Household Visits Protocol

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Background

- **Aim**: To build rapport and get general information.
- **Approach**: Semi-structured interview. It is more important to understand and the respondent's responses and get insight into her thinking than to tick all the boxes. A response sheet for the necessary demographic data will be provided. For the rest the interviewer will take notes. Some of the topics may be explored/integrated later in the interview, such as hopes and dreams or touch points.
- **Duration**: 15 mins
- **Materials**: basic demographic sheet and notebook

Instructions:

Explore the following topics.

- *Demographics:* Age, education and occupation
- *Household characteristics*: How many people live in their household and what is their relationship.
- *Short family history*: Parents and siblings; Where are they from? How long have they lived in [name of community]? How long have they lived in this house? Do they live here permanently? Does their family live here as well? If so, which family members? Do they like living in [name of community]? What is good about it? What is bad about it?
- *Work/income*: What does their job entail? How many hours a week? How much do they earn? How did they get this job? What do they like/dislike? What kind of job would they like to have? Why? Do they have any other income activities? What is average income? Can they keep their income?
- *School/college*: What do they want to study/Why are they taking this course? What do they want to become?
- *Dreams for future:* What do they hope to become? How do they see themselves in 1/5/10 years? What do they hope for their (future) children? Describe relationship, job, living location and condition. Role models: whom do they admire why?
- *Health:* Do they have any health issues? What do they worry about healthwise? What is the most important/prevalent health issue in [name of community]? If they have a health problems, whom do they talk to first? Where do they go for healthcare? How often do they use healthcare? What do they think of it? Do they take medication or vitamins? Where do they get it?

Daily Life

Scripting

Aim: To elicit the normal, prototypical order of events in the everyday life of a study respondent, with emphasis on practices related to the target behaviour. Also explore existing daily routines and rituals, such as medication taking, or health/beauty routines to see if pill taking can be inserted in existing routine.
Approach: Ordering and discussion of activity cards.
Duration:
Materials: (Blank) paper cards/Stickies and script form

Instructions:

1. Ask the respondent to describe what they did the **previous weekday** from the moment they woke up to the moment they went to bed. Begin by asking *"What is the first thing you do when waking up?"* This prompt can be followed by *"What do you normally do next?"*
2. Next, ask the respondent what additional /**different things they did last weekend** (specifically Saturday, then Sunday).
3. Finally, ask what **other things they do** now and then – e.g., attend parties, visit the health centre, going to the mall, special ceremonies (e.g., funeral, wedding), travel to other towns etc. Write a list of these activities and events in a corner on the paper. Note down the frequency of these activities.

Belongings Inventory

Girl's stuff: the things they own. Where get it? What use it for? How long had it?

Phone Investigation

See the phone: what kind, what apps (emphasis on social media), call log.

Community Map/Touchpoints/Social Network

- **Aim**: To get individuals perceptions of the topography of their local community and of social activities that an individual engages in outside the home.
- **Approach**: Prompt respondent to draw a map of the various places they frequent or know about and then list the kinds of activities that can take place at each location.
- **Duration**: 10 mins
- **Materials**: Paper (A3) and markers

Instructions:

- Have informants draw a map of their local community/town, beginning with placement of their house at the centre.
- First ask 'What are the other important places in your life?'
- After complete the unprompted locations, prompt with the location of various specific types of facilities/services/locations, such as
    - Work
    - School
    - shops
    - places to eat
    - places to buy clothes
    - places to hang out
    - places to meet men
    - places to meet friends
    - places to dance
    - to get healthcare
    - Where do they learn new things: health, music, fashion?
    - Supermarkets and pharmacies
    - Youth Centre
    - Hair salons / braiding / weaving
    - Malls (Long Beach Mall)
    - Shebeens / taverns / bars

- Clothes shops (Mr Price)
- Music concerts
- Dance / talent / beauty events/competitions in the community
- Clothing sales / clothes swaps
- Transport: taxis
- NGOs / social support / food parcel programmes
- Youth groups
- Parties
- Church
- Media:
    - Mobile phone? How and how often do they access the internet? What sites do they visit? Which social media do they use, why? How do they communicate with friends?
    - When and how often do they watch TV, when, what, why?

- With the map complete, ask what types of activity they have participated in at each location drawn on the map.
- Determine who they normally interact with in each location.
- Finally, ask what other sorts of activities can take place at each location (which the respondent has not participated in).

'Worry Box'

Instructions:

- Ask respondent to write down all her worries on different stickies
- When she's done, prompt for worries for each eco-evo domain (have separate colour stickies for them)
- Stick all of them on a large piece of paper: 'the worry box'
- If she would be granted one wish to make one of her worries go away, which one would she chose?
- Ok, another wish, until top 3?

