



# ENVIRONMENTAL HEALTH INTERVIEW



## TRAINING MANUAL



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*This document was developed as a pro bono service to assist underserved communities in  
developing and performing reliable surveys.*

Much of this training manual was prepared by using text from the following manuals:

*The National Health Interview Survey CAPI Manual for NHIS Field  
Representatives.* 2003, National Center for Health Statistics, Center for  
Disease Control: Atlanta.

Haile, R.W., et al., *An Epidemiological Study of Possible Health Effects of  
Swimming in Santa Monica Bay, Final Report.* 1996: Santa Monica.

**TRIBAL HEALTH INTERVIEW STUDY  
TRAINING MANUAL**

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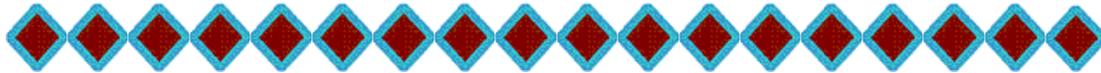


## ABOUT THE STUDY

### **ABOUT ZENDER Health [www.zendergroup.org](http://www.zendergroup.org)**

Zender Environmental Health and Research Group, a non-profit 501(c)3 organization, was formed under a mission to assist underserved communities in developing programmatic capacity and community resiliency. It specializes in working with Tribes and Tribal groups, indigenous communities, and rural and isolated small populations on environmental management and environmental health issues. Our researchers are academically trained in cutting edge and high-caliber research, with specific and extensive experience in working with Tribes. We use rigorous, scientific methods and suit them to the different socio-cultural and infrastructural context of Tribal situations. We have a strict policy of working for Tribal interests and respecting Tribal sovereignty, and will not use or publish any material or intellectual property obtained from a Tribe (or Tribal member) or conduct research within the borders of the Reservation (regardless of land status) or other Tribal Land, without express permission from the Tribe. We acknowledge all Tribal contributions in our work, and present results first to the Tribe(s) before publishing for public use. Further, we have a commitment to Tribal communities for whom we work to hire local and use local Tribal resources where possible and to educate Tribal youths during community visits. We recognize that we work with resource-poor communities with often staggering environmental health challenges. Since inception, our group has carried out hundreds of hours of pro-bono and reduced rate services for Alaska Tribes annually, as a way of showing appreciation to the people that support us, and provide us with rewarding work. Much of the work performed by Zender Environmental Health may be accessed on our website.





## INTERVIEWING TECHNIQUES

### Data Collection

The data collection stage is a key element of any research study. During the interviewing phase, the success of the study rests in the hands of the interviewers. THE BEST QUESTIONNAIRE IS ONLY AS GOOD AS THE INTERVIEWER'S SKILL AT USING IT. Throughout the data collection period, the interviewer should keep in close phone or email contact with the preparer of the interview, if that is someone different from the interviewer. Please do not hesitate to contact Zender Health if you have a question on interview preparation or process. There are also other groups that may have experience in conducting reliable surveys whom you may wish to consult. No matter how much experience you have, and who you are, it is a good idea to share and discuss your interview and process with other people. It provides a way to check whether you are meeting survey standards if that is your goal. When discussing with a local resident, it provides a way to ensure your questions will be interpreted as intended.



Once your interview technique has been established to meet survey standards if that is your goal), it is important to not change the interview technique before calling a collaborator to discuss your idea. Changes in the interview technique might not meet the research standards. If the standards are not met, the results will not be considered reliable by agencies or scientist reviewers. But some changes might be okay. Usually, there is a way to figure out how the changes that need to be made can meet standards.

Remember to count the number of interviews completed daily.

### Editing the Interviews

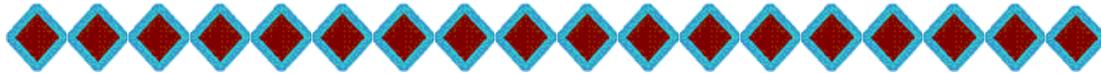
Completed interviews should be edited by the interviewer as soon as the interview is complete. Missing information can then be provided immediately. Get into the habit of scanning through the survey at the end of each interview to make sure it is readable and complete.



### Reporting the Results

Remember that names or other identifiers should never be used without permission. As an interviewer, you should hold this information confidential and it is part of a good study to have it as documentation that the survey was carried out as planned. But do not share private information. You can prepare the results and show it to participants and your governing body. If that approve use of names and identifiers for a certain use, you can then change accordingly.





## Your Role as an Interviewer

As a survey research interviewer, you are involved in the very important act of data collection. The information given and recorded during the interview must be accurate and complete, so as not to bias or distort the study results.

## Ethics of Survey Interviewing

People who work in professions which deal with the experiences, thoughts, and health of others have an ethical responsibility to these people. Just as doctors and lawyers must respect the information about their patients and clients as privileged, so must study interviewers.

**The research team promises Respondents that the information they provide will never be reported or revealed in any way which would allow the information to be connected with their names. A Respondent's answers are combined with those of other Respondents in the study, and the results are reported in percentages and totals in such a way that no individual Respondent's answers can be identified.** Individual household information collected or seen during an interview can be shared only with other members of the research team.

## PREPARING FOR THE INTERVIEW

### \*Optional: Advertising the Study

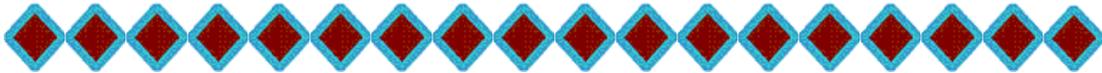


Consider putting up a few flyers around town, advertising the study. Tell the local schools and have the children tell their parents. Or present what you will be doing to the churches or other community organizations. Or if there is a community information television station, radio, or community newspaper see about publicizing what you will be doing. You can mention the study to a few people and see if word of mouth will help news spread. People will be more receptive if it is not a complete surprise to have someone show up on their doorstep. Let us know if you want some flyers or have advertising questions.

