

ICPSR 3725

**Midlife in the United States  
(MIDUS 1) National Study of Daily  
Experiences (NSDE), 1996-1997**

David M. Almeida  
*Pennsylvania State University. Department of  
Human Development and Family Studies*

User Guide

Inter-university Consortium for  
Political and Social Research  
P.O. Box 1248  
Ann Arbor, Michigan 48106  
[www.icpsr.umich.edu](http://www.icpsr.umich.edu)

# Terms of Use

The terms of use for this study can be found at:  
<http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/3725/terms>

## Information about Copyrighted Content

Some instruments administered as part of this study may contain in whole or substantially in part contents from copyrighted instruments. Reproductions of the instruments are provided as documentation for the analysis of the data associated with this collection. Restrictions on "fair use" apply to all copyrighted content. More information about the reproduction of copyrighted works by educators and librarians is available from the United States Copyright Office.

### NOTICE

#### WARNING CONCERNING COPYRIGHT RESTRICTIONS

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

## ICPSR PROCESSING NOTES FOR #3725

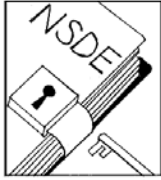
*Midlife in the United States (MIDUS 1) National Study of Daily Experiences (NSDE), 1996-1997*

1. **File Name Inconsistencies:** Please note that the data file names referenced in the MIDUS Readme document are not relevant to the collection distributed by ICPSR. The documentation files referenced in the MIDUS Readme document, such as "M1\_P2\_Measurement Instrument.pdf," have been compiled within the ICPSR User Guide for this collection. The following table illustrates the MIDUS file names and the document titles as they have been released by ICPSR:

MIDUS File Names	Document Titles in ICPSR User Guide
M1_P2_Study Description_5-23-12.pdf	NSDE Study Description
M1_P2_Interviewer Manual_12.12.06_.pdf	Daily Inventory of Stressful Events (DISE) Interviewer Manual
M1_P2_Measurement Instrument_12.12.06_.pdf	Daily Telephone Interview Codebook - Wave 1
M1_P2_Coding Manual_12.12.06_.pdf	Daily Inventory of Stressful Events (DISE) Expert Coding Manual
M1_P2_Field Notes_12.12.06_.pdf	Daily Telephone Interview Data File Notes - Wave 1
M1_P2_Scale Documentation_12.12.06_.pdf	Documentation of Scales in NSDE I

2. **Additional Information:** Additional information about the National Study of Daily Experiences can be found at the [MIDUS Web site](#).

**Original P.I. Documentation:**  
**National Survey of Midlife Development in the  
United States (MIDUS I) National Study of  
Daily Experiences (NSDE), 1996-1997**



# National Study of Daily Experiences

## The MIDUS In-Depth Diary Study

### Wave 1

### Brief Overview

#### **Specific Aims**

The National Study of Daily Experiences (NSDE) is one of the in-depth studies that are part of the MacArthur Foundation National Survey of Midlife in the United States (MIDUS). The purpose of the NSDE is to examine the day-to-day lives, particularly the daily stressful experiences, of a subsample of MIDUS respondents. Although previous daily diary research has advanced our understanding of daily stress processes, there are important limitations in these studies that will be addressed in the NSDE. First, previous studies in this area have relied on small and often unrepresentative samples that limit the generalizability of findings. For this reason, the NSDE uses a large national sample of adults in the United States. Second, previous studies of individual differences in exposure and reactivity to daily events have typically examined only one source of variability, such as personality, to the exclusion of others. The NSDE corrects this problem by utilizing the data collected in the larger MIDUS survey on a wide array of sociodemographic and psychosocial variables to study the determinants of exposure and reactivity to daily stress. Third, previous studies have failed to investigate the role of genetics in both exposure and reactivity to daily stressors. The NSDE has a subsample of identical and fraternal same-sex twin pairs in order to explore this issue.

#### **Sample and Procedure**

Respondents completed short telephone interviews about their daily experiences on each of eight consecutive nights. On the final day of interviewing, respondents answered several questions about their previous week. We have been collecting data for an entire year (March 1996 to March 1997). This will enable us to look at seasonal variation in daily experiences. Data collection consisted of 40 separate "flights" of interviews with each flight representing the eight-day sequence of interviews from approximately 33 respondents. The entire interview was CATI programmed which enabled us to incorporate skip patterns and open-ended probe questions as well as to keypunch data during the interview. This has allowed us to clean data throughout data

collection. We implemented several strategies to boost our response and retention rate. For example approximately one week prior to contact, respondents in the NSDE were sent a check for \$20 along with a recruitment letter explaining the study and when we would be calling them. We also set up a toll free 800 number that respondents could call to set up or change appointments.

A total of 1499 respondents participated in the NSDE. The sample is currently comprised of 1031 random digit dialed respondents (RDD) and 468 twins. We randomly selected the RDD subsample from the MIDUS RDD pool of respondents who completed both questionnaire and interview components of the MIDUS. The RDD subsample was then checked against other in-depth studies (e.g., Psychological Turning Points) to eliminate duplicates. The twins were selected if twin pairs had high self-reported certainty of zygosity, had completed the MIDUS interview and questionnaires, and had mailed in their cheek cell samples. The twin subsample includes approximately 211 same sex twin pairs (110 MZ and 101 DZ). Of the 1843 MIDUS respondents we have attempted to contact, 1499 have agreed to participate yielding a response rate of 81%. Eight percent have refused participation and the other 11% have either moved or have been difficult to contact. Respondents have completed an average of 7.2 (computed as the total number of interviews per participant divided by the total number of participants) of the 8 interviews resulting in a total of 10,488 days of interviews.

## **Measures**

A wide range of information was obtained using the daily telephone interview. A detailed codebook of all of the items in the telephone interview along with a coding manual for the open ended responses is also available. Following is a brief outline of the types of information we obtained.

### Intro Section: Descriptive information about the respondent and the day of the interview.

The beginning of the interview consists of demographic information about the respondent and characteristics about the day of the interview (e.g., study day, day of week). This information determines the question time frame for the rest of the interview. For example on the first day of interviewing, the time frame for the questions refers to the past 24 hours (“since this time yesterday”). On subsequent days the time frame is “since we spoke yesterday”. This helps prevent overlapping information across the days of interviewing.

### Section A: Time Use, Giving and Volunteering.

Questions A1 to A5 ask how much time respondents spent in various activities in the past 24 hours. Questions A6 to A13 pertain to giving and receiving formal and informal practical support, financial contributions, and emotional support.

### Section B: Physical Health Symptoms.

Questions B1 to B7 ask how often respondents experienced specific symptoms that day (i.e., since they woke up in the morning). Questions B8 to B10 ask about the quantity of cigarette, alcohol, and recreational drug use in the past 24 hours.

#### Section C: Non-Specific Psychological Distress.

These items are identical to the distress questions in the MIDUS (Part 1 Questionnaire A13A - A13F) with a different daily time frame (i.e., since respondents woke up in the morning).

#### Section D: Work Productivity and Cutbacks.

These questions ask the respondent the extent and the reasons why they cut back any normal work activities as well as the time they spent with others.

#### Section F: Daily Inventory of Stressful Experiences (DISE).

We have developed an investigator based approach for measuring daily stressors similar to the Structured Life Events Inventory that Elaine Wethington and Ron Kessler developed. The DISE is a semi-structured instrument that assesses a wide array of daily stressful experiences. The inventory consists of a series of stem questions asking whether certain types of events had occurred in the past 24 hours along with a set of guidelines for probing affirmative responses. The aim of the interviewing technique is to acquire a short narrative of each event that includes descriptive information (e.g., duration, timing, and overlap with other events) as well as what was at stake for the respondent. All of the interviews are tape recorded then transcribed and coded for several characteristics including: (a) specific classification (e.g., work overload, argument with spouse, traffic problem); (b) who was involved in event; and (c) severity of stress. Attached are the Interviewer Training and Coding Manuals.

#### Sections H, I & J: Final Day Questions.

The final interview on Day 8 ends with a series of questions pertaining to the respondents' week. Most of the items parallel the daily questions. We intend to use these items to ascertain how accurately respondents recall these weekly experiences.

### **Manuals**

#### DISE Interviewer Manual.

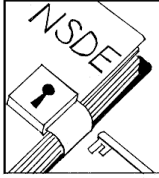
The Daily Inventory of Stressful Events (DISE) is designed to elicit reports of daily stressors. The DISE interview is brief and semi-structured, requiring interviewers to master techniques that differ significantly from the average American survey. The DISE interview consists of a series of stem and open-ended probe questions designed to enable researchers to estimate the contextual threat of any event a respondent reports. In order to obtain the type of objective information necessary for coding, interviewers are instructed to probe some of the responses in an extemporaneous, conversational manner. The training manual focuses on the following: training the interviewer to understand the basic ideas and principles that underlie rating the context of daily life events; probing for

objective information about the event, as opposed to the respondent's emotional reaction to the event; and learning to recognize the individual, contextual factors that may increase the severity of a particular event.

DISE Expert Coding Manual.

The expert coding manual describes a coding scheme for open-ended responses of daily stressful events elicited through telephone interviews using the Daily Inventory of Stressful Events (DISE). The manual describes in-depth the coding sequence for four different aspects of the coding scheme: (1) content classification: (broad event classification and specific event classification), (2) focus of involvement, (3) severity, and (4) stake domains.





# National Study of *Daily Experiences*

## Daily Inventory of Stressful Events (DISE)

### Interviewer Manual

---

Address correspondence to D. M. Almeida, Department of Human Development and Family Studies, The Pennsylvania State University, 135 E. Nittany Ave, Suite 405, State College, Pennsylvania 16801-5363 (email: dalmeida@psu.edu). This project was supported by the Network on Successful Mid-Life Development of the John D. and Catherine T. MacArthur Foundation, the W. K. Kellogg Foundation, and Grants R01 AG19239 and P01 AG0210166-02, from the National Institutes of Health.

# Daily Inventory of Stressful Events

## Interviewer Instructions

### TABLE OF CONTENTS

#### Introduction

#### Chapter 1. Background on "Life Events" and "Contextual Threat"

#### Chapter 2. Probing - A General Overview

- a. Maintaining a Conversational Tone
- b. The "flow" of probing
- c. Objective Aspects of Events and Incidents Vs. Perceptions of Stress
- d. Under-reporting and Over-reporting
- e. Probing for Clarity and Severity

#### Chapter 3. Probing - Some Examples Using the Pre-test Material

- a. Examples
- b. Exercises

## INTRODUCTION

The Daily Experiences Study Interview is an interview designed to elicit reports of daily stressors. This interview is based on several sources. One of the most important is the Structured Life Event Interview (SLI: Wethington, Brown, and Kessler, 1995). The SLI is, in turn, based on the open-ended, semi-structured Life Events and Difficulties Schedule (LEDS: Brown and Harris, 1978). The LEDS has been in use for over 20 years in England, Europe, Canada and Africa.

The LEDS uses interviewing techniques very different from those used in conventional American survey interviews. The Daily Experiences Interview is much briefer and more structured than the LEDS, but it also requires mastering interview techniques that differ significantly from the average American survey interview.

The Daily Experiences Study stress measure consists of a series of 7 open-ended questions about daily events:

1. Did you have an argument or disagreement with anyone since this time yesterday?
2. Since this time yesterday, did anything happen that you COULD have argued about but you decided to LET PASS in order to AVOID a disagreement?
3. Since this time yesterday, did anything happen at work or school that most people would consider stressful?
4. Since this time yesterday, did anything happen at home that most people would consider stressful?
5. Many people experience discrimination on the basis of such things as race, sex, or age. Did anything like this happen to you since this time yesterday?
6. Since this time yesterday, did anything happen to a close friend or relative that turned out to be stressful for YOU?
7. Did anything ELSE happen to you since this time yesterday that most people would consider stressful?

The purpose of these 7 open-ended questions is to obtain information that will enable us to estimate the contextual threat of any event a respondent reports. What we mean by "contextual threat" will be discussed in greater detail in the next section.

In order to obtain the kind of objective information necessary for coding, interviewers are instructed to probe some of the responses in an extemporaneous, conversational manner --that is, to

follow the lead of suggested probe questions, but not necessarily to read a series of structured probe questions verbatim from the interview schedule. It is important to be able to tailor the questions for individual situations and for individual respondents.

This training manual concentrates on:

1. Understanding the basic ideas and principles that underlie rating the "contextual threat" of daily life events. This is to facilitate your understanding of the kind of information we hope to elicit from the respondents.
2. Probing for objective information about the event, in contrast to R's emotional reaction to it, which may over- or under-state the objective severity.
3. Learning to recognize the individual, contextual factors that may increase the severity of a particular event.<sup>1</sup>

---

<sup>1</sup> For the purpose of this study, "daily life events" and "incidents" are interchangeable.

## Chapter 1

### Some Background on Life Events and the Idea of "Contextual Threat"

This study takes an "environmental" approach to studying stress. We are interested in the interaction between external stressors (what happens to people in their lives) and the impact these have on people's mental and physical well-being.

A problem in stress research is the difficulty in developing measures that avoid conflating the experience of an event with an individual's reaction to that event - in being able to separate out the internal from the external (the environment). Asking people to tell you about an experience they found upsetting or distressing is, by definition, asking them to identify what happened to them in terms of how it affected them. As a result, it is difficult to know whether you are examining the event itself or the emotional response. This ambiguity creates difficulties in interpreting variations across people; in explaining different outcomes.

In order to make sense of differences between individuals' levels of stress, we need to separate out people's responses to an experience from the actual experience.

One of Harris and Brown's (the developers of the LEDS) main contributions to this debate is the importance they give to contextual meaning - to the individual, social and cultural context of an event which give it meaning. This focus on context incorporates two levels of meaning, the broader social or cultural context in which an event occurs (ie., the difference between the meanings attached to the pregnancy of an unmarried woman in Ireland versus the United States) **and** the context of the event in the individual's life - in other words, the specific background against which an event occurs (for example, being the victim of a break-in when your house and household possessions are insured versus uninsured and you don't have the income to replace what is stolen.) The LEDS takes both these levels of meaning into account. It does this by employing a measurement of "what one can expect the average person in that particular set of biographical circumstances to feel".

Harris and Brown do this by relying on highly trained interviewers and raters - investigators - who make judgements of a "person's likely response in terms of an assessment of his or her plans and concerns" (pg 9, Life Events and Illness: 1989). There is, therefore, a "commitment on the part of the investigator to explore the likely significance of an event for those involved in terms of their role identities or lives as a whole" (pg 14, Life Events and Illness).

There are several key components to this methodology:

- 1) Obtaining a detailed description of events - as a way to understand the meaning of the event in an individual's life and to understand the broader consequences an event may have for the individual. For example, if the event is a move: is the move planned or enforced? Does it mean moving away from friends? Is it a result of a financial difficulty? Will it lead to a financial difficulty? This kind of information obviously would have consequences on how an individual would be expected to react to this event and on how it would affect them.

2) Measuring the event according to a number of dimensions - one of the most important being "threat". According to the LEDS, "threat" = "the degree of undesirability or unpleasantness of events - the degree to which they threaten the physical or emotional well-being of the individual"

Other important dimensions of the event which are particularly relevant to our study are -  
loss  
danger  
disappointment

We are also incorporating a measure to describe events that, while they may be stressful, also include positive characteristics -  
opportunity

We will be not be able to get detailed information relating to the specific, "biographical circumstances" of each individual we interview in the way that we would in a LEDS interview. However, we will still be able to get an adequate amount of information to use these measurements broadly. And, because, for the most part we will be hearing about more mundane ordinary events, achieving the same kind of specificity should be less crucial.

#### Contextual threat:

Threat is the uncertainty and anticipation of difficulty surrounding the consequences of an event. An important dimension of threat is "unpleasantness", or the severity of negative feelings expected to arise from experiencing such a threat.

The assessment of contextual threat of a given event takes into account background information about the respondent and the anticipated consequences of the event.

Therefore, the rating is not determined by what an event is, but by how threatening it is.

## Chapter 2

### Probing

The Daily Experiences Study consists of several different types of questions:

1. Standard survey questions, to be read exactly as written.
2. Standard daily stressor questions, to be read exactly as written.
3. "Free" probes after daily stressor "stem" questions, to be tailored to individual events and respondents.

### Maintaining a conversational tone

Establishing good rapport with the respondent is the basis for getting high quality data. For this particular interview, good rapport is facilitated by maintaining an interaction that reproduces some of the more sensitive and diplomatic qualities of successful conversation with someone you are just getting to know. This is particularly salient when engaging in "free" probing, but also when R has already volunteered information that you are going to be asking about later.

Here are some helpful hints:

- 1) Be sensitive about reading verbatim questions that will refer to information you already know. Respondents may get impatient ("I told you that already!") or experience unnecessary hurt (see section 2, below). Read the question but apologize for going over the same ground again; thank R for being patient and cooperative.
- 2) Remember that the free probing option allows you to be very sensitive in raising issues that the respondent may find hurtful or redundant. Asking a woman whether her day was disrupted by having her computer crash, when she has just explained that it crashed in the middle of big deadlines, is an example of a needlessly redundant question (the answer is obvious).
- 3) Some of the issues you may encounter -- homosexual relationships, drug use, criminal activity, violence -- are stigmatized by society at large. Handle such revelations using skills consistent with your professional interview training. It is not appropriate to communicate in any way to the respondent that you are uncomfortable with such activity.
- 4) Although this interview allows you to be much more conversational than a traditional survey instrument, remember it is still **very important** to give neutral feedback. It can be appropriate to respond sympathetically to something a Respondent has told you when it is

**clear** that they were distressed or upset. But, be careful and cautious in this. It is most appropriate to use neutral phrases that **acknowledge** that you have heard what the Respondent said or that you appreciate that they have shared this information with us. [For example, even the simple phrase, "thank you for sharing that information with us. We really appreciate it."]

### **The "flow" of probing**

After R has indicated that an event fitting the stem question description has occurred, you will begin probing the event. Many of the probes are standardized in the interview, and thus you will read them exactly as written. Others are "free" and require you to probe in a more extemporaneous, conversational style.

No matter what the style of probing requested, though, probing tends to follow a consistent "flow". The different parts of this flow are described below, with some explanations about why we are seeking this material.

1. Establish the objective content of the event. In ALL instances, we need evidence that some objectively verifiable event has occurred in the environment. We want to know as much as possible about the objective, concrete specificity of the event.

Respondents will sometimes report a **general condition** that is stressful for them such as living with a husband who has Alzheimers, living with a husband who is an alcoholic, chronic tension they have with a supervisor, etc. However, we are concerned only with stressors that occurred only on that day. If R is reporting a general tension or difficulty they have, be sure to refocus them. One way to do this is to ask: "What in particular happened today about that?" or "Did something like that happen today?"

2. Probe for clarity. Try to make sure the description the Respondent gives you answers the following questions:

a. Did an actual, objective event happen? Or was there an ongoing challenge or threat or demand from the environment or from someone else that R had to respond to? Examples of useful probes are:

1) Was there a particular event or crisis associated with this situation?

2) Was there a specific event that led to (this situation/ your feeling this way)?

You should probe in order to estimate the implication of an event or incident for important plans, concerns, and purposes held by the respondent, taking into account the disruptiveness and



lack of preparation for the event or incident. This boils down to directing your probes to determining whether the event derailed important plans or intentions.

As introduced in the previous chapter, accurate coding/rating will often require some extra probing on your part, particularly if the situation seems to be very unusual. There will also be instances when R will not have volunteered sufficient information to understand the meaning of the event, or the information volunteered is vague and nonspecific.

### **Objective Aspects of Events and Incidents Vs. Perceptions of Stress**

It is important at all times to distinguish the objective threat of a situation from R's report of how threatening or stressful the situation was. In general, objective threat and R's report of threat will be very similar. However, there are some instances in which you will notice that R is under- or over-reporting the severity of an event. It is very important to understand these situations, so that you will not let it influence your rating.

#### **A. Under-reporting and over-reporting**

Under-reporting. It is possible for a respondent to report a situation which constitutes a severe or high moderate threat from a common-sense point of view, but also to deny that it posed any particular problem to him ("no big deal"). This seems to be more likely to happen under certain circumstances:

1. R's health problems, particularly if the disease is threatening. For example, a person who is recovering from cancer must have periodic tests, and research among cancer survivors suggests that the anticipation of the yearly tests is objectively stressful. But R may be coping with the continued threat of recurrence by stoic control of his or her emotional reactions.
2. Men are much less verbal (and research has shown, somewhat less accurate) reporting their children's health and school problems. Beware of vague descriptions of child problems from men

Over-reporting. A respondent may also report an intense emotional response to an event that may seem objectively to be minor or "no big deal".

The important focus of the interview is on obtaining objective information

#### **Probing for clarity and severity**

We have tried to make it more likely for you to get objective information you need right off the bat, by writing questions that are as objective as possible.

Here are a few things to avoid when probing for clarity and severity.

1. Avoid asking R how "s/he felt" at that time. This question tends to sidetrack respondents from the objective things that happened. Instead ask for "an example of that".
2. Also avoid asking R whether she was "emotionally upset" at the time. This will give you a report of symptoms, not the problem that caused them.

Here are some hints for getting the respondent to report objective information:

1. Ask for "examples" -- for example, if the event is an argument, you might ask, "Could you give me an example of what was said?"
2. Repeating the stem question sometimes really helps people who are way off the track in their response.
3. We discovered in pilot and practice interviews that the "was there a particular event that brought this on" probe was extremely useful and to the point. When you feel R is not being very specific, try this one early.

### **Guidelines for Probes to Use:**

1. Did you have an argument or disagreement with anyone since this time yesterday?

Argument:

- Could you tell me a little bit more about that?
- Could you tell me a little about the background to that?
- What about this was stressful for YOU (if anything)?
- What kinds of things were said? Did either of you swear/shout?
- What happened in particular today about that?
- How severe was the argument? How long did it last?
- Could you give me an example of what you mean by that?

