APPENDIX 6: Question by Question Specifications for Administering Survey Items

Note that the item numbers refer to the item numbers in the respective surveys (i.e., Self or Phone), and may not correspond to the question number in the Question Source Document.

		Section 1: Health Status		
Self	Phone	Question or Introductory/transition Language	Description	Notes
Section 1 Intro	Section 1 Intro	We would like to begin by asking about your general health. This section will also ask about any physical, mental or emotional challenges you may have.	Introduces R to Health Status Section and beginning of survey.	Read verbatim
1	1	How would you describe your general health? Poor, Fair, Good, Very good, Excellent	Asks R to describe her general health.	
2	2	Please think about your physical health, which includes physical illness and/or injury. For how many days during the past 30 days would you say that your health was not good?	R provides number of days in the past month her physical health has not been good.	In our study of breast cancer patients and survivors, some participants seemed confused by these questions because of their breast cancer diagnosis. If this question is going to be asked among patients who were recently diagnosed or had a recent recurrence, this Q may seem insensitive. Depending on the time after diagnosis that the survey is being administered, respondents may find the Q odd or insensitive. Studies will want to target a particular time frame of interest. Emphasize that we would like her response based on how she interprets the question, and repeat the question, as necessary.
3	3	During the past 30 days about how many days did pain make it hard for you to do your usual activites (such as self-care, work or things you do for fun)?	R provides number of days in the past month pain kept her from doing usual activities.	Definition of "usual activities" provided in Q content.
4	4	Do you have a disability or health problem that limits your activites? If R answers Yes, continue with questions 6 - 7, if she answers, No, skip to question 8.	Asks R if she has a disability.	
5	5	How long have your activities been limited because of a disability or health problem? # days, # weeks, # months, or # years	Asks R how long she has been disabled.	
6	6	Do you need the help of other people with your personal care activities (such as eating, bathing, dressing, or getting around the house) because of a disability or major health problem? None of the time, Some of the time, Most or all of the time	Assesses R's level of disability for personal care activities.	Definition of "personal care activities" provided in Q content.
7	7	Do you need the help of other people with your routine activities (such as household chores, shopping, conducting necessary business or getting around for other purposes) because of a disability or major health problem? None of the time, Some of the time, Most or all of the time	Assesses R's level of disability for household chores and other routine activites.	Definition of "routine activities" provided in Q content.
8	8	Are you limited in the kind OR amount of work you can do because of a physical or emotional problem? None of the time, Some of the time, Most or all of the time	Asks R how much of the time she is limited in the kind or amount of work she can do because of a physical or emotional problem.	This Q is asked of ALL respondents, not just those who indicated they have a "disability." "Work" in this Q can mean their job or occupation OR work around the house.
9	9	Do you currently use any special equipment, such as a cane, wheelchair, special bed, or a special telephone because of a health problem? Y/N	Asks R if she uses special equipment because of a health problem.	Examples of "special equipment" provided in Q content.
10	10	Do you receive disability benefits from Social Security? Y/N	Asks R if she receives Social Security benefits.	
11	11	During the past 30 days about how many days have you felt that you did NOT get enough rest or sleep?	R provides number of days in the past month she has not gotten enough sleep.	"Enough rest or sleep" is based on R's own interpretation.

Self	Phone	Question or Introductory/transition Language	Description	Notes
12	12	During the past 30 days about how many diys have you felt very healthy and full of energy.	R provides number of days in the past month she has felt very healthy and full of energy.	Q is intended to assess how often R felt good and healthy. "Very healthy" and "full of energy" are based on R's interpretation.
13	13	How would you describe your emotional health? Poor, Fair, Good, Very Good, Excellent	Asks R to describe her emotional health.	
14	14	Thinking about your emotional health, which includes stress, depression, anxiety, and problems with emotions, for how many days during the past 30 days would you say your emotional health was not good?	R provides number of days in the past month her emotional health was not good.	Definition of "emotional health" provided in Q content.
15	15	During the past 30 days about how many days have you felt sad, blue or depressed?	R provides number of days in the past month she has felt depressed.	Q is intended to be a depression screener.
16	16	During the past 30 days about howmany days have you felt very worried, or very anxious?	R provides number of days in the past month she has felt very anxious.	Q is intended to be an anxiety screener.
17	17	During the last 30 days, about how many days did poor physical or emotional health keep you from doing your usual activities (such as self-care, work, things you do for fun)?	R provides number of days in the past month a physical or emotional problem kept her from doing her usual activities.	Definition of "usual activities" provided in Q content. Q is intended to assess whether a physical or emotional problem interferes with her usual activities.
		Section 2: Ethnicity		
Self	**Phone**	**Question or Introductory/transition Language**	**Description**	**Notes**
Section 2 Intro	Section 2 Intro	We would like to know about your ethnic background and identity	Transitions R into Q's regarding Race/Ethnicity	Read verbatim
1	1.6	Are you Latina or Hispanic? Y/N	Asks R if she is Latina or Hispanic. If R says "Yes" continue to Q 2/1.7. If "No" skip to Q 3/1.8.	"Latina" or "Hispanic" is intended to refer to R's who have ethnic origins in the countries designated by the Census as "Latina" or "Hispanic." Interpretation of these terms, however, are as the R understands them. We found that some R's do not consider either term adequate for describing their ethnicity, even if their ethnicity falls under one of the "Latina" or "Hispanic" categories provided.
2	1.7	PHONE: Please look at Show Card #1. Which of those listed is your Latina or Hispanic ancestry or origin? You may choose all that apply. SELF: What is your Latina or Hispanic origin ? [check all that apply] [Response options list 19 specific Latina/Hispanic ethic origins, "other Latina, specify" and Don't Know]	Asks R to identify her specific Latina/Hispanic ethnicity. She may choose all that apply.	While the list of 19 Latina/Hispanic ethnicities is intended to be fairly comprehensive, it is not *entirely* comprehensive. A space is provided for "Other Latina (specify)" for any Latina/Hispanic categories not listed. Researchers are encouraged to include these listed categories as well as any not listed here that may be relevant to their study population.

