

APPENDIX 1
Pre-tested DAILY questionnaire

Dear Parent,

I am a graduate student interested in exploring the diet of children. Since children are dependent upon their parents for food, this questionnaire is for you.

For your information, **pulses**, also referred to as legumes, are seeds of plants. These include:

- Dried beans (kidney beans, white beans, black beans, navy beans),
- chickpeas,
- dried peas (ie. split peas), and
- lentils (red, yellow, and green).

There are 4 parts to the questionnaire which should take approximately 30 minutes to complete. Please note there are no right or wrong answers and I would really appreciate if you answered all questions.

Thank you.

Theo Phillips, RD
College of Pharmacy and Nutrition
University of Saskatchewan

PART ONE

Please check (✓) one response for each question.

SD: strongly disagree **D:** disagree **NS:** not sure **A:** agree **SA:** strongly agree

	SD	D	NS	A	SA
1. I need more information about cooking lentils					
2. I don't want to change my eating habits or routine					
3. My children won't eat a meal containing lentils					
4. Pulse-based meals or snacks are not available when I eat out					
5. I'm too busy to prepare a lentil-based meal					
6. It would be too expensive to eat lentils					
7. I believe I would have to go shopping too often if I ate lentils					
8. I would buy a prepackaged lentil-based snack					
9. The type of food I feed my child has no impact on their health.					
10. I would get indigestion, bloating or gas eating lentils					
11. I believe that it is important for my children to consume lentil-based meals.					
12. Lentils do not give me enough energy					
13. I don't know how to prepare lentils					
14. If my children liked lentils I would make them more					
15. Lentils are a locally grown food					
16. Lentils are not tasty enough					
17. I believe that lentils are healthy for my children.					
18. I believe my food choices influence what my child eats.					
19. It takes too long to prepare lentils					
20. I never think of using lentils when I cook					
21. Nutrition is not that important.					
22. I believe healthy food is important to my child's health					
23. I would try a lentil dish in a restaurant					
24. I would eat lentils if they had a more attractive appearance					
25. Lentils improve my energy levels throughout the day					
26. I would buy a prepackaged lentil-based meal					

27. My child has control over what they eat.					
28. Lentils are expensive to add to meals					
29. Lentils improve my digestion					
30. Lentils help me eat a greater variety of foods					
31. If I eat lentils, my children are more likely to eat lentils.					
32. I am motivated to eat lentils					
33. Lentils help me stay healthy					
34. Lentils upset my child's stomach					
35. I wish I could influence my child's eating habits more					
36. I know how to cook lentils but I don't eat them					
37. I believe that it is important for my children to learn how to prepare lentils.					
38. Lentils can be a part of a tasty diet					
39. I believe that lentil-based meals can help the environment					
40. I believe that lentil-based meals can help me to save money					
41. It is important for my children to learn to consume Saskatchewan produced foods.					
42. I believe that serving lentils can help me to look more 'trendy' to my friends					
43. My child does not like the taste of lentils					
44. It is important for me to consume Saskatchewan produced foods.					
45. I would like to eat healthier					
46. I am not convinced about the benefits of eating healthy					

Please rank the items from 1 to 9 according to what is **most important when choosing food** for your family. Place a 1 next to the item that is least important and place a 9 next to the item that is most important.

- _____ Cooks quickly
- _____ Nutritious
- _____ Inexpensive
- _____ Environmental concerns
- _____ Tastes good
- _____ Availability of the food
- _____ Easy to prepare
- _____ Family Acceptance
- _____ Other: Please explain: _____

PART TWO

The following items are designed to record your **usual** food habits.

