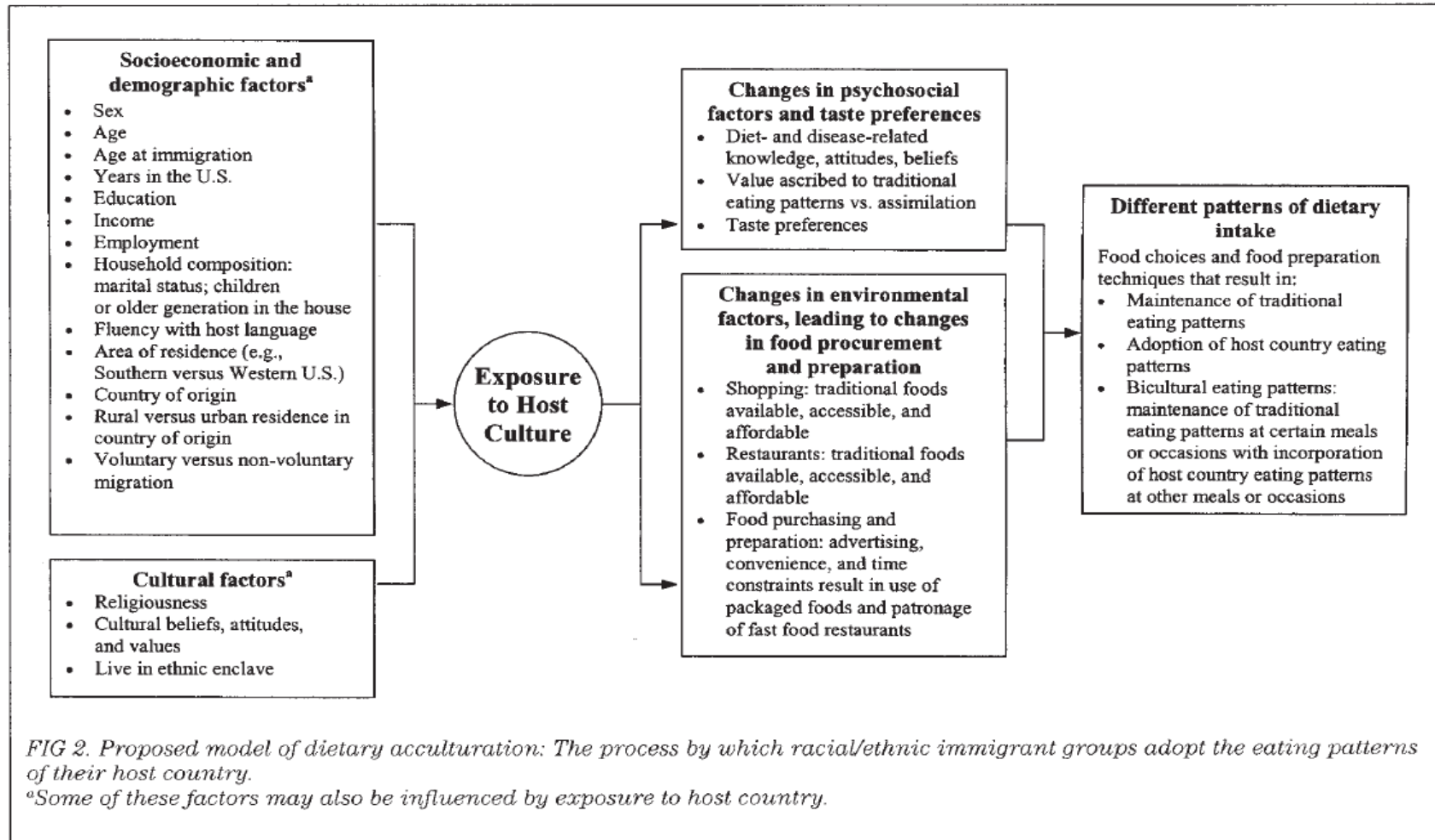


APPENDIX A: SATIA-ABOUTA'S MODEL OF DIETARY ACCULTURATION



Source: P.1107; Satia-Abouta J., Patterson, R.E., Neuhouser, M.L., & Elder, J. (2002). Dietary acculturation: Applications to nutrition research and dietetics. *Journal of the American Dietetic Association*, 102, 1105-1118.

APPENDIX B: RECRUITMENT FLYER

A Research Study about Dietary Acculturation *Looking for Study Volunteers*



About this Study

We are conducting a research study to learn about the process of Dietary Acculturation. We are interested in talking with newly immigrated Chinese American mothers with dependent children. The focus of this study is process by which newly immigrated individuals make changes in their dietary intake and habits.

Would the study be a good fit for me?

This study might be a good fit for you if you:

- Are at least 18 years old, and
- Are mother of at least one dependent child, and
- Are of Chinese ethnicity and speak Chinese, and
- Have lived in the U.S. for less than 5 years



What would happen if I took part in the study?

If you decide to participate, you would be asked to:

- Attend a Focus Group discussion at [facility name]
- Discuss the dietary acculturation experience
- The Focus Group will meet one time
- The discussion session will be 90 minutes
- Women who participate receive a \$30 gift card in appreciation for their time

**To learn more or to take part in the
Dietary Acculturation Study**

Please contact I Chun Liu at [xxxx@uw.edu]

This study is being conducted by I Chun Liu, a PhD Candidate in the School of Nursing at the University of Washington.

APPENDIX C: PARTICIPANT CONTACT INFORMATION AND CONSENT FORMS

Appendix C.1: Research participant contact information form

Research Participant Contact Information Form

The information you provide on this form will be used only for the purpose of contacting you about participating in this study. It will not be connected in any way to your later responses during the focus group discussion or any reports about the study.

YOUR CONTACT INFORMATION

Please provide the information that you would like us to use to contact you.

Your name: _____

Phone Numbers: Home phone: ____-____-____ Mobile phone: ____-____-____

E-mail address: _____

CONTACT PERSON

Please tell us the name of an adult who will always know where you are. This is someone who we might contact if we were not able to reach you after several tries.

Name of Contact: _____

Relationship to you: _____
[e.g., aunt, friend, cousin]

Phone Contact Information: _____

BEST TIME TO CONTACT YOU

In the table below, please mark the days of the week and the time of day that would be best to contact you by phone?

Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

FOLLOW-UP INTERVIEW

After the data from all the focus groups have been analyzed, the investigator will hold a Follow-up Focus Group Discussion in which some participants will be asked to give feedback to the investigator about the interpretation and understanding of the Focus Group Discussion summary data.

Would you be interested in participating in the Follow-up Focus Group Discussion?