3	1.8	PHONE: Please look at Show Card #2. Which of the race/ethnicities listed on that card would you use to describe yourself? You may choose all that apply. SELF: Which of the following would you use to describe yourself? [check all that apply, even if you checked Latina/Hispanic earlier] [Response options list 6 specific race categories, "other, specify" and Don't Know]	Asks R to identify her race. She may choose all that apply. If R indicates she is American Indian or Alaskan Native, go to Q4 - 6/1.9 - 1.11. If R indicates she is Asian, go to Q7/1.12. If R indicates she is Black/African American, go to Q10/1.15. If R indicates she is Native Hawaiian and no other races checked, go to Section 3: Detailed Ancestry. If Native Hawaiian AND another race selected, go to other race ethnicity Q(s) and Q11-12/1.16-1.17. If R indicates she is Other Pacific Islander, go to Q8/1.13. If R indicates she is White, go to Q9/1.14. If R indicates she is Other, specify, go to Q11/1.16.	While the list of 6 specific race categories is intended to be fairly comprehensive, it is not *entirely* comprehensive. A space is provided for "other, specify" if R feels she does not fit into any of the specific race categories. The skip pattern intent on this Q is to direct R or Interviewer to the specific ethnicity Q(s) for each race selected. If on this Q or on any of the specific ethnicity Q's, R identifies more than one of the listed response choices, she is asked Q11/1.16, which intends to find out if R mostly identifies with any ONE race or ethnicity. Often, R's who are Latina/Hispanic ethnicity do not identify with any of the listed race categories. These R's will usually indicate their Latina or Hispanic ethnicity in the "other, specify" area. However, we did find that a handful of Rs selected "American Indian/Alaskan Native", perhaps as this seemed like the closest or most appropriate option. They would then indicate Aztec or Yaki or other border tribes in the tribe Q.
4	1.9	PHONE: Please look at Show Card #3. Which of those listed tribes is your tribal heritage? You may choose all that apply. SELF: What is your tribal heritage? [check all that apply] [Response options list 16 specific tribes, "other tribe, specify" and Don't Know]	Asks R to identify her specific American Indian/Alaskan Native tribal heritage. She may choose all that apply.	While the list of 16 tribes is intended to be fairly comprehensive, it is not *entirely* comprehensive. A space is provided for "Other tribe (specify)" for any tribes not listed. Researchers are encouraged to include these listed categories as well as any not listed here that may be relevant to their study population.
5	1.10	Are you enrolled in a state or federally recognized tribe? Y/N	Asks R if she is enrolled in a state or federally recognized tribe. If "Yes" go to Q6/1.11. If "No" go to any other ethnicity Q's and/or Q11/1.16 as indicated.	Intends to identify R's who are actually enrolled in the tribe(s).
6	1.11	PHONE: Please look at Show Card #3. In which of the listed tribes are you enrolled? [circle all that apply] SELF: If yes to question 5, in which tribe are you enrolled? [check all that apply]	Asks R to identify the tribe(s) in which she is enrolled. She may choose all that apply.	
7	1.12	PHONE: Please look at Show Card #4. Which of the listed ethnic groups best describe you (such as Chinese, Pilipina)? You may choose all that apply. [Response options list 17 Asian ethnicities, "other Asian, specify" and Don't know]	Asks R to identify her specific Asian ethnicity. She may choose all that apply.	While the list of 17 Asian ethnicities is intended to be fairly comprehensive, it is not *entirely* comprehensive. A space is provided for "Other Asian (specify)" for any categories not listed. Researchers are encouraged to include these listed categories as well as any not listed here that may be relevant to their study population.
8	1.13	[PHONE: Please look at show Card #5] Which of the listed ethnic groups best descrie you (such as Samoan, tongan)? You may choose all that apply. [Response options list 4 Pacific Islander ethnicities, "other Pacific Islander" and Don't know]	Asks R to identify her specific Pacific Islander ethnicity. She may choose all that apply.	While the list of 4 Pacific Islander ethnicities is intended to be fairly comprehensive, it is not *entirely* comprehensive. A space is provided for "Other Pacific Islander (specify)" for any categories not listed. Researchers are encouraged to include these listed categories as well as any not listed here that may be relevant to their study population.
9	1.14	PHONE: Please look at Show Card #6. Which of the listed ethnic groups best describe you? You may choose all that apply. [Response options list 11 White ethnicities, "other, specify" and Don't know]	Asks R to identify her specific White ethnicity. She may choose all that apply.	While the list of 11 Whith ethnicities is intended to be fairly comprehensive, it is not *entirely* comprehensive. A space is provided for "Other, specify" for any categories not listed. Researchers are encouraged to include these listed categories as well as any not listed here that may be relevant to their study population.