2. Since this time yesterday, did anything happen that you **COULD** have argued about but you decided to **LET PASS** in order to **AVOID** a disagreement?

Avoided Argument:

What happened in particular today?

Can you give me an example of what you mean by that?

Could you tell me a little more about that?

Could you tell me a little about the background to that?

What about this was stressful for **YOU** (if anything)?

3. Since this time yesterday, did anything happen at work or school that most people would consider stressful?

Work:

[If conflict with co-worker/ supervisor] : what specifically happened today

[If complaints made by co-worker]: what kinds of things were said?

**General Probes:**

Can you give me an example of what you mean by that?

What happened in particular today about that?

Could you tell me a little more about that?

Could you tell me a little more about the background to that?

What about this was stressful for **YOU**?

**[IF HEALTH PROBLEM OR ACCIDENT:]**

What does the doctor say?

What are the future health implications?

### Chapter 3

This chapter contains events from the pretest with some suggestions for how these could have been probed. During the pretest we asked only the stem questions as they are written in the questionnaire: e.g., "Did you have an argument or disagreement with anyone since this time yesterday?"; "Who did you have this argument/disagreement with?"; "What happened?". The verbatim transcripts of the responses to these questions are given below. In the suggestions for "free probes" written underneath, you will notice that the most frequently suggested probe is "Could you tell me a little bit more about that?" The focus in all probes, however, is on trying to get at as much objective information as possible in order to determine whether there was anything remarkable about the event that would influence its severity (e.g. to distinguish between routine frustrations and frustrations that might have broader, more significant consequences).

18884

(Avoided Argument): sister

My son is sick and she was supposed to take him to the doctors and decided that he didn't need to go. And i just didn't want to cause hard feelings. So, I just didn't want to say anything to her. You know, if he needs to go, I'll just take him tomorrow... Well, it was very [stressful] because i was very worried about my son all day. [R is stranded without a vehicle].

- a) **What was your son sick with?**
- b) **What did your sister say to you about this?**  
**or Do you know why she was unable to take him?**
- c) **Will it be difficult for you to take him to the doctors yourself?**

Stakes [Ones to which R said "yes"]:

The way you feel about yourself:

a little

The way other people feel about you:

a lot

The health or well-being of someone you care about:

a little

**For all "stakes" questions, probe any affirmative answer (affirmative = "a lot", "some", "a little") with "Could you tell me a little bit more about that?" and, if necessary, follow it with "How did this event affect the ....?"**

18884

(Argument): son

Well, my son and I aren't getting along too well today. He's a four year old boy and he's miserable. He's doing stuff that's aggravating me, that he knows he's not supposed to do and stuff. I haven't had him all week, so, you know...Well, I get very stressed out from it.

**a) Could you tell me a little bit more about that?**

23123

(Argument): Co-worker

Oh, I just needed a particular resource and they weren't inclined to give it to me at the time I wanted it. And, uh, I had to persuade them to get that resource. [not very stressful]

**a) Could you tell me a little bit more about that?**

**b) How was the resource related to your work?**

**c) How would not getting the resource affect your work?**

(Avoided Argument): Customer

Okay. Well, it's a situation we're in sort of sales service disagreement with a particular customer and the customer is not all that sophisticated in a particular area and was making a point based on information that was not necessarily true. Not that the customer was misrepresenting the truth, but just didn't know. At the time, it would not have been beneficial to point that out. [somewhat stressful] A lack of control would reflect poorly on myself.

**a) Could you tell me a little bit more about that?**

**b) How does this affect your job? Does it put your job or finances at risk?**

**c) What does this disagreement mean for the future or for your future relationship with this customer?**

Stakes:

Daily routine:

A lot

Financial situation:

A lot

The way you feel about yourself:

Some

The way other people feel about you:

A lot

Your physical health or safety:

A little

The health or well-being of someone you care about:

A little

Your plans for the future:

A lot

**Again, for all "stakes" questions, probe any affirmative answer (affirmative = "a lot", "some", "a little") with "Could you tell me a little bit more about that?" and, if necessary, "How did this event affect the ....?"**

23123

(Work):

I had to deliver my business plan for the next month. Which is pretty much telling the business unit how much revenue you're going to bring in and why and when.

- a) Were there any surprises involved in this?**
- b) Did you expect it to be well-received? (How did you expect it to be received?)**
- c) Have you had any problems with this in the past?**

Stakes:

Daily Routine:

A lot

Financial Situation:

A lot

The way you feel about yourself:

A lot

The way other people feel about you:

A lot

Physical health or safety:

A little

Plans for the future:

A lot

23123

(Argument): Co-Worker

Part of my job is working with a dealer network and the dealer networks sell our product and they always want to get a better cut on the product price and I always have to say "no" or at least say "no" for a long time and say "yes" towards the end. So, that's usually what the arguments about. [how stressful?] oh not very. It's kind of fun actually.

**a) Was there anything out of the ordinary in this?**

23123

(Avoided argument): Boss

I needed a price concession and it wasn't a very big one and thought I should get it. But, it was so insignificant, that it wasn't a big enough battle, so, it was one choose the right battle situations.

**a) Why didn't you get the concession?**

**b) Do you work on commission?**

**c) What do these price concessions mean to your work?**

(Work):

[gets a phone call on another line in the middle of our interview] another stressful situation as we speak. Oh, customers wanting specific delivery on a product that's kind of outrageous. I get that a couple of times a day usually. Today it was very stressful because it was a customer that we were trying to start a relationship with and when you don't have the product, you can't really say they can have it next week.

**a) Is it likely they'll take their business elsewhere?**

**b) What impact does this have on you specifically in terms of your job or finances?**

23123

(Anything else):

Part of one of the situations I deal with is trying to get a certain product line out to a certain dealership and they put a lot of pressure on me to get these delivery times and I have to keep pushing them back so, it's kind of one of those things where each time you have to push them back, the tension increases and they have specific numbers they have to meet to the company which I work for, that they can't meet so they obviously get kind of angry about it.

- a) (Again), What impact does this have on you specifically?**
- b) Any potential risk to you or your job?**
- c) What is likely to happen if you tell them their delivery times are unrealistic?**

23123

(Argument): Co-worker

Co-worker wanted to make a visit to a customer and I didn't think it was a wise idea and we had a chat. We got into an argument about it. [not very stressful]

- a) Could you tell me a little bit more about that?**
- b) Why didn't you want your co-worker to make the visit?**

30123

(Event to other stressful for R): friend

I was talking to a friend today who has cancer. I already knew they did. But it's just more poignant when you're talking and, you know, hearing. He asked me to go to a healing service. He's very, very sick. I guess sometimes I just hope that they aren't that sick and then when you talk to them again and you realize he is. So, I guess, whenever I speak to him, it makes me very sad. Even though I know it's happening every day.

- a) How often do you see or speak to this friend?**
- or Is this a close friend?**
- or How involved have you been in his sickness?**

29423

(Disagreement): Spouse

Just about driving... I get real nervous when he drives fast and tailgates, and I try to get him to stop and he won't. [How stressful?] Very. My stomach gets tied up in knots. I think [it's a risk to my physical health and safety].

- a) Can you give me an example of what you said and how he responded?**
- b) Does he seem angry?**

(Avoided Disagreement): Spouse



It's the same thing [as disagreement]. I try to hold it in and not say anything because it doesn't do any good.

29423

(Disagreement): Spouse

Well, it was just, there's all these problems since we came from our trip and he just hollers at me to do everything and it's like he's taking everything out on me. And I just get mad back. [financial situation] well, that's what it was kind of all about. Money problems. We came home and found one of our rental houses empty and unheated and it's freezing and aaaaagh! And a camper that we left to get fixed cost \$1000 to get fixed and we didn't think it was going to cost that much. Just a bunch of financial problems but I don't - the disagreement...

**a) Can you give me an example of what was said?**

29423

(Avoided Disagreement): Spouse

Oh, when the phone bill, and I opened up the phone bill and there's all these calls that he made that I would ordinarily make a big deal about because we agreed that he wasn't going to do these things and, making all these motorcycle calls. And I looked at it and I got mad and then I thought, he's already mad enough! I'm not going to bring it up. [physical health?] Well, if I'd of brought it up, he might have got really, really mad. A little.

**In this case, I would have probed the "stakes" questions. R responded to the "How much did it risk your physical health or safety" question by saying "Well, Maybe a little. He was very mad".**

**If you felt comfortable doing this, you might try to probe that answer.**

25223

(Work) (3 1/2 minutes):

Well, I don't know about most people, I did [find it stressful]. Well, they just told me I had to work overtime and I wasn't planning on working it. Some of the things they do where I work is a little bit uncalled for, they could have got by without making me work overtime and so on. But, that was okay. I call it red-ass - when you plan on getting home and they come up to you and you got to stay for an hour on something that could have been avoided.

**a) What kind of things do they do at work that are uncalled for?**

**b) (And I would have paid special attention to how he answered the "stakes" question about "disrupt your daily routine" or "plans". I would have made sure to follow that up).**

25223

(Argument) (3 1/2 minutes):

My supervisor where I work, they, uh, I don't think they do things quite like they should be done and it's costing the company I work for more money than it should. I just disagree. I've been there 27 years and I've got some long-hand experience on the stuff I work on and I guess you could call it stressful a bit. It kind of gets your blood pressure up sometimes [So, who was the disagreement with?] It was with one of my supervisors.

**a) Could you tell me a little bit more about that?**

**b) Is it unusual for you to argue with your supervisor? (What normally happens when you do?)**

EXERCISES

29423

(Avoided Argument): Brother

He keeps trying to push my mother into dealing with financial matters in the way he wants. I disagree with him. It's just would make bad feelings if I would open my mouth.

---

---

23123

(Avoided Argument): Dealer District Manager

He put some numbers up for next year that we couldn't possible make and I just chose not to challenge him on it but it could be something that would influence our business significantly.

---

---

23123

(Work)

Had a proposal to a rather large potential customer that I was responsible for putting the proposal together and presenting. So, it was a pretty big deal in terms of the size of customers we normally deal with and the high profile it is within the company.

---

---

23123

(Avoided Argument): Customer

A customer just had some incorrect facts, and it just wasn't worth the challenge. It was a pretty major point. So, I just conceded it and moved on.

---

---

25223

(Avoided Disagreement) (7 min): Supervisor

Well, with my immediate supervisor. I decided to just blow it off and let him have his own way and all. I decided not to argue about it because I just didn't carry it any further. [Briefly what happened and why no argue?] Well, it's just another disagreement with him and with the way I think and the way he thinks, he never did what I do and he's my boss. He never did the job that I do, so he doesn't really know, he just goes by the book and, uh, it's kind of hard to explain to somebody who's never had hand's on experience like that. I work in a mill, in a paper mill and I do a lot of hard work everyday, most of the day. And it's kind of hard to tell somebody who's never done anything like that how things should go, or are supposed to go together. It's just hard to make somebody understand that who's never actually did it.

I've gotten to the point where I don't let it worry me much. I'm kind of just do it like he does, I just don't worry about it.

[risk the way you feel about yourself?] I don't know how to explain this to you, when I express myself to somebody else, I tell them what I think, what's on my mind - and I get through telling them what I think's on my mind, when I get through telling them what I think is right. When I tell them, as far as feeling about myself, I'm feeling good about it. Cause I don't try to cover up nothing.

---

---

Day 1: 30123

(Avoided disagreement): Husband

Well, he stayed home sick. He's on medication and he went to a meeting tonight. So, I really thought he shouldn't but I decided to not say anything. (My husband and son stayed home sick from work and school). [his attending the meeting was away from home].

---

---

29423

(Home)

Well, I don't know if most people would consider it stressful or not, but it bothered both my husband and I. A letter came to our daughter. And this is the daughter that died three years ago. It wasn't important, it was just - it bothered us both.

---

---

Day 3: 29423

(Work)

It would have to be most nurses that would find it stressful. I got floated to another unit. An unfamiliar unit. And that's always stressful because you don't know where anything is. You don't know their routine. [not very stressful].

---

---

(Discrimination): Sex

Sometimes you get treated - It's at work and it's by doctors, so I guess it's not sex discrimination - it's not any of those things you said. It's a doctor-nurse thing.

---

---

29423

(Argument): Mother

I was trying to help her and she just got upset and, I don't know. She's 85 years old and really thrown by all the things she has to deal with and yet she just doesn't accept it very well if you're trying to tell her that she can't handle everything herself. I hate getting in a disagreement with her. I always worry that her heart will bother her when she gets so upset.

---

---

29423

(Work)

My work involves a lot of stress sometimes. Oh, dear (sigh). I guess not more than usual, no. (Would you say no to that?) Well (sigh), it's stressful dealing with mother's who have lost babies. I don't know. But, you know, it's pretty common in my day. Oh, I'll just say "no" - it's easier.

[pre-test ad-lib: "just going back to the question about work - was there anything that did happen today that you found stressful? I know you say it's nothing more than usual, but -" "Well, it's my job. My job gets very stressful at times. Especially when you're dealing with somebody that's, you know, that's found out that they're having a baby that's dead. They're all upset, and you're trying to deal with them, and it's stressful." "Did something like that happen today?" "Yes...I guess it's just harder to deal with it when you don't feel that good yourself. To have to be there for somebody that's going through a hard time. And you have a patient, that she knows her baby is dead and she's got to face this and it's hard. You know, I got crying about it with the patient."

29423

(Home):

I had to show one of our rental houses today. It's kind of stressful being with strangers alone in an empty house.

---

---

29423

(Discrimination) (Sex):

The man that I was showing the house to, wanted to know when my husband would make the decision. He wanted to deal with my husband. I own this house too! But, he didn't seem to want to deal with a woman.

---

---

*National Study of Daily Experiences*  
The MIDUS In-Depth Diary Study



**Daily Telephone Interview Codebook--Wave 1**

Address correspondence to D. M. Almeida, Department of Human Development and Family Studies, The College of Health and Human Development, The Pennsylvania State University, 105 White Building, University Park, PA 16802 (email: dalmeida@psu.edu). This project was supported by the Network on Successful Mid-Life Development of the John D. and Catherine T. MacArthur Foundation, the W. K. Kellogg Foundation, and Grants R03 MH53372, T32 MH19734, R03 AG16731, and R01 AG19239, from the National Institutes of Health.

**NATIONAL STUDY OF DAILY EXPERIENCES**

**Telephone Interview Codebook**

-----  
**A2DIDDAY**

-----  
RESPONDENT ID

-----  
**A2DDAY**

-----  
ENTER IN DAY OF INTERVIEW (E.G., 1-8)

-----  
**A2DAMPM**

-----  
IS THIS INTERVIEW IN THE...

- 1. EVENING (6:00 PM OR LATER)
- 5. DAY TIME (BEFORE 6:00 PM)

-----  
**A2DSTAT**

-----  
CHOOSE ONE:

- 1. R WAS INTERVIEWED YESTERDAY
- 2. YESTERDAY'S INTERVIEW WAS MISSED

-----  
**A2DWEEKD**

-----  
TODAY IS...

- 1. MONDAY
- 2. TUESDAY
- 3. WEDNESDAY
- 4. THURSDAY
- 5. FRIDAY
- 6. SATURDAY
- 7. SUNDAY



-----  
**A2DPOSTM**  
 -----

IWER: ENTER FROM COVERSHEET.

1. POSTMENOPAUSAL -----> SKIP B6
2. NOT POSTMENOPAUSAL

-----  
**A2DNOTAP**  
 -----

IWER: ENTER FROM COVERSHEET.

1. TAPING IS OK
5. USE NO TAPE OPTION

-----  
**A2DNOSMO**  
 -----

IWER: ENTER FROM COVERSHEET. IF "TRUE" IS CIRCLED ON COVERSHEET, ENTER 1.  
 IF ITEM IS NOT CIRCLED, OR "FALSE" IS CIRCLED, ENTER 5.

1. R NEVER SMOKES -----> SKIP B8
5. R MAY SMOKE

-----  
**A2DNOALC**  
 -----

IWER: ENTER FROM COVERSHEET. IF "TRUE" IS CIRCLED ON COVERSHEET, ENTER 1.  
 IF ITEM IS NOT CIRCLED, OR "FALSE" IS CIRCLED, ENTER 5.

1. R NEVER DRINKS ALCOHOL -----> SKIP B9
2. R MAY DRINK ALCOHOL

-----  
**A2DNODRU**  
 -----

IWER: ENTER FROM COVERSHEET. IF "TRUE" IS CIRCLED ON COVERSHEET, ENTER 1.  
 IF ITEM IS NOT CIRCLED, OR "FALSE" IS CIRCLED, ENTER 5. IWER: ENTER FROM

1. R NEVER TAKES DRUGS -----> SKIP B10
5. R MAY TAKE DRUGS

---

**A2DA1**


---

The first questions are about how you spent your time since (this time/we spoke) yesterday; that is, beginning from the time you hung up the phone and going up to the time I called on the phone tonight.

First, since (this time/we spoke yesterday, how much time did you spend TAKING CARE OF or DOING THINGS WITH YOUR CHILDREN -- such as helping with homework, playing with them, driving them around, or doing something else with them?

[DEF: This includes ANY time spent with children, shared activities as well as just being together in the same room.]

[IF R VOLUNTEERS NO KIDS, ENTER 25.]

[IF R MENTIONS ADULT CHILDREN OR GRANDCHILDREN, PRESS F1 FOR HELP.]

HOURS.MINUTES

[FOR EXAMPLE, 2 HOURS 20 MINUTES = 2.20]

1/4 HOUR = 0.15 HRS.MINS    3/4 HOUR = 0.45 HRS.MINS  
 1/2 HOUR = 0.30 HRS.MINS    1 HOUR = 1.00 HRS.MINS

---

**A2DA2**


---

Since we spoke yesterday, how much time did you spend yard work, or other routine chores?

[DEF: This does not include paid work, volunteer work, or time spent taking care of your own children.]

HOURS.MINUTES

[FOR EXAMPLE, 2 HOURS 20 MINUTES = 2.20]

1/4 HOUR = 0.15 HRS.MINS  
 1/2 HOUR = 0.30 HRS.MINS  
 3/4 HOUR = 0.45 HRS.MINS  
 1 HOUR = 1.00 HRS.MINS

---

**A2DA3**


---

Since (this time/we spoke) yesterday, how much time did you spend on activities related to business, paid work, or school -- including travel time and time spent looking for work?

[IF R NOT SURE: "Would you consider this to be part of your required (work/school) activities, or volunteer work, or something else?"

IF R SAYS VOLUNTEER: "I'm going to ask you about volunteering later."]

[NOTE: INTERNSHIPS COUNT AS PAID SCHOOL/WORK, NOT VOLUNTEER WORK.]

[IF R SAYS: "I am self-employed" OR "I help out in our family business" say "How much time did you spend on activities related to (that business/earning money?)" ]

HOURS.MINUTES

[FOR EXAMPLE, 2 HOURS 20 MINUTES = 2.20]

1/4 HOUR = 0.15 HRS.MINS      3/4 HOUR = 0.45 HRS.MINS  
 1/2 HOUR = 0.30 HRS.MINS      1 HOUR = 1.00 HRS.MINS

---

**A2DA4**


---

Since (this time/we spoke) yesterday, how much time did you spend relaxing or doing leisure time activities?

[IF NEC: "Leisure time activities means actively choosing to do things for yourself. This may overlap with other categories, such as spending time with your children." ]

HOURS.MINUTES

[FOR EXAMPLE, 2 HOURS 20 MINUTES = 2.20]

1/4 HOUR = 0.15 HRS.MINS  
 1/2 HOUR = 0.30 HRS.MINS  
 3/4 HOUR = 0.45 HRS.MINS  
 1 HOUR = 1.00 HRS.MINS

---

**A2DA4A**


---

Since (this time/we spoke) yesterday, how much time did you spend engaged in VIGOROUS physical activity or exercise?

HOURS.MINUTES

[FOR EXAMPLE, 2 HOURS 20 MINUTES = 2.20]

1/4 HOUR = 0.15 HRS.MINS  
 1/2 HOUR = 0.30 HRS.MINS  
 3/4 HOUR = 0.45 HRS.MINS  
 1 HOUR = 1.00 HRS.MINS

-----  
**A2DA5**  
 -----

Since (this time/we spoke) yesterday, how much time did you spend SLEEPING?

HOURS.MINUTES

[FOR EXAMPLE, 2 HOURS 20 MINUTES = 2.20]

- 1/4 HOUR = 0.15 HRS.MINS
- 1/2 HOUR = 0.30 HRS.MINS
- 3/4 HOUR = 0.45 HRS.MINS
- 1 HOUR = 1.00 HRS.MINS

-----  
**A2DA6**  
 -----

The next two questions are about donating money and goods since since (this time/we spoke) yesterday,

First I will ask about donating to ORGANIZATIONS. Later I will ask about donating to INDIVIDUALS -- including family members who do not live with you, friends, or strangers.

Not counting automatic payroll deductions, did you or anyone in your household donate money or goods to any ORGANIZATIONS since

[IF NEC: This does not include membership dues.]

[IF R SAYS "I don't know if my wife/husband/family member gave any..." SAY "Did YOU give any donations to any organization?"]

