

# **TRAINING MANUAL – HRC 2 RESEARCH TRAINING DAY**

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**\*This manual for research training facilitators to be used jointly with Powerpoint slide set**

## **Resources Checklist on the day:**

- Accompanying PowerPoint slides
- Projector
- Internet access where possible / and phone links where needed
- chart paper and markers
- one copy of full interview pack per attendee
- post it / sticky notes
- pens and pencils
- Key Reminders handouts (\*to circulate only at the end)
- packaged sweets for prizes (section 3.3)

*\*wherever possible, those attending the training will be sent the full interview pack to review in advance of the research training day*

## **Learning Outcomes**

### **Section 1 FOUNDATIONS OF QUALITATIVE RESEARCH**

#### **Attendees will:**

- Understand how qualitative research is distinguished from other types of research
- Be able to give a rationale for the use of qualitative research for HRC2.
- Explore the difference between being an interviewer and undertaking other familiar roles (such as confidante, friend, health promoter).
- Reflect on the part they will play in bringing about good interviews and high quality data.
- Consider how to balance professional distance, shared experience and peer concern. They will understand what interviewer neutrality might mean in this context.

### **Section 2 RESEARCH ETHICS AND PROFESSIONALISM**

#### **Attendees will:**

- Understand the importance of and be able to present themselves as having the authority, professionalism and peer empathy to conduct interviews.
- Understand the elements of free and informed consent and be able to gauge whether it has been achieved.
- Explore and understand the benefits and limitations of different potential interview settings, comfort for interviewer and participant, safety and confidentiality and ensuring a high quality interview.
- Be aware of ethical considerations and the need for confidentiality, and be confident in ensuring that these considerations are addressed throughout the research process.
- Be able to articulate confidentiality procedures for this study.
- Consider the potential consequences of confidentiality breaches and what these might entail.
- Be able to ensure that the research is conducted with respect and without judgement, and in a way that makes each individual feel valued in order to benefit all parties and improve research quality and outcomes.

### **Section 3: THE INTERVIEW TOOL**

#### **Attendees will:**

- Understand the process of recruitment to the study, triage for eligible respondents.
- Understand the interview tool its aims and the structure of the interview, its questions, routing and focus.
- Understand the importance of covering all areas of the interview schedule adequately.

- Develop skills in eliciting individual stories, yet comprehensively ask the same questions of different people.

#### **Section 4: RESEARCH SKILLS AND MANAGING CHALLENGING SITUATIONS**

##### **Attendees will:**

- Consider how to frame questions, how and when to use effective prompts or pauses, and how to listen actively.
- Consider how best to tailor questions to the needs of key populations taking part in the research
- Will be familiar with and understand the proposed flow of the interview and how to set the context for subsequent questions.
- Understand the requirements for note taking and typed transcription.
- Know how to store and transport notes securely and why this is important.
- Be able to enact timekeeping and administrative procedures and systems.
- Be able to anticipate and put in place measures to maximise the likelihood of their own and participants comfort and safety'.
- Know their options for managing situations where the participant is upset, angry or non-responsive

#### **Section 5: CLOSING THE INTERVIEW AND MAKING REFERRALS**

##### **Attendees will:**

- Identify when a referral needs to be made due to support needs that become apparent during an interview.
- Know how to arrange and make a referral for advocacy, participation or support as desired by the person being interviewed.
- Determine what further information or advice may benefit an individual depending on issues arising during the interview.
- Consider how best to close down the interview in a timely and sensitive fashion that ensures the interviewee feels confident about the value of what they shared, and how it will be used.

# 1 FOUNDATIONS OF QUALITATIVE RESEARCH (60 mins)

**Slide 1.1:** *(these questions are on the slide – put them up and lead a discussion)*

**What is qualitative research?**

**What experience do you have of engaging with qualitative research? (doing it, using it, commissioning it)**

**What was it like?**

**How did you find it?**

**How is it different than other kinds of research?**

**Epidemiology tells us how many and how much:**

- How many people have HIV and other STIs
- In which part of the country
- What the age profile of those people is
- Which communities are most likely to be/become infected

**Surveys and questionnaires tell us:**

- Can tell us about what people think about certain things: attitudes, opinions
- We can use them to establish needs, gaps, or to quantify how many people in a group have experienced this or that

**Qualitative research tells us:**

- About **individual experiences**
- About the **meanings** people associate with their experiences
- Gets closer to understanding what everyday lives are really like. We might know from surveys that people experience human rights abuse, but the **surveys can't tell us the detail** of that experience, and how it impacts on people, or why they responded as they did.
- Asking how someone experienced a human rights abuse is quite a difficult question and you can't really force people into answering in tick boxes about something that is so emotive and so also so complicated. Sitting down and talking to a participant gives the **opportunity for an person to tell their story** in full and for research to better understand issues that may just be taken for granted.
- **Qualitative narratives are persuasive.** Decision makers are often moved more by human stories than by statistics. The same is also true of the public, so qualitative evidence can be very important for advocacy.