1. How often do you eat lentils?

- Never or rarely
- 1-3 times per month
- 1-2 times per week
- 3-4 times per week
- 5-6 times per week
- Once a day
- Two or more times a day

2. How often do you eat pulses (dried peas, dried beans, chickpeas and lentils)?

- Never or rarely
- 1-3 times per month
- 1-2 times per week
- 3-4 times per week
- 5-6 times per week
- Once a day
- Two or more times a day

3. Last week, how often did you eat each of the following foods?

								→	Amount?		
	Never/ Rarely	1-3 Per month	1-2 per week	3-4 per week	5-6 per week	1 per day	2+ per day	1 MEDIUM SERVING	Small	Medium	Large
Baked Beans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 cup beans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soup with beans, peas or lentils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 cup soup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chili with beans, peas or lentils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 cup chili	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dips or spreads made with beans, peas or lentils (hummus, bean dip, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2 table- spoons dip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salad with beans, peas or lentils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	½ cup cooked beans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legumes added to mixed dishes (stew, sauces, casseroles, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 cup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART THREE

1. Lentils are an example of a food in the (please check one):
 - Vegetable and Fruit Group
 - Milk and Alternatives Group
 - Grain Products Group
 - Meat and Alternatives Group

2. One serving of lentils according to Canada's Food Guide equals (please check one):
 - ¼ cup (60 ml)
 - ½ cup (125 ml)
 - ¾ cup (175 ml)
 - 1 cup (250 ml)

3. Eating a proper diet with help to reduce your risk of certain types of diseases:
 - True
 - False

4. Lentils are a good source of protein:
 - True
 - False

5. Lentils are a good source of fibre:
 - True
 - False

6. Lentils are a poor source of iron:
 - True
 - False

7. Lentils have too much saturated fat:
 - True
 - False

8. Which of the following does not belong to the Meat and Alternatives Group (please check one):
 - Eggs
 - Kidney Beans
 - Tofu
 - Peanut Butter
 - Cottage Cheese

PART FOUR

Finally, we would like to ask you a few questions about yourself.

1. What is your gender?
 - Male
 - Female

2. How old are you?
 - 25 years or younger
 - 26-35 years
 - 36-45 years
 - 46-55 years
 - 56 years or older

3. Are you:
 - Single
 - Married or Common Law
 - Separated or Divorced
 - Widowed

4. Are you currently (check all that apply):
 - Full time homemaker
 - Employed full time
 - Employed part time
 - Unemployed
 - Student

5. What is the highest level of education you have completed?
 - I did not graduate from high school
 - High school diploma
 - Trade certificate or diploma from a vocational school or apprenticeship training
 - Non-university certificate or diploma from community college
 - University certificate below bachelor's level
 - Bachelor's degree
 - Degree above bachelor's degree (i.e. masters or doctorate)

6. Do you have any health or nutrition related qualifications?
 - Yes. Please specify: _____
 - No

7. How many people are living in your household (including yourself)? _____
7b. What are the ages of these people? _____
8. Which of the following categories best describes your household total gross annual income?
- Less than \$39,999
 - \$40,000 - \$79,999
 - More than \$80,000
9. Which best describes your ethnicity?
- First Nations, Metis, Inuit
 - Black, African Canadian
 - White, Caucasian
 - Asian
 - Hispanic, Latino
 - Other. Please explain: _____
10. I am:
- Not a vegetarian.
 - A lacto-ovo vegetarian (eggs and milk products consumed)
 - A vegan (no eggs or milk products consumed)

**THE END.
THANK YOU.**

APPENDIX 2

Pre-test questions and changes to questionnaire post pre-test

Part One:

1. Are the instructions for completing the survey clearly written?
2. Are questions easy to understand?
3. Do you know how to answer questions (circle or mark, one answer or two)?
4. What do you think this section is asking?
5. Are the questions relevant?
6. In terms of barriers to lentil consumption, is anything missing?
7. What questions do you feel need clarification?
8. If the ranking question read “lentils” instead of “food” would your answer change?
9. Any other comments?

