

Baltimore Healthy Stores Project
Consumer Questionnaire
Formative Research Phase
Manual of Procedures

Instructions for Use of Consumer Questionnaire Form Draft 3

General Instructions

1. Selection of respondents

The total sample for this instrument will be about 100 respondents.

Respondents will be selected from locations on or near 5 specified census tracts.

About twenty respondents will be selected from each census tract.

Respondents will be selected from community-based locations such as churches, health clinics, supermarkets, grocery stores, community centers, and other organizations, located in or near specified census tract. Interviews should be conducted at location where respondent was selected. If it is a store, we should expect that people entering the store might be more willing to speak than people who are leaving, since they will not be carrying bags.

2. Requirements for Interview

Respondents should be

- Adults, over 18 years of age

- With a good command of English language

- Who are knowledgeable about food purchasing and preparation in their household

- Who have not answered this survey before

3. Requesting interviews

When ready to begin interviews, count the next three adults entering the location and approach the third adult. Using screening form, determine if the person fill the requirements above (item 2). If so, request interview.

If person refuses, approach the next adult.

Do not interview friends, relatives, people you know, storeowners and their employees, coordinators and staff of location where interview is conducted, persons referred to you by storeowners, staff and coordinators of locations where interview is conducted.

4. Conducting interview

Interviews should be conducted by the data collector. The respondent should not fill out the form themselves.

Fill out the form using a black or blue pen.

Consent must be taken before any data collection begins.

If respondent agrees to be interviewed, select a quiet location, read the consent form and make sure they understand it before beginning the interview. Sign the consent form and hand it to respondent.

Let respondent choose one incentive from the three options. Start interview.

During the interview, be neutral in your demeanor. Do not judge or comment on the responses being given.

As needed, give additional reassurances of confidentiality and that there are no right or wrong answers.

When form is completed, thank respondent for their participation. Finish completing the form, including your comments (question 76). Don't leave Question 76 to be filled out later, as you may not have a clear recollection of the interview.

When done with the form, and ready to begin new interview, count next three adults entering location and approach third adult.

Completion of Consumer Questionnaire Form

IN THE DATA ENTRY BOX (TOP OF 1st PAGE) WRITE THE CENSUS TRACT CODE RELATED TO THE LOCATION WHERE INTERVIEWED IS BEING CONDUCTED. THIS CODE SHOULD BE PROVIDED TO YOU BY THE PROJECT COORDINATOR. DO NOT WRITE ON ANY OTHER FIELD IN THE DATA ENTRY BOX. THE REMAINING SPACES WILL BE FILLED OUT AT A LATER TIME

1. Section 1 – Demographic Information (Question 1-19)

Question 1. Write down the nearest cross streets where interviewee lives (Ex. Light St and N. Wolfe). This is how we can definitely assign them to a particular census tract. Ask respondent: “Could you please name the 2 nearest cross streets close to your house?” Remember that our objective is to be able to plot respondent in a determined census tract. If they answer with two parallel streets (“I live between N Wolfe and N. Washington), pick any of these two and ask for a cross street (“Can you tell me a street that crosses N. Wolfe close to your house?”).

Question 2. Write down your name (ie. the data collector’s name)

Question 3. Enter date in format MM/DD/YY

Question 4. Ask the respondent to provide their age in years

Question 5. Circle respondents’ gender

Question 6. Ask the respondent: “Now I’d like to ask you a few questions about your household.” A household includes all the persons who occupy a housing unit. A housing unit is a house, an apartment, a mobile home, a group of rooms, or a single room that is occupied (or if vacant, is intended for occupancy) as separate living quarters. Separate living quarters are those in which the occupants live and eat separately from any other persons in the building and which have direct access from the outside of the building or through a common hall. The occupants may be a single family, one person living alone, two or more families living together, or any other group of related or unrelated persons who share living arrangements. (U.S. Bureau of the Census 2000). Ask respondent: “My first question is how many people are part of your household?” Respondents may not be sure whether to include certain persons, for example, a son who is away for school, or someone who is on vacation. Tell them to think about people who have been around in the last year. If there are children or others who regularly spend time and eat at the home, they should also be included in the count of household members.