___ Yes ___ No

Appendix C.2: Consent form, English

UNIVERSITY OF WASHINGTON CONSENT FORM STUDY ON DIETARY ACCULTURATION PROCESS

Researchers

I Chun Liu, MSN, RN, PhD Candidate
Phone: [206-xxx-xxxx]

Elaine A Thompson, PhD, RN, Faculty Advisor
Phone: [206-xxx-xxxx]

RESEARCHERS' STATEMENT

We are asking you to be in a research study. The purpose of this consent form is to give you the information you will need to help you decide whether to be in the study or not. Please read the form carefully. You may ask questions about the purpose of the research, what we would ask you to do, the possible risks and benefits, your rights as a volunteer, and anything else about the research or this form that is not clear. When we have answered all your questions, you can decide if you want to be in the study or not. This process is called “informed consent.” We will give you a copy of this form for your records.

PURPOSE OF THE STUDY

Immigrating to Western countries brings changes in life, including changes in lifestyle. Immigration involves a change in environment, which necessitates lifestyle adjustments, including changes in dietary behavior known as “dietary acculturation.” For some, adoption of Western dietary patterns is thought to contribute to the risk of chronic diseases such as heart problems or diabetes. For Chinese American immigrants, dietary change relative to their homeland patterns tends to shift toward increased intake of fat, proteins, meat and calories. At this time, however, the science of dietary acculturation is not developed sufficiently to understand diet-related health risks. Limited knowledge about dietary acculturation processes poses barriers to advancing the field of dietary acculturation and immigrant health. The objective of this research is to understand the dietary acculturation process among newly immigrated Chinese American mother, and will help health professionals understand how to better promote healthy eating in immigrants.

STUDY PROCEDURES

This study will use focus group discussions with Chinese immigrant mothers to collect information needed to understand the complexities of the dietary acculturation process, which is the process of change in dietary intake and dietary behaviors that occurs after immigration. You are being asked to participate in one focus group discussion that will include about six other persons. The focus group discussion will last for about 90 minutes. You will be asked to be involved in only one focus group session, although about six group sessions will be conducted by the researcher. The researcher will guide the focus group discussion and facilitate the discussion focusing on your personal experiences with dietary acculturation. The discussion will be about your dietary intake and dietary behaviors. Examples of the most personal and sensitive questions include: “What foods do you now eat more of since coming to U.S.?” or “So, you continued to eat this food item more and more, what are some reasons you think that you continued to do so?” You will also be asked to complete a brief “Background” form, which asks demographic questions such as age, gender, how long have you stayed in U.S., but not names or other personally identifiable data.

The focus group discussion will be audio-recorded by the researcher to assist her in recording the group discussion accurately. The discussion will be transcribed to a digital format, but neither your name nor

any personally identifiable information will be associated with the data. You may choose to withdraw from the study at any time, or refuse to answer any question during the focus group discussion.

RISKS, STRESS, OR DISCOMFORT

The potential risks to you might include the risk of invasion of your privacy resulting from discussing personal experiences about dietary changes. The audio-recording of the focus group discussion will be kept for only one year following completion of this study; at that time, by December 2014, it will be erased and completely destroyed.

BENEFITS OF THE STUDY

There are no direct benefits to you for participating in this study. You might, however, find the group discussion interesting and informative.

CONFIDENTIALITY OF RESEARCH INFORMATION

The information collected by the researcher will be kept strictly confidential and will be used only for research purposes. Your name will not be connected with the information that is collected in the discussion group and your name will not be associated with any presentations or papers written about this study. The data that is collected from the focus group audio-recording will be transcribed but without any personally identifying information. There will be no links between your name or other personal information and the discussion group data or information on the Background forms. Thus, all data collected will be stored as anonymous. Data will be kept in locked files in a secure office at the University or in a restricted access computer. Only the primary researcher and faculty advisor will have access to the data.

OTHER INFORMATION

You may refuse to participate and you are free to withdraw from this study at any time without penalty or loss of benefits to which you are otherwise entitled. You will receive a gift card of \$30 for your participation in the focus group discussion.

Printed name research staff

Signature

Date

SUBJECT'S STATEMENT

This study has been explained to me. I volunteer to take part in this research. I have had a chance to ask questions. If I have questions later about the research, I can ask one of the researchers listed above. If I have questions about my rights as a research subject, I can call the Human Subjects Division at (206) 543-0098. I will receive a copy of this consent form.

Printed name of subject

Signature of subject

Date

Copies to: Researcher & Study Subject

Appendix C.3: Consent form, traditional Chinese

華盛頓大學

同意書

對飲食調適過程的研究

研究人員

劉儀君: 護理學碩士、註冊護士、博士生

伊蓮·湯普森: 博士、註冊護士、指導教授

電話: [206-xxx-xxxx]

電話: [206-xxx-xxxx]

研究人員的聲明

我們邀請您考慮成為本研究的對象。此同意書的目的是給您需要的信息，來幫助您決定是否要成為本研究的對象。請仔細閱讀此同意書。您可以問相關問題，例如研究的目的、我們會要求您做的事、可能存在的風險和好處、您作為一名志願者的權利、和其他任何有關此研究或同意書您不清楚之處。當我們已經回答了所有的問題，您可以決定是否要加入本研究。這個過程稱為“知情同意書”。我們會給您一份此同意書的副本作為記錄。

研究目的

移民到西方國家帶來生活的改變，包括生活方式的改變。移民涉及環境的改變，造成調整生活方式的必要。調整生活方式包括改變飲食行為。這種改變被稱為“飲食調適”。採用西方的飲食模式，被認為增加某些人心臟問題或糖尿病等慢性疾病的風險。相較於自己祖國的飲食模式，華裔移民者的飲食改變趨向了增加脂肪、蛋白質、肉類和卡路里的攝入量。然而，在目前，飲食調適的科學知識沒有充分發展到能了解移民者飲食相關的健康風險。飲食調適過程的科學知識有限，造成研究飲食調適和移民者健康這科學領域的障礙。本研究的目的是要了解新移民華裔母親的飲食調適過程。這將有助於健康專業人士了解如何幫助移民者擁有健康飲食。

研究程序

本研究使用焦點團體訪談向新移民華裔母親收集需要的資料來了解複雜的飲食調適過程。飲食調適過程是移民後飲食攝入量和飲食行為發生改變的過程。您被邀請參加一個焦點團體訪談會，其中將包括約其他六人。焦點團體訪談會將持續約90分鐘。雖然研究人員將進行六組焦點團體訪談會，您被邀請只要參與一個焦點團體訪談會。研究人員將主持專題小組討論會，並將討論重點針對您個人的飲食調適經驗。討論將是有關您的飲食攝入量和飲食行為。最個人和敏感問題的例子包括：“來美國後，您現在什麼食物吃多了？”或“那麼，您繼續吃越來越多這食物，您認為是什麼原因讓您繼續這樣做的？”您也將被邀請完成一個簡短的“背景”表格。此表格問到基本人口問題，如年齡，性別，您留在美國多久了，但沒有問姓名或其他識別個人身份的資料。研究人員將對焦點團體訪談錄音，以協助研究人員準確地記錄小組討論內容。討論內容將被轉錄