10	1.15	PHONE: Please look at Show Card #7. Which of the listed groups best describe you? You may choose all that apply. [Response options list 9 African ethnicities, "other African, specify," "Other West Indian/Caribbean, specify," "other Central/South American, specify" and Don't know]	Asks R to identify her specific African ethnicity. She may choose all that apply.	While the list of 9 African ethnicities is intended to be fairly comprehensive, it is not *entirely* comprehensive. Spaces are provided for "Other, specify" for any categories not listed. Researchers are encouraged to include these listed categories as well as any not listed here that may be relevant to their study population.
11	1.16	Do you identify with any one race or ethnic group in particular? Y/N	This Q is asked only of R's who selected more than one race on Q3/1.8, or more than one ethnicity on Qs2/1.7, 4/1.9, 7/1.12, 8/1.13, 9/1.14, 10/1.15. It is intended to determine if R identifies more with **one** of the race/ethnicities out of the multiple groups she selected.	
12	1.17	PHONE: Plese look at Show Card #8. Which of the listed race or ethnic groups do you most identify with? Please choose only one.	Asks R to identify the **one** race/ethnicity she most identifies with.	We found that R's often selected more than one category on the self administered version, regardless of the instructions.
		Section 3: Detailed Ancestry		
Self	Phone	Question or Introductory/transition Language	Description	Notes
Intro	Intro	The following questions are about your family's background/ancestry	Transitions R into Q's about her family's background	Read verbatim
1	1	In what state or country was	Core Q - this is the intro to sub Q's which ask R to indicate where family members were born	Q is intended to indicate what US state or foreign country R's family members were born. May work better to say "What **US** state or
a	a	Your biological father born? State/Country	Asks in what state/country R's father was born.	Q is intended to indicate what US state or foreign country R's father
b	b	Your father's mother (your grandmother) born? State/Country	Asks in what state/country R's paternal grandmother was born.	Q is intended to indicate what US state or foreign country R's grandmother was born.
c	c	Your father's father (your grandfather) born? State/Country	Asks in what state/country R's paternal grandfather was born.	Q is intended to indicate what US state or foreign country R's grandfather was born.
d	d	Your biological mother born? State/Country	Asks in what state/country R's mother was born.	Q is intended to indicate what US state or foreign country R's mother was born.
e	e	Your mother's mother (your grandmother) born? State/Country	Asks in what state/country R's maternal grandmother was born.	Q is intended to indicate what US state or foreign country R's grandmother was born.
f	f	Your mother's father (your grandfather) born? State/Country	Asks in what state/country R's maternal grandfather was born.	Q is intended to indicate what US state or foreign country R's grandfather was born.
		Section 4: General Questions		
Self	Phone	Question or Introductory/transition Language	Description	Notes
Intro	Intro	We would like to gather some basic information about you.	Transitions R into Q's general questions about herself.	Read verbatim
1	1	What is you age?	Asks R to provide her current age.	
2	2	What is your date of birth? Month/Day/Year	Asks for the R's birth date month, day and year	
3	3	What is your current address [enter below]? Street/City/State/Zip	Asks for the R's current street address, city, state and zip code	Q is intended to provide specific address information, at the time of survey administation, for GIS purposes.
4	4	What is your sex [circle one]? Male/Female	Asks R to provide her biological sex	
		Section 5: Education and Income		
Self	Phone	Question or Introductory/transition Language	Description	Notes
1	1	[PHONE: Please look at Show Card #9] What is the HIGHEST level of school you have completed or the highest degree you have received? [check one] 21 categories of education from Never attended/kindergarden only through Doctoral degree	Asks R to provide the highest level of education she has completed.	

2	2	Did you ever go to school outside the United States (do not include study abroad programs)? Y/N	Asks R whether any of her education was outside of the United States. If R indicates Yes, go to Q3, if No, skip to Q4. If education was completed outside the United States in a "study abroad" capacity, select 'No.'	This Q is intended to determine if any of the education listed in Q1 was completed in a foreign country. Since the response choices for Q1 are based on categories used in the American educational system, Q's 2 and 3 are intended to determine if education occurred outside of the US, and, if yes, number of years of education in a foreign country.
3	3	How many years of education took place outside the United States? Elementary/Primary school # years; High School/Secondary school # years; University/Post Secondary # years	Asks R to indicate the number of years of education that was completed in each of 3 categories. If interviewer-administered, read the Q and then ask, "how many Elementary/Primary School years," "how many High School/Secondary school years," "how many University/Post secondary school years" as appropriate	This Q will determine the number of years of education R completed in a foreign country. This Q does not clarify whether a degree that may have been listed in Q1 was earned in the United States or in a foreign country. So, for example, if a R responds "professional degree" in Q1, and "4 years" under University in Q3, it does not necessarily mean that the professional degree she earned was from the foreign country. She may have continued her post secondary educaiton in the United States. More Q's may be necessary to clarify this item, if
4	4	The next question is about the education of people in your household. Your household includes all of the people who live with you in your home on a regular basis (children, husbands, wives, partners, roommates, other family members or friends). INCLUDING YOURSELF, in your household, what is the HIGHEST level of school completed, or the highest degree received? [check one] 6 simplified categories of education from None/kindergarden only to Associates degree or higher, Other, specify, and Don't know	Asks R to select the highest level of education of ANYONE in the household. This is the first of many questions that will refer to people in the R's household. In this Q, we want to know about the highest level of education for anyone who LIVES with the R (i.e. does not necessarily have to be a family member). The idea is that, people who live together may benefit from the education of those that live with them. We want to know about the highest level of education of either the R or anyone living with the R.	The categories of education are simplified in this Q to reduce R burden if they are unsure of the exact level of education for the person in their household who has the highest level of education. However, we have found that Rs who either have a degree that is higher than an Associates degree, or have someone in the household who has higher than an Associates degree tend to select "Other" and specify whatever higher degree they or their household member holds. This is easily collapsed or corrected in editing.
		Income		
5	5	[PHONE: Please look at Show Card #10] What is your best guess of what the total income was of all family members who <u>live with you in your home</u> before taxes last year? This includes money from pay checks, government benefit programs, child support, social security, retirement funds, unemployment benefits, and disability. [check one] 10 categories of income provided from $24K or less to $200K or more NOTE: D/K NOT provided as a response choice on self administered.	In this Q, we do not specifically say "household," but we DO want to know about the FAMILY HOUSEHOLD income. It intends to be very specific by indicating as much in the underlined phrase. It could be confusing because in the Q prior, we want to know about ANYONE living in the household, regardless of whether they are family or not. It may be difficult for R to know the correct response, but encourage her to use her best guess (you may indicate whether she said it was a guess in the margin). Remember, do NOT give REFUSED or D/K as answer choices.	"Don't know" is not provided as an answer choice in the response options since many R's will feel they do not know the answer, and we want to encourage them to use their best guess. Since income Q's often have D/K responses or are blank, we encourage instead a best guess response.
Q6 Intro	Q6 intro	Sometimes when relatives or friends live in the same household, they group their income and contribute to each other's support. Other times, the individuals or families keep their money separate from the rest of the household.	This intro is intended to help R understand the next 3 Qs. Read it verbatim prior to proceeding to Q6.	The intro helps to set up the following Qs. We want Rs to respond about the number of family members, who LIVE with the R, who contribute to the running of the household--either financially or by providing goods or services that the R would otherwise have to purchase with money.
6	6	How many FAMILY members (including yourself) WHO LIVE WITH YOU contribute to help support the household? This means that they may contribute money from their pay checks, money they receive from social security, disability, benefits, gifts of money, groceries, free rent, buying appliances for the household, etc. Family means they are related to you by blood, marriage (including in-laws), partnership, or adoption. # People	Asks R to identify number of FAMILY members (non-family members who live in the household and contribute are covered in Q12) who LIVE in the household and contribute money to the household. It is a long Q with a lot of explanation and examples because we found that "contributing" to the household can be interpreted in many ways. We tried to provide enough information so the intent of the Q is clear. Margin notes regarding confusion will be helpful.	
7	7	How many of these people are under 18 years of age? # People	Asks R to identify, of the number listed in Q6, how many are under age 18	