**In this project we're asking people to speak to us in interviews. Why do you think we have opted for that approach over, doing a survey?**

[**Answer:** very personal experiences; taboo topic; fear of judgement, experience of trauma. Focus group is better suited to perceptions and attitudes than personal experiences. People may not feel comfortable discussing sensitive personal experiences with strangers.]

**Activity:**

- **Each person receives one post-it note on which they will write one important feature of a good interview. Post them at the front of the room and collectively organise them into similar themes.**

### **SLIDE 1.2 What makes a good qualitative interview?**

- Neutral and non-judgemental
- A safe space where you can talk openly
- Chance to reflect on your experiences
- A chance to tell your story
- Excellent listening skills
- Open ended questions
- Good rapport

These are **all skills that some of you will already have** but we will explore them in more detail throughout the day today.

Bearing that in mind though, those skills are broadly reflective of many other job roles. You need **good listening skills and be non-judgemental** in all sorts of jobs and positions.

### **SLIDE 1.3 [\*\*\*instruct to answer these questions in smaller groups] 10 mins**

**How is a qualitative interview different from being:**

- **A counsellor?**
- **A case worker?**
- **A peer educator or outreach worker?**
- **A peer in a support group**
- **A friend?**

[\*\*feedback smaller group discussions to whole group]

Some discussions fed back to the whole group might include:

- The schedule of questions you'll be working from will give you a list of questions to ask but **it will be your job to ask follow-up prompts or probing questions**
- **It is your job to be:** inquisitive, ask for clarification, demonstrate empathy
- **It is NOT your job to:** correct someone's inconsistencies, fix their problems, address other needs that arise which are not a part of this study, foster the belief that you will maintain contact with them

**SLIDE 1.4 How might the interviewer influence the participant and the interview? [10 mins]**

- **Age**
- **Gender**
- **Ethnicity or country of origin**
- **Physical appearance**
- **Sexual orientation**
- **Attitudes and experiences**

**\*\*Audio file – play the clip of a researcher talking about her experience**

**\*\*Discuss what characteristics about you may influence the interview. Are there ways to help manage or re-direct that?**

- You need to be **mindful of the fact that these characteristics might influence** people.
- In relation to your attitudes and experiences, which are not on show, you may sometimes need to set aside your own feelings and attitudes and pay attention only to the participant who is telling you their story.
- Your **experience and life history will almost certainly have an impact** on the kind of questions you ask during the interview.
- **Being aware** of this is very important, and knowing how and when to use that experience is a judgement call you will increasingly learn about as you do the interviews.
- With regards to the experiences and behaviours that bring people to the HRC2 interviews, if you are not from the exact same background, **interviewees could feel threatened by you if they fear you won't understand or will judge them.** Consider what you can do to minimise those fears.

**\*\*ANY Questions on this section?**

**\*\* BREAK needed before moving on to Section 2?**

## 2 RESEARCH ETHICS AND PROFESSIONALISM (120 MINS)

You will work on HRC2 **both as an interviewer and note taker**, so you will learn to do both and you will **help each other**.

- Participants must feel **involved** and know the potential benefits of the study
- You will want to **create a welcoming and non-threatening environment**
- You can do this by being **flexible and informal in your questioning**, by not being or acting bossy or superior but rather taking the role of a peer or someone who has the **skills, familiarity with the subject and authority** to do the interview.
- Getting the balance between professionalism and ensuring an intimate and non-threatening atmosphere can be a challenge but **you are very well placed to do it**, with your experience and knowledge about HIV, your existing skills and what you will gain from this training.

### **The time and place for the interview (10 mins)**

You need to arrange a time and place that is **good and practical** for you and the participant.

It needs to be **comfortable, safe** and give a degree of **privacy** for everyone.

If possible you may want to **contact** the respondent closer to the time of interview to **remind** them of the time and place to see if you need to rearrange the interview.

