF CLINIC:</b> Is this a hospital outpatient clinic, a company or school clinic, a migrant clinic, or some other kind of clinic?</p> <p><b>PROBE IF HEALTH CENTER:</b> Is this a community health center, neighborhood health center, a family health center, a rural health center, or some other kind of health center?</p> <p><b>PROBE IF HOSPITAL:</b> Is this an outpatient clinic or emergency room?</p>	<p>(172)</p> <p>01 <input type="checkbox"/> home  02 <input type="checkbox"/> doctor's office or private clinic  03 <input type="checkbox"/> company or school clinic  04 <input type="checkbox"/> hospital outpatient clinic  05 <input type="checkbox"/> migrant clinic  06 <input type="checkbox"/> other clinic 07 _____  specify</p> <p>08 <input type="checkbox"/> hospital emergency room  09 <input type="checkbox"/> community, neighborhood, or family health center  10 <input type="checkbox"/> rural health center  11 <input type="checkbox"/> HMO/prepaid group  12 <input type="checkbox"/> other place 13 _____  specify</p>
--	---

Question B21 is similar to question B7. See the specifications for B7. These types of places are defined in the General Definitions.

<p><b>B22. Now I would like to ask you some questions about ---'s last visit to any clinic, health center, doctor's office or other place for health care when --- was sick or injured. How long has it been since that visit?</b></p>	<p>(173)</p> <p>1 <input type="checkbox"/> less than 1 month  2 <input type="checkbox"/> 1 mo., less than 6 mos.  3 <input type="checkbox"/> 6 mos., less than 1 yr.  4 <input type="checkbox"/> 1 yr., less than 5 yrs.  5 <input type="checkbox"/> 5 or more years  9 <input type="checkbox"/> DK  0 <input type="checkbox"/> never (B32)</p>
--	---

In question B22 we are interested in the last visit by the respondent to a place for health care. The concept of visit is discussed in the General Definitions.

<p><b>B23. What kind of place did --- visit that time -- was it a clinic, a health center, a doctor's office, or some other place?</b></p> <p><b>PROBE IF CLINIC:</b> Was this a hospital outpatient clinic, a company or school clinic, a migrant clinic, or some other kind of clinic?</p> <p><b>PROBE IF HEALTH CENTER:</b> Was this a community health center, a neighborhood health center, a family health center, a rural health center, or some other kind of health center?</p> <p><b>PROBE IF HOSPITAL:</b> Was this an outpatient clinic or emergency room?</p>	<p>(174) 01 <input type="checkbox"/> home  02 <input type="checkbox"/> doctor's office or private clinic  03 <input type="checkbox"/> company or school clinic  04 <input type="checkbox"/> hospital outpatient clinic  05 <input type="checkbox"/> migrant clinic  06 <input type="checkbox"/> other clinic <u>07</u> _____  specify</p> <p>08 <input type="checkbox"/> hospital emergency room  09 <input type="checkbox"/> community, neighborhood, or family health center  10 <input type="checkbox"/> rural health center  11 <input type="checkbox"/> HMO/prepaid group  12 <input type="checkbox"/> other place <u>13</u> _____  specify</p>
--	--

This question is similar to question B7. See the specifications for B7. These types of places are defined in General Definitions.

<p><b>B24. About how long did it take --- to get to the (place in B23) for that visit?</b></p> <p><b>PROBE IF NECESSARY:</b> Would you say it took more than 30 minutes or less than 30 minutes?</p>	<p>(175) _____ minutes  number</p> <p>OR</p> <p>(176) 1 <input type="checkbox"/> more than 30 minutes  2 <input type="checkbox"/> less than 30 minutes</p>
<p><b>B25. Did --- have an appointment for that visit?</b></p>	<p>(177) 1 <input type="checkbox"/> Y      2 <input type="checkbox"/> N (B27)</p>
<p><b>B26. About how long was it between the time an appointment was made and the time --- actually went for that visit?</b></p>	<p>(178) 000 <input type="checkbox"/> less than 1 day  _____ days  number</p>
<p><b>B27. After --- got to the (place in B23), about how long did --- have to wait before --- was taken care of at that visit?</b></p>	<p>(179)-(180) _____  number      { 1 <input type="checkbox"/> minutes  2 <input type="checkbox"/> hours</p>

<p><b>B28. What was the main reason for that visit?</b></p>	<p>DO NOT READ</p> <p>181 1 <input type="checkbox"/> A SICKNESS OR ILLNESS  2 <input type="checkbox"/> AN INJURY  3 <input type="checkbox"/> A FOLLOW-UP VISIT  4 <input type="checkbox"/> AN INJECTION  5 <input type="checkbox"/> FOR A PRESCRIPTION  6 <input type="checkbox"/> SOME OTHER REASON 7 _____  specify</p>
<p><b>B29. In general, how satisfied were you with the care --- received at that visit? Would you say you were very satisfied, somewhat satisfied, or not at all satisfied?</b></p>	<p>182 1 <input type="checkbox"/> very satisfied (B31)  2 <input type="checkbox"/> somewhat satisfied  3 <input type="checkbox"/> not at all satisfied</p>
<p><b>B30. Why weren't you (completely) satisfied with the health care --- received at that visit?</b></p> <p>PROBE FOR MAIN REASON.</p>	<p>DO NOT READ.</p> <p>183 01 <input type="checkbox"/> COST TOO MUCH  02 <input type="checkbox"/> HAD TO WAIT TOO LONG  03 <input type="checkbox"/> LANGUAGE PROBLEM - COULDN'T COMMUNICATE  04 <input type="checkbox"/> DR. DIDN'T SPEND ENOUGH TIME WITH SP  05 <input type="checkbox"/> MISTREATED BY DR. OR OTHER STAFF  06 <input type="checkbox"/> CONDITION DID NOT IMPROVE AFTER TREATMENT OR MEDICATION  07 <input type="checkbox"/> DR. DID NOT DIAGNOSE OR TREAT CONDITION  08 <input type="checkbox"/> OTHER - 09 _____  specify</p> <p>99 <input type="checkbox"/> DK</p>
<p><b>B31. Who took --- to the (place in B23) for that visit?</b></p>	<p>DO NOT READ.  MARK ALL THAT APPLY.</p> <p>184 0 <input type="checkbox"/> CHILD TOOK SELF  1 <input type="checkbox"/> MOTHER  2 <input type="checkbox"/> FATHER  4 <input type="checkbox"/> OTHER HOUSEHOLD MEMBER 5 _____  specify</p> <p>6 <input type="checkbox"/> PERSON NOT IN HOUSEHOLD</p>

Questions B24-31 are the same as questions B10-B17. See specifications for B10-17.

<p><b>B32. There are some providers of health care that we sometimes go to, such as curanderos, sobadores, herbalists, spiritualists, and others. Has --- seen any of these persons for health care during the past 12 months?</b></p>	<p>185 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
--	--

Question B32 is concerned with traditional "folk" types of practitioners and others who may be seen about health problems. Emphasize the time frame in this question, that is "the past 12 months".

B33. Sometimes people have difficulties in getting medical care. Have you had any difficulties getting medical care for ---		B34. Did this problem prevent you from getting medical care for ---?
1. Because care was not available when --- needed it?	186 1 <input type="checkbox"/> Y (B34) 2 <input type="checkbox"/> N	187 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
2. Because of how much it cost?	188 1 <input type="checkbox"/> Y (B34) 2 <input type="checkbox"/> N	189 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
3. Because you didn't know where to go?	190 1 <input type="checkbox"/> Y (B34) 2 <input type="checkbox"/> N	191 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
4. Because you didn't have a way to get there?	192 1 <input type="checkbox"/> Y (B34) 2 <input type="checkbox"/> N	193 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
5. Because the hours were not convenient?	194 1 <input type="checkbox"/> Y (B34) 2 <input type="checkbox"/> N	195 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
6. Because you had to wait too long to get an appointment?	196 1 <input type="checkbox"/> Y (B34) 2 <input type="checkbox"/> N	197 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
(7. Because you needed someone to take care of your other children?)	198 1 <input type="checkbox"/> Y (B34) 2 <input type="checkbox"/> N	199 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
8. Because you would lose pay from work?	200 1 <input type="checkbox"/> Y (B34) 2 <input type="checkbox"/> N	201 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
9. Because you had to wait too long in the office or clinic?	202 1 <input type="checkbox"/> Y (B24) 2 <input type="checkbox"/> N	203 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
10. Because the staff at the office or clinic was disrespectful?	204 1 <input type="checkbox"/> Y (B34) 2 <input type="checkbox"/> N	205 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
11. Because you had no confidence in the staff?	206 1 <input type="checkbox"/> Y (B34) 2 <input type="checkbox"/> N	207 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
12. Because they did not speak Spanish?	208 1 <input type="checkbox"/> Y (B34) 2 <input type="checkbox"/> N	209 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
13. Because there were no (Hispanic) staff members at the office or clinic?	210 1 <input type="checkbox"/> Y (B34) 2 <input type="checkbox"/> N	211 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N

In questions B33 and B34 we are interested in problems the respondent might have had in getting medical care.

Begin by reading question B33 and reason number 1. If the response is "yes" mark the appropriate box; ask question B34 and record the appropriate response. Then reread question B33. If the response is "no," read the next numbered item.

Proceed in this way through the list of reasons. That is, each time "yes" is the response to an item in B33, ask question B34, then reread question B33.

Each time a response of "no" is received, mark the box corresponding to "no", then ask the next listed reason without repeating the question.

Ask about reason number 7 which is in parentheses only if the respondent has other children at home.

Note that the word "Hispanic" is in parentheses in reason number 13. When reading this reason, substitute for Hispanic the name of the particular Hispanic group to which the respondent belongs, such as, Puerto Rican, Mexican, or Cuban.