Self	Phone	Question or Introductory/transition Language	Description	Notes
8	8	How many of these people are between 18 and 64? # People	Asks R to identify, of the number listed in Q6, how many are between age 18 and 64	
9	9	How many of these people are 65 or older? # People	Asks R to identify, of the number listed in Q6, how many are age 65 or older	
10	10	Do any non-relatives live in your household? Y/N	Asks R if any non-relatives live in her household. This can include roommates, friends, etc. Anyone who lives with her on a regular basis. If R responds "yes" continue on to Q11, if she responds "no" skip to Q14.	
11	11	How many non-relatives live in your household? # People	Asks R the number of non-relatives who live in her household.	
12	12	Do any of these non-relatives who live in your household help financially support you or your family? This means they might give you free rent, groceries, money to help pay household bills or expenses, etc? Y/N/Don't Know	Asks R about whether the NON relatives that live in the household contribute money or goods/services that R would otherwise need to purchase with money.	
13	13	Do you or your family help to financially support any of these non-relatives who live in your household? Y/N/Don't Know	Asks R about whether R or R's family contribute money or goods/services TO the NON relatives that live in the household that the NON relatives would otherwise need to purchase with money.	
14	14	Do you or your family help financially support any relatives who do NOT live in your household? This means YOU may give THEM gifts of money, groceries, money to help pay rent, housed bills or other expenses, but appliances, etc? Y/N/Don't Know	Asks R whether she and her family help financially support relatives living outside of their household.	
15	15	Do you have any relatives who do NOT live in your household but who help financially support you or your household family? This means THEY may give YOU gifts of money, groceries, money to help pay rent, household bills or other expenses, buy appliances, etc? Y/N/Don't Know	Ask R whether any relatives, living outside of her household, help financially support her and her household family. If "Yes" go to Q16, if "No" or "D/K" skip to section 6.	
16	16	How many non-household relatives help financially support you or your household family? # People	If R receives financial help from non-household relatives, this Q asks from how many she receives help.	
		Section 6: Wealth		
Self	**Phone**	**Question or Introductory/transition Language**	**Description**	**Notes**
Intro	Intro	The following questions are about your current assets and debt level. Debt means any money that you woe to others (banks, credit cards, family). Assets are those things of value that you owe (house condominium, or cars). Your household includes all the family members who live with you in your home on a regular basis (children, husbands, wives, partners, in-laws, or other family members).	This intro provides definitions for R regarding the two wealth questions in this section. It provides definitions for: - Debt -Assets -Household Read verbatim.	
1	1	[PHONE: Please look at Show Card #11] Using your best guess, altogether, what is the present value of your and your household family's total savings, assets, and property? If you own property, include the total value (minus the amount you owe on your mortgage[s]). Remember, if you need to guess, that is fine. [check one] 11 dollar amount categories from Less than $0 to $500K or more and Don't Know	Asks R what her overall wealth/assets are. You may need to refer back to the Section Intro to remind R of definition of assets and household. If R indicates her response is just a guess, that is fine. The less than $0 response if for R's indicate a negative value or say they are "in the red" or just have "debt." Don't know response provided since many R's do not know, even enough to guess.	

Self	Phone	Question or Introductory/transition Language	Description	Notes
2	2	[PHONE: Please look at Show Card #12] Using your best guess, how much debt do you and your household family have? This includes money you owe for student loans, credit card balances, loans from relatives, unpaid rent and/or unpaid medical bills, but does not include your mortgage or car loans. [check one] 9 dollar amount categories from $0 to $100K or more and Don't Know		

Section 7: Savings

Self	Phone	Question or Introductory/transition Language	Description	Notes
Intro	Intro	The next question is about money you may have saved up in case of an emergency.	This intro provides a definition of "savings" for the R. Read verbatim.	
1	1	If you and your household had ot live on money you currently have saved and had no other money coming in, how long could you and your household continue living at your current address and continue buying and doing the things you currently do? Using your best guess is fine. [check one] Less than a month, 1 - 2 months, 3 - 6 months, 7 - 12 months, More than 1 year	This Q is aiming to find out if the R and her household have any savings. This Q does not specify whether the household should be family or non-family members. It is less important to know whether the "household" is FAMILY for this Q; it is mainly to find out if the R would have some sort of financial resources, if she lost all sources of income (including her spouse's income).	The Q asks how long R could live at her current address if she and her household lost all sources of income. It indicates R would "continue buying and doing things you currently do." This aspect of the Q has proven difficult for Rs because, if they lost all sources of income, they would necessarily curtail buying and spending such that they may not be "buying and doing the things they currently do."

Section 8: Individual Occupation/Employment

Self	Phone	Question or Introductory/transition Language	Description	Notes
Intro	Intro	The following quesiton are about your occupation and your current employment status.	Transitions R to Q's about her employment and occupation. Read verbatim.	
1	1	[PHONE: Please look at Show Card #13]. Which of the following best describes what you currently do? [select the ONE choice that best describes what you currently do] 9 Employment options from 'Currently working full-time' to 'Volunteer work/work without pay', plus 'Other, specify'	Be sure to read all response choices and try to get R to pick **one** response. There are many more specific or personal responses R may want to give. However, it is best to try to get her to choose ONE of the responses listed. If she insists that more than one response choice is true for her (for example, she may be a student and have a PT job as well), for these situations, indicate what R says in the margin, and circle all responses, as applicable.	If R provides more than one response of the SELF or insists on more than one response on PHONE, editor may use a heirarchical process to select one response. Responses are in the following order: -Currently working full-time -Currently working part-rime -Looking for work, unemployed -Retired -On disability permanently -On disability for a period of time (on sick leave or maternity leave or disability leave for other reasons) -Keeping house/homemaker -Student -Volunteer work/work without pay -Other (please specify)
2	2	What is/was your usual occupation? This would be the longest-heold job that best describes the kind of work you do/did:	Asks R to self-report her occupation. This Q is intended to reflect R's career occupation. She may be doing something else now (ex. retired), in which case, you would use the past tense verb. But we would want to know what her occupation was WHEN she was working.	

