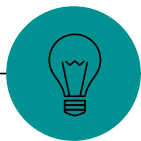


*Experiences in translating and culturally  
adapting the ASCOT SCT4 to the Spanish context:*  
**The Spanish-ASCOT**

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**PSSRU**  
Personal Social Services Research Unit

**ASCOT**  
adult social care outcomes toolkit

University of  
**Kent**  
 UNIVERSIDADE DA CORUÑA

## ● Basic structure

- 1) **Basic principles** of the cognitive debriefing interviews.
- 2) **Spanish's team** experience and results.
- 3) **Next steps** in validating the instrument.

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# Basic principles

1. Objectives
2. Overall process
3. Interview process
4. The "think-aloud" method
5. The sample
6. The interview

# 1. Objective

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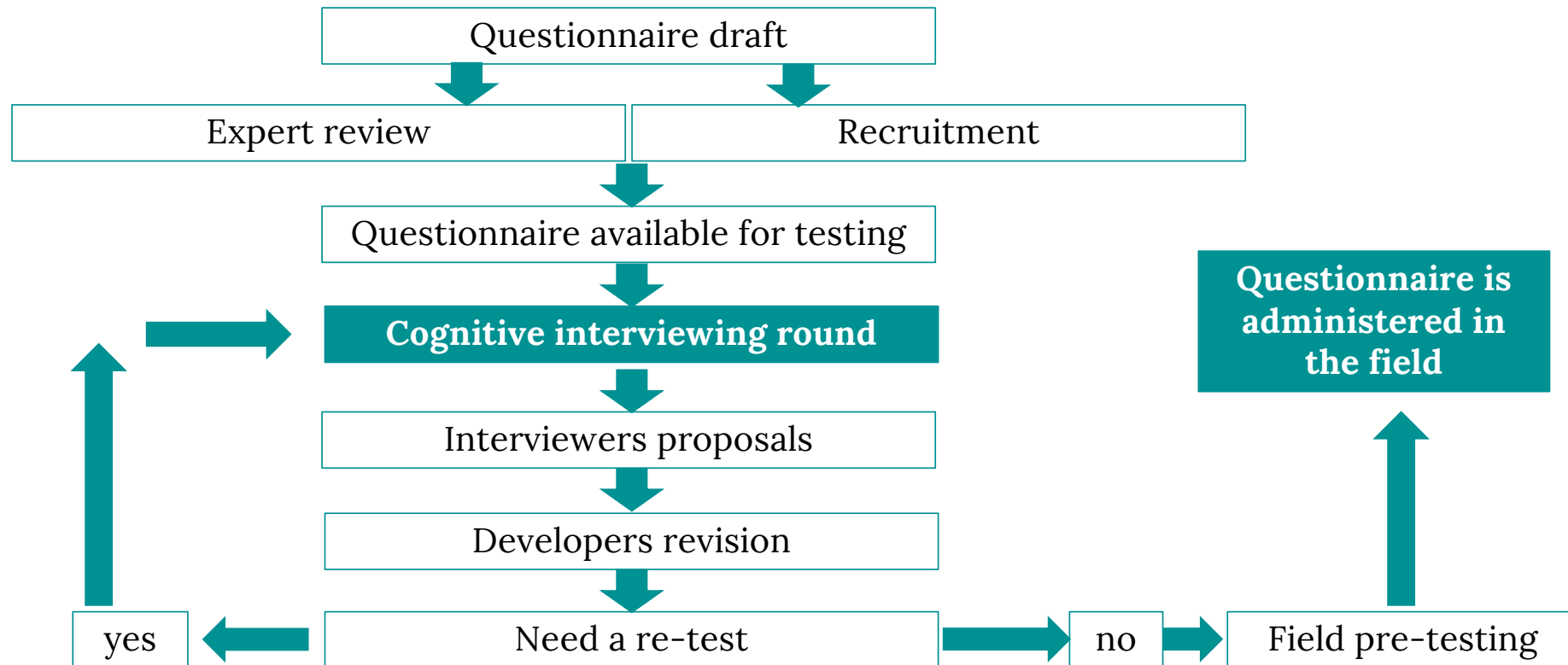
- Creating a survey with evidence of reliability and validity can be **difficult**.
- The interpretation of an item can be **culturally specific**, or vary across countries or contexts.
- The **main objective** of a cognitive debriefing interview is to evaluate sources of **understanding errors** in questionnaires.