<b>B35. About how long has it been since --- had a routine physical examination; that is, not for a particular illness, but for a general checkup?</b>	(212) 1 <input type="checkbox"/> less than 1 year ago 2 <input type="checkbox"/> 1 yr., less than 2 yrs. ago 3 <input type="checkbox"/> 2 yrs., less than 5 yrs. ago 4 <input type="checkbox"/> 5 or more yrs. ago 5 <input type="checkbox"/> never 9 <input type="checkbox"/> DK
--	--

Self-evident.

<b>B36. Since --- was born, how many different times has --- stayed in the hospital overnight or longer? Do not include the hospitalization when --- was born.</b>	(213) _____ times number
--	-----------------------------

This question refers to separate stays of one or more nights in a hospital, not the number of nights in the hospital. If the child was moved (transferred) from one hospital to another, count each as a separate stay if each lasted overnight or longer.

Do not count the hospitalization when the child was born if "hospital" was marked in question A3. However, if the child was born on the way to the hospital or was otherwise admitted shortly after birth, count this hospitalization if it lasted one or more nights.

#### 23.4 Dental and Anemia (Section C)

This section is concerned with dental care, the use of fluoride, and dental insurance. Questions about anemia and its treatment are also included.

<b>C1. How old was --- when --- <u>first</u> saw someone for dental care?</b>	<b>(214)</b> 1 <input type="checkbox"/> under 4 yrs. old 2 <input type="checkbox"/> 4 yrs. old or older 9 <input type="checkbox"/> DK 3 <input type="checkbox"/> never (C5)
---	--

<b>C2. About how long has it been since --- <u>last</u> saw someone for dental care?</b>	<b>(215)</b> 1 <input type="checkbox"/> 6 months ago or less 2 <input type="checkbox"/> over 6 mos. to 12 mos. 3 <input type="checkbox"/> over 12 mos. to 2 yrs. 4 <input type="checkbox"/> over 2 yrs. to 5 yrs. 5 <input type="checkbox"/> more than 5 years 9 <input type="checkbox"/> DK
--	---

Include as "seeing someone for dental care" any visits to a dentist, a dental hygienist, a dental or other clinic where dental care was provided, or any dental care or examination provided by a dentist or other person with dental training in any other place. This includes a dental examination provided, for example, in the child's home by a relative who is a dentist.

Question C1 is concerned with the age at which the child first saw someone for dental care; while question C2 is concerned with the amount of time that has passed since the most recent receipt of dental care.

<b>C3. On the average, about how many times a year does --- see someone for dental care?</b>	<b>(216)</b> 1 <input type="checkbox"/> less than once a year 2 <input type="checkbox"/> once 3 <input type="checkbox"/> twice 4 <input type="checkbox"/> 3 or more times 6 <input type="checkbox"/> no regular schedule 9 <input type="checkbox"/> DK
--	---

For the child who has recently received dental care for the first time, record the intended frequency of dental care in the blank space under the question and note that this is the intended frequency. Do not check any boxes.

<b>C4. Has --- ever received fluoride treatments that were applied to --- teeth during a visit to a dentist or someone else --- saw for dental care?</b>	<b>(217)</b> 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N    9 <input type="checkbox"/> DK
--	--

If asked, fluoride treatments are used to improve the condition of children's teeth.

<b>C5. CHECK ITEM: REFER TO AGE OF SAMPLE CHILD.</b>	<b>(218)</b> 1 <input type="checkbox"/> under 5 yrs. old (C8) 2 <input type="checkbox"/> 5+ yrs. old (C6)
--	--

The child's age is recorded on the cover page of the questionnaire.

C6. Does --- go to school?

(219) 1  Y 2  N(C8)

Mark "yes" if the child is currently enrolled in school, including kindergarten, but excluding nursery school. Also mark "yes" if the child is on vacation from school but will be returning after vacation ends.

Mark "no" if the child will begin school the next school year but has not yet attended school.

C7. Does --- participate in a fluoride program at school?  
This is a program in which fluoride tablets or rinses are given to children to use at school.

(220) 1  Y 2  N 9  DK

Self-evident.

C8. Is --- covered by health insurance that pays for dental care?

(221) 1  Y 2  N 9  DK

Mark "yes" if the child is covered either by a separate dental insurance plan or by a health insurance plan that covers any type of dental care.

If the child receives dental care free through a free clinic or other dental facility, or from an acquaintance or relative who is a dentist, do not consider this to be dental insurance but note it in the margin.

C9. Has --- ever had anemia, sometimes called "tired blood" or "low blood"?

(222) 1  Y 2  N(D1) 9  DK(D1)

Anemia is a blood disorder. It may be a temporary condition or it may require continuous treatment to keep it under control. Stress ever when asking this question to be sure respondent focuses on the past as well as the present.

C10. Did a doctor ever say that --- had anemia?

(223) 1  Y 2  N(D1)

Mark "yes" if the doctor did not tell the respondent but definitely told someone else that the child had anemia. However, if it is not clear that a doctor told anyone else, record "DK." See the definition of "doctor" in General Definitions.



C11. Does --- still have anemia?	(224) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
----------------------------------	---

Record "DK" if the child had anemia but has not been to a doctor recently to learn if s/he still has anemia.

C12. Was --- treated for this condition by a doctor?	(225) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
--	---

"Treated... by a doctor" includes any situation in which a doctor gave a specific treatment for anemia, such as iron or vitamin shots or blood transfusions. It also includes a doctor prescribing or recommending such things as a certain diet, or iron or vitamin pills or supplements (either over-the-counter or prescription).

### 23.5 Vision and Hearing (Section D)

This section is concerned with ability to see and hear; use of corrective lenses and hearing aids; and vision and hearing tests.

D1. Has --- ever had trouble seeing with one or both eyes when <u>not</u> wearing glasses or contact lenses?	(226) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(D10)
--	--

Note the time frame is EVER.

D2. How old was --- when --- first began having trouble seeing?	(227) 1 <input type="checkbox"/> under 1 year old 2 <input type="checkbox"/> 1-4 years old 3 <input type="checkbox"/> 5-11 years old
---	--

Encourage the respondent to give the best estimate of the age when the child began to have trouble seeing.

D3. Did --- ever see a doctor about it?	(228) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
---	---

See the definition of "doctor" in General Definitions (Section 21.2).

D4. Does --- wear glasses or contact lenses?	(229) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(D6)
--	---

D5. Does --- have trouble with --- vision even when wearing glasses or contact lenses?

(230) 1  Y(D8) 2  N(D8)

Self-evident.

D6. Has --- ever worn glasses or contact lenses?

(231) 1  Y 2  N(D10)

Mark "yes" if the child ever wore corrective lenses, either glasses or contacts, to improve his/her vision. Do not count sunglasses, safety glasses, or other kinds of lenses that were used for purposes other than improving or correcting vision.

D7. Why did --- stop wearing them?

MARK ALL THAT APPLY.  
DO NOT READ.

(232) 1  NO LONGER NEED THEM

(233) 1  DIDN'T SEEM TO HELP

(234) 1  INCONVENIENT

(235) 1  OTHER <sup>2</sup> \_\_\_\_\_  
specify

More than one reason may be given by the respondent. Check all appropriate boxes.

D8. What (are/were) ---'s glasses or contact lenses prescribed for?

MARK ALL THAT APPLY.  
DO NOT READ.

(236) 1  READING/CLOSE WORK

(237) 1  SEEING DISTANT OBJECTS

(238) 1  OTHER <sup>2</sup> \_\_\_\_\_  
specify

Use "are" if the respondent gave a "yes" answer to question D4; use "were" if the respondent gave a "yes" answer to question D6.

D9. How often (does/did) --- use --- glasses or contact lenses: all of the time, most of the time, hardly ever, or never?

(239) 1  all of the time  
2  most of the time  
3  hardly ever  
4  never

Use "does" if the child still wears glasses or contacts ("yes" to question D4) or "did" if the child no longer wears glasses or contacts ("yes" to question D6). The time estimates are respondent defined.

<b>D10. CHECK ITEM: REFER TO AGE OF SAMPLE CHILD AND TO QUESTION C6.</b>	(240) 1 <input type="checkbox"/> under 5 yrs old (D13) 2 <input type="checkbox"/> 5+ yrs. old, goes to school (D11) 3 <input type="checkbox"/> 5+ yrs. old, doesn't go to school (D12)
--	--

The child's age is recorded on the cover page of the questionnaire. The answer to question C6 indicates whether the child attends school.

<b>D11. Is --- able to read the blackboard from the back of the classroom (when wearing glasses or contact lenses)?</b>	(241) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK
---	---

Read the parenthetical phrase if the child now wears glasses and/or contacts.

<b>D12. Were you ever told by a doctor that --- had learning or developmental problems related to --- vision?</b>	(242) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK
---	---

See the definition of "doctor" in General Definitions (Section 21.2). Mark "yes" only if learning or developmental problems were related to the child's vision according to the doctor and not to something else.

<b>D13. When was the last time --- had --- vision tested?</b>	(243) 1 <input type="checkbox"/> 6 months ago or less 2 <input type="checkbox"/> over 6 mos. to 12 mos. 3 <input type="checkbox"/> over 12 mos. to 2 yrs. 4 <input type="checkbox"/> over 2 yrs. to 5 yrs. 5 <input type="checkbox"/> more than 5 yrs. 6 <input type="checkbox"/> never 9 <input type="checkbox"/> DK
---	---

A "vision test" is any test in which a person is asked to read numbers or letters from a chart or through a machine. It may or may not include a complete eye examination.

<b>D14. Did --- ever have an ear infection or an earache?</b>	(244) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(D18) 9 <input type="checkbox"/> DK(D18)
---	---

Note the time frame is EVER.

D15. How many times has --- had an ear infection or an earache?

