



## **HCHS/SOL Sociocultural Ancillary Study (AS#2008.02)**

### **QxQs**

NHLBI grant: Ancillary to HCHS/SOL: Sociocultural Factors and CVD risk/prevalence in Hispanics ([RC2 HL101649](#), LC Gallo & FJ Penedo)

#### **English/ Spanish**

**IME/IMS** – Immigration and Ethnicity

**FME/FMS** – Familism and Fatalism

**GNE/GNS** – Gender Roles

**PRE/PRS** – Personal Relations

**SEE/SES** – Socioeconomic Assessments

**ACE/ACS** - Acculturation Stress

**DCE/DCS** – Discrimination and Neighborhood Stress

**IPE/IPS** – Intrapersonal Resources

**SOE/SOS** – Interpersonal Resources

**EME/EMS** – Emotions Questionnaire

**RLE/RLS** – Religion Questionnaire

**CNE/CNS** - Cancer Questionnaire

**STE/STS** – Life Chronic and Perceived Stress

## SOL SOCIOCULTURAL STUDY QXQ

**Read the following overview to participants:** *I am going to be asking a variety of questions about your feelings, behaviors, beliefs, economic resources, and both recent and past experiences you may have had. We are interested in how these kinds of factors affect health. Some questions may be sensitive or personal, and may be difficult to answer. You may feel that not all of the questions apply to you, or that some questions sound similar. However, note that we are asking the same questions of all people in this research, and each one is different in some way. Your honest answers are very important to help us understand all the factors that affect health in people like you. Your answers are completely confidential. Your name will not be written on any form and none of the information will ever be linked back to you in any type of report. You do not have to answer any question you don't want to and you can end the interview at any time. (Keep in mind that I need to notify the proper people if you have the intention of harming yourself or others).*

**SPANISH:** *Le haré un variedad de preguntas sobre sus sentimientos, comportamientos, creencias, recursos económicos y sobre algunas experiencias del presente y del pasado. Nos interesa cómo es que estos factores afectan a la salud. Algunas preguntas podrían ser personales y difíciles de contestar. Usted podría sentir que algunas preguntas no le aplican o que algunas preguntas le parecen similares. Sin embargo, estaremos haciendo estas mismas preguntas a todos los participantes del estudio, y de alguna manera, cada una es diferente. Es muy importante que sus respuestas sean honestas, así nos ayudará a entender los factores que afectan la salud de personas como usted. Sus respuestas son completamente confidenciales. Su nombre no estará escrito en las formas y ninguna información será asociada con usted en ningún tipo de reporte. No tiene que contestar cualquier pregunta que usted no quiere y puede terminar la entrevista en cualquier momento. (Tenga en cuenta que necesito notificar a alguien si usted me dice que tiene intención de herirse a si mismo o a otros).*

*The interview should take somewhere between 1 and 2 hours to complete. Everyone is different and it's difficult to estimate an exact time. Remember that none of the questions have right or wrong answers. We are only interested in your personal experiences, beliefs, feelings and behaviors. If you are not certain about an answer, just pick the one you think is best. There are a lot of questions to get through, and although I encourage you to consider your answers carefully, I don't want you to spend too much time on any one question. We will have a break midway through the interview, so you can stretch your legs and have a snack. However, please let me know if you would like to take a break at any other time.*

**SPANISH:** *La entrevista tomará entre 1 y 2 horas. Cada persona es diferente y no es fácil saber el tiempo exacto de la entrevista. Recuerde que las preguntas no tienen respuestas ni buenas ni malas. Sólo nos interesa saber sobre sus experiencias personales, creencias, sentimientos, y comportamientos. Si no está segura(o) de alguna respuesta, escoja la mejor para usted. Le haremos muchas preguntas y, aunque debe considerar bien sus respuestas, trate de no tomar mucho tiempo en cualquier pregunta. Tendremos un descanso a la mitad de la entrevista para que pueda estirar sus piernas y tomar un aperitivo. Sin embargo, dígame si le gustaría tomar un descanso en cualquier otro momento.*

*At the conclusion of the interview, you will receive \$60 for your time and effort. Do you have any questions?*

**SPANISH:** *Al final de la entrevista, recibirá \$60 por su tiempo y esfuerzo. ¿Tiene alguna pregunta?*

**Once all questions are answered:** *Are you ready to get started?*

SPANISH: ¿Está lista(o) para empezar?

## Immigration & Ethnicity

### Immigration Q1-Q5

Q1 and Q1a Questions ask the participant to indicate whether or not they immigrated to the US, and if so, to state the main reason he/she immigrated. Read the questions and response options exactly as they appear. It is important to be sensitive when asking Q1 as some participants may not consider themselves as immigrants since they may have come from a U.S. territory or other similar situation. If this is the case, then it is necessary to request that participants report the time when they moved to the continental U.S. regardless of their status. You can say the following:

*“When did you arrive IN the continental United States?”*

Emphasize that Q1a is asking about the main reason for immigration *OR MOVE TO THE CONTINENTAL US*; only one response will be recorded. When asking questions Q1 and Q1a you should replace the term immigrate for the word “move” or “moved” as shown:

1. Did you immigrate (*MOVE*) to the U.S.?

1a. What was the main reason you immigrated (*MOVED*) to the U.S.?

Q2-Q5 Questions ask the participant to specify from where he/she immigrated to the U.S. In addition to the country, make sure the participant specifies the State/Province, Municipality, and City/Town. Use country codes list. Please note that municipalities (or “municipios”) may be relevant to participants from several South American countries, particularly those of Cuban and Puerto Rican origin. Municipalities are somewhat equivalent to counties in the U.S.—that is, a politically and geographically defined region within a province or a state. For instance, Puerto Rico is subdivided into municipalities (not counties) whereas Cuba is divided into provinces, and within each province exists several municipalities. For some participants, there may be a strong sense of identity and pride in belonging to a municipality.

