

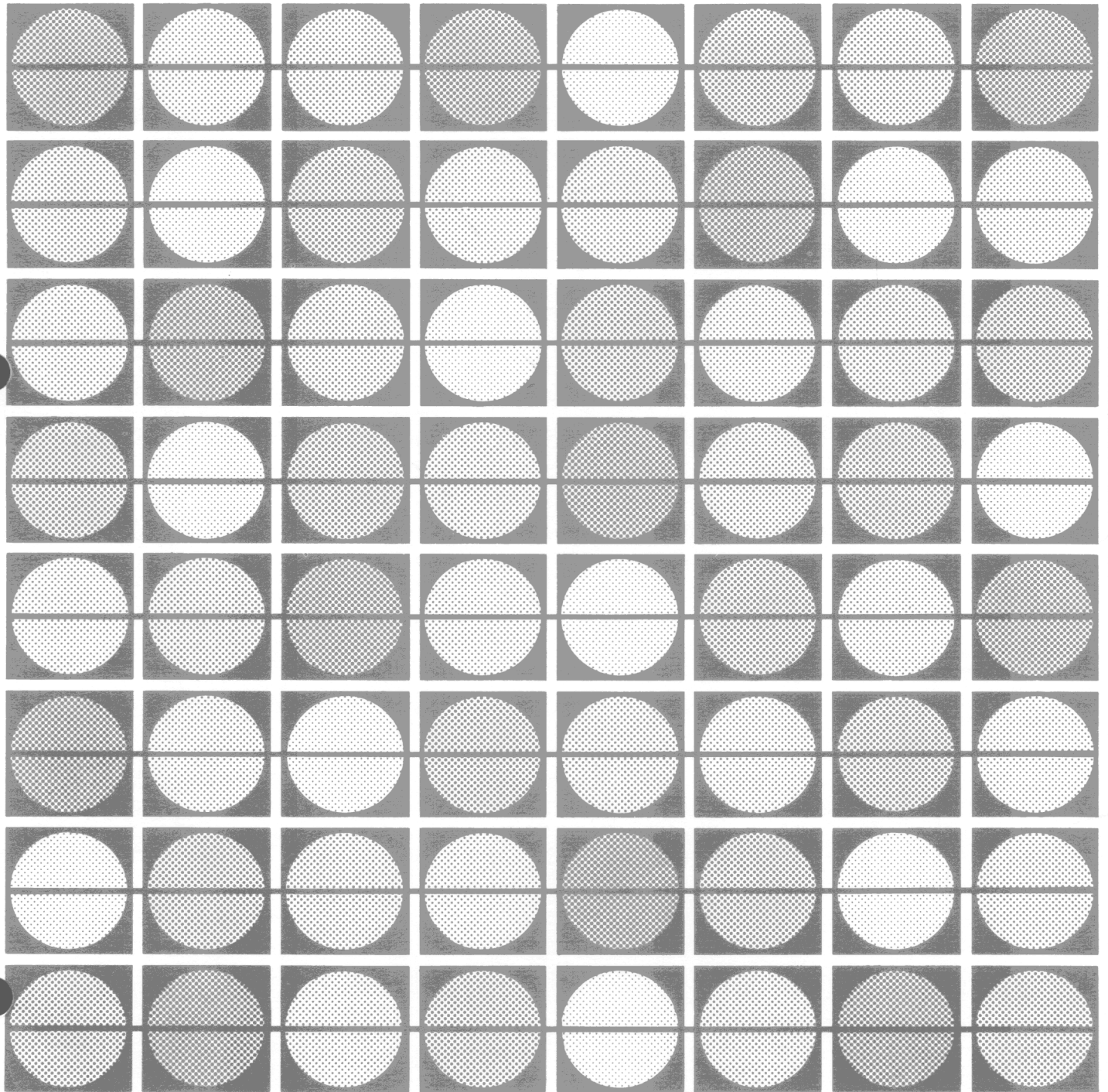
Instruction Manual

Part 15f



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

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



This manual was prepared by Westat with assistance from Development Associates.

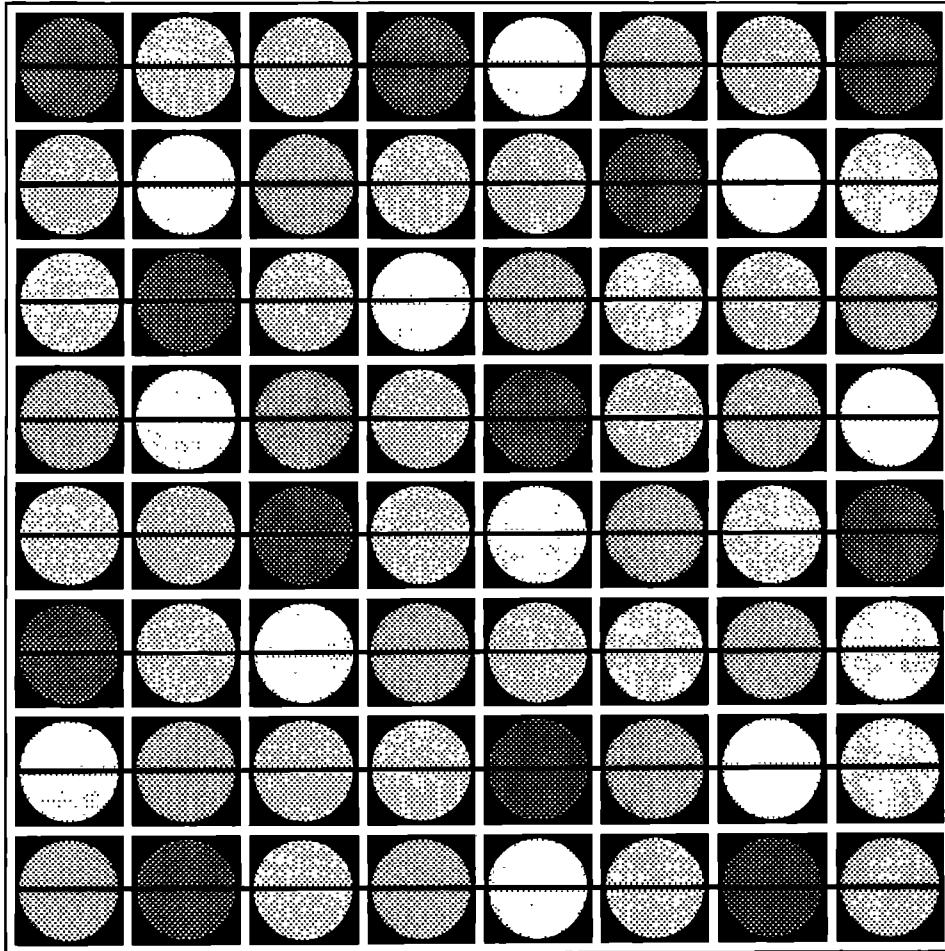
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HHANES

Data Collection



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

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PART I. GENERAL INTERVIEWING TECHNIQUES

Chapter 1

OVERVIEW OF THE HISPANIC HANES

1.1 Introduction

The Hispanic Health and Nutrition Examination Survey (HHANES) is being conducted by the National Center for Health Statistics (NCHS), U.S. Public Health Service. The survey will involve a sample of approximately 16,000 persons with Hispanic backgrounds who are 6 months through 74 years of age. Information will be collected about each sample person through interviews. In addition, about 12,000 of these sample persons will participate in the examination part of the survey.

The Dietary Interviewer's Manual is intended to serve as a training text as well as a reference source for your use throughout the survey. The manual describes the survey in detail; specifies the roles of the dietary interviewers; explains the procedures to be followed before, during, and after the examination; and suggests resolutions for problem situations.

1.2 History of the National Health and Nutrition Examination Survey Program

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

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

The fourth survey introduced a new emphasis. The study of nutrition and its relationship to health status had become increasingly important as researchers began to discover links between dietary habits and disease. In

response to this concern, under a directive from the Secretary of the Department of Health, Education and Welfare, the National Nutrition Surveillance System was undertaken by NCHS. The purpose of this system was to measure the nutritional status of the U.S. population and changes over time. However, a special task force recommended that a continuing surveillance system include clinical observation and professional assessment as well as the recording of dietary intake patterns. Thus, the National Nutrition Surveillance System was combined with the National Health Examination Survey to form the National Health and Nutrition Examination Survey, NHANES.

NHANES I, the first cycle of the NHANES studies, was conducted between 1971 and 1975. This survey obtained information on a national sample of over 30,000 persons between the ages of 1-74 years. Extensive data on health and nutrition were collected by interview, physical examination, and a battery of clinical measurements and tests from members of the sample. Emphasis was placed on dental health, skin problems, eye conditions, and nutritional status. For adults 25-74 years of age, detailed examination components for determining the prevalence of chronic lung disease, disabling arthritis of the hip or knee, and cardiovascular disease were included. In addition, information on health care needs and general well-being was obtained.

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

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

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

1.3 Purpose of the Hispanic HANES

Despite the size, cultural and historical uniqueness, and disadvantaged status of the Spanish-heritage population in the U.S., few studies have been

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

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

To accomplish this end, two official groups identified the need for a Health and Nutrition Examination Survey for Hispanics. The National Academy of Public Administration several years ago recommended that following NHANES II, NCHS should undertake studies of subpopulation groups, beginning with Hispanics. At the same time, the Department of Health and Human Services identified goals for a Hispanic Initiative, which included Hispanic HANES.

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

1.4 Method of Data Collection

The mobile examination center or MEC for Hispanic HANES will be set up as in previous NHANES. The examinations will be conducted in specially equipped MEC's consisting of three mobile trailers each. The trailers will be drawn by detachable truck tractors when moving from one sample location to another. At the examination sites, which will be centrally located areas within the Hispanic communities (such as hospital or shopping center parking lots), the three trailers will be set up side by side and connected by enclosed passageways. The MEC's will provide a standardized environment in which the MEC team will conduct physical and dental examinations, laboratory and physical measurements and tests, and medical and dietary interviews.

The MEC examination team will consist of a variety of interviewing and medical personnel. Although MEC personnel will be composed of NCHS, Westat and Development Associates employees, the MEC will operate as a totally unified team effort. For the Hispanic HANES each MEC team will consist of the following members:

A Coordinator will have complete authority concerning all administrative matters within the MEC. The primary responsibility of the Coordinator will be to regulate the flow of examinees through the MEC examination process. S/he will set up the examination folders and verify that all exams have been conducted and recorded before each examinee leaves the MEC.

A Physician will conduct the medical examinations. S/he will record and edit the results on Physician Examination Forms.

A Nurse will draw blood for blood tests and will assist the Physician in conducting medical examinations.

A Dentist will conduct dental and vision examinations and will have administrative duties associated with conducting those examinations.

Three Health Technicians will take body measurements, sonograms, X-rays, ECG's, and administer auditory exams. The Health Technicians will also be trained as Dental Recorders. The duties of the Health Technicians will be assigned on a rotating basis.

Two Lab Technicians will conduct medical laboratory tests and record and edit the results.

Two Dietary Interviewers will administer, edit and transmit questionnaires on 24-hour recall of types and frequency of foods consumed. They will assist with the examinee flow if needed and will be responsible for studying the local Hispanic dietary patterns.

A MEC Interviewer will administer, edit and transmit the SP Questionnaire on mental health, alcohol consumption, drug abuse, pesticide exposure and reproductive history.

In the event of illness or other emergency, backups will be provided for all MEC team members who are directly involved in conducting examinations or interviews. Together, the MEC examinations and interviews are expected to take up to three hours for each examinee. Transportation to and from the MEC will be provided for examinees.

The examination components for all examinees will include:

A review of the medical history and a physical examination by a physician

A dental examination

Body measurements, including height, weight, and skinfolds, made by trained technicians

A dietary interview, conducted by experienced nutritionists, covering food consumption and dietary habits

Numerous laboratory tests on blood and urine specimens

Depending on the age of the participant, the rest of the examination will include some or all of the following:

Diagnostic ultrasound for detection of gallstones

A glucose tolerance test

An electrocardiogram

Tests for hearing and vision

Tests for liver disease

Questionnaires on mental health, alcohol consumption, and drug abuse

Tests for venereal disease

Urine and blood tests to check for the presence of lead, carbon monoxide, and pesticide body burdens

Chest X-rays

Hair tests for trace elements

MEC days of operation are Tuesday through Saturday. There are three possible exam sessions per day: 8:30 a.m. - 12:30 p.m., 1:30 p.m. - 5:30 p.m., 6:00 p.m. - 10:00 p.m. Only two sessions will be scheduled each day. Tuesdays and Thursdays will have morning and evening sessions; Wednesdays, Fridays and Saturdays, morning and afternoon sessions. There are 10 examinee slots per session, so about 20 SP's will be examined in the MEC each day.

The overall role of the MEC team members is to collect data through examination, tests, measurements and interviews. It is absolutely essential that the data collected be consistent within and across the MEC's, as well as with earlier NHANES studies; and these data must be complete and accurate. Each individual staff member is the first and best guarantor of the quality of the data being collected. As such you have a responsibility for quality in every single step of the examination process. The most obvious methods of assuring quality are to perform procedures with accuracy, precision and in a uniform manner according to the specifications provided to you during training and to record completely, accurately, uniformly and legibly. You are urged to suggest areas where quality control procedures need to be instituted and methods for their implementation.

1.5 Confidentiality

For the Hispanic HANES, names of sampled persons will be entered into the NCHS computerized database. However, NCHS data tapes are protected under Section 308(D) of the Public Health Service Act (42 U.S.C. 242m). This law states that NCHS data tapes cannot be given to any other agency or individual, nor can they be subpoenaed by local, state or federal courts.

All information obtained in the Hispanic HANES will be held strictly confidential. Westat and Development Associates are firmly committed to the principle that the confidentiality of individual data obtained through surveys must be protected. This principle holds whether or not any specific guarantee of confidentiality was given at the time the data were collected or whether or not there are any specific contractual obligations with the Federal agency who is sponsoring the study. Westat and Development Associates adhere to the provisions of the U.S. Privacy Act of 1974 (PL-93-579) with regard to surveys of individuals for the Federal government. Therefore, employees and consultants of Westat and Development Associates are required to sign a pledge of confidentiality. This pledge states that the person understands that s/he is prohibited by law from disclosing any information obtained while working on the study and pledges to abide by the Assurance of Confidentiality.

1.6 Informed Consent

A letter will be sent to each household which falls into the screening sample explaining that an interviewer will call on that family shortly. After a determination has been made by the interviewer that at least one person in the household is eligible to participate in the survey, and after the household questionnaire material has been administered, the interviewer will discuss the examination phase of the survey with each sample person and give them a copy of the Sample Person Brochure. This brochure has been developed as a means of conveying the contents of the examination, the voluntary nature of participation in the survey, the purpose of the study, and the confidentiality with which any information collected must be treated.

After the sample person has had a chance to review the brochure and ask any questions, the interviewer will read the consent form to the sample person and ask that person to sign the form as an indication of their willingness to participate in the study. If the sample person does not wish to sign the form then they may bring the signed form with them when they come to the exam center, or they may have additional questions answered at the exam center before they sign. Generally, a refusal to sign the consent form will be considered a refusal to participate in the examination phase of the study and examinations will not be done on sample persons who do not sign the consent form. However, should an occasion arise when a sample person is willing to consent to participate in the survey, but refuses on principle to sign any document, the interviewer will, in the presence of a witness, go over the contents of the Sample Person Brochure with that person and note on the form that this has been done. In this instance, the actual participation in the examination phase of the survey will be used as indication of consent.

For minors the signature of a parent or guardian is required on the consent form. Additionally, minors over the age of 12 years will be asked to sign as an indication of assent.

The same form will be used to secure permission to forward the results of the examination to the sample person's own physician or source of health care. A list of clinics and other health care organizations which will accept referrals from the Hispanic HANES will be drawn up during the advance arrangement phase of the field operation and made available to those sample persons who do not have a regular source of health care.

The SP letter, brochure and consent form are printed in both English and Spanish. The interviewer will read the consent form to the SP in the same language that was used during the home interview.

1.7 Professional Ethics

The members of the examining team are professionals who are conducting research as employees of Westat or Development Associates under the sponsorship of the National Center for Health Statistics. Westat and Development Associates strive to maintain and project a sense of professional integrity and honesty to all participants in survey research and expect that all their employees will do the same.

Each person involved in the collection, processing, and analysis of survey data must be continuously aware of the responsibility to safeguard the rights of all survey respondents. Primarily this means protecting the confidentiality of all participants in the study. But in addition, this implies professional conduct both on and off the job. Cooperation from the public is essential to the success of survey research. Westat and Development Associates have expended a great deal of effort in developing and maintaining cooperation from the Hispanic community and the general public. It is the responsibility of each person working for Westat and Development Associates to build on the companies' reputation of integrity so that we can continue to have access to study participants during current and future surveys.

As you travel about the country for the Hispanic HANES survey you may find yourself to be very much in the public eye, particularly in the smaller stands. Sampled persons are justifiably concerned about who will be conducting the examinations. As a result, it is important that you be discreet in speech and actions. The Public Health Service Act requires that you refrain from any discussions about an examinee or the survey which might be overheard and unfavorably misinterpreted. You should exercise good judgment in any discussion of controversial subjects. You should be conscious of the customs of the area and should avoid any actions which might reflect unfavorably upon Westat, Development Associates, and the U.S. Public Health Service or interfere with the work of the survey. Your personal appearance and behavior must be governed by these same considerations.

Chapter 2

BEFORE BEGINNING THE INTERVIEW

Before beginning to interview, take some time to make sure you are thoroughly prepared. This chapter provides several steps that are important to follow.

2.1 Review Your Interviewer's Manual and Other Study Materials

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

2.2 Review the Questionnaire

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

2.3 Organize Your Materials

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

2.4 Check Your Appearance

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

Chapter 3

GAINING THE RESPONDENT'S COOPERATION

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

From experience with past surveys it has been found that there are three main factors that determine whether a respondent will consent to be interviewed.

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

2. WHETHER THE RESPONDENT SEES THE SURVEY AS BEING IMPORTANT AND WORTHWHILE. An interviewer must try to interest the respondent in the survey. Encourage the respondent to see the interview as an opportunity to express his/her views and to have those views taken seriously.

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

3. WHETHER THE INTERVIEWER CAN RESPOND CONVINCINGLY TO THE RESPONDENT'S OBJECTIVES AND QUESTIONS. Even respondents who are convinced of the importance of the study may, for a variety of reasons, be reluctant to grant a certain part of the interview. Your friendly manner, your introductory statements, and your success in answering respondents' questions will help you sell both yourself and the survey to the respondents. Your effectiveness will be increased by your knowledge that your job is legitimate and important and by your thorough understanding of what you are doing and how to do it.

Your own state of mind -- your conviction that the interview is important -- will strongly influence the respondent's cooperation. Your belief that the information you obtain will be significant and useful will help motivate the respondent to answer fully and accurately. Most people want to be heard and

are happy that you have asked their opinions. Those who are reluctant to give specific information will often do so willingly, if they are convinced that good use will be made of it and that their privacy will be protected.

Chapter 4

USING THE QUESTIONNAIRE

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

4.1 Types of Questions

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

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

Do you go off this diet often, once in a while, rarely or never?

- 1 Often
2 Once in a while
3 Rarely or never
-

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

Was this diet prescribed by a health professional, such as a doctor, dietician or nurse?

- 1 Yes
 - 2 No
-

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

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

What do you usually use when you fry foods?

- 1 Lard
 - 2 Oil
 - 3 Butter
 - 4 Margarine
 - 5 Shortening
 - 6 Other _____
(SPECIFY)
 - 7 DK
-

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

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

For what kind(s) of illness do you take herb tea?

SPECIFY _____

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

How long have you been on this diet? Specify how many weeks, months or years.

Weeks _____
Months _____
Years _____

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

33. Do you drink any type of herb tea when you don't feel well?

1 Yes
2 No (Q35)

34. For what kind(s) of illness do you take herb tea?

SPECIFY _____

4.2 Asking the Question

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

1. ALWAYS REMAIN NEUTRAL. During an interview you must always maintain a completely neutral attitude. As an interviewer, you must never allow

anything in your words or manner express criticism, surprise, approval, or disapproval of the questions you ask or of the answers respondents give.

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

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

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

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

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

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

or

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

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

To be a good interviewer, you yourself must be comfortable with the questions you ask. If you feel uncomfortable with certain questions, it is likely that you will transmit something of that feeling to the respondent and influence the answers you receive. If you are uneasy with some questions, you should practice them repeatedly until you can ask them in a simple, straightforward, matter-of-fact way. Occasionally you will find a respondent who refuses to answer some questions, but usually you will find that so long

as you can deal with all of your questions in the same relaxed and professional manner, your respondents will answer without hesitation. If your feelings about any topics in the questionnaire are so strong that you cannot hide them from the respondents, you should not be interviewing on this study.

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

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

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

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

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

4. MAKE EVERY EFFORT TO BE SURE THAT THE RESPONDENT DOES NOT SEE THE QUESTIONS. Respondents can be influenced by knowing what questions are coming next or by seeing answer categories that are not read to them as part of a question. When it is appropriate for respondents to see the answer categories for a question, you will have a card showing those categories and the questionnaire will instruct you to hand the card to the respondent when you ask the question. The questions that use cards are always clearly labeled for your guidance.

5. DO NOT READ ANSWER CATEGORIES TO THE RESPONDENT UNLESS THEY ARE PART OF THE QUESTION. In general, you will read to the respondent only the material to the far left of the answer column (or the far right if you are doing the Spanish version); material contained in the answer column is not to be read to the respondent unless you are specifically instructed to do so. Instructions which are not read to the respondents are occasionally included with the question and are usually printed in all capital letters. Normally the difference between instructions and questions to be read will be obvious.

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

How often do you eat breakfast--almost everyday, sometimes, rarely or never:

- 1 Everyday
- 2 Sometimes
- 3 Rarely or never
- 4 Other _____

SPECIFY

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

Who usually prepares the food at your house?

- 1 Self
- 2 Self and other
- 3 Mother
- 4 Father
- 5 Husband
- 6 Wife
- 7 Mother-in-law
- 8 Daughter
- 9 Daughter-in-law
- 10 Other _____

SPECIFY

6. DISCOURAGE UNRELATED CONVERSATION. Occasionally a question may lead a respondent to begin reminiscing or to relate a lengthy story having little or no relevance to the survey. As an interviewer, your task is to discourage such irrelevant conversation and keep the discussion focused on the questionnaire. In some ways, that requires that you subtly teach the respondent how to be a good respondent. If you maintain a businesslike attitude, acknowledge answers with neutral comments such as "I see," "OK," or a simple nod of your head, and tactfully interrupt rambling and irrelevant answers to bring the conversation back to the question you have asked, the

respondent will soon learn how to be a good respondent and provide the kinds of answers you need. If you must interrupt a respondent, do it politely, taking care not to antagonize him/her. You might say something like:

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

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

4.3 Instructions in the Questionnaire

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

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

Is what you ate yesterday the way you normally eat?