- (245) 1  only once  
2  twice  
3  3-5 times  
4  6 or more times  
9  DK

Self-evident.

D16. Was --- ever treated by a doctor for (any of) --- ear infection(s) or earache(s)?

- (246) 1  Y 2  N(D18) 9  DK(D18)

If more than one ear infection or earache was reported in D15, then read the parenthetical phrase and refer to "ear infections or earaches."

See definition of doctor in General Definitions (Section 21.2). This is not limited to ear doctors; instead it includes any doctor who treated the ear problem.

D17. Did a doctor ever treat an ear infection or earache --- had by placing tubes in --- ear?

- (247) 1  Y 2  N 9  DK

D18. Has --- ever had a ruptured eardrum?

- (248) 1  Y 2  N 9  DK

D19. Has --- ever had a running ear or any discharge from --- ears, not counting wax in the ears?

- (249) 1  Y 2  N(D22) 9  DK(D22)

D20. How many times has --- had a running ear or any discharge from --- ear?

- (250) 1  only once  
2  twice  
3  3-5 times  
4  6 or more times  
9  DK

D21. Did --- ever see a doctor because of this condition?

- (251) 1  Y 2  N 9  DK

Self-evident.

D22. Has --- 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.

- (252) 1  Y 2  N(D27)

Do not count short-term hearing problems such as when a person's ears get stopped up while he or she has a cold.

D23. How old was --- when --- first began having trouble hearing?

- (253) 1  under 1 year old  
2  1-4 years old  
3  5-11 years old

Note that this question asks when the child first had trouble hearing. If the respondent is not sure of the child's age, probe using the answer categories. However, depending upon the child's age, some categories may not be relevant. For example, if the child is under age five, do not read the last category.

D24. Since this trouble began, has it gotten worse, gotten better, or stayed about the same?

- (254) 1  gotten worse  
2  gotten better  
3  stayed the same

This question is asking for the respondent's opinion about the condition.

D25. Did --- ever see a doctor about it?

- (255) 1  Y 2  N

Self-evident.

D26. Does --- still have trouble hearing with one or both ears?

- (256) 1  Y 2  N

The time frame shifts, here, to NOW.

D27. Has --- ever used a hearing aid?

- (257) 1  Y 2  N

Note the time frame.

D28. How would you describe --- hearing (without a hearing aid) -- good, --- has a little trouble, --- has a lot of trouble, or --- is deaf?

- (258) 1  good  
2  little trouble  
3  lot of trouble  
4  deaf

If the response to D27 was "yes," then read the parenthetical phrase. This question is asking about the respondent's opinion as to the child's hearing now.

<p>D29. Has <u>ever</u> had an operation on <u>ears</u>?</p> <p>EXCLUDE HAVING TUBES PLACED IN THE EARS.</p>	<p>(259) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
--	--

If as a response to this question the respondent says that tubes were placed in the child's ears, then reask the question saying "Has (child) ever had any other operation on his or her ears?"

Examples of operations on the ear are: an incision (cut) of the ear drum, operations on the bones of the middle ear, and mastoidectomies.

<p>D30. When was the last time <u>had</u> <u>hearing tested</u>?</p>	<p>(260) 1 <input type="checkbox"/> 6 months ago or less  2 <input type="checkbox"/> over 6 mos. to 12 mos.  3 <input type="checkbox"/> over 12 mos. to 2 yrs.  4 <input type="checkbox"/> over 2 yrs. to 5 yrs.  5 <input type="checkbox"/> never  9 <input type="checkbox"/> DK</p>
--	---

Note the time frame.

**23.6 TB/Weight/Immunication/Pesticides (Section E)**

<p>E1. Were you ever told by a doctor that <u>had tuberculosis</u>?</p>	<p>(261) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
---	--

See the definition for "doctor" in General Definitions (Section 21.2). This question is concerned with whether a doctor ever said that the child had tuberculosis (TB) regardless of who the doctor told. So, a response of "Well, the doctor didn't tell me but told the child's mother" would be a yes.

<p>E2. Has <u>ever</u> lived in a household with a person who had active tuberculosis?</p>	<p>(262) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK</p>
--	--

Self-evident.



<p><b>E8. What type of treatment did the doctor recommend?</b></p>	<p>MARK ALL THAT APPLY. DO NOT READ.</p> <p>(273) 1 <input type="checkbox"/> MEDICATION</p> <p>(274) 1 <input type="checkbox"/> REDUCING DIET</p> <p>(275) 1 <input type="checkbox"/> HIGH CALORIE DIET</p> <p>(276) 1 <input type="checkbox"/> EXERCISE</p> <p>(277) 1 <input type="checkbox"/> OTHER - <u>2</u> specify _____</p>
--	---

The doctor may have recommended a combination of methods. Check all that apply.

<p><b>E9. Has --- ever received a DPT shot? A DPT shot is to prevent diphtheria, tetanus, and pertussis or whooping cough.</b></p>	<p>(278) 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N(E12) 3 <input type="checkbox"/> DK(E12)</p>
--	---

The DPT injection formerly was called DTP. They are the same type of shot. If a child received either DPT or DTP, mark "yes."

Mark "yes" for children who received in a single injection a combination of the diphtheria, tetanus, and pertussis vaccines. Pertussis is commonly known as whooping cough and tetanus is sometimes referred to as lockjaw. Also, mark "yes" if the single injection contained the DTP combination of vaccines plus other vaccines.

If you are told in E9 that the child received only one of the other vaccines (e.g., either diphtheria or pertussis), do not count this as a DPT shot. Reask the question, including the explanation if necessary. Also, record the respondent's answer, explaining the type of shot received.

If, when asked E9, the respondent says that the child had a tetanus shot but not the other two, mark "yes" in E12 without asking question E12. Reask E9, saying "In addition to tetanus, has ...?"

<p><b>E10. How many DPT shots has --- ever had?</b></p>	<p>(279) 1 <input type="checkbox"/> 1</p> <p>2 <input type="checkbox"/> 2</p> <p>3 <input type="checkbox"/> 3</p> <p>4 <input type="checkbox"/> 4</p> <p>5 <input type="checkbox"/> 5+</p>
---	--

Self-evident.





child. Mark the box for "injury or illness" if the shot was administered because the child had been injured or was ill and it was feared that tetanus could result. Multiple responses are acceptable if the child had more than one such shot.

E16. Has --- ever lived with anyone who was working in farming?	(287) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
---	---

Farming refers to the production of crops, livestock, or poultry.

E17. CHECK ITEM: REFER TO AGE OF SAMPLE CHILD.	(288) 1 <input type="checkbox"/> under 6 yrs. old (E20) 2 <input type="checkbox"/> 6 yrs. old or older (E18)
--	---

The child's age is recorded on the cover page of the questionnaire.

E18. Has --- ever worked or helped out in farming, for example in the fields or orchards?	(289) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(E20) 9 <input type="checkbox"/> DK(E20)
---	---

Self-evident.

E19. Has --- worked or helped out in farming during the past year?	(290) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
--	---

Note the time frame.

E20. (During the past five years/Since --- was born), has the prescription medication, Kwell, been used on --- to control head or body lice?	(291) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK
--	---

Note the time frame. If the child is under five years of age, use the parenthetical phrase "Since -- was born." Otherwise, use the first parenthetical phrase.

### 23.7 Functional Impairment (Section F)

This section is concerned with limitation of activity due to impairment or health problems and conditions causing restricted activity. "Functional impairment" is used because the terms "disability" and "disabled" have many meanings in common usage.

F1. CHECK ITEM: REFER TO AGE OF SAMPLE CHILD.

(292)

- 1  under 5 yrs. old (F2)  
2  5+ yrs. old (F4)

The child's age is recorded on the cover page of the questionnaire.

F2. Is --- able to take part at all in the usual kinds of play activities done by most (children/babies) --- age?

(293)

- 1  Y      2  N(F10)

For children under five, the major activity is considered development and play. Use the word "children" for a child who is one year old or older. Use the word "babies" for a child who is under one year. Mark "no" only if the child cannot participate in any play activities that are usual for children in their age group.

F3. Is --- limited in the kind or amount of play activities --- can do because of an impairment or health problem?

(294)

- 1  Y(F10) 2  N(F8)

Key definitions are:

- o Impairment or Health Problem -- Any condition, physical or mental, which causes limitation in activity (see "Condition" below). Do not define limitation. Do not include as an impairment or health problem an injury that occurred three months ago or less (unless it resulted in obvious permanent limitation) or the effects of an operation that took place three months ago or less (unless these effects are obviously permanent). It is not important for the respondent to differentiate between an "impairment" and a "health problem." Both of these terms are used to let the respondent know that a wide range of health-related causes that should be considered.
- o Condition -- The respondent's perception of a departure from physical or mental well-being. Included are specific health problems such as a missing extremity or organ, a disease, a symptom, the result of an accident or some other type of impairment. Also included are vague disorders and health problems not always thought of as "illnesses," such as alcoholism, drug-related problems, depression, anxiety, etc.

In general, consider as a condition any response describing a health problem of any kind.

Examples of limitations of "kind of play" are: unable to run, jump, climb, or play strenuous games. Examples of limitations in "amount of play" are: need for special rest periods or playing only for short periods of time.

F4. Does any impairment or health problem now keep ---  
from attending school?

(295) 1  Y(F10) 2  N

"NOW" is an important word in this question. Should the issue come up as to what is meant by "NOW", say "as of last Sunday night". For students on school vacation, "NOW" means the next time when school is in session.

See the definition of "going to school" in General Definitions.

Do not count people who may miss time from school only now and then because of an impairment or health problem.

F5. Does --- attend a special school or special classes  
because of any impairment or health problem?

(296) 1  Y(F10) 2  N

"Special school" is one which students attend because of some unique physical or mental characteristic that distinguishes them from most other persons who attend regular schools. This includes schools for physically or mentally handicapped, schools for the hearing impaired or blind, schools for persons with learning disabilities, etc. It does NOT include special schools for talented or gifted persons, such as the Juilliard School of Music.