### Review Your Study Manual and Materials

Review this manual and any other study materials until you are sure you understand all aspects of your job. Go over the general principles of interviewing, learn the field procedures, and understand the intent of each question included in the interview. Please call us with any questions. It is a lot of information to remember at first, but it will get to be very familiar quickly.





### Review the Questionnaire

Before you begin interviewing, practice using the questionnaire until you feel confident. A successful interview requires you to fully understand and easily and correctly use the questionnaire. Maintaining an even interview flow (knowing the skip patterns, having flash cards handy) will greatly facilitate the interview process.

### Organize Your Materials

Be sure you know what materials you need. Have them organized before you begin the interview. Be accustomed to handling them so that you don't find yourself fumbling for what you need. Make sure to have extra batteries and pencils.

## **MECHANICS OF RECORDING AND EDITING INTERVIEWS**

It will be easier for the data entry person and analyst when these procedures are followed:

- 1) Writing must be legible. Regardless of how good the interview may have been it is worthless if the record of it cannot be read. In editing your interview check to be sure that all writing can be read easily.
- 2) Use a pencil to record. Carry several pencils with you when you start your interviewing day so you will always have a sharp one.
- 3) Account for each question in the questionnaire. Each question must be answered or it must have some explanation from the interviewer as to why it wasn't answered.
- 4) Don't forget to fill in the blanks at the top. These are easy to over look but are very important.



With practice you will be able to record the interview (that is fill in the survey) with little difficulty. You can become adept at speedy recording by beginning to write immediately when the Respondent starts to talk. Any comment that may be useful to us (i.e., specific environmental concerns not addressed by the survey, personal experience related to hazardous waste, etc.) may be written in the margins of the survey or scratch paper.

We know how difficult it is to record information away from a desk. Do not be concerned about the overall neatness of the interview but rather be concerned about the understandability and legibility. Feel free to cross out information, and make notes in free





spaces. The field interview is a tool and should be thought of as such.

When you edit your questionnaire, remember that they will be seen and used by someone who was not present when you conducted the interview. The best time to edit an interview is right after you complete it, when recollections are clearest. Also, if you find you are missing information you can return to your Respondents if necessary.

## **BEGINNING THE INTERVIEW**

### Gaining Cooperation

- 1) The Respondent and interviewer need to establish good rapport. Rapport provides the foundation of good interviewing. The Respondent's impression of you during your introduction and early remarks will determine the nature of the rapport that develops. Be sure that your tone is pleasing and friendly, that you speak clearly, and that you know what you are going to say. Mention the small incentive for participation.
- 2) The Respondent needs to perceive the study as being important and worthwhile. Some Respondents may be doubtful about the study's value. You must be prepared to interest the Respondent in the study. The Respondent should see the interview as an opportunity to contribute important information and to have that information used meaningfully. That is another reason why we welcome written comments from the Respondent. They will be able to feel that they have a role in addressing the issue of hazardous waste sites.
- 3) Any barriers the Respondent feels about the interview need to be overcome. You must use your initial time with the Respondent to your advantage and be alert to any doubts they may have, even if they are not expressed verbally. Your professional and friendly manner, your introductory statements, and the success with which you answer the Respondent's questions are some of the things that will sell both you and the study to the Respondent.

Your own state of mind has a large impact on the Respondent's willingness to participate in the interview. Your conviction that the interview is important strongly influences the Respondent's cooperation. Your belief that the information you obtain is significant and useful motivates the Respondent to answer accurately. Although people are sometimes reluctant to give specific information, they will often give that information if they are convinced that good use will be made of it and that their privacy will be maintained.



### Conducting the Interview

- 1) Tell the Respondent who you are and who you represent.





- 2) Have information about the study clearly in mind so you can explain it readily.
- 3) Mention that the Respondent's answers are confidential. Additional introductory remarks may be required to answer the Respondent's questions.
- 4) Keep the introduction brief. Listen to the Respondent carefully and answer only what is asked. You must be able to provide answers to most common questions that will be asked about the study. If there is a question that you have too little information to answer, you can show them the number of the study office printed on the brochure.
- 5) **Always remain neutral while asking the questions.** You must maintain a neutral attitude with Respondents. You must be careful that nothing in your words or manner implies criticism, surprise, approval or disapproval of either the questions asked or the Respondent's answers. The answers should not be influenced by your behavior or attitudes. Without a neutral interview, the results you get will not be useful to the Tribe because they will not represent the community accurately.
- 6) **Ask all questions in the order presented in the questionnaire as they are written in this manual and do not skip over any of the questions, even though you think there may be some repetition.** Never change the order of the questions even though you may feel that the Respondent has already answered some of the questions before you get to them.



Your greatest asset in conducting an interview efficiently is to combine a friendly attitude with a businesslike manner. If a Respondent's conversation wanders away from the interview, try to cut it off tactfully, preferably by asking the next question. Appearing too friendly or concerned about the Respondent's personal troubles may actually lead to your obtaining less accurate information.

It is especially important in this survey that you maintain an objective attitude. Do not indicate a personal opinion about replies you receive, even by your facial expression or tone of voice. Since the symptom discussed may be of a personal or serious nature, expressions of surprise, disapproval, or even sympathy on your part may cause Respondents to give untrue answers or to withhold information. Your own objectivity about the questions will be the best method of putting Respondents at ease and making them feel free to tell you the conditions and illnesses in the family. Sometimes it may feel awkward to ask particular questions. Avoid "talking down" to Respondents when explaining terms but give as direct an explanation as possible. You may know several or all of the Respondents so it may feel natural to want to talk with them for a bit. Try to keep this talking to either before or after completing the interview.





## PROBING

### What is Probing and Why is it Necessary?

Probing is a technique used to stimulate discussion and to obtain more information. Probing is necessary if a Respondent's answer is unclear, irrelevant or incomplete. Probing motivates the Respondent to enlarge or clarify their answers.

