

Instructions for the Residential/Occupational History Form (SES Version B)

(Updated May 25,2001)

BACKGROUND

One of the ongoing debates on the causes of chronic disease is whether there are "critical periods" in a person's life, such as fetal development, that are associated with a greater risk of chronic diseases during the adult years. Similar theories have been proposed for other periods of one's life, such as the formative stages of childhood and young adulthood. Also to help us better understand what causes atherosclerosis and its clinical manifestations, scientists have extended the focus of epidemiologic research to examine the role of an individual's environment, as a protective or unfavorable factor.

The Residential/Occupational (Life Course) Survey expands the work done so far in ARIC in these areas, by obtaining a few items of information about our participant's life history and where they lived before they became well known to us as middle-aged adults. We know now that many chronic diseases -such as atherosclerosis and hypertension -start to affect our body early in life. For effective prevention it is important to understand how this happens, and what makes some teen-agers and young adults susceptible to the conditions that take a heavy toll late in life.

The detailed information the ARIC participants gave us throughout the study is very valuable, but it does not offer many insights into the early decades of their life, which is when many of them were probably set on the path that led to adult-onset diseases. Finding out -as precisely as possible -where a person has lived gives us important information on their environment and its possible role in this process. The ARIC participants are a cohort of individuals who went through periods of peace and of war, of economic booms and downturns, and through important phases of social change. These factors were not uniformly distributed and have affected some geographic areas -and even some neighborhoods within a city -differently than others. That is why we ask about addresses, which we then link to the history of these neighborhoods.

I. GENERAL INSTRUCTIONS

The Residential/Occupational History (ROC) form collects information at different time periods in each participant's life, beginning with infancy. The first portion of the form collects information about the participant's parents or the adults who took care of them when they were young. Subsequent sections collect information about the participant's employment/retirement status, occupation, and residence at different time periods in their life.

Interviewers are certified and familiar with the ARIC data entry system (DES) and the "General Instructions for Completing Paper Forms" (in case the computer is down) prior to administering this form. Items in BRACKETS and/or CAPITAL LETTERS are instructions to the interviewer and are not read to the participant.

COMPLETE THE HEADER (paper form). READ THE QUESTIONS CLEARLY USING THE EXACT WORDING ON THE FORM. The introductory scripts must be read to the participants.

II. DETAILED INSTRUCTION FOR EACH ITEM

A. PARENT'S EDUCATION

1 (DO NOT ASK). Did participant attend Visit 4?

Check the Participant Information Sheet to determine whether the participant has completed Visit 4. Select the appropriate response (YES or NO), and follow the skip patterns. Participants who have completed Visit 4 are read Item 5; participants who have not completed Visit 4 are read item 2.

2. This section determines the education completed by a participant's natural biologic mother and natural biologic father at the time of the participant's birth. Read the appropriate Introductory Script. If participant does not have list of educational categories, read list to them.

It is noted that the wording in Item 2, the wording for "If Yes, Read: Please read through this list and tell me the letter that best describes the highest level of education your parents had completed when you were born," is very close to that for Item 2a.

2a. Read Item 2a to participant. Item 2a asks about the participant's mothers' highest level of education when the participant was born. Enter the appropriate letter. If the information is unknown for the mother, or if the participant's mother was not in the home, enter U for unknown.

2b. Read Item 2b to participant. Item 2b asks about the participant's fathers' highest level of education when the participant was born. Enter the appropriate letter. If the information is unknown for the father or if the participant's father was not in the home, enter U for unknown.

Please note that the 12th grade was added to high school education in the mid 40s and early 50s by most states. As there is no national requirement for graduation, each state sets the high school graduation requirements. Many individuals in the ARIC cohort would have completed high school in the 11th grade. If instead of a grade the participant reports that a parent/ caretaker "completed high school" the interviewer should assume that grade 12 was completed (placing this answer in today's context), and !!Q! probe whether this means grade 11 or grade 12.

3. Read Item 3 to participant. The purpose of this question is to identify participant's who were raised from birth to age 5 by persons other than their natural biologic parents. The response is NO if only the natural parents had primary responsibility for the participant's care for the majority of the time between the participant's birth and age 5. Follow the skip pattern.