為電子逐字稿，但不會聯結您的名字或任何識別個人身份的資料。您可以在任何時候選擇退出研究，或在焦點團體訪談選擇拒絕回答某些或任何問題。

風險，壓力或不適

潛在風險可能包括討論有關飲食改變的個人經歷導致您的隱私入侵的風險。焦點團體討論的錄音將被保存至本研究完成後一年，2014年12月。在那個時候，它會被刪除，徹底摧毀。

好處

參與這項研究沒有對您直接的好處。然而，您可能發現小組討論有趣和富有資訊。

研究資料的保密性

研究人員所收集的資料將被嚴格保密，並僅用於研究目的。您的名字不會被聯結在討論收集來的資料，您的名字將不會與任何有關本研究的簡報或文件聯結。從焦點團體訪談收集的錄音資料將被轉錄為電子逐字稿，但不會有任何個人身份資料。您的姓名或其他個人資料不會和訪談會資料或背景表格資料有任何聯結。也就是說，所有的資料將以匿名的方式保存。資料將被保存在大學一個安全的辦公室內上鎖的文件櫃或在密碼保護的電腦。只有主要研究人員和指導教授才能拿到資料。

其他信息

您可以拒絕參加，且您可以自由在任何時候退出本研究而不用接受懲罰或損失您原本有權的福利。參與焦點團體訪談會的您將收到30美元的禮物卡。

研究人員姓名

簽名

日期

研究對象的聲明

這個研究已經有人向我解釋。我自願參加本研究。我有機會提問。如果後來我對研究有問題，我可以問上面列出的研究人員。如果我對作為研究對象的權利有問題，我可以打電話給人類研究對象科（206）543-0098。我會收到一份本同意書的副本。

研究對象姓名

簽名

日期

副本：研究人員及研究對象

Appendix C.4: Consent form, simplified Chinese

华盛顿大学

同意书

对饮食调适过程的研究

研究人员

刘仪君:护理学硕士、注册护士、博士生

伊莲·汤普森:博士、注册护士、指导教授

电话: [206-xxx-xxxx]

电话: [206-xxx-xxxx]

研究人员的声明

我们邀请您考虑成为本研究的目标。此同意书的目的是给您需要的信息,来帮助您决定是否要成为本研究的目标。请仔细阅读此同意书。您可以问相关问题,例如研究的目的、我们会要求您做的事、可能存在的风险和好处、您作为一名志愿者的权利、和其他任何有关此研究或同意书您不清楚之处。当我们已经回答了所有的问题,您可以决定是否要加入本研究。这个过程称为“知情同意书”。我们会给您一份此同意书的副本作为记录。

研究目的

移民到西方国家带来生活的改变,包括生活方式的改变。移民涉及环境的改变,造成调整生活方式的必要。调整生活方式包括改变饮食行为。这种改变被称为“饮食调适”。采用西方的饮食模式,被认为增加某些人心脏问题或糖尿病等慢性疾病的风险。相较于自己祖国的饮食模式,华裔移民者的饮食改变趋向了增加脂肪、蛋白质、肉类和卡路里的摄入量。然而,在目前,饮食调适的科学知识没有充分发展到能了解移民者饮食相关的健康风险。饮食调适过程的科学知识有限,造成研究饮食调适和移民者健康这科学领域的障碍。本研究的目的是要了解新移民华裔母亲的饮食调适过程。这将有助于健康专业人士了解如何帮助移民者拥有健康饮食。

研究程序

本研究使用焦点团体访谈向新移民华裔母亲收集需要的资料来了解复杂的饮食调适过程。饮食调适过程是移民后饮食摄入量和饮食行为发生改变的过程。您被邀请参加一个焦点团体访谈会,其中将包括约其他六人。焦点团体访谈会将持续约 90 分钟。虽然研究人员将进行六组焦点团体访谈会,您被邀请只要参与一个焦点团体访谈会。研究人员将主持焦点团体访谈会,并将讨论重点针对您个人的饮食调适经验。讨论将是有关您的饮食摄入量和饮食行为。最个人和敏感问题的例子包括:“来美国后,您现在什么食物吃多了?”或“那么,您继续吃越来越多这食物,您认为是什么原因让您继续这样做的?”您也将被邀请完成一个简短的“背景”表格。此表格问到基本人口问题,如年龄,性别,您留在美国多久了,但没有问姓名或其他识别个人身份的资料。研究人员将对焦点团体访谈录音,以协助研究人员准确地记录小组讨论内容。讨论内容将被转录为电子逐字稿,但不会联结您的名字或任何识别个人身份的资料。您可以在任何时候选择退出研究,或在焦点团体访谈选择拒绝回答某些或任何问题。

风险，压力或不适

潜在风险可能包括讨论有关饮食改变的个人经历导致您的隐私入侵的风险。焦点团体讨论的录音将被保存至本研究完成后一年，2014年12月。在那个时候，它会被删除，彻底摧毁。

好处

参与这项研究没有对您直接的好处。然而，您可能发现小组讨论有趣和富有资讯。

研究资料的保密性

研究人员所收集的资料将被严格保密，并仅用于研究目的。您的名字不会被联结在讨论收集来的资料，您的名字将不会与任何有关本研究的简报或文件联结。从焦点团体访谈收集的录音资料将被转录为电子逐字稿，但不会有任何个人身份资料。您的姓名或其他个人资料不会和访谈会资料或背景表格资料有任何联结。也就是说，所有的资料将以匿名的方式保存。资料将被保存在大学一个安全的办公室内上锁的文件柜或在密码保护的电脑。只有主要研究人员和指导教授才能拿到资料。

其他信息

您可以拒绝参加，且您可以自由在任何时候退出本研究而不用接受惩罚或损失您原本有权的福利。参与焦点团体访谈会的您将收到30美元的礼物卡。

研究人员姓名

签名

日期

研究对象的声明

这个研究已经有人向我解释。我自愿参加本研究。我有机会提问。如果后来我对研究有问题，我可以问上面列出的研究人员。如果我对作为研究对象的权利有问题，我可以打电话给人类研究对象科（206）543-0098。我会收到一份本同意书的副本。

研究对象姓名

签名

日期

副本：研究人员及研究对象

APPENDIX D: DISCUSSION GUIDE FOR FOCUS GROUPS

Table^{1, 2} 1: Discussion Guide for Focus Groups

Question Type	Question	Purpose	Rationale
Opening	1. Tell us your name, where you from, and how long you've lived in the U.S.	Participants get acquainted and feel connected	The intent of the question is to establish a sense of comfort and community within the group that all of the participants are newly immigrated.
Introductory	How has your diet changed since coming to U.S.?	Begins discussion of topic	The question allows participants to tell about how they see the phenomenon under investigation- dietary acculturation.
Transition	<p>What foods have you been eating much more since coming to U.S.?</p> <p>Prompt: High-fat foods^{3, 4, 5} Sweets^{4, 5} Dairy^{5, 6}: milk, cheese</p>	Moves smoothly and seamlessly into key questions	1. The question asks participants to identify a few exemplars in their experience of dietary acculturation, which will be used as examples in key questions to further explore the process and mechanism of dietary acculturation. Although food items are not