### Know the Objective or Intent of the Question

You will be best able to determine the adequacy of an answer if you fully understand the purpose and meaning of each question. Once you know the purpose of a question, you will find it much easier to decide if you have a satisfactory answer or whether you should try to probe to obtain a clearer and fuller one.

### The Importance of Keeping Probes Neutral

It is very important to use neutral probes. You should not imply that you expect a specific answer or that you are dissatisfied with an answer.

Remember that the reason for probing is to motivate the Respondent to respond more fully or to focus the answer, without introducing bias.

### Kinds of Probes



There are several different kinds of neutral probes which appear to be part of a normal conversation and can be used to stimulate a fuller, clearer response:

- 1) An expression of interest and understanding. By saying such things as "uh-huh" or "I see" or "yes," you indicate that the response has been heard, that it is interesting, and that more is expected.
- 2) An expectant pause. The easiest way to convey to a Respondent that you know he or she has begun to answer the question but has more to say, is to be silent. A pause, often accompanied by an expectant look or nod of the head, allows the Respondent time to gather his or her thoughts and then continue.
- 3) Repetition of the question. When the Respondent does not seem to understand the question, misinterprets it, or strays from the subject, repeat the question.
- 4) Repetition of the Respondent's reply. Your repetition of what the Respondent has said is often an excellent probe.





5) A neutral question or comment. Neutral questions or comments are often used to obtain clearer and fuller responses. Following are some suggested probes:

### **Probes to Clarify**

"What do you mean exactly?"

"What do you mean by...?"

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

### **Probes for Specificity**

"What in particular do you have in mind?"

"Could you be more specific about that?"

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

"Would that have been closer to \_\_\_\_\_ or to \_\_\_\_\_?"

### **Probes for Relevance**

"I see. Well, let me ask you again, (*repeat question exactly*)."

"Would you tell me how you mean that?"

### **Probes for Completeness**

"What else?"

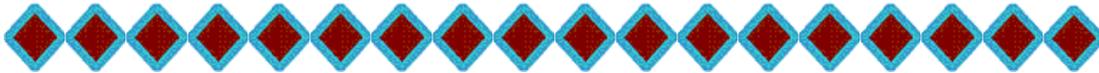
"What other (reasons/things/examples) can you think of?"

### **Probing a Don't Know (DK) Response**

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

- The Respondent may not understand the question.
- They answer with "don't know" to avoid saying that he or she doesn't understand.
- The Respondent may be thinking the question over and says, "I don't know" to fill the





silence but also to have time to think.

- The Respondent may be trying to evade the question, or
- They really may not know or have any opinion on the question.

Don't be in too big a rush to settle for a "don't know" reply. An expectant pause will usually give the Respondent time to think of something further to say. Always try at least once to obtain a reply to a "don't know" response, before accepting it as the final answer.

Discussion often presents a truer picture of the Respondent's thoughts and may help you determine if you should probe further. In such cases you may try a statement like "There are no right or wrong answers. Your best estimate will be fine." Be careful not to antagonize the Respondent or force an answer.

### Examples of Probing

Q: When you used a thermometer to take your child's temperature, what did it read?

A: Oh, about 98<sup>o</sup>-102<sup>o</sup>.

- *Improper* probe: So, you'd say 100<sup>o</sup>?
- *Proper* probe: Can you be more specific?
- *Proper* probe: Would it be closer to 98<sup>o</sup> or to 102<sup>o</sup>?

Q: What has been your usual occupation?

A: I assisted the manager in the office.

- *Improper* probe: Oh, you did supervisory work?
- *Proper* probe: Assisted the manager? Could you be a little bit more specific?

### When to Stop Probing

When you have obtained as much information from the Respondent as possible and when you have encouraged the Respondent to clarify when necessary, you should stop probing. However, if at any time the Respondent becomes irritated or annoyed, stop probing. It is important to gain the information, but not at the expense of discontinuing the interview.

## TELEPHONE INTERVIEWING

In the event that a potential Respondent is too busy or would like to have you talk to someone else in the household, get their telephone number and a time to call back later. Be sure to get the latitude and longitude while you are at the





household. The basic procedures and techniques employed in face-to-face interviewing are applicable to telephone interviewing as well. There are obvious differences and unique problems in a telephone survey. Communication in any interviewing situation is not simple, and in telephone interviewing communication is complicated by the elimination of normal face-to-face contact.

In the telephone interview the Respondent reacts to the interviewer's voice rather than to a beheld personality. This emphasizes a need for the interviewer to be courteous, to sound pleasant and to speak slowly and clearly. It is important that the interviewer identifies himself immediately and addresses the Respondent (or whomever answers the phone) by name whenever possible. The interviewer must establish friendly relations with the person on the other end of the line by concisely stating the purpose of the call and expressing enthusiasm for the project with sincerity. Introductions should be brief, however, so that the interest of the Respondent is not lost.

If there seems to be suspicion or wariness on the part of the Respondent, stress the confidentiality of the information that is sought. It is important to remind the Respondent that their name is in no way connected to the data being analyzed.

The instructions for recording responses in a telephone interview are the same as in a face-to-face interview: all responses are recorded. However, in a telephone interview it is more imperative to be completely familiar with the questionnaire to avoid embarrassing pauses. A constant flow is essential; otherwise, the Respondent will lose interest, resulting in premature termination of the interview.

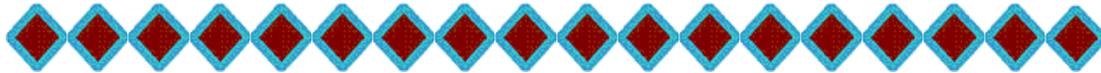
All probes must be verbal and nondirective. The telephone interviewer cannot rely on a facial expression or a raised eyebrow to gauge whether or not the Respondent understands the questions, and may fall into the pitfall of prodding, suggesting, or rushing the Respondent. A pleasant, nicely modulated and interested voice is the most effective technique, coupled with the know-how of probing effectively.