### **SLIDE 2.1 Interview locations [10 mins]**

[\*\*Ask trainees to consider the following task on their OWN in 3 minutes]

**What are the advantages and disadvantages of arranging an interview in these places?**

- At the office of a community organisation.
- The participant's home.
- A public place like a restaurant or café or on the street.

**[Ask people to call out one by one a single advantage or disadvantage and write them on a board or chart paper]**

## **Organisation**

**Positives:** introduction to community organisation, sense of authority in visiting that organisation

**Negatives:** Organisation spaces could feel intimidating, or stigmatising.

## **Home**

**Positives:** privacy, convenience, comfort, a quiet space, fewer time pressures, feeling of comfort and being in control

### **Negatives:**

Neighbours or other family members may be curious and guess or ask them about it.

Participant may feel pressure to be hospitable with costs incurred.

As an interviewer you may feel less in control or less safe in their home.

There may be many distractions such as household routines, looking after or engaging with children or other family members or interruption from visitors.

## **Public place**

**Potential positives:** more public places mean if they are seen it is about doing something legitimate or normal like having coffee, socialising or a meal

**Potential negatives:** will lack privacy, may make an interview difficult if the venue is noisy or busy and may mean there is too little time allowed in the space to do the whole interview. Very little security for the respondent who is disclosing very sensitive details

## **Building rapport & presenting yourself (10 mins)**

The **start of any interview is the most important time.**

The participant may be nervous or uncomfortable, it is your job to make them feel as OK as possible, it is your first chance to try and establish a connection. This will help when asking some very personal and sensitive questions later.



## SLIDE 2.2 An ideal interviewer [10 minutes]

[\*\*have them discuss this in small groups]

Imagine you are being interviewed for HRC and you first meet your interviewers

What are your main concerns as an interviewee?

### Reconvene full group to discuss and compare responses

#### You may have talked about:

Interviewee thoughts:

- Interviewees may feel they are: **doing something worthwhile**, wanting to get **support**, and feeling **curious** about the study.
- Anxiety about **confidentiality**, talking about and **revisiting bad experiences**, being **judged**, feeling **shy**, feeling **uncomfortable** talking to and interviewer who is a **different gender or age or from a different ethnic or cultural group**.

Some ways to help address these concerns could be:

- The interviewers should be **approachable, calm, organised, professional and friendly** in their behaviour
- Interviewers' clothing should be **clean, professional but not overly formal**
- The interviewers should be **knowledgeable** about the project, identify themselves as someone who is **living with HIV, a member of their key group, and to be familiar with their own experience** and to be able to answer questions.
- It will help if a participant's **name** is acknowledged, they have made some **small talk** about their day or travelling to the interview, they feel comfortable and safe, the introduction is **calm and they are not rushed**, the room or venue is quiet, private and they are given a choice of seating that is comfortable.

## SLIDE 2.3 Building Rapport

- ☑ Make a connection
- ☑ Let them know what to expect
- ☑ Make no assumptions
- ☑ Be neutral as well as showing understanding and empathy
- ☑ Consider when and why it could be good to share a small amount of information about yourself (without turning the focus on you)

- Building rapport **means building a connection, being empathic or showing that you are trying to relate to what they are saying, but not being a counsellor.**
- Let them know clearly **what is expected**, and what the ground rules are
- Humility is required, and it is important to **make no assumptions** about the life, contexts, challenges or privileges of the participant.
- **Being neutral** while also showing concern for a person can be a difficult balance, and it is important to consider in advance you might do this.
- Also **consider what to offer in terms of information that you will share about yourself**, while also ensuring that you maintain clear boundaries, and only share details where it supports the individual, rather than turning any of the focus upon yourself.

**I'm going to show you a short film of a poor introduction and a better one. It is a mock interview asking a respondent about their experience of learning to drive a car. As you watch it think what you might do differently. (5 mins)**

Cue up video on this slide to start at **3.48 and play until 4.50** (Interview 1)

Then play from **8.08 until 10.11** (Interview 2)

[If you have difficulties with the video using your system, you can find this online at]:

[https://www.youtube.com/watch?annotation\\_id=annotation\\_554130&feature=iv&src\\_vid=FGH2tYuXf0s&v=9t-hYjAKww](https://www.youtube.com/watch?annotation_id=annotation_554130&feature=iv&src_vid=FGH2tYuXf0s&v=9t-hYjAKww)