- 1. YES
- 5. NO -----> SKIP TO A7
- 8. DON'T KNOW -----> SKIP TO A7
- 9. REFUSED -----> SKIP TO A7

-----  
**A2DA6A**  
 -----

What was the organization? (PROBE: Any others?) [CHECK ALL MENTIONS]  
 [IF NOT SURE WHICH CATEGORY, WRITE VERBATIM IN `OTHER']  
 [USE CURSOR TO REACH CORRECT CATEGORY, PRESS ENTER TO "CHOOSE"]

- A2DA6A\_1.** CHARITY (E.G., UNITED WAY, GOODWILL, CATHOLIC CHARITIES, SALVATION ARMY, MUSCULAR DYSTROPHY, MARCH OF DIMES, AMERICAN CANCER SOCIETY...)
- A2DA6A\_2.** OTHER RELIGIOUS ORGANIZATION OR CHURCH
- A2DA6A\_3.** LOCAL ORGANIZATIONS (E.G., SCHOOL ORGANIZATIONS, RECREATIONAL CLUBS)
- A2DA6A\_4.** LOCAL/COMMUNITY SPECIAL PURPOSE FUND (E.G. MEDICAL COSTS FOR SICK CHILD, FUNDS FOR DISASTER VICTIMS)
- A2DA6A\_5.** POLITICAL OR LOBBYING GROUP (E.G., REPUBLICAN PARTY, POLITICAL ACTION COMMITTEE, GREENPEACE, NATURE CONSERVANCY, NOW, RIGHT TO LIFE)
- A2DA6A\_6.** ARTS ORGANIZATION (INCLUDING PUBLIC TELEVISION, RADIO)
- A2DA6A\_7.** PRIVATE SCHOOLS, COLLEGES, AND UNIVERSITIES (DONATIONS ONLY, DO NOT INCLUDE TUITION AND FEES)
- A2DA6A\_8.** OTHER (SPECIFY)

-----  
**A2DA6B**  
 -----

What is the TOTAL dollar value of the donation?

[IF DON'T KNOW: Your best estimate is fine.]

\$

-----  
**A2DA7**  
 -----

Since (this time/we spoke) yesterday, did you or any family member living with you donate money or goods to an INDIVIDUAL? This does not include donations to young children or a spouse living with you.

[IF R SAYS "I don't know if my wife/husband/family member gave any...", SAY "Did YOU give any donations to any INDIVIDUAL..?"]

[IF NEC: "This does not include regular alimony or child support, but DOES include any ADDITIONAL money or goods you gave to an ex-spouse or child who does not live with you."]

[IF NEC: YOUNG CHILDREN = 15 YEARS OLD OR YOUNGER]

- 1. YES
- 5. NO -----> SKIP TO A8
- 8. DON'T KNOW -----> SKIP TO A8
- 9. REFUSED -----> SKIP TO A8

-----  
**A2DA7A**  
 -----

Who did you give this to? (PROBE: Any others?)

[CHECK ALL MENTIONS]

[USE CURSOR TO REACH CORRECT CATEGORY, PRESS ENTER TO "CHOOSE"]

- A2DA7A\_1.** SPOUSE OR PARTNER NOT LIVING WITH R
- A2DA7A\_2.** CHILD OR GRANDCHILD (INCLUDE STEP-)
- A2DA7A\_3.** PARENT (INCLUDE STEP-)
- A2DA7A\_4.** SIBLING (INCLUDE STEP-)
- A2DA7A\_5.** OTHER RELATIVE (INCLUDE IN-LAWS)
- A2DA7A\_6.** FRIEND
- A2DA7A\_7.** NEIGHBOR
- A2DA7A\_8.** CO-WORKER OR FELLOW STUDENT
- A2DA7A\_9.** BOSS OR TEACHER
- A2DA7A10.** EMPLOYEE OR SUPERVISEE
- A2DA7A11.** STREET PERSON, BEGGAR, STRANGER
- A2DA7A12.** OTHER (SPECIFY)
- A2DA7A21.** STRANGER (\*)
- A2DA7A25.** GROUPS (\*)

[PRESS THIS BAR WHEN FINISHED]

-----  
**A2DA7B**  
 -----

What was the TOTAL dollar value of the donation?

[IF DON'T KNOW: Your best estimate is fine.]

[IF R HAS DIFFICULTY ESTIMATING MONEY FOR CLOTHING OR OLD FURNISHINGS ASK: "What could you sell them for at a yard sale?"]

\$

-----  
**A2DA8**  
 -----

Since (this time/we spoke) yesterday, did you RECEIVE a donation of any money or goods from any organization or individual? This does not include receiving a donation from a spouse living with you.

1. YES
5. NO -----> SKIP TO A9
8. DON'T KNOW -----> SKIP TO A9
9. REFUSED -----> SKIP TO A9

-----  
**A2DA8A**  
 -----

Who was this from? (PROBE: Any others?)

[IF NOT SURE WHICH CATEGORY, WRITE VERBATIM IN `OTHER']

[CHECK ALL MENTIONS]

[USE CURSOR TO REACH CORRECT CATEGORY, PRESS ENTER TO "CHOOSE"]

- A2DA8A\_1. SPOUSE OR PARTNER NOT LIVING WITH R
  - A2DA8A\_2. CHILD OR GRANDCHILD (INCLUDE STEP-)
  - A2DA8A\_3. PARENT (INCLUDE STEP-)
  - A2DA8A\_4. SIBLING (INCLUDE STEP-)
  - A2DA8A\_5. OTHER RELATIVE (INCLUDE IN-LAWS)
  - A2DA8A\_6. FRIEND
  - A2DA8A\_7. NEIGHBOR
  - A2DA8A\_8. CO-WORKER OR FELLOW STUDENT
  - A2DA8A\_9. BOSS OR TEACHER
  - A2DA8A10. EMPLOYEE OR SUPERVISEE
  - A2DA8A11. RELIGIOUS GROUPS
  - A2DA8A12. GOVERNMENTAL GROUPS
  - A2DA8A13. NON-GOVERNMENTAL GROUPS [INCLUDES SELF-HELP GROUPS]
  - A2DA8A14. OTHER (SPECIFY)
  - A2DA8A21. STRANGER (\*)
  - A2DA8A24. CLIENT/CUSTOMER/PATIENT (\*)
- [PRESS THIS BAR WHEN FINISHED]

---

**A2DA8B**


---

What was the TOTAL dollar value of the donation?  
 [IF DON'T KNOW: Your best estimate is fine.]

\$

---

**A2DA9**


---

Since (this time/we spoke) yesterday, did you spend any time doing formal VOLUNTEER WORK at a church, hospital, senior center, or any other organization?

[IF NEC: This includes community organizations and local sports organizations. [OR] This includes any kind of voluntary work with an organization, such as coaching a softball team, or being a leader of a scout troop.]

[IF R SAYS THEY WORK AT CHURCH, NURSING HOME, ETC., SAY: "Only count time spent VOLUNTEERING -- that is, work that you are NOT paid for."]

[NOTE: INTERNSHIPS COUNT AS WORK, NOT VOLUNTEERING. GO BACK TO A3 IF NEC.]

- 1. YES
  - 5. NO ----->SKIP TO A10
  - 8. DON'T KNOW ----->SKIP TO A10
  - 9. REFUSED ----->SKIP TO 10
- 

**A2DA9A**


---

How much time did you spend volunteering?

HOURS.MINUTES

[FOR EXAMPLE, 2 HOURS 20 MINUTES = 2.20]

1/4 HOUR = 0.15 HRS.MINS  
 1/2 HOUR = 0.30 HRS.MINS  
 3/4 HOUR = 0.45 HRS.MINS  
 1 HOUR = 1.00 HRS.MINS

---

**A2DA10**


---

Since (this time/we spoke) yesterday, did you spend any time giving any UNPAID ASSISTANCE to people who don't live with you, such as free baby-sitting or help with shopping?

- 1. YES
- 5. NO ----->SKIP TO A11
- 8. DON'T KNOW ----->SKIP TO A11
- 9. REFUSED ----->SKIP TO A11

-----  
**A2DA10A**  
 -----

Who did you help? (PROBE: Anyone else?)

[CHECK ALL MENTIONS]

[USE CURSOR TO REACH CORRECT CATEGORY, PRESS ENTER TO "CHOOSE"]

- A2DA10A1. SPOUSE OR PARTNER NOT LIVING WITH R
  - A2DA10A2. CHILD OR GRANDCHILD (INCLUDE STEP-)
  - A2DA10A3. PARENT (INCLUDE STEP-)
  - A2DA10A4. SIBLING (INCLUDE STEP-)
  - A2DA10A5. OTHER RELATIVE (INCLUDE IN-LAWS)
  - A2DA10A6. FRIEND
  - A2DA10A7. NEIGHBOR
  - A2DA10A8. CO-WORKER OR FELLOW STUDENT
  - A2DA10A9. BOSS OR TEACHER
  - A2DA10AA. EMPLOYEE OF SUPERVISEE
  - A2DA10AB. OTHER (SPECIFY)
  - A2DA10AC. STRANGER (\*)
  - A2DA10AD. CHURCH GRP. MEMBER (INCLUDING MINISTER) (\*)
  - A2DA10AE. SELF-HELP GROUP (AA, THERAPIST, COUNSELOR) (\*)
  - A2DA10AF. CLIENT/ CUSTOMER/ PATIENT (\*)
  - A2DA10AG. GROUPS (\*)
- [PRESS THIS BAR WHEN FINISHED]

-----  
**A2DA10B**  
 -----

Altogether how much time did you spend helping?

HOURS.MINUTES

[FOR EXAMPLE, 2 HOURS 20 MINUTES = 2.20]

- 1/4 HOUR = 0.15 HRS.MINS
- 1/2 HOUR = 0.30 HRS.MINS
- 3/4 HOUR = 0.45 HRS.MINS
- 1 HOUR = 1.00 HRS.MINS

-----  
**A2DA11**  
 -----

Since (this time/we spoke) yesterday, did you RECEIVE any unpaid assistance from any organization or person who does not live with you?

[IF NEC: Unpaid assistance includes things like getting help with child care, transportation, or shopping.]

- 1. YES
- 5. NO ----->SKIP TO A12
- 8. DON'T KNOW ----->SKIP TO A12
- 9. REFUSED ----->SKIP TO A12



-----  
**A2DA11A**  
 -----

Who gave you this assistance? (PROBE: Anyone else?)

CHECK ALL MENTIONS

[USE CURSOR TO REACH CORRECT CATEGORY, PRESS ENTER TO "CHOOSE"]

- A2DA11A1. SPOUSE OR PARTNER NOT LIVING WITH R
- A2DA11A2. CHILD OR GRANDCHILD (INCLUDE STEP-)
- A2DA11A3. PARENT (INCLUDE STEP-)
- A2DA11A4. SIBLING (INCLUDE STEP-)
- A2DA11A5. OTHER RELATIVE (INCLUDE IN-LAWS)
- A2DA11A6. FRIEND
- A2DA11A7. NEIGHBOR
- A2DA11A8. CO-WORKER OR FELLOW STUDENT
- A2DA11A9. BOSS OR TEACHER
- A2DA11AH. EMPLOYEE OR SUPERVISEE
- A2DA11AI. RELIGIOUS GROUPS
- A2DA11AJ. GOVERNMENTAL GROUPS
- A2DA11AK. NON-GOVERNMENTAL GROUPS
- A2DA11AL. OTHER (SPECIFY)
- A2DA11AM. STRANGER (\*)
- A2DA11AN. CLIENT, CUSTOMER, PATIENT (\*)

-----  
**A2DA11B**  
 -----

Altogether, about how much time did you spend receiving assistance?

HOURS.MINUTES

[FOR EXAMPLE, 2 HOURS 20 MINUTES = 2.20]

- 1/4 HOUR = 0.15 HRS.MINS
- 1/2 HOUR = 0.30 HRS.MINS
- 3/4 HOUR = 0.45 HRS.MINS
- 1 HOUR = 1.00 HRS.MINS

-----  
**A2DA12**  
 -----

Not counting work you might do as part of your job, did you spend any time giving EMOTIONAL SUPPORT to anyone, like listening to their problems, giving advice, or comforting them, since (this time/we spoke) yesterday?

- 1. YES
- 5. NO -----> SKIP TO A13
- 8. DON'T KNOW -----> SKIP TO A13
- 9. REFUSED -----> SKIP TO A13

-----  
**A2DA12B**  
 -----

Who did you give emotional support to? (PROBE: Anyone else?)

[CHECK ALL MENTIONS]

[USE CURSOR TO REACH CORRECT CATEGORY, PRESS ENTER TO "CHOOSE"]

- A2DA12B1.** SPOUSE OR PARTNER
- A2DA12B2.** CHILD OR GRANDCHILD (INCLUDE STEP-)
- A2DA12B3.** PARENT (INCLUDE STEP-)
- A2DA12B4.** SIBLING (INCLUDE STEP-)
- A2DA12B5.** OTHER RELATIVE (INCLUDE IN-LAWS)
- A2DA12B6.** FRIEND
- A2DA12B7.** NEIGHBOR
- A2DA12B8.** CO-WORKER OR FELLOW STUDENT
- A2DA12B9.** BOSS OR TEACHER
- A2DA12B0.** EMPLOYEE OR SUPERVISEE
- A2DA12BP.** OTHER (SPECIFY)
- A2DA12BQ.** STRANGER (\*)
- A2DA12BR.** CHURCH GROUP MEMBER (INCLUDING MINISTER) (\*)
- A2DA12BS.** SELF-HELP GROUP (AA, THERAPIST, COUNSELOR) (\*)
- A2DA12BT.** CLIENT/ CUSTOMER/ PATIENT (\*)

-----  
**A2DA12D**  
 -----

Altogether, about how much time did you spend giving support?

HOURS.MINUTES

[FOR EXAMPLE, 2 HOURS 20 MINUTES = 2.20]

- 1/4 HOUR = 0.15 HRS.MINS
- 1/2 HOUR = 0.30 HRS.MINS
- 3/4 HOUR = 0.45 HRS.MINS
- 1 HOUR = 1.00 HRS.MINS

-----  
**A2DA13**  
 -----

Since (this time/we spoke) yesterday, did you RECEIVE any emotional support from anyone or any organizations?

[IF NEC: This does not include counseling that you pay for, such as visiting a therapist or psychiatrist.]

- 1. YES
- 5. NO -----> SKIP TO B1
- 8. DON'T KNOW -----> SKIP TO B1
- 9. REFUSED -----> SKIP TO B1

-----  
**A2DA13A**  
 -----

Who gave you this emotional support? (PROBE: Anyone else?)

[CHECK ALL MENTIONS ]

[USE CURSOR TO REACH CORRECT CATEGORY, PRESS ENTER TO "CHOOSE"]

- A2DA13A1.** SPOUSE OR PARTNER
  - A2DA13A2.** CHILD OR GRANDCHILD (INCLUDE STEP-)
  - A2DA13A3.** PARENT (INCLUDE STEP-)
  - A2DA13A4.** SIBLING (INCLUDE STEP-)
  - A2DA13A5.** OTHER RELATIVE (INCLUDE IN-LAWS)
  - A2DA13A6.** FRIEND
  - A2DA13A7.** NEIGHBOR
  - A2DA13A8.** CO-WORKER OR FELLOW STUDENT
  - A2DA13A9.** BOSS OR TEACHER
  - A2DA13AU.** EMPLOYEE OR SUPERVISEE
  - A2DA13AV.** RELIGIOUS GROUPS
  - A2DA13AW.** GOVERNMENTAL GROUPS
  - A2DA13AX.** NON-GOVERNMENTAL GROUPS (INCLUDE SELF-HELP GROUPS)
  - A2DA13AY.** OTHER (SPECIFY)
  - A2DA13AZ.** STRANGER (\*)
  - A2DA13BA.** CLIENT/ CUSTOMER/ PATIENT (\*)
  - A2DA13BB.** GROUPS (\*)
- [PRESS THIS BAR WHEN FINISHED]

-----  
**A2DA13C**  
 -----

Altogether, about how much time did you spend receiving emotional support?

HOURS.MINUTES

[FOR EXAMPLE, 2 HOURS 20 MINUTES = 2.20]

1/4 HOUR = 0.15 HRS.MINS

1/2 HOUR = 0.30 HRS.MINS

3/4 HOUR = 0.45 HRS.MINS

1 HOUR = 1.00 HRS.MINS

---

**A2DB1**


---

The next questions are about common health problems you may have had TODAY -- that is, from the time you woke up until I called just a few minutes ago. How much of the time today did you have a headache, backache, or muscle soreness -- all of the time, most of the time, some of the time, a little of the time, or none of the time?

[IF NEC: This includes joint pains]

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME
8. DON'T KNOW
9. REFUSED

---

**A2DB2**


---

And how much of the time today did you have a cough, sore throat, fever, chills, or other cold and flu symptoms?

[IF NEC: -- all of the time, most, some, a little, or none of the time?]

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME
8. DON'T KNOW
9. REFUSED

---

**A2DB3**


---

How much of the time today did you have nausea, diarrhea, poor appetite, or other stomach problems?

[IF NEC: -- all of the time, most, some, a little, or none of the time?]

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME
8. DON'T KNOW
9. REFUSED

---

**A2DB4**


---

How much of the time today did you have any chest pain or dizziness?

[IF NEC: -- all of the time, most, some, a little, or none of the time?]

1. ALL THE TIME
  2. MOST OF THE TIME
  3. SOME OF THE TIME
  4. A LITTLE OF THE TIME
  5. NONE OF THE TIME
  8. DON'T KNOW
  9. REFUSED
- 

**A2DB5**


---

How much of the time today did you have any menstrual-related symptoms such as cramps, bloating or breast tenderness?

[IF NEC: -- all of the time, most, some, a little, or none of the time?]

1. ALL THE TIME
  2. MOST OF THE TIME
  3. SOME OF THE TIME
  4. A LITTLE OF THE TIME
  5. NONE OF THE TIME
  6. NO LONGER HAS PERIODS (IF VOL.)
  7. NO PERIODS BECAUSE PREGNANT (IF VOL.)
  8. DON'T KNOW
  9. REFUSED
- 

**A2DB6**


---

How much of the time today did you have hot flashes or flushes?

[IF NEC: -- all of the time, most, some, a little, or none of the time?]

1. ALL THE TIME
  2. MOST OF THE TIME
  3. SOME OF THE TIME
  4. A LITTLE OF THE TIME
  5. NONE OF THE TIME
  7. IS NOT POST-MENOPAUSAL (IF VOL.)
  8. DON'T KNOW
  9. REFUSED
- 

**A2DB7**


---

Did you experience ANY OTHER physical symptoms or discomforts today?

1. YES
5. NO -----> SKIP TO B8
8. DON'T KNOW -----> SKIP TO B8
9. REFUSED -----> SKIP TO B8

-----  
**A2DB7B**  
 -----

How much of the time today did this last -- all of the time, most, some, or a little of the time?

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME
8. DON'T KNOW
9. REFUSED

-----  
**\*A2DB8**  
 -----

How many cigarettes did you smoke since (this time/we spoke) yesterday,

# CIGARETTES

[ONE PACK = 20 CIGARETTES]

997. (IF VOL) NEVER SMOKES  
 998. DON'T KNOW  
 999. REFUSED

-----  
**\*A2DB9**  
 -----

Counting a drink as a bottle of beer, a glass of wine, or a shot of liquor, how many drinks did you have since (this time/we spoke) yesterday?

[IF DON'T KNOW: "What is your best estimate?"]

# DRINKS

97. (IF VOL) NEVER DRINKS  
 98. DON'T KNOW  
 99. REFUSED

-----  
**\*A2DB10**  
 -----

Since (this time/we spoke) yesterday, did you use any recreational drugs or prescription medications without a doctor telling you to take them?

[IF NEC: "Prescription medications count if they have not been prescribed for YOU, or if you have a prescription for it but used the medication in larger doses or for a longer time than was prescribed."]

[IF NEC: "Over-the-counter medications like aspirin or cold remedies are not included in this question."]

1. YES
5. NO
7. IF VOL: NEVER TAKE DRUGS
8. DON'T KNOW
9. REFUSED

---

**A2DC1**


---

The next questions are about your mood today. How much of the time today did you feel DEPRESSED -- all of the time, most, some, a little, or none of the time?

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME
8. DON'T KNOW
9. REFUSED

---

**A2DC2**


---

How much of the time today did you feel RESTLESS or FIDGETY?

[IF NEC: -- all of the time, most, some, a little, or none of the time?]

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME -----> SKIP TO C4
8. DON'T KNOW
9. REFUSED

---

**A2DC3**


---

How much of the time today did you feel SO restless that you could not sit still?

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME
8. DON'T KNOW
9. REFUSED

---

**A2DC4**


---

How much of the time today did you feel NERVOUS?

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME -----> SKIP TO C6
8. DON'T KNOW
9. REFUSED

---

**A2DC5**


---

How much of the time today did you feel SO nervous that nothing could calm you down?

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME
8. DON'T KNOW
9. REFUSED

---

**A2DC6**


---

How much of the time today did you feel WORTHLESS?

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME
8. DON'T KNOW
9. REFUSED

---

**A2DC7**


---

How much of the time were you so SAD that nothing could cheer you up?

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME
8. DK
9. REFUSED

---

**A2DC8**


---

How much of the time today did you feel TIRED OUT for no good reason?

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME
8. DON'T KNOW
9. REFUSED

---

**A2DC9**


---



How much of the time today did you feel that EVERYTHING was an effort?

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME
8. DON'T KNOW
9. REFUSED

---

**A2DC10**

---

How much of the time today did you feel HOPELESS?

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME
8. DON'T KNOW
9. REFUSED

---

**A2DC11**

---

How much of the time today did you feel ANGRY or IRRITABLE?

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME
8. DON'T KNOW
9. REFUSED

---

**A2DC12**

---

How much of the time today did you feel IN GOOD SPIRITS?

1. ALL THE TIME
2. MOST OF THE TIME
3. SOME OF THE TIME
4. A LITTLE OF THE TIME
5. NONE OF THE TIME
8. DON'T KNOW
9. REFUSED

---

**A2DD1**


---

The next questions are about how much work you got done compared to usual. First, did you cut back on your normal work activities TODAY because of any problems with your physical health, your emotions, (use of alcohol or drugs) or some combination?

[IF NEC: Normal work activities includes paid work, school work, house work and volunteer work.]

1. YES
5. NO -----> SKIP TO D2
6. IF VOL, YES BUT NOT FOR THESE REASONS
7. TODAY IS NOT A WORK DAY -----> SKIP TO D2
8. DON'T KNOW -----> SKIP TO D2
9. REFUSED -----> SKIP TO D2

---

**A2DD1A**


---

On a scale from ZERO to TEN where zero means that you didn't do ANY work today and ten means you did ALL your normal amount of work for this day of the week, how much work did you get done? You can use any number from ZERO to TEN.