### Ethnicity Q6-Q37

The Scale of Ethnic Experience assesses various ethnicity-related cognitive constructs across ethnic groups. The items ask about the participant’s own ethnic group and how he/she feels about it or reacts to it. Read the instructions exactly as they appear and emphasize that the participant has 5 response choices, which are: strongly agree, agree, neither, disagree, and strongly disagree. Please be sure the participant is given the appropriate response card and you may occasionally point to remind them of the response options.

After making sure that the participant understands the response categories, read each question exactly as it appears. If necessary, you may repeat the response choices. You should not comment on the participant’s answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects his/her sentiment towards the statement.

If participants ask for a definition of “ethnicity” or seem confused by the term, you can say the following:

*“Each individual belongs to at least one ethnic group. Some commonly used names of ethnic groups are Asian, Latino, Caucasian, etc. While more specific examples are African American, Chinese American, Italian American, Native American and Mexican American or Chinese, Italian, Mexican, etc. The following items ask you to identify how you feel about your specific ethnic group(s).”*

*SPANISH: “Cada persona pertenece a lo menos a un grupo étnico. Algunos nombres utilizados comúnmente son asiático, latino, caucásico, etc. Mientras que hay más ejemplos como Americano Africano, y Americano Mexicano o Chino, Italiano, Mexicano etc. Los artículos siguientes le preguntan que identifique como se siente usted acerca de su etnia especifica.”*

Q9 states: “Ethnicity was not important to my parents.” If the participant points out that his/her parents are still alive, note that they should respond about how their parents feel in general.

Several questions in this measure mention the term “American”. If a participant needs clarification as to what type of “American” these questions are referring to, you should say “North American” or “*Norte Americano*” depending on the assessment language.

## **Cultural Factors**

### **General Instructions:**

The next set of questions will address beliefs and attitudes related to the participant’s ethnicity or cultural group. Some questions will ask about cultural attitudes in general, while others will address the participant’s views about specific beliefs and customs. If the participant inquires as to why we are assessing these factors, please inform them that this type of information may help us understand how ethnicity and cultural values are related to health.

Note that this section covers five separate survey forms (for paper administration only).

**Read the following introduction to the participants:** *Next I am going to ask about beliefs, experiences, and behaviors related to your ethnic or cultural group.*

*SPANISH: Ahora, le voy a preguntar sobre sus creencias, experiencias y comportamientos que se relacionan a su grupo étnico o cultural.*

### **Section 1:**

#### **Familism Q1-Q14**

The Familism Scale is a measure of the perceived strength of family bonds and sense of loyalty to family. Read the instructions exactly as they appear and emphasize that the participant has 5 response choices, which are: strongly agree, agree, neither, disagree, and strongly disagree. Please be sure the participant is given the appropriate response card and you may occasionally point to remind them of the response options.

After making sure that the participant understands the response categories, read each question exactly as it appears. If necessary, you may repeat the response choices. You should not comment on the participant’s answers. If the participant asks for help, you can repeat a

question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects his/her sentiment towards the statement.

## **Section 2:**

### **Fatalism Q15-Q22**

The Multiphasic Assessment of Cultural Constructs- Short Form Fatalism Scale is a measure of the extent to which individuals feel their destinies are beyond their control. Read the instructions exactly as they appear and emphasize that the participant has 2 response choices, which are: true and false. Please be sure the participant is given the appropriate response card.

After making sure that the participant understands the response categories, read each question exactly as it appears. If necessary, you may repeat the response choices. You should not comment on the participant's answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects his/her sentiment towards the statement.

## **Section 3:**

### **Male Gender Roles Q1-Q10**

The Machismo Scale assesses learned masculine gender role behaviors. Read the instructions exactly as they appear and emphasize that the participant has 4 response choices, which are: strongly disagree, disagree, agree, and strongly agree. Please be sure the participant is given the appropriate response card and you may occasionally point to remind them of the response options.

After making sure that the participant understands the response categories, read each question exactly as it appears. If necessary, you may repeat the response choices. You should not comment on the participant's answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects his/her sentiment towards the statement.

Q9 might be unclear to the participant. If asked, it is ok to provide the word "*creencias*" instead of the word "*convicciones*".

### **Female Gender Roles Q1-Q24**

The Marianismo Scale assesses learned feminine gender role behaviors. Read the instructions exactly as they appear and emphasize that the participant has 4 response choices, which are: strongly disagree, disagree, agree, and strongly agree. Please be sure the participant is given the appropriate response card and you may occasionally point to remind them of the response options.

After making sure that the participant understands the response categories, read each question exactly as it appears. If necessary, you may repeat the response choices. You should not comment on the participant's answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no

right or wrong answers and the participant should select the response that best reflects his/her sentiment towards the statement.

Interviewers: Read the prefacing statement “*a Hispanic/Latina woman ...*” or “*una Hispana o Latina ...*” before each and every item, according to the interview language.

#### **Section 4 (Personal Relations Form):**

##### **Simpatía Q1-Q10**

The Simpatía Scale assesses the pattern of social interaction of a specific cultural group; specifically, the avoidance of interpersonal conflict when in disagreement with others. Read the instructions exactly as they appear and emphasize that the participant should respond in terms of **how important the issue is for him/her when interacting with other people**. There are 5 response choices which are: not important, a little important, somewhat important, very important, and extremely important. Please be sure the participant is given the appropriate response card.