Changes to part one after pre-test:

- Instructions were clear
- Question 1 (P) need explanation – how to cook lentils not just cook lentils
- Question 2 (D) double barreled – eating habits or routine, pick one only
- Question 3, 6, 19, 33, 34, 43(*t) changed to belief statement
- Question 4 (*t) changed to lentil-based meals (error)
- Question 9 (*t) removed because same as question 22
- Question 12, 15, 25, 29, 30, 39 (P,*t) removed because knowledge based questions
- Question 27 (P) had difficulty understanding what this was asking. Changed to: I often prepare a separate meal for my child
- Question 36 (P,D) double barreled – don't cook or don't eat??
- Question 41 (P) to learn to consume, just say to consume
- Questions added (D, *t) traditional diet,
- Ranking question completely changed as it was not understood by anyone

Part Two:

1. Are the instructions clearly written?
2. Are questions easy to understand?
3. Do you know how to answer questions (circle or mark, one answer or two)?
4. Were you able to find your first answer to the question from the response options shown?
5. What do you think this section is asking?
6. Is there a better way to ask it?
7. Is there anything missing?
8. What questions do you feel need clarification?
9. Any other comments?

Changes to part two after pre-test:

- Question 2 removed the word dried (CM) as it also pertains to cooked/canned pulses
- Question 3 was understood by all participants but 2 participants asked if they needed to put amount. Reworded instructions to state answer both A and B to be more clear
- Addition of curries to list of food choices as it was missing (P)

Part Three:

1. Are the instructions clearly written?
2. Are questions easy to understand?
3. Do you know how to answer questions (circle or mark, one answer or two)?
4. Were you able to find your first answer to the question from the response options shown?
5. What do you think this section is asking?
6. What questions do you feel need clarification?
7. Do you feel having more information about the nutritional benefits of lentils would increase your lentil consumption?
8. Any other comments?

Changes to part three after pre-test:

- Part three was easy to understand and participants had no problem answering same.
- Knowledge questions added: grown in Sask (because removed from part one) and where do you get information (CM)
- Question 1 (D) reworded to be in order of Canada's food guide
- Question 2 (CM) reworded to state "cooked" lentils to be clear

Part Four:

1. Are the instructions clearly written?
2. Are questions easy to understand?
3. Do you know how to answer questions (circle or mark, one answer or two)?
4. Were you able to find your first answer to the question from the response options shown?
5. What do you think this question is asking?
6. What questions do you feel need clarification?
7. Any other comments?

Changes to part four after pre-test:

- Part four was straight forward and easy to understand
- Addition of age category (D) since grandparents could be caregivers
- Education question changed to be more clear and mutually exclusive
- Addition of pesco-vegetarian as it was missing from responses
- The word "homemaker" changed to "caregiver" (P,D)
- Addition of self-employed and retired under responses to employment

APPENDIX 3

Final Questionnaire


	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I don't want to change my eating habits.					
2. The type of food I feed my child has no impact on their health.					
3. It is important for me to consume Saskatchewan produced foods.					
4. I would like to eat healthier.					
5. I am not convinced about the benefits of eating healthy.					
6. I believe my food choices influence what my child eats.					
7. Nutrition is not that important to me.					
8. I believe healthy food is important to my child's health.					
9. I often prepare a separate meal for my child.					
10. I wish I could influence my child's eating habits more.					
11. It is important for my child to consume Saskatchewan produced foods.					
12. I need more information about how to cook lentils.					
13. Lentil-based meals or snacks are not available when I eat out.					
14. I'm too busy to prepare a lentil-based meal.					
15. I believe it would be too expensive to eat lentils.					
16. I believe I would have to go shopping too often if I ate lentils.					
17. I would buy a prepackaged lentil-based snack.					
18. I would get indigestion, bloating or gas eating lentils.					
19. I don't know how to prepare lentils.					
20. Lentils are not tasty enough.					

21. I believe it takes too long to prepare lentils.					
22. I never think of using lentils when I cook.					
23. I would try a lentil meal in a restaurant.					
24. I would eat lentils if they had a more attractive appearance.					
25. I would buy a prepackaged lentil-based meal.					
26. Lentils are expensive to add to meals.					
27. I am motivated to eat lentils.					
28. I know how to cook lentils.					
29. I believe that lentil-based meals can help me to save money.					
30. Lentils can be a part of a tasty diet.					
31. Lentils are part of my traditional diet.					
32. I believe lentils are a healthy food.					
33. I don't think my child would eat a meal containing lentils.					
34. I believe that it is important for my child to consume lentil-based meals.					
35. If my child liked lentils I would make them more.					
36. I believe that lentils are healthy for my child.					
37. If I eat lentils, my child is more likely to eat lentils.					
38. I believe lentils would upset my child's stomach.					
39. I believe that it is important for my child to learn how to prepare lentils.					
40. I believe my child would not like the taste of lentils.					
41. I believe that serving lentils would help me to look more "trendy" to my friends and family.					