[IF R SAYS HE/SHE WORKED MORE THAN NORMAL, ENTER 10]

98. DON'T KNOW
99. REF

---

**A2DD1B**


---

What was the main reason for your work cut back today -- your physical health, your emotions, (use of alcohol or drugs) or some combination?

1. PHYSICAL
2. EMOTIONAL
3. ALCOHOL/DRUGS
4. COMBINATION
8. DON'T KNOW
9. REFUSED

---

**A2DD2**


---

Did the QUALITY of your work or how CAREFULLY you worked suffer today because of any problems with either your physical health or, your emotions, (use of alcohol or drugs) or some combination?

1. YES
5. NO -----> SKIP TO D3
8. DON'T KNOW -----> SKIP TO D3
9. REFUSED -----> SKIP TO D3

-----  
**A2DD2A**  
 -----

What was the main reason for this -- your physical health, your emotions, (use of alcohol or drugs) or some combination?

1. PHYSICAL
2. EMOTIONAL
3. ALCOHOL/DRUGS
4. COMBINATION
8. DON'T KNOW
9. REFUSED

-----  
**A2DD3**  
 -----

Did you spend less time with people in your personal life today compared to usual because of any problems with either your physical health, your emotions, (use of alcohol or drugs) or some combination?

1. YES
5. NO -----> SKIP TO D4
8. DON'T KNOW -----> SKIP TO D4
9. REFUSED -----> SKIP TO D4

-----  
**A2DD3A**  
 -----

What was the main reason for this -- your physical health, your emotions, (use of alcohol or drugs) or some combination?

1. PHYSICAL
2. EMOTIONAL
3. ALCOHOL/DRUGS
4. COMBINATION
8. DON'T KNOW
9. REFUSED

-----  
**A2DD4**  
 -----

Sometimes people get less done than usual because their baby-sitter cancels, their child stays home sick from school, or SOME OTHER FAMILY MEMBER NEEDS THEIR HELP. Did you cut back on any of your normal activities today because of something like this?

1. YES
5. NO -----> SKIP TO F1
8. DON'T KNOW -----> SKIP TO F1
9. REFUSED -----> SKIP TO F1

-----  
**A2DD4A**  
 -----

What happened and how much did it interfere with your usual activities?  
 PROBE...

-----  
**A2DF1**  
 -----

The next questions are about stressful experiences that may have happened to you since (this time/we spoke) yesterday, First, did you have an argument or disagreement with anyone (this time/we spoke) yesterday?

- 1. YES
- 5. NO -----> SKIP TO F2
- 8. DON'T KNOW -----> SKIP TO F2
- 9. REFUSED -----> SKIP TO F2

-----  
**A2DF1A**  
 -----

Think of the most stressful disagreement or argument you had since (this time/we spoke) yesterday. Who was that with?

[CHOOSE ONE ONLY. IF NEC: "Who was the MOST STRESSFUL disagreement with?"]

- A2DF1A\_1.** SPOUSE OR PARTNER
- A2DF1A\_2.** CHILD OR GRANDCHILD (INCLUDE STEP-)
- A2DF1A\_3.** PARENT (INCLUDE STEP-)
- A2DF1A\_4.** SIBLING (INCLUDE STEP-)
- A2DF1A\_5.** OTHER RELATIVE (INCLUDE IN-LAWS)
- A2DF1A\_6.** FRIEND
- A2DF1A\_7.** NEIGHBOR
- A2DF1A\_8.** CO-WORKER OR FELLOW STUDENT
- A2DF1A\_9.** BOSS OR TEACHER
- A2DF1A10.** EMPLOYEE OR SUPERVISEE
- A2DF1A11.** OTHER (SPECIFY)
- A2DF1A21.** STRANGER (\*)
- A2DF1A22.** CHURCH GROUP MEMBER (INCLUDING MINISTER) (\*)
- A2DF1A23.** SELF-HELP GROUP (AA, THERAPIST, COUNSELOR) (\*)
- A2DF1A24.** CLIENT/ CUSTOMER/ PATIENT (\*)
- A2DF1A25.** GROUPS (\*)

-----  
**A2DF1A1**  
 -----

When did that happen -- was that some time yesterday or today?

- 1. YESTERDAY
- 5. TODAY

-----  
**A2DF1B**  
 -----

What happened?

PROBE...

Could you tell me a little more about that?  
 Could you tell me a little about the background to that?  
 What about this was stressful for YOU (if anything)?

---

**A2DF1C**

---

How stressful was this for you -- very, somewhat, not very, or not at all?

1. VERY
2. SOMEWHAT
3. NOT VERY -----> SKIP TO F2
4. NOT AT ALL -----> SKIP TO F2
8. DON'T KNOW -----> SKIP TO F2
9. REFUSED -----> SKIP TO F2

---

**A2DF1D**

---

How much were each of the following things at risk in this disagreement...

First, how much did it risk disrupting your daily routine -- a lot, some, a little, or not at all?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF1E**

---

How much did it risk your financial situation?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF1F**

---

How much did it risk the way you feel about yourself?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF1G**

---

How much did it risk the way other people feel about you?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF1H**

---

How much did it risk your physical health or safety?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF1I**

---

How much did it risk the health or well-being of someone you care about?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF1J**

---

How much did it risk your plans for the future?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF2**


---

Since (this time/we spoke) yesterday, did anything happen that you COULD have argued about but you decided to LET PASS in order to AVOID a disagreement?

1. YES
  5. NO -----> SKIP TO F3
  8. DON'T KNOW -----> SKIP TO F3
  9. REFUSED -----> SKIP TO F3
- 

**A2DF2A**


---

Think of the most stressful incident of this sort. Who was the person you decided not to argue with?

- A2DF2A\_1.** SPOUSE OR PARTNER
  - A2DF2A\_2.** CHILD OR GRANDCHILD (INCLUDE STEP-)
  - A2DF2A\_3.** PARENT (INCLUDE STEP-)
  - A2DF2A\_4.** SIBLING (INCLUDE STEP-)
  - A2DF2A\_5.** OTHER RELATIVE (INCLUDE IN-LAWS)
  - A2DF2A\_6.** FRIEND
  - A2DF2A\_7.** NEIGHBOR
  - A2DF2A\_8.** CO-WORKER OR FELLOW STUDENT
  - A2DF2A\_9.** BOSS OR TEACHER
  - A2DF2A10.** EMPLOYEE OR SUPERVISEE
  - A2DF2A11.** OTHER (SPECIFY)
  - A2DF2A21.** STRANGER (\*)
  - A2DF2A22.** CHURCH GROUP MEMBER (INCLUDING MINISTER) (\*)
  - A2DF2A23.** SELF-HELP GROUP (AA, THERAPIST, COUNSELOR) (\*)
  - A2DF2A24.** CLIENT/CUSTOMER/PATIENT (\*)
  - A2DF2A25.** GROUPS (\*)
- 

**A2DF2A1**


---

When did that happen -- was that some time yesterday or today?

1. YESTERDAY
  5. TODAY
- 

**A2DF2B**


---

What happened and why did you decide not to get into an argument about it?

PROBE...

Could you tell me a little more about that?  
 Could you tell me a little about the background to that?  
 What about this was stressful for YOU (if anything)?

---

**A2DF2C**


---

How stressful was this for you -- very, somewhat, not very, or not at all?

1. VERY
  2. SOMEWHAT
  3. NOT VERY -----> SKIP TO F3
  4. NOT AT ALL -----> SKIP TO F3
  8. DON'T KNOW -----> SKIP TO F3
  9. REFUSED -----> SKIP TO F3
- 

---

**A2DF2D**


---

How much would each of the following things be at risk if you got into the disagreement...

First, if you'd had the disagreement, how much would that have risked disrupting your daily routine -- a lot, some, a little, or not at all?

1. A LOT
  2. SOME
  3. A LITTLE
  4. NOT AT ALL
  8. DON'T KNOW
  9. REFUSED
- 

---

**A2DF2E**


---

If you'd had the disagreement, how much would it have risked your financial situation?

1. A LOT
  2. SOME
  3. A LITTLE
  4. NOT AT ALL
  8. DON'T KNOW
  9. REFUSED
- 

---

**A2DF2F**


---

If you'd had the disagreement, how much would it have risked the way you feel about yourself?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED



---

**A2DF2G**

---

(If you'd had the disagreement,) How much would it have risked the way other people feel about you?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF2H**

---

(If you'd had the disagreement,) How much would it have risked your physical health or safety?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF2I**

---

(If you'd had the disagreement,) How much would it have risked the health or well-being of someone you care about?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF2J**

---

(If you'd had the disagreement,) How much would it have risked your plans for the future?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

-----  
**A2DF3**  
 -----

Since (this time/we spoke) yesterday, did anything happen at work or school that most people would consider stressful?

1. YES
5. NO -----> SKIP TO F4
8. DON'T KNOW -----> SKIP TO F4
9. REFUSED

-----  
**A2DF3A1**  
 -----

When did that happen -- was that some time yesterday or today?

1. YESTERDAY
5. TODAY

-----  
**A2DF3A**  
 -----

What happened and what about it would most people consider stressful?

PROBE...

Could you tell me a little more about that?

Could you tell me a little about the background to that?

What about this do you think most people would consider stressful?

-----  
**A2DF3B**  
 -----

How stressful was this for you -- very, somewhat, not very, or not at all?

1. VERY
2. SOMEWHAT
3. NOT VERY -----> SKIP TO F4
4. NOT AT ALL -----> SKIP TO F4
8. DON'T KNOW -----> SKIP TO F4
9. REFUSED -----> SKIP TO F4

-----  
**A2DF3C**  
 -----

How much were each of the following things at risk in this situation...

First, how much did it risk disrupting your daily routine -- a lot, some, a little, or not at all?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF3D**

---

How much did it risk your financial situation -- a lot, some, a little, or not at all?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF3E**

---

How much did it risk the way you feel about yourself?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF3F**

---

How much did it risk the way other people feel about you?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF3G**

---

How much did it risk your physical health or safety?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF3H**

---

How much did it risk the health or well-being of someone you care about?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF3I**


---

How much did it risk your plans for the future?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF4**


---

Since (this time/we spoke) yesterday, did anything happen at home that most people would consider stressful?

1. YES
5. NO -----> SKIP TO FR
8. DON'T KNOW -----> SKIP TO F5
9. REFUSED -----> SKIP TO F5

---

**A2DF4A1**


---

When did that happen -- was that some time yesterday or today?

1. YESTERDAY
5. TODAY

---

**A2DF4A**


---

What happened and what about it would most people consider stressful?

PROBE...

Could you tell me a little more about that?  
 Could you tell me a little about the background to that?  
 What about this was stressful for YOU?

---

**A2DF4B**


---

How stressful was this for you -- very, somewhat, not very, or not at all?

1. VERY
2. SOMEWHAT
3. NOT VERY -----> SKIP TO F5
4. NOT AT ALL -----> SKIP TO F5
8. DON'T KNOW -----> SKIP TO F5
9. REFUSED -----> SKIP TO F5

---

**A2DF4C**

---

How much were each of the following things at risk in this situation...

First, how much did it risk disrupting your daily routine -- a lot, some, a little, or not at all?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF4D**

---

How much did it risk your financial situation?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF4E**

---

How much did it risk the way you feel about yourself?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF4F**

---

How much did it risk the way other people feel about you?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF4G**

---

How much did it risk your physical health or safety?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF4H**

---

How much did it risk the health or well-being of someone you care about?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF4I**

---

How much did it risk your plans for the future?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF5**

---

Many people experience discrimination on the basis of such things as race, sex, or age. Did anything like this happen to you since Yesterday?

1. YES
5. NO -----> SKIP TO F6
8. DON'T KNOW -----> SKIP TO F6
9. REFUSED -----> SKIP TO F6

-----  
**A2DF5A**  
 -----

Think of the most stressful incident of this sort. What was the basis for the discrimination you experienced-- your race, sex, age, or something else?

[MARK ALL MENTIONS]

- A2DF5A\_1. RACE
- A2DF5A\_2. SEX
- A2DF5A\_3. AGE
- A2DF5A\_4. OTHER (SPECIFY)

-----  
**A2DF5A1**  
 -----

When did that happen -- was that some time yesterday or today?

- 1. YESTERDAY
- 5. TODAY

-----  
**A2DF5C**  
 -----

How stressful was this incident for you -- very, somewhat, not very, or not at all?

- 1. VERY
- 2. SOMEWHAT
- 3. NOT VERY -----> SKIP TO F6
- 4. NOT AT ALL -----> SKIP TO F6
- 8. DON'T KNOW -----> SKIP TO F6
- 9. REFUSED -----> SKIP TO F6

-----  
**A2DF5D**  
 -----

How much were each of the following things at risk in this situation...

First, how much did it risk disrupting your daily routine -- a lot, some, a little, or not at all?

- 1. A LOT
- 2. SOME
- 3. A LITTLE
- 4. NOT AT ALL
- 8. DON'T KNOW
- 9. REFUSED

---

**A2DF5E**

---

How much did it risk your financial situation?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF5F**

---

How much did it risk the way you feel about yourself?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF5G**

---

How much did it risk the way other people feel about you?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF5H**

---

How much did it risk your physical health or safety?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF5I**

---

How much did it risk the health or well-being of someone you care about?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED



---

**A2DF5J**


---

How much did it risk your plans for the future?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF6**


---

Since (this time/we spoke) yesterday, did anything happen to a close friend or relative (other than what you've already mentioned) that turned out to be stressful for YOU?

1. YES
5. NO -----> SKIP TO F7
8. DON'T KNOW -----> SKIP TO F7
9. REFUSED -----> SKIP TO F7

---

**A2DF6A**


---

Think of the most stressful incident of this sort. Who did this happen to?

[IF NEC: What relation is this person to you?]

[IF NEC: Who did the MOST STRESSFUL incident of this sort happen to?]

- A2DF6A\_1. SPOUSE OR PARTNER
- A2DF6A\_2. CHILD OR GRANDCHILD (INCLUDE STEP-)
- A2DF6A\_3. PARENT (INCLUDE STEP-)
- A2DF6A\_4. SIBLING (INCLUDE STEP-)
- A2DF6A\_5. OTHER RELATIVE (INCLUDE IN-LAWS)
- A2DF6A\_6. FRIEND
- A2DF6A\_7. NEIGHBOR
- A2DF6A\_8. CO-WORKER OR FELLOW STUDENT
- A2DF6A\_9. BOSS OR TEACHER
- A2DF6A10. EMPLOYEE OR SUPERVISEE
- A2DF6A11. OTHER (SPECIFY)
- A2DF6A21. STRANGER (\*)
- A2DF6A22. CHURCH GROUP MEMBER (INCLUDING MINISTER) (\*)
- A2DF6A23. SELF-HELP GROUP (AA, THERAPIST, COUNSELOR) (\*)
- A2DF6A24. CLIENT/CUSTOMER/PATIENT (\*)
- A2DF6A25. GROUPS (\*)

---

**A2DF6A1**


---

When did that happen -- was that some time yesterday or today?

1. YESTERDAY
5. TODAY

---

**A2DF6C**


---

How stressful was this for you -- very, somewhat, not very, or not at all?

1. VERY
  2. SOMEWHAT
  3. NOT VERY -----> SKIP TO F7
  4. NOT AT ALL -----> SKIP TO F7
  8. DON'T KNOW -----> SKIP TO F7
  9. REFUSED -----> SKIP TO F7
- 

**A2DF6D**


---

How much were each of the following things at risk FOR YOU in this situation...

First, how much did it risk disrupting your daily routine -- a lot, some, a little, or not at all?

1. A LOT
  2. SOME
  3. A LITTLE
  4. NOT AT ALL
  8. DON'T KNOW
  9. REFUSED
- 

**A2DF6E**


---

How much did it risk your financial situation?

1. A LOT
  2. SOME
  3. A LITTLE
  4. NOT AT ALL
  8. DON'T KNOW
  9. REFUSED
- 

**A2DF6F**


---

How much did it risk the way you feel about yourself?

1. A LOT
  2. SOME
  3. A LITTLE
  4. NOT AT ALL
  8. DON'T KNOW
  9. REFUSED
- 

**A2DF6G**


---

How much did it risk the way other people feel about you?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF6H**


---

How much did it risk your physical health or safety?

1. A LOT
  2. SOME
  3. A LITTLE
  4. NOT AT ALL
  8. DON'T KNOW
  9. REFUSED
- 

**A2DF6I**


---

How much did it risk the health or well-being of someone you care about?

1. A LOT
  2. SOME
  3. A LITTLE
  4. NOT AT ALL
  8. DON'T KNOW
  9. REFUSED
- 

**A2DF6J**


---

How much did it risk your plans for the future?

1. A LOT
  2. SOME
  3. A LITTLE
  4. NOT AT ALL
  8. DON'T KNOW
  9. REFUSED
- 

**A2DF7**


---

Did anything ELSE happen to you since (this time/we spoke) yesterday, that people would consider stressful?

1. YES
  5. NO -----> SKIP TO END OR H1
  8. DON'T KNOW -----> SKIP TO END OR H1
  9. REFUSED -----> SKIP TO END OR H1
- 

**A2DF7A1**


---

Think of the most stressful incident of this sort. When did that happen -- was that some time yesterday or today?

1. YESTERDAY
5. TODAY

---

**A2DF7B**


---

How stressful was this for you -- very, somewhat, not very, or not at all?

1. VERY
  2. SOMEWHAT
  3. NOT VERY -----> SKIP TO END OR H1
  4. NOT AT ALL -----> SKIP TO END OR H1
  8. DON'T KNOW -----> SKIP TO END OR H1
  9. REFUSED -----> SKIP TO END OR H1
- 

**A2DF7C**


---

How much were each of the following things at risk in this situation...

First, how much did it risk disrupting your daily routine -- a lot, some, a little, or not at all?

1. A LOT
  2. SOME
  3. A LITTLE
  4. NOT AT ALL
  8. DON'T KNOW
  9. REFUSED
- 

**A2DF7D**


---

How much did it risk your financial situation?

1. A LOT
  2. SOME
  3. A LITTLE
  4. NOT AT ALL
  8. DON'T KNOW
  9. REFUSED
- 

**A2DF7F**


---

How much did it risk the way other people feel about you?

1. A LOT
  2. SOME
  3. A LITTLE
  4. NOT AT ALL
  8. DON'T KNOW
  9. REFUSED
- 

**A2DF7G**


---

How much did it risk your physical health or safety?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF7H**

---

How much did it risk the health or well-being of someone you care about?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DF7I**

---

How much did it risk your plans for the future?

1. A LOT
2. SOME
3. A LITTLE
4. NOT AT ALL
8. DON'T KNOW
9. REFUSED

---

**A2DH1**


---

The next questions are about your week. Please think about your experiences during the PAST 7 DAYS, since last (day of week) In the past 7 days, how much of the time did you feel DEPRESSED -- all of the time, most of the time, some of the time, a little of the time, or none of the time?

1. ALL THE TIME
  2. MOST OF THE TIME
  3. SOME OF THE TIME
  4. A LITTLE OF THE TIME
  5. NONE OF THE TIME
  8. DON'T KNOW
  9. REFUSED
- 

**A2DH2**


---

In the past 7 days, how much of the time did you feel RESTLESS OR FIDGETY -- all of the time, most, some, a little, or none of the time?

1. ALL
  2. MOST
  3. SOME
  4. A LITTLE
  5. NONE -----> SKIP TO H4
  8. DON'T KNOW -----> SKIP TO H4
  9. REFUSED -----> SKIP TO H4
- 

**A2DH3**


---

In the past 7 days, how much of the time did you feel SO RESTLESS that you could not sit still?

1. ALL
  2. MOST
  3. SOME
  4. A LITTLE
  5. NONE
  8. DON'T KNOW
  9. REFUSED
- 

**A2DH4**


---

In the past 7 days, how much of the time did you feel NERVOUS?

1. ALL
2. MOST
3. SOME
4. A LITTLE
5. NONE -----> SKIP TO H6
8. DON'T KNOW -----> SKIP TO H6
9. REFUSED -----> SKIP TO H6

---

**A2DH5**

---

In the past 7 days, how much of the time did you feel SO NERVOUS that nothing could calm you down?

1. ALL
2. MOST
3. SOME
4. A LITTLE
5. NONE
8. DON'T KNOW
9. REFUSED

---

**A2DH6**

---

In the past 7 days, how much of the time did you feel WORTHLESS?

1. ALL
2. MOST
3. SOME
4. A LITTLE
5. NONE
8. DON'T KNOW
9. REFUSED

---

**A2DH7**

---

In the past 7 days, how much of the time did you feel so SAD that nothing could cheer you up?

1. ALL
2. MOST
3. SOME
4. A LITTLE
5. NONE
8. DON'T KNOW
9. REFUSED

---

**A2DH8**

---

In the past 7 days, how much of the time did you feel TIRED OUT for no good reason?

1. ALL
2. MOST
3. SOME
4. A LITTLE
5. NONE
8. DON'T KNOW
9. REFUSED

---

**A2DH9**

---

In the past 7 days, how much of the time did you feel that EVERYTHING was an EFFORT?

1. ALL
2. MOST
3. SOME
4. A LITTLE
5. NONE
8. DON'T KNOW
9. REFUSED

---

**A2DH10**

---

In the past 7 days, how much of the time did you feel HOPELESS?

1. ALL
2. MOST
3. SOME
4. A LITTLE
5. NONE
8. DON'T KNOW
9. REFUSED

---

**A2DH11**

---

In the past 7 days, how much of the time did you feel ANGRY or IRRITABLE?

1. ALL
2. MOST
3. SOME
4. A LITTLE
5. NONE
8. DON'T KNOW
9. REFUSED

---

**A2DH12**

---

In the past 7 days, how much of the time did you feel IN GOOD SPIRITS?