Question 7. Ask respondent to count the number of children less than 10 years old who live or regularly spend time in the household, including respondent’s children and all other household children.

Question 8. Ask respondent to count the number of adults over 65 years old who live in the household.

Question 9. Interviewer should check the location where survey is being conducted. If location is not among the options, select option 7 (Other) and specify location.

Question 10. Ask respondent what is his/her ethnicity. Ethnicity relates to a person's self-identification regarding their origin or descent. Respondents may select more than one option. Check all that apply. If option not on the list, check option 7 (Other) and specify respondents' ethnicity. People of Spanish/Hispanic/Latino origin are those who indicate that their origin is Mexican, Puerto Rican, Cuban, Central or South American, or some other Hispanic origin.

Question 11. Check respondent's current marital status. Respondent can decline to answer (Option 7)

Question 12. Check the highest level of education completed. Educational level applies only to progress in "regular" schools. Such schools include graded public, private, and parochial elementary and high schools (both junior and senior high schools), colleges, universities, and professional schools, whether day schools or night schools. Thus, regular schooling is that which may advance a person toward an elementary school certificate or high school diploma, or a college, university, or professional school degree. Schooling in other than regular schools is counted only if the credits obtained are regarded as transferable to a school in the regular school system (U.S. Bureau of Census, 2000). Those who obtained a GED may select more than one option, for example, 10th grade plus GED. Check both options. If none apply, check option 15 (Other) and specify. Be aware of respondents who completed their education outside the US since educational systems can be quite different. If this is the case, check the level of education reported by the respondent and make a note on option 15 (Other) and specify.

Question 13. Ask respondent if he/she is currently employed. If not employed, ask respondent in which category he/she fits respondent: unemployed, retired or not working for reasons of disability. Employment refers to services performed for wages under a contract of hire or self-employment. If YES, continue with Question 13a. If NO skip to Question 14.

Question 13a. If respondent employed, ask their employment status. This questions refers to total hours worked a week, independent of whether it is in one full-time job or more than one part-time job.

Full-time refers to employment contracted for an undetermined period of time, performed at least 30 hours a week.

Part-time refers to employment contracted for an undetermined period of time, performed for no more than 30 hours a week

Seasonal/Occasional refers to short-term contracts or “casual” work, either for a definite period or for a specific activity.

Question 14. Ask respondent what is their annual household income. Annual household income refers to the amount of money received in the preceding calendar year by all household members combined. Sources of income include:

- Earnings
- Unemployment compensation
- Workers' compensation
- Social security
- Supplemental security income
- Public assistance
- Veterans' payments
- Survivor benefits
- Disability benefits
- Pension or retirement income
- Interest
- Dividends
- Rents, royalties, and estates and trusts
- Educational assistance
- Alimony
- Child support
- Financial assistance from outside of the household
- Other income

If respondent does not know annual income, ask what it's their monthly income and multiply by 12. If respondent does not know monthly income, check option 13 (Do not know). Respondent can decline to answer this question. Some respondents may be reluctant to answer this question since many benefits, such as Food Stamp, and WIC, are based on reported income. Assure your respondent that his/her answer will not have any impact on their benefits eligibility and reinforce the confidentiality of all information provided in this survey. It may be easier to show respondent the list of options and let them point to you their income.

Question 15. Ask respondent if they own a car in working condition. If YES, continue with question 15a. If NO, skip to question 16.

Question 15a. Ask how many cars do he/she owns in working condition.

Question 16. Ask how many of each item on the list the respondent owns in working condition. This question refers to ownership of items either by the respondent or members of his/her household. It does not include items that are available to respondent, for example, in the building or in common living quarters, but does not belong to the household unit. Place a number for each item, including 0 (zero) if the item is not owned in working condition.

