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| **Acculturation** | |
| **Protocol Id** | 180101 |
| **Description of Protocol** | The respondent is asked how well he/she speaks, reads, and writes English on a scale of 1 to 4. The respondent may indicate poor (1), fair (2), good (3), or excellent (4). The respondent is also asked which language he/she uses when speaking with friends, speaking with family members, and also for thinking. A scale and list of languages are used to indicate the response. The scale includes options for (language) all of the time (1), [language] most of the time (2), [language] and English equally (3), English most of the time (4), and English all of the time (5). "Don’t know" and "refused" can also be coded for these questions. |
| **Specific Instructions** | Sociodemographic variables such as race, ethnicity, birthplace, birthplace of parents, and years living in the United States (PhenX measures) should also be collected to complement these questions. The interviewer should also record the language in which the questions were administered.  The External Review Panel (ERP) notes that acculturation is highly specific to different ethnic groups. Although there are other measures more specific to particular groups, this protocol is appropriate to measure acculturation broadly across populations who have immigrated to the United States.  The ERP recommends that researchers review *The Cultural Framework for Health: An Integrative Approach for Research and Program Design and Evaluation* (Kagawa-Singer et al., 2015), supported by the Office of Behavioral and Social Sciences Research, National Institutes of Health, for conceptual information about culture and other measures of acculturation. |
| **Protocol Text** | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Poor**  **(1)** | **Fair**  **(2)** | **Good**  **(3)** | **Excellent**  **(4)** | **Dont Know**  **(8)** | **Refused**  **(9)** | | 1. How well do you speak English? | 1 | 2 | 3 | 4 | 8 | 9 | | 2. How well do you read English? | 1 | 2 | 3 | 4 | 8 | 9 | | 3. How well do you write in English? | 1 | 2 | 3 | 4 | 8 | 9 |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | The next few questions ask about your language preference. For these questions, please tell me the number that applies from the list below. (If you prefer, I can read the response choices to you.)  4. To begin, what primary non-English language or dialect do you speak or understand?  List of Languages *[Note: Investigators should include the primary languages of their study population]*:  (1) Spanish  (2) Chinese  (3) Vietnamese  (4) Tagalog  (5) Other Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  INTERVIEWER: For items 5-7, fill in the (language) specified in item 4. | | | | | | | | |  | **(LANGUAGE) ALL THE TIME (1)** | **(LANGUAGE) MOST OF THE TIME (2)** | **(LANGUAGE) AND ENGLISH EQUALLY (3)** | **ENGLISH MOST OF THE TIME (4)** | **ENGLISH ALL THE TIME (5)** | **DONT KNOW (8)** | **REFUSED (9)** | | 5. What language do you speak with most of your friends? | 1 | 2 | 3 | 4 | 5 | 8 | 9 | | 6. What language do you speak with most of your family? | 1 | 2 | 3 | 4 | 5 | 8 | 9 | | 7. In what language do you think? | 1 | 2 | 3 | 4 | 5 | 8 | 9 | |
| **Selection Rationale** | These questions have been used on large studies such as the National Latino and Asian American Study (NLAAS), which included a sample of 4,649 Latinos and Asian Americans. The internal consistency of the questions in the language proficiency scale was very good, with Cronbach’s alphas of 0.90 for the English-language interview and 0.96 for the Spanish-language interview. |
| **Source** | National Institutes of Health, National Institute of Mental Health. (2002). National Latino and Asian American Study (NLAAS), 2002. Question numbers LP5d, LP5e, LP5f, LP7a, LP7b, and LP7c are represented in this protocol as 1, 2, 3, 5, 6, and 7, respectively. |
| **Language** | English, Spanish, Mandarin Chinese, Vietnamese, Tagalog |
| **Participant** | Ages 18 years and older. |
| **Personnel and Training Required** | The interviewer must be trained to conduct personal interviews with individuals from the general population. The interviewer must be trained and found to be competent (i.e., tested by an expert) at the completion of personal interviews. The interviewer should be trained to prompt respondents further if a "don’t know" response is provided. |
| **Equipment Needs** | These questions can be administered in a computerized or noncomputerized format (i.e., paper-and-pencil instrument). Computer software is necessary to develop computer-assisted instruments. A laptop computer/handheld computer will be needed to administer a computer-assisted questionnaire. |
| **Standards** | |  |  |  |  | | --- | --- | --- | --- | | **Standard** | **Name** | **ID** | **Source** | | Common Data Elements (CDE) | Person Acculturation Assessment Score | 3163002 | [CDE Browser](https://cdebrowser.nci.nih.gov:/cdebrowserClient/cdeBrowser.html" \l "/search?publicId=<INSERT_ID>&version=1.0) | | Logical Observation Identifiers Names and Codes (LOINC) | Acculturation proto | 62913-9 | [LOINC](http://s.details.loinc.org/LOINC/<INSERT_ID>.html?sections=Web) | |
| **General References** | Alegria, M., Vila, D., Woo, M., Canino, G., Takeuchi, D., Vera, M., Febo, V., Guarnaccia, P., Aguilar-Gaxiola, S., & Shrout, P. (2004). Cultural relevance and equivalence in the NLAAS instrument: Integrating etic and emic in the development of cross-cultural measures for a psychiatric epidemiology and services study of Latinos. *International Journal of Methods in Psychiatric Research, 13*(4), 270-288.  Guarnaccia, P. J., Pincay, I. M., Alegria, M., Shrout, P., Lewis-Fernandez, R., & Canino, G. (2007). Assessing diversity among Latinos: Results from the NLAAS. *Hispanic Journal of Behavioral Sciences, 29*(4), 510-534.  Kagawa-Singer, M., Dressler, W. W., George, S. M., & Elwood, W. N. (2015). *The cultural framework for health: An integrative approach for research and program design and evaluation.* Bethesda, MD: National Institutes of Health, Office of Behavioral and Social Sciences Research. |
| **Protocol Type** | Interviewer-administered questionnaire |
| **Derived Variables** | None |
| **Requirements** | |  |  | | --- | --- | | **Requirement Category** | **Required** | | **Average time of greater than 15 minutes in an unaffected individual**  Average time of greater than 15 minutes in an unaffected individual | No | | **Major equipment**  This measure requires a specialized measurement device that may not be readily available in every setting where genome wide association studies are being conducted. Examples of specialized equipment are DEXA, Echocardiography, and Spirometry | No | | **Specialized requirements for biospecimen collection**  This protocol requires that blood, urine, etc. be collected from the study participants. | No | | **Specialized training**  This measure requires staff training in the protocol methodology and/or in the conduct of the data analysis. | No | |