1. ALL
2. MOST
3. SOME
4. A LITTLE
5. NONE
8. DON'T KNOW
9. REFUSED



---

**A2DI1**


---

We just reviewed a number of negative feelings and experiences that you may have had in the past 7 days. Taking them altogether, did these feelings occur MORE OFTEN in the past 7 days than is usual for you, LESS OFTEN than is usual, or ABOUT THE SAME as usual?

1. MORE OFTEN
  2. LESS OFTEN
  3. ABOUT THE SAME -----> SKIP TO I2
  4. NEVER HAVE ANY (IF VOL) -----> SKIP TO I2
  8. DON'T KNOW -----> SKIP TO I2
  9. REFUSED -----> SKIP TO I2
- 

**A2DI1A**


---

How much (more/less) often than usual -- a LOT, SOME, or only A LITTLE?

1. A LOT
  2. SOME
  3. A LITTLE
  8. DON'T KNOW
  9. REFUSED
- 

**A2DI2**


---

What about any physical health problems that you have had in the past 7 days -- would you say you have had MORE physical health problems than is usual for you, FEWER problems than is usual, or ABOUT THE SAME as usual in the past 7 days?

1. MORE
  2. FEWER
  3. ABOUT THE SAME -----> SKIP TO I3
  4. NEVER HAVE ANY (IF VOL) -----> SKIP TO I3
  8. DK -----> SKIP TO I3
  9. REFUSED
- 

**A2DI2A**


---

How much (more/less) than is usual for you -- A LOT, SOME, or only A LITTLE?

1. A LOT
2. SOME
3. A LITTLE
8. DON'T KNOW
9. REFUSED

---

**A2DI3**


---

How about the amount of stress you experienced in the past 7 days -- was that MORE than usual for you, LESS than usual, or about the same as usual?

1. MORE
  2. LESS
  3. ABOUT THE SAME -----> SKIP TO J1
  4. NEVER HAVE HAD ANY (IF VOL) -----> SKIP TO J1
  8. DON'T KNOW -----> SKIP TO J1
  9. REFUSED -----> SKIP TO J1
- 

**A2DI3A**


---

How much (more/less) than usual -- a lot, some, or only a little?

1. A LOT
  2. SOME
  3. A LITTLE
  8. DON'T KNOW
  9. REFUSED
- 

**A2DJ1**


---

Some people make charitable donations through automatic payroll deductions or automatic credit card deductions. Do you or any family members do this?

1. YES
  5. NO -----> SKIP TO END
  8. DON'T KNOW -----> SKIP TO END
  9. REFUSED -----> SKIP TO END
- 

**A2DJ1A**


---

What groups do you donate money to in this way? (PROBE: Any others?)

1. CHARITY (E.G., UNITED WAY, GOODWILL, CATHOLIC CHARITIES, SALVATION ARMY, MUSCULAR DYSTROPHY, MARCH OF DIMES, AMERICAN CANCER SOCIETY...)
  2. OTHER RELIGIOUS ORGANIZATION OR CHURCH
  3. LOCAL ORGANIZATIONS (E.G., SCHOOL ORGANIZATIONS, RECREATIONAL CLUBS)
  4. LOCAL/COMMUNITY SPECIAL PURPOSE FUND (E.G. MEDICAL COSTS FOR SICK CHILD, FUNDS FOR DISASTER VICTIMS)
  5. POLITICAL OR LOBBYING GROUP (E.G., REPUBLICAN PARTY, POLITICAL ACTION COMMITTEE, GREENPEACE, NATURE CONSERVANCY, NOW, RIGHT TO LIFE)
  6. ARTS ORGANIZATION (INCLUDING PUBLIC TELEVISION, RADIO)
  7. PRIVATE SCHOOLS, COLLEGES, AND UNIVERSITIES (DONATIONS ONLY, DO NOT INCLUDE TUITION AND FEES)
  8. OTHER (SPECIFY)
- [PRESS THIS BAR WHEN FINISHED]
- 

**A2DJ1B**


---

What is the TOTAL dollar amount?

-----  
**A2Dbmood**  
 -----

R NEGATIVE AFFECT – SUM (C1 THROUGH C12)  
 -----

-----  
**A2Dtost**  
 -----

SUMMED NUMBER OF STRESSORS FOR THE DAY  
 -----

-----  
**A2Danyst**  
 -----

- 0. NO STRESSORS
  - 1. AT LEAST ONE STRESSOR
- 

-----  
**A2Dsymav**  
 -----

MEAN NUMBER OF PHYSICAL SYMPTOMS  
 -----

-----  
**A2Dsevav**  
 -----

MEAN SEVERITY OF STRESSORS AS RATED BY EXPERT CODERS  
 -----

-----  
**A2Dxfcav**  
 -----

MEAN STRESSOR SEVERITY AS RATED BY R (SUBJECTIVE)  
 -----

-----  
**A2Dxfdav**  
 -----

MEAN APPRAISAL RATING F#D – RISK DAILY ROUTINE  
 -----

-----  
**A2Dxfeav**  
 -----

MEAN APPRAISAL RATING F#E – FINANCIAL SITUATION  
 -----

-----  
**A2Dxffav**  
 -----

MEAN APPRAISAL RATING F#F – FEEL ABOUT YOURSELF  
 -----

-----  
**A2Dxfgav**  
 -----

MEAN APPRAISAL RATING F#G – THE WAY OTHERS FEEL ABOUT YOU  
 -----

-----  
**A2Dxfhav**  
 -----

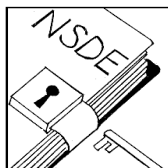
MEAN APPRAISAL RATING F#H – PHYSICAL HEALTH OR SAFETY  
 -----

-----  
**A2Dxfiav**  
 -----

MEAN APPRAISAL RATING F#I – HEALTH OR WELL-BEING OF SOMEONE YOU CARE ABOUT  
 -----

-----  
**A2Dxfjav**  
 -----

MEAN APPRAISAL RATING – F#J – PLANS FOR THE FUTURE  
 -----



*National Study of Daily Experiences I*  
The MIDUS I In-Depth Diary Study

**Daily Inventory of Stressful Events (DISE)**  
**Expert Coding Manual**

---

Address correspondence to D. M. Almeida, Department of Human Development and Family Studies, The Pennsylvania State University, 135 E. Nittany Ave, Suite 405, State College, Pennsylvania 16801-5363 (email: dalmeida@psu.edu). This project was supported by the Network on Successful Mid-Life Development of the John D. and Catherine T. MacArthur Foundation, the W. K. Kellogg Foundation, and Grants R03 MH53372, T32 MH19734, R03 AG16731, and R01 AG19239, from the National Institutes of Health.

**DAILY INVENTORY OF STRESSFUL EVENTS  
EXPERT CODING MANUAL**

TABLE OF CONTENTS

		Page Number
I.	Coding Overview and Sequence .....	3
II.	Coding Procedures	
	A. Transcription .....	5
	B. Broad Event Classification.....	5
	C. Specific Event Classification .....	6
	D. Focus .....	6
	E. Severity.....	7
III.	Events Lists	
	A. Argument/Non-Argument Tension .....	10
	B. Life Domains.....	12
	Education .....	12
	Work/Employment.....	13
	Home.....	14
	Finances .....	15
	Crime/Legal .....	16
	Health/Accident/Health-related Treatment .....	17
	Marital/Partner Relationships .....	18
	C. Network Events .....	19
	D. Miscellaneous.....	20
IV.	Coding Flow Chart.....	21
V.	Appendix 'A': Daily Inventory of Stressful Events .....	22
VI.	Appendices of Coding Examples	
	Appendix 'B': Focus .....	25
	Appendix 'C': Severity .....	28
	Appendix 'D': Non-events.....	31

## INTRODUCTION TO THE NSDE CODING SCALES

### Overview:

This manual describes a coding scheme for open-ended responses of daily stressful events elicited through telephone interviews using the Daily Inventory of Stressful Events (DISE). The DISE is a semi-structured survey instrument, assessing a wide variety of stressors. The interview consists of a series of 'stem' questions asking whether certain types of events (e.g., arguments, home or work events, etc.), have occurred over the past 24 hours, along with a set of guidelines for probing affirmative responses. The aim of the interviewing method is to construct a short narrative or "story" of each event. Once an event is mentioned, the interviewer asks questions about objective circumstances surrounding the event. The purpose of the probes is to gather enough information to rate various components of the discrete events. (See Appendix 'A' for the DISE.)

In order to examine these events, interviews are tape-recorded, then transcribed and coded for four different aspects: (1) broad event classification, (2) specific event classification, (3) focus, and (4) severity.

### Coding sequence and scheme:

1. ***Broad Event Classification:*** Transcribed events are initially classified into one of three broad categories: (a) **argument events**, (b) **non-argument tension events**, or (c) **other types of events**. This first step facilitates the coder in selecting the appropriate specific event list. It is also possible that an actual 'event' has not occurred. If this is the case, no coding will be done.

	<u>Code</u>
Argument.....	1
Non-argument tension.....	2
Other/Neither.....	3
Non-event .....	9

2. ***Specific Event Classification:*** Next the event is placed into one of 79 specific event classifications which fall under the following headings: **Argument/Non-Argument Tension, Network, Miscellaneous, and 'Life Domains', which includes the subheadings of Education, Work, Home, Finances, Crime/Legal, Health/Accident, and Marital/Partner Relationships.** (See section III for Specific Classifications and examples.)

	<u>Code</u>
Argument/Non-Argument .....	001-026
Education.....	100-104
Work.....	200-210
Home.....	300-310
Finances.....	400-403
Crime/Legal.....	500-505
Health/Accident.....	600-604
Marital/Partner Relationships.....	700-704
Network.....	800-808
Miscellaneous.....	900-908

3. **Focus:** Focus refers to who was involved in the event. It can be **Respondent-focused, Joint-focused or Other-focused**. If the event is joint- or other-focused, it is necessary to specify the relationship of the Respondent to the other individual involved in the event. (For examples, see Appendix 'B'.)

	<u>Code</u>
Respondent.....	1
Other.....	2
Joint.....	3
Not sure/Not codable.....	8
Non-event.....	9

4. **Severity:** A four-point scale is used to determine the degree of the unpleasantness and disruption caused by the event. Ratings range from '1'-- a minor or trivial annoyance, to '4'-- severely disruptive events. (For examples of severity ratings, see Appendix 'C'.)

	<u>Code</u>
Low severity events.....	1
Medium severity events.....	2
High severity events.....	3
Extreme severity events.....	4

## CODING PROCEDURES

### A. Transcription

The open-ended answers are transcribed from audio tapes of the telephone interviews. When transcribing, it's important to consider the **four** main coding areas. Events are transcribed in order to show evidence for the codes chosen. Use the following sequence for coding:

- (1) Transcribe verbatim the answer to the first set of 'probe' questions describing the event.
- (2) Listen to and summarize all of the responses to the 'stakes' questions. The stakes questions will be very useful for rating the severity.

### B. Broad Event Classification

The first step is to decide if an actual stressful event has occurred. *An event is defined as an objective change or occurrence in the social or physical environment that poses a loss, danger, disappointment, frustration or opportunity for an individual.*

An event will initially be placed into one of three broad categories: a) Argument events b) Non-argument tension events, or c) Other types of events. However, the coder is not restricted to placing the event under the heading that applies to the stem question asked, but may choose the most appropriate classification under *any* heading.

- a. **Arguments** are *expressed* tensions. The Respondent engages in a verbal exchange with someone else. These are types of interpersonal events that necessarily require the involvement of the Respondent and another person.
- b. **Non-Argument tension** events are those in which the Respondent states he/she *could have had* an argument with someone (i.e., expressed anger), but instead *avoided* it. These are also interpersonal events requiring the involvement of the Respondent and another person.
- c. **Other types of events** are those which don't contain interpersonal tension between the Respondent and someone else. These other types of events include Life Domain events, Network events, and Miscellaneous events. Specific event classifications are explained in the next section.



C. **Specific Event Classification** (See list in section III for examples)

Depending on the event, it is placed into a specific category from the Specific Event Classification lists. Specific Event Classifications are organized around the actual stem questions in the interview. There is not a classification list for the Discrimination event question, however. If a respondent reports a Discrimination event, it may be classified as any type of event that is appropriate.

Note that the Specific Event Classification major headings and subheadings are to aid the coder in quickly locating an appropriate classification. The coder is not restricted to placing the event under the heading that applies to the stem question asked, but may choose the most appropriate classification under *any* heading. Specific Event Classification lists fall under the following major headings:

a. **Argument and Non-argument Tension Events.** These events are coded according to the *topic* of the disagreement or tension. This category is used when an event involves the Respondent and another person in an argument or non-argument tension. (001-026)

b. **Life Domain Events.** These are events that happen in a particular area of the Respondent's life, and are not recognized as Argument/Non-argument tensions, or Network events. The following subheadings represent Life Domains:

- |                                   |           |
|-----------------------------------|-----------|
| (1) Education                     | (100-104) |
| (2) Work                          | (200-210) |
| (3) Home                          | (300-310) |
| (4) Finances                      | (400-403) |
| (5) Crime/Legal                   | (500-505) |
| (6) Health/Accident               | (600-604) |
| (7) Marital/Partner Relationships | (700-704) |

c. **Network Events.** These events occur to a close friend or relative or someone the Respondent has indicated is close to him/her.

d. **Miscellaneous Events.** These events cannot appropriately be classified under any of the previous headings.

D. **Focus** (See Appendix 'B' for examples)

The focus code identifies whether the event happened to the Respondent, to another person, or jointly to the Respondent and another.

a. **Respondent-focussed** events happen to the Respondent and only the Respondent.

b. **Other-focussed** events happen to another person and the Respondent is neither active, involved, nor vicariously involved in the event.

c. **Joint-focussed** events involve the Respondent and a 'close other'. A 'close other' is a household or family member, or anyone the Respondent indicates is close.

### *Special Considerations of Joint-focus*

(1) ARGUMENT/NON-ARGUMENT TENSION EVENTS: Arguments and non-argument tensions are interpersonal events, therefore they are joint-focussed.

(2) RESPONDENT ---> JOINT-FOCUSSED EVENTS: An event that happened to the Respondent will be considered joint-focussed if the actions of a 'close other' caused the event. **That is, would the Respondent be experiencing this event if it weren't for the actions of a 'close other'?**

(3) OTHER ---> JOINT-FOCUSSED EVENTS: Events that happen to someone else will be joint-focussed if either of the following is true: (1) **Was the Respondent an actor in the event or solicited to be an actor in the event?** or (2) **Was the Respondent actively involved in the immediate implications of the event?** Active involvement of the Respondent does not include phone support. [Although Network events must happen to another person, the event may be joint-focussed.]

#### **H. Severity** (See Appendix 'C' for examples)

- a. The severity of an event refers to the degree and duration of disruption, and/or unpleasantness it creates for the Respondent.
- b. **Disruptiveness** refers to the extent to which there is a change or likelihood of a change in some aspect of an individual's life. Disruptiveness is also the extent to which an event can affect daily routines, important plans, concerns and goals.
- c. The **unpleasantness** of an event is the level of negative feelings, or the risk of negative consequences generally expected to be evoked by the event.

For example:

*Low unpleasantness (Severity rating '1')*--Respondent is cut off by traffic and finds it difficult to merge onto the Interstate.

*Medium unpleasantness (Severity rating '2')*--Respondent is caught in an hour-long traffic jam on the way to work and nearly doesn't make it to work on time.

*High unpleasantness (Severity rating '3')*--Respondent forgets to put gas in the car and runs out of gas during the traffic jam on highway; she is late to work, but her boss is understanding and the incident does not threaten her job.

*Severe unpleasantness (Severity rating '4')*--Respondent arrives at work late, and the boss yells, "this is the last time you're late, next time you're fired! Report to personnel!"

*The Four Point Severity Scheme is a measure of the degree of disruption and/or unpleasantness represented by the occurrence of an event. The key to the distinction relies on objective evidence from the Respondent's report of the situation. The definitions for ratings of 1, 2, 3, and 4 are as follows:*

**Severity Rating '1'-- Low Severity Events**

a. Low severity events are trivial occurrences causing slight disruption or anticipation of slight disruption to an aspect of the Respondent's life.

**OR**

b. Low severity events are occurrences that would evoke only fleeting (lasts less than an hour) unpleasant emotions or reactions for the reasonable person.

**Severity Rating '2'--Medium Severity Events**

a. Medium severity events carry no potential or only slight potential for major disruption to occur in the future, however there may be a disruption or the anticipation of a minor disruption to an aspect of the Respondent's life.

**OR**

b. Medium severity events are unpleasant enough to evoke unpleasant emotions for more than an hour or two for the reasonable person.

*The difference between a '2' and a '3' severity rating is that the unpleasantness of events rated '2' can either be "a little bad" all day, or "very bad" for part of the day, and the unpleasantness of events rated '3' are "very bad" for a whole day.*

**Severity Rating '3'--High Severity Events**

a. High severity events imply a potential for major disruption, but do not carry explicit threat of major disruption at the time they occur.

**OR**

b. High severity events may be "unpleasant" events which are likely to provoke negative feelings *lasting most of the day* for the reasonable person.

**Severity Rating '4'-- Extreme severity events**

a. Extreme severity events either *immediately result in a major disruption* or carry a *high likelihood* of a major disruption occurring.

**OR**

b. Extreme severity events would be expected to generate unpleasant emotions lasting *more than a day* for the reasonable person.

## Guidelines for Rating Severity of Events

### *Contextual Information*

Events are rated for severity for a reasonable person in a given context. This emphasis given to contextual information is one of the crucial aspects of this rating scheme.

The assessment of the severity of a given daily event takes into consideration the background information about the event and the anticipated consequences of the event. The severity rating takes into account the objective, specific circumstances in which the event occurred. What this means for rating is that, basically, all events are not created equal.

For example, having your truck breakdown is stressful. But, it is probably more stressful if the use of your truck is essential to your paid work - e.g., if you run a snowplow or hauling business.

### *Over-reporting and Under-reporting*

It is important to focus on the objective content of the event, not on the manner in which the Respondent reports it. There can be differences in the amount of detail or affect the Respondent provides, which can be misleading. Thus, in rating severity, it is important not to measure the Respondent's emotional response to the event, but the actual event itself.

- a. Over-reporting: Try to imagine the event boiled down to "just the facts, ma'am" and how distressed or threatened a "typical" person might be in that situation. One of the keys to rating severity is to separate the objective description of the event from a highly dramatic account of the event.
- b. Under-reporting: People may be unwilling to disclose much information or they may receive limited probing about the event. In this case, enough information may not be obtained in order to rate the severity. Under-reporting also occurs when people either downplay the significance of a stressor or how much it actually affected them.

If there is any doubt about whether or not there is enough information to reliably code the event, it should be considered "Non-codable" and put aside for group discussion. When coding, don't try to compensate for Respondent under-reporting.

## EVENTS LISTS

**Argument/Non-Argument Tensions**

The following list of classifications are topics of arguments of non-argument tensions. Arguments and non-argument tensions that the Respondent experiences are certain types of interpersonal events that necessarily require the involvement of the Respondent and another participant.

**This is a list of possible topics of arguments or non-argument tensions.**  
*(Examples follow each major heading)*

001. Respect/Disrespect

Decision making  
 Power struggle  
 Arguing about someone's lack of respect for another

002. Money/Financial Issues/Risk or Loss of something of monetary value003. Family Obligations/Responsibilities/Issues

Family Relations  
 Relationship of one family member (not the Respondent) with another (how other treats another family member, not the Respondent)

004. Transportation/Driving005. Household tasks/Chores

Tensions about the maintenance or cleaning of the house

006. Personal tastes and preferences

Differences of opinion about aesthetic tastes, personal hygiene, appearance, food, etc.

008. Sex

Partner not wanting to have sex/ R not wanting to have sex  
 Affairs, etc.

009. Timing/ Schedules

Not having enough time together, lateness, missed plans  
 Arguing about how to spend time

010. Value differences

Political, ideological, ethical, religious, philosophical differences  
 Lying

011. Job Obligations / Responsibilities / Procedures

Too much or too little attention given to job.  
 Having a co-worker "pawn off" work on you.

013. Possessions

Using another person's items

014. Safety/ Health015. Miscommunication

Unclear expectations

Information isn't being transferred as you would like it to be.

016. Substance Use019. Schoolwork / Education

Primarily child-related events

020. Recreational activities021. General tension or not getting along with others

Friendships/ Non-family Relationships

Jealousy, dislike of other's or children's friend

023. Interactions with boss/superior

Reporting to your boss

Receiving criticism

024. Disciplining or firing someone

Work-oriented

025. Disciplining or correcting child

Family-oriented

026. Giving or receiving bad news

## Life Domains

If an event is not classified as an argument/non-argument tension or network event, it can be classified under one of the following headings: Education, Work, Home, Finances, Crime/Legal, Health/Accident, and Marital/Partner Relationships.