#### **SLIDE 2.4 Seating arrangements [3 mins]**



- A good seating arrangement is to **sit at a slight angle** from the participant rather than directly opposite, and **never sit higher than the participant**.
- **Near a table if possible** so you can focus on the interview guide and take notes more easily.
- The **note taker should also be able to see** the participant and the interviewer.
- The way that you are seated will influence comfort and perceptions of power, the ability to make eye contact and look away.
- With two researchers in the room, it is **important** that the **participant does not feel intimidated and overwhelmed** and yet important for both note taker and interviewer to be able to see the participant to take note of non-verbal information such as posture and hand and body gestures.
- The interviewer and note-taker might also want to **be able to see each other** to communicate timing or missed questions or request to repeat a question or answer.

**SLIDE 2.5 What is needed for informed consent [30 minutes including both tasks]**

1. Clear understanding of what will happen during and after the interview
2. Understanding what the study is for
3. Capacity to consent before and during the interview
4. Volunteering to take part

**What is needed for informed consent?**

- ☐ When people talk about informed consent, it means that we need permission for the participant to include them in the study
- ☐ This must be **freely given** only with a full understanding of the facts, and what will happen if they take part.
- ☐ Participants need to **understand** what the interview is about (**because we have explained it well**)
- ☐ **You need to ensure they know what the study is about, checking they are eligible**
- ☐ Potential participants must also be given **adequate time to ask questions** of the researcher, receive clear answers, and reflect on this information before choosing to participate.
- ☐ Participants must be given the **opportunity to refuse** to answer any questions or to withdraw from the study at any time without penalty or sanction.
- ☐ **Some people may not be able to give consent** because it is uncertain if they can reach this understanding – but this will be VERY rare, as your participants will be screened and sent to you by the lead agency and others who have referred them as appropriate candidates. Some people with severe learning disabilities, mental health problems or are under too much influence from drugs or alcohol may not be able to consent.
- ☐ **Your overriding question isn't whether they are drunk, high or mentally incapacitated, but whether they can consent.**
- ☐ One of the conditions on which informed consent rests is that **participant's privacy and dignity will be respected.**
- ☐ **The burden of responsibility is always on the interviewers** to make sure that his or her participants are fully informed and therefore may freely choose to participate in the study.

**TASK: (Role play in pairs or threes) (10mins)**

**What might you say to a participant who you thought did not have the capacity to understand the study?**

One person takes on the participant role and the other one or two are interviewers. Spend 5 minutes acting out the roles and talk with each other afterwards about how you felt it went.

For whole group discussion:

- You may need to explain that they are not be eligible to take part because **they might not fully be in a position to give their permission.**
- If you are **unsure** you could ask the **participant to tell you in their own words** what they understand the study to be about, what they think will happen and whether or not they can stop the interview if they want.
- Consent must be **ongoing** and the interviewee must have the ability to remove consent and terminate the interview whenever they want to, consent must be **voluntary** and not pressured or forced.

**\*\*TASK \*\*– Every trainee gets a copy of the Information Sheet. Use the numbers 1-4 from the points on SLIDE 2.5 in order to identify what aspect of informed consent each sentence of that sheet is conveying (mark the numbers directly on the sheet). (15 mins)**

As a whole group – work through the sheet and have people call sentences that relate to informed consent component 1, 2, 3 and 4. Is there anything extra that is not covered by these numbers?

**SLIDE 2.6 Confidentiality**

- Confidentiality is an **explicit guarantee** you give to all participants that **any information provided as a part of the research interview cannot be attributed back to that participant.**

Confidentiality is an active attempt by researchers to remove any trace of respondent identities from the records. It is also important to give realistic guarantees to a respondent.

Also, anyone not part of the study team will not be able to discover the respondent's identity.

## DISCUSSION POINTS:

- Participants may have experienced **previous breaches** of their anonymity and confidentiality which could be **exacerbated**.
- Participants may be put in **danger** and **face legal penalties, social stigma or denial of services** if their membership of a stigmatised group (such as MSM, sex workers, drug users or PLWHIV) or their behaviour or experience become known
- What can you reasonably do to **prevent your notes being lost or taken**? If they were to get into the wrong hands, **what can be done to minimise repercussions** for the individual?