# 1. Objective

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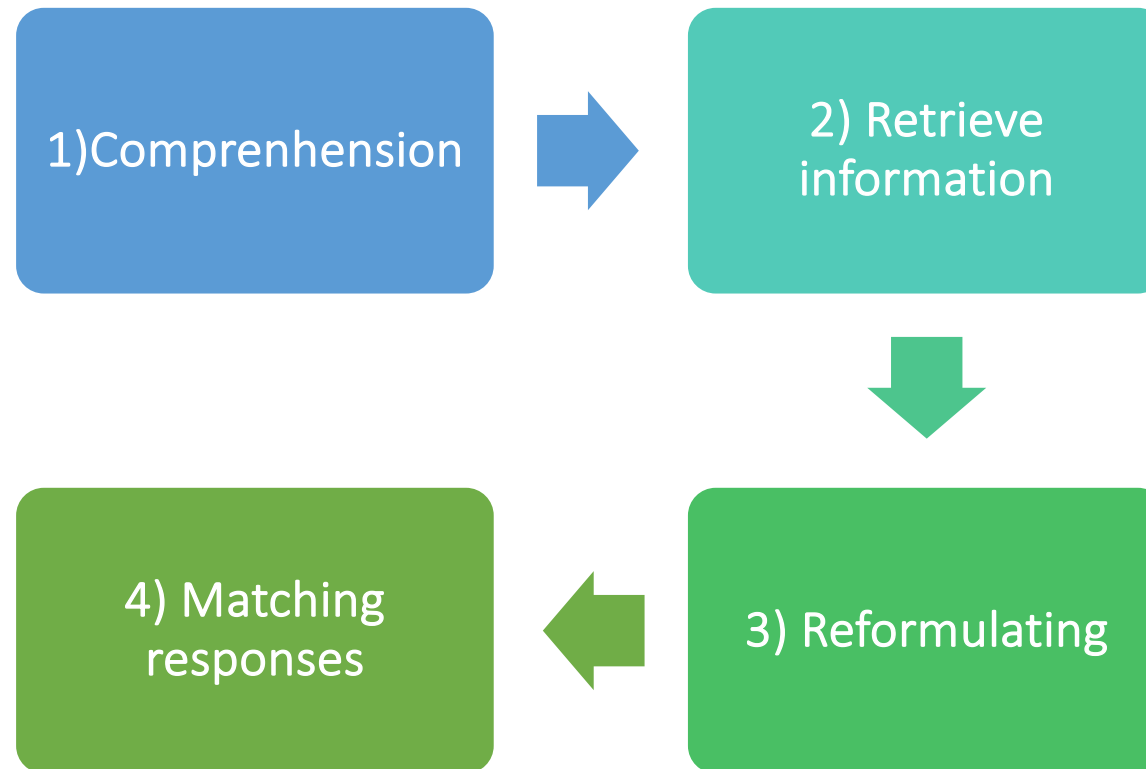
- The **main goal** is to prompt the subject to reveal information that provides clues to reformulate the questionnaire in order to **improve its understanding**.
- Participants must have the **specifics characteristics** of interest.