- 1 Yes
2 No

IF "YES" SKIP TO COMPLETION CODE FOR 24-HOUR RECALL

2. SKIP INSTRUCTIONS. Skip instructions may appear associated with one or more answer categories of a question. The skip instruction tells you where to go next in the questionnaire; usually you will be referred to the next appropriate question; at times, however, the skip will send you to a further set of instructions. Here is an example of a common type of skip instruction.

Do you drink any type of herb tea when you don't feel well?

- 1 Yes
2 No(Q 35)
-

If the respondent answered "No" in the example, you would follow the number in parentheses and go to Question 35. Note that if there is no skip instruction associated with an answer category (as in the "Yes" answer in the example above) you simply go on to the next question in the sequence.

3. INSTRUCTIONAL WORDS IN PARENTHESES. Occasionally you will find a word or phrase printed in parentheses within a question read to a respondent. This form of instruction is used to alert the interviewer that s/he may specify the word(s) or phrase(s) if the respondent asks for clarification.

The following is an example of this kind of instruction taken from the Food Frequency Questionnaire.

d. Artificial sweeteners - endulzadores artificiales (sacarina)

___ No. of Times
___ Interval

In this case you may explain to the respondent that you are asking how often he/she uses artificial sweeteners and you can give "Sacarina" as an example.

4. INSTRUCTIONS ON HOW TO RECORD ANSWERS. Some instructions explain how to record the answer to a question. Instructions such as "CHECK ALL THAT APPLY" or "SPECIFY" all give the interviewer information on how the respondent's answer is to be recorded in the questionnaire.

4.4 Maintaining Rapport

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

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

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

Chapter 5

PROBING

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

5.1 What is Probing and Why is it Necessary?

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

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

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

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

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

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

Question: How frequently do you eat cake, cookies, doughnuts or pastries?

Answer: I'm trying to cut down on the amount of sweets I eat.

Question: How frequently do you eat soup?

Answer: Oh, about 5-10 times.

Question: What did you eat at that time? I'd like to know the ingredients in that dish.

Answer: I ate an enchilada casserole.

5.2 Knowing the Question Objectives

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

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

5.3 Probing Precoded and Open-Ended Questions

1. PROBING PRECODED QUESTIONS. Although open-ended questions more often require probing, you may also need to probe on a precoded question. Many respondents will answer a precoded question in the exact words of one of the answer categories; then your job is simply to mark the appropriate answer.

Sometimes, however, a respondent will answer using words different from those in the answer categories you read. When this happens, DO NOT MAKE ASSUMPTIONS about what the respondent intends. If the respondent's answer does not clearly fit one of the provided answer categories, you must probe for a response you can code. Sometimes the best probe for a precoded question is repeating the original question. At other times, the best approach might be to ask, "Well, which comes closest?" and repeat all the answer categories. The following example shows how simply repeating the question can bring out an acceptable response.

Interviewer: Including evening snacks, how often do you eat between meals -- almost everyday, sometimes, rarely or never?

Respondent: I love to eat snacks!

Interviewer: Well, including evening snacks, how often do you eat between meals -- almost every day, sometimes, rarely or never?

Respondent: Almost everyday.

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

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

Question: Who usually prepares the food at your house?

Answer: Well, if I'm working my mother does it but if I'm not, I do.

Probe: I see. But generally speaking, who usually prepares the food at your house?

Answer: Well, I work four days a week so I guess my mother does.

2. PROBING OPEN-ENDED QUESTIONS. In the case of the openended questions calling for longer answers, the techniques of probing must be used to the fullest, for frequently the initial answers given by a respondent will fall far short of being specific, clear, and complete. In some cases, the main question will be followed in the questionnaire by a specific followup question, and sometimes the main question will be followed by the term "PROBE." Whether or not this is done, the need to probe always exists, so long as the initial answer is not fully specific, clear, and complete.

5.4 Probing Methods Should be Neutral

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

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

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

Example 1:

Question: How often do you salt your food at the table?

Answer: It varies. If the food isn't very spicy then I use a lot of salt.

Neutral Probe: Well, on the average, how often do you salt your food at the table?

Non-neutral Probe: Well, would you say that averages out to about 3 or 4 times a week?

Example 2:

Question: How many times a day do you drink coffee?

Answer: A couple.

Neutral Probe: How many times is that?

Non-neutral Probe: So you'd say 2 times.

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

5.5 Kinds of Probes

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

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

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

3. REPEATING THE QUESTION. When the respondent does not seem to understand the question, or misinterprets it, or seems unable to decide, or

strays from the subject, it is often useful to repeat the question. Many respondents, when hearing the question for the second time, realize what kind of answer is needed.

4. REPEATING THE RESPONDENT'S REPLY. Simply repeating what the respondent has said is often an excellent probe. Hearing the response just given often stimulates the respondent to further thought.

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

PROBES TO CLARIFY:

"What do you mean exactly?"

"What do you mean by...?"

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

PROBES FOR SPECIFICITY:

"What in particular do you have in mind?"

"Could you be more specific about that?"

"Tell me about that. What/Who/How why would...?"

PROBES FOR RELEVANCE:

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

"Would you tell me how you mean that?"

PROBES FOR COMPLETENESS:

"What else?"

"What else can you think of?"

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

5.6 The Don't Know (DK) Response

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

- o The respondent doesn't understand the question and says DK to avoid saying s/he doesn't understand;
- o The respondent is thinking the question over, and says DK to fill the silence and give himself/herself time to think;
- o The respondent may be trying to evade the issue because s/he feels uninformed, or is afraid of giving a wrong answer, or because the question seems too personal; or

- o The respondent may really not know or really may have no opinion on the question.

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

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

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

5.7 Additional Guidelines for Probing

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

1. Don't ask "Do you mean _____ or _____?" Such a probe suggests only one or two possible answers, when the respondent may actually be thinking about other possibilities. Do use probes for clarity and specificity when a respondent's answers are unclear. For example:

Question: What was in the bean casserole you ate?

Answer: It had things like gravy.

Neutral

Probe: Could you be a little more specific? What exactly do you mean by "things like gravy?"

Non-neutral

Probe: You mean it had a meat sauce? Do you mean a meat sauce or a vegetable sauce?

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

Question: What did you eat at that time?

Answer: I had eggs and juice.

Neutral

Probe:

Did you eat anything else at that time?

Non-neutral

Probe:

So you had a complete breakfast -- you probably had coffee too then.

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

Question:

Including lunch, how often do you buy a meal outside the home?

Answer:

Well, about once a week we eat dinner out as a family but when I'm at work I often eat lunch out also.

Neutral

Probe:

So, how often would you say you buy a meal outside the home?

Non-Neutral

Probe:

So, you would say you eat out everyday?

5.8 When to Stop Probing

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

Chapter 6

RECORDING ANSWERS

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

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

6.1 Recording Precoded Questions

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

Are you on a special diet?

- 1 Yes
2 No
-

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

What do you usually use when you fry foods?

- 1 Lard
2 Oil
3 Butter
4 Margarine
5 Shortening
6 Bacon grease
7 Other _____

SPECIFY

In addition to the answer categories contained in the question, there will occasionally be a "Don't Know" or "DK" choice included in the list of

answer possibilities. Follow the rules set out in Section 5.6 on "Don't Know" answers. Then if the respondent's final answer is "don't know," mark the box for "Don't Know" as you would for the other answer categories. If a "Don't Know" box has not been provided and the respondent's final answer is "don't know," record "DK" in the margin.

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

6.2 Recording Short Open-Ended Questions

In short open-ended questions, answer lines where you record the answer are sometimes provided. In other cases you will be asked to record in a box on the questionnaire. The following is an example of this type of question:

How long have you been on this diet? Specify how many weeks, months or years.

___ Weeks
___ Months
___ Years

Be careful to record your answer legibly whenever a write-in space is provided (e.g., name of food, name of food, name of condition). Make sure that your answer also conforms to whatever unit of measure is specified in the question (i.e., if the question asks for "days," do not record the answer in "weeks").

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

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

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

___/___ or ___/___/___
mo. yr. mo. day yr.

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

Has your way of eating changed in the past three months?

- 1 Yes
2 No
-

If it is necessary to change an answer in a question where you were instructed to circle a response, or in a short open-ended question where you have written a response, line out the wrong answer with a single line and note next to it (R.E.) or (M.E.). NEVER ERASE. Then, circle the correct answer, or clearly write the correct answer next to or above the original entry. The following example shows how a question would look if a respondent had answered "2 weeks and you had recorded it incorrectly.

How long ago was this change?

Weeks _____
Months _____

6.4 Recording Open-Ended Questions

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

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

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

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

4. THE X MARK IN PARENTHESES "(X)" IS THE PROBE MARK USED BY WESTAT. Do not write out your probing statement; simply make an X in parentheses (X) at the point you probed. The respondent's answer to your probe would then follow the (X).

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

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

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

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

5. VERBATIM RECORDING, OF COURSE, MEANS THAT YOU SHOULD USE THE RESPONDENT'S OWN LANGUAGE WORD FOR WORD. Don't correct or summarize what respondents say; let them speak for themselves. We are as interested in the kinds of words a respondent uses as in the meaning of an answer.

6. IF YOU ARE INTERVIEWING IN SPANISH, RECORD VERBATIM IN SPANISH. If you are conducting the interview in Spanish, enter written responses verbatim in Spanish.

7. BE SURE TO INCLUDE THE PRONOUNS (HE, SHE, IT, THEY). Without them the meaning of the answer is frequently not as clear as you think.

8. AVOID PROBES THAT CAN BE ANSWERED "YES" OR "NO." As a general rule, you should avoid probes that can be answered with a simple "Yes" or "No." A "Yes" or "No" answer provides no useful information to someone reviewing the completed questionnaire. Moreover, a probe such as "anything else?" -- which can easily be answered "No" -- does not help the respondent think through an earlier response. A probe like "What else?" on the other hand -- which requires more than a "Yes" or "No" answer -- helps the respondent rethink an earlier answer and give a more complete response. When recorded in the questionnaire, such a probe and its answer, (X) "That's all. There's nothing else," provide a reviewer with useful information.

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

10. PLEASE GIVE YOUR OWN REMARKS WHEN YOU FEEL SOMETHING NEEDS EXPLAINING. It is important to put your remarks in parentheses () so we

don't confuse your explanation (respondent had trouble understanding this question, respondent left room for ten minutes, etc.,) with a respondent's answer. Also remember to circle any notes you make to yourself.

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

Chapter 7

ENDING THE INTERVIEW

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

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

Chapter 8

EDITING THE QUESTIONNAIRE

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

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

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

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

1. TO CATCH AND CORRECT, OR EXPLAIN, ERRORS AND OMISSIONS IN RECORDING. Common errors that can be caught in editing are omitted codes, unnecessary questions asked, errors in circling codes, and inadequately probed responses. In the pressure of the interview situation the interviewer may make any of these errors. Not all, but most of them, can be corrected by the interviewer if the questionnaire is edited carefully immediately after the interview.

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

2. TO LEARN FROM MISTAKES SO THEY ARE NOT REPEATED. There is an educational value in editing. Many interviewers feel that the Question-by-Question Specifications become more meaningful after they have conducted the first few interviews. Following along with the Question-by-Question Specifications as you edit the first and second interviews can be of great help to your understanding of the questionnaire, thus improving the quality of your interviewing on the remainder of the study, as well as catching errors. Editing, therefore, is part of the learning process for a survey.

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

4. TO ADD YOUR COMMENTS IN PARENTHESES, WHICH MIGHT HELP US TO UNDERSTAND A RESPONSE OR AN INTERVIEW AS A WHOLE. Add parenthetical notes concerning the respondent, the interviewing situation, or anything else that you feel might help in the correct interpretation of the interview. These comments can be added at the back of the questionnaire, if they are specific.

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

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

PART II: SPECIFIC PROCEDURES

Chapter 9

CONDUCTING THE DIETARY INTERVIEW

9.1 Introduction to the Questionnaire

The data collection instrument used in the dietary interview has three components, the 24-Hour Recall, the Food Frequency, and some supplemental dietary questions. All sample persons (SP's) will receive the entire interview.

The 24-Hour Recall will be administered first in the interview. This part of the questionnaire collects detailed information on all the food and beverages consumed by the sampled persons in a specified 24-hour period. The questionnaire provides space for recording each food item, a description of that item, amount consumed, source where the food was prepared and time of day when the food was consumed. Amount of food eaten will be determined by the use of food models.

Several questions at the end of the 24-Hour Recall interview obtain information on whether or not the food intake reported in the 24-hour period represents the respondent's food intake on a typical day.

These questions are followed by some supplementary questions to find out if the SP is on any type of special diet and if so, what kind of diet it is and how long the SP has been on this diet. Another series of questions asks about any recent diet changes.

All sample persons will next be asked the Food Frequency questionnaire. The purpose of this instrument is to describe the usual pattern of food consumption for certain categories or groups of food. Information obtained on the Food Frequency is also used as a cross-check for the 24-Hour Recall data.

Foods on the questionnaire have been grouped according to nutrient content and, consequently, may not have been placed in the group you are used to seeing them in (e.g., peanut butter in Fats and Oils groups, rather than Legumes/Nuts/Seeds). Respondents are asked whether or not they consume a serving of each food item or groups of food items on a daily or weekly basis, and if so, how many times a day or week, on the average, they consume each food. After the Food Frequency questionnaire is another short series of questions that obtain some additional information on the SP's food preparation and eating habits.

It will also be the dietary interviewer's responsibility to code the food items on the 24-Hour Recall after conducting the dietary interview with the sample persons. This will be done using the HHANES Food Code Manual.

9.2 Eligible Respondents

In general, all sample persons (SP's) between 6 months and 74 years of age are eligible for the dietary interview. When the SP is under the age of 12, the first choice for a respondent is the person primarily responsible for preparing meals for the child such as a parent, grandparent, or babysitter. If that person is not available, the interview will be conducted with the adult available who is most knowledgeable about the child's food intake. In the case of school age children under age 12, both the child and parent (or other acceptable respondent) should participate in the interview, since that adult may not know what the child ate when not at home.

There may be SP's over the age of 12 who are not capable of responding for themselves because of physical or mental limitations. In these cases, the acceptable respondent would be the adult most knowledgeable about SP's food consumption.

For sample persons over the age of 12 years, the dietary interview should be conducted with the SP alone. It may often be the case that several SP's in the family ate together for one or more meals; however, it is still essential that each SP be given the opportunity to complete the interview initially without input from other household members.

Particularly during the 24-Hour Recall, an SP may not know some of the information such as how a certain dish was prepared or what ingredients were in the dish. It is likely that another member of the household may be available who could provide this information. Although it is permissible to obtain this information from the other person, several conditions must be met:

- o First, the SP must complete the entire interview to the best of his or her ability before another person is consulted.
- o Remember, that the information provided by the respondent is confidential. Therefore, before asking another person to provide additional information, ask the examinee for permission to do so.

For example, if a teenager does not know what ingredients were in a certain dish, you might say, "I'm going to interview your mother next. If she made the dish perhaps she will be able to tell me what ingredients were in it and how she cooked it. Is that O.K.?"

- o If the person consulted is also an SP, his/her interview must also be completed before any additional questions about other members of the household are asked. For example, you would not begin an interview by saying, "Your husband told me that you had a casserole last night." This biases the interview by telling the respondent what she ate.
- o If the person consulted about an SP's food consumption is not an SP, it is still important to complete the interview with the SP before obtaining the additional information. Ask only for information about

foods already mentioned by the SP or items that the SP specifically said that he or she did not know or remember.

Remember that for complete and accurate data collection it is important to give every SP a chance to complete the interview without influence from other people. If other persons are present, the SP may not admit to eating certain foods or say that something was eaten when it was not. For instance, a husband may not want his wife to know what he ate for lunch, or an adolescent may not want his mother to know that he had a "fast-food" lunch instead of what she packed for him.

The next chapter will discuss in detail the specifications for using each of the questionnaires for the dietary interview.

Chapter 10

QUESTION BY QUESTION SPECIFICATIONS FOR THE DIETARY QUESTIONNAIRE

10.1 Before Beginning the Interview

Before beginning the interview, make sure the identifying information on the front of the form is complete. Fill in the time you are beginning the interview on the bottom of the questionnaire. This is important to remember to do for every interview. The sample number will already be completed as well the respondent's name, sex and age. Check these for accuracy.

- o Respondent Code (Circle all that apply)

Next, complete the respondent code. The respondent is the person actually giving the information. This may or may not be the Sample Person. If the respondent is the spouse because the SP is unable to respond -- code 2, spouse. For children under age 12, the respondent may be a parent (code 3), or grandparent (code 4), or combination of above (code 5). Examples of respondents who would fall into the "other" category (code 6) would be a babysitter or child care worker responding for an SP under the age of 12 or an adult child responding for a parent.

- o Date of Recall

Record the date of the period of recall, that is, the date the food being reported was eaten. The codes are: Month, 01-12 beginning with January (01); day, 01-31; and year, 81-84.

Below the date, circle the appropriate code for the day of recall. For example, for a respondent being interviewed on Wednesday, September 16, 1982, the recall period would be from 12 midnight Tuesday the 15th for the next 24 hours. You would circle "3-Tuesday" under the date.

The codes for the days of the week are:

- 1 - Sunday
- 2 - Monday
- 3 - Tuesday
- 4 - Wednesday
- 5 - Thursday
- 6 - Friday
- 7 - Saturday

10.1.1 The Process of Conducting the 24-Hour Recall

The 24-Hour Recall is recorded in two major steps. The first step is to simply list all the foods that the respondent recalls during the 24-hour

period. The first time through, let the respondent talk freely without interruption. Record each food listed under the column headed "Food Item" (e.g., egg, sandwich, stew). If the respondent gives other information such as the description of the item (fried egg) record the additional information under "Description."

Once the respondent has listed all the foods that he or she can think of, continue this step by probing to make sure the list is complete. This will include probing for the ingredients in any dishes that might be combination dishes, methods of preparation that involve adding other foods to the dish, and any foods eaten at mealtimes or snacks that the respondent may have forgotten.

When all food and drinks are listed, the second major step is to determine the food portion sizes, the time of day the food was consumed and the source of the food or where it was prepared. Although the recording of each of these pieces of information will be discussed separately, in practice it is generally easier for the respondent to recall all the details (size, time and place) of a meal and snack at the same time.

The final step in conducting the 24-Hour Recall is to code the foods or ingredients listed on the form. This coding will be done after the SP has left the interview room. Food coding and the use of the Food Code Manual will be discussed in Chapter 11.

10.1.2 Your Introduction To The 24-Hour Recall And Listing The Foods Eaten

There are three main points that must be made in explaining to the respondent what information is being requested.

1. The respondent must understand that you are interested in everything eaten or drunk from 12 midnight the day before until 12 midnight the night before. It is important to define the day and time exactly, such as "We'll be talking about the period from 12 midnight Tuesday until 12 midnight last night."
2. Emphasize that the respondent is to tell you everything eaten or drunk including snacks, coffee breaks, food eaten at home or away from home.
3. After the foods are listed, inform the respondent that you will also want to know the method of preparation, and amount consumed of the food item.

If the respondent is unable to recall what he/she ate in the 24-hour period, use a prompt such as, "Perhaps it will help you to think about what you did on Wednesday." Be careful, however, not to use probes that suggest specific meals or foods such as, "What did you have for breakfast?" or "Do you usually have a cup of coffee first?"

It is obviously crucial that the respondent really understand what is being asked. Remember that this is not a familiar procedure to the respondent and the request may seem unusual. This is why it is important to explain the procedure carefully and let the respondent know that you will be patient while he or she tries to recall the information. While it is useful to prompt the respondent in some cases, do not do so before he or she has time to think about the question.

10.1.3 Probing for a Complete List and a Complete Description

Probing for the 24-Hour Recall is slightly different than probing during a regular questionnaire interview; however, the same basic principles apply. Be careful not to suggest answers to the respondent. Give the person time to think. Use neutral probes.

After the respondent tells you everything he/she remembers eating, the first set of probes should be aimed at making sure the list is complete. Review the list with the respondent and relate his/her activities to possible food intake. For example, if the respondent was at work in the morning, ask if he/she stopped for a break and took any food or drink while on break, or if the respondent went to the movies, ask if he/she had any refreshments before, during, or after the show.

Probing is especially important for additional foods such as butter, jelly, gravy, salad dressing, and some beverages; however, remember not to suggest foods to the respondent. Do not ask, "Did you put butter on your toast? Instead, ask "What else did you have at that time (or with your meal)?", or "Was that (bread, vegetable, etc.) eaten plain?"

To help "jog" the respondent's memory, you may say, "You had a tortilla, fried egg, and coffee for breakfast. What kind of tortilla did you have? Did you put anything on the tortilla?" or "For lunch you had fried meat, beans, tortillas, and an orange. Did you have anything else to eat or drink? What type of meat did you have; was there anything on the meat? What kind of beans?"

Some examples of acceptable and unacceptable probes are shown as follows:

DO NOT SAY

What did you eat for breakfast?

Did you eat popcorn at the movies?

Did you have coffee at work?

Did you cook your eggs in butter?

Did you have dessert at lunch?

Did you have cookies at your friend's house?

Do you put milk on your cereal?

DO SAY

What was the first thing you ate starting midnight on Wednesday?

Did you eat or drink anything when you went to the movies?

Did you eat or drink anything during the morning at work?

How were your eggs prepared?

Was there anything else that you ate or drank after you ate your sandwich?

Did you have anything to eat or drink at your friend's house?

Did you have anything else with your cereal?

After all the foods are listed, ask the respondent for the ingredients in any mixed or combination dish such as salads, casseroles, stews or enchiladas. If the person does not know the ingredients, remember that you may, with the respondent's permission, ask the "cook" for the ingredients or recipe, but not until the interview is complete.

Probing for complete information takes time and care, but if the information is not complete you will not be able to code the foods. A cardinal rule to remember is ALWAYS OBTAIN AS MUCH INFORMATION ABOUT THE FOOD AS YOU CAN. WRITE DOWN EVERYTHING. On the following pages is a probing list. This list includes probes that are necessary for certain food items. Obviously it is not possible to anticipate all the probes needed, but this list can be used as a guide.