Worry List:

- Lose parent
- Lose/not get job
- Lose relationship
- Losing house
- Fail school
- Getting pregnant
- Getting raped
- Getting fat/thin
- Getting disease (HIV)
- Getting robbed/mugged
- Getting bad reputation
- Lack of money
- Not get out of [name of community]
- Dream not come true

Windfall

What would you do with 5000 Rand?
Now you find another 2000. What would you do with that?

Superpowers Game

- **Aim**: To elicit people's relative valuation of acquiring/retaining various capabilities/capacities, based on the Evo-Eco motives.
- **Approach**: Ask participant to demonstrate 'willingness to pay' for 'superpowers'
- **Duration**: 15 mins
- **Materials**: Superpower Board and fake money

Show participant the Superpower Board (3x5, with one motive-based 'superpower' in each cell). Read the phrases out in each cell.

- **Disgust**: To never catch a disease from anyone [for the rest of my life]
- **Justice**: To make others always be honest and fair in their dealings with me
- **Love**: To always be loved by the (wo)man of my dreams
- **Status**: To make others always look up to and admire me
- **Fear**: To make others unable to physically hurt me
- **Hunger**: To never feel hungry again
- **Attract**: To always be beautiful
- **Nurture**: To ensure my children will always be happy and successful in life
- **Comfort**: To always feel safe
- **Hoard**: To always [have the stuff/ability to] be prepared for any situation
- **Play**: To always be able to learn new skills easily
- **Create**: To always be able to make or build whatever I need
- **Lust**: To always be desired by (wo)men
- **Curiosity**: To always be able to find out what is going on and have access to information
- **Affiliation**: To make others like me and be my friends

Give the participant 10 fake units of 100-valued money, and instruct: 'Put your money where it matters to you, and put more money on a power to make sure it comes true for you if it's really important. You can put all your money on just one power, or spread it around on several, if they are ones that you want to have.'

Discuss the reasons for selecting each power (feel free to explore what the powers mean to the respondent), and why the ones not chosen are not valuable to them.

Then ask: 'If you had to put all the money on just one power, which one would you pick and why?'

NOTE: If participant finds this conceptually difficult, then say: 'To get each superpower you have to spend 100 units of money. Please put your money on the powers which are most important to you.' [Record the 10 of 15 cells on which money is put.] 'Now, unfortunately, the price to get a superpower has gone up to 200. Which powers would you like to buy now?' [Record the 5 cells on which money is kept.] Finally 'Oops, the price of a superpower is now 500, which two would you want to keep?' [Record the 2 cells on which money is kept.]

What does the result mean? Are these traits they don't have but wish they did, and value highly? Or if you aren't by nature adventurous, would you ever want to become adventurous? Is it about getting something don't already have, or more of what you want, but if don't want it in first place?

Value because don't have it and is so fundamental that know it has value.

Game versioning:

- Do a loss-frame version; opposites of the end-states (e.g., purity vs disgust, injustice vs justice)
- Do a 'personality' version: which ones do you self-evaluate as already strong currently (don't use money)? Problem of self-presentation bias.
- Point-of-view: self or other.

Uses: the Superpowers Game essentially lets you know what people wish for in their lives, as personal values. It is complementary to the Motive Mapping exercise, which is about the logical connections between the target behaviour and certain kinds of values. When used together, you can find out what seems to matter most to a community (what is most lacking in their current lives, but desired) from the Superpowers Game, and then determine links from that kind of desire to behaviour change strategies to attach that motive to the target behaviour (from the Motive Mapping exercise). This combination, in fact, is quite close to an algorithmic approach to behaviour change: determine what people value, and a means of associating that value with the target behaviour, voila.

Social Life

Social Network Analysis

- **Aim**: To get an overview of the frequency, content and nature of the respondent' most important social relations.
- **Approach**: Prompt participant to draw a map of the most influential people in her world and explore these relationships. The map will be used for the subsequent exercises (Identity and social norms as well).
- **Duration**: 15 mins
- **Materials**: paper and pencil

Instructions:

- Ask respondent to draw herself on a blank paper (herself) and ask to draw the 5 most important persons in her life. Make clear that identity is not important and that we will not be able to identify them (give them alias)
- Explore the ties that the woman has with each person she named in the network
    - Relation (family, friend, neighbour, teacher, healthcare worker, partner)
    - Duration of that relation and how often
    - What do they do together: open ended
    - Prompt for other relationships: Who would they go to for (use in social network that was drawn by respondent or add to it):
        - If they had a bad day
        - If they worry about their health
        - to borrow/get money or materials things/if they have money trouble
        - if they had problems with a boyfriend
        - if they had trouble at home/with family
        - Problem with children (if applicable)