## ENDING THE INTERVIEW

Respondents must be treated courteously and tactfully. Try to leave them with the impression that they have taken part in an interesting and worthwhile experience - one they would be willing to repeat.

After all the questions have been asked, thank the Respondent; Also mention that their contribution has been very helpful in providing important information to the study. You may spend a few minutes answering any additional questions the Respondent may have. Remember to give them your small gift.





## INTERVIEW GUIDELINES

You know your community better than anyone. It is your decision on the time of day you would like to do your interviewing. Keep in mind what time someone in the household will be home and awake. It could be appropriate to visit people at their place of work, however you will still need to make a visit to the household to get a GPS reading.

You may conduct the interview with any resident of the household including children 12 years of age and older, as long as the Respondent has a reasonable idea about the health status of the other members of the household.

If the person at the household wants you to telephone the residence at a later time, please ask the person to inform the head of the household that a follow-up telephone interview will occur.

Most people will be helpful and willing to participate. To establish good rapport, Interviewers should be friendly and encourage questions and comments *but try to limit the amount of information they give about the study*. Too much information could bias the results.



Respondents should be reminded that the results of the study will provide answers to some important questions regarding living near the sites you are looking at.

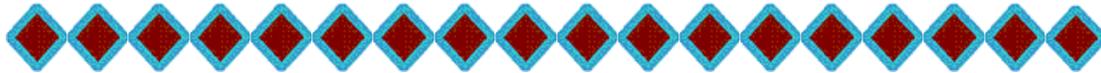
\*Note - please avoid calling the sites "polluted" or "hazardous", and avoid other language about the sites that is negative. This will greatly help obtaining accurate results. For example, you can refer to the "old Johnson's Mine waste site, rather than the polluted mine site. Or the marshy area near the old military hospital, rather than the polluted area near the hazardous waste dump. If everyone calls your site the dump, then you should call it that too. But avoid calling it or describing it as polluted. Decide what you will call the site(s) if it comes up during or before the interview. After the interviews are over you can then plan an effective education program based on people's true conceptions of the site and its risks.

Many people will express strong opinions about the pollution, who causes it, what should be done about it, and other aspects of the study. Please do not attempt to persuade those with strong preconceptions that their opinions are wrong. Avoiding arguments and long discussions will insure that the work is accomplished in a timely and friendly manner.

## EXPECTED QUESTIONS AND RECOMMENDED ANSWERS

- 1) Q: Why do you want to know if I burn my trash? Is there a problem?  
A: "We don't know. That's why we are doing this study. No one has ever done a





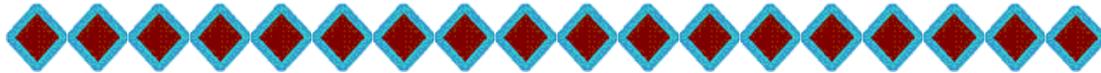
scientific study of the question you're asking about."

- 2) Q: What do all these questions have to do with waste?  
A: We are studying health affects associated with waste and want to separate out health problems that may be caused by something else.
- 3) Q: Why are you asking health questions? Are a lot of people getting sick?  
A: "We don't know. That's why we are doing this study. No one has ever done a scientific study of the question you're asking about."
- 4) Q: Are my children at greater risk?  
A: "We don't know. That's why we are doing this study. No one has ever done a scientific study of the question you're asking about."
- 5) Q: What does our income have to do with any of this?  
A: The questionnaire is made up of a prescribed set of questions that must be asked in all households, even though they may seem to be inappropriate in some cases. I can assure you your response will be kept completely confidential and there will be no way to match your answers with you personally.
- 6) Q: Could this be the reason for my neighbor's cancer?  
A: "We don't know. This study is a first step in defining possible health affects associated with hazardous waste but we won't be able to tell you about cancer specifically"
- 7) Q: I went near the site last week and got sick. Is that why I was sick??  
A: "We don't know. That's why we are doing this study. No one has ever done a scientific study of the question you're asking about."
- 8) Q: Why is someone suddenly asking questions?  
A: We have just gotten the tools necessary to carry out the study.
- 9) Q: What kinds of health questions will you be asking?  
A: "The questions will be a general health review."

It's okay to say, something like, "With this kind of scientific study it is important for me to remain impartial and objective. Otherwise the results of the study will be biased and we won't be able to use them".

However this is your Tribe and you know the people (we don't). So please use your discretion when answering questions about the study. If you are unsure whether your answers will fit in with the standards of the study, please give us a call. ...





## QUESTIONNAIRE SUPPLEMENT

(When you first get to the door)

You should know beforehand what your target number of households is that will make the survey useful for its intended purpose. If your community is smaller, you may just want to try every household. Obviously interviewers from larger communities may not be able to do this. You will need to choose a portion of the households. There are a number of factors to consider in choosing which households to go to. We will help you choose where to go to get a representative sample from your Tribe.

### Participant Eligibility

Eligibility Requirement — Decide if there are any eligibility requirements. For example, if you are conducting a 10 day recall survey, eligible people are those who have been in your community for the previous 10 days. It is alright if they have left in daytime as long as they have spent the previous 10 nights there.

\*Note- If you have information that members of a household are under the influence of alcohol or drugs, you can skip that household. Or wait until you can be sure that a household member who is not under the influence can do the interview. Interview data of people under the influence is not considered reliable. You can still get a GPS reading. Just write in "Can't" in the blank next to "Participation?" on the heading of the survey.