PROBE LIST
MILK AND MILK PRODUCTS

Cheese

- What type (if known)
- Were there any other ingredients mixed in with the cheese

Cottage Cheese

- Was it low fat or regular

Cheese Sauce

- Was it homemade or prepared

Ice Cream

- Was it ice cream or ice milk or sherbert
- Was it hard or soft
- Was it in a cup or cone or on a stick
What type of cone (sugar or plain)
- If on a stick, what was brand name or where did you get it
- Was there anything on the ice cream

Milk

- What type of milk (skim, whole)
- Was it plain or flavored
- Was it powdered or canned

Canned Milk

- Was it condensed or evaporated
- Was it diluted
- If yes, with what and how much

Shakes

- Where did you get it
- What flavor
- If homemade, what were the ingredients

Yogurt

- Was it made from whole or skim milk
- Was it plain, flavored, or with fruit
- If frozen, was there anything on it
- Did you add anything to the yogurt

MEAT/POULTRY/SEAFOOD

Meat

- What type of meat
- What was the cut of meat or what part of the animal
- Did you eat the fat
- Was there bone or just meat
- How was it cooked
- Was anything added to the meat before, during or after cooking
- Was it plain or breaded

Poultry

- Same as meat probes

Plus

- Did you eat the skin

Seafood

- Same as meat probes

Plus

- If tuna, what was the liquid in the can (what was it packed in)
- Was it smoked or pickled

Frankfurter and Sausage

- What type of meat
- Was anything eaten with it

Chili

- Was it homemade, canned or restaurant
- With or without meat/beans

Pizza

- Was it homemade, prepared (frozen, package) or restaurant
- What were toppings.

Mixed Pasta Dishes

- Was it canned or homemade
- If homemade, what ingredients (code each item of homemade separately)

EGGS

- Was the egg cooked
 - If yes, how
 - If fried, in what kind of fat
- Was anything added to the egg before, during or after cooking
- Did you eat all of the egg (e.g., only yolk or white)

GRAVIES/SAUCES/SOUPS

Gravies

- What type/flavor
- Was there any other food in the gravy

Sauce

- What type
- Was it just liquid or something else in it; what

Soup

- What type/kind
- What liquid did you add
- What ratio of soup to liquid (anything other than 1 to 1 must be calculated and coded separately)
- If homemade, what ingredients.

FATS/OILS/ETC.

Cream and Substitutes

- What type of cream (make sure that it is cream and not milk)
 If real cream, was it heavy, medium, light, half & half
 If substitute, was it liquid or powder
- If whipped, dried or canned

Fats

- What type of fat
 If respondent says butter, was it regular butter (i.e., or margarine)
- What did the label say about it (i.e., salted, diet, whipped) (if unknown salt, assume salted)
- If butter or margarine, did it come in a stick, pat, cup, or liquid

Oils

- What type of oil (i.e., what was it made from)

Olives

- What color

Peanut Butter

- What type (i.e., smooth, crunchy)

Salad Dressing

- What type/flavor
- Was it homemade or prepared
 If homemade, what ingredients
 If prepared, low-cal or regular

LEGUMES/NUTS/SEEDS

Beans/Peas/Lentils

- What type/name of bean/pea
- Were they from a can or dry and cooked
- Was anything added to the beans before, during or after cooking
If yes, was it eaten (i.e., salt pork, ham)

Nuts/Seeds

- What type of nut/seed
- With or without salt

CEREALS AND GRAIN PRODUCTS

Cereals Hot

- What type of cereal
 If answer unclear, what food was it made from
- How was it prepared (i.e., with water, milk)
- Was anything at all added before, during or after cooking
- Was it regular, quick cooking or instant

Cereal Cold

- What type or name
- Was anything added to the cereal

Biscuits

- Were they homemade or prepared/refrigerated
- Did you put anything on the biscuits

Bread

- What type
- If diet, homemade, pocket, French, Vienna, Cuban or Spanish, how thick or big was the piece
- If "wheat" bread, what did the label say about it (i.e., whole wheat, cracked wheat, sprouted wheat)
- Did you put anything on the bread

Buns & Rolls

- What type
- If other than hamburger or hot dog, describe
- For sub rolls - determine inches eaten
- Did you put anything on the roll

Muffins (English muffins are coded as unit)

- What type/flavor
- Did you put anything on the muffin

Corn Bread

- How was it prepared
- Did you put anything on it

CEREALS AND GRAIN PRODUCTS (Continued)

Crackers

- What type
- For saltines, with or without salt
- Did you put anything on it

Pancakes, etc.

- Were they homemade or prepared/frozen
- Did you put anything on them

Pasta/Rice

- What type
- Did you put anything on it before, during or after cooking

Tortillas

- What type (i.e., flour or corn)
- Was it plain or with something added

FRUITS/VEGETABLES

NOTE: Some fruits and vegetables are units, some are not. If in doubt, get unit and model measurements.

Fruits

- What type
- What form (Was it fresh, cooked, canned, frozen, or dried)
- If cooked, how
- If canned, in what type of liquid (e.g., heavy syrup, juice)
- Was anything added to it
- For bananas, and plantains, what color

Vegetables

- What type
- Was it cooked or raw
- Did you add anything before, during, or after cooking

Juice

- What kind
- Was it full strength juice (100%) or a juice flavored drink
If don't know, what brand
- Was it fresh or prepared
If prepared, what form (i.e., frozen concentrate, canned)
- Was it sweetened or unsweetened
- If lemonade or limeade, was it homemade or prepared
If homemade, what ingredients

SUGAR/SUGAR PRODUCTS

Candy

- What brand (if unknown brand, what ingredients/description) (May help to determine price if size is unknown)

Sugar/Syrup

- What type

Jams/Jellies/Preserves

- Was it regular or low-cal
- For marmalade, what was it made from

SWEETS/DESSERTS

Cakes

- What type
- With or without icing
- Was it a mix or homemade

Brownies

- With or without nuts, icing

Cookies

- Were they homemade or commercial
- What type/name

Custard/Pudding

- What type/flavor

Doughnuts

- What kind/flavor
- Was it raised or cake

Gelatin

- Were there any other foods mixed in or on top

Pies/Tarts

- What flavor/kind
- Any topping (i.e., whipped cream, cheese, ice cream)
- If fried, brand name

Pastries/Danish/Turnovers

- Was it homemade or commercial
- What type

BEVERAGES

Carbonated

- What flavor
- Was it diet or regular
- Did you use ice
 - If yes, what form (cubed or crushed)

Non-Carbonated

- If respondent says "juice," ask, was it full strength juice (100%) or a juice flavored drink
 - If juice drink or don't know, what brand
- What flavor
- Was it a liquid or powder
 - If powder, how much and how much liquid (what liquid)
- Was it presweetened
 - If yes, with sugar or artificial
 - If no, did you add sweetener, what kind
- Did you use ice
 - If yes, what form

Coffee/Tea

- What kind of coffee
- For coffee, was it regular, decaffeinated, instant or ground
- For tea, was it made with tea leaves (as opposed to powder)
 - If powder, was it presweetened or lemoned; if yes, with what
- Did you drink it plain (black) or with something in it, what

Water

- Was it tap or bottled

Salty Snacks

- Was there anything on the popcorn

ALCOHOLIC BEVERAGES

- What type
 If mixed drink, ask name of drink and refer to Mr. Boston
 bartending book for amounts of ingredients to use
- Was any liquid or food added to the drink
- If beer, what kind (i.e., lite or regular)
- If wine, what type
- Any ice
 If yes, cubed or crushed

DRY BEVERAGE POWDER

NOTE: Be certain to determine exact amounts of powder used, because codes are for Dry Mix, not liquid. Code liquid separately.

Dry Beverage Powder

- What type
- What flavor
- What was it mixed with (i.e., water, whole milk, skim milk)

During this probe for all the foods, continue to record all items under the Food Item column and any descriptive information under the column headed Description. Descriptive information may include type of preparation such as (fried, broiled, raw food) brand name or cost of item in some cases. (Descriptive information may be obtained during the food listing or at other times during the interview).

When recording beverages, be sure to ask if the drink included ice, crushed or in cubes. The amount consumed will be calculated differently, depending on whether or not ice was included.

If the respondent mentions that he/she has consumed a large number of cups or glasses of the same beverage, you may list it once and record the total amount consumed. However, you may only do this if the same amount was consumed each time. For example, if the respondent tells you he/she drank two 6 oz. cups of coffee, you may record this one time and total the amount. In this case it would be 12 oz. Be careful to determine that the drinks were exactly alike, however. For example, if some of the coffee contained milk and other cups did not, it should not be recorded only one time but each cup separately.

Remember the purpose of probing is not to suggest an answer, but try to help the respondent recall the details of all the food eaten the previous day. Refrain from suggesting meal patterns or condiments. People do not always eat when, what, or as much as you might think. They do not always use a spread on bread. They do not always use salad dressing on salad.

One final word on obtaining a complete list and description of foods consumed. If you do not obtain a complete description, you will not be able to code the information and it will be useless to us.

10.1.4 Food Portion Sizes

Determination of portion size or amount is the next step after the food list is complete. To determine the size or amount of food consumed, you will use the food models. Detailed instructions for using the food models are in Section 10.2. Generally, this process involves repeating each food on the list and asking the respondent to relate the amount eaten (not prepared or served) to the appropriate food measurement model (spoon, glass, cup, mound, etc.).

10.1.5 Time of Day

The time of day when a food was eaten may be given by the respondent during the initial recording of foods eaten, during the probing, or you may have to ask specifically, "What time did you eat the hot fudge sundae?" Times should be recorded on the hour, half hour, or quarter hour.

Record times using a 24-hour clock. This is sometimes referred to as military time. Using the 24-hour clock means that 12 midnight is 2400, and ten minutes after 12 is 0010; 1 a.m. is 0100 and 1:30 is 0130. Twelve noon is

recorded 1200; 1 p.m. is recorded 1300 and 6 p.m. is recorded 1800. Eleven p.m. would be recorded 2300.

10.1.6 Food Source Code

The food source code records where the food was prepared or purchased, not where the food was eaten. The codes are as follows:

1. HOME: Home, Code 1, is considered the food source for all food prepared and served at home, plus food prepared at home and eaten elsewhere such as bag lunches eaten at work, school, etc. Include breast milk fed to infants in this category. If skipo is used in the food item column, code the food source as 1.
2. SCHOOL: Code 2 is used for any meal or part of a meal, such as milk, that is served by the school. If the respondent took lunch to school, but bought milk, the food carried from home would receive a 1 code, the milk would receive a 2 code.
3. RESTAURANTS: This code is used for foods served in sit down restaurants. Consider any establishment in which you are seated and served as a restaurant. Food bought at a restaurant and taken home is also coded 3.
4. FAST FOOD RESTAURANT: This code is used for foods served at fast food chains such as McDonalds, Ginos, Popeyes, Taco Bell, or Kentucky Fried Chicken. If you are unsure whether or not a restaurant is considered fast food, note the name of the restaurant and check with your supervisor.
5. CAFETERIA: Code 5 is used for food purchased in a cafeteria. However if the food was prepared and purchased at a school cafeteria, use code 2 for school.
6. VENDING MACHINES: Code 6 is used for foods purchased from vending machines and street vendors.
7. SOMEONE ELSE'S HOME: Food prepared at friends' or relatives' homes is coded 7, regardless of where the food was eaten.
8. OTHER: If the respondent does not know the food source, code 8, and specify the situation and the Line Card No. after "other" on bottom of the form. Record the situation in enough detail so that persons reviewing the form can classify the source if possible. This code will be used infrequently since most people are able to identify where their food was prepared. An example of a situation where the 8 code might be used would be if the respondent went to a social gathering and did not know if the food was catered or homemade.

If a series of items listed in the Food Item column was from the same source you do not have to repeat the source code; however, the food source must be repeated if items do not represent consecutive food sources. Remember not to assume that all foods consumed at one meal are from the same food source.

10.1.7 Ingestion Periods

The five ingestion period codes are:

1. Breakfast
2. Lunch
3. Between Meals
4. Dinner
5. Total Day (A meal eaten throughout the day)

Ingestion periods for meals are coded according to the descriptive information provided by the respondent rather than strictly by the time of day the food was eaten. Generally "1" refers to breakfast, "2" (noon) to lunch or the noon meal, "3" to snacks or between meal eating and "4" to dinner or the evening meal. However, if a respondent works the night shift and calls his or her 2 a.m. meal "lunch", it would be coded as "2". Similarly, if a respondent eats his or her first meal at 11 a.m. and calls this "breakfast", the ingestion period would be coded as "1".

If the food reported is not identified as a specific meal or snack, try to determine from the respondent what meal it represented or if it was a snack. As always, probing for an ingestion period should be done without giving the respondent an answer. Don't say, "Was this your breakfast?"; do say, "And was the next food you ate a meal or snack...?"

If more than one between meal snack was eaten, "3" may be coded as often as necessary.

It is not necessary to code the ingestion period and time for each item when the foods are listed consecutively. For example, if the respondent ate eggs, toast, and coffee at 8 a.m., the ingestion period, code 1, and 0800 need only be coded next to the eggs. However, if the respondent did not remember that he/she used orange marmalade on the toast until later in the interview, after other foods have been recorded, the ingestion period and time must be coded next to marmalade.

Code 5, total day, is used when one or more food items are prepared once and eaten throughout the day. When this code is used, no other ingestion codes are used. An example of when this code would be used would be a respondent who was ill in the recall day, ate only small amounts of broth throughout the day, and cannot remember the times. It is still important to record the food item, method of preparation, and amount.

Ingestion periods 1 through 4 must be accounted for whether anything was consumed or not. If an ingestion period is coded and food was consumed, there must be a time of day recorded. However, if there is an ingestion period for which food was not consumed, record the ingestion period and write "skipo" in the food item column. Record 1 for food source code.

If a "skipo" is recorded for any ingestion period 1 through 4, record "0000" for time of day.

10.2 Determining the Amount of Food Consumed

Columns, I, II, and III will be used for recording information about the amount of food consumed. The amount of food eaten will be approximated using Food Models. Columns I through III allow space to record the letter representing the model the respondent says approximates the portion of food consumed and any modifications that need to be made to the food model so that it better represents the amount of food consumed.

10.2.1 Overview

Abstract (wood, plastic and metal) food models are used to obtain quantities of food reported by the respondents. The original models used in previous NHANES were developed by nutritionists at Tulane University. In NHANES II and Hispanic HANES, modifications were made. The models were designed so that a computer program could be written to convert the alphabetic codes on each model to gram weights and appropriate mathematical computations based on the size of the model could be completed to arrive at:

- (1) The gram weight of the food consumed; and
- (2) The nutrients provided by the amount of food consumed.

The programs for processing the data from Hispanic HANES are similar to those used in the previous NHANES. The Hispanic HANES food items and nutrient data base will be the most current information available from USDA at the time the data are processed.

Simplified examples of what will occur are shown below:

Example 1:

The next item on the list of foods consumed is rice. The interviewer asks the respondent how much rice she ate.

The respondent may answer. I ate rice two times the size of model "Md6" yesterday.

The interviewer will record as follows:

Food Code	Food Item	I	II
562-0503	rice	2.0	Md6

The computer will automatically know the gram weight of rice based on the food code numbers recorded, see that the serving was twice the size of model "Md6", understand that model "Md6" refers to 6 ounces and make the necessary calculations.

Example 2:

The respondent may have answered: "I ate a boiled potato twice the size of model "Md6".

The interviewer will record as follows:

Food Code	Food Item	I	II
711-0301	potatoes	2.0	Md6

In this example, the computer will determine from the food code that the food is a boiled potato, and again the respondent consumed twice the amount of model "Md6". The necessary calculations will then be made to get the nutrient values for this item.

10.2.2 Description of Food Models

The models are not intended to be models of any one food, but rather they are models designed to assess portion size. The models you will find in the kit and their alphabetic codes and numeric ounces are listed in Table 10-1.

The alphabetic-numeric code is written on each model; and, as can be seen in Table 10-1, on most models the code is related to the numeric ounces of the model. For example, BWL16 represents 16 ounces; the glass that holds 3 ounces is labeled GL3.

10.2.3 Use of Models

In order that data be recorded in a consistent way each interviewer must be thoroughly familiar with the portion size models and their correct use. Improper recording of food models can result in either overestimation or underestimation of nutrient intake.

The models should be easily accessible in the interview situation. Group the models by type and when asking the respondent to estimate a portion, give the respondent a choice of all models. By giving the respondent all available options, he/she will be able to make an accurate selection without being influenced by the interviewer.

There are several basic principles to remember in using the food models. First, as just mentioned, the respondent may choose from all of the food models and pick the one which best represents the amount of food consumed.

However, reported intake may not always correspond to the exact size of the model. In some cases, the respondent may use a combination of models or describe the amount as part of a model. Techniques for modifying the model size will be described in the next section.

Any food may be recorded in grams, but some foods must be recorded in grams; these foods are noted in the Food Code Manual by an "X" in front of the food. The number of grams (instead of model letter) will be recorded in Column II of the 24-Hour Recall for these foods.

Food items which generally are recorded by a "unit" such as apple, banana, or a slice of bread are based on a reference weight for the unit. This is referred to as a UNIT MEASUREMENT. The word "unit" will be recorded in Column II instead of a letter representing a food model or grams.

At times the respondent may be unsure of portion or amount. Information about brand names or the cost of individual items is helpful in determining amounts of certain foods such as candies, snack foods, or drinks. Sometimes the location where the food was served is useful.

Column II is used to record the model letter code or common abbreviation code which describes the amount of the food item consumed. This is always an alphabetic entry although the model codes include numbers. Also recorded in this column may be UNIT for a standard unit measure, a common abbreviation code such as PT, OZ, or GMS for grams. Do not use a period after the codes in Column II.

The entry denoting a food model is the preferred method of recording. However, there may be times when the respondent can only give the amount in a household measure; in this case, use the abbreviation code. For example, if the SP is a student who always drinks milk at lunch from a half-pint container and cannot conceptually transfer the amount to one of the glass models, you would record the abbreviation code for pint, PT.

Acceptable abbreviation codes are listed in Table 10-2. Note the CUP is recorded as CUP8 to differentiate it from the model labeled CUP6.

Table 10-1. Universal Food Model Set for Hispanic HANES

Model	Alphabetic Code	Numeric Ounces at Mark						
		Top	Brim-Full	3/4	2/3	1/2	1/3	1/4
Cup	Cup6	6.0	8.0			3.0		
Mug	Mug12	12.0	14.0	9.0		6.0		3.0
Glass	GL11	11.0	12.0	8.25		5.50		2.75
	GL9	9.0	10.0	6.75		4.50		2.25
	GL3	3.0	4.25			1.50		
Spoon	SP7	0.80						
	SP5	0.27						
	SP3	0.53						
	SP2	0.18						
Mound	MD16	15.70						
	MD10	10.90						
	MD6	5.35						
	MD2	2.05						
Bowl	BWL16	16.0	18.0	12.0		8.0		4.0
	BWL(9,6,3)*	9.0	11.0		6.0		3.0	
Butter Pat	PAT	0.14						
Pie	Pie6	6.0						
	Pie3	4.35						
Discs, squares, rectangles	D15,Q15,R15	1.5						
	D10,Q10,R10	1.0						
	D6,Q6,R6	0.6						
	D5,Q5,R5	0.5						
	D3,Q3,R3	0.3						
	D2,Q3,R2	0.2						
Box	Box11	11.35						
	Box3	3.5						
	De110	9.9						
Sphere	Sm	0.75						
	Med	2.30						
	Lg	5.25						
Floppy disc	Fd4	0.90						
	Fd6	1.95						
	Fd8	3.50						
	Fd10	5.45						
	Fd12	7.85						
Dowel (4" long)	Dow1	0.70						
	Dow2	1.00						
	Dow3	1.75						
	Dow4	3.90						
Thickness models, 1/8"								

*One bowl is used for the BWL9, BWL6, and BWL3 models.

Measurements are taken to the nearest 5/100 oz. except those for spoons which are to the nearest 1/100 oz.

Table 10-2. Household Measures, Abbreviations and Equivalencies

<u>Name</u>	<u>Abbreviations</u>	<u>Equivalencies</u>	
		<u>Fluid Ounces</u>	<u>Cubic Inches</u>
Teaspoon	TSP	0.17	0.30
Tablespoon	TBSP	0.50	0.90
Fluid Ounce	OZ	1.00	1.80
Cup	Cup8	8.00	14.44
Pint	PT	16.00	28.88
Quart	QT	32.00	57.75
Half Gallon	HFGAL	64.00	115.50
Gallon	Gal	128.00	231.00
Liter	LT	33.82	61.02
Ounce (weight)	WOZ		
Pound	LB		
Gram	GM or GMS		

Notes to the table:

All equivalencies are calculated for H₂O.

The household measure should be recorded as Cup8 to differentiate it from the food model labeled Cup6.

10.2.4 Recording the Size of Edible Portion

There will be times when reported intake will not always correspond to the exact size of the model. The respondent may tell you that the amount of food s/he ate was more than a particular model, less than a model, or somewhere between two models. Special procedures have been developed for recording these situations. Specifications for these procedures follow.

Occasionally, the respondent may need to describe the amount she or he ate by using two models. Two symbols are to be used when this occurs.

<u>Symbol</u>	<u>Definition</u>
=	(range) Respondent states the serving size is between two models.
+	(add) Respondent ate the equivalent of two models.

When using these special symbols, the smaller model must be recorded to the left of the sign.

Examples:

MD2 = Md6 (Serving size was between Md2, 2 ounces and Md6, 6 ounces.)

Md2 + Md6 (The serving size was as big as Md6, 6 ounces, plus Md2, 2 ounces).

Note that glasses GL11, and GL9 have marks placed at the 1/4, 1/2 and 3/4 volume level; GL3 has a mark placed at the 1/2 volume level. These marks must be used to indicate the amount consumed if it is less than the top mark.

Example: Glass Model GL11 at the top mark is 11 ounces; if filled to that mark it would be recorded as 1.0 (Column I), GL11 (Column II). If half full, it would be recorded as 0.5 (Column I) and GL11 in Column II.

Notice also that the top mark on each of these glasses is not at the brim. GL11, filled to the brim, is 12 ounces, GL9 is 10 ounces and GL3 is 4.25 ounces. (You would record the number of ounces in Column I as 12.0, 10.0, or 4.25 and the abbreviation code, OZ, in Column II).

Column I is to be used to record the number of whole units or models or part of a unit or model consumed such as 2 oranges, or 5 cups rice. This is always a numeric entry. The numbers recorded here may be whole numbers, decimal fractions, or mixed numbers.

Examples: 1.0 (whole numbers)
 0.5 (decimal fraction)
 1.5 (mixed numbers)

Every whole number must have a decimal point and a zero after it to indicate a whole number (e.g., 2.0) Each decimal fraction must have a zero before the decimal point to indicate a fraction (e.g., 0.25, 0.33, 0.5, 0.66, and 0.75). Record legibly and be sure all decimal points are clearly visible.

Column III is used to modify the number of units or portion of a unit consumed which was recorded in Column I. For example, if a respondent tells you that he drank 1/2 quart of orange juice, the 1/2, modifying the quart could be recorded in Column III.

Two arithmetic symbols are used to indicate the type of computation desired. "X" denotes multiplication, "/" division. The numbers which follow these symbols will always be numerical entries, whole numbers or decimal fractions. The rules for recording these numeric entries are the same as for Column I. Column III may be (and often is) left blank if not needed in modifying the amount consumed.