Question 17. Ask how many members of respondent's household are currently covered by health insurance. A person is considered covered by health insurance if he or she is covered by at least one of the following types of coverages:

Employer/union

Privately purchased (not related to employment)

Medicare

Medicaid

Military health care (military, CHAMPUS, CHAMPVA, VA, Indian Health Services)

Someone outside the household

Other

Question 18. Ask respondent about his/her current housing arrangement. If none of the options apply, select 8 (Other) and specify.

Question 19. Ask respondent if he/she or anyone in their household receive any of the benefits listed. Check all that apply.

2. Section 2. Food Purchasing (Question 20-26)

Start this section by telling respondent you will now ask some questions about how they get food for their household. Note: this question is intended to get the respondent thinking about their food sources.

Question 20

Introduce the question by reading it to respondent.

Read each item on the list and check all places respondent and his/her household members have utilized in the past 6 month to get food. Check all that apply.

Reinforce that food can be obtained by purchasing it, cashing food stamps and WIC, or by getting products or meals for free. Definitions of places are as follow:

Supermarkets: large “chain” food stores (Ex. Safeway, Super Fresh, etc)

Neighborhood grocery store/corner store: smaller, non-corporate owned food stores

Wholesaler: large, distribution centers who sell products in bulk (Ex. Walmart, Sam’s Club)

Convenience stores: smaller “chain” stores, normally attached to gas stations. (Ex. 7-11)

Farmer’s Market: established market specialized in offering local fresh produce. It can be a permanent or seasonal market.

Fast food restaurant: limited-services, franchised restaurants (Ex. McDonalds, Popeye’s)

Full-service restaurant: include cafeterias, steak houses, “All you can eat” buffets, etc.

Carry-out: non-franchised fast-food with limited-services to be consumed outside location.

Vending machines: self-explanatory

Community Garden: communal plots of land cultivated by community members, and producing fresh fruits and vegetables for community members.

Bars: Alcoholic beverage drinking places that offers a limited range of appetizers and meals.

Specialty stores: food stores specialized in certain types of food. It can be stores specialized in one type of food (bakeries) or in offering certain ethnic foods (African foods).

Food Pantry: centers, also called “food shelves”, that distribute nonprepared foods and other grocery products to needy clients who prepare and use items where they live

Soup Kitchen: provide prepared meals served at location to needy clients. Clients do not reside on premises.

Church: if church distributes nonprepared food and/or meals on a regular basis. This option does not refer to occasional events promoted by churches where food is offered. Churches may function as food pantries.

Community Center: if center distributes nonprepared food and/or meals on a regular basis. This option does not refer to occasional events promoted by

community centers where food is offered. Community centers may function as food pantries.

Other: other places where respondent and his/her household may use regularly to get food. Please specify.

Question 21.

Ask respondent to determine which of the places selected in question 20, he/she uses more frequently to obtain food. Show respondent the options selected and ask: "Of these places, which is the one you use most frequently".

Write selection in question 21 as "1st most frequent. Continue: " Now, which is the second one you use most frequently?" Write selection in Question 21 as "2nd most frequent." Continue: "And which one is the third place you use most frequently." Write down in question 21 as "3rd most frequent".

OBSERVATION: Questions 21 to 26 are combined in a table which will be used to compare respondent's usage of the different places he/she obtains food. Repeat each question for each food place selected.

Question 22. Transportation.

Beginning with 1st most frequent place to get food, ask respondent how do they get to and come back from there. More than one means of transportation for each way may be selected. For example, if the 1st most frequent place is supermarket, ask: "How do you get to the supermarket?" Check all means of transportation selected to go with the number "1". Then ask: "How do you come back from the supermarket?". Check all means of transportation selected for return with the number "2".

Repeat steps for 2nd and 3rd most frequent places.

Question 23.

Ask separately for each place how long does it take to get there.

Name the place in question. For example, ask: "How long does it usually take you to get to the supermarket?" Write answer in minutes.

Repeat for 2nd and 3rd most frequent places to get food.