PART TWO

The following items are designed to record your **usual** food habits.

1. How often do you eat lentils?

- Never or rarely (**Go to question 2**)
 - 1-3 times per month (**Go to question 3**)
 - 1-2 times per week (**Go to question 3**)
 - 3-4 times per week (**Go to question 3**)
 - 5-6 times per week (**Go to question 3**)
 - Once a day (**Go to question 3**)
 - Two or more times a day (**Go to question 3**)
- 

4. People have given many reasons for not eating lentils or rarely eating lentils. Of the reasons listed at the bottom of the page, indicate which ones are the most important regarding why you never or rarely eat lentils? (**Please put letter in box**).

- Most important** reason why I do not or rarely eat lentils.
- Second most important** reason why I do not or rarely eat lentils.
- Third most important** reason why I do not or rarely eat lentils.

These include:

- A. I believe lentils do not taste good.
- B. I believe lentils take a long time to cook.
- C. I do not know where to find lentils.
- D. I believe my family would not like lentils.
- E. I believe lentils are expensive.
- F. I do not know how to cook lentils.
- G. I do not want to try new foods.
- H. I believe lentils are not very healthy.
- I. Other. Please explain: _____

3. How often do you eat pulses (split peas, beans, chickpeas and lentils)?

- a. Never or rarely
- b. 1-3 times per month
- c. 1-2 times per week
- d. 3-4 times per week
- e. 5-6 times per week
- f. Once a day
- g. Two or more times a day

4. Please answer both A) and B) in the chart below.

A. How often do you eat <u>each</u> of the following foods?								→	B. How big is your <u>usual</u> <u>serving</u> size?		
FOOD CHOICES	Never/ Rarely	1-3 Per month	1-2 per week	3-4 per week	5-6 per week	1 per day	2+ per day	1 MEDIUM SERVING EQUALS	Small	Medium	Large
Baked beans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 cup beans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soup with beans, peas or lentils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 cup soup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chili with beans, peas or lentils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 cup chili	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dips or spreads made with beans, peas or lentils (hummus, bean dip, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2 table- spoons dip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salad with beans, peas or lentils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	½ cup cooked beans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mixed dishes with beans, peas or lentils (curries, stew, burritos, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 cup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART THREE

The following section is regarding your knowledge of lentils and food. If you are unsure, do your best in picking what you believe to be the best answer.

9. According to Canada's Food Guide, lentils are an example of a food in the (please check one):

- Vegetable and Fruit Group
- Grain Products Group
- Milk and Alternatives Group
- Meat and Alternatives Group

10. Eating a proper diet will help to reduce your risk of certain types of diseases:

- True
- False

11. One serving of cooked lentils according to Canada's Food Guide equals (please check one):

- ¼ cup (60 ml)
- ½ cup (125 ml)
- ¾ cup (175 ml)
- 1 cup (250 ml)

12. Lentils are a good source of protein:

- True
- False

13. Lentils are a good source of fibre:

- True
- False

14. Lentils are a poor source of iron:

- True
- False

15. Lentils have too much saturated fat:

- True
- False

16. Which of the following does not belong in the Meat and Alternatives Group in Canada's Food Guide (please check one):

- Eggs
- Kidney Beans
- Tofu
- Peanut Butter
- Cottage Cheese

17. Lentils are grown in Saskatchewan:

- True
- False

18. Where do you access information on healthy eating (check all that apply)?

- | | |
|--|---|
| <input type="checkbox"/> Internet | <input type="checkbox"/> Library |
| <input type="checkbox"/> Magazines | <input type="checkbox"/> Canada's Food Guide |
| <input type="checkbox"/> Cookbooks | <input type="checkbox"/> Newspaper |
| <input type="checkbox"/> Chefs | <input type="checkbox"/> Food labels |
| <input type="checkbox"/> Television | <input type="checkbox"/> Health professional (physician, dietitian, nurse, etc) |
| <input type="checkbox"/> Friends, family, colleagues | <input type="checkbox"/> Social networking sites |
| <input type="checkbox"/> Grocery store | <input type="checkbox"/> Other. Please specify: _____ |
| <input type="checkbox"/> Radio | |