*(Examples follow each major heading)*

### Education

#### 100. Application/Starting/Stopping School

Applying for/being denied admission to a college or university course  
Being accepted to a college or university course  
Starting or leaving school/course

#### 101. Time/Schedules

Missing class  
Being late

#### 102. Overload/Demands

Not getting enough school work done  
Overloaded with schoolwork  
"Demands" on you as part of being a student.  
Exam/Evaluation  
Grade-related events  
Expectations for performance unclear

#### 104. Other Education Events

## **Work/Employment**

### 200. Application/Starting/Stopping work

Job interview  
 Learning about not being hired  
 Start job  
 Giving up/leaving/quitting job (voluntary)  
 Retiring

### 202. Job/Income Security

Demotion  
 Layoff  
 Dismissal/firing  
 Hearing about possible layoff, dismissal, downsizing, firing  
 Problems to do with security of position (i.e., contract job, temp job)  
 Legal event related to job (threatened with a lawsuit that jeopardizes the business)  
 Income affected, (e.g., not getting enough hours of work)  
 Business crisis  
 Promotion/ Raise  
 Application for promotion denied

### 203. Structure

Problems associated with changes in work hours (increase or decrease)  
 Structural change (e.g. change in R's work duties or place of work)

### 204. Time/Schedules

Pertains to working longer than expected (one day only, not a permanent change in hours or shift)  
 Being late

### 205. Overload or Demands

Too much work; extra work assigned  
 Understaffed; not enough people to do the work  
 Demands that are made on you as part of your social role.  
 Not getting enough accomplished at work; not getting work done on time; having to miss a deadline

### 206. Underload

Bored or unchallenged at work; not enough to do at work

### 207. Mistakes

Anyone's mistake at work that affects R

### 208. Technical/Mechanical Breakdown

Computer crashed  
 Work vehicle breakdown

### 210. Other Work events



## Home

### 300. Events related to moving

Residence change  
Threat of eviction

### 301. Neighborhood concerns

Crises/problems with neighbors (unless tension or argument)  
Hearing about a crime committed in R's neighborhood  
Other neighborhood events

### 302. Household/Car damage or repairs/Mechanical breakdown

Structural problems with house (water in basement, bad pipes, etc)  
Car trouble; car repairs; getting estimates for repairs  
Home appliance problems; house repairs  
Loss, damage, or threat to property (excluding theft or vandalism--see crime codes)

### 303. Overload or Demands

Family-related tasks  
Demands made on you as part of your social role  
Having company  
Specific housework concerns; shopping, doing the laundry, standing in line at the store, planning a meal  
Too much work at home, "housework"  
Not accomplishing enough at home  
Home and Yard maintenance  
Ceremonies

### 305. Pet Events

Something occurs to R's pet  
Care for pet

### 306. Mistakes/Irritations/Confusion

Burning dinner, breaking something  
"Silly" practical mistakes (e.g. buying the wrong size of something ...)

### 307. Sports/Hobbies/Leisure

Not having enough time for entertainment and recreation  
Losing a sporting event, favorite team losing, etc.

### 308. Time/Schedules

Being late

### 310. Other Home event

## **Finances**

### 400. Money/Finances

Financial crises and problems, check bouncing, incorrect billing, debt difficulties

Dealing with financial, insurance agent (not codable elsewhere)

Financial loss or gain

R gives loan

Budgeting (Managing what you already have)

Not having enough for necessities or luxuries

Paying bills (no indication of debt or financial difficulties)

### 401. Purchase/Sale

Buying or selling something (including decision to do so)

Taking on a financial obligation

New loan

### 403. Other Finance event

**Crime/Legal**500. Victim

Offense against Respondent (mugging, assault)

501. Traffic

Getting a traffic/parking ticket

502. Other police contact

Getting arrested

Being stopped by the police--no ticket or arrest

503. Court proceeding

Contact with lawyer

Involvement in a court case as a victim or plaintiff

Involvement in a court case as a perpetrator or defendant

504. Jury duty505. Other crime/legal

**Health/Accident/Health Treatment**

(Has to happen to Respondent to be in this category.)

**600. Minor Accident/Illness**

Minor accident  
Threat of an accident (e.g. near miss)  
Side effects of medication.

**601. Major Accident/Illness**

Major accident  
Suicide attempt  
Heart attack  
Cancer

**602. Visit to Health Care Provider/Clinic**

Surgery (use only for operation taking place that day; for aches and pains related to recovery use 600)  
Discharge from hospital  
Visit to clinic, health center, doctor  
Receiving health-oriented treatment of any sort

**603. Reproduction**

Any reproduction event  
Time off, taking a sick day

**604. Other Health-related events**

## **Marital/Partner Relationship**

### 700. Dating/Relationship formation

Beginning a new relationship or resuming an old one; first date  
R's engagement/marriage  
R beginning or discussing beginning cohabitation  
Breaking a date; someone not showing up for a date  
Being rejected for a date  
Other date-related events

### 701. Time/Schedules

Event causing an increase/decrease in interaction (e.g. spouse leaves town on business trip)  
Not having enough time to spend with spouse/partner

### 702. Breakup-related events

Separation, breakup, or divorce  
Contact with ex-spouse, lover  
Discussion of separation, breakup, divorce, custody (even when argument or non-argument tension)  
R's custodial sentence  
R's non-custodial sentence  
Contact with lawyer about divorce, custody, separation, etc.

### 703. Violence; threat of violence

### 704. Other Relationship event

## Network Events

Network events are a type of event reported by the Respondent that must happen to another person, not the respondent (e.g., Respondent's child being teased at school). However, R's active involvement in the event will be coded as 'joint-focussed'.

**This is a list of types of events that may happen to someone close to the Respondent.**

*(Examples follow each major heading)*

### 800. Finances

### 801. Crime/Legal

- Other's legal event
- Other's custodial sentence
- Other's non-custodial sentence

### 802. Health/Accident/Health Treatment/Safety events

### 804. Death

- Funerals, Wakes, etc.

### 805. Social/Stress Concerns (not argument or non-argument)

*Event involves the emotional well-being of 'other'*

- Co-worker gets fired
- Child conduct, child gets in trouble at school, delinquency
- Child(ren) not getting along well together or with peers
- Child(ren) having disappointment, failure or problem (at school, in sports, with friends, etc.)
- Child's arrival/departure from household (except when codable in time/schedule)
- Routine childcare concerns (e.g. child having a nightmare)
- Engagement, marriage, cohabitation of another, or first learning about this
- Other's relationship to another (e.g. sister having difficult time with children or boyfriend)

### 807. Violence, pestering, threat of violence, sexual harassment of a relative

### 808. Other Network Event

## **Miscellaneous Events**

*(Examples follow each major heading)*

900. Political event/news event

Socio-political or news events; "watching the news"

901. Weather

The weather depressing R

902. Traffic/Transportation

Driving a long distance

Bad driving conditions

Travel

903. Pollution

Pollution

Second-hand tobacco smoke

904. Mistakes/Confusion related

Getting lost

Difficulty filling in forms; not understanding directions

'Silly' practical mistakes

905. Time/Schedules

Being late to an appointment (if not stated elsewhere)

Not accomplishing enough (not specified whether at home, work, or school)

906. Ethical or moral conflict or conflict of principles

Telling a lie; doing something dishonest or against one's conscience; "realizing a self-fault"

907. Public Speaking

Having to speak in front of a group

908. Calendar Events

Anniversaries (e.g. of a death)

## RATING FLOW CHART

### 1. Determine the **Broad Classification of the Event**:

- (a) The event is an **Argument or Non-Argument Tension**  
Go to ----->**Argument/Non-Argument Topic List**  
Choose appropriate **Specific Event code**
- (b) The event happened to someone else  
Go to ----->**Network Event List**  
Choose appropriate **Specific Event code**
- (c) The event happened to the Respondent, but is not an argument/non-argument tension  
Go to ----->**The Life Domains List**  
Choose appropriate **Specific Event code**

### 2. Determine the **Focus of the Event**:

- (a) The event is **Respondent-Focussed**
- (b) The event is **Other-Focussed**
- (c) The event is **Joint-Focussed**

### 3. Rate the **Severity** of the event for the Respondent.



## APPENDIX 'A'

### Daily Inventory of Stressful Events (DISE)

The DISE is a semi-structured instrument consisting of three components: (1) a list of seven 'stem' questions which pertain to occurrences of stressful events in various life domains, (2) a series of open-ended 'probe' questions that ascertain a description of the stressful event, and (3) a list of structured 'stake' questions, inquiring about aspects of the Respondent's life that were 'at risk' because of the event. An affirmative response to the stem questions prompts the interviewer to probe for a detailed description of the event, which is followed by questions pertaining to "what was at stake" for the Respondent as a result of the event.

#### Stem Questions

	Yes	No
F1. Did you have an argument or disagreement with anyone since this time yesterday?	1	5
F2. Since (this time/we spoke) yesterday, did anything happen that you could have argued about but you decided to let pass in order to avoid a disagreement?	1	5
F3. Since (this time/we spoke) yesterday, did anything happen at work or school (other than what you've already mentioned, that most people would consider stressful?	1	5
F4. Since (this time/we spoke) yesterday, did anything happen at home (other than what you've already mentioned,) that most people would consider stressful?	1	5
F5. Many people experience discrimination on the basis of such things as race, sex, or age. Did anything like this happen to you since (this time/we spoke) yesterday?	1	5
F6. Since (this time/we spoke) yesterday, did anything happen to a close friend or relative (other than what you've already mentioned) that turned out to be stressful for you?	1	5
F7. Did anything else happen to you since (this time/ we spoke) yesterday that most people would consider stressful?	1	5

### Probes for Description

		Ask only if “yes” for
G1.	Think of the most stressful disagreement or argument you had since (this time/we spoke) yesterday. Who was that with?	F1
G2.	When did that happen? Was that some time yesterday or today?	ALL
G3.	What happened?	F1, F5
G4.	Think of the most stressful incident of this sort. Who was the person you decided not to argue with?	F2
G5.	What happened and why did you decide not to get into an argument about it?	F2
G6.	What happened and what about it would most people consider stressful?	F3, F4
G7.	Think of the most stressful incident of this sort. What was the basis for the discrimination you experienced -- your race, sex, age, or something else?	F5
G8.	Think of the most stressful incident of this sort. Who did this happen to?	F6
G9.	What happened and what about it was stressful for you?	F6
G10.	Think of the most stressful incident of this sort. What happened and what about it would most people consider stressful?	F7
G11.	How does this affect your job?	F3
G12.	What kinds of things were said?	F1, F2
G13.	Have you had any problems with this in the past?	All
G14.	How long has this been going on?	All
G15.	Does this happen often?	All
G16.	Was there anything out of the ordinary in this?	All

G17. How stressful was this for you -- very, somewhat, not very, or not at all? All

1. Very----->GO TO STAKE QUESTIONS
2. Somewhat--->GO TO STAKE QUESTIONS
3. Not very----->GO TO NEXT STEM QUESTION
4. Not at all---->GO TO NEXT STEM QUESTION

### Stake Questions

a lot/ some/ a little/ not at all

H1.	How much were the following things at risk in this situation: First, how much did it risk disrupting your daily routine -- a lot, some, a little, or not at all?	1	2	3	4
H2.	How much did it risk your financial situation?	1	2	3	4
H3.	How much did it risk the way you feel about yourself?	1	2	3	4
H4.	How much did it risk the way other people feel about you?	1	2	3	4
H5.	How much did it risk your physical health or safety?	1	2	3	4
H6.	How much did it risk the health or well-being of someone you care about?	1	2	3	4
H7.	How much did it risk your plans for the future?	1	2	3	4

## APPENDIX 'B'

### Focus Coding Examples

#### **Respondent-Focused (code 1) Examples:**

“It was extremely busy. It seems like everybody all day long had questions. I hardly had 10 minutes to think before somebody would come in with another question. The fact that I had an assignment due and I didn't get my assignment done because everybody kept asking me to help them with theirs. If I don't get my assignment done during office hours then I have to take it home which disrupts my daily routine.

“Other than reading the newspapers which is stressful when they...just about all the time. I'm beginning to hate politicians. Well, I'm on social security, you know, because I'm retired and it seems to me that every time I read the paper or watch TV or anything like that our government is always trying to interfere with Social Security and Medicare and it's becoming an old story now but it seems like it just won't go away and to me it seems like they're trying to pick on us old people and it seems that they want to take away whatever we earned or worked for in our years and it's always that challenge there. It causes stress which puts me in a bad mood which causes fear.”

“Just taking a test Just that we're right here at the end and I'm fixing to graduate in two weeks and you know, the grades right here at the end are very important. I've got a 4.0 average and I don't want to blow it. So, that's...you know, it's stressful for the next two weeks. Just keeping that average. I've got that 4.0 and I don't want to do anything to mess it up and just one bad grade will do it. I just had to really study for it when I first got up this morning. Instead of just relaxing with a cup of coffee I had to hit the books so that it would be fresh on my mind when I got to school.”

“Money that I was hoping was going to be coming tomorrow for jobs that are being billed as we speak. What I do is I sell and until the job is billed and the company is paid, I don't get paid. Therefore, it's ongoing stress period because it's never real secure because you don't know exactly what you're going to be getting from one week to the other and therefore I thought I was going to be getting a check tomorrow and I'm not going to until the middle of next week. So, this is stressful. When I found out what I did is I realized that I would quickly withhold and not pay the bills that I was going to so that I would have the money to put in gas etc. that I would need until I got paid...”

#### **Other-Focused (code 2) examples:**

“I had a phone call from my daughter and she's sick and she's been sick for about a week. That was stressful for me to hear that. From time to time I would think about her not being well and thinking that I had to call her and making time in my day so I think it creates some stress in the regard.”

“My mother's health is still bouncing. I've talked about it before. She's supposed to have cardiac cap on Thursday and she's got blood in her urine and I'm not real happy with how things are being dealt with and you know. I've talked to her on the phone 2 or 3 times and so it's caused me some stress and some anxiety. I have no real input or control over the

situation so I kind of have to sit on the side lines and hope that things get done correctly.”

“It’s a seven year old boy that’s going to be taken away on weekdays. He’s gone for 1 day so far,” to a new school, “and the family is worried as he you know he is going to be in fear of going or how he is going to get along because it is 150 miles away from his home.”

“I talked to my son about 5:30 yesterday and that conversation has bothered me ever since...His girl broke up with him and he’s just very upset about it and he’s on the other side of the country and he’s feeling pretty alone and I’m feeling pretty helpless. I don’t know how to help him except to listen, but it’s on my mind. He’s hurting, so is his mother. I’m hurting...I just feel helpless and I think that’s hard for a mother not to be able to help him. He’s had a drinking problem in the past. I hope it’s not going to affect it. We talked about that. I had planned to take a vacation to see him this summer and I’m not sure where he’s going to be now.”

“A close friend at work, her husband had major surgery today. She was on my mind most of the day. Off and on most of the day. I think she’s under a lot of stress. That’s my concern. I think it affects her a great deal.”

**Joint-Focused (code 3) examples:**

“With my wife about insurance companies. We were disputing about which insurance company we should stay with when we retire. Took about 15 minutes.”

“I needed to talk to the principal regarding my daughter. She is having problems in school. It’s about another little boy in her class who is upsetting her grades.”

“He (R’s brother) is a shrimper, working a boat for someone he raised, his nephew. Nephew owned the boat, but my brother was working it for him and he found out today that the boat was sold and now my brother is left with no work, and he has family so I guess you’d call that stressful. He has had nothing but bad luck. Before he was cutting grass, almost cut his foot off and couldn’t work, so in financial difficulty even more so.” (R said risk only to someone else. That brother’s stress will be affected) “his livelihood has been taken away here”(R said that brother owed them money and was going to pay them back with shrimp, which they wont get now.)

“She (R’s daughter) was supposed to have a book report done for school today and she told me she had it done and this morning I found out she hadn't even done it. It was not in her book bag. I was not very happy with her. I grounded her and made her stay home for an hour to write it, she had already read the book. I made her be in the room--no TV. No swearing, just shouting. Stressful because she lied to me.” (Instead of bringing daughter to school R had to bring her to her work, and then bring her to school when finished report later. This interfered with her work time and her evening plans, since she grounded her daughter).

(R argued with a co-worker) “It was about a presidential election. It wasn't very stressful. (Lasted) a couple minutes. Talking about the candidates and moral values and how relative that was to why they should be president. “

## APPENDIX 'C'

### Severity Code Examples

#### **Examples of Severity Rating '1':**

(R had an argument with a coworker.) “It was part of a childish type thing. This was over a seat, a chair, in the break room. I got up and had my lunch spread out. A coworker got it, took my cheeseburger, put it aside, and I confronted him with that. It was just a childish type thing.”

“A driver behind me tailgated me. I've got this thing about people tailgating me. I get mad all the time. I don't want to argue because I'm arguing all the time. It was a 40 mph speed zone and a car comes up on me rather rapidly. I know it's going to be a problem but I don't know that the person's going to tailgate me to the degree that she did and I would guess within 2 feet of my back bumper and I do the speed limit all the time or less so the person was on my tail for about 30 seconds before I pulled off the road and let her go. And when I pulled off the road I could have put the window down or gotten out of the car. I could have stopped in the road because I thought it was a male and it was a female and I could have busted out their windshields, but I don't do things like that.”

(R didn't argue with her sister.) “We were on the way to the jazz concert and...it was something little but it was irritating to me. I avoided arguing. She's never on time when I come to pick her up. I drive all the way over to pick her up and I have to wait. She's never on time. I felt good today and I wasn't going to let her ruin my day.”

(R didn't argue with another volunteer at a community center.) “I had gotten an award for my volunteer work and I think this lady was just jealous so she said, ‘oh, somebody else had volunteered for 50 years.’ This lady is just that way. My first instinct was to get angry and lash out but it's not worth it.”

(R didn't argue with her child.) “It was just chores. She just didn't do it. It was a hassle. She was supposed to make her bed and she didn't and you know, she was supposed to do some things and she just didn't and I just didn't bother fussing about it. It's just I like things done on time and things like that. It was just a bad start to the day. “ If R had argued she been mad at herself like she is when she argues with other people.

#### **Examples of Severity Rating 2:**

“It was somebody driving a car. We had a little altercation, almost an accident. The guy cut in front of my car about three times on the highway and it's silly to argue with people like that, you know. I pulled off the road and let him keep going and then I continued.”

“This afternoon my two youngest daughters competed in a state piano competition and that's really stressful. I think most people would consider that stressful because it's very tense and all the kids are pacing up and down the hall and the judging are there being stern and you're talking to the judge and you're trying to keep the kids making sure they do their best and everybody's all stressed out and people snap at each other.” R's daughters are 11 and 15. “You're trying to be a calm relaxed person and give support to other people but when everybody's that stressed out you feel like snapping at everyone.”

“R argued with her daughter. “Well, we were supposed to go somewhere this weekend. I ended up canceling because I just don't feel like I'm going to be able to make it all day. She was upset with me because she wants to go. And I said, ‘Well, I'm sorry we can't go. And she was upset about it. And then I wanted her to help me with fix supper and she didn't really want to do it so that's another thing. So, it's about chores and activities. Because, I was just so tired and everything and wanted help and I didn't get it. I got upset about it then. I was frustrated with it. I can't do everything I'm used to doing and I don't like to have disagreements. It just upset me. My daughter's having a time with me...She's having to realize I can't do everything she wants me to.”

“Yeah. Today was really a stressful day at work. It seemed like everything went wrong. I didn't feel well and then everything went wrong. It turned out it really wasn't my fault or anything. It's just that we had to resolve a lot of things and it was just you know, a bad day. Well, our headquarters has a new girl and she couldn't find some things so we had to go back and find some things and show her exactly where everything was and that took our time and everything and we did that. And then we had some other work. Well, people that we billed, well they lost the thing, or didn't get them, or whatever, so we had to go back and re-trace over a year's worth of stuff and try to figure out what you now, straighten up the records and everything...A lot of paper shuffling.”

### **Examples of Severity Rating 3:**

(R argued with his immediate supervisor.) “It's just a matter of...I have been demoted from, it's not a demotion...it's a cutback...there was a situation where they cut back on expenses. They had done away with...my position, so I have gone back to the shop...but it happens that my immediate supervisor is a truck driver that has turned into a terminal manager and he really does not know the functions of this shop or a mechanics shop which is what my function was the past four years. And now, he takes over my position and tries to take over that position plus the truck drivers and dispatching and it's hard for him to do both jobs.”

(R argued with Boss.) “He was lying. He was telling me something happened that didn't happen. I work for a big supermarket, I'm a department manager and he's the store manager. I think there's something wrong with this dude. I told him to get lost. But I told him in harsher terms--like get out before I throw you out.” It lasted about a half hour. “He got the message loud and clear, either he goes or I go.” “I don't get stressed out, honey.” “I haven't seen my daughter for two days, she's been over a friend's house. Today she got home and I spent some time with her and she wanted to spend the night with somebody else. I'm actually paying this other lady to take care of my children. I feel like I'm not the mom I used to be. It really bothers me because of the situation We're in right now.” (R's Daughter is 8 year old daughter.)

(R argued with girlfriend). “Basically, it's an ongoing thing. It's about her going back to work. I just don't want her to work, what she wants to do. It'll be temporary, but I just don't want her to do it. She called. and it brought up, the same old argument about her wanting to go back to work. She won't accept my help, financially, emotionally, whatever. “



“I had a wedding I had to do today and was running a bit behind schedule. I was stressed and I don't stress easily. Things didn't go exactly as planned and I was just running behind schedule. I catered the reception. I like to get it done early so there is plenty of time before the wedding and I cut it a little close. I got the cake set up about 2 hours before the ceremony. I like to have it late in the evening before.” (R had other commitments and was thrown off course from doing these other things).

#### **Examples of Severity Rating 4:**

“I had a friend killed in a car accident last night. I go to school with his mother and I've known him since he was a small boy and he's just 29 so, you know, it was somewhat. Maybe the shock yet. You worry about yourself because you're on the roads too. I'm not in such a rush. Because, you know, that was the problem. He was in a rush to get to work. It'll make me more conscious. After a while, you'll forget about it and become more careless yourself.”

“My oldest daughter had an abortion today. Well, number one, we've gone through, well, she already went through all the deciding process quite some time ago. And, actually went through a deciding process...before she became sexually active to see if she were to become pregnant at this particular time what would she do about it. And so, she had already thought this out a long time ago and kept on trying to keep tabs on herself to see if she changed her mind about it or whatever and then acted accordingly. And, has been taking proper precautions, but you know, here it happened. And so, she went ahead and did this...There is always a concern because it is a medical procedure that a person goes through. You don't know what kind of physical or emotional pain they will go through.”

“Worrying about this re-organizing and some people may lose their jobs. Our warehouse is getting rid of some of our items so they won't need to be shipped and it is causing some people to lose their jobs. We don't know who will be the ones or when it will happen. “ (R doesn't think she will be one, but )”it is possible” (She doesn't know how it will affect her income. Said maybe a little since she carries insurance for her family. ) “You don't feel as useful”.