Section 9: Health Insurance

Self	Phone	Question or Introductory/transition Language	Description	Notes
1	1	Are you currently coverered by any kind of health insurance or other kind of health plan? Y/N/Don't Know	Asks R if she currently covered by any health insurance. If "Yes" go to Q 2, if "No" skip to Section 10.	

Self	Phone	Question or Introductory/transition Language	Description	Notes
2	2	[PHONE: Please look at Show Card #14] What kind of health insurance or health care coverage do you currently have? [check all that apply] 10 health care options and "Other, specify"	R may select all options that are currently relevant for her.	Some of our Chinese respondents knew what type of health insurance they have more from the color of the card than from the actual name of the coverage. May be good to provide color or card design descriptions as part of any local or state-funded options.
		Section 10: Neighborhood		
Self	**Phone**	**Question or Introductory/transition Language**	**Description**	**Notes**
Intro	Intro	We would like to know about the area you live in. The following questions are about your current neighborhood	Transitions R into thinking about her neighborhood.	
1	1	In what year did you first move to your current address?	Asks R year she moved to her current address.	
2	2	We would like you to define the area you consider your neighborhood. Does your neighborhood have a name? Y/N/Don't Know	Asks R if her neighborhood has a specific name. If "Yes" go to Q3, if "No" or "Don't Know" skip to Q 4.	Some neighborhoods or sub-divisions of larger cities are referred to by specific names. This Q is intended to find out if R knows of any specific name associated with her neighborhood.
3	3	What is it called?	Asks R to specify the name of her neighborhood.	
4	4	Do you have any of the following your neighborhood? [check all that apply] Y/N/Don't Know -A park, playground or open space -A big supermarket where you can buy food -A medical clinic or health service -A bank or credit union -A check cashing outlet -A public library	Asks R if she has certain entities in her neighborhood. R's "neighborhood" for this q is to be up to her interpretation.	
5	5	How often do you feel safe in your current neighborhood? [check one] None of the time, Some of the time, Most of the time, All of the time	Asks R to indicate how often she feels safe in her current neighborhood.	
6	6	Thinking about your neighborhood as a whole, please indicate if the following issues are a problem [check one choice for each issue listed below] Not really a problem, Minor problem, Somewhat serious problem, Very serious problem: -Crime in your neighborhood -Traffic -A lot of noise -Trash and litter -Lighting at night	Asks R to quanify how much of a problem each of the following Is in her neighborhood: crime, traffic, noise, litter, nighttime lighting. Again, R's interpretation of "her neighborhood" is what she should consider when responding about each issue.	
7	7	The next questions are about your neighbors [SELF: check one box for each question below]	Overall Q for the next 5 Q's, 7a - e. Transitions R to be thinking about neighbors.	
a	a	How often do you see neighbors talking outside in the yard, on the street, at the corner park, etc? Often, Sometimes, Rarely, Never	Asks R to quantify the frequency with which she sees neighbors talking together. The various types of talking ("outside in the yard," "on the street," "at the corner park" are intended to be examples for the R. She should respond based on her own interpretation of these examples.	Q may seem overly subjective to the R and she may want you to describe in more detail what we mean by "seeing" neighbors talking outside, etc. Again, it is best to indicate that you must read the Q exactly as written and that the R should respond based on how she interprets the Q. Any comments regarding confusion should be written in the margin.
b	b	How often do neighbors watch out for each other, such as calling if they see a problem? Often, Sometimes, Rarely, Never	Asks R how often she feels she and her neighbors watch out for eachother, such as calling about potential problems in the neighborhood.	
c	c	How many neighbors do you know by name? A lot, Some, Few, None	Ask R to quantify how many neighbors she knows by name. This may include knowledge of first name only.	

Self	Phone	Question or Introductory/transition Language	Description	Notes
d	d	How many neighbors do you have a friendly talk with at least once a week? A lot, Some, Few, None	Asks R to quantify the number of neighbors with whom she has a friendly talk with at least once/wk.	Q may seem overly subjective to the R and she may want you to describe in more detail what we mean by "a friendly talk." Again, it is best to indicate that you must read the Q exactly as written and that the R should respond based on how she interprets the Q. Any comments regarding confusion should be written in the margin.
e	e	How many neighbors could you call on for assistance in doing something around your home or yard or to "borrow a cup of sugar" or some other small favor?	Asks R how many neighbors she can rely on for small favors, like borrowing food or helping with a task in the house.	
8	8	Are there any groups in your neighborhood such as community associations, social clubs, book clubs, churches/spiritual centers, or faith-based organizations? Y/N/Don't Know	Asks R whether there are any social or community/spiritual groups in her neighborhood. If "Yes" go to Q9, if "No" or "Don't Know" skip to Q10 in this Section.	Q is intended to find out whether R has access to community social organizations.
9	9	Are you actively involved in any of these groups? Y/N	Asks R whether she participates in any of the groups listed in Q9.	Q is intended to find out whether R participates in any community social organizations.
Intro to Q's 10 - 13	Intro to Q's 10 - 13	Please select [SELF: "check"] the answer that best applies to you and your nieghborhood. Both local and within walking distance means within a 10-15 minute walk from your home.	Transitions R to walkability Q's. Provides a defnintion for "local" and "within walking distance." Read verbatim.	
10	10	I can do most of my shopping at local stores. Strongly disagree, Disagree, Agree, Strongly Agree	Asks R about whether she can do most of her shopping close to her home. R should respond based on how she interprets "Shopping".	May be problematic as different Rs may interpret Shopping as meaning different things. Some may interpret solely as grocery shopping and shopping for basic needs items, whereas other Rs may also include clothes/gift/etc type of shopping.
11	11	There are stores within easy walking distance of my home. Strongly disagree, Disagree, Agree, Strongly Agree.	Asks R about availability of stores close to her home.	
12	12	There are many places to go within easy walking distance of my home. Strongly disagree, Disagree, Agree, Strongly Agree.	Asks R about availability of places to go close to her home. R should respond based on how she interprets "places to go."	May be problematic as different Rs may interpret "places to go" as including different things.
13	13	It is easy to walk to a transit stop (bus, train) from my home. Strongly disagree, Disagree, Agree, Strongly Agree.	Asks R if it is easy to walk to a transit (bus or train) stop from her home.	Is intended to find out whether R's neighborhood includes easy access to publich transportation. However, does not account for transit stops that may be close to Rs home but which may not be an easy walk because she lives in the hills or she does not walk well, etc.
		Section 11: Nationality/Immigration		
Self	**Phone**	**Question or Introductory/transition Language**	**Description**	**Notes**
1	1	In what country were you born?	Asks R to provide her country of birth.	