After making sure that the participant understands the response categories, read each question exactly as it appears. If necessary, you may repeat the response choices. You should not comment on the participant’s answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects his/her sentiment towards the statement. **Read the prefacing statement “*when interacting with other people, how important is it for you ...*” before each item, in the appropriate language. The prompt should be present in the DMS.**

##### **Social Desirability Q11-Q20**

The Marlow-Crowne Social Desirability Scale assesses an individual’s need to respond in a culturally acceptable manner in order to obtain approval. Read the instructions exactly as they appear and emphasize that the participant has 2 response choices, which are: true and false. Please be sure the participant is given the appropriate response card.

After making sure that the participant understands the response categories, read each question exactly as it appears. If necessary, you may repeat the response choices. You should not comment on the participant’s answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects his/her sentiment towards the statement.

## **Socioeconomic Status**

### **General Instructions:**

The questions in the following section are designed to assess a variety of socioeconomic characteristics including experiences of financial hardship across the lifespan, accrual of wealth and assets, and economic mobility. The accurate collection of this information is important given that socioeconomic status has repeatedly been shown to influence health outcomes.

**Read the following overview to participants:** *Now, I am going to ask a series of questions about you and your family's resources, both currently and in the past.*

*SPANISH: Ahora, voy a hacerle un serie de preguntas sobre sus recursos y de su familia, hoy en día y en el pasado.*

### **Wealth and Assets Q1-Q6**

Q1 Question assesses information on home ownership. Read the question and response options exactly as they appear. For participants who are having difficulty understanding the response options, you can query by asking whether the participant's home is owned or rented. If owned, ask if someone in the household is still making payments on the property.

Q2 and Q2a Questions assess information on vehicle ownership and number of vehicles owned. Read the questions and response options exactly as they appear. Do not include motorcycles, mopeds, tractors, snow blowers, and such, or any vehicles owned by a business.

Q3 and Q3a Questions assess computer ownership and number of computers owned. Read the question and response options exactly as they appear. Make sure to verify that the participant is not including electronic gaming systems such as Nintendo or PlayStation in their computer count.

Q4 Question assesses the number of times the participant has traveled for leisure within the past twelve months. Read the question and response options exactly as they appear. Do not include work related travel.

Q5 Question assesses how much money would be available to the participant if he/she lost their current source(s) of income. Read the question and response options exactly as they appear. Emphasize that the question is asking how long he/she could **maintain their current standard of living** in the absence of an income source, that is, without making any changes to their current expenses or lifestyle.

Q6 Question assesses the size of the participant's accrued economic savings. Read the question and response options exactly as they appear. Stocks represent partial ownership of a corporation. Bonds represent loans made to a corporation or government.

### **Immigrant Personal Mobility Q7-Q7b**

Q7 Question asks whether participant worked for income in another country prior to moving to the U.S. Read the question and response options exactly as they appear. If the participant answers yes, proceed to question 7a. If the participant answers no or not applicable (because they did not immigrate) skip to the next section. Please note that this question taps into social mobility in jobs and income as a consequence of moving/immigrating to the US and not interested in jobs in one country vs. another.

Q7a Question asks the participant to compare the level of prestige or status of their current job to that of their last job in their country of origin. Read the question and response options exactly as they appear. Clarify that by prestige we mean of the respect or status associated with the job, rather than amount of monetary compensation.

Q7b Question asks participant to compare their relative income at their current job to that of their last job in their country of origin. Read the question and response options exactly as they appear. If the participant is unclear about the intent of this question, ensure that he/she understands that the question is asking about comparable income, i.e., considering contextual factors such as cost of living. If participant is uncertain of the meaning of Standard of Living, you may tell him/her that it refers to “your ability to obtain necessities and comforts in your daily life”

*SPANISH: “Estándar de Vida” significa su CAPACIDAD para cubrir sus necesidades y comodidades en su vida diaria.*

### **Material Deprivation Q8-Q11d**

Q8 Question asks if there has been a period of time within the last 12 months when the participant was unable to, or experienced difficulty, paying for their **basic** needs. Basic needs refer to the absolute minimum resources necessary for long-term physical well-being. Examples include shelter, clothing, food, medical care, and utilities. Read the question and response options exactly as they appear.

Q9a-f Question asks if the participant has experienced difficulties paying for their basic needs anytime during their adulthood. Read the question and response options exactly as they appear. The participant should specify the time period or periods when he/she experienced such difficulties by answering yes or no for every decade of their adult life. Make sure to mark not applicable for decades extending beyond the participant’s lifespan.

Q10 Question asks if the participant’s family experienced difficulty paying for the participant’s basic needs in childhood. Read the question and response options exactly as they appear. If no, skip to question 11.

Q10a-b Questions intended for participants who endorsed experiencing periods of time during their childhood when their family could not afford their basic needs. Read the question and response options exactly as they appear. The participant should specify the time period or periods when he/she experienced such difficulties by answering yes or no for every decade of their childhood.

Q11a-d Question asks about the participant’s access to basic utilities while he/she was growing up. Read the question and response options exactly as they appear. Participant should specify whether he/she had access to each utility listed by answering yes (had access) or no (did not have access) to each utility listed in the response options.

## **Stress 1**

### **General Instructions:**

The goal of this set of questions is to assess the degree to which the participant has stress in various aspects of his/her life. We are asking about several different types of stress such as stress in childhood, stress related to major life experiences, and stress related to everyday annoyances. We want to know how these types of stress are related to each other and how they affect health.

**Read the following introduction to the participants:** *The next set of questions ask about a variety of upsetting or stressful events and experiences you may have had in the past or more*

*recently. Sometimes people can find these types of questions difficult to answer. I would like to remind you that everything you say will be kept confidential. In addition, you do not have to answer any question you would prefer not to. If you would rather not answer a question, just let me know.*

*SPANISH: La siguiente serie de preguntas se relacionan con eventos y experiencias de estrés o de pena que hubiera tenido en el pasado o recientemente. A veces, es difícil para las personas contestar este tipo de preguntas. Quiero recordarle que todo lo que diga se mantendrá confidencial. Además, puede no contestar cualquier pregunta si así lo prefiere. Solo hágame saber si no desea contestar.*

If participant inquires about the rationale for asking these questions, state the following: *We would like to know how life experiences relate to health and well being.*

*Nos gusta saber cómo las experiencias de la vida se relacionan a la salud y bienestar.*

Note that this section comprises two survey forms.