Question 24.

Ask separately for each place how often do respondent go there.

Name the place in question. For example, ask “How often do you go to the supermarket?”

If respondent answers “often”, “always”, “sometimes”, etc, probe them for details, for example, asking: “ Often in a week or often in a month?”.

Read to them the list of options.

Repeat question for 2nd and 3rd most frequent places.

Question 25.

Introduce the question by reading it to the respondent.

For each place, ask them to determine the 3 most important reasons why they go there. For example, ask “Think about the supermarket. What are the 3 most important reasons that you go there?”

Read the list of options.

Repeat for 2nd and 3rd most frequent places.

This question may be time consuming. You may have to read the options to respondent more than once, or show them the list and let them point to you the most important reasons.

Respondents often select more than 3 reasons. Ask them to focus on the 3 MOST important reasons to select this place.

Check each of the reasons mentioned

OBS: Respondents can feel discouraged when faced with the list of food in question 26. Before turning to the next question, thank respondent for their participation and reinforce that their responses are very valuable to us.

Question 26. Monthly Food Getting Frequency.

Introduce the question by reading it to the respondent.

Reinforce that food can be obtained by purchasing it, cashing food stamp or WIC or by receiving for free.

Read the frequency options. Make sure respondent knows what the different options are. Reassure them that they do not need to remember each of the options specifically, that you will help them.

Go to first food. Ask “Tell me about how often in the last month did you get whole milk? Is it everyday, 5-6 times a week...” . Repeat frequency options.

If respondent didn't buy a particular food in the last month, ask if they get this food in bulk a few times a year. Many respondents may go to wholesalers and buy large quantities of non-perishable foods every 3-4 months.

If respondent never gets a food, check the "I never get this food" box. Also use this box if they have never heard of a particular food.

Go to next food on the list.

For questions involving milk, some respondents do not know the difference between whole milk, 2% milk, 1% milk, and skim milk. This is particularly true for immigrants.

Some other terms associated with milk are:

Whole milk: regular milk, red top milk, vitamin milk

Non-whole milk: yellow/purple/blue top milk (each producer uses different colors for non-whole milk, there isn't any standard color)

For fruit juice, ask and write down which brand of juice they normally get. This information will be useful for determining if juice is 100% or not.

For cheese, ask and write down which type of cheese they normally get. Examples are cheddar, American cheese, etc

At the end of list, ask respondent if there is any other food that they normally consume which is not on this list.

3. Section 3. Preparation Methods (Question 27-28)

Question 27

Introduce the question by reading it to respondent.

Make sure they understand that they need to determine the three most common methods, selecting 1 for most common method, 2 for second most common method and 3 for third most common method.

Read out options for preparation: "The ways foods can be prepared include "deep-fried, pan-fried in oil,..." Make sure they understand the preparation method and how they are different. Remind them that they don't need to memorize the option. You will read them again.

Definitions are:

Deep-fried: food is immersed in oil

Pan-fried in oil: vegetable oil is added to the pan, but food is not immersed.

Pan-fried without oil: food is fried in non-sticking pan. No extra fat is added.

Pan fried in butter/lard/margarine: butter, lard or margarine is added to the pan, food is not immersed.

Cooking spray: no other oil is added

Broiled/Grilled: food is either broiled or grilled. Fat can be added or not (see definition for added fat)

Open flame: juices and fat from food are allowed to drip away from food

Boiled: food is cooked in water. This option include foods that are heated out of a can. Fat can be added or not (see definition for added fat)

Microwave: food is cooked in a microwave. Fat can be added or not (see definition for added fat)

Baked: food is cooked using a traditional oven. Fat can be added or not (see definition for added fat)

Added Fat: Fat is added when preparing the food, not when consuming.

Kinds of fat that can be added during preparation are: oil, butter, lard, margarine, bacon, cream, whole milk, cheese, etc.

Not prepared at home in the last month.