## 2. Overall process



## 3. Interview process

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# 3. Interview process

<p>Texto preguntas y opciones de respuesta</p> <p>¿Cuál de las siguientes afirmaciones describe mejor cuánto control tiene sobre su vida diaria? Con «control de la vida diaria» nos referimos a poder hacer las cosas, o que se las hagan, como le gusta y cuando quiere.</p>	<p>[1] ¿Comprende la pregunta?</p> <p><input type="checkbox"/> Sí</p> <p><input type="checkbox"/> No</p>	<p>[2] ¿Qué entiende con esta pregunta?</p> <p><i>"piensen en voz alta acerca de lo que se le está preguntando"</i> Dejar expresarse y decir si parafrasea correctamente /entiende el concepto</p> <p>Copiar respuesta</p> <p><input type="checkbox"/> Sí [Pasar columna 3]</p> <p><input type="checkbox"/> No [Pasar columna 4]</p>	<p>[3] ¿Cree que hay otra forma de preguntar más clara? Identifique los términos o conceptos que le resultan más difíciles de entender (aunque entienda la pregunta)</p> <p><input type="checkbox"/> No, está bien así</p> <p><input type="checkbox"/> Sí, ¿Cuál?</p> <p>Copiar respuesta y pasar a niveles</p>	<p>[4] Con esta pregunta queremos decir ... (leer columna 5) Teniendo en cuenta lo que queremos preguntar, ¿Cómo haría usted la pregunta para que se entienda mejor?</p> <p>Copiar respuesta y pasar a niveles</p>	<p>[5] Sugerencia de aclaración de ASCOT</p> <p>¿Qué capacidad tiene para decidir y organizar las cosas que hace en su vida diaria?</p> <ul style="list-style-type: none"> <li>- Tengo total capacidad para decidir y organizar las cosas que hago en mi vida diaria.</li> <li>- Tengo suficiente capacidad para decidir y organizar las cosas que hago en mi vida diaria.</li> <li>- Tengo alguna capacidad para decidir y organizar las cosas que hago en mi vida diaria pero no la suficiente.</li> <li>- No tengo ninguna capacidad para decidir ni organizar las cosas que hago en mi vida diaria.</li> </ul>
<p><input type="checkbox"/> Tengo todo el control que quiero sobre mi vida diaria.</p> <p><input type="checkbox"/> Tengo control suficiente sobre mi vida diaria.</p> <p><input type="checkbox"/> Tengo algún control sobre mi vida diaria, pero no el suficiente.</p> <p><input type="checkbox"/> No tengo ningún control sobre mi vida diaria.</p>	<p>Ahora marque una de las respuestas</p> <p>¿Por qué ha seleccionado esa opción?</p>		<p>¿Por qué ha contestado esa opción y no la siguiente o la anterior?</p>	<p>Observaciones</p>	



## 4. The "think-aloud" method

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- Subjects are invited to **"think-aloud"** as they are answering the questions.
- In this method, the **role of the interviewer** is mainly to ask the subject to **keep talking**. The interviewer read the question and make some questions in order to helps the subject in the process of explaining what he or she understand.
- If several subjects **need helps** in order to explain the intend of some questions/responses or is **unsure** with his or her response, there is a **comprehension problem**.

## 4. The "think-aloud" method

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- Advantages:

1. **Little intervention** of the interviewer.
2. Minimal interviewer **training requirements**.
3. Provides **more information** to reformulate the questionnaire than other methods.
4. Good method for **short interviews** (such as ASCOT).

## 5. The sample

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- There is **no set number** for how many interviews are required to adapt an instrument. The larger the sample the higher **risk of saturation**.
- The sample size should be related with the **complexity** of the instrument and the relative **heterogeneity** of the interview sample.
- In order to set the sample, the in-country's team should consider that:
  - a) The purpose of the cognitive debriefing is **not statistical estimation**.
  - b) The nature of the interviews is **qualitative**, not quantitative.

## 6. The interview

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Some **recommendations** (and obligations)...

- Confirm the **participant qualifies** for the study.
- The cognitive interviews must be conducted **face-to-face**.
- Help participants feel **comfortable**.

## 6. The interview

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- Some common **mistakes**:
  - Using a **key term** before asking: this could influence the terms and expressions a interviewee would use.
  - Not obtaining **verbal confirmation**.
  - Discussing his/her dependency situation without **timeframe**.
- Lack of clarity, misinterpretation, and unintended ambiguity are primary reasons for **instrument revision**.

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# Spanish team's experience

1. Subject recruitment
2. Analyzing subject responses
3. Results

# 1. Subject recruitment

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- We use a **convenience sample** to obtain a range of ages, genders and socio-economic levels.
- Recruit subjects fitted the **characteristic of interest**: dependent population who receives formal care.
- We contacted **social workers** to recruit and enlist the potential subjects.
- It should be taken into account that **volunteers** for cognitive interviews are by definition **self-selected for participation**. Volunteers may tend to be higher in level of education than the average survey respondents.

# 1. Subject recruitment

- The final sample consisted of **five older adults** living at home and receiving formal care from the social care services of a Spanish council.
- **Inclusion criteria:**
  - a) Gave their **informed consent**.
  - b) Had no **cognitive impairment** that prevent interview participation.
  - c) Presented a **level of dependency** (officially recognized).
  - d) Required help from a **social care services** for doing activities of daily living.
  - e) At least 2 subjects with fewer than 12 years of **education**.
  - f) No more than 3 subjects of either **gender**.
  - g) No more than 2 subjects within any 10-year **age range**.
  - h) Interviewees whose native and usual language is **Spanish**.