### **Acculturation Stress: Hispanic Stress Inventory (HSI) Q1-Q17a**

The HSI acculturation stress measure is a 17-item measure created for Latinos that taps stress associated with the process of integrating and existing in a non-native culture. Various aspects of acculturation such as language ability, relationships with children, work opportunities, family conflicts and moral standards are addressed. You should be aware of skip patterns for several of the questions and be sure to follow them as directed. Note that all the questions must be read to the participant and request that he/she respond N/A (regardless of if the participant verbally indicates he/she has no children or is not married).

Read the script exactly as it appears. You may re-read the answer options if the participant requests so. When asking these questions, be careful to not comment on respondent's answers and to record answers in a non-judgmental manner. If you are asked about the meaning of specific questions, you should encourage participants to interpret questions in the way that makes the most sense to them. It is critical that you do not provide definitions or interpretations of these questions. **Be sure to provide the proper emphasis on "during the last 3 months" or its Spanish equivalent and read this statement before each item.**

### **Ethnic Discrimination Q1-Q17**

The PEDQ is a 17-item measure of perceived ethnic/racial discrimination. The measure asks questions about lifetime experience of racism in many areas of life, and includes questions related to stigmatization, social exclusion, workplace discrimination, and threats or harassment.

Indicate to participants that questions ask about experiences they have **had throughout their lifetime**. If participants inquire, you may tell them that we are referring both to the time they have spent in the US and in their country of origin (i.e., for immigrants). Point out that all questions should be answered by indicating how often each experience has occurred during the participant's lifetime "on a scale of 1 to 5, with 1 being never, 3 sometimes, and 5 very often." If participants ask about other response choices (2, 4), repeat above, pointing to the response card to note show the idea of a scale from low to high). Proceed by asking each question and then reading each response category. You may re-read the answer options if the participant requests so. When asking these questions, you should be careful to not comment on respondent's answers and to record answers in a non-judgmental manner. When reading these

questions, always read the phrase “**because of your ethnicity or race**” or its Spanish equivalent before each item.

### **Neighborhood Stress Q18-Q32**

The neighborhood stress scale is a measure of stress associated with conditions of one's external living environment. These items assess as factors such neighborhood support, safety, cleanliness, noise level, and accessibility to resources. Note that this measure has items with very different response options and multiple parts.

Read the script exactly as it appears. Carefully and slowly read the description of what ‘neighborhood’ refers to in the instructions. If they ask any questions about how they should define neighborhood, you should prompt participants to define neighborhood in whatever way is most meaningful to them. Proceed by asking each question and then reading each response category. Still then proceed to read each statement and each response option. You may re-read the answer options if the participant requests so. When asking these questions, you should be careful to not comment on respondent’s answers and to record answers in a non-judgmental manner.

Q18 Question asks about how many blocks the participant considers to be his or her neighborhood. Participant should define their neighborhood in whatever manner is most meaningful to him/her.

*SPANISH: Se debe definir ‘barrio’ en cualquier manera que prefiera.*

Q19 Participants are asked how long they have lived in their neighborhood in years and months. If the participant only states the answer in years, ask them if they can tell you months as well. For example, if the participant states that they lived in their neighborhood for five years, ask:

*And how many months?*

*SPANISH: ¿Cuántos meses?*

Q20-Q24 Point out to participants that the next five statements will have the same five response categories, which are: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. Still then proceed to read each statement and each response option.

Q25 Ask participants to rate safety “on a scale of 1 to 5, with 1 being very safe, 3 safe, and 5 not at all safe”. Clarify response items 2 and 4 if asked.

Q26-Q32 Point out to participants that the next seven statements will have the same four response categories, which are: very serious problem, somewhat serious problem, minor problem, and not really a problem. Still then proceed to read each statement and each response option.

Q31 may be confusing to a participant. If asked what the word “*aceras*” is defined as, it is ok to provide a more common local term such as “*banquetas*”.

## **Intrapersonal Resources**

### **General Instructions:**

The questions in the following section are designed to assess individual characteristics that have been shown to facilitate resilience in the face of hardship. The specific characteristics being measured include self-esteem, optimism, and life engagement. This information will be

used to gain a deeper understanding of how such characteristics influence resiliency to disease among Hispanics in the United States.

**Read the following instructions to participants:** *Now I'll be asking about a number of things that may be helpful to you when experience stress in your life. I'll be asking about things like your view of yourself and your outlook on life. Remember there are no right or wrong answers. SPANISH: Ahora voy a preguntarle una serie de cosas que podrían ser útiles cuando tiene estrés en su vida. Le preguntaré sobre cómo se ve a usted mismo(a) y su perspectiva de la vida. Recuerde que no hay respuestas ni buenas ni malas.*

### **Self Esteem Q1-Q10**

Rosenberg's Self-Esteem Scale is a measure of global self-esteem. Read the instructions exactly as they appear. Emphasize that the participant has 4 response choices, which are: strongly agree, agree, disagree, and strongly disagree. Hand motions to indicate a continuum from low to high can be helpful. Also, you should let the participant see the Likert scale on the response card.

After making sure that the participant understands the response categories, read each question exactly as it appears. If necessary, you may repeat the response choices. You should not comment on the participant's answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects their sentiment towards the statement.

Q1 might be unclear to the participant. If asked, it is ok to provide the word "valor" instead of the word "valía".