"Special classes" are held within a regular school for students who have a physical or mental disability that keeps them from attending all or most of the regular classes. This does NOT include special classes for talented or gifted students, such as a class in advanced analytical calculus.

F6. Does --- need to attend a special school or special  
classes because of any impairment or health problem?

(297) 1  Y(F10) 2  N

This question is meant to identify students who do not receive special education but could benefit from it because of an impairment or health problem. Definitions of "special school" and "special classes" are included for question F5.

F7. Is --- limited in school attendance because of ---  
health?

(298) 1  Y(F10) 2  N

Mark "yes" if the child can only attend school for a short time each day or must be absent from classes frequently because of an impairment or health problem.

F8. Is --- limited in any way in any activities because of an  
impairment or health problem?

(299) 1  Y 2  N(G1)

This question is concerned with possible limitations other than those associated with the child's major activity (development and play for children under 5; going to school for children 5 and older). "In any way" refers to activities that are normal for most children the same age as the sample child.

<b>F9. In what way is -- limited? RECORD LIMITATION, NOT CONDITION.</b>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">300</div> <div style="flex-grow: 1;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">1 _____</div> <div style="text-align: right; font-size: small;">limitation</div> </div> </div>
---	--

If a condition (see definition, question F3) is given, reask the question to determine how the person is limited; for example, "In what way does --'s back trouble limit --?" Enter the limitation, for example, "can't bend knees," "frequent rest periods," etc. Enter the condition only if a limitation cannot be obtained after probing.

<b>F10. What condition causes this limitation?</b>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;">_____</div> <div style="text-align: right; font-size: small;">condition</div>
--	--

See question F3 for the definition of "condition."

<b>F11. When did you first notice --'s (condition in F10)?</b>  <b>PROBE IF NECESSARY: Was it within the past 3 months or was it more than 3 months ago?</b>	<div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">301</div> <div style="flex-grow: 1;"> <p>1 <input type="checkbox"/> more than 3 months ago (G1)</p> <p>  <input type="checkbox"/> 3 months ago or less -</p> <p style="margin-left: 20px;">SPECIFY IF 3 MONTHS OR LESS:</p> <p>2 <input type="checkbox"/> CONDITION IS ON CARD CSP 2 (G1)</p> <p>3 <input type="checkbox"/> CONDITION NOT ON CARD CSP 2 (F12)</p> </div> </div>
--	--

Ask question F11 to determine the onset of the condition (not the onset of the limitation). If the condition was first noticed within the past three months, determine if the condition is a "chronic condition" or not by referring to Card CSP2.

Card CSP2 contains a list of types of conditions that are considered "chronic" for this survey. Some of the categories on Card CSP2 are very broad. For example, "heart trouble" includes any condition involving the heart, including angina, heart attack, rheumatic heart disease, etc.

Other categories are quite specific so some probing may be required in order to decide if a condition fits one of the categories listed on Card CSP2. For example, the respondent may merely report "ulcer" in question F10. In this case, ask where the ulcer is located and specify the location in the answer space for question F10. Only "stomach ulcer" is on the list -- other types of ulcers are excluded.

<b>F12. Is this limitation caused by any other condition?</b>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">302</div> <div style="flex-grow: 1;"> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>1 <input type="checkbox"/> Y</span> <span>2 <input type="checkbox"/> N(G1)</span> </div> </div> </div>
---	--

This is a follow-up question for cases in which the condition mentioned is NOT on Card CSP2. Ask question F12 to determine if the limitation is caused by any condition other than the one entered for question F10.

<b>F13. What other condition causes this limitation?</b>	<div style="border-bottom: 1px solid black; text-align: center; margin-bottom: 5px;"> <span style="font-size: small;">condition</span> </div>
<b>F14. When did you first notice ---'s (condition in F13)?</b>	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">303</span> </div> <div> <p>1 <input type="checkbox"/> more than 3 months ago (G1)</p> <p><input type="checkbox"/> 3 months ago or less –</p> <p style="margin-left: 20px;">SPECIFY IF 3 MONTHS OR LESS:</p> <p>2 <input type="checkbox"/> CONDITION IS ON CARD CSP 2 (G1)</p> <p>3 <input type="checkbox"/> CONDITION NOT ON CARD CSP 2 (REASK F12-F14)</p> </div> </div>

Ask questions F13 and F14 following the same directions given for questions F10 and F11.

Reask F12-F14 until either no more conditions are reported, or a reported condition 1) was first noticed more than three months ago or 2) is on the Card CSP2 Chronic Condition List. Make your additional entries in space under the response categories for these items.

### 23.8 Condition List (Section G)

Record "yes" or "no" for each condition listed in question G1. Occasionally while reading the list, reread question G1. If the respondent says "yes" to any condition, ask questions G2-G4 as appropriate. Always precede the next condition with question G1.

If the respondent says "yes" to a condition but qualifies the response, ask the question again about that condition. For example, the respondent says "yes" to "problem with bed wetting" but then says "it hardly ever happens anymore", reask the question about the same condition. Stress that the interest is in whether a doctor diagnosed it and whether it was considered a problem. If this results in no better information, ask questions G2-G4, as appropriate and record all pertinent information verbatim in the answer spaces for that condition.

CONDITION LIST					
G1. Did a doctor ever say that -- had - IF "YES" ASK G2 - G4 BEFORE GOING TO NEXT CONDITION.			G2. How old was -- when first had...?		
a.	Asthma?	(304) 1 <input type="checkbox"/> Y(G2) . 2 <input type="checkbox"/> N	(305) ___ mos.	(306) ___ yrs.	
b.	Other lung disease?	(309) 1 <input type="checkbox"/> Y(G2) 2 <input type="checkbox"/> N	(310) ___ mos.	(311) ___ yrs.	
c.	Mental retardation?	(314) 1 <input type="checkbox"/> Y(G4) 2 <input type="checkbox"/> N			
d.	Coordination problems?	(316) 1 <input type="checkbox"/> Y(G2) 2 <input type="checkbox"/> N	(317) ___ mos.	(318) ___ yrs.	
e.	Muscle weakness/paralysis?	(321) 1 <input type="checkbox"/> Y(G2) 2 <input type="checkbox"/> N	(322) ___ mos.	(323) ___ yrs.	
f.	Rheumatic fever?	(328) 1 <input type="checkbox"/> Y(G2) 2 <input type="checkbox"/> N	(327) ___ mos.	(328) ___ yrs.	
g.	Rheumatic heart disease?	(331) 1 <input type="checkbox"/> Y(G2) 2 <input type="checkbox"/> N	(332) ___ mos.	(333) ___ yrs.	
h.	Other heart condition?	(336) 1 <input type="checkbox"/> Y(G2) 2 <input type="checkbox"/> N	(337) ___ mos.	(338) ___ yrs.	
i.	Urinary infection?	(341) 1 <input type="checkbox"/> Y(G2) 2 <input type="checkbox"/> N	(342) ___ mos.	(343) ___ yrs.	
j.	Convulsions?	(346) 1 <input type="checkbox"/> Y(G2) 2 <input type="checkbox"/> N	(347) ___ mos.	(348) ___ yrs.	
k.	Eczema?	(351) 1 <input type="checkbox"/> Y(G2) 2 <input type="checkbox"/> N	(352) ___ mos.	(353) ___ yrs.	
l.	Speech problems?	(356) 1 <input type="checkbox"/> Y(G2) 2 <input type="checkbox"/> N	(357) ___ mos.	(358) ___ yrs.	
m.	Psychological or behavioral problems?	(361) 1 <input type="checkbox"/> Y(G2) 2 <input type="checkbox"/> N	(362) ___ mos.	(363) ___ yrs.	
n.	Poisoning?	(366) 1 <input type="checkbox"/> Y(G2) 2 <input type="checkbox"/> N	(367) ___ mos.	(368) ___ yrs.	

G3. Does --- still have ...?			G4. Has --- ever been treated by a doctor for --- ...?				
307	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	308	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK
312	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	313	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK
319	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	320	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK
324	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	325	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK
329	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	330	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK
334	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	335	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK
339	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	340	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK
344	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	345	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK
349	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	350	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK
354	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	355	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK
359	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	360	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK
364	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK	365	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK
			369 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 9 <input type="checkbox"/> DK				



### 23.9 School Attendance and Language Use (Section H)

<b>H1. CHECK ITEM: REFER TO AGE OF SAMPLE CHILD AND TO QUESTION C6.</b>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">370</div> <div> <input type="checkbox"/> 1 under 5 yrs. old (H17)  <input type="checkbox"/> 2 5+ yrs. old, goes to school (H3)  <input type="checkbox"/> 3 5+ yrs. old, not in school (H2)                 </div> </div>
---	---

The child's age is recorded on the front page of the questionnaire. The answer to question C6 indicates whether the child attends school.

<b>H2. Has --- ever attended school?</b>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">371</div> <div> <input type="checkbox"/> 1 Y      <input type="checkbox"/> 2 N(H16)                 </div> </div>
--	--

This question is asked only if the child is at least five years old and is not in school. See General Definitions (Section 21.2) for definition of school.

<b>H3. Is --- now either going to school or on vacation from school?</b>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">372</div> <div> <input type="checkbox"/> 1 going to school  <input type="checkbox"/> 2 on vacation from school  <input type="checkbox"/> 3 neither (H5)                 </div> </div>
--	--

Self-evident.

<b>H4. What grade (is --- in now/will --- be in)?</b>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">373</div> <div style="margin-right: 5px;"> <input type="checkbox"/> 00 nursery school  <input type="checkbox"/> 77 kindergarten              _____ grade         </div> <div style="font-size: 2em; margin: 0 5px;">}</div> <div style="vertical-align: middle;">(H7)</div> </div>
---	---

If the response to H3 was "going to school" then in H4 ask "What grade is --in now?" If the response was "On vacation from school," then in H4 ask "What grade will -- be in?"