4. Read Item 4 to participant. The purpose of this question is to record the education level of the people who raised the participant between birth and age 5 if parenting was provided by at least one person other than the natural parents. Ask the participant to think about the two most important adults in his/her home between birth and age 5. "Important" is defined by the participant. If asked, the interviewer can assist by suggesting that the participant think of the person who spent most time with him/her between birth and age 5, or had the greatest influence on the participant.

4a. Read Item 4a and record the highest level of education attained by the most important caretaker in Item 4a. This can be a parent (in which case the answer to 4a would correspond to that entered in 2a or 2b.

4b. Read Item 4b to participant. Record the highest level of education attained by the second most important caretaker in Item 4b. This can be a parent (in which case the answer to 4b would correspond to that entered in 2a or 2b. If the participant was raised by only one surrogate parent during this time period, enter an "K" in Item 4b.

B. PARENT'S OCCUPATION

5. Read the introductory script. If the participant has the list of occupational categories, read first lead-in script. Record the appropriate response. If the participant does not have the list of occupational categories, read the second lead-in script and then read the list of categories to the participant. Record the appropriate response.

If the participant mentions more than one job the participant is asked to define the "primary" job. As an example, if the participant's father farmed and also worked as a mechanic, the participant is asked to determine which was the father's main job. If the answer is "retired" the interviewer asks for the occupation prior to retirement. If the participant indicates that the parent or caretaker was disabled, probe to find out if one of the occupational categories did apply before this person became disabled, and enter that code. If the probe is inconclusive or if the disabled parent/caretaker was not clearly identified with one of the occupational categories on the form, code as Not Applicable.

Participants who indicate that their father or male caretaker was in the military at that time are asked to identify the occupation from the categories listed that best describes what his usual activity was in the military at that time. If the participant is unsure, record Unknown. This is also done for Item 10 (mother or female caretaker). The same reasoning applies to questions 28, 32, and 36, for a respondent who indicates that he/she served in the military at that time. A separate occupational classification system is used for military personnel, which we have never used in the ARIC study. Therefore, and as was done before in ARIC, a person who served in the military is asked to select the category which best describes the work he/she did.

6. Read Item 6 to participant. (Self-employed is defined as earning income directly from one's own business, trade or profession rather than as a specified salary or wages from an employer). Enter Yes, No or UNKNOWN.

7 . Read Item 7 to participant. Whether the father or male caretaker was in the role of a manager at work is to be defined by the participant. Enter YES, NO or UNKNOWN.

8 . **Read Item 8 to participant. Enter Yes, No or UNKNOWN.**

9 . **Read Item 9 to participant. Enter YES, NO or UNKNOWN.**

Comment on items 6 -9: note that it is not equivalent to self-employed and to be a manager, nor to be a manager and supervise the work of others. Similarly, participating in decision-making at the workplace does not automatically imply managerial status, and vice versa. Asking each of these items as separate questions gives us an opportunity to learn about different aspects of a person's roles and work environment.

10. **Read Item 10 to participant and address items 10 through 14 as for steps 5 through 9. If the mother or female caretaker is reported as disabled, proceed as described for Item 5.a.**

15. Read Item 15 slowly to participant, with pauses as indicated by the commas in this sentence. If the participant asks you to clarify the term "child," indicate that this is applicable up to age 18. If living arrangements changed frequently, ask the participant about the arrangement that applied for most of their childhood (up to age 18).
16. Read Item 16 to participant. Stress "mostly". If asked, the interviewer can indicate that the place where one mostly lived as a child can include a place of residence other than the home (such as a boarding school). If the name of the street has changed since the participant was a child, record the current street name. When a participant does not recall the street number, record the name of the street the participant lived on (without using === signs to indicate that anything is missing). Then ask for the nearest cross street to the participant's home, and pull up a Note Log to record the name of the cross-street. To help us later in dealing with the note logs, please start the Note Log by typing an X followed by a space, and then the name of the cross street. As above, record rural route or highway numbers in the case of rural residents who lived outside the limits of a town.