Q3 may be difficult for some participants to understand. If confusion is expressed, repeat the question. If they ask also specifically what is meant by "inclined," tell them it is similar to "tend" (e.g., I tend to feel a certain way). Also keep in mind participants may ask you to provide a definition for the word "fracasado". It is ok to provide the words "fracaso" or "fiasco."

### **Optimism Q11-Q19**

The Life Orientation Test Revised assesses individual differences in generalized optimism versus pessimism. Read the instructions exactly as they appear. Emphasize that the participant has 5 response choices, which are: I disagree a lot, I disagree, I neither agree nor disagree, I agree a little, and I agree a lot. Hand motions to indicate a continuum from low to high can be helpful. Also ensure that the participant has the appropriate response card.

After making sure that the participant understands the response categories, read each question exactly as it appears. If necessary, you may repeat the response choices. You should not comment on the participant's answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects their sentiment towards the statement.

### **Life Engagement Q20-Q25**

The Life Engagement Test assesses the extent to which a person engages in activities that are personally valued. Read the instructions exactly as they appear. Emphasize that the participant

has 5 response choices, which are: strongly disagree, disagree, neutral, agree, and strongly agree. Ensure that appropriate response card is provided.

After making sure that the participant understands the response categories, read each question exactly as it appears. If necessary, you may repeat the response choices. You should not comment on the participant's answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects their sentiment towards the statement.

## Interpersonal Resources

### **General Instructions:**

The next set of questions asks about social resources such as being part of a social network, receiving support from others, and relationships with family. The goal is to determine the types of relationships participants have and their impact on health and well being.

**Read the following to participants:** *Now I'm going to ask some questions about your social relationships and experiences. I'll be asking about your relationships with family, friends, and in other contexts.*

*SPANISH: Ahora, le haré algunas preguntas sobre sus relaciones sociales y experiencias sociales. Le preguntaré sobre relaciones con la familia, amigos y con otros.*

### **Section 1:**

#### **Social Support Q1-Q12**

The ISEL is a 12-item measure of perceived emotional and instrumental support obtained from others. Items include questions related to ability to rely on others for help, companionship, and advice.

Read the script exactly as it appears. Point out to participants that every question has the same four response options, which are: definitely false, probably false, probably true, and definitely true. Then proceed to read each statement and each response option. Be sure the participant has the appropriate response card. When asking these questions, you should be careful to not comment on respondent's answers and to record answers in a non-judgmental manner. If you are asked about the meaning of specific questions, you should encourage participants to interpret questions in the way that makes the most sense to them.

#### **Social Network Index Q13-Q37**

The SNI is a measure of social network diversity, size, and embeddedness. Items include questions about one's frequency and degree of contact with friends, relatives, and work and social acquaintances. Items also assess involvement in social and religious groups. Note that this measure has items with very different response options and multiple parts.

Read the script exactly as it appears. Be aware of skip patterns for several of the questions and be sure to follow them as directed. You should also emphasize time period referred to in each

question (e.g., once every two weeks; regular basis). Proceed by asking each question and then reading each response category. Be sure to use the appropriate response card, and point to the correct response area when necessary. When asking these questions, you should be careful to not comment on respondent's answers and to record answers in a non-judgmental manner.

Q15 may prompt participants to ask for clarification on alternate forms of communication. If the participant uses a visual or audio version of online communication such as Skype, online video conferencing, or internet phone, the number of children whom they are communicating with should be reported. Other forms of communication such as email or online chats should not be included. If the participant is still unclear it is ok provide examples of audio or video forms of communication.

Q17, Q19 may prompt participants to ask for clarification on alternate forms of communication. If the participant uses a visual or audio version of online communication such as Skype, online video conferencing, or internet phone to communicate with their parents or in-laws, this person should be reported. Other forms of communication such as email or online chats should not be included. If the participant is still unclear it is ok provide examples of audio or video forms of communication.

Q21, Q23, Q25, Q27 may prompt participants to ask for clarification on alternate forms of communication. If the participant uses a visual or audio version of online communication such as Skype, online video conferencing, or internet phone, the person whom they are contacting should be included in the number reported. Other forms of communication such as email or online chats should not be included. If the participant is still unclear it is ok provide examples of audio or video forms of communication.

Q30 may be difficult for some participants to understand. If the participant asks for additional clarification repeat the question, and if they are still unclear, suggest that they should answer the question in whatever way is most meaningful to them.

Q33 may prompt participants to ask for clarification on alternate forms of communication. If the participant uses a visual or audio version of online communication such as Skype, online video conferencing, or internet phone, the person whom they are communicating with should be included in the number reported. Other forms of communication such as email or online chats should not be included. If the participant is still unclear it is ok provide examples of audio or video forms of communication.

Q35-Q37 might be confusing to a participant. If the participant asks for clarification, you could add "such as a club or another organized group." If the participant asks for further clarification on how to answer this question you could state that the question is asking (a) to identify the group where the participant speaks to someone at least every two weeks and (b) to give the number of group members WITHIN the identified group that are spoken to every 2 weeks. Please note that any group already reported prior to Q35 should only be counted once and not repeated in Q35-37.

## **Section 2:**

### **Family Cohesion and Conflict Q38-Q55**

The FES cohesion and conflict measure is an 18-item measure of social and relationship family characteristics related to cohesion, expressiveness, and conflict. Items include questions regarding familial support, competitiveness, disagreement, and closeness.

Read the script exactly as it appears. Point out to participants that every question has two response options, true and false. Then proceed to read each statement and each response option. You may re-read the response options if requested by the participant. When asking these questions, you should be careful to not comment on the participant's answers and to record answers in a non-judgmental manner.

Q40 and Q53 may be difficult for some participants to understand. If the participant asks for additional clarification, repeat the question, and if they are still unclear, suggest that they should answer the question in whatever way is most meaningful to them.