Ask the respondent, "How do you usually cook chicken?" Record their response with the # 1. Then ask, "what is the next most common way you prepare chicken?", record their response with the # 2. Continue for third most common way.

If respondent say "I fry it," ask for more explanation: " Tell me a little more about how you fry it. Do you immerse the (food) in oil and fry it, or do you just add some oil or butter to the pan..."

If respondent select one of the following options: Broiled/Grilled, Boiled, Microwaved, Baked, ask them if they add any fat at preparation. For example, ask: "When you bake chicken, do you add any kind of fat to the chicken? Types of fat that people can add to food can be oil, butter, margarine, etc [read options]"

If a second or third method is not used, write 2,3 in the same space as # 1. If a third method is not used, write 3 in the same space as # 2.

Continue for each food on the list

Question 28

Read out the question: "What are the three vegetables you and other members of your household prepare most often?"

Write down answers.

Some respondents are not sure which foods are vegetables. Ask them to answer whatever they believe is a vegetable. Do not correct them.

They don't need to repeat potatoes, since it was covered in the previous question.

Read out options for preparation: "The ways vegetables can be prepared include "deep-fried, pan-fried in oil, ..." Make sure they understand the preparation method and how they are different.

Definitions are:

Deep-fried: food is immersed in oil

Pan-fried in oil: vegetable oil is added to the pan, but food is not immersed.

Pan-fried without oil: food is fried in non-sticking pan. No extra fat is added.

Pan fried in butter/lard/margarine: butter, lard or margarine is added to the pan, food is not immersed.

Cooking spray: no other oil is added

Broiled/Grilled: food is either broiled or grilled. Fat can be added or not (see definition for added fat)

Open flame: juices and fat from food are allowed to drip away from food

Boiled: food is cooked in water. This option include foods that are heated out of a can. Fat can be added or not (see definition for added fat)

Microwave: food is cooked in a microwave. Fat can be added or not (see definition for added fat)

Baked: food is cooked using a traditional oven. Fat can be added or not (see definition for added fat)

Raw: food is not cooked in any way.

Added Fat: Fat is added when preparing the food, not when consuming.

Kinds of fat that can be added during preparation are: oil, butter, lard, margarine, bacon, cream, whole milk, cheese, etc.

Start with vegetable 1, ask: Start with "What is the most common way (vegetable #1) is prepared in your house? Write number one in the appropriate box.

Continue to get second and third most common preparation method for the vegetable.

If respondent say “I fry it,” ask for more explanation: “ Tell me a little more about how you fry it. Do you immerse the (food) in oil and fry it, or do you just add some oil or butter to the pan...”

If respondent select one of the following options: Broiled/Grilled, Boiled, Microwaved, Baked, ask them if they add any fat at preparation. For example, ask: “When you bake squash, do you add any kind of fat to the chicken? Types of fat that people can add to food can be oil, butter, margarine, etc [read options]”

If a second or third method is not used, write 2,3 in the same space as # 1. If a third method is not used, write 3 in the same space as # 2.

Continue for each vegetable on the list

4. Section 4. Knowledge (Questions 29-31)

Tell respondent: “I’m going to read to you a series of statements and I want you to tell me whether you strongly agree, agree, are undecided, disagree, or strongly disagree with the statement.

For questions involving milk, some respondents do not know the difference between whole milk, 2% milk, 1% milk, and skim milk. This is particularly true for immigrants. Some other terms associated with milk are:

Whole milk: regular milk, red top milk, vitamin milk

Non-whole milk: yellow/purple/blue top milk (each producer uses different colors for non-whole milk, there isn’t any standard color)

“Now, the first question is: low fat milk is better for your health than whole milk. Do you strongly agree, agree, are not sure, disagree or strongly disagree with this statement?”

Mark answer in appropriate box

Respondents may be afraid of giving you the “wrong” answer. They can ask your opinion, or ask what is the “correct answer” (“Is low fat milk better?”). Tell them you are interested in knowing what they think, and that this is not a test.