	<p>(Look for the following items in the responses⁷: fats and oils, processed meat, non-diet soda, pasta and potato salad, fried potatoes, potatoes, beans, salty snacks, desserts, sweet breads, ice cream, pizza vs. cruciferous vegetables, dark-yellow vegetables, soy foods and beverages, fish, and other alcohol; Ask about fat content choices if applicable)</p> <p>Now we will pick one food item to further discuss the change process later. Out of these items mentioned by you all, food item #1, #2, and #3 (state names of these items) happen to belong to the same categories of most changed foods found in some research done with this population. So let's talk about them. What item does everyone like to talk about first?</p> <p>Dietary change includes not only changes in foods that you eat but also changes in your behaviors related to diet, such as shopping for food, preparing, cooking, how often you eat, etc. Now let's talk about the behaviors part.</p>		<p>the focus of the study, when applicable, items mentioned by the group that are consistent with literature will be chosen for further discussion.</p> <p>2. Dietary acculturation includes aspects of dietary intake and dietary behaviors.</p>
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	<p>In what ways has your dietary behavior changed since coming to U.S.?</p> <p>Cooking or not⁸:</p> <ul style="list-style-type: none"> - Convenience foods - Dining out⁶: Fast foods and restaurant meals <p>Snacking⁶</p> <p>Food shopping, preparation, and cooking</p>		
Key	<p>Let's talk about food item #1 (state exemplar #1), tell me how this change happened?</p> <p>Prompts:</p> <p>Initiated⁹ (expansion/variation¹⁰):</p> <p><i>In the beginning, how did you notice and start eating food item #1? What is the beginning process like?</i></p> <p>Motives/barriers¹¹</p> <p><i>When you notice food item #1 in the beginning, what was it that prompted you to start eating it?</i></p> <p><i>When you notice food item #1 in the beginning, what was it that stopped you from starting eating it?</i></p> <p>Sustained⁹:</p> <p><i>Now tell me how was this thing, eating food item #1, continued? What was the process like afterwards?</i></p> <p>Motives/barriers</p>	Obtains insight on areas of central concern in the study	<p>1. The question allows a discussion of the process (initiation and the sustaining) and the mechanism (motives/barriers) of dietary acculturation, including food items and dietary behavior.</p> <p>2. The question allows a discussion of the process mechanism dietary acculturation that includes increased American foods/behavior and decreased Chinese foods/behavior.</p>

	<p><i>So you continued to eat food item #1 more and more, what are some main reasons, you think, that this is happening?</i></p> <p><i>There may be times that you found yourself eating not as much or not as frequent of food item #1, what are some main reasons, you think, that this happened?</i></p> <p>(Environmental¹²: shopping, preparation, cooking Social: friends, colleagues, family Historical: memories of food shopping, preparation, and cooking Psychological: control over what to eat, think about health, nutritional altruism, eat when not hungry)</p> <p><i>What foods have you been eating much less due to eating much more food item 1 since coming to U.S.?</i></p> <p>(Exclusion, replacement, substitution, and modification¹⁰)</p> <p>(Ask participants to agree on the food items for further discussion, starting with one item. Or skip if there's not any item.)</p> <p><i>Let's talk about food item #1.1 (state exemplar #1.1), tell me why you think that you are eating much less of food item #1.1 due to eating much</i></p>		
--	--	--	--

	<p>more food item 1 since coming to U.S.?</p> <p>Let's talk about dietary behavior #1 (state exemplar #1), tell me how this change started?</p> <p>Prompts:</p> <p>Initiated⁹</p> <p><i>In the beginning, how did you start doing dietary behavior #1 (state name of the behavior)?</i></p> <p>Motives/barriers</p> <p><i>Now tell me how it continued?</i></p> <p>Sustained⁹:</p> <p>Motives/barriers</p> <p>(Continue with different food items and dietary behaviors as necessary and as time allows)</p>		
Ending	<p>1. Thank you for sharing your experiences and helping us understand the process and mechanism of dietary acculturation in immigrants. Is there anything else related to the topic that you would like to mention before we end the discussion?</p> <p>2. We will be doing more focus groups to gather more data on this topic. Do you have any advice on how we can improve when doing the next group?</p>	Helps participants to bring up missing points and helps the researcher brings closure to the discussion	<p>1. The question explicitly asks what participants consider as important to the topic of dietary acculturation process and that the discussion should include.</p> <p>2. The question is to get feedback on questioning route and moderating skills.</p>

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*These two references are cited in the main document of the proposal as well.

APPENDIX E: RESEARCH PARTICIPANT BACKGROUND INFORMATION

Research Participant Background Information Form

A. DEMOGRAPHIC QUESTIONS

Below are some general questions that will help us understand who participated the focus group. Your responses will be fully anonymous. We will not identify any individuals participating in this study.

1. Your Age: _____ years

2. Which is the highest education level that you have completed:
 - a. No formal schooling
 - b. Elementary school
 - c. Middle school
 - d. High school
 - e. College
 - f. Master's degree
 - g. Professional degree
 - h. Doctorate degree

3. What is your overall family income level?
 - a. Under \$15, 000
 - b. \$15,000 to \$24,999
 - c. \$25,000 to \$34,999
 - d. \$35,000 to \$49,999
 - e. \$50,000 to \$74,999
 - f. \$75,000 to \$99,999
 - g. Over \$100,000

4. Are you a working mother? Or are you a stay-at-home mother?
 - a. Working mother
 - b. Stay-at-home mother

5. How many dependent children do you have? *Please write the number of children for each category below that applies to you:*
 - a. Infants: _____
 - b. Toddlers: _____
 - c. Preschoolers: _____
 - d. Elementary school children: _____
 - e. Middle school children: _____
 - f. High school children: _____

6. Time living in the U.S. and/or in other Western countries
 How long have you lived in Seattle? _____ Years _____
 Months
 How long have you lived in U.S.? _____ Years _____
 Months
 How long have you lived in Western countries, other than U.S.? _____ Years
 _____ Months

7. What country and type of area did you come from?
 a. A city in _____ (name of country/island/territory)
 b. A rural town in _____ (name of country/island/territory)

B. DIETARY QUESTIONS

Below are some basic dietary questions that will help us understand findings from the focus group discussions. For each question, please circle the response that best fits for you.