<b>H5. Why did --- stop going to school?</b>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">374</div> <div> <input type="checkbox"/> 1 health problem  <input type="checkbox"/> 2 family needs child at home  <input type="checkbox"/> 3 dropped out  <input type="checkbox"/> 4 other <u>        </u> specify                 </div> </div>
--	---

This question is asked only for children who were neither on vacation nor in school according to H3.

Mark only one box. If more than one reason is given, mark the first one listed.



H11. Can --- speak English now?	(381) 1 <input type="checkbox"/> Y    2 <input type="checkbox"/> N(H13)
---------------------------------	---

This question is asked only if the child first began to speak in some language other than English.

H12. How old was --- when --- first began to speak English?	(382) _____ years old number
---	---------------------------------

This question is asked only if the child did not first begin to speak in English (H10) but can speak English now (H11).

H13. What language does --- mainly speak at home now?	(383) 1 <input type="checkbox"/> Spanish 2 <input type="checkbox"/> English 3 <input type="checkbox"/> both equally 4 <input type="checkbox"/> other language 5 _____ specify
---	---

If the respondent answers in a way that cannot be categorized such as "Sometimes English, sometimes Spanish," reask the question saying "Which would you say s/he mainly speaks at home: Spanish, English, or both equally?"

H14. What language do (---'s parents/you) mainly speak at home now?	(384) 1 <input type="checkbox"/> Spanish 2 <input type="checkbox"/> English 3 <input type="checkbox"/> both equally 4 <input type="checkbox"/> other language 5 _____ specify
---	---

When reading this question insert the appropriate wording in the parenthetical phrase.

If the respondent is not one of the child's parents, read "--'s parents." If the respondent is one of the child's parents, read "you."

H15. What language (does/did) --- mainly speak at school in --- classes?	(385) 1 <input type="checkbox"/> Spanish 2 <input type="checkbox"/> English 3 <input type="checkbox"/> both equally 4 <input type="checkbox"/> depends on subject matter 5 <input type="checkbox"/> other language - 6 _____ specify	} (J1)
--	---	--------

Self-evident.

<p>H16. Why has --- never attended school?</p>	<p>MARK ALL THAT APPLY. DO NOT READ.</p> <p>386 1 <input type="checkbox"/> TOO YOUNG - NO SCHOOLS AROUND FOR CHILDREN THAT AGE</p> <p>387 1 <input type="checkbox"/> HEALTH PROBLEM</p> <p>388 1 <input type="checkbox"/> FAMILY NEEDS CHILD AT HOME</p> <p>389 1 <input type="checkbox"/> OTHER - 2 _____ specify</p>
--	--

Question H16 is asked only if, according to H1 Check Item, the child is at least five years old and not in school and, according to H2, the child has never attended school.

<p>H17. When --- first began to talk, what language did --- speak?</p>	<p>390 1 <input type="checkbox"/> Spanish</p> <p>2 <input type="checkbox"/> English (H20)</p> <p>3 <input type="checkbox"/> other - 4 _____ specify</p> <p>5 <input type="checkbox"/> doesn't talk yet (H21)</p>
<p>H18. Can --- speak English now?</p>	<p>391 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(H20)</p>
<p>H19. How old was --- when --- first began to speak English?</p>	<p>392 _____ years old number</p>
<p>H20. What language does --- mainly speak at home now?</p>	<p>393 1 <input type="checkbox"/> Spanish</p> <p>2 <input type="checkbox"/> English</p> <p>3 <input type="checkbox"/> both equally</p> <p>4 <input type="checkbox"/> other language - 5 _____ specify</p>
<p>H21. What language do (---'s parents/you) mainly speak at home now?</p>	<p>394 1 <input type="checkbox"/> Spanish</p> <p>2 <input type="checkbox"/> English</p> <p>3 <input type="checkbox"/> both equally</p> <p>4 <input type="checkbox"/> other language - 5 _____ specify</p>

Questions H17-H21 are identical questions to H10-H14 except that the series H17-H21 is asked about children under age 5 or over age 5 and not in school; while H10-H14 are asked about children over age 5 and in school. Therefore, only one of these two series of questions will be completed for each child.

NOTE: The letter I is not used in this questionnaire. The next section is J.

### 23.10 Meal Programs (Section J)

This section is concerned with food and health care obtained from a special government program called "Women, Infants and Children (WIC)" and with special meal programs offered at school.

J1. Has -- ever received food or health care under the Women, Infants, and Children (WIC) program?	395	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N(J4)	9 <input type="checkbox"/> DK(J4)
--	-----	------------------------------	----------------------------------	-----------------------------------

WIC is a program to provide especially nutritious food formula and health care to nursing mothers and young children. The WIC program is usually associated with a health clinic or a state health agency.

J2. Is -- now receiving food or health care under the Women, Infants, and Children (WIC) program?	396	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	9 <input type="checkbox"/> DK
---	-----	------------------------------	------------------------------	-------------------------------

Note the time frame is NOW.

J3. How long (did -- receive/has -- been receiving) food or health care from WIC?	397 398	number	1 <input type="checkbox"/> months	2 <input type="checkbox"/> years
---	------------	--------	-----------------------------------	----------------------------------

Count all time the child received either food or health care or both from WIC.

J4. CHECK ITEM: REFER TO ITEM H3	399	1 <input type="checkbox"/> now going to school or on vacation (J5)	2 <input type="checkbox"/> neither (K1)
----------------------------------	-----	--	---

Ask the remaining questions in this section only if, according to question H3, the child now goes to school or is on vacation from school.

J5. Does the school that -- attends serve a complete breakfast?	400	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N
---	-----	------------------------------	------------------------------

A complete school breakfast usually allows no substitutions and includes an entire meal with beverage. One standard price covers the entire meal or the meal is free.

A carton of milk is not a complete breakfast.

J6. How many times a week does --- usually eat breakfast served by the school?	(401) <input type="checkbox"/> None (J10)  _____ times number  <input type="checkbox"/> DK
--	---

Record the number of times during a usual school week the child gets a breakfast served by the school. This may or may not be a complete breakfast as defined for question J5. "Breakfast" is respondent defined.

J7. During this (past) school year did (---'s parents/you) fill out a form to enable --- to eat breakfast at school for free or at a reduced price?	(402) <input type="checkbox"/> Y <input type="checkbox"/> N (J9)
---	--

Insert "past" in the question if the child is now on summer vacation and between school years. Children may receive complete school breakfasts at reduced price based on the household's income. Question J7 asks whether the household applied for this program.

J8. Does --- eat breakfast at school for free or at a reduced price?	(403) <input type="checkbox"/> Yes <input type="checkbox"/> No, not eligible <input type="checkbox"/> No, other reason
--	--

If the answer is "no," probe to determine why not. Mark "No, other reason" if the eligibility form was submitted and approved but the child does not participate in the reduced price program.

J9. How much does --- pay for --- breakfast per day?	(404) _____ cents number  000 <input type="checkbox"/> free
--	--

Complete school breakfasts may be free or they may be priced as a unit, being the same amount for each breakfast. If the respondent answered "yes" to question J8 but gives different prices in J9, read the definition of "complete school breakfast" given for question J5 and be sure that the answer to question J8 is correct. For children who eat breakfast at school, but not a

complete breakfast as defined in J5, the prices may vary from meal to meal; thus, ask for the "usual" cost. Accept a range only if respondent "cannot" provide a "usual" cost.

<p>J10. Does the school that --- attends serve a complete lunch?</p>	<p>(405) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N</p>
--	--

<p>J11. How many times a week does --- usually eat lunch served by the school?</p>	<p>(406) 0 <input type="checkbox"/> None (J15)</p> <p style="text-align: center;">_____ times number</p> <p>9 <input type="checkbox"/> DK</p>
--	---

<p>J12. During this (past) school year did ( ---'s parents/you) fill out a form to enable --- to eat lunch at school for free or at a reduced price?</p>	<p>(407) 1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N(J14)</p>
--	---

<p>J13. Does --- eat lunch at school for free or at a reduced price?</p>	<p>(408) 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No, not eligible 3 <input type="checkbox"/> No, other reason</p>
--	---

<p>J14. How much does --- pay for --- lunch per day?</p>	<p>(409) _____ cents number</p> <p>000 <input type="checkbox"/> free</p>
--	--

For questions J10-J14, follow the directions given for questions J5-J9. The only difference is that the earlier questions focused on school breakfasts while these questions focus on school lunches.

<p>J15. Does --- ever bring --- lunch from home?</p>	<p>(410) 1 <input type="checkbox"/> Yes, always 2 <input type="checkbox"/> Yes, sometimes 3 <input type="checkbox"/> No (K1)</p>
--	--

If the respondent answers "yes," probe to determine if the child brings his/her lunch all the time or only some of the time.

<p>J16. On days that --- does not buy lunch at school, does --- buy milk?</p>	<p>(411)</p> <p>1 <input type="checkbox"/> Yes, always 2 <input type="checkbox"/> Yes, sometimes 3 <input type="checkbox"/> No (K1)</p>
---	---

If the respondent answers "yes," probe to determine if that is all the time or only some of the time. Mark "no" if the child buys milk somewhere other than at school.

<p>J17. How much does --- pay for --- milk per day?</p>	<p>(412)</p> <p>_____ cents                   number</p> <p>000 <input type="checkbox"/> free</p>
---	---

Some children may purchase more than one carton of milk at a time. Record the total price and indicate the number of cartons in the blank space under the question.

### 23.11 Medicine/Vitamin Usage (Section K)

This section in the child questionnaire is exactly the same as the one in the adult questionnaire. Follow the directions for Medicine/Vitamin Usage given in Section 22.15.