Modification of Column I is used:

(1) When the Household Serving Measure is Not the Same as the Amount Eaten.

For example, if the respondent states he/she ate about 1/3 pint of ice cream, record:

I.	II.	III.
1.0	Pt	/3.0

(2) When Ice is Included in Beverages.

If cubed ice is used in a beverage use X0.75 as modification multiplier. This assumes that about 3/4 of the glass contains beverage and about 1/4 is ice.

Example 1: If the respondent drank a cola the size of glass GL9 with cubed ice, code as follows:

I.	II.	III.
1.0	GL9	X0.75

If crushed ice is used, the modification multiplier X0.5 is used, assuming that about 1/2 of the glass contains beverage and 1/2 is ice.

Example 2: The respondent drank a cola with crushed ice, code as follows:

I.	II.	III.
1.0	GL9	X0.5

(3) When Indicating the Thickness of the Food Consumed.

Thickness models are used to assist with dimensions or with the thickness of disc, square, and rectangular models. Each thickness model is 1/8" thick. Note that 1/8" thickness is recorded as "1". Two units equal 1/4" and would be recorded as "2".

Always record the number of thickness models if several are stacked together to arrive at the thickness of food consumed. If the thickness models are stacked on top of the disc, rectangle or square rather than beside the model, you must remember to include that model as one 1/8" thickness.

(4) When Measuring the Edible Portion of Meat.

Generally, the amount of meat consumed will be measured using discs, squares and rectangles in combination with stick models used for measuring thickness. In order to obtain accurate data you must be certain to have the respondent report the lean and fat portion of the meat. If the fat was eaten, it must be recorded with the meat.

For example, if the respondent tells you that he or she had a pork chop, determine if the respondent ate the fat, and if so, the size of the portion including the fat. If the respondent did not eat the fat, approximate the portion without the fat.

First, approximate the surface area of the meat (and fat) with a flat disc, square or rectangle; then it is necessary to add a height or thickness dimension. Height is measured in sticks, each stick being 1/8 inch thick. The thickness is recorded as the number of sticks, not the fraction. Thus, if a piece of meat was 1/2 inch thick it was 4/8" or 4 sticks.

In Example 1 below, assume that the respondent told you that he/she ate meatloaf the size of the square Q10, and that the piece was as thick as 5 sticks. This information would be recorded as follows:

Example 1

I.	II.	III.
1.0	Q10	X5.0

If the respondent reported eating a piece of meatloaf twice the size of square Q10 and 4 sticks thick, it would be recorded as in Example 2.

Example 2

I.	II.	III.
2.	Q10	X4.0

(5) When Measuring Baked Products

Baked products such as cookies, muffins, biscuits and pancakes also need to be approximated in two dimensions, surface area and height. As with the reporting of all items, this measurement needs to be estimated as closely as possible. A small difference in the diameter of round products can make a large difference in surface area.

Surface area for baked products is usually estimated by using discs, squares, and rectangles. Height or thickness is measured using sticks. The examples below show how this recording is done.

Example 1

The respondent reports eating three pancakes, each about the size of the D5 model and 2 sticks (1/4") high. This information would be recorded as follows:

I.	II.	III.
3.0	D5	X2.0

Example 2

The respondent reports eating two biscuits and says that the diameter was the size of model D3. The biscuits were reported as being 5/8" thick.

I.	II.	III.
2.0	D3	X5.0

If the baked product was higher or thicker than the number of sticks (10 sticks or 1 1/4 inches), use the ruler to approximate height. Record the height as number of eighths, just as if the measurement was made in sticks. See the example below.

Example 3

The respondent reports eating a biscuit the size of model D6, but (as measured with the ruler) 1 3/4" high, (1 3/4" = 14/8")

I.	II.	III.
1.0	D6	X14.0

Sliced breads are recorded in UNITS; however, don't forget to ask if the respondent ate the whole slice. If the respondent did not eat the whole slice, modify the UNIT accordingly.

10.2.5 Recording Unknown Amounts

There may be situations where the respondent is able to report the food consumed but unable to approximate the amount eaten. In these cases you would move for a complete food list and then encourage the respondent to use the food models. If the respondent is still unable to estimate the amount, record 1.0 in Column I and UNK in Column II for unknown. See the example below.

I.	II.	III.
1.0	UNK	

10.2.6 Recording Dietary Information for Infants

When an infant is being breastfed, the amount of intake will be calculated at the home office. You should record the following:

1. Record the time of the first feeding in the 24-hour recall period for the time of day.
2. Record 1 for Food Source Code.
3. Record 5, Total Day for the Ingestion Period.
4. Record "Human milk" under the Food Item column.
5. Code human milk under the Primary Code.
6. Record the number of times the infant breastfed and the length of time of each feeding. Report this on an Unusual Occurrence Sheet.

When an infant is breastfed and also eating either babyfood or table food, the general procedure is the same as for breastfed infants, but simply record the food intake as well. This situation is the one exception to the rule that no other ingestion period is recorded with ingestion period 5.

Codes for babyfood are not yet assigned. However, it is very important that you record the type of babyfood eaten and brand name, since this information will be sent for a market check and a code will be assigned. Record in the other columns, ingestion period, sizes of edible portion, time of day and food source, just as you would for any other foods. In this instance you would "flag" the questionnaire and fill out an Unusual Occurrence Sheet. The procedures for doing this are discussed in a later section.

10.2.7 Using Standard Measures

In the HHANES Food Code Manual, before the coding list are "Standards" that are used both in determining amount of food consumed and in food coding. These standards have been developed for commonly used food items where amounts or ingredients are difficult to estimate or frequently unknown. They will be discussed in detail in Chapter 11.

It is important that you become familiar with these standards and know when they can be used; however, you should not use a standard in place of probing for the exact information.

10.3 Supplementary Questions to the 24-Hour Recall

10.3.1 Questions 1-2

These last questions are asked to determine whether or not the 24-Hour Recall represents a typical day for the SP.

1. Is what you ate yesterday the way you normally eat?

YES 1 _____
NO 2 _____

IF "YES" SKIP TO COMPLETION CODE FOR 24-HOUR RECALL.

Read Question 1 and let the respondent define what is "different from normal". Different from normal or usual may include place and time of eating, number of meals, amount consumed or type of food.

If the respondent answers "Yes", mark box 1 and follow the skip to the Completion Code. If the answer is "No", mark box 2 and ask Question 2.

2. In what way was what you ate yesterday different from usual?

Ask Question 2 and record the respondent's answer verbatim. If the answer is unclear or insufficient, probe for a complete answer. For example, if the respondent says that yesterday was different from usual because he or she ate in a restaurant, probe to find out what was different from usual in what was consumed. A good probe might be "How did that make what you ate different from usual?"

10.3.2 Completion Codes

The decision as to which completion code to use is made after the 24-Hour Recall is complete.

Item 3. 24-HOUR RECALL COMPLETION CODE (MARK ONE)

1 SATISFACTORY
2 UNSATISFACTORY
3 REFUSAL
COMMENTS 1 _____

1. Completed, satisfactory: This code is used when ingestion periods 1-4 or 5 are used, and you judge the respondent to be reliable and the information given to be as complete as possible.
2. Unsatisfactory: This code is used when there is incomplete or what you judge to be unreliable information given. When this code is used, an explanation must be written after the code. There are two major reasons for using this code. If you have completed the interview (all ingestion periods are accounted for) but feel strongly that the

information is not reliable, you would code 2. This may be because the respondent was confused, unable to recall the information, or unable to supply the information as might be the case if a respondent is answering for a Sample Person. This code might also be used if there was a significant language barrier.

In the second situation, this code would be used if the interview is incomplete because the person is physically not available. For example, if the respondent became ill and could not complete the interview, you would use a code 2.

When using this code, the form must be completed by filling in the ingestion periods 1-4, and "unknown" in the food item column. The Time of Day must be recorded as "0000".

3. Refusal (Break-off): This code is only used if the respondent refuses to answer the questions or refuses to complete the interview. If the respondent has given no information, code 3 and write in the reason for the refusal if given. You do not need to write anything in the 24-Hour Recall questionnaire.

If the interview has begun and the respondent refuses to continue or breaks-off the interview, code 3, but also go back to the questionnaire and draw a line through the food items already recorded. Again, note the reason for the refusal, if one is given.

If you have any comments about the interview, check box 1 after Comments and record on the lines below. If you have coded the interview as either 2, Unsatisfactory or 3, Refusal, you must check the Comments box and describe the situation.

10.3.3 Editing the 24-Hour Recall

Before continuing with the questions on special diets and the Food Frequency Questionnaire, take a few minutes to review and edit the 24-Hour Recall.

First, review the information with the respondent by reading over the information one final time. This will serve both as a review for the respondent and a check to be sure that you can read all the information that is written. During this review think about whether or not you have sufficiently probed all the food items and that you have enough information about amount eaten, preparation and type of food to be able to code after the interview.

Specifically, be sure that:

1. All writing is legible, especially numbers and food model codes.

2. All numbers recorded in Column I and III have decimal points to indicate whole numbers and a zero before the decimal point if the number is a fraction.
3. All entries in Column II must be either model codes, abbreviation codes, UNIT or GMS.
4. All entries in Column III must be preceded by an "x" or "/". Be sure your "/" does not look like the number one.
5. All food items must have an Ingestion Period, a Time of Day and a Food Source Code.
6. All food items must have portion size correctly recorded.
7. All ingestion periods 1, 2, 3 and 4 must be recorded; if no food was eaten this should be indicated by a "skipo".
8. Be sure that descriptive information is complete. (Was there ice in that drink?)
9. Check to see that questions 1-2 are complete and that the answers are clearly marked.
10. If there are already problems for which a UOS will be necessary, "flag" (asterisk) these items in the Line No. Column.
11. Check to see that the completion code is recorded.

10.4 The Dietary Supplement: Part I

Before beginning the Food Frequency, several questions are asked concerning the respondent's diet. These questions, 4 through 12, are the first part of the supplementary diet questions and will determine the recall period for the Food Frequency.

4. Are you on a special diet?

- 1 Yes
 2 No (Skip to Q10)
-

A special diet is an intentional change from what the sampled person would normally eat. It may be medically prescribed or self-prescribed.

If the SP is unsure or vague, ("Well, I'm trying to lose a little weight"), probe ("Would you say you are on a special diet?") and let the SP decide.

Some people have been on medically prescribed diets for many years such as diabetic diet; these are still considered special diets. Special diets may also include a soft or bland diet for people who are unable to chew or a vegetarian diet if the SP considers it a special diet.

If the response is Yes, check box 1. If the response is No, check box 2 and follow the skip pattern to Question 10.

5. What is the purpose of this diet? (CHECK ALL THAT APPLY.)

- To lose weight..... 1
 - To gain weight..... 1
 - For diabetes..... 1
 - For kidney failure..... 1
 - For ulcers..... 1
 - For diverticulitis..... 1
 - For allergies..... 1
 - For heart trouble..... 1
 - For high blood pressure. 1
 - For pregnancy..... 1
 - Other..... 1
- IF "OTHER" DESCRIBE
-

Read the question as an open-ended question and check each box that corresponds with the respondent's answer. In this question there may be more than one response. For example, an SP might be on a diet to lose weight and for his or her diabetes.

After listing the conditions named by the respondent, probe by asking "For any other reason?" If the answer is "other" than one that is listed check box 1, and write the answer verbatim in the space provided. Do not define or categorize the response. For example, if the respondent tells you that his or her diet is for high blood sugar, simply record the answer as given and go on to the next question. Do not interpret this answer as a diet for diabetes.

6. What kind of diet is it? (CHECK ALL THAT APPLY.)

- High protein..... 1 _____
 - High calorie..... 1 _____
 - Low fat..... 1 _____
 - Low protein..... 1 _____
 - Low salt..... 1 _____
 - Low carbohydrates..... 1 _____
 - Low sugar..... 1 _____
 - Low calorie..... 1 _____
 - Low cholesterol..... 1 _____
 - Vegetarian with eggs,
milk, etc..... 1 _____
 - Vegetarian with no eggs,
milk, etc..... 1 _____
 - A bland diet..... 1 _____
 - Some other type..... 1 _____
- IF "OTHER TYPE"
DESCRIBE _____
-

Read the question as an open-ended question and record the respondent's answer. Again, there may be more than one answer.

After recording the response, probe by asking "Any other type?" If the answer is "some other type" ask the respondent to describe the diet. As in the previous question, record the answer verbatim and do not interpret for the respondent. If the respondent says "I don't eat desserts, bread or gravy so I can lose weight," do not interpret this as a low calorie diet; record verbatim what the respondent says.

7. How long have you been on this diet? Specify how many weeks, months or years.

- Weeks _____
 - Months _____
 - Years _____
-

The intent of this question is to get the length of time that has elapsed since the beginning of this particular diet. If the respondent says that s/he goes on and off diets all the time, stress that you are talking about this current diet. If the respondent says that s/he had been on a diet for some time (for example a diet for high blood pressure) and goes off it periodically, do not try to subtract these periods from the total time. Record the total time elapsed since the start. Next to the category, write the number of weeks, months, or years as reported by the respondent.

When answers are given in fractions, such as 2-1/2 weeks or 6-1/2 months, always round down. Therefore, the response of "1-1/2 years" is recorded as 1 year; "3-1/2 weeks" is recorded as 3 weeks.

8. Was this diet prescribed by a health professional, such as a doctor, dietician or nurse?

- 1 Yes
2 No
-

This question is intended to differentiate medically prescribed diets specific for the respondent from self-prescribed. This does not include diets prescribed or recommended by lay or non-licensed practitioners such as herbalistas, curanderos, or spiritualistas. Whether or not the person would be considered a "medical professional" may or may not always be clear. For example, a midwife may or may not be able to supply that information. When it is not clear whether or not the prescriber could be considered a professional, probe for as much information as possible, record the information, and discuss the problem with your supervisor.

Medical diets designed for the general public such as the Dr. Atkins Diet, are not specifically intended for the respondent, but rather are selected by the respondent and therefore, self-prescribed. However, if a health professional recommended one of these "brand name" diets, it is medically prescribed.

Diets designed by self-help groups such as Weight Watchers are self-prescribed, unless the respondent was told by a medical person to follow that particular diet. Below are examples of how to probe for the correct response:

Example 1

R: "I'm on a diet from Overeaters Anonymous."

I: "Was this diet prescribed by a health professional, such as a doctor, dietician or nurse?"

R: "My doctor told me to lose weight and told me to follow the diet suggested by that group."

(Interviewer would check box 1 for "Yes" and note that the diet is from Overeaters Anonymous in the margin.)

Example 2

R: "I'm on the Stillman diet."

I: "Was this diet prescribed by a health professional?"

R: "Well, the man who wrote the diet is a doctor, but my friend Rosa told me it worked for her so I decided to try it."

(Interviewer would check box 2 for "No" and note that the diet is a Stillman diet in the margin.)

9. Do you go off this diet often, once in a while, rarely, or never?

- 1 Often
2 Once in a while
3 Rarely or never
-

Read the question and check the box next to the answer given by the respondent.

If the respondent is vague about the answer (e.g., "Well, about once a week."), ask, "Would you consider that often, once in a while, rarely or never?"

10. Has your way of eating changed in the past three months?

- Yes
No
-

Read the question emphasizing the past three months. If the respondent isn't sure ("Maybe I'm eating a little less"), repeat the question and let respondent decide whether it was a change or not.

If the respondent answers "No," follow the skip to the Instruction Box for Dietary Frequency.

11. How has your way of eating changed?

Ask this as an open-ended question and record the respondent's answer verbatim. Probe to clarify the answer if necessary; probe for "anything else" before going on to the next question.

For example, if the respondent says "I've been trying to lose some weight," you might say "so how has your eating changed?" The respondent might say "I've stopped eating fried foods and ice cream." You would then probe by asking "Anything else?", and continue to probe until the respondent says "no."

12. How long ago was this change?

Weeks _____
Months _____

Fill in the number of weeks or months as reported by the respondent. If the answer is more than three months, repeat Question 10 to the respondent to clarify the situation.

Remember the rounding rule. If the answer is given in a fraction, always round down.

10.5 Food Frequency Questions

10.5.1 General Instructions for Using the Questionnaire

The Food Frequency questionnaire is administered after the 24-Hour Recall. Although the main purpose of this instrument is to describe the usual pattern of food consumption for certain groups of foods, information obtained about frequency is also used as a cross-check of the 24-Hour Recall data.

In this questionnaire SP's are asked about their usual intake of foods for the previous three months. If the Sample Person's food intake has changed markedly within the two months prior to the interview, such as a newly prescribed diet for diabetes or weight control, the food frequency should be based on the pattern before beginning the diet change. If the diet change was longer than two months, have the SP report on food consumption patterns most usual during the three-month period.

INSTRUCTION BOX FOR DIETARY FREQUENCY

INTERVIEWER: SEE Q.7 AND Q.12 AND MARK ONE BOX ONLY

1. _____ SP HAS HAD NO DIET CHANGE. RECALL PERIOD IS PAST 3 MONTHS
*2. _____ SP DIET CHANGE IS 2 MONTHS OR MORE. RECALL PERIOD IS PAST
2 TO 3 MONTHS
*3. _____ SP DIET CHANGE IS LESS THAN 2 MONTHS. RECALL PERIOD IS PRIOR
TO START OF DIET.

*CHANGE TO APPROPRIATE INTRODUCTION FOR TIME PERIOD COVERED.

Before reading the introduction, check the appropriate box in the Instruction Box for Dietary Frequency. If the SP has not had a diet change in the past 3 months (Questions 7 and 12 are blank or more than 3 months) check box 1, note that the recall period is the past 3 months and go to the Introduction. If the SP's way of eating has changed in the past 3 months (either Question 7 or 12 is less than 3 months), you will check either box 2

or 3. Which of these boxes is checked depends on the SP's answer to Questions 7 or 12, how long ago the diet change occurred.

If the SP said in Question 7 or 12 that the diet change was 2 months ago or more, check box 2 and note that the recall period is for the past 2 or 3 months. However, if the SP said that his/her way of eating changed less than 2 months ago, check box 3 and note that the recall period will be for the 3 months prior to the diet change.

Also note the asterisks (*) beside boxes 2 and 3. These and the accompanying instruction remind you to change the introduction accordingly if you have checked either of those boxes.

INTRODUCTION: Next, I am going to ask you how often you usually eat certain foods. When answering think about your diet over the past 3 months, __, __, __. Tell me if you ate these foods daily, weekly, less than once a week or never during that time.

After checking the appropriate instruction box, read the introduction to the respondent. If you have checked box 1 above, insert the past three months in the blank spaces. For example, if you are conducting the interview in September, you would insert June, July and August.

If you checked box 2, you will also insert the past 3 months unless the diet change was 2 months ago. For example, if the SP had a diet change in June, you would ask the SP to think about his/her diet over the past 2 months, July and August.

If box 3 was checked in the Instruction Box you must ask the SP to report his/her diet 3 months before the diet change. Thus, if the SP began a diabetic diet in August, you would ask him/her to use May, June and July as the recall period.

As a general principle, remember that we want to know the SP's most usual eating pattern for 3 months prior to the examination.

Before beginning the questionnaire be sure the respondent understands the following points:

- o The general format of the questionnaire. The respondent should understand that you are going to list food in certain categories and ask how often he or she usually eats a serving of that food.
- o That the recall period is for the past three months unless the SP has had a recent diet change. If the respondent reported a recent diet change in the 24-Hour Recall and does not report a change in Questions 4 or 10, remind the respondent of the prior report and probe to clarify the situation.

- o That the answer categories are daily, weekly, less than once a week or never.

10.5.2 Using the Questionnaire

On the Food Frequency questionnaire the food categories are listed on the left side of the page. Each group is numbered and the foods within the category are lettered. See the example below.

- 15a. Shellfish, such as shrimp, clams, or oysters, fresh, frozen or canned
- b. Fish including tuna, fresh, frozen, canned, smoked, or salted.

The responses to the Food Frequency questionnaire are coded by an Interval code and Number of Times code. The Number of Times is the actual number of times reported by the respondent with 00 meaning none or never, 99 for unknown and 77 for less than once a week. The Interval codes are also numeric: 0 - Never, 1 - Daily, 2 - Weekly, 7 - Less than once a week and 9 - Unknown. This coding scheme is shown on page 9 of the questionnaire.

CODING:	NUMBER OF TIMES CODE	INTERVAL CODE
	00 - NONE OR NEVER	0 - NEVER
	99 - UNKNOWN	1 - DAILY
	77 - LESS THAN ONCE A WEEK	2 - WEEKLY
		7 - LESS THAN ONCE A WEEK
		9 - UNKNOWN

It is important to understand (and have the respondent understand) that the frequency of consuming a certain food refers to frequency of consuming a serving of that food, regardless of amount. For example, if the respondent eats three eggs for breakfast everyday, the frequency is once a day; but if another respondent eats one egg at breakfast and one egg at lunch, the frequency is twice a day.

10.5.3 Recording Answers

Each subsection in a food group has two codes, "Number of Times" eaten and "Interval" of time. Number of Times

- o In the first two boxes to the right of the food record the number of times the respondent says he/she ate that food. Write in the actual number of times the food was eaten daily or weekly only. All one-digit numbers must have a preceding zero (e.g., 01, 02.....10, 11).
- o If the respondent says "once a month," "every other week," "a couple of times a year," etc., code as 77 -- less than once a week.

- o If the respondent never ate the food during the past three months, code as 00 - none or never.
- o If another respondent is answering for the SP, and does not know the answer, code as 99 -- unknown. This also applies to SP's who don't recognize a certain food.
- o When a range is given (e.g., 3-4 times), use the lower figure.
- o Remember that the amount of food eaten is not recorded. For example, if two cups of coffee are drunk at breakfast, this constitutes one time. A sandwich is considered one serving of bread although it has two slices.

Interval

In the box to the right of "Number of Times" record the interval as follows:

- o 0 -- if the respondent never eats the food, "00" should be recorded in the Number of Times boxes.
- o 1 -- if the respondent eats the food at least once a day.
- o 2 -- if the respondent reports eating the food at least once a week.
- o 7 -- if the respondent eats the food but it is less than once a week, "77" should be recorded in the Number of Times boxes.
- o 9 -- if the respondent doesn't know how often the food is eaten or doesn't recognize the food.

Example: The respondent says that in the past three months he/she has eaten eggs every Sunday morning and soup about once a month.

18. Eggs - Huevos	No. of Times 0 1	Interval 2
19. Soups-(Caldos/sopas)	No. of Times 7 7	Interval 7

Eggs every Sunday is coded as 01 for Number of Times and as 2 in the Interval column indicating once a week.

The respondent has eaten soup less than once a week. This is coded as 77 in the Number of Times column and a 7 in the Interval column.