1. How would you assess your current regular diet? By regular diet we mean foods and beverages that you consume routinely, two to three times per week *or more*. Is your diet....
 a. More than 50% Chinese diet
 b. About 50% Chinese and 50% Western diet
 c. More than 50% Western diet
2. Are there members in your household who regularly eat a lot more Chinese diet than you do?
 a. Yes
If yes, what relationship(s) is the person(s) to you?

 b. No
3. Are there members in your household who regularly eat a lot more Western diet than you do?
 a. Yes
If yes, what relationship(s) is the person(s) to you?

 b. No

4. What type of diet do you generally prefer?
 - a. Primarily Chinese diet
 - b. No particular preference (neutral)
 - c. Primarily Western diet

5. How easy is it for you to get Chinese food and ingredients?
 - a. Very Easy
 - b. Somewhat Easy
 - c. Somewhat Difficult
 - d. Very Difficult

6. How easy is it for you to prepare/cook Western diet?
 - a. Very Easy
 - b. Somewhat Easy
 - c. Somewhat Difficult
 - d. Very Difficult

*Thank you for participating in the focus group discussion
and for taking the time to complete this form.*

APPENDIX F: DATA REDUCTION AND ANALYSIS PRODUCTS

Appendix F.1: Sample from one random participant in focus group #1

2 #3
3 Dietary acculturation:
4 1 Intake:
5 1.1 Fish
6 1.2 Meat
7 2 Behavior:
8 2.1 Eat raw food
9
10 The change:
11 The main changes in dietary intake are getting used to previously frozen fish and meats.
12 The main change in dietary behavior is slowly accepting eating raw food.
13
14 Mechanism & associated factors:
15 1. Continuously eat and get used to
16 She has always prefers fish. Here she cannot taste the freshness of the fish, because fish here is
17 all previously frozen. Same with meats, in Canton, they ate fresher meats than here, such as
18 chicken, pork, beef, etc. When she got here, she was so not used to eat those previously frozen
19 stuff. After being here for over 2 years, she has slowly getting used to. She has the similar
20 process with raw foods with reinforce from her son.
21 2. Children
22 Her 8 year old son has been eaten raw food at school, such as carrots and celery. He has become
23 used to eat those at school and feels that it is very tasty. The second time the mother ate raw
24 vegetables was when her son said, "This can be eaten raw." Later, she is slowly tolerating and
25 now can eat some raw food.
26 3. Eating out
27 She never tried eating raw vegetables, or sashimi before. The first time eating raw vegetables
28 was when she went out to eat Vietnamese dish, which has those raw vegetables. She felt that it
29 was not tasty and hard to swallow down, but she tried.
30 *Eating out provides exposure to new dishes, new tastes, and new ways to eat the same food.
31 Eating out is a partially passive dietary behavior. Although people get to order what they want to
32 eat, they order only what is available and eat what the chef makes or puts in. Whereas home
33 cooking, a mother takes full control of what she would like to feed the family, including new
34 dishes she wants to try. With eating out, she is no longer in control of such ownership.
35
36 Phases during the process of dietary acculturation in:
37 1 Intake:
38 1.1 Fish
39 Likes to eat fish → previously frozen fish here → freshness taste is gone → so not used to it
40 1.2 Meat
41 Fresher meats in Canton → so not used to previously frozen stuff → 2 years gone by → slowly got
42 used to it
43 2 Behavior:
44 2.1 Eat raw food
45 Never tried eating raw vegetables → 1st try eating raw vegetables with eat-out Vietnamese dish →
46 2nd try due to her son's suggestion → later slowly accept

1

Appendix F.2: Sample from one random participant in focus group #2

2 #2
3 The mother has been here for a little over 4 years.
4 Dietary acculturation:
5 1 Intake:
6 None
7 2 Behavior:
8 2.1 regular meal
9 The change:
10 The only change is decreased count of regular meal, from twice to once, i.e., dinner.
11 Mechanism & associated factors (of non-acculturating in diet):
12 Associated factors are accessible native food items in the changed food environment, easy going
13 appetite, passive family members,
14 1. Closing the door to the exposure of new food environment
15 She does not like American food. She has never drunk coffee. She would not try a bite of the
16 Bundt cake, which was at the discussion session. At one look, she said she would not like to eat
17 it. She would not try anything that she does not like. Even if someone told her to eat out, she
18 would not go (to try eating something she thinks that she does not like). Generally when her
19 husband is at work and she is at home by herself, she will eat a little whatever, just a little would
20 do. Her child will eat whatever. She snacks on Chinese style food that she likes. For dinner, she
21 cooks whatever is in the refrigerator, usually one meat dish and two vegetable dishes, completely
22 Chinese style. It is her idea about what's for dinner. Her husband, who was born here, will eat
23 whatever. He eats more if he likes (the dinner); eats less if he does not like. When he does not
24 like and eat less, she will then want to improve a little from day to day.
25 Phases during the process of dietary acculturation in:
26 2 Behavior:
27 2.1 regular meal
28 In China:
29 generally her mother made meals for her and she did not have to cook,
30 2 regular meals.
31 Here:
32 all has to be made by herself,
33 husband has a car repair job, and gets lunch from his boss,
34 child will eat whatever,
35 she will eat whatever, such as fruits, crackers,
36 she snacks throughout the day, eating more snacks than her lunch,
37 one regular meal, i.e., dinner.
38

Appendix F.3: Sample from one random participant in focus group #3

2 #5
3 **Dietary acculturation:**
4 1 Intakes:
5 1.1 Hot dog
6 1.2 Pizza
7 2 Behavior:
8 2.1 Tasting/Trying out new food
9 **The change:**
10 The main change in intake is an increase in hot dog and pizza; the main change in behavior is an
11 increase in tasting.
12 **Mechanism & associated factors:**
13 Associated factors are weight concern, length of stay/opportunity of exposure and tasting,
14 taste/flavor, smell, crowd/popular effect/social norm,
15 1. Changed food environment
16 There are only Western food, hot dog and pizza, to choose from, and no Chinese food option
17 when order meals from Costco. It will be similar situation at other shopping places in America.
18 Exposure to and opportunity of tasting Western foods is abundant.
19 2. Staying with familiarity
20 In the beginning, she always ordered hot dog instead of pizza when presented with two options at
21 Costco. Although she seldom ate hot dog or pizza in China, she preferred to eat hot dog then. It
22 is very easy for her to accept the flavor of hot dog, even though the flavor is a little different in
23 China. Staying with familiarity is like making no change, hence requires less effort in adapting.
24 3. Occasional tasting:
25 She felt that people may not like lots of things in the past, but that may be because they did not
26 try them. But maybe if you try a little on occasion, you would feel that the stuff is not bad, such
27 as some of the salads, etc. She always tries the tasting at Costco.
28 4. Transferred taste/flavor preference
29 In the beginning, she did not like the flavor of cheese and could not accept cheese. She thinks
30 that perhaps she gradually accepted the flavor of cheese from other foods, so after coming here
31 for half a year or longer, the smell of pizza that day seemed delicious so she ordered pizza the
32 first time.
33 4. Following crowd/social norm
34 Her husband hates to eat hot dog very much since the beginning, and always has pizza. He would
35 let her try it, but she actually felt that it was not tasty in the beginning. The first time she thought
36 about ordering pizza instead of hot dog at Costco was because she saw that there are more people
37 eating pizza than hot dog. She then thought to herself, "perhaps pizza is in fact tastier?"
38 **Phases during the process of dietary acculturation in:**
39 1 Intakes:
40 1.1 Hot dog
41 At Costco, hot dog and pizza are popular food to eat,
42 order hot dog every time she went to Costco,
43 maybe gradually got tired of eating hot dog later.
44 One time, maybe hungry or something, she did not buy hot dog that day,