If the participant grew up in a rural area not within the limits of a small town, enter the name of the rural route or rural highway and its number, and then ask for the nearest rural route of highway that crossed the one the participant lived on. If this information is not available, the name of the nearest rural post office is recorded. Indicate Enter == if unknown.

If the participant would like to know why the ARIC study is interested in their addresses before they became part of ARIC, the interviewer can indicate that we are trying to understand how a persons' early development and history influences their health later in life. Where we have lived and how often we moved is part of that history, and it helps us understand what causes heart disease and how to prevent it.

If the participant would like to know how these addresses will be used, the interviewer indicates that this information will be analyzed only by linking their study number (not their name) to the characteristics of the neighborhood where they lived, such as the number of schools, the availability of community services, the average income, and others.

C. CURRENT OR MOST RECENT OCCUPATION

Items 17 and 17a through 17d are identical to those used in annual follow form AFUH, and the instructions for their administration during this interview also are the same as those used during the previous annual follow call. These items are administered in the Life Course SES form (instead of the AFU) to place them in context.

Read the introduction to Item 17 (about your current or most recent occupation) to participant, pause and read Item 17, gently stressing current. Record items as shown, and follow the skip rules. If a participant's response is "I am on disability" the interviewer codes "retired," and follows the logical skips pertaining to this category.

| | |
|------|-----------------|
| A--+ | go to Item 17.d |
| B--+ | go to Item 17.a |
| C--+ | go to Item 17.b |
| D--+ | go to Item 17.c |

Read **Item 17.a**, emphasizing employed status. Follow skip rules, as shown.

Employed at a job for pay

15. Read Item 15 slowly to participant, with pauses as indicated by the commas in this sentence. If the participant asks you to clarify the term "child," indicate that this is applicable up to age 18. If living arrangements changed frequently, ask the participant about the arrangement that applied for most of their childhood (up to age 18).
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A~ go to Item 17.d
B~ go to Item 17.a
C~ go to Item 17.b
D~ go to Item 17.c

Read Item 17.a, emphasizing employed status. Follow skip rules, as shown.

Employed at a job for pay

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24. This item is not read. Record response categories 1, 2 or 3 according to the age at Visit 1 listed on the printout for this participant, after verifying agreement with the name/ID.

25. The age (50) and the date are used as frame of reference. If the participant indicates that shortly before or shortly after this date his/her address changed, record the usual address occupied around age 50. If the name of the street has changed since the participant was age 50, record the current street name. When a participant does not recall the street number, record the name of the street the participant lived on (without using == signs to indicate that anything is missing). Then ask for the nearest cross street to the participant's home, and pull up a note log to record the name of the cross-street. To help us later in dealing with the note logs, please start the note log by typing an X followed by a space, and then the name of the cross street. As above, record rural route or highway numbers in the case of rural residents who lived outside the limits of a town.

26. If the participant mentions that the response categories corresponding to this question changed shortly before or shortly after this date his/her address changed, record the one described as usual around the time the participant was age 50.

If the participant would like to know why the study is asking this information, the interviewer can indicate that scientists have found that our living arrangements, and whether a person's living arrangements are stable can influence the process that contributes to chronic diseases.

27. Items 27 through 28.d are addressed as in previous sections of this interview. However, if the answer to Item 27 is Homemaking, the interviewer records A for Item 27 and proceeds to Item 28 to record A (again), without reading the introductory statements found in Item 28. If the interviewer perceives that the participant has become distracted or has strayed from the time frame for this section, he/she is reminded that this question applies to age 50 (and the corresponding date).

28. If the respondent indicates that he/she served in the military at that time is asked to select the category which best describes the work he/she did. (See explanation under Item 5, above). If the interviewee is seen to have difficulty in answering, the interviewer can help the participant to focus on the correct time frame. For example, the interviewer can state the question and add "for this occupation, at age xx." This applies to questions 28bcd, 32bcd, and 36bcd.