Probes used for the Food Frequency must follow the same basic principles as for the other questions. That is, probes must be neutral, without

suggesting answers to the respondent. Most frequently you will need to probe when respondents give vague answers such as "seldom" or "sometimes." Don't assume that this means "less than once a week." Further probing is necessary to determine if the food is eaten daily, weekly, or less than once a week and how frequently it was consumed in the past three months (or recall period). Don't assume that "everyday" means once a day. Probe for how many times a day.

For example, a respondent may say that he or she rarely eats ice cream. A correct probe would determine how frequently ice cream was eaten during the recall period. This answer could be "never" in the past three months (coded 00) or less than once a week, coded 77.

Sometimes you may need to probe to be sure the respondent understands the question or the format. If the respondent's answer sounds unreasonable and you suspect there has been a misunderstanding you must probe carefully without being judgmental. (Don't say, "Do you really eat ice cream three times a day?" Do just repeat the respondent's answer, in a neutral tone of voice so he or she hears what you are recording.)

10.5.4 Cross-Referencing the 24-Hour Recall

Cross-referencing the Food Frequency with the 24-Hour Recall is essentially another method of probing. Cross checking with the 24-Hour Recall must be done tactfully so that the respondent doesn't feel accused of not telling the truth.

Go back to the 24-Hour Recall during the administration of the Food Frequency as often as necessary. This allows you to quickly see if certain data are correct. Also, the Food Frequency may help the respondent remember other foods eaten and you may need to record more information on the 24-Hour recall.

An example of cross checking with the 24-Hour Recall may be as follows. Suppose on the Food Frequency that a respondent reports drinking beer less than once a week. However, on the 24-Hour Recall you notice that he or she has reported drinking a beer. You should bring this to the respondent's attention and verify the data. You can say, "Let me see if I wrote down the correct information. I have recorded that you drank a beer yesterday. Was that unusual?" If the respondent says "yes" (it was unusual) the "less than once a week" response for the Food Frequency is logical. If the respondent says "No", you will need to clarify the situation.

In another situation, the respondent may report that a food item is eaten every day or several times a week, and you notice that this item was not reported on the 24-Hour Recall. In this case you could say to the respondent, "You said you drink a diet soda every day. I notice that you didn't mention having a diet soda yesterday. Is that unusual?" It is likely that the respondent simply forgot this food item during the recall or may say that it was unusual the day before not to have had the diet soda.

The response of "everyday" on the Food Frequency should always alert you to check the 24-Hour Recall. If, when you cross check the 24-Hour Recall, the respondent says that the Food Frequency response is the usual eating pattern, record a probe mark (X) next to the food item on the Food Frequency questionnaire. This way we'll know that the information has been checked. In the example above, if the respondent had said that he/she did not have a diet soda the day before but usually had a diet soda every day, you would record (X) after diet soda (Question 28e).

Section 10.5.5 gives detailed specifications for the food groups on the Food Frequency Questionnaires.

10.5.5 Specifications for Food Groups

The foods included in the Food Frequency and the specifications for these foods are discussed in this section. It is important that you are completely familiar with all the categories on the food frequency and with the specifications for each group.

In the discussion below, specifications, in the right hand column, are for your benefit and are used to answer respondent questions and clarify the categories.

If the respondent mentions a specific food and you have any doubt about the category in which the food belongs, write the food in the margin, find out how frequently the SP eats this food and fill out a UQS. (Write "FF" under the column headed "Quex," fill in the page number, check the "other" box and describe the problem.)

CATEGORY

SPECIFICATIONS

- | | |
|---|---|
| <p>13. Now I'm going to ask you about milk used as a beverage and on cereal, and milk products.</p> <p>a. Skim milk, lowfat milk or buttermilk</p> <p>b. Whole milk</p> <p>c. Ice cream, ice milk</p> <p>d. Pudding made with milk</p> <p>e. Cheese including cottage cheese</p> <p>f. Yogurt</p> | <p>This group does not include milk or milk products used in baking or cooking.</p> <p>a. Includes all lowfat buttermilk such as 2%, 1% and skim.</p> <p>b. No specifications</p> <p>c. Include milkshakes that contain milk and ice cream/ice milk. Do not include fast food milk shakes.</p> <p>d. Puddings in this group are made from package mixes or from scratch with milk.</p> <p>e. Includes all kinds of cheese, cheese alone or cheese dishes. Do not include cheese used as a garnish. Do not include cream cheese.</p> <p>f. Includes plain yogurt, yogurt with fruits or syrups and frozen yogurt. Do not include yogurt used in cooking.</p> |
| <p>14. <u>Mixed</u> dishes prepared with meat, fish, poultry, or cheese, combined with rice, pasta or vegetables, such as spaghetti with meat sauce, tacos, pizza, "burritos", enchiladas, tamales, or paella.</p> | <p>These dishes may be homemade or store bought.</p> |
| <p>15. a. Shellfish, such as shrimp, clams or oysters, fresh, frozen or canned.</p> <p>b. Fish including tuna, fresh, frozen, canned, smoked, or salted.</p> | <p>a. No specifications</p> <p>b. No specifications</p> |

CATEGORY

SPECIFICATIONS

- | | |
|---|--|
| 16. Organ meats, such as tripe, liver, brain, tongue, heart, kidney. | 16. Includes liverwurst, chopped liver. |
| 17. Poultry, such as chicken, turkey, duck. | 17. Includes wild game birds. |
| 18. a. Luncheon meats and processed meats, for example, salami, sausages and hot dogs | a. No specifications |
| b. Pork or ham | b. Do not include bacon. |
| c. Beef, including hamburger, lamb or veal. | c. Includes any cut. |
| 19. Eggs | 19. Do not include egg substitutes. |
| 20. Soups | 20. Includes milk and water based soups, homemade or commercial. |
| 21. How often do you eat these fats and oils not including use in cooking? | |
| a. Margarine, vegetable oil | a. No specifications |
| b. Butter, cream cheese | b. No specifications |
| c. Nondairy coffee creamer | c. Powdered or liquid |
| d. Cream, including sour cream and half and half | d. Includes light, medium, or heavy. |
| e. Bacon, salt pork | e. Does not include bacon substitutes. |
| f. Mayonnaise, salad dressing | f. Include homemade or bottled. |
| g. Peanut butter | g. No specifications |
| h. Avocado, olives | h. No specifications |

CATEGORY

SPECIFICATIONS

- | | | |
|-----|---|---|
| 22. | a. Cold cereals or hot cereals like oatmeal, cream of rice or wheat | a. No specifications |
| | b. Rice and pastas, such as spaghetti or macaroni, and other pastas | b. No specifications |
| | c. Bread, corn bread, rolls crackers, and other grain products. | c. No specifications |
| | d. Corn tortillas | d. No specifications |
| | e. Flour tortillas | e. No specifications |
| 23. | Legumes, such as pinto beans or refried beans, white, red, or black beans, black-eyed peas, garbanzos, or nuts, including peanuts or seeds. | 23. No specifications |
| 24. | a. All kinds of fruits, fresh, dry, canned or juices. | a. Includes fruit of all kinds -- all fruit juice |
| | b. Citrus fruits or juice such as oranges or grapefruits. | b. No specifications |
| | c. Deep yellow or orange fruits such as peaches, apricots, melon, cantaloupes, mango or papaya | c. No specifications |
| | d. All kinds of vegetables, fresh, frozen, canned, pickled, or juices | d. Includes vegetables of all kinds and juices |
| | e. Bright orange or dark green vegetables such as carrots, squash, hot red peppers, greens, spinach, broccoli | e. No specifications |

CATEGORY

SPECIFICATIONS

	f. Vegetables such as peppers, tomatoes, salsas, cabbage	f. No specifications
	g. Potatoes	g. White potatoes only
	h. Bananas or plantains	h. No specifications
25.	a. Candy, syrup, jelly, honey, or molasses	a. No specifications
	b. Sugar added on foods and to all beverages	b. No specifications
	c. Sodas excluding diet sodas	c. No specifications
26.	a. Cake, cookies, doughnuts or pastries	a. No specifications
	b. Pies, fruit puddings, jello or sherbets	b. Fruit puddings include bread or rice pudding with raisins, fruited gelatins.
27.	a. Beer	a. No specifications
	b. Wine, sangria	b. No specifications
	c. Liquor, such as rum, tequila, cognac, whiskey, gin, vodka, etc.	c. No specifications
28.	a. Decaffeinated coffee	a. No specifications
	b. Coffee	b. No specifications
	c. Herbal teas	c. No specifications
	d. Tea	d. No specifications
	e. Diet sodas	e. No specifications
	f. Water	f. No specifications
29.	a. Potato chips, tortilla chips, cracklings, popcorn, pretzels	a. Include homemade and packaged

CATEGORY**SPECIFICATIONS**

- | | | | | |
|-----|----|--|----|-------------------|
| 30. | a. | Cocoa or chocolate added to drinks | a. | No specifications |
| | b. | Mustard, soy sauce, tabasco sauce, worcestershire or steak sauce | b. | No specifications |
| | c. | Fruit flavored drinks such as Koolaid, Hi-C or Hawaiian Punch | c. | No specifications |
| | d. | Artificial sweeteners | d. | No specifications |

10.5.6 Completion Code (Item 31)

Mark the number of the appropriate completion code: satisfactory - 1, unsatisfactory - 2 or refusal - 3. The definitions for these categories are the same as for the 24-Hour Recall.

If the completion code is 2 or 3, you must provide a written explanation for using an unsatisfactory or refusal code. Anytime you add a comment, remember to mark the Comment box.

10.5.7 Editing the Food Frequency

After completing the Food Frequency, go back over that part of the questionnaire and be certain that all the information is complete. During the edit, check the following:

- o Are there codes in the "Number of Times" and "Interval" columns for every food group?
- o Are all codes numeric?
- o Are the codes logical and consistent for each food item? That is, a 00 in the Number of Times column should be followed by a 0 in the Interval column. A 77 under Number of Times should have a 7 in the matching Interval column and a 9 in the Interval columns should have a 99 in the Number of Times column.
- o Is the completion code marked and is there a written explanation for unsatisfactory or refusal codes?
- o Are all numbers and comments legible?

10.6 The Dietary Supplement: Part II

The nine questions following the Food Frequency comprise the second part of the supplementary questions and conclude the interview. Notice that the first three questions use the same format and coding system as that in the Food Frequency.

32. How often do you salt your food at the table?

No. of Times

Interval

—

—

This question should be answered as number of times per day, week, less than once a week, or never. Use the same codes as used in the Food Frequency. This question applies to regular salt only. If the respondent says that he/she uses a substitute product such as No-Salt or Lite Salt, make a note of this fact in the margin.

33. Including lunch how often do you buy a meal outside the home?

No. of Times

Interval

—

—

This includes meals eaten in restaurants, at lunch counters, at school, drive-ins, etc. Do not include meals prepared at home and eaten somewhere else. Do include weekends. Again, the respondent should answer in the same categories as used for the Food Frequency. If not, probe for clarification. For example, if the response is "A couple of times a week, you might say, "About how many times would you say?"

34. How often do you eat frozen or canned ready-fixed meals such as TV dinners?

No. of Times

Interval

—

—

Notice that this question asks about meals, not individual convenience foods. This would include Hungry Man dinners, Stouffers' frozen entrees or Taco dinners; it does not include individual foods such as frozen vegetables or individual foods which are already prepared when purchased such as coleslaw from a deli. Again, the response for the question is coded like the Food Frequency.

35. Do you drink any type of herb tea when you don't feel well?

- 1 Yes
2 No (Q37)
-

Read the question and check the box for the correct response. Herb teas do not contain tea, but are made from flowers, grasses, or other herbs. Notice that the question does not ask if the respondent ever drinks herbal tea but if he or she drinks it for medicinal purposes.

If the SP says that s/he does drink tea when not feeling well but doesn't know if it is herb tea, record "DK" as the answer but treat the answer as "yes" and ask question 36.

If the answer is yes, continue with question 36. If the answer is no, skip to question 37.

36. For what kind(s) of illness do you take herb tea?
Specify _____

If the respondent answers "Yes" to question 35, determine the illness for which herb tea is used (e.g., stomach upset). Other health problems such as menstrual cramps, or sleeplessness may be included. The answer may be specific to a certain illness or just symptoms; record the answer verbatim in the space provided. We prefer that respondents answer with the name of a health problem, for example, "a cold." However, if they respond with symptoms, attempt to get as much detail as possible. Probe for the part of the body affected, the kind of trouble and the cause.

37. Who usually prepares the food at your house?

RELATIONSHIP TO SAMPLE PERSON

Self	1	<input type="checkbox"/>	Self and other	2	<input type="checkbox"/>
Mother	3	<input type="checkbox"/>	Father	4	<input type="checkbox"/>
Husband	5	<input type="checkbox"/>	Wife	6	<input type="checkbox"/>
Mother-in-law	7	<input type="checkbox"/>	Daughter	8	<input type="checkbox"/>
Daughter-in-law	9	<input type="checkbox"/>	Other _____	10	<input type="checkbox"/>
			(SPECIFY)		

This question asks for the relationship of the person preparing the food to the SP. It is not the relationship of the food preparer to the respondent if the respondent is not the SP. For example, if a grandmother is reporting for a child (the SP), and answers this question by saying "my daughter" you would check box 3, mother, because that is the relationship to the SP (not the respondent).

If the respondent is the sampled person and says he/she does the cooking, check box 1 - self. If the respondent says that he or she does the food preparation equally with someone else and cannot say which usually prepares the food, mark box 2 - Self and Other.

38. What do you usually use when you fry foods?

- Lard.1 _____
- Oil2 _____
- Butter.3 _____
- Margarine . . .4 _____
- Shortening. . .5 _____
- Other _____ 6 _____
- SPECIFY
- DK.9 _____

Read the question only and allow the respondent to answer. Check the box next to the answer.

Shortening is Crisco, Spry, or other white vegetable oils that are in a solid form. It is actually oil that has been hydrogenated. If a brand name is mentioned, write in that name after the appropriate category. Likewise, if the respondent specifies a type of liquid oil such as vegetable oil or corn oil, write in the specific type after oil. "Others" can include fatback, bacon grease, and canned sprays (e.g., Pam).

Frying can include sauteing; it does not have to be deep frying.

If the respondent gives two answers, probe for the oil or fat usually used and make a note that the other oil or fat is also used. If the respondent doesn't do the cooking and doesn't know what is usually used, mark the DK box.

39. How often do you eat breakfast--almost everyday, sometimes, rarely or never?

- Everyday. . . . 1 _____
- Sometimes . . . 2 _____
- Rarely or never. 3 _____
- Other _____ 4 _____
- SPECIFY

In this question, breakfast is whatever breakfast means to the respondent. This could be a full course meal or only coffee and toast. If questions arise, liquids such as orange juice or powdered breakfast drinks may count as breakfast as can coffee or tea alone if the respondent considers it breakfast.

40. Including evening snacks, how often do you eat between meals--almost everyday, sometimes, rarely or never?

Everyday. . . . 1 _____
Sometimes 2 _____
Rarely or never 3 _____
Other _____ 4 _____
SPECIFY

Generally, let the respondent define snack as whatever a snack means to him or her. If asked, liquids such as orange juice, cokes or milk are considered snacks, as are coffee or tea, if the respondent defines them as snacks.

Any answer that is more than once a day is coded as "everyday." If the respondent answers "once in a while," probe by saying something like "Would you say that is everyday, sometimes, rarely or never?"

If the response still does not fit into one of the categories (e.g., "only on weekends") record the answer as given under "Other."

LANGUAGE OF INTERVIEW (Item 41) MARK ONE BOX

- 1 - ENGLISH
- 2 - SPANISH
- 3 - MIXED

MAKE SURE COVER PAGE INCLUDING "TIME ENDED" IS COMPLETE

Check the box that correctly describes the primary language of the interview. In many interviews you may use some English or Spanish even though the other language is used in most of the interview. This is not considered mixed. Use the mixed code only when you feel that neither language was primary.

After marking the language code, go back and edit the supplementary questions.

- Is your handwriting legible?
- Are all questions answered (unless "skipped" purposefully)?
- Have you checked to make sure you followed skip patterns correctly?

When you are sure that the questionnaire is complete, record the time ended on the front of the questionnaire. Fill in your name and number.

If you have additional comments about the interview, check the Comments box at the bottom of the page and use the reverse side for writing.

10.7 Unusual Occurrence Sheet (UOS)

There may be times when you are unable to complete the coding of the 24-Hour Recall or have problems in other parts of the questionnaire. These situations must be documented on an Unusual Occurrence Sheet. For example, you may be unable to code certain foods because these foods are not listed in the codebook or because you are uncertain that the code is correct. In other instances you may have a question about the manner in which the food was reported or the way that the food was categorized in the codebook.

Another reason to use a UOS would be if the respondent reported use of a food model in an unusual manner. For example, if a respondent reported eating only half of the model Del10 but said that it was the "front half", a UOS should be completed since half of the Del10 cake model (or Pie3 or Pie6 for that matter) from the tip would not be half of the volume.

First complete the identifying information: the Sample Person ID number, your name and the date. Record the name of the questionnaire in the column headed "Quex". "Flag" the problem on the questionnaire by putting an asterisk in the column headed Line Card No. on the 24-Hour Recall and next to the problem in the rest of the questionnaire. Record the page number on which the problem appears on the UOS.

Next, place a check mark in one of the boxes in the Type of Problem column: a food code problem, a problem using the models or something else. Briefly describe the problem under the Description/Comments section.

These forms will be reviewed in the field office and again at the main office and will be used to update and modify procedures where necessary.

10.8 Nutrition Information and Referral

Because you are conducting an interview on nutrition, respondents will assume that you have knowledge of nutrition and may take the opportunity to ask you for information and advice on the diet and eating habits.

Although it is always important to appear and behave in a professional manner, your role during the interview is that of a professional interviewer, not a dietician or nutritionist. This is important to remember because if the respondent sees you as an "expert" he or she may be embarrassed to report actual food intake. For instance, a respondent who reports being on a diabetic or low salt diet in the Dietary Supplement, may omit reporting certain foods that are restricted, but were eaten during the 24-Hour Recall.

During the interview, the respondent may "test" your nutritional expertise by making comments such as, "I know I really shouldn't eat this, on my diet, should I?" Or a respondent may ask directly for nutritional advice with questions about what foods to include or exclude on a certain diet, what foods have different nutrient values or what food (or brands) are recommended for certain illnesses.

Remember that your first job is to complete the interview, obtaining data as accurately as possible. You must remain neutral and not make any judgmental statements or comments on what the respondent tells you. Be aware of your facial expression. Frequently, the best approach is to encourage the respondent to continue with the interview by barely acknowledging stray comments and asking the next question.

For example, to a statement such as "I ate a candy bar even though it's not allowed on my diet," you need only say, "Okay, and what kind of candy bar was this?", or whatever information is needed next.

Sometimes the respondent will ask a direct question during the interview such as, "I read that eating fried foods isn't good for you. Is that true?" When this happens you will have to tactfully avoid answering the question and redirect the respondent's attention back to the interview. This can usually be done by saying something such as, "Perhaps we could talk about where you can get information on that topic after the interview is finished."

At the end of the interview, if the respondent has questions, your role is to refer the respondent to an appropriate source. You are not to do dietary or nutritional counseling. Tell the respondent that without knowing more about his or her medical history, finances, lifestyle or whatever, you cannot answer the questions, but encourage him or her to make use of the community sources.

Chapter 11

FOOD CODES FOR THE 24-HOUR RECALL

11.1 Overview of the HHANES Food Code Manual

The HHANES Food Code Manual will be used to code the foods listed in the 24-Hour Recall. Each food listed in the 24-Hour Recall must be coded with a seven-digit number in order for the nutrient content to be calculated. These numbers are entered into a computer when the forms are submitted at the end of a stand. Food codes have been derived primarily from the USDA Handbook 8, and HANES II.

Both "American" type foods and some "Hispanic" foods and dishes are included in the code manual. It is not possible to include every type of Hispanic dish; therefore, if a respondent reports an Hispanic dish, probe for ingredients.

Some foods have a "U" or an "X" listed after the food code number. Foods that are identified with a "U" are items that are recorded in units. The most frequently used units are bread (each slice is a unit), rolls, an egg, bacon, chicken pieces (back, breast, drumstick, etc.), frankfurters, piece of fruit (banana, orange), some vegetables, cookies, and some pastries (doughnuts, commercial turnovers). You must become familiar with these items in order to probe correctly during the 24-Hour Recall.

In order to code food items that are recorded in units, you must know the part of or number of units eaten, such as half a banana, two slices of bread, or an artichoke. These items would then be recorded by modifying the unit (U) accordingly. If you don't remember that the item is a unit measure and use a model for recording, you may be unable to code. For example, if a respondent reported eating mashed, baked bananas the size of BWL16, you would need to know how many bananas were used in order to code correctly. Therefore, if you aren't sure whether a food item is a unit or not, in obtaining the size of the edible portion using the food models, also find out the SP's best estimate of edible portion in units.

Occasionally you will find foods that have an "X" after the food code. These foods are always recorded in grams. In the codebook the gram weights of these foods are listed after the item. You will have to remember these few foods. For example, corn on the cob is coded in grams, 1 inch is equal to 15 grams. To code and record correctly you will need to probe for the length of the ear of corn.

In the beginning of the codebook you will find standards. These standards are only to be used if the respondent is unable to report the amount consumed using the food models. The standards used for each major food group will be discussed as the codebook is reviewed.

11.2 Using the Food Code Manual

Food coding will be done after the dietary interview has been completed. Obviously, the ease and accuracy of the food coding will depend on having conducted a thorough 24-Hour Recall. Not only will the coding be easier and more efficient if you have probed correctly, but it will be important that you have recorded legibly so that you can read what you have written. Food coding should be done as soon as possible after the interview. You would never wait longer than 24 hours after the interview to do the food coding.

Before coding any 24-Hour Recalls, read through the food code manual several times to familiarize yourself with the food items, food groups, and food preparation/forms employed in the manual. With experience in using the code manual, coding will become a quick and simple procedure.

11.2.1 Primary and Secondary Coding

On the 24-Hour Recall questionnaire, you will notice that there are columns for Primary Food Codes and Secondary Food Codes. For most foods, only the seven-digit, primary food code is used. The secondary food code is used for certain Hispanic mixed dishes in order to determine usual ingredients and average nutrient content. The following table lists the foods that are to be coded using a secondary code. Later other foods may be added to this list, at which time you will receive an updated list which you should insert in your food code manual.

LIST OF SECONDARY FOOD CODES

<u>FOOD ITEM</u>	<u>SECONDARY CODE</u>
<u>Tacos</u>	Meat 010 Cheese 011 Bean 012
<u>Enchiladas</u>	Meat 020 Cheese 021
<u>Burritos</u>	Meat 030 Cheese 031 Bean 032
<u>Gorditas</u>	Meat 040
<u>Quesadillas</u>	Cheese (Corn tortilla) 050 (Flour tortilla) 051
<u>Flautas</u>	Meat 060
<u>Chimichangas</u>	Meat 070

When an SP reports eating any of the items requiring a secondary food code and the ingredients and approximate amounts are known, list all ingredients on the 24-Hour Recall form and code ingredients separately using the primary code found in the food code manual. Then place the secondary code for that combination food item beside the primary code for each ingredient.