1 → the pizza has bell pepper, meat, etc., and she felt that the flavor is not bad, also not feeling
2 burdened afterwards like she would after eating hot dog. Because she feels that hot dog seems
3 more prone to cause weight gain,
4 → felt that pizza is very delicious too, and never ordered hot dog since then.
5 1.2 Pizza
6 the first time she ate pizza was at Costco,
7 when her husband let her try his pizza, she felt that this is so, how would this be tastier than hot
8 dog,
9 → she herself ordered pizza too after smelling it and seeing the crowd,
10 → she felt that it is the smell; the main thing is in the beginning the smell made her feel delicious,
11 → she felt that it is a gradually evolved process, because she could not accept cheese in the
12 beginning,
13 → accept the flavor of cheese in other foods,
14 → pizza is very delicious too,
15 → not order hot dog, but order pizza every time,
16 → burger is very delicious, pizza is very delicious, and hot dog is very delicious.
17 2 Behavior:
18 2.1 Tasting/Trying out new food
19 lots of stuff here she never tried in the past, such as grilled and baked stuff,
20 ~
21 it is not that she wanted to try pizza that day, but the smell seemed delicious, and saw lots of
22 people eating it;
23 ~
24 tasting at Costco.
25
26
27

Appendix F.4: Sample from one random participant in focus group #4

2 #6
3 **Dietary acculturation:**
4 1 Intake:
5 1.1 Breakfast
6 1.2 Milk
7 2 Behavior:
8 2.1 Habit
9 **The change:**
10 The main dietary changes are breakfast content, increased cold milk, and habit of cold and raw
11 eating.
12 **Mechanism & associated factors:**
13 1. Accommodating family member's dietary habit
14 Her husband, also Chinese origin, has been here for 17 years and has coffee, cold milk and bread
15 for breakfast. Her son followed her husband, and he eats bread, cheese, cereal, cold yogurt and
16 milk. The mother also followed them and eats breakfast in this style. She felt that eating these
17 stuffs does not seem like eating breakfast. It is like eating snacks. She also thought of making for
18 herself those breakfasts that she used to eat. But later she thought, it takes time and just for me,
19 one person. She thought, never mind, I'll just follow and eat along with them. As time goes by,
20 she is too lazy to make a different breakfast for herself. Feeling like eating snacks and wanting to
21 make breakfast for herself are potential factors that might slow down the process of her
22 acculturating into American diet of breakfast. However, the factors of time and efficiency speed
23 up the process of her dietary acculturation.
24 2. Saving time
25 Chinese style breakfast such as congee and bun require time to prepare or heat up, and can be
26 more difficult to find the item or ingredients here; American style breakfast such as coffee, cold
27 milk, yogurt, bread, cheese and cereal require little or no time to prepare.
28 **Phases during the process of dietary acculturation in:**
29 1 Intake:
30 1.1 Breakfast
31 In China, congee, Chinese donut with soymilk, and bun for breakfast → husband, 17 years in
32 U.S., has coffee, cold milk, and bread for breakfast →
33 in the beginning, thought that eating this kinds of breakfast is like eating snack; Also thought of
34 making for myself those breakfasts that I used to eat; But later think that it takes time →
35 breakfast has changed
36 1.2 Milk
37 Husband's breakfast includes cold milk, straight out of refrigerator;
38 yogurt and milk are both cold, taken from inside the refrigerator; →
39 followed and ate together with them →
40 After awhile, was too lazy to make (those Chinese breakfast) for myself
41 2 Behavior:
42 2.1 Habit
43 Husband has the American habit of eating straight from the refrigerator → son followed
44 husband → mother followed them →
45 somehow the habit formed and gradually more westernized;
46 the habit of eating raw is better than stir-frying to the environment and human body

Appendix F.5: Sample from one random participant in focus group #5

2 #5
3 Dietary acculturation:
4 1 behaviors:
5 eating at a restaurant
6 2 intake (child):
7 2.1 chips
8 2.2. cheese
9
10 The change:
11 For parents and the child, the main change in dietary behaviors is an increase in eating out at a
12 restaurant.
13 For the child only, the main change in dietary intake is an increase in chips and cheese.
14
15 Mechanism (in order of importance) & associated factors:
16 1 Parents' action
17 Parents' actions are mechanisms in the family's and child's dietary acculturation process.
18 Father is a factor in the family's and child's acculturated behavior of eating in a restaurant, and
19 mother is a factor in a child's acculturated intake of chips and cheese.
20 Father constantly takes the child to eat in a restaurant, and now the family eats pasta at least 3
21 times per week and the child love to eat pasta especially. Mother said to choose only one kind of
22 snack out of chocolate, ice cream and chips, the child picked chips, and now the child is
23 somewhat addicted to chips beyond control. Mother also added cheese in the child's diet, and
24 now the child loves to eat cheese superbly.
25
26 Phases during the process of dietary acculturation in:
27 1 behaviors
28 concern about food quality in hometown diet → decreased feasibility of hometown cooking
29 method → eating out → increased access to Western food item through tasting → acculturated in
30 the intake of pasta → acculturated in the behavior of cooking pasta → more intake of pasta at
31 home (child too)
32 2 intake
33 decreased accessibility of hometown food items and increased accessibility of American food
34 items → might become addicted to certain American food item (child)