29. This corresponds to the skip from item 24 if the participant was between the ages of 50 to 59 at Visit 1, or the continuation from item 28.d. The instruction for items 29 through 32.d correspond to those described for these items as used in earlier sections of the interview.

31. if the answer to Item 31 is Homemaking, the interviewer records A for Item 31 and proceeds to Item 32 to record A, without reading the introductory statements found in Item 32.

33. This corresponds to the skip from item 24 if the participant was between the ages of 44 to 49 (inclusive) at Visit 1, or the continuation from item 32.d. Items 33 through 36.d correspond to those used in earlier sections of the interview.

35. Items 35 through 36.d are addressed per instructions to the equivalent questions for ages 50 and 40 (see above). If the answer to Item 35 is Homemaking, the interviewer records A for Item 35 and proceeds to Item 36 to record A (again), without reading the introductory statements found in Item 36. If the interviewer perceives that the participant has become distracted or has strayed

from the time frame for this section, he/she is reminded that this question applies to age 30 (and the corresponding date).

E. MILITARY SERVICE AND EXPOSURE TO WAR

Read the introductory sentence. If asked, indicate that experiences during war and armed conflict can have consequences on one's health later in life, which is the reason why scientists are now studying this question. Even if a participant volunteers that he/she has never been in the military, bridge into the next item and ask question # 37.

37. As is specified stated in the introduction to these questions and in item 37, these questions are restricted to one's "military service" and participants are asked whether they have served in the armed forces. The participant determines whether he/she has served in the "armed forces." On the other hand, a person who served as a volunteer (e.g., a Red Cross volunteer) would not have "served in active duty" in the armed services and Item 37 is coded as "No."

The introduction to these questions reminds the participant that they don't need to answer any questions that they do not wish to address. That is true for all questions that we ask of ARIC participants, but it is re-stated here to make it easy for a person to decline to talk about their experience in combat or in the military. At the same time; interviewers must maintain their neutral, objective approach to all questions, so that they do not influence the responses in any way.

38. Record age in years

39. If active duty was interrupted, add the number of years reported for each period of active duty.

40. This item applies to times of peace or war .

41. Combat zone is to be defined by the participant.

42. Being under enemy fire and firing at the enemy also are to be defined by the respondent.

43. **If** the participant asks for clarification, seeing anyone killed or wounded during the war is not restricted to combat zones, nor to active duty.

44. If the participant asks for clarification, the circumstances for this question are not limited to a combat zone.

Read the closing script, thanking the participant and indicating that ARIC will contact them again in one year .

F. ADMINSTRATIVE INFORMATION

These are not read to the participant.

45. Enter the date.

46. The person who completed the form enters his/her code number in the boxes provided.

TRANSITION BETWEEN AFU VERSION I AND THE RESIDENTIAL OCCUPATIONAL HISTORY FORM

The AFU interview is always administered first. In the majority of cases the AFU and ROC forms will be administered during the same call, back to back. The transition between the forms, and situations when the two forms are not completed during the same call are addressed in this section .

Since one of the areas of emphasis of the ROC form is employment and occupational status, the questions on employment status were removed from AFU version I. These same questions are now asked in the context of the ROC questions. The transition between AFUI and ROC has been facilitated by changing the wording on Screen 14 (Other Items) to "Next, I have a few miscellaneous questions," After asking items 30 and 31 on AFUI the interviewer will close out the AFU form by completing the items on Screen 15, and then move to the ROC survey.

Note that two Result Codes have been added to this AFU version. Code 03 has been modified to read "Contacted, Interview Complete -Complete SES. Do not complete Employment Status." This code is used when the ROC survey is administered following AFUI, which is the standard way to conduct this AFU call.

If the participant does not have the time to answer the ROC questionnaire during this call or refuses this part of the AFU call, then Code 10 is used on AFUI Item 36. It reads "Contacted, Interview Complete -No SES {questionnaire} -Complete Next Section {of AFU}." The interviewer then says "I have one last set of questions to ask to complete this interview" and proceeds to AFUI Screen 16, items 32.a through 32.d. Following, the interviewer closes by saying "Thank you for your time. We will call you in about one year."