“It had to do with an investigation where a police officer killed someone. I work with the state law enforcement division. I had to help the investigation. Not real often, It's probably the second incident that I've investigated in the past three months where it's a police officer involved in shooting someone. Dealing with his family, the victims, and dealing with the police officer. In a situation like that one thing you say can be not so much wrong as far as legal aspects but could be wrong as far as psychological aspects. You need to be very careful with what you say. I've been in law enforcement, this is my 33rd year. “

## APPENDIX 'D'

### Non-event Code Examples

This is an example of no specific event:

Some people might consider my job extremely stressful...I just think the fact that I'm the only person that keeps the classified ads department together...Its a lot of work to keep that department together but I make sure its correct cause then I don't have to give out free advertising to make up for bad ads. I've gotten so used to the department that its gotten easy for me to keep it together. I want to get out of that job. I'm not happy with that job and its time to move on.

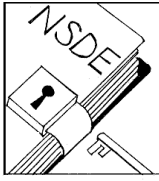
This is an example of no specific event in the past 24 hours:

I have a friend. It didn't happen today. This lady went looking for work. She has two children. She's a close friend of ours and we feel sorry for her. We keep remembering her, you know. I keep remembering past experiences, having failed at work. I wasn't hired for next year. The memory, that's a source of hopelessness and anxiety.

This is an example of the same event being repeated on the same day but in a different category:

Event 1: (R argued with partner) I don't want to answer this. (R said she was emotionally upset, distracted, less quality work accomplished and it made R question herself).

NO EVENT: (R could have argued with partner) Evaluating my own feelings. And don't want to talk about it. (Was it in reference to what you just described?) Yes. (R said she felt confused and may have slowed her day in getting things done).



# National Study of *D*aily *E*xperiences

The MIDUS In-Depth Diary Study



## Daily Telephone Interview Data File Notes --Wave 1

---

Address correspondence to D. M. Almeida, Department of Human Development and Family Studies, The Pennsylvania State University, 135 E. Nittany Ave, Suite 405, State College, Pennsylvania 16801-5363 (email: dalmeida@psu.edu). This project was supported by the Network on Successful Mid-Life Development of the John D. and Catherine T. MacArthur Foundation, the W. K. Kellogg Foundation, and Grants R03 MH53372, T32 MH19734, R03 AG16731, and R01 AG19239, from the National Institutes of Health.

# NATIONAL STUDY OF DAILY EXPERIENCES

## Telephone Interview Data File Notes

This document highlights aspects of the daily telephone diary data that analysts should be aware of prior to working with it. We start by first explaining the variable naming scheme and the administrative variables which are the first few variables in the dataset. We next explain some of the variables that should be recoded before use. Issues specific to the entire dataset such as missing values are next described. Finally, we explain the difference between daily diary data and the aggregated data, as well as how the variables should be interpreted when using aggregated data.

### Variable Naming Scheme

The document “Naming and Coding Conventions” (found on LINUS in /MIDUS/MIDUS2/Naming and Coding Conventions for Variables\_10-26-05.doc) specifies that the third character of the variable name be a letter that identifies the type, or name, of the instrument used to collect the data. In keeping with this specification, the following naming convention has been used in Project 2:

D = Daily Telephone Interview  
A = Time Use, Giving and Volunteering  
B = Physical Health Symptoms  
C = Non-Specific Psychological Distress  
D = Work Productivity and Cutbacks  
F = Daily Inventory of Stressful Events (DISE)  
H, I & J = Final Day Questions

### Administrative Variables

The following administrative variables appear at the beginning of the file:

- A2DDAY = Day of the interview
- A2DSAMP = RDD or Twin Sample
- A2DAMPM = Interview in the evening (after 6:00 pm) or day time (before 6 pm)
- A2DSTAT = Respondent interviewed yesterday?
- A2DWEEKD = Day of the week

### Background Variables

The following background variables were obtained from the respondents on day 1:

- A2DPOSTM = Is respondent Menopausal?
- A2DNOTAP = Is taping the interview okay?
- A2DNOSMO = Does R smoke?
- A2DNOALC = Does R drink alcohol?

### Constructed Variables

The following variables have been constructed and appear at the end of the data set. Psychometric information on the scales are provided in “C\_NSDE Wave 1 Scale Documentation (12.12.06).doc”.

1. A2Dbmood = Total Negative Affect (sum of the A2DC1 – A2DC12).
2. A2Dtotst = Summed number of stressors for the day.
3. A2Danyst = Any stressor for the day.
4. A2Dsymav = Mean number of physical symptoms.
5. A2Dsevav = Mean stressor severity as rated by expert coders.
6. A2Dxfcav = Mean stressor severity as rated by respondent (subjective).
7. A2Dxdfav = Mean appraisal rating: Risk Daily Routine
8. A2Dxfeav = Mean appraisal rating: Financial Situation
9. A2Dxffav = Mean appraisal rating: Feel About Yourself
10. A2Dxfgav = Mean appraisal rating: The Way Others Feel About You
11. A2Dxfhav = Mean appraisal rating: Physical Health or Safety
12. A2Dxfiav = Mean appraisal rating: Health or Well-Being of Someone you Care about
13. A2Dxfjav = Mean appraisal rating: Plans for the Future.

In order to construct scales – please refer to C\_NSDE Wave 1 Scale Documentation (12.12.06).doc for more information. In a latter section, we also show how one can construct aggregated variables from “day-level” variables.

### Missing Values

Through out the data files, missing values appear as follows:

8 = Don't Know

9 = Refused or Missing

. = These appear if data is not yet available or if data is missing due to a skip pattern.

### Daily Level Variables & Aggregated Data

#### **The Person-Day Dataset**

The NSDE data file is structured as a “person-day” dataset such that each row of data corresponds to a single day for a given individual. Data regarding days are ‘nested’ within individuals over time. Micro-level information (data collected on a given day) comes from a macro-unit, in this case a single individual. In contrast to typical multivariate datasets, where each row of values corresponds to one single individual and that individual’s values for some set of variables, each row of a person-day dataset corresponds to an individual’s values for some set of variables, on that day. Figures 1 and 2 depict the traditional multivariate and person-day datasets, respectively. Figures 1 and 2 both represent data from 5 participants, actually, the same 5 participants (note the same IDs). The Figures below depict data from two components of a study. First, Figure 1 shows data about participant’s age, gender and depression scores taken at the baseline assessment (i.e., MIDUS P1). These data can be seen as characteristics that vary across individuals in the study (traditional individual differences research).

Figure 1. Traditional Multivariate Dataset

ID	Age	Gender	Depression
101	45	M	4
102	86	F	7
103	37	F	11
104	72	M	8
105	66	M	18

Figure 2 depicts data collected from the same participants assessed on three consecutive days. Here, participants were asked whether or not they experienced a stressor on that day (variable ‘Any Stress’; Yes = 1, No = 0), as well their negative affect (Neg. Affect) over the past 24 hours (sum of NA items). The day of assessment is indicated by the variable ‘DAY’.

Figure 2. Person-Day Dataset (3-Days of Assessment)

ID	Day	Any Stress	Neg. Affect
101	1	1	7
101	2	0	5
101	3	1	7
102	1	1	11
102	2	1	15
102	3	0	10
103	1	1	9
103	2	1	9
103	3	1	8
104	1	0	5
104	2	0	6
104	3	1	9
105	1	0	5
105	2	0	5
105	3	0	6

Figure 2 shows that participant 101 experienced a stressful event on the first and third days they were assessed, whereas participant 105 didn’t report experiencing a stressor on any of the days. Figure 2 also shows that across all 5 participants, their negative affect varies from one day to the next. Figure 2 displays quite clearly the concept of the ‘nested’ data structure. Notice that there are multiple observations for each individual, and these observations are organized by ID ***and*** by DAY of assessment.

### Linking Traditional Multivariate and Person-Day Datasets

It may be of interest to link the data from the baseline assessment to the daily assessments to answer certain research questions (e.g., Are age and Depressive Symptomatology related to the likelihood of experiencing a stressor on any given day?). To do this, we would need to merge the two datasets into one. Let’s assume that the data from the traditional multivariate dataset (baseline variables, including age, gender, and depression scores) are in a dataset called ‘baseline’, and the data from the daily component of the study are contained in a dataset called ‘daily’. The SAS code to merge these two datasets into one is shown below:

```

data all;*Create/name a dataset;
merge baseline daily;*Tells SAS that the new dataset 'all' is going to
    be a combination of the 'baseline' and 'daily'
    datasets;
by ID;*Tells SAS that 'ID' is the relevant variable by which the data
    should be linked;
run;

```

#### SPSS CODE:

```

MATCH FILES /FILE=*
  /TABLE='C:\NSDE\aggr2.sav'
  /BY ID
EXECUTE.

```

When these commands are executed, the resulting dataset should look similar to Figure 3.

Figure 3. Combined Multivariate (baseline) and person-day (daily) datasets.

ID	Day	Any Stress	Neg. Affect	Age	Gender	CESD
101	1	1	7	45	M	4
101	2	0	5	45	M	4
101	3	1	7	45	M	4
102	1	1	11	86	F	7
102	2	1	15	86	F	7
102	3	0	10	86	F	7
103	1	1	9	37	F	11
103	2	1	9	37	F	11
103	3	1	8	37	F	11
104	1	0	5	72	M	8
104	2	0	6	72	M	8
104	3	1	9	72	M	8
105	1	0	5	66	M	18
105	2	0	5	66	M	18
105	3	0	6	66	M	18

In Figure 3 shows that age, gender and CESD variables from the ‘baseline’ dataset have been appended to the ‘daily’ dataset. Furthermore, notice that each participants age, gender, and CESD score have been appended to EACH row. Because age, gender, and CESD were only assessed once each variable has a single value for each participant, and that value is included at each observation (‘DAY’) for each participant (‘ID’). Even though age, gender, and CESD were only assessed once, the fact that they appear at each observation after merging the datasets is normal. Because these measures were not time-varying (i.e., collected more than once), in the context of this example, we would not expect them to have differing values across DAYS for any given participant. If a value did vary from day to day (say CESD for participant 103 was 11, 14, 11, for days 1 – 3, respectively, something went wrong in the data merging process.

### Creating an Aggregate Dataset

If one is interested in examining between-person correlations using the ‘Any Stress’ variable, then an aggregate value needs to be computed. Because ‘Any Stress’ and ‘negaff’ are time-varying, that is, not a single value for any one participant, we need to create a person-level aggregate of this variable. This is done using the following SAS code:

```
proc means data=daily;*Execute MEANS procedure in SAS using the 'daily'
dataset';
by id;*Tells SAS to group observations by ID;
var anystress negaff;*Variable you want the Means for;
output out=agg (drop = _TYPE_ _FREQ_) mean(anystress) mean(negaff) =
stress_mn na_mn;*Tells SAS to output the mean for each individual,
variables named 'stress_mn' and 'na_mn' to a dataset call 'agg';
run;
```

SPSS CODE:

AGGREGATE

/OUTFILE='C:\MIDUS\NSDE I\aggr.sav'

/BREAK=B2DM2ID

/B2DA1\_mean = MEAN(B2DA1) /B2DA2\_mean = MEAN(B2DA2) /B2DA3\_mean = MEAN(B2DA3).

The resulting dataset ‘agg’ should look like Figure 4.

Figure 4. Aggregate of ‘Any Stress’ from ‘daily’ dataset.

ID	Stress_mn	NA_mn
101	0.67	6.33
102	0.67	12.00
103	1	8.67
104	0.33	6.67
105	0	5.33

Because daily stress was coded dichotomously, the resulting aggregate value ‘stress\_mn’ reflects the proportion of days participants reported experiencing a stressor. Whereas the ‘Any Stress’ variable in the daily dataset corresponded to a particular value for a particular individual for a particular day (whether or not they experienced a stressor), the aggregate variable ‘Stress\_mn’ reflects how frequently each individual reported experiencing a stressor. Similarly, the variable ‘NA\_mn’ reflects each participant’s average negative affect across the study days. Thus, we have created a between-person, or macro-unit, estimate of daily stress and negative affect. These new variables, ‘Stress\_mn’ and ‘NA\_mn’ could then be appended to the ‘baseline’, ‘daily’, or ‘all’ datasets by using SAS code similar to what is provided above in the section on linking datasets. Combining the ‘agg’ dataset with the ‘baseline’ dataset would provide an aggregate dataset (one that can be used for interindividual differences analyses), as shown in Figure 5.

Figure 5. Aggregate dataset including baseline and aggregate daily variables.

ID	Age	Gender	Depression	Stress_mn	NA_mn
101	45	M	4	0.67	6.33
102	86	F	7	0.67	12.00
103	37	F	11	1	8.67
104	72	M	8	0.33	6.67
105	66	M	18	0	5.33





# **DOCUMENTATION**

**of**

**Scales**

**in**

**NSDE I**

File: 'Time1 NSDE (12.12.06).sav'

**The Pennsylvania State University**

**December 12, 2006**

---

Address correspondence to D. M. Almeida, Department of Human Development and Family Studies, The Pennsylvania State University, 135 E. Nittany Ave, Suite 405, State College, Pennsylvania 16801-5363 (email: dalmeida@psu.edu). This project was supported by the Network on Successful Mid-Life Development of the John D. and Catherine T. MacArthur Foundation, the W. K. Kellogg Foundation, and Grants R03 MH53372, T32 MH19734, R03 AG16731, and R01 AG19239, from the National Institutes of Health.

## INTRODUCTION

This document is intended as a basic reference for scales in the NSDE I data sets. The document provides comprehensive information regarding scale construction and usage of the scales.

For each scale, items used to construct the scale, coding, and methods of scale construction are described. Information regarding psychometric properties, source articles, published studies that use the scale, and other important notes are also included.

For each scale included in this document, the variable name used for that scale is presented in brackets with uppercase letters. Cronbach's alpha reliability coefficient is reported for most scales. Alpha reliability coefficients are based on the NSDE RDD sample (N=1,031) and from the NSDE Twin samples (469) from the 'ICPSR NSDE1 agg 12.7.06.sav' file.

"Sources" refer to articles, or other published studies that originally discussed the scale. The document will be periodically revised and updated as more information is gathered, and researchers continue to work with the NSDE I data. If there are suggestions or comments regarding the NSDE I scales, please contact David Almeida (dalmeida@psu.edu). Moreover, if additional scales are constructed using these data, please contact us, so the work can be shared.

## TABLE OF CONTENTS

NAME OF SCALE	PAGE
MEAN NEGATIVE AFFECT	4
MEAN PHYSICAL SYMPTOMS	5
TOTAL NUMBER OF STRESSORS	6
ANY STRESSORS	7
MEAN SEVERITY OF STRESSORS-EXPERT CODERS	8
MEAN STRESSOR SEVERITY AS RATED BY RESPONDENT	9
MEAN APPRAISAL RATING F#D – RISK DAILY ROUTINE	10
MEAN APPRAISAL RATING F#E – FINANCIAL SITUATION	11
MEAN APPRAISAL RATING F#F – FEEL ABOUT YOURSELF	12
MEAN APPRAISAL RATING F#G – OTHERS FEEL ABOUT YOU	13
MEAN APPRAISAL RATING F#H – PHYSICAL HEALTH OR SAFETY	15
MEAN APPRAISAL RATING F#I – HEALTH OR WELL-BEING OF SOMEONE YOU CARE ABOUT	16
MEAN APPAISAL RATING F#J – PLANS FOR FUTURE	17

### **MEAN NEGATIVE AFFECT (A2Dbmood)**

**Items:** 10 items-(A2DC1, A2DC2, A2DC3, A2DC4, A2DC5, A2DC6, A2DC7, A2DC8, A2DC9, A2DC10)

ON AVERAGE, HOW MUCH OF THE TIME DURING THE DIARY STUDY DID YOU FEEL:

- C1: DEPRESSED
- C2: RESTLESS OR FIDGETY
- C3: SO RESTLESS YOU COULD NOT SIT STILL
- C4: NERVOUS
- C5: SO NERVOUS THAT NOTHING COULD CALM YOU DOWN
- C6: WORTHLESS
- C7: SO SAD NOTHING COULD CHEER YOU UP
- C8: TIRED OUT
- C9: EVERYTHING WAS AN EFFORT
- C10: HOPELESS

**Coding:** 1 All of the time; 2 Most of the time; 3 Some of the time; 4 A little of the time; 5 None of the time; 8 Do not know; 9 Refused.

**Scaling:** The scale was constructed by summing all items resulting in higher scores equaling higher negative affect. Variables first were reserved coded prior to scale construction.

### **Psychometrics:**

Sample (N)	Mean	Std. dev
Total Sample (1486)	.20	.28
P2 Main RDD Sample (1018)	.18	.30
P2 Twin Sample (468)	.24	.23
P2 Sibling Sample (0)		

### **SPSS Syntax:**

Compute A2Dbmood = Mean (A2DC1, A2DC2, A2DC3, A2DC4, A2DC5, A2DC6, A2DC7, A2DC8, A2DC9, A2DC10).  
Execute.

### **Source(s):**

Mroczek, D.K., & Kolarz, C.M. (1998). The effect of age on positive and negative affect: A developmental perspective on happiness. *Journal of Personality and Social Psychology*, 75, 1333-1349.

Watson, D., Clark, L. A. & Tellegen, A. (1988). Development and validation of brief measures

of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54, 1063-1070.

**Studies using the scales:**

Almeida, D. M., McDonald, D., & Wethington, E. (2001). Daily variation in father engagement and negative mood: Implications for nurturing and conflictual interactions. *Journal of Marriage and the Family*, 63, 417-429.

Charles, S. T., & Almeida, D. M., (2006). Daily reports of symptoms and negative affect: Not all symptoms are the same. *Psychology and Health*, 21, 1-17.

Mroczek, D. K., & Almeida, D. M. (2004). The effect of daily stress, personality, and age on daily negative affect. *Journal of Personality*, 72, 355-378.

**MEAN PHYSICAL SYMPTOMS (A2Dsymav)**

**Items:** 7 items - (A2DB1, A2DB2, A2DB3, A2DB4, A2DB5, A2DB6, A2DB7)

A2DB1: “Headache, backache, or muscle soreness”

A2DB2: “Cough, sore throat, fever, chills, or other cold and flu symptoms”

A2DB3: “Nausea, diarrhea, poor appetite, or other stomach problems”

A2DB4: “Chest pain or dizziness”

A2DB5: “Menstrual-related symptoms (e.g., cramps, bloating, or breast tenderness)”

A2DB6: “Hot flashes or flushes”

A2DB7: “Other physical symptoms or discomforts”

**Coding:** 1 Yes; 5 No; 8 Do not know; 9 Refused.

**Scaling:** A2Dsymav was constructed by calculating the sum across each set of items.

**Psychometrics:**

Sample (N)	Mean	Std. dev
Total Sample (1486)	.51	.54
P2 Main RDD Sample (1018)	.38	.39
P2 Twin Sample (468)	.81	.70
P2 Sibling Sample (0)		

**SPSS Syntax:**

Compute A2Dsymav = SUM (A2DB1, A2DB2, A2DB3, A2DB4, A2DB5, A2DB6, A2DB7).  
Execute.

**Source(s):**

Larsen, R. J., & Kasimatis, M (1991). Day-to-day physical symptoms: Individual differences in the occurrence, duration, and emotional concomitants of minor daily illnesses. *Journal of Personality*, 59, 387-423.

**Studies using the scales:**

Charles, S. T., & Almeida, D. M. (2006). The Relation between Health and Negative Affect: Not all symptoms are created equal. *Psychology and Health*, 21, 1-17.

Horn-Mallers, M. C., Almeida, D. M., & Neupert, S. D. (2005). Women’s daily physical health symptoms and stressful experiences across adulthood. *Psychology and Health*, 20, 389-403.

**TOTAL NUMBER OF STRESSORS (A2Dtotst)**

**Items:** 7 items - (A2DF1, A2DF2, A2DF3, A2DF4, A2DF5, A2DF6, A2DF7)

A2DF1: “Did you have an argument or disagreement with anyone since (this time/we spoke) yesterday?”

A2DF2: “Did anything happen that you could have argued about but you decided to let pass in order to avoid a disagreement?”

A2DF3: “Did anything happen at work or school that most people would consider stressful?”

A2DF4: “Did anything happen at home that most people would consider stressful?”

A2DF5: “Many people experience discrimination on the basis of such things as race, sex, or age. Did anything like this happen to you since yesterday?”

A2DF6: “Did anything happen to a close friend or relative (other than what you’ve already mentioned) that turned out to be stressful for you?”

A2DF7: “Did anything else happen to you since (this time/we spoke) yesterday that people would consider stressful?”

**Coding:** 1 Yes; 5 No; 8 Do Not Know; 9 Refused.

**Scaling:** A2Dtotst was constructed by summing across each set of items.

**Psychometrics:**

Sample (N)	Mean	Std. dev
Total Sample (1471)	.55	.48
P2 Main RDD Sample (1018)	.55	.49
P2 Twin Sample (1)	.56	.46
P2 Sibling Sample (0)		

**SPSS Syntax:**

Compute A2Dtotst = SUM (A2DF1, A2DF2, A2DF3, A2DF4, A2DF5, A2DF6, A2DF7).  
EXECUTE .

**Source(s):**

Almeida, D. M., Wethington, E., & Kessler, R. C. (2002). The daily inventory of stressful events: An interview-based approach for measuring daily stressors. *Assessment, 9*, 41-55.

**Studies using the scales:**

Almeida, D. M., & Horn, M. C. (2004). Is daily life more stressful during middle adulthood? In O.G. Brim, C. D. Ryff & R. C. Kessler (Eds.), *How healthy are we? A national study of well-being at midlife* (pp. 425-451). Chicago: The University of Chicago Press.

Almeida, D.M., Neupert, S.D., Banks, S.R., & Serido, J. (2005). Do daily stress processes account for socioeconomic health disparities? *Journals of Gerontology: Series B, 60B*, 34-39.