Appendix F.6: Sample from one random participant in focus group #6

2 #1
3 Dietary acculturation:
4 1 Intake:
5 1.1 Sweets/sweet
6 1.2. Cheese
7 2 Behavior:
8 2.1 Lunch
9 The change:
10 The main changes in dietary intake are increased sweets and cheese.
11 The main change in dietary behavior is simplified lunch.
12
13 Mechanism & associated factors:
14 1. be flexible in adapting to the surrounding
15 The mother is flexible in adapting to whatever surrounds her, such as the foods, people, and
16 working situation. This mechanism offers an opportunity for her dietary acculturation. She has
17 adapted to the sweets here, to what her son eats, and to her work situation. The mother has
18 become used to eat the sweeter sweets/dessert here, smear cheese on bagels like her son does,
19 and eat a simple lunch. The sweets here are different taste from where she used to live, bagels
20 and cheese are new to them, and she used to eat an appropriate meal during lunch. Whatever
21 surrounds her, such as foods, people, and situation, are the associated factors.
22 She did not love to eat sweets/desserts before, and they were not as sweet and delicious. Now she
23 eats more sweets here. The mother first saw her son's kindergarten teacher smeared "super thick"
24 cheese on his bagel, and couldn't image what it would taste like. But now she follows her son's
25 habit and is used to smear cheese on bagels. Her husband, who stays in China most of the time,
26 still eats bagel without cheese. He said that cheese would mask the floury fragrance. Lunch break
27 used to be so long (2-3 hours) that everyone can go out to eat, come back to take a nap, and still
28 in time to get back to work. Now she just grabs something simple to eat, like cookie, chips, etc.
29 The first time she ate salty beans in Mexican restaurant, she only took one bite. In China, beans
30 are made sweet, such as fillings for desserts. Now after many more time, she is used to the salty
31 beans and feels that they smell fragrant.
32 p.s. Phase 0 changed life circumstances
33
34 Phases during the process of dietary acculturation in:
35 1 Intake:
36 1.1 Sweets (desserts)/sweet
37 did not love to eat the sweets in China → the sweets here are more delicious and so sweet → ice
38 cream in summer and pie or cheese cake in winter → now feel as if the meal is not finished unless
39 eating a sweet after meal → ate more sweets here → can eat very, very sweet stuff
40 1.2. Cheese
41 Bagel is very similar to the flour goods in Northern China, with that floury fragrance → first saw
42 her son's teacher smear cheese on his bagel → follow her son's habit → is used to smear cheese
43 on bagel now → eat more cheese
44 2 Behavior:
45 2.1 Lunch

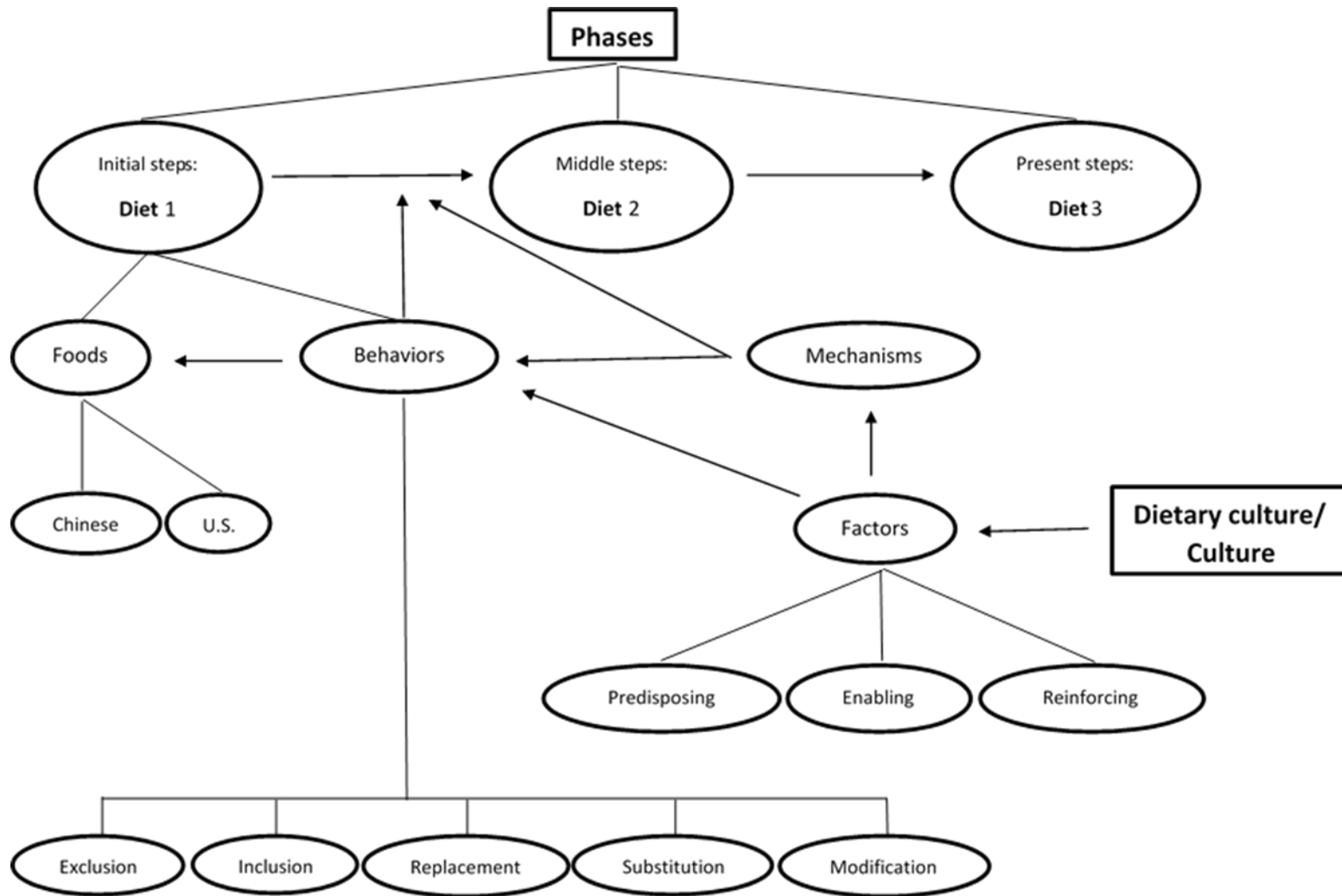
- 1 Lunch break is long in China → here she just grab something to eat, anything simple would do →
- 2 chips, cookie, etc. → here she does not eat proper lunch

APPENDIX G: SAMPLE OF CODE AND CATEGORY GENERATION

(In vivo codes in Chinese and the categories of intake and behaviors)