Remember to insert the child's name in the spaces marked "--."

### 23.12 Respondent for Sample Child (Section L)

<p>L1. CHECK ITEM: MARK ONE BOX.</p> <p>INDICATE MAIN RESPONDENT'S RELATIONSHIP TO SAMPLE CHILD.</p>	<p>(455)</p> <p>1 <input type="checkbox"/> MOTHER 2 <input type="checkbox"/> FATHER 3 <input type="checkbox"/> SISTER OR BROTHER 4 <input type="checkbox"/> OTHER --5 _____   SPECIFY</p>
--	---

The "main" respondent is the one who answered all or most of the questions in this questionnaire about the child.

Note: Item L1 (Respondent for Sample Child) is in the wrong place in the new Spanish form. It is located at the bottom of page 29, and will be easy to miss, especially if no medicines are reported in K14. Be sure to complete this item.



23.13 Sample Child Self-Response (Section M)

M1. CHECK ITEM: REFER TO AGE OF SAMPLE CHILD	(456) 1 <input type="checkbox"/> under 6 yrs. old (END) 2 <input type="checkbox"/> 6+ years old (M2)
--	---

In this section, some general questions about the child's perceptions of his or her health are to be asked of children who are 6 years of age or older. For children under 6, end the interview.

M2. Now I have a few questions I would like to ask -- directly. Is -- available now?	(457) 1 <input type="checkbox"/> Y(M3)      2 <input type="checkbox"/> N (END)
--	--

If the child is available, ask to speak to him/her and continue with the remaining questions in this section.

If the child is not available, and if you have to return to this household to interview other SP's and the child is available at that time, you should complete this section then. However, do not make return visits to a household if your only purpose is to complete a Sample Child Self-Response section.

M3. INTRODUCTION: I would like to ask you a few questions about your health.	
--	--

Of course, this is the lead-in to the questionnaire itself. Before this you will introduce yourself to the child and explain that you are doing a study of people's health. You want the child to feel comfortable responding to you.

M4. Do you have any trouble seeing (with your glasses on)?	(458) 1 <input type="checkbox"/> Y      2 <input type="checkbox"/> N
--	--

You want the child's opinion about his/her vision. Read the parenthetical phrase if the answer to D4 (page 13) is "yes". Do not lead the child or probe.

M5. When you are at school, can you read the blackboard from the back of the classroom (with your glasses on)?	(459) 1 <input type="checkbox"/> Y      2 <input type="checkbox"/> N 3 <input type="checkbox"/> doesn't go to school
--	---

From question H3, you will know whether the child is in school or on vacation from school. As in M4, read the parenthetical phrase if the answer to D4 is "yes".

M6. Do you have any trouble hearing?	(460)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N
M7. When you are at school, can you hear the teacher from the back of the classroom?	(461)	1 <input type="checkbox"/> Y 3 <input type="checkbox"/> doesn't go to school	2 <input type="checkbox"/> N

Self-evident.

M8. Do you think that you are underweight, about the right weight, or overweight?	(462)	1 <input type="checkbox"/> underweight (M9) 2 <input type="checkbox"/> about the right weight (M13) 3 <input type="checkbox"/> overweight (M11)
---	-------	---

If the child doesn't know, ask "compared with other children your age and sex." If the child still doesn't know, write DK.

M9. Would you like to weigh more?	(463)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N(M13)
-----------------------------------	-------	------------------------------	-----------------------------------

If the child doesn't know, write DK in the answer space and go to the next question.

M10. Are you trying to gain weight?	(464)	1 <input type="checkbox"/> Y(M13)	2 <input type="checkbox"/> N(M13)
-------------------------------------	-------	-----------------------------------	-----------------------------------

Self-evident.

M11. Would you like to weigh less?	(465)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N(M13)
M12. Are you trying to lose weight?	(466)	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N

Self-evident.

M13. Would you say your health in general is excellent, very good, good, fair or poor?

467

- 1  excellent
- 2  very good
- 3  good
- 4  fair
- 5  poor

Self-evident.

Record the time on the front page of the questionnaire.

### 23.14 Medicine/Vitamin MEC (Section N)

All of the questions in this section are asked in the mobile examination center (MEC).

This section of the child questionnaire is exactly the same as the one in the adult questionnaire.

## Chapter 24

### **CONTINUATION BOOKLET SPECIFICATIONS**

When administering Medicine/Vitamin Use sections of the Sample Person questionnaires, it may be necessary for you to use a Continuation Booklet. The English language version is green and the Spanish language version is pink. This booklet contains space to record the answers for questions which could have more responses than allowed for in the questionnaire. You should use as many Continuation Booklets as you need in a household.

The cover of the booklet instructs you to go to the appropriate page depending on the question(s) you need to continue. These instructions are set up by questionnaire. Be sure to follow them carefully.

## PART IV: SPECIFICATIONS FOR THE SPANISH LANGUAGE INTERVIEW

### Chapter 25

#### INTRODUCTION TO THE SPANISH LANGUAGE COMPONENT OF HHANES

Recent studies have shown that the vast majority of Hispanics in the United States (Mexican-Americans, Puerto Ricans, Cubans, and other Hispanics) use Spanish. Among those, about half speak only Spanish or just enough English to "get by." The remainder function primarily or exclusively in English even though they are of Hispanic origin. This means that in order to collect valid health and nutrition data on all Hispanics, HHANES questionnaires have been designed to be implemented in a bilingual format so that respondents can choose to be interviewed in their preferred language.

Early in the design of the study, NCHS designated a Task Force to undertake the translation of the survey instruments. The Task Force participants included members of the three Hispanic target groups in this study: Mexican-Americans, Puerto Ricans, and Cuban-Americans. Representation of the three groups under study was necessary to insure a translation which could be understood by all three groups. Currently, all HHANES survey instruments and materials for HHANES are available in English and Spanish. This includes materials to encourage respondent cooperation, field materials requiring interaction with respondents or neighbors, and questionnaires.

As noted earlier in this manual, the primary goal of interviewers is to collect accurate information by following the specified field procedures and using the questionnaires according to sound interviewing practices. This task is considerable in one language and more complex in two languages.

In a bilingual study it is vital to identify the correct language in which to conduct the interview. Experience shows that the initial interaction between the interviewer and the respondent and the language selected for the interview set the tone of the interview and determine the quality of data obtained.

Part IV of this manual will provide specifications for the Spanish language interview. First, it will provide you with guidelines for determining the language of the interview. Secondly, it will include additional information to facilitate the Spanish interviewing.

## Chapter 26

### LANGUAGE OF THE INTERVIEW

It is important that the interviewer provide the respondent with every possible opportunity to determine the language of the interview. Some Hispanics may choose the language they believe is expected of them in the interview situation, rather than the one in which they are the most articulate. The goal in this survey is to minimize the influence of the interviewer in the choice of language for interviewing. Interviewers should try to determine the preferred language quickly, without biasing the respondent's decision.

#### 26.1 Determining the Language of the Interview

To determine the language of the interview there are several steps which are important to follow.

##### 26.1.1 Identify Environmental Cues

Environmental cues provide the interviewer with important initial information. Be observant. Awareness of the neighborhood where you are interviewing will provide you with your first language cues. For example, observe the names of community shops and posters and notices in store windows and on buildings. Watch for signs which are printed in English and Spanish. Note if the signs are only in one language. Watch out for local theaters-- note the titles of the movies playing. Listen to the language being spoken on the street--English, Spanish, or both.

As you approach the sample household continue to be sensitive to environmental cues. Listen to radio, television, or conversation sounds which provide clues to the preferred language of the household.

Remember that while these are valuable cues, they do not necessarily reflect the preferred language of everyone in the community or every member of a specific household.

##### 26.1.2 Use of Communication Cues

In addition to environmental cues, it is vital that you use a number of communication cues in determining the preferred language of the respondent. The subsequent steps must be followed closely.

#### 1. INTRODUCE YOURSELF IN BOTH LANGUAGES.

When you have identified a respondent for the Screener, introduce yourself in both languages. Begin the introduction with the language you perceive to be the preferred language through your use of environmental cues.

EXAMPLE 1: The sample household is in a building which houses two stores: "Bodega de los Hermanos Sanchez" and "Discos Para Todos los Gustos." As you approach the selected apartment you notice that most of the tenants in the building are conversing in Spanish. You knock on the door of the selected household, the door opens and you introduce yourself. "Buenas tardes. Good afternoon. Me llamo Martha Lopez y trabajo para Westat. My name is Martha Lopez and I work for Westat."

EXAMPLE 2: The sample household is in a residential area having mostly single family houses and garden apartments. The only visible signs are street and school signs. A group of older women appear to be speaking in Spanish; however, the rest of the people on the street are speaking English. You knock at the door of the selected household and as the person opens the door you note that the radio is on an English-speaking station. You should introduce yourself in both languages, using English first.

2. NOTE THE LANGUAGE USED BY THE RESPONDENT DURING THE INITIAL CONTACT.

The introductory conversation at the door can be initiated by either the respondent or the interviewer. The respondent might begin by saying "Who is it?" or "¿Quién es?" At other times the interviewer may introduce him/herself first. In either situation, note the language used by the respondent--it may be one or both (combination English/Spanish). S/he may ask you one or more questions about the study and who you are. If the respondent speaks to you primarily in one language, answer all questions in that language. If the respondent speaks to you in both languages, answer all questions in both languages.

Use this period to ascertain the respondent's language facility and natural language preference and to make the respondent aware that you are comfortable in both languages. It is very important to reinforce to the respondent, explicitly (i.e., in a natural, unbiased way) that you can conduct the interview in both languages and that the choice of the language for the interview is up to the respondent.