## Cognitive/Emotional Factors

### General Instructions:

The next section will ask about emotional factors including depression, anxiety, and anger. We are interested in these factors because substantial research suggests that negative emotions link to negative health outcomes, and they are often a response to stress.

Be aware of the changing timeframes and response options across the measures, and be sure to remind participants of them. The first measure (CES-D) asks about experiences in **the past 1 week**. The remaining measures seek to understand how participants feel **in general**. Be sure that participants have the correct response card for each measure, and remind them of the response options when necessary.

**Read the following to participants:** *The next questions will ask about how you have been feeling lately or in general, and about concerns and worries that you may have. Some questions may be of a personal or sensitive nature. Please remember that everything you say today will be confidential and that you do not need to answer any question you don't wish to.*  
*SPANISH: Las siguientes preguntas serán sobre cómo se ha sentido últimamente o en general, y también sobre preocupaciones que pudiera tener. Algunas preguntas serán de naturaleza personal. Tenga en cuenta que todo de lo que dice hoy es confidencial y no tiene que contestar cualquiera pregunta que no desee.*

### CES-D Scale Q1-Q10

The CES-D is a 10-item scale that measures recent depressive feelings and behaviors. This information is important in order to look at relationships between depression and health. Read the instructions exactly as they appear. Emphasis should be placed on the time frame, **over the past seven days**. Review the 4 response choices, which are: rarely or none of the time, some or a little of the time, occasionally or a moderate amount of the time, and all of the time.

After making sure that the participant understands the response categories and time frame, read each statement exactly as it appears. If necessary, you may repeat the response choices. You should not comment on the participant's answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects their sentiment towards the statement.

Interviewers: Read the statement “*during the past week*” or its Spanish equivalent before each item.

### **Spielberger Trait Anxiety Scale Q11-Q20**

The Spielberger Trait Anxiety scale asks how a person **generally feels** and reflects situational factors that may influence anxiety levels. This information is necessary in order to examine the relationship between anxiety and health. Read the instructions exactly as they appear. Review the 4 response choices, which are: almost never, sometimes, often, and almost always.

After making sure that the participant understands the response categories, read each statement exactly as it appears. You should not comment on the participant’s answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects their sentiment towards the statement.

### **Spielberger Trait Anger Measure Q21-Q30**

The Spielberger Trait Anger Scale is used to assess the frequency and degree of anger as well as the general tendency to react angrily to situations. Read the instructions exactly as they appear. Review the 4 response choices, which are: almost never, sometimes, often, and almost always. Be sure the participant has the appropriate response card and point to the response choices if necessary as a reminder.

Q23 might be unclear to the participant. If asked, the definition for the word *colérica*: *ira, irritable, furiosa, de mal temperamento*.

Q26 might be unclear to the participant. If asked, for clarification for the expression “*pierdo los estribos*” you may use “*pierdo el control*” in its place.

After making sure that the participant understands the response categories, read each statement exactly as it appears. If necessary, you may repeat the response choices. You should not comment on the participant’s answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects their sentiment towards the statement.

### **Cook-Medley Cynicism Scale Q31-Q43**

The Cook-Medley Cynicism scale is a measure of distrust of others. Emphasize that the participant has 2 response choices, which are: true and false. After making sure that the participant understands the response categories, read each statement exactly as it appears. You should not comment on the participant’s answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects their sentiment towards the statement.

Q40 might be unclear to the participant. If asked, the definition of the expression *fuero interno* is *conciencia interna*.

### **Loneliness Scale Q44-Q46**

The Loneliness scale measures feelings of loneliness and social isolation. There is no specific time period where these statements may apply. Read the instructions exactly as they appear. Review the 3 response choices, which are: hardly ever, some of the time, and often.

After making sure that the participant understands the response categories, read each statement exactly as it appears. If necessary, you may repeat the response choices. You should not comment on the participant's answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects their sentiment towards the statement.

### **Hopelessness Scale Q47-Q48**

The Hopelessness scale is a 2-item measure of feeling without hope. There is no specific time period where these statements apply. Read the instructions exactly as they appear. Review the 5 response choices, which are: absolutely agree, somewhat agree, cannot say, somewhat disagree, and absolutely disagree.

After making sure that the participant understands the response categories, read each statement exactly as it appears. You should not comment on the participant's answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects their sentiment towards the statement.

## **Religion and Spirituality**

**Overview.** The next two scales ask participants about their experiences with religion and their sense of spirituality. Being religious or spiritual has been shown in some research to be related to better health outcomes. Because the questions are of a personal nature, it is critical to adopt a neutral tone in reading questions and recording responses.

**Read the following to participants:** *Now I'll be asking about your experiences around religion and spirituality. The questions are of a personal nature, and I would like to remind you that all you say here will be kept confidential. There are no right or wrong answers, we are only interested in your own experiences and opinions.*

*SPANISH: Ahora voy a preguntarle sobre sus experiencias religiosas y espirituales. Estas preguntas serán personales y tenga en cuenta que todo de lo que dice hoy es confidencial. No hay respuestas ni correctas ni malas, solo nos interesan sus experiencias y opiniones.*

### **Spiritual Well-being Q1-Q23**

The Functional Assessment of Chronic Illness Therapy-Spiritual Well-Being Scale assesses the participant's sense of meaning and peace. Read the instructions exactly as they appear. Emphasis should be placed on the time frame, **over the past seven days**. Review the 5 response choices, which are: not at all, a little bit, somewhat, quite a bit, and very much. Hand motions to indicate a continuum from low to high can be helpful. Also, ensure that the participant has the appropriate response card.

After making sure that the participant understands the response categories and time frame, you should read each question exactly as it appears. If necessary, you may repeat the response choices. You should not comment on the participant's answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects their sentiment towards the statement.