Horn-Mallers, M. C., Almeida, D. M., & Neupert, S. D. (2005). Women's daily physical health symptoms and stressful experiences across adulthood. *Psychology and Health, 20*, 389-403.

Mroczek, D. K., & Almeida, D. M. (2004). The effect of daily stress, personality, and age on daily negative affect. *Journal of Personality, 72*, 355-378.

**ANY STRESSORS (A2Danyst)**

**Items:** 7 items - (A2DF1, A2DF2, A2DF3, A2DF4, A2DF5, A2DF6, A2DF7)

A2DF1: "Did you have an argument or disagreement with anyone since (this time/we spoke) yesterday?"

A2DF2: "Did anything happen that you could have argued about but you decided to let pass in order to avoid a disagreement?"

A2DF3: "Did anything happen at work or school that most people would consider stressful?"

A2DF4: "Did anything happen at home that most people would consider stressful?"

A2DF5: "Many people experience discrimination on the basis of such things as race, sex, or age. Did anything like this happen to you since yesterday?"

A2DF6: "Did anything happen to a close friend or relative (other than what you've already mentioned) that turned out to be stressful for you?"

A2DF7: "Did anything else happen to you since (this time/we spoke) yesterday that people would consider stressful?"

**Coding:** 0 None; 1 At least one.

**Psychometrics:**

Sample (N)	Mean	Std. dev
Total Sample (1471)	.39	.26
P2 Main RDD Sample (1018)	.39	.27
P2 Twin Sample (453)	.40	.26
P2 Sibling Sample (0)		

**SPSS Syntax:**

```
RECODE
  A2Dtotst
  (0=0) (1 thru 7=1) INTO A2Danyst.
EXECUTE .
```

**Source(s):**

Almeida, D. M., Wethington, E., & Kessler, R. C. (2002). The daily inventory of stressful events: An interview-based approach for measuring daily stressors. *Assessment, 9*, 41-55.

**Studies using the scales:**

Almeida, D. M., & Horn, M. C. (2004). Is daily life more stressful during middle adulthood? In O.G. Brim, C. D. Ryff & R. C. Kessler (Eds.), *How healthy are we? A national study of well-being at midlife* (pp. 425-451). Chicago: The University of Chicago Press.

Almeida, D.M., Neupert, S.D., Banks, S.R., & Serido, J. (2005). Do daily stress processes account for socioeconomic health disparities? *Journals of Gerontology: Series B, 60B*, 34-39.

Horn-Mallers, M. C., Almeida, D. M., & Neupert, S. D. (2005). Women's daily physical health symptoms and stressful experiences across adulthood. *Psychology and Health, 20*, 389-403.

**MEAN SEVERITY OF STRESSORS - EXPERT CODERS (A2Dsevav)**

**Items:** 7 items - (A2Dzf1sev, A2Dzf2sev, A2Dzf3sev, A2Dzf4sev, A2Dzf5sev, A2Dzf6sev, A2Dzf7sev)

Degree of the unpleasantness and disruption caused by the event:

- A2Dzf1sev: Argument
- A2Dzf2sev: Non-argument
- A2Dzf3sev: Work-related stressors
- A2Dzf4sev: Home-related stressors
- A2Dzf5sev: Discrimination
- A2Dzf6sev: Network stressors
- A2Dzf7sev: Anything else



**Coding:** 1 Low severity; 2 Medium severity; 3 High severity; 4 Extreme severity.

**Scaling:** Scale was constructed by average across all items.

**Psychometrics:**

Sample (N)	Mean	Std. dev
Total Sample (1273)	1.80	.65
P2 Main RDD Sample (887)	1.81	.66
P2 Twin Sample (386)	1.80	.62
P2 Sibling Sample (0)		

**SPSS Syntax:**

Compute A2Dseav = MEAN (A2Dzf1sev, A2Dzf2sev, A2Dzf3sev, A2Dzf4sev, A2Dzf5sev, A2Dzf6sev, A2Dzf7sev).

**Source(s):**

Almeida, D. M., Wethington, E., & Kessler, R. C. (2002). The daily inventory of stressful events: An interview-based approach for measuring daily stressors. *Assessment, 9*, 41-55.

**Studies using the scales:**

Almeida, D. M., & Horn, M. C. (2004). Is daily life more stressful during middle adulthood? In O.G. Brim, C. D. Ryff & R. C. Kessler (Eds.), *How healthy are we? A national study of well-being at midlife* (pp. 425-451). Chicago: The University of Chicago Press.

**MEAN STRESSOR SEVERITY AS RATED BY RESPONDENT (A2Dxfcav)**

**Items:** 7 items - (A2DF1C, A2DF2C, A2DF3B, A2DF4B, A2DF5C, A2DF6C, A2DF7B)

**Coding:** 1 Very; 2 Somewhat; 3 Not Very; 4 Not at all; 8 Do not know; 9 Refused.

**Scaling:** Scale was constructed by average across all items. Variables were reversed coded prior to scale construction.

**Psychometrics:**

Sample (N)	Mean	Std. dev
Total Sample (1258)	2.29	.95
P2 Main RDD Sample (904)	2.69	.68
P2 Twin Sample (354)	1.27	.77
P2 Sibling Sample (0)		

**SPSS Syntax:**

Recode

A2DF1C A2DF2C A2DF3B A2DF4B A2DF5C A2DF6C A2DF7B  
(4=0) (3=1) (2=2) (1=3) into A2DF1Cw A2DF2Cw A2DF3Bw A2DF4Bw A2DF5Cw  
A2DF6Cw A2DF7Bw.

Execute.

Compute A2Dseav = mean (A2DF1Cw, A2DF2Cw, A2DF3Bw, A2DF4Bw, A2DF5Cw,  
A2DF6Cw, A2DF7Bw).

Execute.

**Source(s):**

Almeida, D. M., Wethington, E., & Kessler, R. C. (2002). The daily inventory of stressful events: An interview-based approach for measuring daily stressors. *Assessment*, 9, 41-55.

**Studies using the scales:**

Almeida, D. M., & Horn, M. C. (2004). Is daily life more stressful during middle adulthood? In O.G. Brim, C. D. Ryff & R. C. Kessler (Eds.), *How healthy are we? A national study of well-being at midlife* (pp. 425-451). Chicago: The University of Chicago Press.

**MEAN APPRAISAL RATING F#D - RISK DAILY ROUTINE (A2Dxfdav)**

**Items:** 7 items - (A2DF1D, A2DF2D, A2DF3C, A2DF4C, A2DF5D, A2DF6D, A2DF7C)

**Coding:** 1 A lot; 2 Some; 3 A little; 4 Not at all; 8 Do not know; 9 Refused.

**Scaling:** Scale was constructed by average across all items. Variables were reversed coded prior to scale construction.

**Psychometrics:**

Sample (N)	Mean	Std. dev
Total Sample (1080)	1.61	1.22
P2 Main RDD Sample (726)	2.30	.81
P2 Twin Sample (354)	.18	.41
P2 Sibling Sample (0)		

**SPSS Syntax:**

Recode

A2DF1D A2DF2D A2DF3C A2DF4C A2DF5D A2DF6D A2DF7C (4=0) (3=1) (2=2) (1=3)  
 into A2DF1Dw A2DF2Dw A2DF3Cw A2DF4Cw A2DF5Dw A2DF6Dw A2DF7Cw.  
 Execute.

COMPUTE A2Dxfdav = mean (A2DF1Dw, A2DF2Dw, A2DF3Cw, A2DF4Cw, A2DF5Dw,  
 A2DF6Dw, A2DF7Cw).  
 Execute.

**Source(s):**

Almeida, D. M., Wethington, E., & Kessler, R. C. (2002). The daily inventory of stressful events: An interview-based approach for measuring daily stressors. *Assessment, 9*, 41-55.

**Studies using the scales:**

Almeida, D. M., Serido, J., & McDonald, D. (2006). Daily life stressors of early and late baby boomers. In S. K. Whitbourne, & S. L. Willis (Eds.), *The baby boomers grow up: Contemporary perspectives on midlife* (pp. 165-183). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Almeida, D. M., Neupert, S. D., Banks, S. R., & Serido, J. (2005). Do daily stress processes account for socioeconomic health disparities? *Journals of Gerontology: Series B: Psychological Sciences and Social Sciences. Special Issue: Health Inequalities Across the Life Course, 60*, 34-39.

Serido, J., Almeida, D. M., & Wethington, E. (2004). Chronic stressors and daily hassles: Unique and interactive relationships with psychological distress. *Journal of health and social behavior, 45*, 17-33.

**MEAN APPRAISAL RATING F#E - FINANCIAL SITUATION (A2Dxfeav)**

**Items:** 7 items - (A2DF1E, A2DF2E, A2DF3D, A2DF4D, A2DF5E, A2DF6E, A2DF7D)

**Coding:** 1 A lot; 2 Some; 3 A little; 4 Not at all; 8 Do not know; 9 Refused.

**Scaling:** Scale was constructed by average across all items. Variables were reversed coded prior to scale construction.

**Psychometrics:**

Sample (N)	Mean	Std. dev
Total Sample (1106)	1.03	.72
P2 Main RDD Sample (752)	1.30	.58
P2 Twin Sample (354)	.45	.62
P2 Sibling Sample (0)		

### **SPSS Syntax:**

Recode

A2DF1E A2DF2E A2DF3D A2DF4D A2DF5E A2DF6E A2DF7D (4=0) (3=1) (2=2) (1=3) into  
A2DF1Ew A2DF2Ew A2DF3Dw A2DF4Dw A2DF5Ew A2DF6Ew A2DF7Dw.

Execute.

Compute A2Dxfeav = mean (A2DF1Ew, A2DF2Ew, A2DF3Dw, A2DF4Dw, A2DF5Ew,  
A2DF6Ew, A2DF7Dw).

Execute.

### **Source(s):**

Almeida, D. M., Wethington, E., & Kessler, R. C. (2002). The daily inventory of stressful events: An interview-based approach for measuring daily stressors. *Assessment*, 9, 41-55.

### **Studies using the scales:**

Almeida, D. M., Serido, J., & McDonald, D. (2006). Daily life stressors of early and late baby boomers. In S. K. Whitbourne, & S. L. Willis (Eds.), *The baby boomers grow up: Contemporary perspectives on midlife* (pp. 165-183). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Almeida, D. M., Neupert, S. D., Banks, S. R., & Serido, J. (2005). Do daily stress processes account for socioeconomic health disparities? *Journals of Gerontology: Series B: Psychological Sciences and Social Sciences. Special Issue: Health Inequalities Across the Life Course*, 60, 34-39.

Serido, J., Almeida, D. M., & Wethington, E. (2004). Chronic stressors and daily hassles: Unique and interactive relationships with psychological distress. *Journal of health and social behavior*, 45, 17-33.

### **MEAN APPRAISAL RATING F#F - FEEL ABOUT YOURSELF (A2Dxffav)**

**Items:** 7 items - (A2DF1F, A2DF2F, A2DF3E, A2DF4E, A2DF5F, A2DF6F, A2DF7E)

**Coding:** 1 A lot; 2 Some; 3 A little; 4 Not at all; 8 Do not know; 9 Refused.

**Scaling:** Scale was constructed by average across all items. Variables were reversed coded prior to scale construction.

### **Psychometrics:**

Sample (N)	Mean	Std. dev
Total Sample (1102)	1.12	.81
P2 Main RDD Sample (752)	1.30	.58
P2 Twin Sample (350)	.37	.55
P2 Sibling Sample (0)		

**SPSS Syntax:**

Recode

A2DF1F A2DF2F A2DF3E A2DF4E A2DF5F A2DF6F A2DF7E (4=0) (3=1) (2=2) (1=3) into  
A2DF1Fw A2DF2Fw A2DF3Ew A2DF4Ew A2DF5Fw A2DF6Fw A2DF7Ew.

Execute.

COMPUTE A2Dxffav = mean (A2DF1Fw, A2DF2Fw, A2DF3Ew, A2DF4Ew, A2DF5Fw,  
A2DF6Fw, A2DF7Ew).

Execute.

**Source(s):**

Almeida, D. M., Wethington, E., & Kessler, R. C. (2002). The daily inventory of stressful events: An interview-based approach for measuring daily stressors. *Assessment, 9*, 41-55.

**Studies using the scales:**

Almeida, D. M., Serido, J., & McDonald, D. (2006). Daily life stressors of early and late baby boomers. In S. K. Whitbourne, & S. L. Willis (Eds.), *The baby boomers grow up: Contemporary perspectives on midlife* (pp. 165-183). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Almeida, D. M., Neupert, S. D., Banks, S. R., & Serido, J. (2005). Do daily stress processes account for socioeconomic health disparities? *Journals of Gerontology: Series B: Psychological Sciences and Social Sciences. Special Issue: Health Inequalities Across the Life Course, 60*, 34-39.

Serido, J., Almeida, D. M., & Wethington, E. (2004). Chronic stressors and daily hassles: Unique and interactive relationships with psychological distress. *Journal of health and social behavior, 45*, 17-33.

**MEAN APPRAISAL RATING F#G – OTHERS FEEL ABOUT YOU (A2Dxfgav)**

**Items:** 7 items - (A2DF1G, A2DF2G, A2DF3F, A2DF4F, A2DF5G, A2DF6G, A2DF7F)

**Coding:** 1 A lot; 2 Some; 3 A little; 4 Not at all; 8 Do not know; 9 Refused.

**Scaling:** Scale was constructed by average across all items. Variables were reversed coded

prior to scale construction.

**Psychometrics:**

Sample (N)	Mean	Std. dev
Total Sample (1095)	1.03	.77
P2 Main RDD Sample (741)	1.41	.57
P2 Twin Sample (354)	.21	.44
P2 Sibling Sample (0)		

**SPSS Syntax:**

Recode

A2DF1G A2DF2G A2DF3F A2DF4F A2DF5G A2DF6G A2DF7F (4=0) (3=1) (2=2) (1=3) into  
A2DF1Gw A2DF2Gw A2DF3Fw A2DF4Fw A2DF5Gw A2DF6Gw A2DF7Fw.

Execute.

Compute A2Dxfavg = mean (A2DF1Gw, A2DF2Gw, A2DF3Fw, A2DF4Fw, A2DF5Gw,  
A2DF6Gw, A2DF7Fw).

Execute.

**Source(s):**

Almeida, D. M., Wethington, E., & Kessler, R. C. (2002). The daily inventory of stressful events: An interview-based approach for measuring daily stressors. *Assessment, 9*, 41-55.

**Studies using the scales:**

Almeida, D. M., Serido, J., & McDonald, D. (2006). Daily life stressors of early and late baby boomers. In S. K. Whitbourne, & S. L. Willis (Eds.), *The baby boomers grow up: Contemporary perspectives on midlife* (pp. 165-183). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Almeida, D. M., Neupert, S. D., Banks, S. R., & Serido, J. (2005). Do daily stress processes account for socioeconomic health disparities? *Journals of Gerontology: Series B: Psychological Sciences and Social Sciences. Special Issue: Health Inequalities Across the Life Course, 60*, 34-39.

Serido, J., Almeida, D. M., & Wethington, E. (2004). Chronic stressors and daily hassles: Unique and interactive relationships with psychological distress. *Journal of health and social behavior, 45*, 17-33.

## **MEAN APPRAISAL RATING F#H – PHYSICAL HEALTH OR SAFETY (A2Dxfhav)**

**Items:** 7 items - (A2DF1H, A2DF2H, A2DF3G, A2DF4G, A2DF5H, A2DF6H, A2DF7G)

**Coding:** 1 A lot; 2 Some; 3 A little; 4 Not at all; 8 Do not know; 9 Refused.

**Scaling:** Scale was constructed by average across all items. Variables were reversed coded prior to scale construction.

### **Psychometrics:**

Sample (N)	Mean	Std. dev
Total Sample (1099)	1.01	.69
P2 Main RDD Sample (748)	1.27	.50
P2 Twin Sample (351)	.46	.72
P2 Sibling Sample (0)		

### **SPSS Syntax:**

Recode

A2DF1H A2DF2H A2DF3G A2DF4G A2DF5H A2DF6H A2DF7G (4=0) (3=1) (2=2) (1=3)  
into A2DF1Hw A2DF2Hw A2DF3Gw A2DF4Gw A2DF5Hw A2DF6Hw A2DF7Gw.

Execute.

Compute A2Dxfhav = mean (A2DF1Hw, A2DF2Hw, A2DF3Gw, A2DF4Gw, A2DF5Hw,  
A2DF6Hw, A2DF7Gw).

Execute.

### **Source(s):**

Almeida, D. M., Wethington, E., & Kessler, R. C. (2002). The daily inventory of stressful events: An interview-based approach for measuring daily stressors. *Assessment, 9*, 41-55.

### **Studies using the scales:**

Almeida, D. M., Serido, J., & McDonald, D. (2006). Daily life stressors of early and late baby boomers. In S. K. Whitbourne, & S. L. Willis (Eds.), *The baby boomers grow up: Contemporary perspectives on midlife* (pp. 165-183). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Almeida, D. M., Neupert, S. D., Banks, S. R., & Serido, J. (2005). Do daily stress processes account for socioeconomic health disparities? *Journals of Gerontology: Series B: Psychological Sciences and Social Sciences. Special Issue: Health Inequalities Across the Life Course, 60*, 34-39.

Serido, J., Almeida, D. M., & Wethington, E. (2004). Chronic stressors and daily hassles: Unique and interactive relationships with psychological distress. *Journal of health and social behavior, 45*, 17-33.

Formatted: Indent: Left: 0", Hanging: 0.5"

**MEAN APPRAISAL RATING F#I – HEALTH OR WELL-BEING OF SOMEONE YOU CARE ABOUT (A2Dxfiav)**

**Items:** 7 items - (A2DF1I, A2DF2I, A2DF3H, A2DF4H, A2DF5I, A2DF6I, A2DF7H)

**Coding:** 1 A lot; 2 Some; 3 A little; 4 Not at all; 8 Do not know; 9 Refused.

**Scaling:** Scale was constructed by average across all items. Variables were reversed coded prior to scale construction.

**Psychometrics:**

Sample (N)	Mean	Std. dev
Total Sample (1099)	1.11	.86
P2 Main RDD Sample (745)	1.49	.69
P2 Twin Sample (354)	.30	.56
P2 Sibling Sample (0)		

**SPSS Syntax:**

Recode  
A2DF1I A2DF2I A2DF3H A2DF4H A2DF5I A2DF6I A2DF7H (4=0) (3=1) (2=2) (1=3) into  
A2DF1Iw A2DF2Iw A2DF3Hw A2DF4Hw A2DF5Iw A2DF6Iw A2DF7Hw.  
Execute.

Compute A2Dxfiav = mean (A2DF1Iw, A2DF2Iw, A2DF3Hw, A2DF4Hw, A2DF5Iw,  
A2DF6Iw, A2DF7Hw).  
Execute.

**Source(s):**

Almeida, D. M., Wethington, E., & Kessler, R. C. (2002). The daily inventory of stressful events: An interview-based approach for measuring daily stressors. *Assessment, 9*, 41-55.

**Studies using the scales:**

Almeida, D. M., Serido, J., & McDonald, D. (2006). Daily life stressors of early and late baby boomers. In S. K. Whitbourne, & S. L. Willis (Eds.), *The baby boomers grow up: Contemporary perspectives on midlife* (pp. 165-183). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.



Almeida, D. M., Neupert, S. D., Banks, S. R., & Serido, J. (2005). Do daily stress processes account for socioeconomic health disparities? *Journals of Gerontology: Series B: Psychological Sciences and Social Sciences. Special Issue: Health Inequalities Across the Life Course*, 60, 34-39.

Serido, J., Almeida, D. M., & Wethington, E. (2004). Chronic stressors and daily hassles: Unique and interactive relationships with psychological distress. *Journal of health and social behavior*, 45, 17-33.

**MEAN APPAISAL RATING F#J – PLANS FOR FUTURE (A2Dxfjav)**

**Items:** 7 items - (A2DF1J, A2DF2J, A2DF3I, A2DF4I, A2DF5J, A2DF6J, A2DF7I)

**Coding:** 1 A lot; 2 Some; 3 A little; 4 Not at all; 8 Do now know; 9 Refused..

**Scaling:** Scale was constructed by average across all items. Variables were reversed coded prior to scale construction.

**Psychometrics:**

Sample (N)	Mean	Std. dev
Total Sample (1123)	1.01	.77
P2 Main RDD Sample (751)	1.36	.60
P2 Twin Sample (372)	.30	.54
P2 Sibling Sample (0)		

**SPSS Syntax:**

Recode  
 F1J F2J F3I F4I F5J F6J F7I  
 (4=0) (3=1) (2=2) (1=3) into F1Jw F2Jw F3Iw F4Iw F5Jw F6Jw F7Iw.  
 Execute.

Compute meanxfj = mean (F1Jw,F2Jw,F3Iw,F4Iw,F5Jw,F6Jw,F7Iw).  
 Execute.

**Source(s):**

Almeida, D. M., Wethington, E., & Kessler, R. C. (2002). The daily inventory of stressful events: An interview-based approach for measuring daily stressors. *Assessment*, 9, 41-55.

**Studies using the scales:**

- Almeida, D. M., Serido, J., & McDonald, D. (2006). Daily life stressors of early and late baby boomers. In S. K. Whitbourne, & S. L. Willis (Eds.), *The baby boomers grow up: Contemporary perspectives on midlife* (pp. 165-183). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
- Almeida, D. M., Neupert, S. D., Banks, S. R., & Serido, J. (2005). Do daily stress processes account for socioeconomic health disparities? *Journals of Gerontology: Series B: Psychological Sciences and Social Sciences. Special Issue: Health Inequalities Across the Life Course*, *60*, 34-39.
- Serido, J., Almeida, D. M., & Wethington, E. (2004). Chronic stressors and daily hassles: Unique and interactive relationships with psychological distress. *Journal of health and social behavior*, *45*, 17-33.