# 1. Subject recruitment

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- A **new round of interviews** was needed because some problems were detected in the intention of 2 domains: “control over daily life” and “dignity”.
- This re-test was carried out with **new dependent people**.
- Interviews took place at a **daily care centre** in August 2022.

# 1. Subject recruitment

## First cognitive debriefing [ASCOT SCT4 v2.3 (with IP)]

<i>Interviewee</i>	<i>Age</i>	<i>Gender</i>	<i>Education (years)</i>	<i>Dependence level</i>	<i>Notes</i>
P1	72	woman	13	1	
P2	87	woman	6	1	
P3	65	man	20	1	
P4	61	man	6	3	
P5	89	woman	10	1	

## Second cognitive debriefing [ASCOT SCT4 v2.3 (with IP) questions 1, 8 and 9]

<i>Interviewee</i>	<i>Age</i>	<i>Gender</i>	<i>Education (years)</i>	<i>Dependence level</i>	<i>Notes</i>
P1	72	woman	4	1	
P2	82	woman	6	2	
P3	91	woman	2	2	Invalidated. The interviewee presented some cognitive problems
P4	75	man	4	1	
P5	55	man	10	1	
P6	94	man	8	1	

## 2. Analyzing subject responses

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- **Concept Elaboration Guide.**
- The results with subjects' comments were transcript to **individual reports.**
- We evaluated all **conceptual**, **linguistic**, and **stylistic** issues that emerged from the interviews.

## 2. Analyzing subject responses

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- The notes of each evaluated item were combined, seeking **common interpretations**, and identifying key findings to reformulate questions and response options.
- We produced a **final written report** which aggregates the results across interviews.
- We tried to preserve the **integrity of the original translation**.

## 3. Results

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- The domains “control over daily life” and “dignity” are the items that presented major revisions.
- Minor revisions were also needed for “food and drink”, “social participation and involvement”, and “occupation”.
- “Personal cleanliness and comfort”; “personal safety”; and “accommodation cleanliness and comfort” did not need any kind of change.

## CONTROL OVER DAILY LIFE

### 1. Which of the following statements best describes how much control you have over your daily life?

By 'control over daily life' we mean having the choice to do things or have things done for you as you like and when you want.

**Please tick (☑) one box**

- |  |                          |
|--|--------------------------|
| I have as much control over my daily life as I want    | <input type="checkbox"/> |
| I have adequate control over my daily life             | <input type="checkbox"/> |
| I have some control over my daily life, but not enough | <input type="checkbox"/> |
| I have no control over my daily life                   | <input type="checkbox"/> |

## 3. Results

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- The difficulty was focused on the word **“control”**. When the interviewees were asked for an alternative, they proposed “organize” and “make decisions”.
- The **developer** suggested testing again including ‘choice and control’ and include reference to “organisation and making decisions” in the prompt.
- The main changes done were the following: a) to introduce in the question and in the response options the word **“decision”**, and b) to introduce in the prompt the phrase **“having the choice to organize things”**.

## FOOD AND DRINK

3. Thinking about the food and drink you get, which of the following statements best describes your situation?

*Please tick (☑) one box*

I get all the food and drink I like when I want

I get adequate food and drink at OK times

I don't always get adequate or timely food and drink

I don't always get adequate or timely food and drink,  
and I think there is a risk to my health



## 3. Results

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- Some interviewees had doubts about stating **level 1 of the response options**.
- The verb **“like”** in Spanish has the interpretation of “personal taste”.
- **ASCOT guidelines**: “he/she has a nutritious, varied and culturally appropriate diet with enough food and drink he/she enjoys at regular and timely intervals”
- To introduce the idea of having enough food, in terms of both quantity and quality, the word **“adequate”** was introduced.

## SOCIAL PARTICIPATION AND INVOLVEMENT

5. Thinking about how much contact you have with people you like, which of the following statements best describes your social situation?