3. ASK THE RESPONDENT TO CHOOSE THE LANGUAGE FOR THE INTERVIEW.

Ask the question in both languages. This will continue to stress to the respondent that the final choice of language for the interview is his/hers. Ask the interview language questions using the communication cues identified previously to determine which language to use first. For example:

"In which language do you wish to conduct the interview?"

"¿En qué idioma prefiere usted hacer la entrevista?"

Keep in mind that the procedures used to determine the language of the interview need to be implemented each time you approach a new household as well as each time you encounter a new respondent within the household.

#### 4. CONDUCT THE INTERVIEW IN THE LANGUAGE SPECIFIED BY THE RESPONDENT.

The interviewer/respondent interaction described in the steps above should allow the respondent to feel free to choose his/her preferred language for the interview. In the unusual situation where, in your opinion, the environmental and communication cues do not support the interview language chosen by the respondent, DO NOT CONTRADICT the respondent's choice. Begin the interview in the language chosen by the respondent and utilize the guidelines provided in Section 26.3 if you encounter difficulties with the language chosen for the interview.

### 26.2 Use of "Usted" and "Tu" During the Interview

Successful interviewing requires that the interviewer establish and maintain a professional relationship with the respondent. To support this, it is important that all communication with the respondent be conducted using the formal "usted" rather than the familiar "tu." This includes all the interaction with the respondent, whether during the informal introduction at the door or during the interview using the survey questionnaire.

All the materials and questionnaires developed for this study use formal Spanish with one exception. There is a series of 11 questions at the end of the Child Sample Person Questionnaire which must be asked only of the sample child. These questions are asked using the familiar "tu" (which is normally used by adults with children) to promote greater rapport between the interviewer and the child respondent.

### 26.3 Changing Language During the Interview

On occasion, language changes will occur during the interview. The following situations should serve as a guide for language changes during an interview.

#### 1. RESPONDENT USES TWO LANGUAGES DURING THE INTERVIEW.

On occasion, or even on a frequent basis, the respondent may answer questions using both languages. For example:

Interviewer: What was the main reason for that visit?

Respondent: I had a bad cold--muy malo.



Interviewer: ¿Porqué dejó de tomar esa medicina?

Respondent: Money--costaba mucho.

Despite the use of both English and Spanish in this situation the respondent has provided an appropriate answer to these questions. The interviewer should record the answers as given and continue the interview in the language initially selected by the respondent.

## 2. RESPONDENT APPEARS UNCLEAR ABOUT A WORD OR A PHRASE.

During the interview a respondent may hesitate in answering a question. After using the standard interviewing technique of repeating the question, it becomes evident that a certain word or phrase remains unclear to the respondent. As you know it is not acceptable for you to substitute any other "same language" word to clarify the meaning to the respondent, but you may substitute the same word or phrase used in the "other language" questionnaire. For example:

Interviewer: "¿Le ha dicho un médico alguna vez que usted tenía piedras en la vesícula?"

Respondent: (Appears confused or asks what "piedras en la vesicula" are.)

Interviewer: "¿Le ha dicho un médico alguna vez que usted tenía piedras en la vesícula/gallstones?"

During the questionnaire development process a number of words were identified which may be more commonly used in English even by primarily Spanish-speaking respondents. We have placed these English words in the Spanish questionnaires for you to read to respondents who are more familiar with the English term than the Spanish term. For example:

"¿Ha usado alguna vez un (audífono/aparato para oír/'hearing aid')?"

In a situation where the exact translation has not been provided for you in the questionnaire, you must use the following guidelines:

- Substitute the exact word or phrase in the "other language questionnaire;"
- Place a probe mark (X) next to the question; and
- Write out the word or phrase substituted next to the probe mark. For example, record such a situation as follows:

Ask: "¿Le ha dicho un médico alguna vez que usted tenía piedras en la vesícula/gallstones?"

Record  
Below  
the Item: (X) gallstones.

3. RESPONDENT ASKS TO CHANGE THE LANGUAGE OF THE INTERVIEW AND CONTINUE IN THE "OTHER LANGUAGE."

On occasion, a respondent will determine, once the interview is underway, that s/he would be more comfortable in the "other language" and asks the interviewer to switch the language of the interview.

If this happens, assure the respondent that it poses no problem, and that you will be happy to continue the interview in the "other language." There are a number of steps that you must follow closely when this occurs.

DURING THE INTERVIEW

- Mark the question or item at which the language change occurs on the instrument being used;
- Next to the question or item where the request for language change occurs, write verbatim the respondent's request and reasons for a language change; and
- Continue the interview using the "other language" questionnaire. Begin using the new instrument at the question where the language change occurred. Do not begin the interview again unless specifically asked to do so by the respondent. Do not go back and transcribe the recorded answers on to the new questionnaire.

DURING THE EDIT

- Write in any further information which provides useful data documenting the reason for the language change. Place this information next to the question where the language change occurred.
  - Check to see that both questionnaires are in the Household Folder and that all identifying information is recorded on each cover. Both questionnaires must be submitted to your supervisor.
4. THE INTERVIEWER PERCEIVES THAT THE RESPONDENT WOULD BE MORE COMFORTABLE IN THE OTHER LANGUAGE.

On occasion, it may become clear, to the interviewer, that the respondent is having repeated difficulty understanding the questions

being asked of him/her and that this problem is clearly one which could be solved by switching the language of the interview.

When this situation occurs, the interviewer may ask the respondent if s/he wishes to complete the interview in the "other language." It is extremely important to be sensitive to the feelings of the respondent and to make sure that in making this suggestion the interviewer in no way implies ineptness on the part of the respondent.

Document this language change using the same basic steps used to record a language change initiated by the respondent.

#### DURING THE INTERVIEW

- Mark the question or item at which the language change occurs on the instrument being used;
- Next to the question or item, write verbatim the interview/respondent exchange of words;
- Continue the interview using the "other language" questionnaire. Begin using the new instrument at the question where the language change occurred. Do not begin the interview again unless specifically asked to do so by the respondent. Do not go back and transcribe the recorded answers on to the new questionnaire.

#### DURING THE EDIT

- Write in any further information which provides useful data documenting the reason for the language change. Place information next to the question where the language change occurred.
- Check to see that both questionnaires are in the Household Folder and that all identifying information is recorded on each cover. Both questionnaires must be submitted to your supervisor.

## Chapter 27

### PROBING

#### 27.1 Probing During the Spanish Interview

As you learned in Chapter 5, the quality of an interview depends a great deal on the interviewer's ability to probe meaningfully and successfully. The kinds of probes and probing techniques presented for the English component of HHANES (see Section 5.5) are the same as those for the Spanish component.

Always keep in mind that the motive for probing is to motivate the respondent to answer more fully or to focus the answer, without introducing bias. Therefore, it is very important always to use neutral probes in Spanish as well as in English.

#### 27.2 Probes in Spanish

In order to assist you, the following neutral probes, presented in Section 5.5, have been translated. These probes have been used successfully because they are commonly used in normal conversation and stimulate fuller and clearer responses.

##### INDAQUEN PARA CLARIFICAR:

"¿Qué quiere decir exactamente?"

"¿Qué quiere decir por...?"

"Por favor, ¿me puede explicar un poco más? No creo que entiendo por completo."

##### INDAQUEN PARA ESPECIFICAR:

"¿Tiene algo en particular en mente?"

"¿Puede ser un poco más específico acerca de eso/sobre eso?"

"Dígame sobre eso. ¿Qué/quién/cómo/porqué lo haría...?"

##### INDAGUEN PARA RELEVENCIA:

"Ya veo. Bueno, déjeme preguntarle otra vez... (REPITA LA MISMA PREGUNTA)."

"¿Me puede explicar qué quiere decir con eso?"

INDAGUEN PARA COMPLETAR:

"¿Qué mas?"

"¿En qué más puede pensar?" "¿Hay also más?"

"¿En qué otras razones/cosas/ejemplos, etc. puede pensar?"

## ANSWERING RESPONDENT QUESTIONS

### 28.1 Answering Respondent Questions

As noted in Section 11.3, most people will go right through an interview without asking any questions. It is important, however, for the interviewer to be ready to answer respondents' questions as they come up.

The guidelines noted for answering respondents' questions for the English component of HHANES should be followed for the Spanish component. In short:

- Listen carefully to the respondent's question;
- Answer briefly but accurately;
- Do not volunteer more information than needed to answer the specific question; and
- If a respondent asks a question for which you have no answer, do not attempt to make up an answer. Admit that you do not know the answer, and if the respondent wishes, make arrangements to obtain an answer.

### 28.2 Typical Respondent Questions

The following are some of the questions respondents will frequently ask about the survey as well as suggested answers. The questions and answers presented below are the same as those in Section 11.3 and have been translated for your use with Spanish speaking respondents.

1. ¿QUE ES EL SERVICIO DE LA SALUD PUBLICA?

"El Servicio de la Salud Pública es parte del Departamento de Salud y Servicios Humanos. El Servicio de la Salud Pública contiene muchas secciones y algunas son responsables para estudios de la salud de la población del país."

2. ¿DE QUE SE TRATA ESTE ESTUDIO?

"Este estudio se está llevando a cabo nacionalmente por el Departamento de Salud y Servicios Humanos para obtener información sobre la salud y la prevalencia de ciertas condiciones de salud en las personas. Los resultados serán utilizados para evaluar los programas de salud y nutrición y para determinar las necesidades del cuidado de la salud."

3. ¿QUE VA A PREGUNTAR USTED?

"Hacemos preguntas acerca de problemas de salud que usted tiene (tuvo), experiencias que usted tiene (tuvo) cuando esta (ha estado) buscando ayuda, y otros problemas relacionados con la salud. La mayor parte de las personas encuentran la entrevista interesante."

4. ¿CUANTO TIEMPO VA A TOMAR?