### GPS Readings

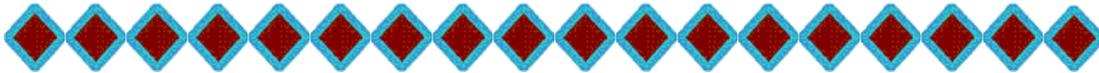
Even if you do not plan on using GPS analysis at this time, consider taking a GPS reading at the households. That way, you can at a later time plot this information and see whether there are patterns to how people answered that depend on where in the community they live. People nearer the dump for example may show more concern for dumpsite issues. Or you may see that concern for the dump matches wind patterns that carry dump smoke. You can also see if there is a pattern to whether people chose to participate and whether you have a good representation of your community for your survey purpose.

Before you even get to the door, you can take a GPS reading, as long as you are close to the residence. Write down the readings (described in Instructions for Completing the Questionnaire).

### Consistency

Below we give a survey plan outline. You will want to have such a survey design to follow. That way you can document that each interview was given in the same way, an important feature in being able to interpret the results correctly.





## Introduction:

**Example:** "Hi I'm from the Tribal Health Interview Study. My name is \_\_\_\_\_ . We're doing a survey about the waste sites (name of site(s))\_\_\_\_\_. We're interested in the health of adults and children who live in your household and other households in the community. Can I have a few minutes of your time to ask you some questions? Your answers will be confidential and we have a small gift for you to show our appreciation of your participation."

"First - has at least one person in the household been on our Tribal lands for the previous 10 days?" (If the answer is "no", thank them and you can give them an appreciation gift anyway.)

"Can you or someone in the household answer questions about your household and health status of the people living here?"

If the Respondent answers no, get a phone number, contact name and a good time to call and telephone later. Make sure to get GPS readings and to leave behind an appreciation gift.

## EXPLANATION OF STUDY:

**Example:** "This Interview has 2 parts. The first part has to do with your household and the second part has to do with health symptoms you and the rest of the household has experienced during the past 10 days. This should take about 10 minutes. Will that be all right?"

## TELEPHONE QUESTIONNAIRE

### INTRODUCTION AND INSTRUCTIONS



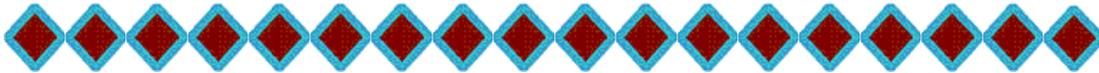
In the event that a potential Respondent is too busy or would like to have you talk to someone else in the household, get their telephone number and a time to call back later. Be sure to get the latitude, longitude, and elevation while you are at the household.

"Hello, this is \_\_\_\_\_ calling from the Tribal Health Interview Study. May I speak to (name of contact person or eligible child older than 12)?

I stopped by your house earlier to complete a brief household health questionnaire and was told to call back and ask for you." (You may then continue with the questionnaire.)







1 bedroom place may have 600 to 700 sq ft, a 2 bedroom may have 700 to 1100 sq ft, a 3 bedroom 1100 to 1400 sq ft, and a 4 bedroom with family room, 1800 to 2200 sq ft.

**G. H. I.** If the potential Respondent wants you to call later, get the phone number, a good time to call and a contact name.

### The Middle Part of the Survey

The following survey questions are from a developed survey meeting NIH standards developed for a nationwide Tribal project. They may give you ideas about questions you would like to ask in your own survey and how to word them. If you read the comments with the questions, it may help you in how to ask questions that are in your own survey.

Most of these questions you will read to the Respondent and ask them to fill in the blank or choose their answer accordingly. **It is okay if they feel more comfortable reading the choices rather than hearing them.**

**Numbering:** Questions that have the same number but are followed by a letter are only asked depending on the answer to the first question with the same number. Here is an example .

**1. Do you (or someone in your household) take your trash to the dump/landfill? {if site is a dump} \_\_\_yes \_\_\_no**

**1A. If you answered yes to question 1, how often do you/they take trash to the dump? {if site is a dump}**

\_\_\_more than once a week \_\_\_weekly \_\_\_every other week  
\_\_\_ about monthly

If the Respondent answers "no" you would skip to question number 2. If the Respondent answers "yes" you would then ask question 1A. The conversation might go:

Interviewer: "Do you or someone in your household take your trash to the dump?"

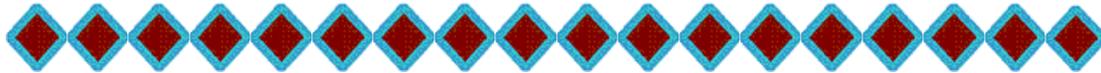
Respondent: "Yes my husband does"

Interviewer: "How often would you say he takes it to the dump, more than once a week, weekly, every couple of weeks or monthly?"

Respondent: "In the winter he probably goes once a week but the rest of the year he goes every other week."

Interviewer, what do you think the average would be if you looked at the whole year?"





Respondent: "Every other week".

**2. Do you (or someone in your household) burn your trash?**

*yes, burn it inside the home*       *yes, burn it near the home*  
 *yes, burn it away from the home*       *no*

For question 2 ask, "Do you or anyone else in your household burn your trash?"  
Then only ask question 2A if the answer to question 2 is "yes"

**2A. If you answered yes to question 2, do you burn plastic materials, such as bags and containers?  yes       no**

For question 2A ask, "Do you burn plastic materials such as plastic bags or containers?"  
(Note - You can elaborate on this to say margarine containers, etc.) Then only ask question 2B if the answer to question 2 is "yes" as well.

**2B. If you answered yes to question 2, how often do you/they take trash to the dump? {if site is a dump}**

*more than once a week*       *weekly*       *every other week*       *about monthly*

For question 2B ask, "How often would you say you burn your trash, more than once a week, weekly, every couple of weeks or monthly?"

**3. Your household is (circle one) very/ somewhat/ not worried about environmental effects from the dump.**

For question 3 ask, "Would you say your household is very, somewhat, or not worried about environmental effects from the dump?"