Please tick (☑) one box

I have as much social contact as I want with people I like	<input type="checkbox"/>
I have adequate social contact with people	<input type="checkbox"/>
I have some social contact with people, but not enough	<input type="checkbox"/>
I have little social contact with people and feel socially isolated	<input type="checkbox"/>

## TIME OCCUPATION

6. Which of the following statements best describes how you spend your time?

When you are thinking about how you spend your time, please include anything you value or enjoy, including leisure activities, formal employment, voluntary or unpaid work, and caring for others.

Please tick (☑) one box

I'm able to spend my time as I want, doing things I value or enjoy	<input type="checkbox"/>
I'm able to do enough of the things I value or enjoy with my time	<input type="checkbox"/>
I do some of the things I value or enjoy with my time, but not enough	<input type="checkbox"/>
I don't do anything I value or enjoy with my time	<input type="checkbox"/>

## 3. Results

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- In "social participation" dimension, the in-country's team had clarified to some interviewees the concept **"socially isolated"**.
- The interviewees stated that the expression **"to feel alone"** has a better understanding.
- Regarding **"time occupation"**, minor changes were done, only in the expressions of the prompt "formal employment" and "unpaid work".
- We also proposed to change the expression **"I am able to spend my time"** for the expression "I spend my time".

## DIGNITY FILTER QUESTION

8. Which of these statements best describes how having help to do things makes you think and feel about yourself?

*Please tick (☑) one box*

- |   |                          |
|---|--------------------------|
| Having help makes me think and feel better about myself                 | <input type="checkbox"/> |
| Having help does not affect the way I think or feel about myself        | <input type="checkbox"/> |
| Having help sometimes undermines the way I think and feel about myself  | <input type="checkbox"/> |
| Having help completely undermines the way I think and feel about myself | <input type="checkbox"/> |

## 3. Results

- Interviewees suggested more **colloquial Spanish terms**, such as “being upset”; “feeling uncomfortable”; “feeling less valued”; or the word “self-esteem”.
- The first alternative proposed by the in-country's team was to introduce the word **“self-esteem”** in the response options.
- The second cognitive debriefing has confirmed the existence of a **comprehension problem** in the word “self-esteem”.
- The word **“feelings”** was introduced during the interviews by some interviewees and both teams believe that it achieves the intention of the original English question.

## DIGNITY QUESTION

9. Which of these statements best describes how the way you are helped and treated makes you think and feel about yourself?

*Please tick (☑) one box*

The way I'm helped and treated makes me think and feel better about myself	<input type="checkbox"/>
The way I'm helped and treated does not affect the way I think or feel about myself	<input type="checkbox"/>
The way I'm helped and treated sometimes undermines the way I think and feel about myself	<input type="checkbox"/>
The way I'm helped and treated completely undermines the way I think and feel about myself	<input type="checkbox"/>

## 3. Results

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- This was the question that created more **problems** during the cognitive debriefing interviews.
- Interviewees **did not understand** the translated question, or they **wrongly paraphrased** it.
- When the intention of the question was explained, they paraphrased expressions such as **“feel respected”**; **“feel valued”**; or “feel comfortable”.

## 3. Results

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- “Self-esteem” was not considered.
- The word “feelings” achieved the objective of focusing the interviewee in his or her feelings, but it is not valid for this question.
- In the interviews some interviewees had paraphrased the words “respected” and “valued”, and these words gather perfectly the influence of the care on the person’s dignity.
- We suggested to introduce the question with a short sentence: “Now, think of the way you are helped and cared for”.



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# Next steps

1. Validating the instrument
2. Obtaining the weights

# 1. Validating the instrument

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- A convenience sample of **300 people receiving long-term home care** is used to test the validity of the instrument.
- The interviews gather information on:
  - Health-related quality of life measured with EQ-5D.
  - Self-perceived quality of life.
  - The DEP-6D index.
  - Lawton and Brody index.
  - Barthel index.
- The validity of the Spanish-ASCOT will be established by **testing associations** with these measures.

## 2. Obtaining the weights

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- The weights will be estimated on the preferences of the **Spanish population**.
- A sample size of **1,000 people representative of the Spanish population** by age, gender, region, rural-urban area, educational level and socio-economic level will be interviewed during 2023.
- Two methods of preference elicitation will be used: a variant of the **best-worst** scaling method (Louviere et al., 2015) and the compositive **time trade-off** method (Attema et al., 2013).



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**Thank you for listening!**



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