Self	Phone	Question or Introductory/transition Language	Description	Notes
2	2	In what state or country did you spend the most time growing up?	Asks R to provide US state or foreign country where she spent the most time growing up. If R was **born** in the US, skip to Section 12. If not, go to Q3. The intent of Qs 2 and 3 is to screen for immigrant status, such that questions in this section are asked of immigrants, and women who were born in the United States skip to the next section. There may be individual situations that may make the immigrant questions seem irrelevant for the R (ex. she was born in another country, but spent most of her time growing up in the U.S.; or she was born on a military base in a foreign country, but moved back here when she was very young, etc). Even though the immigrant Q's may seem strange to ask this category of participants, please follow the skip pattern instructions anyway (that is, if she was born in a foreign county, ask the immigrant Q's, period). The reason for this is because trying to provide adequate skip pattern instructions for the self survey that would cover every isolated situation	
3	3	How old were you when you first came to this country to live? # Years old	Determines age R first came to United States to live.	
4	4	Have you gone back to live for at least 3 years in the country in which you were born? Y/N	Asks R if she went back to live for **at least** 3 years in her country of origin. If "Yes" go to Q5, if "No" skip to Q6.	
5	5	What is the most recent year you returned to live in the US?	The intent of Q's 4 and 5 are to find out if the R may have gone back and forth to live from her country of origin to the U.S. Sometimes people come here to live for a time, go back to their country of origin to live for an extended period of time, and then come back to the U.S. In terms of acculturation, these people will be different from people who immigrated here and did NOT go back to live in their country of origin. This is a difficult data item to try and collect with one or two questions, so to simplify, Q4 quantifies the number of years for having stayed in their country of origin, if they returned there (such that this Q will exclude people who may have gone back to "visit"), and then, if they	
6	6	The following are a list of reasons that people give for coming to the Unites States. Please tell us how important each one of these reasons was for you and/or your family to come to the US. Does not apply to my situation, Somewhat important, Important, Very Important -To find employment or a job. -To improve your life or that of your family and look for better opportunities. -To join other family members already living in the US. -To improve the future of the children in your family. -Because of the political situation in your country of orgin. -You (or your family) were mistreated for political reasons. -For medical care. -To get a better education. -Because of marital or family problems.	R will select one response choice for each subQ for Item 6. These q's intend to determine reasons R and/or Rs family immigrated here and the relative importance of each.	R may find some the political situation Qs too sensitive. Make a note in the margin if R refused to answer the Q and if possible, provide reason for refusal.
		Section 12: Language		
Self	**Phone**	**Question or Introductory/transition Language**	**Description**	**Notes**
Intro	Intro	We would like to know about which languages you speak and prefer.	Transitions R into Qs about her preferred language.	

1	1	What languages do you speak at home?	Asks R to list language(s) she speaks at home. There is no qualification on the amount or quality of the language(s) R may list. Whether or not she should include a certain language is up to R's interpretation. Enter R's response on the survey form and also in the Reference Page box "Language 1"	Will reference the Reference Page box "Languagae 1" for skip pattern instructions for future question(s).
2	2	Which languages did you speak while growing up?	R may list as many languages in this item as she feels is appropriate. If R lists more than one language, go to Q2a. If she lists only one language for this Q, look at responses to Qs 1 and 2. If English is the ONLY language listed, go to Section 13. If other than English (or if English plus another language), go to Q 3.	
2a	2a	PHONE: Which language did you speak the most? SELF: If you listed more than one language, which language did you speak the most?	The intent of this Q is to find out which language R spoke the most while growing up, if she listed more than one language in Q2.	These Q's (1, 2, and 2a) are screeners for asking additional Q's of non-native English speakers. Again, some isolated situations may make the subsequent Q's irrelevant (ex. P is married to a non-native English-speaker and speaks both English and say, Spanish, at home, but she was born here and English is her first language). Still follow the skip pattern instructions as similar instructions are presented in the self-administered survey. Similarly, if R lists only English for Q1, but lists, for example, English and Hindi in item 2, but indicates English as the language she spoke the most growing up, subsequent Q's may seem irrelevant. However, you must again strictly follow the skip pattern instructions. You may explain that you understand these Q's may seem irrelevant, but that you need to ask them anyway. These Q's may seem irrelevant to ask ANY R who was born in the U.S. However, the R may have been born here to immigrant parents and then may have gone back to live in her parent's country of origin for much of her life growing up, such that she would not consider English her first language.
Intro to Qs 3 - 6	Intro	PHONE: The next few questions are about speaking English. SELF: For questions 3 - 6, please check the best answer for you.	Qs 3 - 6 are intended to find out Rs fluency with English, regardless of whether she listed English as a language she speaks in Qs 1 - 2a.	Given that R currently lives in the US, having NO English skills at all could be quite different from having limited English fluency. While Rs may not list English as a language that they speak in Qs 1 -2a, we still want to know how she assesses her ability to speak, understand, read and write English.
3	3	How well do you speak English? Not at all, Poorly, OK, Well, Very Well	Asks R to rate how well she thinks she speaks English.	
4	4	How well do you understand spoken English? Not at all, Poorly, Ok, Well, Very Well	Asks R to rate how well she understands spoken English.	
5	5	How well do you read English?	Asks R to rate how well she reads English.	
6	6	How well do you write English?	Asks R to rate how well she writes English.	
7	7	When you talk with a doctor or nurse, would you find it helpful to have someone with you who could translate what you are saying and what your doctor or nurse is saying to you? Y/N/Don't Know/Have not seen a doctor or nurse	Asks R her language preference for speaking with healthcare providers.	
8	8	What language would you feel most comfortable speaking with your doctor or nurse?	Intent of this Q is to find out R's preferred language for speaking with her healthcare provider. Emphasize **speaking** to differentiate from previous and subsequent questions.	