PART FOUR

Finally, we would like to ask you a few questions about yourself. This information will help us to understand our data.

1. What is your gender?

- Male
- Female

11. How old are you?

- 25 years or younger
- 26-35 years
- 36-45 years
- 46-55 years
- 56-65 years
- 66 years or older

12. Are you:
- Single
 - Married or Common Law
 - Separated or Divorced
 - Widowed
 - Would rather not say
13. Do you have any health or nutrition related qualifications?
- Yes. Please specify: _____
 - No
14. How many people are living in your household (including yourself)? _____
- 7b. What are the ages of these people (in years)? _____
15. Which answer best describes your current employment status:
- A full-time caregiver
 - Employed full-time outside the home or self-employed
 - Employed part-time outside the home or self-employed
 - Unemployed
 - A student
 - Retired
16. What is the highest level of education you have completed?
- Some high school
 - Completed high school diploma
 - Some post-secondary such as technical school, college or university
 - Completed technical school or college
 - Completed a university degree
17. Which of the following categories best describes your household total gross annual income?
- Less than \$39,999
 - \$40,000 - \$79,999
 - More than \$80,000

18. Which best describes your ethnicity?
- Aboriginal (First Nations, Metis, Inuit)
 - Black, African Canadian
 - White, Caucasian
 - Asian
 - Hispanic, Latino
 - Other. Please explain: _____
19. I am:
- Not a vegetarian.
 - A pesco-vegetarian (include fish in diet but no meat products)
 - A lacto-ovo vegetarian (eggs and milk products consumed)
 - A vegan (no eggs or milk products consumed)
20. One or more members of my household are:
- Not vegetarian.
 - Pesco-vegetarian (include fish in diet but no meat products)
 - Lacto-ovo vegetarian (eggs and milk products consumed)
 - Vegan (no eggs or milk products consumed)

THE END

APPENDIX 4

Training manual for DAILY interviewers

Background about DAILY project questionnaire

Title: Diet Approaches to Increase Lentil Consumption in Youth

Researcher(s): Theo Phillips, RD and Dr. Gordon Zello

Canada has emerged as one of the world's largest exporters of lentils. Despite growing evidence and clinical trials demonstrating the nutritional benefits of lentils, North American consumers are not eating more of these foods. The DAILY project will explore this phenomenon.

The overall goal of the DAILY project is to initiate a community-based nutrition intervention to increase lentil use at an early age. To meet this goal, a questionnaire will first be used to determine why families in Saskatoon do not eat pulses on a regular basis. The research team will correlate beliefs and attitudes towards pulse foods with nutrition knowledge, consumption data and demographics.

The target population of interest is caregivers of children 3 to 11 years of age. A sample of schools and community groups across Saskatoon will be approached. Convenience sampling within each school will be used to obtain the sample of caregivers. Analyses of the group data will lead to a better understanding of the influences surrounding dietary choices which in-turn will result in an effectively designed intervention aimed to increase pulse consumption.

In summary, this program will introduce pulse foods to children (initiating life-long consumption), will aid health professionals to encourage healthy eating patterns and will provide a unique body of research to base marketing strategies, including social marketing campaigns.

What respondents may want to know

Who is sponsoring this questionnaire? This research project is being conducted by a team of researchers at the University of Saskatchewan and has been funded by the Saskatchewan Pulse Growers.

How long is the questionnaire? The questionnaire is 8 pages long and will take approximately 10 to 15 minutes to complete.