**4. Your household is (circle one) very/ somewhat/ not bothered about smoke from the dump when it burns. {or other site}**

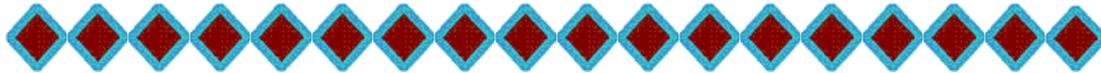
For question 4 ask, "Would you say your household is very, somewhat, or not bothered about smoke from the dump when it burns?"

**5. Your household is (circle one) very/ somewhat/ not bothered by other odors from the dump. {or other site}**

For question 5 ask, "Would you say your household is very, somewhat, or not bothered by other odors from the dump?"

**6. Your household obtains water from (check all that apply):  tap       river  
 rain       bottled      other (describe) \_\_\_\_\_"**





For question 6 ask, "Does your household obtain water from the tap, a river, the rain, bottled water or other source? Please tell me all that apply."

**7. Does your household treat water? How (check all that apply):** \_\_\_filtering  
\_\_\_boiling \_\_\_tablets/drops \_\_\_doesn't treat

For question 7 ask, "Does your household treat your drinking water by filtering, boiling adding tablets or drops or does your household not treat your drinking water?"

**7A. If you use a filter, you change the filter about:** \_\_\_monthly \_\_\_every 3 months\_\_\_every 6 months\_\_\_yearly

You would only ask question 7A if the Respondent said they filtered their water. For question 7A ask, "Would you say you change your filter monthly, every three months, every six months, or yearly?"

**8. Including beverages made with water, your household drinks about \_\_\_\_\_ (cups, liters, quarts, gallons) of water a day.**

For question 8 ask, "Including beverages made with water, how much water does your household drink a day?" *Make sure to circle if the amount is in cups, liters, etc.*

**9. Your household cooks with about \_\_\_\_\_ (cups, liters, quarts, gallons) a day.**

For question 9 ask, "How much water does your household cook with each day?"  
*Make sure to circle if the amount is in cups, liters, etc.*

**10. Household has \_\_\_\_\_ (number of people) living in the house.**

For question 10 ask, "How many people regularly live in your household?"

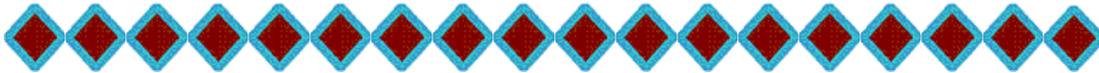
**11. Household eats subsistence foods about (fill in the blank) \_\_\_\_\_percent of the time.**

For question 11 ask, "What about percentage of time does your household eat subsistence foods?"

It is okay to give examples of percentages, just make sure the answer is the Respondent's answer, not the interviewer's.

**12. Concerns about pollution have changed subsistence activities:** \_\_\_not at all  
\_\_\_somewhat\_\_\_a lot





For question 12 ask, " Would you say that concerns about pollution have changed your household's subsistence activities not at all, somewhat, or a lot?"

**12A. How have subsistence activities been changed due to pollution concerns (check all that apply; circle strongest response):**

where activities are performed       how often activities are performed  
 how they are performed       type of foods obtained       amount of foods consumed  
 an activity can no longer be performed

Only ask question 12A if the answer from question 12 was either "somewhat" or "a lot".

For question 12A ask, " I am going to read you a list of ways your subsistence activities may have changed. Please tell me right after I read each phrase if that phrase applies to your household:

- "Where the activities are performed" (pause to allow a response)
- "How often the activities are performed" (pause allow a response)
- "How they are performed" (pause allow a response)
- "The type of foods obtained" (pause allow a response)
- "The amount of foods consumed" (pause allow a response)
- "An activity can no longer be performed" (pause allow a response)

"Can you tell me which of the choices you feel most strongly about? It can be more than one."

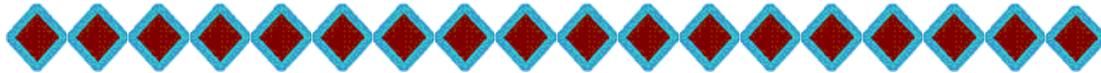
*Make sure to check all the blanks the Respondent indicates and to circle the choice(s) he or she feels most strongly about.*

**13. Concerns about the environment have changed cultural/traditional activities:**  
 not at all       somewhat       a lot

For question 13 ask, " Would you say that concerns about the environment have changed your household's cultural or traditional activities not at all, somewhat, or a lot?"

**13A. Cultural/traditional activities have changed by (check all that apply; circle strongest response):**





*where activities are performed*     *how often activities are performed*  
 *how activities are performed*     *type of activities*     *less socializing due to fewer participants*     *an activity can no longer be performed*

Only ask question 13A if the answer from question 13 was either "somewhat" or "a lot". For question 13A ask, "I am going to read you a list of ways your subsistence activities may have changed. Please tell me after I read each phrase if it applies to your household:

- "Where the activities are performed" (*pause allow a response*)
- "How often the activities are performed" (*pause allow a response*)
- "How the activities are performed" (*pause allow a response*)
- "The type of activities" (*pause allow a response*)
- "Less socializing due to fewer participants" (*pause allow a response*)
- "An activity can no longer be performed" (*pause allow a response*)

"Can you tell me which of the choices you feel most strongly about? It can be more than one."

*Make sure to check all the blanks the Respondent indicates and to circle the choice(s) he or she feels most strongly about.*

**13B. Activities that have been affected include (check all that apply): {made tribe specific}**

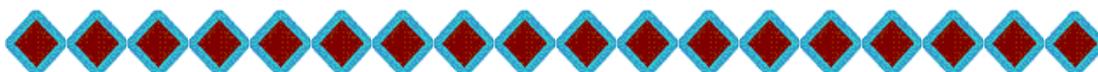
*hunting, fishing*     *farming/growing*     *bathing/sweat lodge use*  
 *other (please specify)* \_\_\_\_\_

Only ask question 13B if the answer from question 12 was either "somewhat" or "a lot". This question will be customized so the activities listed will be relevant to your Tribe. These are just a couple of examples of possible activities.