When ingredients and amounts are unknown, code only the secondary food code for that item in the secondary code columns. Notice that foods requiring a secondary food code are not found in the food code manual with a seven-digit code.

When meat is reported as a main ingredient in combination with cheese and/or beans, use the secondary code for the "meat" version of that item.

For example, if an SP reported eating a taco containing a fried corn tortilla, ground beef, onion, red chili sauce, and grated cheese, it would be coded as follows:

<u>Food Item</u>	<u>Description</u>	<u>Primary Food Code</u>	<u>Secondary Food Code</u>
Taco			
tortilla	corn, fried	522-1530	010
ground beef	fried w/o fat	215-0120	010
onion		751-1702	010
chili sauce	bottled, tomato	744-0201	010
cheese	yellow, American	144-1010	010

If the SP reported eating a bean burrito but did not know the ingredients, it would be coded as follows:

<u>Food Item</u>	<u>Description</u>	<u>Primary Food Code</u>	<u>Secondary Food Code</u>
Burrito	bean		032

11.2.2 Coding Steps

Briefly, the steps in food coding are as follows:

1. Determine the food group to which the food has been assigned. If you have difficulty finding a food, refer to the groups in the front of the manual.
2. Find the food item within the group and make certain that you have located the category or description that is most accurate. For

example, if the respondent reported drinking grapefruit juice, you would need to know if it was sweetened/unsweetened, frozen, or canned in order to code correctly.

3. Record the seven-digit code for the food under Primary Food Code, on the 24-Hour Recall section of the questionnaire.
4. If you are unable to code certain foods because these foods are not listed in the manual, or you have questions about the manner in which the food was reported or the manner in which the food code is categorized, flag the item by putting an asterisk in the column headed Line No. and complete an Unusual Occurrence Sheet.
5. Be certain that you have coded every food item reported, including condiments, spreads, etc.

The exception to Step 5 above, is do not code any food less than a tablespoon unless it is one of the following items:

- sugars
- fats
- oils
- catsup
- mustard
- pickles
- relish
- worcestershire sauce
- tabasco sauce
- soy sauce

Chapter 12

MARKET CHECKS

12.1 Purpose of the Market Check

As in previous HANES studies, it is expected that products not in the Food Codebook will be reported at every stand. Although the Food Codebook has been designed to cover the most frequently reported food items, cultural and colloquial variation in addition to newly marketed items make market checks an important part of the Dietary Interviewer's job.

The purpose of the market check is to determine the nutrient content of previously unreported food products not covered in the Food Codebook. Market checks are primarily the responsibility of the Dietary Coordinator, but the Dietary Interviewers will be expected to also do market checks at most stands.

12.2 Market Check Procedure

As discussed earlier, while conducting the 24-Hour Recall, you will always probe for as much detail as needed to accurately code the food. In addition to probing correctly and thoroughly so the food can be coded, you must also be alert to obtaining enough information to be able to do a market check.

When a respondent reports a food that is unfamiliar to you, you should always try to obtain the necessary information to do a market check if needed.

- o First, probe to find out if the respondent is actually using a colloquial term for a known product, or if this is really a new food item.
- o Probe for brand name.
- o Probe for the place where the food was purchased and the price. If the exact name of the store is not known, find out what type of store.
- o Probe for container size. If the respondent cannot actually tell you the size in ounces or grams, have him/her estimate the size by using the food models.
- o Probe for any other identifying information such as flavor, texture, color or how the item was packaged.

After the interview has been completed, code the interview and complete the Unusual Occurrence Sheets as necessary. Food items which cannot be coded

will be listed on the UOS and usually these will be the items for which market checks will be done.

Review your UOS and fill out the top portion of the Market Check Sheet for any foods that you feel should be part of a Market Check. Record brand name, if known, and any other descriptive information that you have available. These forms will be reviewed by the Dietary Coordinator prior to having the market checks actually done.

Assignments for market checks will be made by the Dietary Coordinator. When possible the assignments will be grouped by place or places of purchase. Often you will only have to go to a large supermarket to find many of the items but at other times you may have to go to a specific store in order to find a particular product.

When you go out to do a market check remember to take enough cash to purchase the product if necessary, your partially completed Market Check Sheet, a few blank Market Check Sheets and a clipboard for writing on while at the store.

12.3 Completing the Market Check

Remember the objective of the market check is to supply as much information as possible on the food items so that nutrient content can be calculated and the food coded. Therefore, it is important that you record all available information on the check sheet.

Once you are at the store, the first step is to find the item as reported by the respondent. While you are at the store, write down all available information as listed in the Market Check Sheet.

Do not correct or change any of the identifying information. Simply begin by recording the brand name of the item from which you are taking the information and the place (store) where you found the item. Fill in the name and address of the manufacturer or distributor. (This is important information since we may be able to obtain exact nutrient content from the manufacturer.) Record size of the container and the price of the item.

Next, look at the labeling information and determine if the contents are broken down by serving size and if so, the number of grams or ounces in one serving. If the information is available, write in number of grams or ounces in one serving size and circle the correct unit, either gm or oz. Continue to record the other items listed by serving size (usually calories, protein, carbohydrates, fat, sodium and potassium) in Column I, GM/MG PER SERVING, on the Market Check Sheet.

If nutrient information is not available by serving size on the label, record N/A in Column I.

The next step is to complete Column II, percent of U.S. RDA per serving. This information will also come from the product label. This information, if available, will be listed under a heading that reads "Percent of U.S. Recommended Daily Allowances (U.S. RDA)," or something similar. Record the information exactly as it is written on the label in Column II on your Market Check Sheet. If no nutrient information by percent of U.S. RDA is available, write N/A in Column II.

The column labeled Nutrients 100/gm portion is for office use only. Do not record in this space.

If labeling information for Column I and Column II is provided, you do not need to list the ingredients. You only need to list the ingredients if both Columns I and II are N/A.

Finally, in the comments section at the bottom of the page, write in any information that you think might be useful in identifying the nutrient make-up of the food item.

Market Check sheets will be reviewed by the Dietary Coordinator. Forms will then be xeroxed and sent to the home office for nutrient calculation and for an assignment of a food code. When a code is received, it will be recorded in the Food Codebook.

12.4 Purchasing the Food Item

There may be times when you will need to purchase the food item. This will be necessary if the weight, nutrient information or description are not available on the label or the food item doesn't have a label. For example, a food item may be purchased from a bakery or deli. In these cases, the food will usually be purchased and brought back to the Medical Examination Center to be weighed in order to calculate a gram weight per serving size or edible portion. (You will still complete a Market Check Sheet for these items.)

When purchasing food for the market check, have the sales clerk initial the sales receipt. Give your receipts to the Dietary Coordinator who will submit them for reimbursement.

12.5 Unusual Situations

The respondent may not always be able to give you enough information to easily identify the food item when you go to do the market check. For example, sometimes the respondent will be able to describe the packaging of a product but be unable to recall the brand name. Or, a respondent may think that he or she has given you all the information, but when you get to the store, you find that the description was not really complete and more than one product could fit the description.

In every case the rule is to record all the information available so that a decision can be made about how to code the food. For example, if you do not have the brand name of the item and find two products that fit the description given by the respondent, record the information from both the labels. If the description given by the respondent is incomplete and more than one product fits the description, record all the possibilities. Finally, if the identifying information isn't complete but you are fairly certain that you have located the correct product, record the information and be certain to note the discrepancies in the Comments section on the Market Check Sheet.

Other unusual situations might include finding a food frequently consumed and reported from a local restaurant or fast food chain. At the discretion of the Dietary Coordinator, these food items may be purchased and weighed at the MEC to determine gram weight per serving.

Chapter 13

PRE-INTERVIEW ACTIVITIES

13.1 Introduction

Participation in the pre-interview activities is an important part of the Dietary Interviewer's job and will contribute to the overall success of the dietary data collection effort. These activities include meeting with local persons knowledgeable about the foods and food habits of the community and informally surveying the local grocery stores and restaurants.

There are two primary purposes of the meetings with the local nutritionists and dietary personnel. The first is to give these people information about Hispanic HANES and gain their cooperation and support. The second major purpose is to gather information about food consumption patterns, local food products, local nutrition programs, colloquial or regional cooking practices, characteristics of the population and sources for nutritional referrals.

Knowledge of the local practices will enable you to understand the respondent better and to probe more effectively. It will also provide you with referral sources when needed.

The cooperation and support of local professionals is important because often these are people whom the respondent has learned to trust and may consult before participating in the study.

13.2 Setting Up the Meetings

Contacting persons to be invited to the meetings will be done from the home office and by the Dietary Coordinators. The initial contact will be a letter sent from NCHS to the Director of Nutrition, State Health Department, to introduce the study. A second contact will then be made by telephone. The purpose of the telephone call will be to elicit names of individuals who should be invited to attend the nutrition meetings. The State Director will be asked to make the initial contact with these persons.

About two weeks before going into a stand, the Dietary Coordinator will recontact the potential participants to confirm the date, time and place of the meeting.

13.3 Meeting Agenda

The community nutrition meetings will be chaired by the Dietary Coordinator. The Dietary Interviewers will be expected to attend the meetings

and participate in the explanation of the survey and MEC operations and other parts of the meeting as appropriate.

The meetings will begin with the Dietary Coordinator presenting an overview of Hispanic HANES and the data collection procedures for the dietary data. Participants will be given time to ask questions following this presentation.

From the participants, the MEC staff should try to find out the following types of information:

- o Nutrition programs available, both state and local,
- o Food enrichment laws,
- o Other legislation regarding food and nutrition resources available locally and the availability of printed education material,
- o The referral process for local health and nutrition resources,
- o Characteristics of the population including family size and make-up (extended, nuclear),
- o Dietary and cooking practices and patterns,
- o Common shopping practices and patterns related to food storage (canning, freezing, etc.),
- o Traditional foods of the area,
- o Local names and colloquialisms for common foods or food preparation methods,
- o Area grocery stores and restaurants most commonly used by Hispanic population,
- o School lunch and breakfast menus for period of the stand (including summer school and day care feeding programs), and
- o Names and phone numbers for further contact.

13.4 Other Community Screening

Other community screening activities will be handled less formally but nonetheless, will be an important part of your job. After the community meeting, the MEC dietary staff will meet to discuss the meeting and plan the other activities.

Based on the information received from community meetings, these activities may include the following:

- o Supermarket visits including the most frequently used large chains, small neighborhood markets, or local Hispanic markets,
- o Visits to other frequently used restaurants, particularly fast food chains, and
- o Visits to other food suppliers such as bakeries, cafeterias and street markets.

When visiting local food establishments, the dietary staff should be looking at the following:

- o What kinds of meats, poultry and fish are available?
- o What kinds of fruits and vegetables are available? Are fresh fruits and vegetables available?
- o What kinds of breads and grains are available?
- o What other kinds of foods seem to be used by the community?
- o Are any groups of foods of questionable quality or of particularly high quality?
- o Who seems to be the most frequent shopper, male or female?
- o What are the local fast food chains and what foods are on the menu?
- o What types of snack and convenience foods are available and which seem to be most frequently purchased?
- o In particular, what types of Hispanic foods are used?

In doing these observations, you should not only look at what is available but also talk to store owners and managers. Introduce yourself and explain the purpose of your visit before asking any questions. Remember that our relationship with the community is vitally important to the success of the survey.

Take notes during your observation visit because when you return to the MEC, you will share your observations with the other dietary staff members. From these visits, the dietary staff may need to make certain decisions such as how certain food establishments should be coded as a "food source" for the 24-Hour Recall or whether certain frequently consumed foods can be coded or will need new codes.

PART III. ADMINISTRATIVE PROCEDURES

Chapter 14

OVERVIEW OF THE EXAM PROCESS

14.1 General Description of Operations

For every exam session, you and other members of the exam team will be given a list of the names of the SP's who are to be examined during that session. When the SP's report to the MEC they will be met by the Coordinator. The Coordinator will log in the SP, pull the Exam Folder for that SP, check to see that the SP has signed the Information Consent/Permission to Release Medical Finding Form and take the SP's temperature. The SP will then be asked to change into an examination gown and the Coordinator will decide where the SP will start in the exam process.

It is your duty to walk out to the Coordinator's desk and get an SP to take into the interview room. The Coordinator will hand you all the exam forms and questionnaires for the SP, including the dietary questionnaires.

When you complete the interview, you should fill in the appropriate information on the NCHS Control Record and the Dietary Interviewer Control Log. Both of these forms are described in detail later in this chapter. It is your responsibility to walk with the SP back to the Coordinator's area.

14.2 Checking Your Materials and Supplies

You will be responsible for seeing that you have adequate materials and supplies to conduct the dietary interview and for ordering more materials when you begin to run out. You are also responsible for seeing that your food models are clearly marked and labelled.

At the start of each stand, inventory your materials and record the number that you have on hand on the Dietary Interviewer Inventory Order Form.

You will also be required to fill out an Inventory Order Form at the end of a stand. At the end of the stand, a copy of the inventory should be placed with the dietary materials. Since there are 3 MEC's, you may not always be interviewing in the same MEC and this procedure will make it easier for you or the other interviewers to inventory materials at the start of a new stand.

Occasionally, you will have to order supplies. To place an order for additional supplies you must fill out an Inventory Order Form. When placing an order, fill out the line in the upper left corner, writing the stand number and location to which you want supplies shipped, the date that you give the form to the Coordinator and your name. Next, fill out the quantity of item(s) that you need. You will see that the form contains an inventory list of all

your supplies but there are also blank lines to request items which are not on the list. After filling out the form, give it to the Coordinator. You must place orders for additional supplies and forms at least ten working days before the day you will need them to ensure time for shipping.

14.3 Organization of Exam Team

As a member of the Hispanic HANES exam staff it is your responsibility to recognize that you are only one member of that team of professional and paraprofessional persons. You should be aware of and respect the job demands placed upon other staff members, should maintain an attitude of tolerance and consideration for fellow members of the team, and should willingly perform the extra tasks that may occasionally be assigned in order to support other staff members. On occasions staff members may be requested to perform tasks not directly related to their specific professional skills in order to assist in the overall success of the operation. Staff members are responsible for appropriate care and safeguarding of expensive portable equipment used during the examination, including storing and locking in instances where applicable.

14.4 Role of the Dietary Interviewer

The following tasks are primarily the responsibility of the dietary interviewer.

- o Checking supplies each day at the start of the exam session - You must make sure that you have all the materials available to conduct the interviews for that day. See the Inventory Order Form for a list of the materials you will need. You should plan to get to the MEC 15 minutes early to check your materials for that day.
- o Inventorying materials at the beginning and end of a stand.
- o Unpacking and packing supplies at the beginning and end of a stand - All supplies should be placed in cabinets or packed into boxes at the end of a stand in preparation for moving the MEC. You are responsible for unpacking supplies prior to the start of a stand in a new area.
- o Conducting the dietary interview - You are responsible for conducting the dietary interview according to the specifications outlined in your manual.
- o Editing the dietary interview - You are required to edit the interview before the SP leaves the interview room according to the specifications provided in your manual.
- o Completing the NCHS Control Record, the Dietary Control Log and Interviewer Production Report - These forms are used to account for persons examined and are described later in this section of the manual.

- o Assisting other exam staff members with packing equipment, recording for other parts of the exam, etc., as time permits.
- o Ordering additional supplies.

Chapter 15

DIETARY INTERVIEWER CONTROL FORMS AND SPECIFICATIONS FOR COMPLETING THOSE FORMS

15.1 Daily List of SPs To Be Examined

The Coordinator will give you a list of the SP's to be interviewed at the start of each exam session. As you interview an SP, you should check off his/her name on the list. About an hour before the end of the session, check your list against the list kept by the other Dietary Interviewer. If there are SP's that neither of you have interviewed, notify the Coordinator. This is a check to make sure that all SP's have been through the dietary station.

Remember that this list should be kept out of sight of other SP's since the data collected during the exam, including the names of persons participating in the study, should be kept strictly confidential.

15.2 The NCHS Control Record

The Coordinator will clip a Control Record to the front of the Exam Folder for each SP. The Control Record is designed to provide the Coordinator with information about which exam components the SP has already been through. It is a completed record of each SP's visit to the MEC, documenting completed exams and reasons for any partial or omitted exams. The Control Record will list the SP number, name and other identifying information.

After you have completed the interview and edited the questionnaire, fill in the section of the Control Record that applies to the Dietary Interview. The following specifications should be used for filling out the form.

- o Fill in the time the SP entered the interview room on the appropriate line in the column marked, "Time In."
- o Fill in the time you finish with the SP in the column marked, "Time Out." This should be filled in after the form has been edited.
- o Fill in your interviewer number in the column marked, "Staff."
- o If for any reason you did not conduct an interview with an eligible SP or if the SP refused to answer some questions in the interview or there were any problems that occurred during the conduct of the interview, describe these situations in the last column on the form.

After completing the Control Record, bring the SP and the Exam Folder back to the Coordinator's station. You will keep the questionnaire for coding the 24-Hour Recall.

15.3 The Dietary Interviewer Control Log

The Dietary Interviewer Control Log is a mechanism which allows you to document whom you have and have not interviewed, which interviews have been coded and to whom you transmit the forms. This log will also give you the information you need to complete your report forms. This log will be referred to if any questions arise at a later time about SP's who were and were not interviewed, where the forms went and any problems that arose during the interview.

Fill out one Dietary Interview Control Log sheet for each day that you work. You should fill in the stand number and location, the date and your name at the top of the form. At the beginning of the interview, fill in the SP's name and NCHS sample number and the time you began the interview. At the end of the interview, fill in the time the interview was completed. Fill in the completion code for each part of questionnaire. For the 24-Hour Recall and Food Frequency record the same completion code number as you circled at the end of the interview; 1 for completed, 2 for unsatisfactory and 3 for refusal. Use these codes for the Dietary Supplement questions also. Use the Problems/Comments section as needed to explain any 2 or 3 codes or for any other comments you wish to record.

The Dietary Interviewer Control Log will serve as a record for the status of the questionnaires and for completing your report forms. As you complete the coding for a 24-Hour Recall, record the date completed in the log.

When you have completed several 24-Hour Recalls, these questionnaires will be sent to the other dietary interviewer or the Dietary Coordinator for verification. Record the date you transmit the questionnaires in the Date Sent column and the initials of the person to whom you transmitted the questionnaires in the Verifier column. Remember that you are responsible for these questionnaires until you have completed the transfer of the materials to the next appropriate person. However, unless you keep your Control Log accurate and up-to-date, it will be impossible to locate questionnaires or complete your reports.

Chapter 16

QUALITY CONTROL PROCEDURES

In order to ensure that the data being collected are as accurate as possible, there are a number of quality control procedures that will be followed. These procedures include checks you will make, checks the Dietary Coordinator will make and checks the home office will make.

16.1 The Interviewer Edit

As detailed earlier in the manual, after you have completed the interview with an SP you are to edit or check your work. This edit should be done before the SP leaves your station. If for some reason that is not possible, it must be done before the SP leaves the MEC. Once the SP leaves the MEC, data that were not collected or data that need to be corrected are lost forever.

Follow the specifications reviewed in Part II of your manual when editing the questionnaire.

Essentially, your edit requires that you begin with 24-Hour Recall and review all parts of the other questionnaire. At first this will be a slow process, but gradually, you will be able to complete the edit fairly quickly.

16.2 The Dietary Coordinator's Edit

The Dietary Coordinator is your technical supervisor and will be editing work each day. If she finds any problems, she will discuss them with you. It is important that you follow her recommendations for administering the interview.

16.3 Verification

A percentage of the 24-Hour Recalls and the coding will be completely verified by the other Dietary Interviewer or the Dietary Coordinator.

When you have finished coding a 24-Hour Recall, put it with the UOS and the Market Check Sheets for that SP and prepare to transmit the material by filling in the date transmitted in the Verification column in your Control Log and the initials of the person to whom you are giving the questionnaires.

When verifying the questionnaires, use the blue edit pencil. Record any problems or differences on the UOS and be prepared to review these with the Dietary Coordinator.

16.4 Tape Recording Interviews

At each stand you will be asked to tape record at least one of your interviews. You will also be expected to review to the tape and comment on the interview.

Your review will be passed on to the Dietary Coordinator who will also listen and comment on the interview.

The Dietary Coordinator will meet with you after she has reviewed the tape to discuss areas of strength and areas that need improvement.

APPENDIX A

THE SPANISH LANGUAGE COMPONENT OF THE HHANES DIETARY INTERVIEW

Introduction

Recent studies have shown that the vast majority of Hispanics in the United States (Mexican-Americans, Puerto Ricans, Cubans, and other Hispanics) use Spanish. Among those, about half speak only Spanish or just enough English to "get by." The remainder function primarily or exclusively in English even though they are of Hispanic origin. This means that in order to collect valid health and nutrition data on all Hispanics, HHANES questionnaires have been designed to be implemented in a bilingual format so that respondents can choose to be interviewed in their preferred language.

Early in the design of the survey, NCHS designated a Task Force to undertake the translation of the survey instruments. The Task Force participants included members of the three Hispanic target groups in this study: Mexican-Americans, Puerto Ricans, and Cubans. Representation of the three groups under study was necessary to insure a translation which could be understood by all three groups. Currently, all HHANES survey instruments and materials for HHANES are available in English and Spanish. This includes materials to encourage respondent cooperation, field materials requiring interaction with respondents or neighbors, and questionnaires.

The primary goal of interviewers is to collect accurate information by following the specified field procedures and using the questionnaires according to sound interviewing practices. This task is considerable in one language and more complex in two languages.

In a bilingual study it is vital to identify the correct language in which to conduct the interview. Experience shows that the initial interaction between the interviewer and the respondent and the language selected for the interview set the tone of the interview and determine the quality of data obtained.

Appendix A of this manual will provide specifications for the Spanish language interview. First, it will provide you with guidelines for determining the language of the interview. Secondly, it will include additional information to facilitate the Spanish interviewing.

Choosing the Language of the Interview

It is important that the interviewer provide the respondent with every possible opportunity to determine the language of the interview. Some Hispanics may choose the language they believe is expected of them in the interview situation, rather than the one in which they are the most articulate. The goal in this survey is to minimize the influence of the

interviewer in the choice of language for interviewing. Interviewers should try to determine the preferred language quickly, without biasing the respondent's decision.

Cues provide the interviewer with important initial information. Be observant. Awareness of the person to be interviewed will provide you with your first language cues. Listen to the language the respondent speaks as he/she waits to come into your section. It is vital that you use a number of communication cues in determining the preferred language.

To determine the language of the interview there are several steps which are important to follow.