Who is the person responsible for the questionnaire? Theodosia Phillips (dietitian and graduate student of the University of Saskatchewan, Division of Nutrition & Dietetics) and professor and Division Head Dr. Gordon Zello.

How many people will be participating in the questionnaire? The questionnaire is being conducted in six schools in Saskatoon. We will be attempting to complete 300 questionnaires in total.

Who are you? Who is conducting the questionnaire? I am a student in the College of Pharmacy and Nutrition in my 2nd or 3rd year of the program. I am volunteering for the College as part of my program.

Why did you choose this school? Six schools were randomly chosen and principals have provided approval for us to be here.

How can I be sure this is authentic? I would be glad to give you the name and number of the supervising team (business cards will be provided). Ethics were obtained from both the Saskatoon Public Schools and the University of Saskatchewan.

Is this confidential? Yes, most definitely. After the questionnaire is complete, answers are put onto a computer without any way of identifying individuals. Any information that will be published will be presented as group information (all questionnaires together) and no individual response can ever be traced. School teachers or principals will not be aware of your involvement unless you win a door prize.

Can I get a copy of the results? Yes you may contact Theo Phillips at theo.phillips@usask.ca for more information.

What will the results be used for? We are hoping to use the results to create a nutrition intervention geared at improving diet quality of children.

The DAILY Questionnaire procedure

Each school will have 2 or 3 student researchers. Students are to arrive 20 minutes before their shift starts to set up the questionnaire table. Students will be recruiting caregivers during parent-teacher interviews (i.e. three-way conferences). Student researchers will also be responsible for assisting caregivers with the questionnaire (only if required), handing out incentives, ensuring proper procedures are followed to uphold research integrity, collecting all questionnaires and cleaning up and take down of questionnaire table.

Schedule (Appendix A)

Please refer to Appendix A to see which students are assigned to each school. Please arrive 20 minutes early to set up the table, arrange the questionnaires, consent forms and clip boards. Each school will be aware that you are arriving but please ensure you let someone know who you are and remind them of our study. Ensure you leave each school exactly how you left it.

Checklist (Appendix B)

Before leaving to the school, double check that you have all items on the DAILY checklist. If you are missing something, please call Theo at xxx-xxxx

Algorithm (Appendix C)

Appendix C is the procedure you will use when recruiting people to fill out the questionnaire. It is important to follow methodology exactly so you do not introduce bias into the methodology. Since all schools are being surveyed on the same day, we are trying to assemble six teams that behave in the same way. We will provide you opportunity to role play the procedure during training sessions. Please let us know if you feel you need additional training prior to the actual data collection date.

What is expected of you

Your role & most important job(s):

- To persuade people to cooperate in our study
- To help the respondent feel relaxed enough to answer all the questions and allow the respondent to answer the question without suggesting answers, even subtly. Therefore, do not appear shocked, pleased, or upset by anything respondents say or do or if they refuse to participate
- To remain friendly, helpful and honest
- To not coerce participant
- To not contaminate the interview with your own opinions if participants ask questions. Instructions will be given later in this manual about how to use neutral probes
- To ensure adequate record keeping so that the Research Team (i.e. Theo Phillips & Dr. Zello) will have a clear picture of what happened at the school.

How to recruit caregivers

It is your role to approach each caregiver that walks through the door. Approaching each caregiver will ensure that you are not picking and choosing certain caregivers based on one characteristic.

Try your best to persuade each individual to fill out a questionnaire but do not use coercion or make people feel poorly in any way. Try to get them to fill out a questionnaire as they are waiting for the teacher, but if they are rushed, encourage them to come back to the table after they are finished with the teacher.

Use incentives to help encourage people to fill out the questionnaire. All caregivers who return a questionnaire will automatically receive a cookbook and one draw into the door prize at each school

How to answer questions

Do not say more than necessary. Your introduction should be done in the shortest way possible. You should not spend much time giving explanations that the respondent did not ask for because this may cause the respondent to not want to fill out the questionnaire.

Be business-like, yet friendly. Try to stick to the script but appear conversational. This will take practice.

If you have any complaints, please provide business card and make any notes possible to report to research coordinator.