Respondents may ask what do you mean by “low fat”, “healthy”, etc. Tell them it is “whatever it means to them.” We’ll explore this issues more in section 8 (Open Questions)

Continue for each question on the list

5. Section 5. Self-efficacy and Intention (Questions 32-47)

Questions in this section follow the same format as section 4. There is no need to reintroduce the format.

Questions using “I CAN” are a measure of self-efficacy, or a person’s perception of his/her ability to perform a certain behavior. Questions using “I WILL” are a measure of a person’s intention of performing a certain behavior in the future. They are different questions!

“I CAN “ questions often involve issues of skill, time, money, availability and access. Respondents may be afraid of giving you the “wrong” answer. They can ask your opinion, or ask what is the “correct answer” (“Is low fat milk better?”). Tell them you are interested in knowing what they think, and that this is not a test.

Respondents may ask what do you mean by “low fat”, “healthy”, etc. Tell them it is “whatever it means to them.” We’ll explore this issues more in section 8 (Open Questions)

Continue for each question on the list

6. Section 6. Self-efficacy only (Question 48-52)

Questions in this section follow the same format as section 4 and 5. There is no need to reintroduce the format.

Questions in this section try to measure respondents’ self-efficacy- their perception of their ability to perform a certain behavior.

Respondents may be afraid of giving you the “wrong” answer. They can ask your opinion, or ask what is the “correct answer” (“Is low fat milk better?”). Tell them you are interested in knowing what they think, and that this is not a test.

Respondents may ask what do you mean by “low fat”, “healthy”, etc. Tell them it is “whatever it means to them.” We’ll explore this issues more in section 8 (Open Questions)

Continue for each question on the list

7. Section 7. Food Security Scale (Question 53-68)

This survey is based on the food security scale survey developed by USDA, and used in many national surveys. Households with no children answer fewer questions.

Some respondents may feel uncomfortable with these questions, particularly those involving their ability to feed their children. For some ethnic groups, it can be very shameful not to be able to provide for your children.

Reassure the respondent of the confidentiality of the information.

Introduce the section by reading the paragraph: "We would like to ask a few question about the food eaten in your household..."

Read each of the questions out loud and check appropriated answer.

If household include children younger than 18 read all questions.

If household does not include children younger 18, skip questions 62 to 68 by checking option "NO CHILDREN YOUNGER THAN 18" in these questions.

8. Section 8. Open Questions (Questions 69 to 74)

Introduce this section by reading: "I want you to tell me your opinion on the following questions."

Read the question to respondent

Write down their answer in space provided.

Probe respondents to explain what they mean by expressions such as "eating wise", "eating healthy," "living longer and stronger," etc.

Repeat for questions 70 to 72.

Question 73.

Read question to respondent. Ask them to identify activities in which they (1) believe would help they keep a healthy diet, and (2) are interested in participating
Read out the list of activities.

Start with the first one: "let's begin with low-fat cooking demonstration. Do you think low-fat cooking demonstration would help you keep a healthy diet?". Check if answer is YES.

Continue: "Would you be interested in participating in low-fat cooking demonstrations?" Check if YES.

Repeat for all activities on the list.

Ask respondent if they have any other suggestion of activities that would help them keep a healthy diet and write down.

Question 74.

Read question to respondent. Ask them to identify 3 options that would help the most THEIR community to obtain the food they wanted or needed.

Read out the list of options

Respondents tend to agree with all options. Ask them to think on their community and select the 3 options that make more sense for the people who live in their community.

This question can be time consuming. You may need to read the list of options more than once, or let respondent read it and point their options to you.

WHEN INTERVIEW IS COMPLETED, THANK RESPONDENT FOR THEIR PARTICIPATION.

AFTER THEY HAVE LEFT, COMPLETE QUESTION 75 BY WRITING DOWN YOUR COMMENTS AND OPINIONS ABOUT THIS INTERVIEW. Please describe any specific circumstance you think will help us better understand their answers to this survey. Please give your opinion about the interviewee's honesty, openness and points of confusion.