1. INTRODUCE YOURSELF IN BOTH LANGUAGES.

Begin the introduction with the language you perceive to be the preferred language through your use of cues.

2. NOTE THE LANGUAGE USED BY THE RESPONDENT DURING THE INITIAL CONTACT.

The introductory conversation can be initiated by either the respondent or the interviewer. The respondent might begin by saying, "Hello, I am Martha Lopez."

At other times the interviewer may introduce him/herself first. In either situation, note the language used by the respondent -- it may be one or both (combination English/Spanish). She/he may ask you one or more questions about the study and who you are. If the respondent speaks to you primarily in one language, answer all questions in that language. If the respondent speaks to you in both languages, answer all questions in both languages.

Use this period to ascertain the respondent's language facility and natural language preference to make the respondent aware that you are comfortable in both languages. It is very important to reinforce to the respondent, explicitly (i.e., in a natural, unbiased way) that you can conduct the interview in both languages and that the choice of the language for the interview is up to the respondent.

3. ASK THE RESPONDENT TO CHOOSE THE LANGUAGE FOR THE INTERVIEW.

Ask the question in both languages. This will continue to stress to the respondent that the final choice of language for the interview is his/hers. Ask the interview language questions using the communication cues identified previously to determine which language to use first. For example:

"In which language do you wish to conduct the interview?"

"En que idioma prefiere usted hacer la entrevista?"

Keep in mind that the procedures used to determine the language of the interview need to be implemented each time you encounter a new respondent.

4. CONDUCT THE INTERVIEW IN THE LANGUAGE SPECIFIED BY THE RESPONDENT.

The interviewer/respondent interaction described in the steps above should allow the respondent to feel free to choose his/her preferred language for the interview. In the unusual situation where, in your opinion, the communication cues do not support the interview language chosen by the respondent, DO NOT CONTRADICT the respondent's choice. Begin the interview in the language chosen by the respondent and use the guidelines provided in the section below titled "Changing Language During the Interview" if you encounter difficulties with the language chosen for the interview.

Use of "Usted" and "Tu" During the Interview

Successful interviewing requires that the interviewer establish and maintain a professional relationship with the respondent. To support this, it is important that all communication with the respondent be conducted using the formal "usted" rather than the familiar "tu." This includes all the interaction with the respondent, whether during the informal introduction at the door or during the interview using the survey questionnaire.

Changing Language During the Interview

On occasion, language changes will occur during the interview. The following situations should serve as a guide for language changes during an interview.

1. THE RESPONDENT USES TWO LANGUAGES DURING THE INTERVIEW.

On occasion, or even on a frequent basis, the respondent may answer questions using both languages. For example:

Interviewer: What was the main reason for your last visit?

Respondent: I had a bad cold -- muy malo.

Interviewer: Porque deajo de tomar esa medicina?

Respondent: Money -- costaba mucho.

Despite the use of both English and Spanish in this situation the respondent has provided an appropriate answer to these questions. The interviewer should record the answers as given and continue the interview in the language initially selected by the respondent.

2. THE RESPONDENT APPEARS UNCLEAR ABOUT A WORD OR A PHRASE.

During the interview a respondent may hesitate in answering a question. After using the standard interviewing technique of repeating the question, it becomes evident that a certain word or phrase remains unclear to the respondent. As you know it is not acceptable for you to substitute any other "same language" word to clarify the meaning to the respondent, but you may substitute the same word or phrase used in the "other language" questionnaire. For example:

Interviewer: Aplico usted el exterminador de hierba mala u otros productos? "Le ha dicho un medico alguna vez que usted tenia piedras en la vesicula?"

Respondent: (Appears confused or asks what "hierba mala" is.)

Interviewer: Aplico usted el exterminador de hierba mala/weed killer u otros productos?

In a situation where the exact translation has not been provided for you in the questionnaire, you must use the following guidelines:

- o Substitute the exact word or phrase in the "other language questionnaire";
- o Place a probe mark (X) next to the question; and
- o Write out the word or phrase substituted next to the probe mark.

For example, record such a situation as follows:

Ask: "Aplico usted el exterminador de hierba mala u otros productos? "Le ha dicho un medico alguna vez que usted tenia piedras en la vesicula/gallstones?"

Record Below the Item: (X) weeds

3. THE RESPONDENT ASKS TO CHANGE THE LANGUAGE OF THE INTERVIEW AND CONTINUE IN THE "OTHER LANGUAGE."

On occasion, a respondent will determine, once the interview is under way, that s/he would be more comfortable in the "other language" and asks the interviewer to switch the language of the interview.

If this happens, assure the respondent that it poses no problem, and that you will be happy to continue the interview in the "other language."

4. THE INTERVIEWER PERCEIVES THAT THE RESPONDENT WOULD BE MORE COMFORTABLE IN THE OTHER LANGUAGE.

On occasion, it may become clear, to the interviewer, that the respondent is having repeated difficulty understanding the questions being asked of him/her and that this problem is clearly one which could be solved by switching the language of the interview.

When this situation occurs, the interviewer may ask the respondent if s/he wishes to complete the interview in the "other language." It is extremely important to be sensitive to the feelings of the respondent and to make sure that in making this suggestion the interviewer in no way implies ineptness on the part of the respondent.

Probing

As has already been discussed, the quality of an interview depends a great deal on the interviewer's ability to probe meaningfully and successfully. The kinds of probes and probing techniques presented for the English component of HHANES (see Section 5.5) are the same as those for the Spanish component.

Always keep in mind that the motive for probing is to motivate the respondent to answer more fully or to focus the answer, without introducing bias. Therefore, it is very important always to use neutral probes in Spanish as well as in English.

In order to assist you, the neutral probes presented in English in Section 5.5 have been translated into Spanish. These probes, presented below, have been used successfully because they are commonly used in normal conversation and stimulate fuller and clearer responses.

INDAQUEN PARA CLARIFICAR:

"Que quiere decir exactamente?"

"Que quiere decir por...?"

"Por favor, me puede explicar un poco mas? No creo que entiendo por completo."

INDAQUEN PARA ESPECIFICAR:

"Tiene algo en particular en mente?"

"Puede ser un poco mas especifico acerca de eso/sobre eso?"

"Digame sobre eso. Que/quien/como/porque lo haria...?"

INDAGUEN PARA RELEVENCIA:

"Ya veo. Bueno, dejeme preguntarle otra vez...(REPITA LA MISMA PREGUNTA)."

"Me puede explicar que quiere decir con eso?"

INDAGUEN PARA COMPLETAR:

"Que mas?"

"En que mas puede pensar?" " Hay algo mas?"

"En que otras razones/cosas/ejemplos, etc. puede pensar?"

Comments on the Spanish Questionnaires

This section contains general and question-specific instructions, explanations, definitions, and examples for use during the English/Spanish language interview. These specifications will serve as your reference during the training, interviewing, and editing phase of your work.

- o Pronounce proper names, doctors' names, etc. as pronounced by the respondent (even if they appear incorrect to you). Interviewers should not correct the respondent's pronunciation except in a situation where clarification is needed to avoid ambiguity.
- o "PE" is the Spanish language abbreviation for "PERSONA EJEMPLAR" (SAMPLE PERSON).
- o "NS" is the Spanish language abbreviation for "No Se" (Don't Know).
- o Instructions indicating "SALTE" or "BRINQUE" are equivalent to the "SKIP" instruction in the English language questionnaires.
- o The term "cualquier" (any) may be changed to "cualquiera" before a word beginning with a consonant to improve the flow of the question.
- o Slash marks are usually (but not always) used to separate terms in the Spanish language questionnaires that have the same meaning but that are used with greater frequency by some Hispanic subgroups than others. For example, "almuerzo/lonche." The choice of term read is left to the interviewer. During training the preferred terms used by the three Hispanic target groups will be pointed out. In a situation where the respondent appears unclear about a word choice, read all the choices available.
- o Remember that parentheses are generally (but not always) used as an indication to the interviewer to select the term(s) appropriate in a specific question situation.

APPENDIX B

GLOSSARY OF HISPANIC FOODS

HISPANIC HEALTH AND NUTRITION EXAMINATION SURVEY

The purpose of the HHANES Glossary of Hispanic Foods is to provide both HHANES staff and other interested parties with a practical list of Hispanic food names and ingredients to facilitate the collection of dietary data. The glossary includes typical Mexican, Puerto Rican, and Cuban foods.

Users of this glossary must be cautioned that the names and definitions presented are not the only (or final) words on Hispanic foods. The glossary has been reviewed by persons of Mexican, Puerto Rican, and Cuban backgrounds and revised. However, further revisions may be necessary as data are collected during HHANES.

Furthermore, cooking is related to folklore as much as, through nutrition, to science. Therefore, it will remain a changing field without completely capturing exactly what terms mean from one region to another and from one people to another. For example, "tamale" in northern Mexico usually means a fiery, finger-long, corn-husk-wrapped specimen of Aztec cooking; while in the highlands of Chiapas, it will tend to be wrapped in banana leaves and will include vegetables.

In addition, the names of foods not only vary from culture to culture, but can also vary from family to family. For example, a taco for one family may consist of a slice of white bread folded around a chunk of meatloaf; however, to another family it would be called a "sanguich de carne molida."

The glossary is organized in three columns. Column one presents the common name of the food or dish in alphabetical order. Column two provides a definition and ingredients. If the food is typically Mexican, it is noted by an M; if Puerto Rican, by a P; and if Cuban, by a C. Column three presents comments relative to preparation and/or coding instructions which are underlined.

HHANES GLOSSARY OF MEXICAN, PUERTO RICAN, AND CUBAN FOODS

KEY: M - Mexican, P - Puerto Rican, C - Cuban

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
ACELGA	Swiss chard.	
ACEROLA	Cherry.	Known as Barbados cherry; source of Vitamin C.
ACHIOTE	Annato seeds.	Used for coloring lard; source of carotene. <u>DO NOT CODE.</u>
ACHIOTINA	Lard and flour.	
AGUA DE COCO	Coconut water.	
AJI DULCE	Sweet chili peppers.	Used as a flavorful seasoning.
AJI RELLENO	Stuffed green peppers.	
AJIACO	A kind of stew; made with Cuban root vegetables, corn, malanga, yuca, name, pork and dried beef.	
ALBONDIGON A LA MEXICANA	(M) Meat loaf; made with ground beef, ground pork, Mexican sausage, bread crumbs, onions, eggs, tomato juice and red chili sauce.	
ALBONDIGAS	Meatballs in tomato sauce. (C) (M) Meatballs.	<u>Code sauce plus type of meat used in the meat balls.</u>
ALFAJORES SANTA FECINOS	Frosted caramel-filled cookies.	
ALMEJAS	Clams.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
ALUBIAS	A kind of stew; made with kidney beans cooked with different kinds of sausage, flavored with olive oil, garlic, onions.	
AMARILLO	Yellow, ripe plantain.	
ANGULAS	Salt water baby eel.	
ANON	Sugar apple.	
APIO ARRACAHA	Root of a tropical plant with a celery-like flavor.	
AGUACATE	Avocado.	
AREPITAS	Corn meal and cheese pancakes.	Designate type and amount of cheese used.
ARROZ CON GANDULES	Rice dish; cooked with lard and pigeon peas.	
ARROZ CON LECHE	(M) Rice pudding; cooked with with cinnamon, sugar, raisins and milk.	
ARROZ BLANCO	Rice; cooked with lard and salt.	
ARROZ CON POLLO	A casserole made with rice and chicken.	<u>Designate parts of chicken.</u>
ASADO ANTIGUO A LA VENEZOLANA MECHADO	Larded beef pot roast with capers.	
ASOPA0	Soupy rice; flavorful rice soup with slightly fried chicken or seafood, especially crabmeat.	Tomato sauce may be added.
ATOLE	Corn gruel flavored with vanilla, chocolate or fruits. (M) Gruel with cinnamon, sugar and milk.	
ATOLE DE PINOLE	(M) Toasted ground corn, sugar and cinnamon.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
BACALAO	Dried codfish; eaten with viandas (starchy vegetables).	Codfish is dried, salted, smoked and then boiled.
BACALAO EN SALSA VERDE	(M) Dried codfish; made with vinegar, onion, garlic, fish broth, parsley, peanut oil and green chili sauce.	
BARBACOA	Barbecued lamb.	
BARBACOA ESTILO MEXICANO or BARBACOA)	(M) Barbecued meat dish; made with beef, goat or lamb, bell peppers, garlic, chili powder, cloves, thyme, marjoram, cumin, cinnamon, pepper, bay leaves, and oregano.	Meat and seasonings are wrapped in cloth or leaves. Cooked in coals in a covered pit.
BATATA MAMEYA, GLACI	(P) Sweet potato, glazed.	
BEAN BURRITO	(M) Flour tortilla, pinto beans.	Also called mariachi de frijoles, or taco, or taquito de frijoles.
BISTEC AL HORNO	Beef steak, baked or broiled.	
BERBERECHOS	Type of clam.	
BERENJENA	Eggplant.	
BERRO	Watercress.	
BERZA	Collard greens used as an ingredient in bean soup.	
BESITOS DE NOVIA	Rum and syrup soaked small cakes.	
BIEN ME SABE	Coconut cream custard served on sponge cake.	
BISTEC DE PALOMILLA	Top round sliced thin with the grain; marinated with garlic, lime juice or sour orange and other spices and quick fried.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
BISTEC DE PALOMILLA EMPANIZADO	Top round sliced thin with the grain; breaded in eggs and cracker meal and fried.	
BISTEC DE RINONADA	Rib eye steak -- marinated.	
BISTEC EN CAZUELA (PALOMILLA)	Steak cooked in wine sauce.	
BIZCOCHO AL REVES	Upside-down cake.	
BIZCOCHO DE GUINEO	Banana cake.	
BIZCOCHO DE NEVERA	Icebox cake. Code type of cake and pudding used.	
BOLICHE	Eye round stuffed with ham or sausage (chorizo).	
BOLICHE MECHADO	Eye round roast usually stuffed with "chorizo" (sausage).	Cooked very well done with a wine sauce.
BOLILLO	(M) A smaller version of French bread.	
BONIATILLO	Dessert made from white sweet potato.	
BONIATO	White sweet potato.	May be fried after boiling or used to make desserts.
BONITO	Fish, used as tuna fish.	
BRAZO GITANO	Jelly roll. (C) Baked cassava roll with corned beef filling.	
BUENALOS	Thin crisp cookies.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
BUNUELO	(C) Dessert made with flour, shaped in large waferlike forms. (M) Wheat flour tortilla; fried in hot lard or oil; served with brown sugar and cinnamon.	Usually made with yuca and flour and eaten either salted or with a syrup called Melado.
BURRITOS	Wheat tortillas rolled around sliced, ground or shredded meat, grated cheese, refried beans or leftovers and chili sauce.	Can be topped with additional chili sauce and grated cheese. Also known as mariachi or simply as taco or taquito depending on region of the country.
CABRO EN FRICASE	Goat, fricassee.	
CAFE CON LECHE	(M) Coffee with evaporated milk and sugar.	
CALABACITAS A LA MEXICANA	(M) Summer squash dish; made with zucchini, lean pork, potatoes, corn, onions, garlic, bell pepper, salt and pepper.	Can be topped with chili sauce and grated cheese.
CALABAZA	Pumpkin or Puerto Rican variety of squash.	Used as a thickening agent in beans.
CALAMARES	Squid -- cuttle fish.	Cooked in sauce or mixed with rice.
CALDO DE ALBONDIGAS	Meatball soup; made with meat, onion, seasonings, cornmeal, rice or bread crumbs, and eggs combined into meatballs and dropped into soup base.	
CALDO DE ARROZ CON POLLO	(M) Chicken rice soup; made with cooked chicken, rice, tomatoes, onions, seasonings, diced carrots and celery.	Other vegetables may be added.

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
CALDO DE FRIJOLES	(M) Bean soup; made with dried pinto or black beans; may be seasoned with ham shank or fried bacon.	Beans may be mashed to make a thick soup.
CAMARONES CON HUEVO	(M) Shrimp with egg or TORTA DE CAMORONES (shrimp omelet); made with eggs and dried shrimp and cooked in dollar-size omelets.	Can be prepared with tender cactus and smothered in chili sauce. Served during Lenten season.
CALDO GALLEGO	Spanish broth; made with white beans, turnips, collard greens, potatoes and ham bone.	
CANA	Sugar cane	Eaten in chunks or as juice. (Guarapo)
CAPIROTADA MEXICANA	(M) Bread pudding; made with repeated layers of bread and seedless raisins, peanuts, Monterey Jack cheese, brown sugar and butter.	
CAREY GUISADO	Turtle meat stew.	Code turtle. <u>Code type and amounts of vegetable used.</u>
CARNE ADOBADA	(M) Marinated and dried meat; made with thin sheets of pork or beef marinated in vinegar, chili pulp, seasoned and dried.	Can be baked or fried.
CARNE ASADA	(M) Beef cooked over a charcoal fire.	
CARNE CON CHILE COLORADO	(M) Beef in red chili sauce; made with beef (cut into cubes), red chili, garlic, oregano, beef stock, flour, oil and cumin.	All seasonings and chili are blended.
CARNE CON PAPAS	Meat and potato stew.	Close to American beef stew, but without vegetables except for potato; sauce usually contains wine.

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
CARNE DE PUERCO CON CHILE VERDE	Pork with green chili sauce; made with lean pork cut into cubes, water, garlic, salt, pepper, onion, cilantro, tomato puree and green chilis (peeled and minced).	
CARNE EMPANIZADA	Meat, breaded and fried.	<u>Code type of meat, fat and breading used and the amounts.</u>
CARNE GUISADA	Meat, stewed.	<u>Code type and amount of meat used.</u>
CARNE MECHADA	Meat, stuffed and stewed.	<u>Code type and amount of meat and stuffing used.</u>
CARNE MOLIDA	Hamburger	
CARNERO	Lamb	
CARNITAS	(M) Fried pork or beef.	Usually made with fried pork scraps which are prefried. Served with tortillas, chili and guacamole sauce.
CASABE	Bread made from yuca meal. (C) Meat dish, with salsa criolla.	
CAZON	Sharks' fin (inside meat).	
CAZUELA	Pudding made with pumpkin.	<u>Code as canned pumpkin.</u>
CHALUPAS	Tortillas with turned-up edges; fried with meat, beans and chili on top.	
CHARALES	Tiny river or lake fish.	Served fried fresh in tacos at some places, but usually dried and later fried as snacks with drinks, or fried and made into cakes with egg batter then served with chili sauce.

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
CHAMPURRADO	(M) Gruel with cinnamon, sugar, and milk; flavored with chocolate or fruit. Cornmeal gruel; mixed with chocolate and served beaten into a foam.	
CHAYOTE	Pear shaped vegetable similar to summer squash. (C) Green pulpy fruit with many seeds.	
CHAYOTES RELLENOS	Stuffed chayotes.	Similar to a squash served boiled, then scooped out, the inside mixed with cheese and broiled.
CHICHARRONES	(M) Fried pork rind.	Served with tortillas and chili sauce if eaten right after preparation before dried. Can be dried and made soft by boiling in red or green chili sauce.
CHICHAROS	(M) Dried green peas; also, ALBERJON in New Mexico.	May also mean peas with no reference to their being fresh or dried.
CHIVO	Goat.	
CHILACAYOTE	Smooth squash.	Prepared much like chayote.
CHILAQUILES	A casserole made of cut up tortillas and red or green chili sauce.	
CHILE CON CARNE	Meat with beans, tomatoes and seasonings.	
CHILE CON QUESO	Chile with cheese; prepared with green chile peppers, Monterey Jack cheese, tomatoes onions and butter. Chopped chiles are sauteed in butter. Topped with grated cheese.	Often served with refried beans and tortillas.

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
CHILE RELLENOS	(M) Stuffed green chiles; stuffed with Monterey Jack cheese, hard boiled eggs or meat, dipped in flour and egg batter, fried until golden brown on both sides.	Tomato sauce is often poured on top and heated until sauce comes to a boil.
CHIMICHANGA	(M) Large, deep fried burrito with vegetables.	
CHINA	(P) Orange	Sweet orange known as NARANJA in many other Latin American countries.
CHOCOLATE CON LECHE	(M) Chocolate, sugar, cinnamon and spices in milk.	
CHOCOLATE MEXICANO	Highly spiced sweet chocolate.	
CHORIZO	Mexican sausage; made with ground pork or beef, salt, chili powder, garlic and vinegar.	
CHOW MEIN DE PAVO	Turkey chow mein.	<u>Code as chicken chow mein.</u>
CHURROS	(M) Twisted doughnuts; made with flour, water, sugar, lemon rind, eggs, butter, salt.	
COCADA	Coconut custard dessert.	<u>Code as baked custard with amount of coconut used if significant.</u>
COCHINITA PIBIL	Roast pork, venison or lobster.	
COCIDO	(M) Beef stew; made with soup bones, bone marrow or beef ribs and fresh vegetables in season like potatoes, celery, carrots, cabbage, spinach leaves, corn on the cob, green beans, stewed or fresh tomatoes, zucchini, onions and garlic.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
COCIDO DE RINONES	Kidney stew.	
COCO	Coconut.	
COLONCHE	Wine made from prickly pears.	
COSTILLA DE PUERCO	Pork chop.	
CONGRI	Red beans and white rice, cooked together.	
CONEJO	Rabbit.	
CREMA DE AGUACATE	Cream of avocado dessert.	
CROQUETAS	Croquettes; made from ham, chicken, codfish; found frozen.	
CUCHIFRITO	Pork stomach, pork ears in beef broth.	
CUERNO	(M) Sweet dough shaped like a horn.	
EMPANADA	(C) Pastry crust; filled with meat, fish, sausage, etc. (M) Sweet turnover; filled with a variety of cooked fruits, vegetables or pudding. (M) Meat turnover; filled with chopped meat, hard cooked eggs, mushrooms and cooked vegetables.	Most common are pineapple, pumpkin, winter squash, lemon filling or sweet potato. Deep fat fried until golden brown. Served hot.
ENCHILADAS	(M) Soft fried tortillas; dipped in chili sauce and wrapped around sliced, shredded or ground beef or chicken, cheese, legumes or vegetables. Topped with additional chili sauce and grated cheese.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
ENCHILADAS ROJAS	Baked meat or cheese-filled tortillas with red chili sauce.	
ENCHILADAS VERDES	Baked meat or cheese-filled tortillas with green chili sauce.	
ENCHILADO	Sauce made with tomato, onion, paprika and hot pepper.	Used as a base for shrimp, lobster or crab dishes.
ENSALADA PARA CARNES FRIAS	(M) Salad served with cold meat; made with shredded lettuce, sliced tomatoes, eggs, diced potatoes, avocados and radishes.	
ENSALADA DE CEBOLLITAS	(M) Green onion salad; made with cooked green onions summer squash, bell peppers, and avocado; oil and vinegar are poured on top of salad.	
ENSALADA DE PAPAS CON HUEVOS	Potato salad with eggs.	
ENSALADA DE LANGOSTA	Lobster salad with eggs and potatoes.	
ENSALADA DE POLLO	Chicken salad with eggs and potatoes.	
ENSALADA DE ZANAHORIAS Y PASAS	Carrot and raisin salad.	
ESCABECHE	Pickled kingfish; seasoned, fried and pickled in onions, olives, bay leaves and vinegar.	
ESPINACA	Spinach; boiled with butter added.	
FABADA	(C) Navy bean soup with pork.	
FAGULURINE	Whole corn and noodles, olives, tomatoes, garlic and onion.	Report only if the amount is substantial.