Be familiar with the study and the research objectives in this manual so that you can explain it to people succinctly.

How to help people with questionnaire

The DAILY questionnaire is meant to be filled out by an individual alone. However, due to the readability of the questionnaire and potential literacy problems in our target population, we would like to offer a comfortable option for the questionnaire to be read to the individual. This option has the likelihood of introducing bias into the study design so there are some important things to note if you are asked to assist someone.

1. Read each question exactly as it is written and in the order in which it appears in the questionnaire.
2. Read slowly.
3. Use standard phrases for acceptable responses such as “thank you” or “I see”. Do not react positively or negatively to the response.
4. Do not add or subtract anything from the question.
5. Read the entire question before accepting a response.
6. Ask all questions.
7. Do not skip questions because the answer was given earlier or because you “know” the answer.
8. If an answer is different from the one you expect, do not remind the respondent of an earlier remark or try to force the same answer.
9. Emphasize bold or underlined words but be consistent with other people. Keep your tone neutral and avoid inflection that might bias results.
10. Do not try to explain the question. Just state, “whatever the question means to you.”
11. If someone asks for clarification, you can:
 - a. Repeat the entire question
 - b. Use definitions provided in this manual
 - c. Use the phrase, “Whatever ____ means to you,” or “whatever you think of as ____”.
12. If someone states “they don’t know” or “not sure” probe at least once. Neutral probes:
 - a. What do you think?
 - b. Which would be closer to the way you feel?
 - c. We are just interested in what you think.
 - d. I just want your opinion.
 - e. Let me repeat the question.
 - f. No one knows for sure but tell us what you think.
 - g. What is your best guess?
13. Do not rush respondents.

Incentives

The DAILY questionnaire is offering each person who fills out the questionnaire and/or people who agree to do the questionnaire but end up not meeting the inclusion criteria a Pulse Cookbook. In addition, caregivers will have the option of putting their name into a draw for a \$50 gift card at each school. Please assure all participants that their name will in no way be linked to their individual questionnaire. All draw entries will be separate from the questionnaire.

Ethics & confidentiality

It is important for everyone to respect anyone who decides not to participate in the questionnaire. You can try to convince them of the value of the questionnaire and offer incentives, but you must stop before becoming offensive. Secondly, you must ensure confidentiality. That means that their individual responses will not be associated with specific questionnaires.

Contact information

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The Task Force for Child Survival and Development & Early Childhood Development Team for the World Bank (2002). Accessed at:
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DAILY Project Schedule (Appendix A of Manual)

Please sign up below for the actual questionnaire administration.

Please remember:

- Year 2, eligible to use this towards volunteer hours
- Year 3, you have Nutr 425 Friday morning so only eligible for Wed/Thurs