### **Spirituality Q24-Q25**

The first two questions from the Duke Religion Index assess the participant's involvement in religious organizations and practices. Read the instructions exactly as they appear. Emphasize that there are no right or wrong answers.

Q24 Question assesses the participant's level of involvement in religious organizations. Read the question followed by each of the response options exactly as they appear. The participant should indicate which response choice best captures their level of involvement.

Q25 Question assesses the amount of time the participant engages in **private** religious activities. Such activities do not need to take place at a place of worship. Read the question followed by each of the response options exactly as they appear. The participant should indicate which response choice best captures the amount of time he/she spends engaging in private religious activities.

### **Spirituality Q26-Q28**

The last three questions from the Duke Religion Index assess the religious beliefs and experiences of the participant. Read the instructions exactly as they appear. Emphasize that there are no right or wrong answers.

Q26 Question asks about the participant's experiences with God or a divine presence. Read the question followed by each of the response options exactly as they appear. The participant should indicate which response choice best captures their experience with God or a divine presence.

Q27-Q28 Questions ask about the role of the participant's religious beliefs in their life. Read the question followed by each of the response options exactly as they appear. The participant should indicate which response choice best captures their beliefs regarding the role of religion in their life.

## **Cancer Screening, Knowledge, and Cognitions: HINTS scales**

### **General Instructions:**

In this section we will cover topics that are specific to cancer such as cancer screening tests and opinions about cancer. We are gathering this information in order to find out more about cancer risks and risk reduction behaviors in Latinos.

**Read the following to participants:** *Next I'll be asking a series of questions related to cancer, such as things you might do to screen for cancer, and your own opinions and experiences.*

*These topics may be sensitive to you. However, this information will help us better understand cancer risks in people like you.*

*SPANISH: Ahora voy a hacer una serie de preguntas sobre el cáncer, como por ejemplo, pruebas que puede hacerse para el cáncer, sus propias opiniones y sus experiencias. Estos temas podrían ser sensibles para usted. De cualquier manera, la información podría ayudarnos a entender mejor el riesgo de sufrir cáncer en personas como usted.*

### **Cancer Screening, Knowledge, and Cognitions Q1-Q3 (MALES ONLY)**

The 3 questions from the Cancer Screening, Knowledge, and Cognitions questionnaire ask male participants about PSA tests. If the participant is female, she must continue to question 4. Read the instructions exactly as they appear.

Q1 Question asks whether a participant is familiar with the PSA test and explains what a PSA test is. Read the question and response options exactly as they appear. If the participant answers yes, proceed to question 2. If the participant answers no, skip to question 7.

Q2 Question asks the participant if he has ever had a PSA test. Read the question and response options exactly as they appear. If participant answers no or refused, then he must proceed to question 7. If the participant selects one of the other responses, then continue to question 3.

Q3 Questions asks participant when he had his most recent PSA test. Read the question and response options exactly as they appear. The participant should indicate the approximate timeframe for his most recent PSA test as it would fall into the response items. The participant should proceed to question 7 after answering this question.

### **Cancer Screening, Perceptions and Knowledge Q4-Q6a (FOR FEMALES ONLY)**

The Cancer Screening, Perceptions and Knowledge questions ask about two cancer screening tests specific to women only. If the participant is male, please proceed to question 7. Read the instructions exactly as they appear.

Q4 Question defines what a mammogram is and asks the participant if she has ever had a mammogram. If the participant responds no, then she should skip to question 6. If the participant responds yes, then she should continue to question 5.

Q5 Question asks when the participant had her most recent mammogram. Read the question and response options exactly as they appear. The participant should indicate the approximate timeframe for her most recent mammogram as it would fall into the response items. The participant should then proceed to the next question.

Q6 Question defines what a Pap smear is and asks the participant if she has ever had a Pap smear. If the participant responds no, then she must proceed to question 7. If the participant responds yes, then she should continue to question 6a. Read the question and response options exactly as they appear.

Q6a Question asks participant when she had her most recent Pap smear. The participant should indicate the approximate timeframe for her most recent Pap smear as it would fall into the response items. The participant should then proceed to the next question.

### **Cancer Screening, Perceptions and Knowledge Q7-Q9b**

The Cancer Screening, Perceptions and Knowledge questions refer to cancer screening tests that are given to both men and women.

Q7 Question defines and asks the participant if he/she has ever done a Fecal Occult Blood test at home. If the participant responds no, then he/she must proceed to question 9. If the participant responds yes, then he/she should continue to question 8. Read the question and response options exactly as they appear.

Q8 Question asks the participant approximately when their last Home Stool Blood Test was done. The participant should indicate the approximate timeframe for their most recent Fecal Occult Blood test as it would fall into the response items. The participant should then proceed to the next question.

Q9 Question asks the participant whether he/she has ever had a sigmoidoscopy or a colonoscopy as well as defines what the test is. If the participant responds no, then he/she should proceed to the cancer cognition questionnaire. If the participant responds yes, then he/she should proceed to question 9a.

Q9a Question asks the participant to indicate which test – sigmoidoscopy or colonoscopy - he/she has had done. Read the question and response options exactly as they appear and clarify that he/she could have potentially had both a sigmoidoscopy and colonoscopy done at some point. Then participant should then proceed to question 9b.

Q9b Question asks the approximate time frame when the participant may have had either a sigmoidoscopy or colonoscopy done. Read the question and response options exactly as they appear. Reread the responses as needed, as the response timeframe has changed from previous questions in this section. The participant should then proceed to the Cancer Cognition questionnaire.

### **Cancer Cognition Q10-Q20**

The Cancer Cognition questionnaire asks about what participants think about cancer in general. Read the answer choices carefully, as the first two questions and last question have different response options. Remind the participant we are only interested in their opinion.