For question **13B** ask, "What activities would you say has been affected, tell me all that apply. Hunting, fishing, farming, growing, bathing, sweat lodge use. Can you think of anything else not on this list?"

**14. Household uses (circle one) outhouses/ honeybuckets / flush toilets.**

For question **14** ask, "Does your household use an outhouse, honeybuckets or flush toilets?" "This question may not be relevant for some Tribes.)





## Income questions

These questions are very sensitive. There may be no reason to include them in your survey. However, income is often looked at in survey analysis to see whether responses were different for different income groups. That is generally because income has been shown to correspond to many lifestyle issues and how people are prone to think about certain things. It doesn't always correspond. It is just a factor that often corresponds for a portion of people in surveys.

If you think income does not matter for your survey, then you do not need to include the information. However, you should document a reason why you, as an expert in your community, determined that this information will not make the survey significantly more useful for its intended purpose. For many, if not most, general community needs surveys, this information is not useful as long as enough households are interviewed to get a good representation of the community.

If you decide to gather this information, researchers say that asking a question about income is more delicate than questions about drug use, sexual activity, and criminal activity. You may want to reassure the Respondent about the confidentiality of the survey. If you ask these questions without hesitation or apology and in the same tone of voice as other questions, you will find that most Respondents will not object. If there is any discussion on the Respondent's part, explain that the questionnaire is made up of a prescribed set of questions that must be asked in all households, even though they may seem to be inappropriate in some cases.

For questions of income or participation in programs such as food stamps, the standard way to this is to write a card that is held up for respondents to look at and make their selection.

*For the Income Question:*

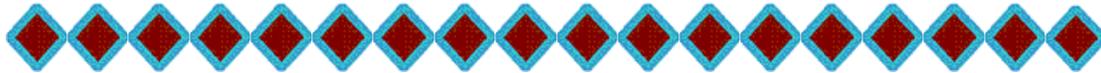
Do not ask directly how much money the Respondent makes. Instead, say:

"Please look at this card and tell me the letter that best describes your total annual household income".

Make sure to hold the card so they can see the choices. Then circle the correct letter on the survey. If the Respondent tells you the income is (for example) between B and C just circle both.

For the next question, turn the card over so the Respondent can see the other side and ask:





"Please tell me the letters that best describes your household participation in programs that provide nutrition or food".

They may respond both A and B which is fine.

If the Respondent does not want to respond to these two questions, don't push, just kept going with the rest of the questionnaire. Learning the answers to these two questions are not worth sacrificing getting the answers to the rest of the survey

### Household composition

Depending on your survey, it may be useful to know characteristics of the households you are interviewing. Their responses might be different depending on gender, age, family size, etc. If you think this does not matter, then you do not need to include the information. However, you should document a reason why you, as an expert in your community, determined that this information will not make the survey significantly more useful for its intended purpose. For many, if not most, general community needs surveys, this information is not useful as long as enough households are interviewed to get a good representation of the community.

DOB: This is date of birth. Ask "Could you please tell me starting with the oldest person, the month and year of birth for everyone in your household (you do not need to ask the day)?" You are asking the Respondent to list the birth dates in order because it will be easier when you turn the survey over.

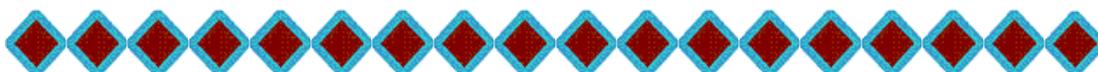
Sex: Circle "F" for female and "M" for male. Ask, "Could you tell me the sex of the person born in 1978? In 1975? 1998? And 2000?"

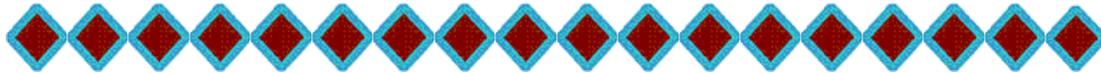
Race/Ethnicity: Again, this is a question in standard health surveys, but may not be useful for your survey. Write down what the Respondent says. Ask "Could you please tell me the race of all people in this household?" It is okay to write in  $\frac{1}{2}$  Native,  $\frac{1}{2}$  white for example. You may use abbreviations to make sure your answer fits in the small space;

N=Native      B=Black or African American      W=White or Caucasian      A= Asian  
H=Hispanic, Latin, Mexican, etc

If everyone in the household is the same race, it alright to write in the race one time under Person 1 and then draw a line through to the last person.

Has asthma: Ask , "Has a doctor or someone else in the medical profession ever told you that you or someone in your household has asthma?" Circle yes or no for each person.





Has seasonal allergies: Ask "Do you or anyone in your household suffer from seasonal allergies?" Circle yes or no for each person.

Has diabetes: Ask , "Has a doctor or someone else in the medical profession ever told you that you or someone in your household has diabetes?" Circle yes or no for each person.

Smokes cigarettes: The definition of a smoker for research purposes is rather wordy. Ask "Does anyone in the household smoke cigarettes?" If the answer is yes ask, "Has this person smoked within the past 3 months and smoked at least 100 cigarettes in their lifetime?" Only if the answer is yes to both of these questions do you circle yes on the form. *If someone only uses cigarettes for only for ceremonial purposes, circle no and draw a small star next to the no.*

Uses snuff: Ask "Does anyone in the household use snuff?" If the answer is yes ask, "Has this person used snuff within the past 3 months and used snuff at least 100 times in their lifetime?" Only if the answer is yes to both of these questions do you circle yes on the form. *If someone only uses snuff for only ceremonial purposes, circle no and draw a small star next to the no.*

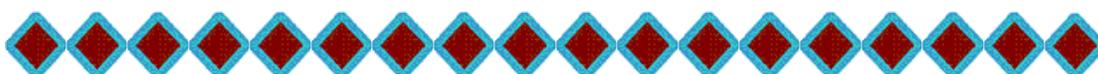
Chews tobacco: Ask "Does anyone in the household chew tobacco?" If the answer is yes ask, "Has this person chewed tobacco within the past 3 months and chewed at least 100 times in their lifetime?" Only if the answer is yes to both of these questions do you circle yes on the form. If someone only chews for only ceremonial purposes, circle no and draw a small star next to the no.

