

# A Secondary Analysis of Deaf and Hearing Young Adults' Responses to a Health Risk Behavior Survey



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# Acknowledgments

## Dissertation Committee

- **Chair: Jane Tuttle, PhD**  
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- **Harriet Kitzman, PhD**  
**Associate Dean of Research**
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# Acknowledgments

## Supporting Committee

- **PRC: NCDHR Department of Community and Preventive Medicine – University of Rochester**

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## Consultants and Supporters

- **NCDHR Research Team**
- **SON Faculty and Students**

# Background

- **Adults who have been deaf since childhood...**
  - have more difficulty communicating with clinicians
  - are less satisfied with their healthcare encounters
  - report worse health and fewer healthcare visits
  - are less knowledgeable about general health**...than the general population**
- **Issues warrant investigation/intervention in order to achieve national public goals/priorities**

# Literature Review

- **Little or no literature about**
  - Quantitative health research involving these persons
  - Baseline data, health data about these persons
- **Research with this population is challenging**
  - Linguistically heterogeneous group
- **Barriers to research include:**
  - Recruitment
  - Data collection
  - Linguistic/cultural appropriateness of English-based instruments

# Primary Study

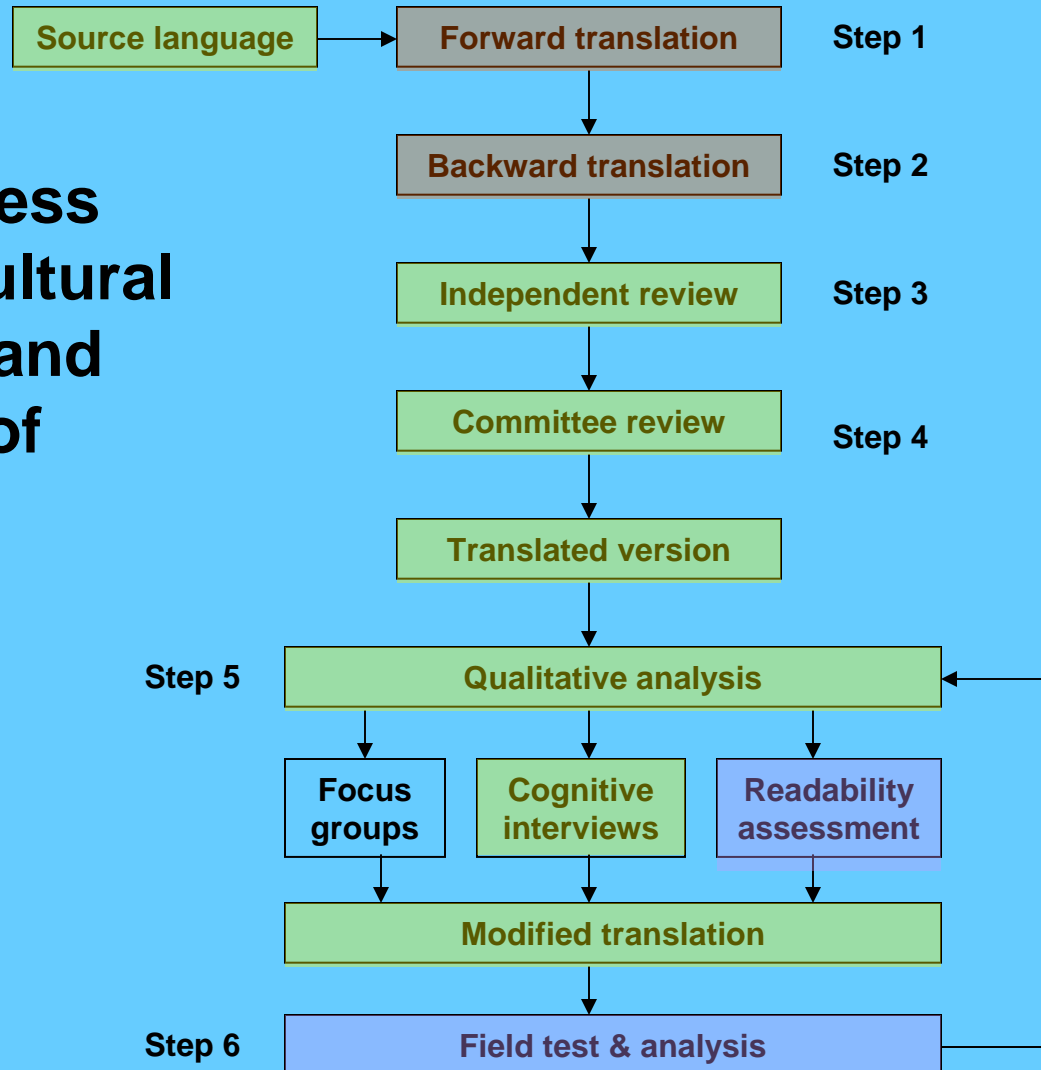
- **NCDHR developed a written health risk behavior survey**
- **Purpose: health surveillance of deaf young adults vs. hearing young adults**
- **Administered survey to 778 college freshmen**

# Purpose

- **To examine deaf young adults' use of an English-based health survey compared to hearing young adults use of the same survey**
- **To explore relationships between survey response patterns and language preference, reading assessments, and hearing status**
- **To examine my assumption**
  - Some deaf young adults will demonstrate problems taking this survey - others will not

# Guiding Framework

**6-step process  
for cross-cultural  
adaptation and  
evaluation of  
surveys**





# Methods

- **Deaf – Hearing comparisons**
  - Distribution of responses
  - Consistency of responses to related questions
  - Frequency of “don’t know” responses
- **Examine grade reading level of original and adapted survey items (Flesch-Kincaid)**
- **Examine relationships between other variables and:**
  - 1) consistency of responses
  - 2) “don’t know” responses

**QUESTIONS?**