SI ES PREGUNTADA ANTES DEL CUESTIONARIO "SCREENER": "La entrevista debe tomar menos de diez minutos--lo suficiente para determinar si necesito hablar con usted y su familia con más detalle.

SI ES PREGUNTADA DESPUES DEL CUESTIONARIO "SCREENER": "La entrevista probablemente tomará como media hora (PARA CADA "PERSONA EJEMPLAR"). A veces es más corta o más larga, dependiendo de lo que usted tiene que decir."

5. ¿TENGO QUE CONTESTAR LAS PREGUNTAS?

"Su participación en esta encuesta es voluntaria. Sus respuestas, no obstante, serán usadas para ayudar a desarrollar una programación y una política de salud nacional, por eso deseamos que usted tome el tiempo para participar."

6. ¿ALGUNA OTRA PERSONA SABRA LO QUE LE HE DICHO?

"Sus respuestas serán mantenidas en confidencia y serán vistas solamente por las personas trabajando en este estudio. Toda la información que usted nos provee está protegida por la Ley de Privacidad de 1974." LEA LA AFIRMACION DE CONFIDENCIALIDAD EN LA CUBIERTA DEL CUESTIONARIO "SCREENER."

7. ¿QUE VA A HACER CON ESTA INFORMACION?

"La información que usted nos facilita sera recopilada con información similar de otros respondedores a través de los Estados Unidos para producir datos/cifras totales, promedios y estadísticas acerca de la salud nacional en general. El Departamento de Salud y Servicios Humanos utilizará esta información para ayudarles a entender y responder a los problemas y las necesidades de la salud."

8. ¿COMO FUI SELECCIONADO?

"Su dirección fué escogida al azar. Cuando se escogen familias para entrevistas en esta forma, todas las personas tienen la misma oportunidad de ser entrevistadas y nos aseguramos de entender bien las condiciones de salud en (AREA LOCAL)."

9. ¿PORQUE NO VA A LA CASA DEL LADO?

"Cada hogar escogido representa a muchos otros que no fueron escogidos, y es muy importante obtener respuestas para que otros como usted sean representados. Una vez que su hogar ha sido escogido, no estamos permitidos sustituir otro hogar por el suyo, por lo tanto, solo usted puede responder por todos esos hogares que usted representa."

10. SIEMPRE HE TENIDO BUENA SALUD (O TENGO PROBLEMAS CON LA SALUD), POR LO TANTO NO SOY UNA BUENA PERSONA CON QUIEN HABLAR.

"Sus experiencias y opiniones son importantes también. Estamos interesados en hablar con toda clase de personas que tenga experiencias diferentes."

11. SI UN HOGAR HISPANO PREGUNTA, ¿PORQUE DEBO PARTICIPAR?

"A pesar de que en años recientes se ha recopilado información de salud sobre hispanos en encuestas nacionales, la proporción de hispanos entrevistados es relativamente pequeña. Este estudio producirá la primera información de una muestra grande de la población hispana que vive en los Estados Unidos; sobre las enfermedades, la incapacitación, la necesidad para tratamiento o cuidado y la nutrición."

12. SI UN HOGAR HISPANO PREGUNTA, ¿CUAL ES EL PROPOSITO DE ESTE ESTUDIO?

"Uno de los propósitos más importantes de este estudio es el de proveer información sobre la salud y la nutrición de los hispanos en este país y compararla con la información obtenida de estudios de salud que se han llevado a cabo antes con la población de los Estados Unidos en general. Entonces la información se utilizará para determinar las necesidades y problemas específicos en el cuidado de la salud o programas de salud y nutrición de los hispanos."



## Chapter 29

### COMMENTS ON SPANISH QUESTIONNAIRES

This section contains general and question specific instructions, explanations, definitions, and examples for use during the English/Spanish language interview. These specifications will serve as your reference during the training, interviewing, and editing phase of your work.

#### 29.1 General Instructions

Note the following general instructions for the Spanish language instruments:

- Pronounce proper names, doctors' names, etc. as pronounced by the respondent (even if they appear incorrect to you). Interviewers should not correct the respondent's pronunciation except in a situation where clarification is needed to avoid ambiguity.
- "NS" is the Spanish language abbreviation for "No Sabe" (Don't Know).
- In the Spanish language questionnaires you will find words in parentheses separated by slash marks which have the same meaning but which are used with greater frequency by some Hispanic subgroups than others. For example, "(una noria/un pozo)." The choice of term read is left to the interviewer.

During training the preferred terms used by the three Hispanic target groups will be pointed out. In a situation where the respondent appears unclear about a word choice, read all the choices available.

- Remember that parentheses are generally used as an indication to the interviewer to select the term(s) appropriate in a specific question situation.

#### 29.2 Question-by-Question Specifications

This section will provide additional specifications for the HHANES questionnaires. The specifications are listed by questionnaire.

##### 1. HOUSEHOLD SCREENER QUESTIONNAIRE

###### Question 1d

For many Hispanic families, comadres y compadres (godmothers and godfathers) are considered as part of the family. Most respondents will correctly distinguish between familia due to

blood (lineage), marriage, or adoption and familia as broadly defined to include compadrazco. When this occurs, the interviewer should make it clear to the respondent that the proper response refers to the narrower definition of familia.

#### Question 2a

Remember to VERIFY the spelling of all names.

Keep in mind that Hispanics often use multiple surnames. An unhyphenated surname such as "Matos Rodriguez" will, in most cases, be reduced to "Mr/s Matos" (the paternal name). If the name is hyphenated, the respondent should be referred to with both surnames. Thus, "Martinez-Colón" will be "Mr/s Martinez-Colón." In a few cases female respondents will use their husband's surname and their father's surname. For example, Maria Luisa Gonzales-Rodríguez de Martinez is "Mrs. Martinez" ("de" is the clue). When the respondent provides a multiple surname, verify the spelling, hyphens (if any), and marital surname.

Question 2e. In the rare situation where administrative records on births have been lost, misplaced, or improperly filed, Hispanics may use the calendar day related to their saint's namesake as their birthday. While this practice is no longer commonplace, if a respondent should state that ... "el seis de mayo es el día de mi santo," verify that s/he is referring to the "fecha de su nacimiento" (birth date).

## 2. FAMILY QUESTIONNAIRE

### Question B-4

Remember to not assume gender from a name. Several common names are used for both male and female children, for example, Guadalupe and Concepcion.

### Question B-7

Hispanics who have received part or most of their formal education abroad may refer to their schooling levels utilizing terms such as ingreso, bachillerato, licenciatura, and maestría. The following table illustrates examples of possible answers provided by respondents from the different Hispanic subgroups and the U.S. equivalent.

<u>Mexican-American</u>	<u>Puerto Ricans</u>	<u>Cubans</u>	<u>U.S. Equivalent</u>
primaria	primaria o elemental	ingreso	7th grade
secundaria	superior o "la high"	bachillerato, secundaria	12th grade
bachillerato	bachillerato	graduado, grados profesionales	BA degree
maestría, doctorado	maestría, doctorado	maestría, licenciatura	MA degree and other professional degrees

It is important to remember that when a respondent mentions any term (such as the examples above) which is different from those used in the United States probe for the U.S. equivalent. If a respondent cannot provide a U.S. equivalent, record his/her response verbatim.

### 3. ADULT SAMPLE PERSON QUESTIONNAIRE

#### Questions A9 through A29

It is common for Hispanics to make hospital or doctor visits accompanied by others. Interviewers should read the questions stressing "you" and "for health care" in the English language questions and "su" and "servicios médicos" in the Spanish language version.

#### Question A30

Many of these health practitioners are primarily referred to in Spanish in either the masculine or feminine gender. However, all of these practitioners can be of either sex. In this question the practitioners are referred to in the most commonly used gender. When necessary, the interviewer should make it clear to the respondent that these health practitioners may be of either sex.

Questions B7, B8

Remember that when a respondent provides an answer in metros or kilos write down the information verbatim in the blank space under the question. Do not ask the respondent to provide the equivalent in pounds or inches.

Question H9

In a few rare cases, the interviewer may discover that the respondent smokes brands of cigarettes or cigars made in Mexico, the Dominican Republic, Panama, or some other country. When this occurs, be sure to verify the spelling of the brand and, if necessary, ask to see a pack.

Questions H13, H14

The terms "puros, tabacos, and cigarros" are often used differently by the three Hispanic subgroups. The following table provides examples of possible word usage differences among the sample populations.

<u>Mexican- American</u>	<u>Puerto Rican</u>	<u>Cuban</u>	<u>English Equivalent</u>
cigarrillo	cigarrillo	cigarro	cigarette
puro, cigarro	cigarro	tabaco	cigar

Be sure to clarify any ambiguity in the use of the tobacco product words.

Question M10

Be aware that in most cases these ethnic categories will suffice; however multiple groups may be selected by respondents who are mixed Hispanic (i.e., Cuban and Argentine; Puerto Rican and Mexican; etc.) or part Hispanic (i.e., Puerto Rican and Irish; Mexican and "Anglo"; etc.).

When the respondent chooses two or more categories be sure to use the following specifications. Probe for the one best description. Ask which group s/he most closely identifies with and mark the box for only that group. If s/he is unable to choose only one group, mark the reported categories and explain the situation in the space under the question; however, it is important for some of the later questions and for analysis to attempt to limit the selection to one group.

Remember to follow these guidelines when administering questions M12 and M13. These questions ask for the ethnic origin of the Sample Person's mother and father.

4. CHILD SAMPLE PERSON QUESTIONNAIRE

Questions B-9 through B-31

These questions are the same as A9 through A29 in the Adult Sample Person Questionnaire. Follow the specification listed for the A9-A29 series.

Questions M3 through M13

This self reported section for the child is the only section which is written in the familiar "tu." Children should feel more comfortable in the interview situation when addressed in this manner.