Self	Phone	Question or Introductory/transition Language	Description	Notes
9	9	In which language are you most comfortable reading medical or health care information?	Intent of this Q is to find out R's preferred written language for medical information. This is regardless of whether the information is typically available in that language or not. Emphasize **reading** to differentiate it from the previous Q.	
10	10	What language do you speak with your friends? Only English/Both English and other language(s)/Only other language(s) [check one]	Determines whether R primarily speaks English, another language, or a combination with friends.	Q may seem odd to ask someone who responded to previous Q's that she speaks more than one language, but that English is the language she primarily speaks. You may indicate you understand the response to these Q's may be obvious, but that you need to ask them anyway.
11	11	In what language are the TV shows, radio stations, or newspapers that you usually watch, listen to, or read? Only English/Both English and other langauge(s)/Only other language(s) [check one]	Detemines whether R primarily engages in English-only media, other-language media, or a combination.	"
12	12	In which language do you usually think? Only English/Both English and other language(s)/Only other language(s) [check one]	Determines whether R primarily thinks in English, another language, or a combination.	"
Instructions for Qs 13 - 18	Instructions for Qs 13 - 18	PHONE: Check Reference Page box "Language 1" if participant did NOT list "English" go to item 13. If speaks English, go to item 19. SELF: If you do NOT speak English, answer questions 13 - 18. If you do speak English, skip to question 19, page XX.	Questions 13 - 18 are intended to find out if R has anyone in their household who speaks and understands English, if R herself does NOT speak English.	If **English** is listed at all in Reference sheet box 'Language 1', skip to Language item 19. Even if the R speaks English now, item 19 determines if she or anyone in her household spoke English when she was a child. If NO English is listed in Reference sheet box 'Language 1', you will be asking Q's 13 – 20. Q's 13 - 20 are asked only of R's who do NOT speak English. The intent is to find out about whether there are any English speakers who live in the same household with the P, and if so, how well they speak, read, write English.
13	13	Does anyone in your household speak English? Y/N	Asks R if anyone in her household speaks English. If "Yes" go to Q14, if "No" go to Q15.	
14	14	In general, how well do they speak English? Not at all, Poorly, Fairly well, Well, Very well	Asks R to rate how well the English speaker(s) in her household speak English.	
15	15	Does anyone in your household read English? Y/N	Asks R if anyone in her household reads English. If "Yes" go to Q16, if "No" go to Q17.	
16	16	In general, how well do they read English? Not at all, Poorly, Fairly well, Well, Very well	Asks R to rate how well the English reader(s) in her household read English.	
17	17	Does anyone in your household write English? Y/N	Ask R if anyone in her household writes English. If "Yes" go to Q18, if "No" go to Q19.	
18	18	In general, how well do they write English? Not at all, Poorly, Farily well, Well, Very well	Asks R to rate how well the English writer(s) in her household write English.	
19	19	INCLUDING yourself, when you were 13 years old, did anyone in your household speak English? Y, I and/or someone else spoke English, No, Don't know	Determines whether anyone in R's household spoke English when she was a young girl. Even if R speaks English now, this Q will determine whether she or anyone else in her household spoke English when she was a child. If "Yes, I and/or someone else spoke English" go to Q20, if "No" or "D/K" go to section 13.	The questions regarding age 13 are meant to get at the adolescent years.
20	20	How well did you/they speak English? Not at all, Poorly, Fairly well, Well, Very Well	Asks R to rate how well she or the English-speaker(s) in her household at age 13 spoke English.	
		Section 13: SELF: Written Language / PHONE: Literacy*	* NOTE, section is titled "Written Language" in the SELF administered as "Literacy" can be a sensitive term. Section titles are not read to R in the PHONE survey.	
Self	**Phone**	**Question or Introductory/transition Language**	**Description**	**Notes**