- Go out with/have fun with
- Go out shopping/dancing/drinking?
- Sex with
- talk about future plans
- if they had a fight with a friend
- If they found out they were pregnant
- if they found out they had an STD

Social Norms

- **Aim**: To get an overview of both the perceived and empirical norms as well as the value they place on those norms and the referent group.
- **Approach**: Building on the social network drawing, present hypothetical cases and ask how various people in the social network would respond, how the respondent would value that response,and if they think other people in and outside the social network would exhibit that behvaiour.
- **Duration**: 15 mins
- **Materials**: paper and pencil

Instructions:

Empirical Expectations: Behaviours

Out of 100 girls in [name of community] your age:

- How many have a job?
- Boyfriend?
- Baby?
- HIV?
- Use contraception?
- Take Tik?
- Have had an abortion?
- Been raped?

Empirical Expectations: Beliefs

Do you

- Believe that MOST PEOPLE AROUND HERE THINK that it's OK for young girls to have sex with boys for money.
- Believe that MOST PEOPLE AROUND HERE THINK its OK to have HIV.
- Believe that MOST PEOPLE AROUND HERE THINK its OK to take contraception.
- Believe that MOST PEOPLE AROUND HERE THINK its OK to get drunk.

Facebook Exercise

Part 1: Ostensible norm violations

You post a picture of yourself in a nice dress on your Facebook Wall (personal page). A number of people comment as follows:

- 'Oh, you look so beautiful!'
- 'She only gets clothes like that by sleeping around!'
- 'She just wants to steal our boyfriends!'
- 'She always thinks she's better than us'

- ‘She looks drunk again in that photo!’
- ‘She stole those clothes!’
- ‘But she doesn’t have a job’
- ‘But I hear she has HIV’
- ‘But I hear she’s had an abortion’

[If not on Facebook say ‘Imagine that these are things people around here are saying about you’]

Any other kinds of negative posts you have received?
Any that you would be afraid of getting (like these)

Any positive things you wish people would say about you?

What is worst thing that can *actually happen* to you:
- Lose boyfriend
- Get HIV
- Lose job
- Get pregnant
- Parent die
- Get robbed
- Get raped
- Lose girlfriend
- Be slipped some Tik
- Become infertile
- Lose all savings

Is [name of community] good or bad place to live? Why?

Part 2: ‘Anti-network’ [not working]

Have you ever refused a friend request?
What kinds of friend requests would you refuse?

PREP ONLY

Who would you tell you’re taking PrEP?

Normative Expectations: Sanctionable?

- How would people listed in your network react if you took PrEP?
- Would you care if they react that way?
- Would your best friend take PrEP; Would other girls like you take PrEP?

How would X react/what would X do if:
- You were pregnant now
- You would receive a gift for having sex with a man
- Would have sex with someone who is not your boyfriend
- Saw you at the youth clinic
- Knew you were taking PrEP (assuming they know what PrEP is)
- You got so drunk that you don’t remember what happened

If you knew a fellow young girl did not take PrEP, what would you do?

Counterfactual dependence: causal consequences

Does the belief that EVERYONE AROUND HERE will think the girl is bad if

- She sleeps around

influence young girls' choices?

If PEOPLE AROUND HERE did not penalize a girl for sleeping around, would the girl continue to do it?
[Y/N]

Moral norm status

- Would you take PrEP even if no one else does? Even if your friends didn't want you to, would you still do it?

Relationships

- **Aim**: To gain insight into the respondents' views about their own and others' sexual relationships.
- **Approach**: Asking various questions.
- **Duration**: 15 mins
- **Materials**:

- Do they have a partner? How did they meet him? If not, how did they meet previous partner? Do they live together? What do they do together? Do they see a future together? How often do they see each other? What do they like about their partner and relationship? What do they dislike/or do this in relationship? What do they look for in a partner and relationship?
- Describe ideal partner
- Have you ever been in love? What was it like?

Ideal Man (casual partner/serious=father of child partner)

First go through, ask whether relevant (yes/no), then rank, for each kind of relationship. From yes pile, which is most important to you, next most important.

- Comes from same background
- Is fun
- Is healthy
- Knows how to make me happy
- Non-violent
- Doesn't cheat
- Has good morals
- Is someone I can talk to about problems
- Is responsible
- Is very loving
- Does not have children with other women
- Other girls like him
- Has a job
- Gives me presents
- Is handcome
- Good sex

- Has money
- Likes the same things as me
- Is honest
- Respects me

Ideal woman exercise

Follows previous, using a similar format, but without the distinction between short/long-term relationship.