### SLIDE 2.7 Confidentiality practices

In order to secure our guarantees, we need all researchers to agree:

- ☐ Real names will never appear anywhere on the handwritten or typed notes of an interview

Your focal point will arrange a code number or alias to be used

- ☐ When preparing the typed notes, take out all full names of others mentioned or places/work details that could identify an individual

Use initials or generic terms instead

You must **separate real names and contact information** for **aliases or codes** and avoid including in notes any information which could identify an individual such as their name, their place of work or residence, their job or membership of community groups.

**Once you have a set of notes, try not to carry these together with any identifying details of the individual.** The two interviewers could separate the sorts of files they carry and take back to the office.

We do make a commitment that typed notes will be made available to the participant. You may need to therefore have some code that allows you to track particular interview notes to an individual's contact information but with which an outsider could not make the connection. **If a participant has asked for a typed copy of their own notes, arrangements will be made by the Focal Person to deliver these safely.**

Discuss the interview with your co-interviewer in order to debrief, ensure notes are accurate, and to share any concerns you may have. However, **do not talk about any interview with others outside** the project.

**You might say to the interviewee that you will not acknowledge that you have met should you meet in the future** and will not discuss the interview unless they discuss it first. If you are comfortable for them to talk about it outside the interview you might offer to discuss it if they approach you and bring the subject up. That way others who may know you are conducting interviews may not guess that the person has taken part.

## SLIDE 2.8 Managing confidentiality

When are the rare circumstances where you might have to consider breaking confidentiality? :

- Threat of immanent suicide
- Immediate likelihood that someone else will be violently harmed

What do you think you need to do if such a case were to arise?

Discussion:

- This will be **extremely rare** and is unlikely to happen at all on this project, it is just work thinking through in advance
- Your **focalpoint is your tool here – it is NOT down to you to make any contact with police or other authorities. Unless there is a situation of immediate and serious danger, your focal point should always be your first call**, and you will have a second emergency contact at the lead agency in case your focal point is busy.
- You and your co-interviewer need to make clear (separate) notes about what was disclosed which led to your specific concerns, what words were used that led you to feel that confidentiality should be broken. Do not add or embellish, simply keep a **record of the facts**. This will go separately to the focal point as a part of the follow up.
- **This would only take place in very serious situations, and it is a major decision which is ultimately not yours to make, in most cases that will be the decision of the focal point.**

**\*\*ANY questions about this section?**

**\*\*potential LUNCH BREAK needed before moving on to Section 3?\*\*\***

### 3 THE INTERVIEW TOOL (90 Minutes)

#### Slide 3.1 What do you need to bring to the interview? [**\*\*review this list verbally**]

- ☑ 3 copies of interview schedule and all associated project forms
- ☑ Contact details (printed brochures/cards/sheets) for local HIV, legal and Key Populations support organisations, police, hospital (with HIV specialism), legal support
- ☑ A mobile telephone with charge and credit
- ☑ Business card / details of local study team
- ☑ Materials for keeping notes: pencils, pens and notepad with tearaway sheets

- Be **organised and have a study bag** with all of these things ready and packed before you head out
- You may want to bring a **drink** for yourself
- We recommend multiple copies of the study paperwork, just in case of difficulty, and so that your co-interviewer also has a copy of everything to hand (in case they have forgotten)
- If possible, do not carry many other things with you to the interview, travelling light is best, if possible.

#### Slide 3.2 Section A - Eligibility and screening

To be a participant in HRC2, people must:

- ☑ Be living with HIV, AND
- ☑ Be over the age of legal capacity (18 in most countries), AND
- ☑ Be a part of the key population/s that your lead agency has identified for HRC2 in your country

**If the person you have arranged to meet does not meet ALL of these conditions, they are not eligible to take part. You cannot proceed.**

**\*\*What would you say to someone who was not eligible?\***

- The **screening questionnaire** is designed to help you confirm that the person you have met is actually eligible to take part, and also to identify what key population they are a part of.
- Those who have "legal capacity" or age of **majority have control of themselves**– which usually means they can **legally are responsible for their behaviour and decision making**. This age **varies** between countries but is usually 18.

**Work through the discussion point on slide 3.2 (5 min)**



Perhaps:

- **ask them why they wanted to take part**
- **refer** them on for support depending on their needs? (Referral information is on the back of the consent form, you should also use the contacts that you have collected as discussed previously)

### Slide 3.3. The interview tool



- The interview tool is a **reminder of questions that need to be answered** and help you to meet **the aims of the project**.
- They are **structured** in a way that allows a **flow of information** and **the information you gain early** allows you to **choose which questions to ask later on and areas to focus on**.
- You are documenting participants' experiences in relation to breaches in human rights.
- The structure is there to **help and to make the interview easier**, you may find it easiest to use the exact wording and order, but if it is more appropriate to deviate slightly, use your judgement about what is best.
- You need to also **give freedom to tell their story** or tell of their experiences and what is important to them.
- It is your job to listen carefully so you **don't repeat questions** except to clarify.