Q10 Question asks the participant what their chances of getting cancer are in the future. Read the question and responses exactly as they appear.

Q11 Question asks the participant if he/she worries about getting cancer. Read the question and responses exactly as they appear.

Q12-Q19 Questions ask the participant to answer how much he/she agrees or disagrees with statements about cancer. Ask the participant to think about how strongly he/she agrees or disagrees with a statement before responding. Read the instructions exactly as they appear.

Q20 Question asks participants their opinion on how many people who develop cancer survive at least five years. Read the question and responses exactly as they appear.

### **Cancer Knowledge Q21-Q35**

The Cancer Knowledge questionnaire determines what the participant believes may affect a person's chance of getting cancer. Read the instructions exactly as they appear. Emphasize that the participant has 4 response options, which are: a lot, a little, not at all, and no opinion.

You should not comment on the participant's answers. If the participant asks for help, you can repeat a question, but cannot help the participant figure out the answer. Emphasize that there are no right or wrong answers and the participant should select the response that best reflects their sentiment towards the statement. If the participant does not know the definition of "radon", you may say "a radioactive gas emitted by rocks, soil and by some building materials".  
*SPANISH: "es un gas radioactivo emitido por piedras, tierra y algunos materiales de construcción."*

## Stress 2

**Read the following introduction to the participants:** *The next and final set of questions ask about a variety of upsetting or stressful events and experiences you may have had in the past or more recently. Sometimes people can find these types of questions difficult to answer. I would like to remind you that everything you say will be kept confidential. In addition, you do not have to answer any question you would prefer not to. If you would rather not answer a question, just let me know.*

*SPANISH: La serie final de preguntas se relacionan con eventos y experiencias de estrés o de pena que pudo haber tenido en el pasado o más recientemente. A veces, es difícil contestar este tipo de preguntas. Quiero decirle nuevamente que todo de lo que diga será confidencial. Además, si prefiere, no tiene que contestar cualquier pregunta. Solo dígame que no desea contestar.*

### **Life Stress: Traumatic Stress Schedule Q1a-Q10c**

The TSS is a 10-item measure of life stress as a result of exposure to traumatic events. The measure asks about exposure to traumatic life events such as robberies, natural disasters, sexual and physical assault, death, and one unspecified event. For each event, there are three additional questions about the frequency and timing of the event.

Read the script exactly as it appears. Ask participants to answer questions to the best of their recollection. Be aware of skip patterns for several of the questions and be sure to follow them as directed. Proceed by asking each question and then reading each response category. Place emphasis on the underlined word "ever" in question 1. You may re-read the answer options if the participant requests so. When asking these questions, you should be careful to not comment on respondent's answers and to record answers in a non-judgmental manner.

Q7 If participant inquires, you can note that Q #7 refers to natural disasters or hazards (e.g., fire).

### **Childhood Stress Exposure: ACE Scale Q11-Q20**

The ACE scale is a 10-item measure of cumulative childhood stress as a result of exposure to household abuse, neglect, or dysfunction. The measure asks about childhood exposure to physical, sexual and emotional abuse, emotional and physical neglect, substance abuse, and mental illness.

Read the script exactly as it appears, and emphasize words in bold. Be aware that several questions have multiple parts, and read each question in its entirety before reading response options. Point out to participants that all questions refer to incidents that occurred **while they**

**were growing up, during the first 18 years of their life.** Ask participants to answer questions to the best of their recollection. You may re-read the answer options if the participant requests so. When asking these questions, be careful to not comment on respondent's answers and to record answers in a non-judgmental manner.

Please be sensitive to participant distress while administering the measures in this section. If participants become upset, ask if they would prefer to take a break before continuing.

### **Chronic Stress Q21-Q28b**

The Chronic Stress Scale is a measure of ongoing stress in several life domains. The measure asks about daily stress regarding problems related to health, work, finances, personal relationships, alcohol or drug abuse, and one unspecified domain. For each domain, there are two additional questions about whether the stressor has persisted for six months or more, and how stressful the participant found the stressor to be. If the time frame is still unclear, be aware that this measure is referring to **current** chronic stress – i.e., do they have a given ongoing problem right now, and if so, has it been going on for at least six months.

Read the script exactly as it appears. Be aware of skip patterns for several of the questions and be sure to follow them as directed. You may re-read the answer options if the participant requests so. When asking these questions, be careful to not comment on respondent's answers and to record answers in a non-judgmental manner. If you are asked about the meaning of specific questions (e.g., "what classifies as someone close to me"), you should encourage participants to interpret questions in the way that makes the most sense to them.

Questions 21 and 22: If participant asks for further information or an example of a chronic health problem, you can state the following: "this would include problems like a heart attack, or cancer."

*SPANISH: Esto incluiría problemas como un infarto o cáncer.*

### **Perceived Stress Q29-Q38**

The PSS is a 10-item measure of the degree to which situations in one's life are appraised as stressful. Items tap into how unpredictable, uncontrollable, and overloaded respondents find their lives to be. The scale asks about **current** levels of experienced stress.

Read the script exactly as it appears. Point out to participants that all questions refer to thoughts and feelings they have experienced **within the last month**. You may re-read the answer options if the participant requests so. When asking these questions, you should be careful to not comment on respondent's answers and to record answers in a non-judgmental manner.

### **Conclusion**

At the conclusion of the interview, ask the participant if he/she has any questions. Once all questions have been answered, read the following to participants: *Do you have any questions? Thank you very much for sharing your valuable time with us today. Your participation in this research study will help us to better understand the factors that influence Latino health.*

*SPANISH: ¿Tiene alguna pregunta? Muchas gracias por compartir sus experiencias y tiempo hoy. Su participación en este estudio nos ayudará a entender mejor los factores que afectan la salud de los latinos.*

Provide the \$60 participation incentive.