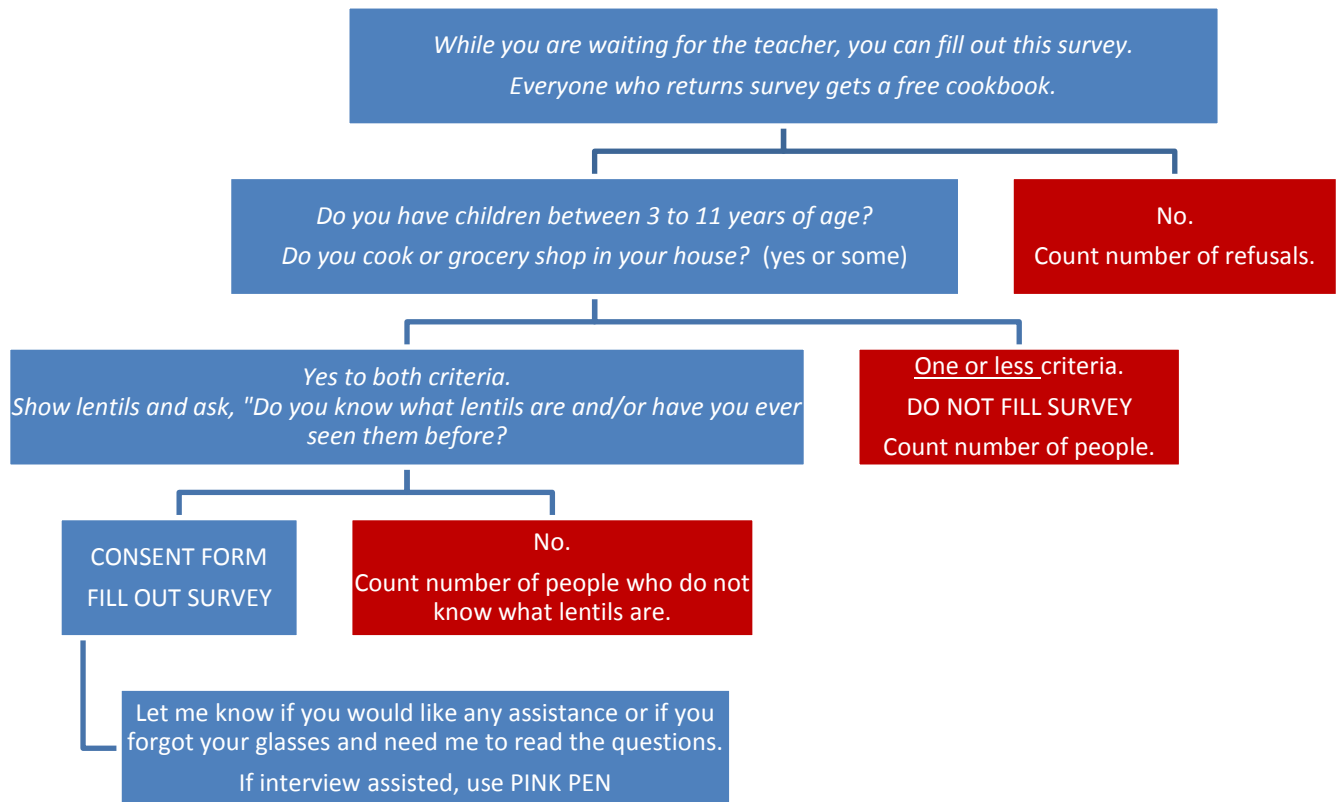
EACH PERSON HIGHLIGHTED IN BOLD IS RESPONSIBLE FOR ENSURING ALL ITEMS ARE ON SITE. PLEASE ARRANGE WITH THEO TO PICK UP BOX OF MATERIAL PRIOR TO THE DAY OF YOUR SHIFT. THANK YOU.

	WED, Nov. 24 @3:30pm - 7:00pm	THURS, Nov. 25 @3:30pm – 7/8pm	FRI, Nov. 26 @8am-12:00pm
School A		1. Natalie 2. Jenn 3. Marc	1. Natalie 2. Carly 3.
School B		1. Andrea 2. Natalie 3. Samantha	1. Jenn 2. Samantha 3.
School C		1. Janine 2. Carina 3. Sharisse	1. Janine 2. Carina 3. Theo
School D	1. Theo 2. Kelsey 3. Carly	1. Kelsey 2. Stephanie 3.	
School E		1. Theo 2. Kylie 3.	1. Andrea 2. Natalie 3.
School F		1. Krystle 2. Megan 3. Jennifer	1. Krystle 2. Marc 3.

Checklist (Appendix B of Manual)

- ___ questionnaires
- ___ consent letters
- ___ cookbooks
- ___ blue pens
- ___ pink pens
- ___ business cards (Dr. Zello)
- ___ draw box and sign up paper for gift cards (2 x \$25 gift cards)
- ___ t-shirts
- ___ 10 clip boards
- ___ petri dish of lentils
- ___ data collection sheet (# refusals/#inclusion criteria/#unknown lentil)
- ___ questionnaire manual (one per school)
- ___ U of S posters/banners

Algorithm (Appendix C of Manual)



List and Addresses of schools were provided (Appendix D of Manual)

- It is up to each student to ensure they know the location of each school and be able to arrive on site 20 minutes before the questionnaire is to begin.
- For the purposes of this thesis, names and addresses of schools were left out.