1		
2	#2	liui
3	啊是, (清喉嚨), 我叫 "Cx", 欸, 中文名叫楊 x, 嗯, 是, 來了 1 年半, 呃是, 國內是在湖北武漢,	3
4	(清喉嚨).	liui
5	<06:20~	9
6	#2	#孩子
7	"ok" 說一下, 就是, 就是我的小孩 就是跟我一起過來大概就是, 也是 1 年半, 在國內的時候	liui
8	她應該每次就是很瘦弱, 真的是, 她不說我還忘了這件, 這個改, 非常大的改變, 她, 她屬於	3
9	就是比平均那個小孩她的高度要矮很多, 反正瘦很多的, 在國內也是吃中餐, 但是過來了以	intake
10	後, 我們其實主要飲食也是中餐, 就是除了學校裡面是 "lunch" 它是, 它是西餐以外, 但是她	liui
11	這 1, 她這 1 年半, 就是來的頭半年, 頭 1 年, 她的身高飛速的就是長的很高, 長了 5 厘米, 啊,	3
12	她原來是, 就是低於平均水平的, 現在我不知道她跟國內的小孩怎麼比, 但是看到她, 她長	intake
13	得很快, 呃她說到這個飲食, 我其實那個, "cheese" 呢我也, 我們家也不是說, 啊什麼都要加	liui
14	"cheese", 因為畢竟吃的是中餐, 但是也有吃, 我就還沒想過這個問題, 為什麼她會在這裡來	2
15	呢就會長的那麼快, 可能是所有的整個這個食材呀, 這些東西是不是都有改變, 啊,	intake
16	?你的觀察	liui
17	可能是這邊的肉類, 肉類, 嗯, 比如說牛肉啊, 是吧, 那個牛排啊之類的, 嗯國內的那個牛排,	13
18	我們去西餐, 西餐館吃的話, 它是放很多嫩肉粉, 它不是像這裡做牛排的那大塊的牛肉, 它	liui
19	是塗了嫩肉粉把所有的肉搞得, 很嫩很嫩, 然後小孩就很喜歡吃, 實際上嫩肉粉對, 對健	10
20	康是很不好的, 但這邊的肉你不用塗任何東西直接在那兒烤了以後他們就很喜歡吃, 可能	intake
21	因為肉類的問題, 然後再是呢, 牛奶, 牛奶也有, 也, 也有很大的影響,	liui
22	<13:46~	牛奶= 牛仔骨=牛肉= T bone= steak 8= 4+ (3-1) + 2+ (2-2) ₂ (1-1)
23	#2	intake
24	啊, 那個, 就是牛排, 牛仔骨,	liui
25	? 牛仔骨	= baking 14= 16-3+1
26	它, 牛仔骨是, "T bone", 帶, 帶, 對, "T bone steak", 呃, 和 "steak", 呀	6
27	<16:20~	liui
28	#2	2
29	呃, 就是, 在這邊就學, 學那個用烤箱比較多, 在國內的話基本上不會想到要去烤什麼東西,	intake
30	? 沒有烤箱	liui
31	也有, 也有, 但是在,	intake
32	(#5: 不普遍)	liui
33	對, 這個是, 他們習慣上就是不會想到要用它, "baking" 多了,	6
34	(#2: 天哪)	
35	(#2: 難怪那生意那麼好的, (笑), 不好吃的都, 呵, 挺好吃的)	
36	(#2: 一個是 "fat", 一個是脂肪)	
37	(#2: 非常流行)	
38	<23:18~	liui
39	#2	3
40	2 號, 那個, 在國內是, 是有那個 "chips" 的, 在, 就說, 小孩也覺得好吃, 但是也沒有那麼狂熱	intake
41	的說一定要吃, 在這裡呢就是, 好像每次去超市買, 就是, 比如說中國超市也好哪裡超市去	liui
42	買的話, 他們總是會要求說, 能不能拿一袋, 因為我們是就不讓他們, 不讓他們吃的, 就我,	4
		intake

APPENDIX H: SAMPLE OF THEME CONNECTION DIAGRAM



APPENDIX I: DEVELOPMENT AND HIERARCHIES OF CONCEPTS AND THEMES

Appendix I.1: Sample version A of concepts and themes of phase 3

Phase 3 respond/ action/interaction: interacting with the new food environment/responding to the changes while trying to continue old diet

Process:

0 Not yet-Proceeding

1 Proceeding to dietary acculturation

1.a Decreased maintaining old diet

1.a.a Decreased eating ethnic food items in amount or variety (**dietary intake**)

1.a.b Decreased preparing food in the old way (**dietary behavior**)

1.b Increased acculturating in new diet

1.b.a Through self

1.b.a.a Through **dietary behavior**- eating out, lunch at work

1.b.a.a.0 not tolerate

1.b.a.a.1 tolerated

1.b.a.b Through **dietary intake**

1.b.a.b.a Through old favorite food- tolerated

1.b.a.b.b Through as alternatives to the old diet

1.b.a.b.b.0 not yet tolerate

1.b.a.b.b.1 tolerated

1.b.a.b.c. Through relative worthiness of a food item- tolerated

1.b.a.b.d. Through newly tolerated food item- tolerated

1.b.b Through more acculturated family member/friend

1.b.b.0 not tolerate

1.b.b.1 tolerated

Appendix I.2: Sample version B of concepts and themes of phase 3

Phase 3 Reaction

Resisting acculturating

Primary acculturating

React based on previously established Chinese diet

Adapt to the limitation of Chinese diet in America

Adopt the familiar American/International food in America

React based on currently encountered American food environment

First time

i. Dislike/intolerant at first try

ii. Like/not dislike at first try

1. reinforced

1.1 by people

1.2 not by people

2. empowered

1.1 by foods

1.2 not by food

Non-first time

Secondary Acculturating

Appendix I.3: Final version of concepts and themes of phase 3

Phase 3 Reaction and Adaptation

Resisting Acculturation

Primary Acculturation

Adjusting Certain Foods to Maintain Existing Dietary Habits

Adapting Oneself to Fit in the New Food Environment

Habituating to New Foods

enjoying the food (substance)

enjoying eating (behavior)

enjoying both the food & eating

the taste of the food

combining food flavors

the worthiness of the food

Secondary Acculturation

APPENDIX J: DOCUMENTED THEME NAMING

(Inquiry process of defining & naming themes of adjusting, adapting, and habituating)

Primary Acculturating

Altering, accommodating, and familiarizing.

Altering is to make change in food to fit oneself; change outer world/outside.

Accommodating is to make change in utilizing food resource under different context to achieve efficiency.

Familiarizing is to allow oneself being changed to accept the food, change one's threshold of familiarity to the food, one's tolerance/ acceptance level of the food. ; change inside.

All these mechanisms are necessary strategies for optimal survival.

Altering.

Altering is a fundamental mechanism in primary acculturating when immigrant alters the food slightly in order to achieve the desired result. The desired result can be taste or nutrition, which is the intrinsic value of food. The ways of altering can include modifying, substituting, and replacement. Altering is prompted by the need to stay inertia as the outer world changes. The need for altering is due to the changes in taste or relative worthiness of the food that immigrants are used to. Such changes are simply due to the switch of food environment that comes with immigration.

Accommodating/Shifting.

****Accepting/accommodating/conforming (v)/orienting***

****resource focused; also need of eating***

****to satisfy the need of eating***

****NOT rather have the old food, can accept both new and old,***

****more open than altering***

****ACCEPTING: make oneself adapt to the food resource/ change nothing or change one's preference***

****It would be secondary acculturating if eating the food has become a routine part of the diet before coming here, albeit less frequently.***

****a realization that the food environment is not the same any more, and they have to maximize the available resource.***

****further learn to utilize the new resource in the face of the shortage of the old resource.***

****generalized thinking/planning about/regard to resources utilization***

****loss and gain***

****trade off***

Familiarizing/Habituating.

****FAMILIARIZING: bring self to fit the food/ make oneself adapt to the food***

****single/small itemized change vs. big categorized change or both***

****old food based vs. new food vs. circumstance/situation/condition/food resources (old eating behavior and new food resource)***

****problem solving/adapting***

****gradual degree of pulling away from old habit***