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
FALDA	Flank steak	
FLAN	Custard with caramel sauce.	
FLAN DE LECHE	(M) Milk custard; made with egg yolks/whites and brown sugar.	
FLAUTAS	(M) Tightly rolled tortillas; filled with chicken or beef, then fried.	
FRICASE DE POLLO	Chicken casserole; made with chicken, potatoes, peas and sofrito.	
FRIJOLES	Dried beans, either black, natural color, kidney beans, etc.	Prepared in many ways.
FRIJOLES BLANCOS	Navy beans.	
FRIJOLES CARITA	Black-eyed peas meal.	Used in the form of meal to make fritters, found in dry and frozen mix.
FRIJOLES COLORADO	Kidney beans.	Used to make a soup with spices, ham and calabaza, eaten with rice.
FRIJOLES DE LA OLLA	(M) Boiled pinto beans with salt pork and spices.	
FRIJOLES NEGROS	Black beans--turtle beans.	Used to make a stew with spices and salt pork, eaten with rice.
FRIJOLES REFritos	(M) Refried pinto beans with lard or oil.	
FRITURAS DE BACALAO	Codfish fritters.	
FRITURAS DE SESO	Brain fritters.	
FRITURAS DE MAIZ	Corn fritters.	
FRUTA DEL MAR	Cold seafood with corn and rice salad.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
GALLETA DE AVENA Y PASAS	Oatmeal and raisin cookies.	
GALLETAS	(C) Crackers.	Basic ingredient: wheat.
GALLETAS SALADAS	(M) Salted crackers.	
GALLETITAS	Enriched crackers.	Code as enriched saltines.
GANDINGA	Stew; made of organs, especially pork liver and heart with vegetables.	
GANDULES	Pigeon peas.	Legume eaten fresh, canned, dried or cooked with rice.
GARBANZO	Chick peas.	
GARNACHAS	Small fried tortillas; covered with ground beans, chili sauce, bits of chicken, meat or crumbled sausage, and lettuce.	
GUACAMOLE	Avocado sauce with tomato. (M) Guacamole sauce; mashed avocado mixed with finely chopped green chili pepper, tomato and onion.	Can be used over meat, fish or beans and as a spread or dip.
GUANABANA	Sour-sop, custard-apple.	Fruit with a rough green skin and sweet white juicy pulp. Eaten fresh and used for sherbets and beverages.
GUAYABA	Guava.	Used in jellies, marmalades, shells, paste, pastry filling.
GUINEO VERDE	Green banana.	
GUISADO DE LENGUA	(M) Tongue stew; made with boiled tongue, stewed tomatoes or chili sauce.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
GUISADO RANCHERO	(M) Ranch style stew (or GUISADO); made with cubed lean beef or pork, oil, onions, garlic, tomato puree, vinegar, bay leaves, oregano, carrots, and potatoes.	
GUISANTES VERDES SECOS	Dry green peas.	
GUISANTES Y ZANAHORIAS	Peas and carrots.	
GUIISO DE MAIZ	Corn dish; made with pork, ham or chicken, potatoes and tomatoes.	
GUIISO DE QUIMBOMBO	Corn dish with okra.	
HABICHUELAS BLANCAS	Navy beans.	
HABICHUELAS COLORADAS	(P) Kidney beans cooked with rice.	
HALLACA	Corn dough; stuffed with chicken, beef, pork wrapped in banana leaf.	
HAMBURGUESA	Hamburger.	
HARINA DE MAIZ	Corn meal.	
HIGADO FRITO	Fried liver.	
HOT DOGS RELLENOS	Hot dogs; stuffed with American cheese and wrapped with bacon.	
HUACHINANGO	(M) Red snapper (Veracruz style); made with olive oil, tomatoes, green pepper, bay leaves, flour and olives.	
HUEVOS CON PLATANOS	(M) Eggs with bananas; made with egg whites/yolks and sliced bananas fried in hot oil or lard until golden brown.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
HUEVOS CON MIGAS	(M) O SOPA DE CHILE (Omelet with tortilla chips); ground tomatoes, chili and onions are poured over scrambled eggs; tortillas are fried and placed in scrambled eggs.	
HUEVOS RANCHEROS	(M) Ranch style eggs; tortillas are fried; onion, garlic, chili and tomatoes are cooked; eggs are poached in tomato sauce and placed on top of a tortilla; tomato sauce is poured on top.	
HUMITAS	Pureed corn with scallions, green pepper and cheese.	
JALAPENO	Hot peppers	Raw: 1 = 12.4 gms., available canned in oil and vinegar.
JAMICA	Dried flower blossoms; made into a tea with sugar added.	Item is a tea with high Vitamin C content.
JAMON EN VINO	Ham in wine.	
JARRETE	Shank meat.	Used for stew.
JICAMA	Root of the wild morning glory.	It has a crisp, white, slightly sweet interior. It is usually eaten raw but can be cooked.
JUDIAS	A stew or thick soup with navy beans, blood sausage, potatoes and turnip greens.	
JUGO DE GUAYABA	Guava juice.	
LANGOSTA	Lobster.	
LANGOSTA CRIOLLA	(C) Braised lobster in chili sauce.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
LECHON ASADO	Roast pork or fresh ham; meat is usually marinated in garlic, sour oranges, oregano, salt and pepper and roasted over an open pit fire.	Code parts and amounts of pork.
LENGUA	Beef tongue; Prepared in a seasoned sauce with tomato, wine, onion and garlic.	
LENGUA EMPANIZADA	(M) Tongue in egg batter and bread crumbs.	Tongue is boiled, dried, and floured. Beaten egg yolks are folded in egg whites. Tongue dipped in egg mixture and fried in hot oil.
LENTEJAS	Lentils.	
LENTEJAS CON FRUITA	(M) Lentils with fruit.	Lentils boiled in water. Onions, garlic, and tomato sauce are added and cooked. Chunks of fruit are then added.
MACHUGUILLO	(C) Pureed, fried plantains made into a pancake form, sometimes.	Seasoned with cracklings.
MAIZ A LA CREMA	Cream style corn.	
MAIZ EN GRANO	Corn, whole kernel.	
MAIZ Y HABAS	Corn with lima beans, boiled with butter.	
MAJARETE	(C) Pudding made from white flour.	
MALANGA	(C) Same as Puerto Rican Yautia - Root vegetable eaten boiled with mojo, in fritters or in chips.	Member of taro family.
MAMEY	Related to mango -- thick brown skin with red sweet pulp.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
MAMONCILLO	Genip.	
MANGO	Tropical fruit that has a sweet, juicy flesh when ripe.	Good source of carotene.
MARGARITA	Tequila with lime juice.	
MASAS DE PUERCO	Fried pork chunks marinated in salt, oregano, garlic and vinegar.	
MELAZA	Dark molasses.	Used as a syrup on french toast, pancakes.
MELOCOLON	Peach nectar.	
MELLETON	Taste like squash, eaten as a vegetable and looks like a pear with warts.	
MENUDA	Liver/beef (pork with chickpeas) or potatoes.	<u>Code according to type eaten.</u>
MENUDO	(M) Beef tripe soup; made with hominy, onions, lemon juice, oregano or chili sauce.	
MENUDOS DE POLLO	Stewed chicken entrails.	Code according to parts and amounts eaten.
MEZCAL	An alcoholic drink distilled from cactus or sugar cane.	
MOJO	Seasoning sauce; includes garlic, sour oranges, salt and pepper, and oil. May also have onion.	Used for root vegetables.
MOLE	Sauce for turkey, chicken or meat; made of ground dried chilis, sesame seed, toasted almonds and peanuts, spices, anise, garlic, onion, fried tortillas, bread, chocolate, and stock.	There is also green mole, (known as pipian) made of green chili peppers, peas, squash seeds, lettuce leaves, garlic, & onion.

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
MOLE DE OLLA	Stew with chili added.	
MOLE POBLANO (or MOLE DE PAVO)	Turkey with chili sauce.	Made with chocolate.
MONDONGO GUISADO	Beef tripe stew	<u>Code types and amounts of vegetables used.</u>
MOROS	Black beans and rice; seasoned with diced salted pork.	
MOROS Y CRISTIANOS	(C) Black beans with rice.	
MORCILLA	Blood sausage.	
NAME	White yam.	Irregular shaped tubular root used in soups in Puerto Rico. 3/4" in diameter (true sweet potato).
NARANJA AGRI	Sour orange.	Used in making mojo.
NARANJA DE CHINA (or NARANJA-M)	Orange.	
NATILLA	Boiled custard.	
NOPOLES	Big cactus, fruit-like.	
NOPALITOS RELLENOS	(M) Cactus sandwiches; with slices of cheese between; sandwich is dipped in egg batter, fried and served with tomato sauce.	
PABILLON CRIOLLO	Steak in tomato sauce with black beans, rice and plantains.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
PAELLA	Yellow rice; made with fish, shellfish, chicken, pork, chorizo, peas and pimentos.	
PALITO DE JACOB	Cream puff.	
PALOMILLA	Top round -- pan fried or breaded and deep fried.	
PAMBACITOS	Rolls filled with chopped potato, pork sausage, shredded lettuce, grated cheese and fried.	
PAN DULCE	Mexican pastry -- dough with cinnamon and brown sugar.	
PAN ESPECIAL	Sandwich bread.	
PAN FRANCES	French bread.	
PANUCHOS	Tortilla sandwiches with frijoles, meat, and chicken.	
PAPAS EN SALSA BLANCA	Cream style potatoes.	
PAPA FRITA	Fried potatoes.	
PAPA MAJADA	Mashed potatoes.	
PAPAS CHORREADAS	Potatoes with spiced cheese, tomato and onion sauce.	
PAPAS RELLENAS	Mashed potato balls; stuffed with seasoned ground meat and deep fat fried.	
PAPAYA	Melon-like fruit.	
PAPATZUL	Mixture of tortilla, eggs and calabaza seeds.	
PASTA DE GUAYABA	Guava paste with sugar.	
PASTEL DE COCO	Coconut pie.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
PASTEL DE MANZANA	Apple pie.	
PASTELES	(P) Pastries; made by grating green banana and yautias into a dough which is colored with achiote. Dough is spread thin and stuffed with minced pork. The entire mixture is shaped into a rectangle, tied and boiled in banana leaves; sofrito, olives, raisins and boiled chick peas are served over it.	
	(C) Pastries; filled with ham, cheese, guava or apple.	
PASTELITO	(M) Pastry tarts filled with fruit or pudding.	
PATAS	Pig's feet, salted.	
PATAS A LA ANDALUZA	Salted pig's feet; prepared with chick peas.	
PERNIL DE CERDO	Pork thigh, roasted.	
PESCADO ASADO	Baked fish.	With some type of sauce with onions and tomato.
PESCADO EMPANIZADO	Fish, breaded and fried.	<u>Code type of fish, fat and breading and the amounts used.</u>
PESCADO FRITO	Fried fish.	
PESCADO YUCATECO	Baked fish with olive and pimento sauce.	
PICADILLO	Spiced ground beef; may be made with onions, garlic, tomatoes, and cumin. Can be prepared with potatoes or other vegetables, also with raisins, vinegar, and cloves.	Red or green chili sauce is added.

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
PICADILLO	Ground beef dish; prepared with onion, garlic, green pepper, tomato sauce, capers, raisins.	Usually eaten with rice.
PINA	Pineapple, fresh.	
PINOLE	Toasted corn meal	Sometimes mixed with peanut flour and sugar.
PLATANO	Large green cooking banana.	Must be cooked before eating.
PLATANO AMARILLO AL HORNO	Plantain, yellow, baked.	
PLATANO MADURO	Ripe plantain.	Plantain is allowed to ripen until skin is black and then peeled and fried in slices.
PLATANO VERDE	Chatines -- Tostones -- Green plantain.	Cut in 1" cubes, flattened and fried.
PLANTAIN CHIPS	Thin slices of plantain or platano, fried like potato chips.	
POLLO AL HORNO	Baked chicken.	<u>Code parts and amounts eaten.</u>
POLLO FRITO A LA CRIOLLA	(C) Fried chicken; marinated in garlic, oregano, cumin, sour orange, sliced onions, and fried in oil.	
POLLO O PAVO EN MOLE	(M) Chicken or turkey with a special sauce prepared with ground chiles, peanuts, cloves, cinnamon, pepper, garlic and cocoa fried in lard.	
POLVORONES	Mexican cookies, shortbread type.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
POTAJE DE FRIJOLES COLORADOS	Kidney bean soup; cooked with potatoes, chorizo and calabaza.	
POTAJE DE FRIJOLES NEGROS	Black bean soup; cooked with salt pork, oregano, onion, garlic, olive oil and vinegar.	
POTAJE DE LENTEJAS	Lentil soup.	
POZOLE	Hominy; cooked with meat from pig's head, onion, chili sauce seasoned with lemon and wild marjoram (oregano). (M) Pork with hominy; made with pig's head, cubed boneless pork loin, pig's feet (cooked and boned), chili powder, salt and garlic.	
PUCHERO	Stew.	
PUDIN DE CALBAZA	Pumpkin pie.	
PUDIN DE PAN	Bread pudding.	
PUERCO	Pork -- various cuts	
PULPETA	Meatloaf	
PULPO	Octopus	
PURE DE GARBANZO	(M) Chickpea soup; garbanzos boiled in water with onions, garlic, salt and pepper.	
PURE DE LEGUMBRES	(M) Vegetable soup; made with pureed navy beans, onions, tomatoes, cornstarch, spinach or greens, salt and pepper.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
QUESADILLA	(M) Grilled cheese tortilla.	Tortillas are filled sandwich style, fastened with tooth picks and grilled or fried in lard or oil.
QUESADILLAS	Corn tortillas; filled with meat, potatoes or cheese and either fried in deep fat or cooked without oil on a griddle.	
QUESO BLANCO	Fresh farmer's type cheese.	
QUESO DE CREMA	Creamed Creole cheese; made with CREILLO skim milk, cream, lactic acid, artificial flavoring, sorbic acid.	
QUIMBOMBO	Okra.	Eaten as a vegetable and in stews.
QUINCO	Banana.	
RABO	Oxtail.	
RABO ENCENDIDO	Oxtail stew; seasoned with wine, garlic and tomato sauce.	
RASPADURA	Molasses confection	
REFRESCOS	Punches; made from various sweetened diluted fruit juices.	
RELLENO NEGRO	Turkey stuffed with pork and black sauce.	
REPOLLO	Cabbage	
RINONADA	Rib steak	
ROMPOPE	Eggnog; made with milk, egg, sugar/liquor mixture.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
ROPA VIEJA	"Old Clothes" -- shredded flank steak, seasoned with onion, green pepper, wine, garlic and other seasonings.	
ROVIRA	Soda crackers like saltines.	
SALSA	Hot chili sauce and green peppers.	
SALSA AZTECA SALSA RANCHERA/O SALSA MEXICANA	(M) Chili sauce; made with green chili peppers, tomatoes, onion, garlic, fresh coriander, vinegar, salt and oil.	
SALSA BORRACHA	(M) Drunken chili sauce; chiles are roasted, peeled, and seeds removed, diced and allowed to stand in wine or beer; garlic, tomato and pepper are ground together; cheddar cheese, oil and lemon juice added.	Served on meat and fish dishes.
SALSA DE CHILI ROJO	Red chili sauce.	
SALSA QUASACACA	Spicy avocado sauce.	
SANCOCHO	Soup to which "viandas" (starchy vegetables) have been added.	May include green pepper, yautia, pumpkin and plantain.
SANGRITA	Spiced tomato, orange and lime juice with tequila.	
SANTSUMA ORANGE	Mandarin orange.	
SESO	Brains, pork or calf.	
SESO CON HUEVO	(M) (C) Brains with eggs; made with garlic, spices, onions, chili, tomatoes.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
SCUNGILLI	Conch gumbo.	Code as asopao de currucho.
SIDRA	Champagne-type cider.	
SOFRITO	Basic sauce of tomato, onion, green pepper, vinegar, garlic, oil, salt and pepper.	
SOPA DE AJO (or M-CALDO DE AJO)	Garlic and bean soup.	
SOPA DE AQUACATE	Avocado cream soup.	
SOPA DE ARROZ	(M) Style rice; made with raw rice and sauteed in oil until brown; garlic, onions, tomatoes added and fried; water added and simmered.	Can be prepared with vegetables, meat or eggs.
SOPA DE CABEZA DE PESCADO	(M) Fish head chowder; made with fresh heads and fish meat, whole pepper corns, bay leaves, thyme, majoram, tomatoes and onions.	
SOPA DE CHICHARO	(M) Green pea soup.	
SOPA DE FIDEO	(M) Style vermicelli	Prepare like sopa de arroz, but made with vermicelli instead of rice.
SOPA DE LENTEJAS	(M) Lentil soup; made with dry lentils, fried bacon, tomato sauce, chicken or beef broth and onions.	
SOPA DE MACARRON	(M) Dry macaroni soup	Prepare like sopa de arroz, but made with macaroni, shell macaroni or noodles. Cheese may be added.

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
SOPA DE PAPA	(M) Potato soup; made with fresh potatoes, tomato, onions, garlic, chicken broth and pepper.	Cheese may be added.
SOPA DE PLATANO	Green plantain soup.	
SOPAPILLA	Puffy tortilla.	<u>1 = 10 gms. plus 5 gms. of fat. Code corn tortilla or flour tortilla.</u>
SOPE	Hand patted fried tortilla, corn.	<u>1 = 35 gms. Sopes: the same as garnachas.</u>
SPAGHETTI CON CERDO	Spaghetti with tomato sauce with pork.	Code amount and type of pork used.
SURULLITOS	(P) Cheese corn sticks.	
TACOS	(M) Tortillas wrapped around meat, cheese, legumes or vegetables; topped with shredded lettuce, chopped tomatoes and grated cheese.	Tortillas fried in hot lard or oil until crisp.
TAMAL	Tamale, steamed meat-filled corn husks; corn dough filled with meat and green or red chili, or with raisins and sugar and pink vegetable coloring, wrapped in corn husks and steamed.	
TAMAL DE CAZUELA	(M) Tamale casserole; made with cooked and shredded meat, skinned tomatoes, lard or shortening, cloves, dried green and red peppers, ground cinnamon, chocolate bar and soup stock.	Topped with masa de harina.
TAMAL DULCE	(M) Sweet tamale; prepared with lard or shortening, sugar and cinnamon; mixture is placed on corn husks, filled with raisins, pineapple or bananas.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
TAMAL EN CAZUELA	Tamale	Similar to tamal dulce, but has the texture of cream of wheat.
TAMAL EN HOJA	Seasoned mixture of corn with pork or ham, all wrapped in corn husks and boiled.	
TAMALES DE PICADILLO	(M) Tamale; made with beef or pork, masa de harina, garlic, chili powder, shortening or lard, soup stock, baking powder and corn leaves.	
TAMARINDO	A soft cool drink; made from a sweet-sour pulp containing citric and tartaric acid.	
TANIER	Starchy root of a large leaved plant.	Code as yautia.
TAQUITOS	(M) Small corn tortillas; fillings vary and may include meat, fried, and topped with sour cream, guacamole sauce, and cheese.	
TASAJO	Beef jerky, salted and cooked.	
TASAJO APPOREADO	Beef jerky	Salted dried beef brisket is soaked overnight, boiled and pounded until soft, with spices, green peppers and onions added.
TEQUILA	Alcoholic beverage.	Distilled from agave or maguey.
TERNERA	Veal.	
TERNERA AL HORNO	Veal, roasted.	
TERNERA ESTOFADA	Veal stew.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
TINGA	Hash of pork or chicken.	
TOCINO	Salt pork or bacon.	Used as seasoning in most bean dishes.
TOCINO DEL CIELO	Rich flan; made with extra egg yolks.	
TORREJAS	(C) French toast type dessert; soaked in syrup.	Usually served cold.
TORTA DE HUEVO	(M) Egg omelet with chili or tomato sauce, onions, cheese, garlic.	
TORTA DE PLANTANO MADURO	Ripe plantain cake.	
TORTAS	(M) Made on rolls; fillings vary and may include meat, cheese, or fish plus mashed beans, avocado, onion and chili.	Equivalent of sandwiches.
TORTICAS DE MORON	Cookie.	
TORTILLA	(C) Omelet; includes eggs with diced potatoes, peas, onions or ripe plantains.	
TORTILLA DE HARINA	(M) Flour tortilla; made from wheat flour or masa de harina, salt, lard or vegetable shortening and water and cooked on griddle.	
TORTILLA DE MAIZ	(M) Corn tortilla, made from masa de maiz.	Cooked on griddle.
TOSTADAS	(M) Toasted tortillas; fried until golden brown and topped with refried beans, meat, lettuce, tomatoes and cheese.	Sour cream and guacamole sauce are optional.
	Plain toasted tortilla chips.	
TOSTADAS ESTILO GUADALAJARA	Fried tortillas; filled with beans and pig's feet.	

<u>Word/Phrase</u>	<u>Definition</u>	<u>Comments</u>
TOSTONES	Green plantain, fried and flattened with added fat.	<u>Designate type and amount of fat used in frying.</u>
TOTOPO	Thin, large tortilla which is toasted and/or fried.	
TRIPAS or TRIPITAS	Beef tripe.	
TRIPAS DE LECHE	(M) Beef tripe; cooked in salted water, drained, and sauteed with onion and garlic in oil, tomato sauce, bay leaves, oregano, tabasco sauce, salt and pepper.	
VACA FRITA	Flank steak; boiled and fried with garlic and onion.	
VEGETALES MIXTOS	Mixed vegetables.	
VIANDAS	Generic name for starchy vegetables such as name, yautia or platano.	Boiled and sliced into large pieces.
WASERVILLE	Artichoke caps.	
YAUTIA	(P) Same as Cuban malanga.	
YAUTIA BLANCA HERVIDA	White sweet potato	Boiled.
YUCA	Cassava -- root vegetable.	Eaten boiled with mojo, fried or in chips. 2" in diameter with a dark brown, rough, barklike skin.
YUGENO	Brandy with orange juice.	
ZAMBURIJAS	Variety of clam.	
ZAPOTE	Sapodilla -- Naseberry.	Tropical fruit about 3" in diameter with a brown rough skin and sweet brownish pulp.