- Wants to have children
- Likes the same things as me
- Has a job
- Who does what I [the man] say
- Has a baby
- Wears nice clothes
- Is healthy
- Provides emotional support
- Has good morals
- Is attractive
- Does not sleep around
- Does not have a boyfriend
- Has money
- Is sexy
- Is experienced in bed
- Likes to party
- Is good in school
- Has a good body
- Is honest
- Respects me

PrEP-Specific

- **Aim**: To gain insight into the respondents awareness of how and where to get PrEPpill and what steps are involved.
- **Approach**: Asking the participant to go through the steps needed to get the Pill. First, without prompting, later with prompting.
- **Duration**: 5 mins
- **Materials**:

Instructions:

Knowledge:

- Truvada/PrEP/ARVs/HIV treatment (heard of Truvada, heard of Prep, heard of ARV, What is Prep for? What are they for? Who's supposed to take them? How work in the body? Side-effects? is PrEP=ARVs?

Motive Mapping Exercise

- Use the supplied pictures to capture associations with each evolved motive.

Pill attribute Ranking Exercise

Take out 'pills' (really sweets), put in pile on floor or other surface. Ask informant to rank them in order.

- **Dimensions**: easy to take, powerful, dangerous, most tasty, make you feel nauseous, affect your fertility, easiest to store [write HHnumber, criterion on stickie before taking picture]
-
- Prior pill-taking history

For PrEP naive:

How to get PrEP (show bottle and explain PrEP, gauge their reactions)

Basic Instruction: *If you decide to use PreP, how would you get it?*
Steps to prompt: when, where, how, how often
Further prompts:

- To get PrEP: who would you talk to, what would you ask for, what test would you need to do, would you need to pay, would you get the pills immediately
- When have PreP: where would you put them for transport? Where would you go after, where would you store them in the house, would you tell anyone?

In the house/daily life: when would you take the pills, how would you remind yourself, where would you store them
When pills are empty: what would you do now?

For PrEP experienced:

Where has your PrEP bottle been/ where have you ever taken your pills? Name all the places/locations. Who has ever seen you taking PrEP? Whom have you ever talked about taking PrEP?

Clinic History

- **Aim**: To gain insight into the knowledge and experiences with the DTF.
- **Approach**: Asking about practicalities and prior experiences.
- **Duration**:
- **Materials**: picture

Instructions:

Show picture of Desmond Tutu Foundation or just name it.
Do they know what this is? Where is it? What do they do? Have they ever been? How was it?
What is the routine?
Where get birth control; why DTYC (or not). How often, other reasons to go? Compare to public clinic. Service experience sequence: how get there, how long wait, etc.

HIV Dilemma

- **Aim**: To determine how stigmatized being HIV positive remains in a society.
- **Approach**: Give respondents a forced choice between forced disclosure and remaining secret about status
- **Duration**: 2 mins
- **Materials**: two pictures

Instructions:
Tell the following story:

In 2016, imagine that a new type of HIV virus appears (this is not true, but just imagine). It causes a big red HIV to appear on the forehead of the person who catches it, but this form is amenable to medical treatment, so you can continue to live with it for a very long time. The other type of HIV has no visible symptoms, and there is no medicine to help treat it, so it can be completely hidden from others – no one ever needs to know that you have it – but it causes you to die after 10 years. Assuming you might get HIV one day, which of these types would you prefer to have?

	Social Awareness	Die
HIV 1	Yes	No
HIV 2	No	Yes

Record the response, and ask about why that choice was made.

- What's the difference between a life with HIV and one without: List what can't you do with the disease. Are these important things?

Behaviour Demonstration

- **Aim**: To learn about the setting of the target behaviour and its temporal order by unobtrusively filming people in their natural environment.
- **Approach**: Asking the participant to perform the target behavior (in this case how they would take the pill) and film this.
- **Duration**:
- **Materials**:

Instructions:

The participant is given a mock pill and asked to put it in the place where they would normally store it. The respondent is the asked when he or she would take the pill by using the script. The participant is then asked to take the pill as she would do it in real life: thus getting it where it is stores, in which room, with water no water etc. Ask participant to re-enact how she would take the pill, starting 2 steps earlier in the script. This would require her to also first store it where she would normally store it etc.

Scenarios:

- Assume you are alone in house, show me how you would take a PrEP pill.
- Now assume mother is in the room
- Now assume you don't have any food in the house
- Now assume you have to leave

The researcher can then discuss the footage together with the respondent to elicit their insights and understandings about the motivation behind each behaviour observed. In this way, the method can rely upon respondents' knowledge, expertise, and insight into the dynamics of their own behavioral processes.

Closing

Ask participant if they have any questions for us/ Any questions about the interview? Let them know that if they have any questions that they can get in touch with xxx and give deals. Thank them.