Self	Phone	Question or Introductory/transition Language	Description	Notes
Intro	Intro	The following questions are about your comfort with written medical information in your preferred or native language. So, for example, if you speak mostly or only Sapnsih, answer the questions assuming the written information would be in Spanish. If you speak mostly or only Cantonese, answer the questions assuming the written information would be in Chinese. If you speak mostly or only English, answer the questions assuming the written information would be in English.	Since this section is intended to determine R's literacy, we want to know how well she reads in her native language. This intro intends to help the R understand we want her to assess her ability to understand written information in her first language.	The intro to this section was developed to try to get R to think about reading literacy in general. When we first started testing these Q's without the intro, R's were confused about whether the Q's were asking, for example, how easy it was to read materials in ENGLISH….not simply how easy it is for them to read in their preferred language. If English is the only language the R speaks, after reading the first sentence, you may skip to, "*If you speak mostly or only English, answer the questions assuming the written information would be in English.*"
1	1	How easy is it for you to read and understand the instructions written on a prescription bottle about how to take a medicine? Very difficult, Difficult, Easy, Very easy, Does not apply to me/No prescriptions	Asks R if she has difficulty reading and understands prescription instructions.	This Q was difficult for other-language speakers because they say the language on prescription bottles is always in English. So it was difficult for them to think about prescriptions with instructions in their own language or prescription instructions they may have received when they were living in their country of origin.
2	2	How easy is it for you to read and understand WRITTEN information that you receive from doctors or other medical workers about your health? Very difficult, Difficult, Easy, Very easy, Does not apply to me/Have not received written information	Asks R if she has difficulty reading and understanding written medical information.	
3	3	How often do you have someone (like a family member friend, hospital/clinic worker or caregiver) help you read medical information? None of the time, Some of the time, Most of the time, All of the time, Does not apply to me/Have not received written information.	Asks R how often she feels she needs help reading and understanding medical information.	
4	4	How often do you have trouble understanding things about an illness you may have because of difficulty understanding written information? None of the time, Some of the time, Most of the time, All of the time, Does not apply to me/Have not received written information.	Asks R how often she does not understand the extent of a medical condition because of difficulty understanding written information about it.	
5	5	How confident are you filling out forms by yourself? Not confident, Somewhat confident, Confident, Very Confident	Asks R her confidence level in filling out forms.	This Q may be difficult for R to answer thinking about it in terms of her native language as many forms in the US are only available in English. If she mentions this confusion with the Q, remind her that she should assume the form would be in her native language, even if it is not usually available in that language.
		Section 14: Comfort with Numbers		
Self	**Phone**	**Question or Introductory/transition Language**	**Description**	**Notes**
Intro	Intro	The following quesitons are about your comfort with numbers.	Transitions R into numeracy section.	The Qs in this section are intended to find out how comfortable R feels with using math and numbers in everday life situations.
1	1	How good are you at working with fractions? Very poor, Poor, Fair, Good, Very good	Asks R to assess her ability to work with fractions	
2	2	How good are you at working with percentages (such as 6%, 18%)? Very poor, Poor, Fair, Good, Very good	Asks R to assess her ability to work with percentages.	
3	3	How good are you at calculating a 15% tip on a meal or other service? Very poor, Poor, Fair, Good, Very good	Asks R to assess her ability to work with percentages in a practical situation.	
4	4	How good are you at figuring out how much a shirt will cost if it is 25% off? Very poor, Poor, Fair, Good, Very good	Asks R to assess her ability to work with percentages in a practical situation.	

Self	Phone	Question or Introductory/transition Language	Description	Notes
5	5	When reading a newspaper, how helpful do you find the tables and graphs that are part of the story? Not helpful, Somewhat helpful, Helpful, Very helpful, Does not apply/I do not read newspapers.	Asks R how helpful she finds tables and graphs to understanding a story.	
6	6	When people tell you the chance of something happening, do you prefer that they use words ("it rarely happens") or numbers ("there is a 1% chance")? Always prefer numbers, Prefer numbers more than words, Equally prefer words and numbers, Prefer words more than numbers, Always prefer words	Asks R to rate her preference of words to numbers when thinking about probabilities.	
7	7	When you hear a weather forecast, do you prefer predictions using percentages (such as "there will be a 20% chance of rain today") or predictions using only words (such as "there is a small chance of rain today")? Always prefer numbers, Prefer numbers more than words, Equally prefer words and numbers, Prefer words more than numbers, Always prefer words	Asks R to rate her preference of words to numbers when thinking about the weather forecast.	
8	8	How often do you find numerical information (such as graphs or tables with numbers) to be useful? Never, Not very often, About half the time, Often, Very often	Asks R how useful in general she finds numerical information such as graphs and tables.	
		Section 15: Sexuality		
Self	**Phone**	**Question or Introductory/transition Language**	**Description**	**Notes**
Intro	Intro	The last Section in the survey asks about some personal topics. Although the questions are sensitive and personal, they are important. Your answers may help us to understand why women who are diagnosed and treated for breast cancer may go through the experience differently. Please know that your answers to these questions will remain confidential.	The intro to this section is intended to provide transition language that may help to alleviate some of R's concerns regarding Q's about her sexuality. In our testing, most P's did not have any problems with these Q's. However, if you have a R who takes offense at some or all of the Q's, you may remind her that she does not have to answer any Q's she does not wish to answer.	
1	1	Do you think of yourself as: Straight/heterosexual, Lesbian or gay, Bisexual, Other, specify	Asks R to define her sexuality in one of 4 categories. R may respond "Don't know" or "Refuse" but do not read these response choices.	Refused and Don't know options are listed on the PHONE survey so that interviewer may mark these items if R refuses or does not know. However, we did not put these response options on the SELF administered in an attempt to have R select one responses listed. If she does not want to answer, she will skip the Q.
2	2	Since you have been sexually active, have your sexual partners been [check one]: All men, Mostly men, Equally men and women, Mostly women, All women, Does not apply/Not sexually active.	Asks R to determine her preference in sexual partners. R may respond "Don't know" or "Refuse" but do not read these response choices.	"
3	3	People are different in their sexual attraction to other people. Which best describes your feelings? Are you [check one]: Only attracted to males, Mostly attracted to males, Equally attracted to males and females, Mostly attracted to females, Only attracted to females, Not sure	Asks R to indicate which sex she is mostly attracted to. R may respond "Don't know" or "Refuse" but do not read these response choices.	"
4	4	What was your sex when you were born? [check one] Female, Male, Intersex, Other, specify	This Q is intended to identify R's who either may have had or are going through a sex change to become female or who may be going through a sex change to become male or who were born "intersex." Do not read response choices because R's who are in any of the above categories will know this about themselves and reading the response choices may otherwise be confusing to R's who were born female and are currently	May be more appropriate to move this Q to follow Q4, Section 4.

5	5	Have you ever used hormones to either change your sex (from a man to a woman or from a woman to a man) or to make yourself look more like a man or a woman (such as increase/decrease breast or genital size)? Y/N/Don't Know	Q is intended to find out if R used hormones for sexual reassignment. It is NOT intended to find out if R used hormones for ANY reason (such as menopausal symptoms or birth control).	
6	6	Which of the following best describs your current relationship status? [check one] Legally married/registered domestic partners, Separated, Divorced, Widowed, Living with a partner to who you are not married, In a relationship but not living with partner, Single, Other, specify	Read the response choices for this Q. If R provides her response before you read through the entire list, please tell her you need to read through the whole list anyway. Some Rs will provide a response based on Qs they typically see for marital status, which do not usually provide for "living with a partner...," "in a relationship...." etc. So they may say "Single" without realizing there may be a more appropriate response choice for their situation.	
7	7	What is the gender of your current or most recent partner or spouse? [check one] Male, Female, Other, specify	Asks R the gender of her most recent partner.	