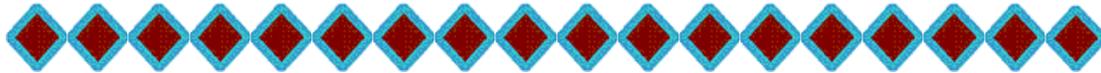
Smokes cigar/pipe: Ask "Does anyone in the household smoke cigars or pipes?" If the answer is yes ask, "Has this person smoked within the past 3 months and has smoked at least 100 times in their lifetime?" Only if the answer is yes to both of these questions do you circle yes on the form. If someone only uses cigars or pipes only for ceremonial purposes, circle no and draw a small star next to the no.

### Health symptom questions

Performing a health interview is something where you would definitely want to collaborate with an expert to make sure your questions are correct for the intent. We give an example of a health interview below for your reference. However, we recommend that you do not carry out a health survey without working with a health professional and a survey expert, such as an epidemiologist.

This is an example of a 10 day recall survey. For this portion of the interview you would ask a series of questions pertaining to symptoms the Respondents may have experienced in the past 10 days. For each symptom, circle the number of days that the Respondent has





experienced the symptom. Before you start the questioning, you will want to take a moment and rewrite the DOB of each person in the same order that you wrote it on the previous page. This should not take too long and the pause will not be so long as to become awkward.

You should start the health symptom portion of the interview by stating, "I am going to go through a list of symptoms to find out about you and your family's health during the past 10 days only. If any of your family was out of town (the Reservation, Village) overnight, I do not need to know about their symptoms. I do not need to know about symptoms that are a side effect of any medications, drugs or alcohol that anyone may have used. If you believe that any of these symptoms were a result of these medications, etc. just tell me "no" for that symptom."

Skin Rash/Acne:

Interviewer: "Has anyone in your home experienced a skin rash or acne in the past 10 days?"

*Possible answer:* "Yes my daughter has"

Interviewer: "The one born in 1998?"

*Possible answer:* "Yes"

Interviewer: "How many days did it last?"

*Possible answer:* "8"

(circle "5+" for the person born in 1998)

Dizziness/Faintness: Ask "dizziness or feeling of faintness. If they do not know- clarify by asking if they felt like the room was spinning or if they felt like they were going to fall down.

Fever > 99.9° If "don't know" ask the probe: "Was the person very hot, have a fast pulse, aches or chills that caused discomfort or their teeth to chatter?" If 2 of these are yes, circle the appropriate number of days the person experienced the symptom.

Nausea/ Sick to Stomach If "don't know" ask the probe: "Did the person feel like he/she was going to throw up"

*Clarify that the person experiencing nausea is not in the first trimester of pregnancy. If she is pregnant, write that down near the DOB.*

Stomachache/Cramping Clarify "Did anyone experience a stomachache or cramping that was not related to menstrual symptoms?"

Vomiting self explanatory

Diarrhea self explanatory





Eye Irritation If yes clarify that the eye irritation was not caused by a foreign object or scratch.

Earache self explanatory

Congestion/ Runny Nose self explanatory

Sore Throat Ask "Did your throat hurt especially when swallowing?"

Dry/ Productive Cough Ask if any one had a cough. Then clarify if it was a dry or a productive (a cough that brings something up) cough. If it is a dry cough, indicate that on the survey under "dry cough", if it is productive, mark the area on the survey corresponding to "productive cough".

Headache self explanatory

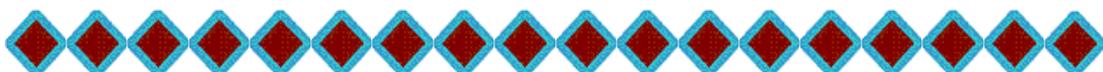
Numbness/ Tingling in Arms or Legs Clarify "Did it feel like your arms or legs fell asleep?"

Visited the Dump/Landfill This question pertains to areas were the hazardous site is a dump. Ask if any of the household went to the dump in the past 10 days and if they did, how many times. Then circle the appropriate number. If the hazardous site is something other than a dump this question may disappear entirely.

### **Indoor versus outdoor time**

This factor is important for environmental health surveys. It is generally not important for general community surveys. But responses may give an indication why for example, some households are very concerned about campsites, and others are not. The point is to determine approximately how long each person in the household spends inside but not in their home (like at school or work), inside at their home and outdoors during the 4 seasons. This portion of the survey will be quite lengthy. Start out asking what percent of the time Respondent spends indoors, not at home during the winter. Then what percent of time the Respondent spends indoors at home and finally how much time is spent outdoors. Then do the same for spring, summer, and fall. Then move on to the next person on the survey and ask the same questions. If the Respondent starts to get impatient, see if you can just ask about one other person. If you can just get information on two people out of a 4 person household, try to get information about one adult and one child. If at one household you get information on two females, try to get information on two males at the next household. When you are finished, don't forget to give the Respondent your small gift.

**Final Note:** You cannot anticipate all interviewee responses. A big key to the interviewer becoming comfortable with this questionnaire will be communication with the interview designer. They should feel free to ask ANY question at ANY time. If an interview





becomes too complicated or difficult they should feel free to inform the interviewee that a supervisor will need to call them back.