### **Familiarity with the tool (10 minutes) \*\*trainers, have a few packaged sweets ready for winning pairs\*\***

- Ask who has had time to become familiar with the interview tool
- Praise anyone who has marked up their copy, shown signs of having read it
- Give everyone a further 3 minutes to review the interview tool that they have brought (or distribute additional copies where needed)

### Slide 3.4 Getting to know the structure

#### Find the question:

- ☐ Where is it first asked if the participant is a migrant?
- ☐ What question asks how things went immediately after they learned about their HIV status?
- ☐ What section first deals with the general human rights infringements they have suffered (before the very detailed section on this)?
- ☐ What question asks MSM about people who know they have sex with men?
- ☐ In which question are participants asked if they would like to be referred for support?

The **early section of the interview** is filled with what we call demographic questions. They give us a profile of some of the key characteristics of the participant, help set the scene for the remainder of the interview, and **help them settle in** to being asked personal questions.

These cover: age, employment, housing and living arrangements and needs, brief HIV history and a sense of their social circle

### SLIDE 3.5 Section B

- ☐ Early questions are simple, and do not require a lot of thought
- ☐ Help to set the scene, give you some insights into the participant, and get them used to answering some direct questions
- ☐ Many of these early questions are very personal, so don't rush
- ☐ Note taker – can jot down answers only

\*simply **review slide contents**, then answer any question trainees have about **this section**

### SLIDE 3.6 Q7-Q15

- ☐ How you proceed here depends on answers in screening Q4
- ☐ Ask about more than one area if they identified as being a member of more than one Key Population in screening Q4

- ☐ **Depending on how participants answered screening Q4**, they will be asked more detailed questions about their experiences as a key population member
- ☐ Even if your country is only focusing on one key population (say transgender people) that does not mean you should only ask questions here about being transgender. **Ask for more detail about any question in this section that**

**applies to that individual**, it helps to round out how you understand their experience, and most people will not fall into only one 'box'

### **Slide 3.7 Section C - General human rights infringements**

This section starts off the main body of the interview about experiences of not having human rights respected.

You are looking to find out about their general experience of human rights breaches, in their own words, including:

- ☐ Denial of opportunities
- ☐ Denial of protection from harm
- ☐ Denial of freedom

This is your opportunity to explore in detail their **experience of human rights breaches**. The questions relate to the **denial of opportunity, protection from harm, denial of freedom in relation to having and living with HIV or being a member of one of the key population groups**.

#### **You will want to find out:**

- the impact these breaches have had on the person
- and how much they think these experiences are because they are a person with HIV or from a key population group

You will then know if they have experienced one or more of the human rights breaches that your country has prioritised to **investigate further in section D**.

**\*\*Any questions about this section at all?**

### **Slide 3.8 Section D - detailed description of Human Rights infringements**

**Focusing on one clear issue or episode, it is your job to clearly establish:**



- What happened
- When it happened
- Where it happened
- How often it happened and if it is still occurring
- Why they think it happened
- If there are witnesses or people they have told
- The advice or support they have received in relation to the infringement
- And the impact it has had on their lives.

Your country will have chosen **just one or two human rights areas to focus on**, and this was covered at the start of your training.

**Section D** of the interview tool focuses on that area specifically.

- Some participants may not necessarily have anything much that is relevant to this section, but their narrative in Section C should indicate whether there is room for further questioning here.
- We hope that the focal point will be able to recruit people to the study who have experienced situations relevant to section D, but that may not be the case for ALL participants. Just move on if they have nothing relevant to tell you here.

**\*\*take some time to read through section D of the tool together and discuss what elements they may find challenging**

**Slide 3.9 Trying it out (allow 15 minutes)**

- ☐ Choose one section of the interview tool that we have reviewed so far (B, C or D). Identify one set of questions (no more than 2-3 in a block) that you feel are more challenging than the rest.
- ☐ Sit with a partner, and each of you needs to say which set of questions you think will be hard, and why.

**\*\*Return to whole group and discuss.**

**Slide 3.10 Future action**

This section comes at the end and offers a natural conclusion to the interview and an attempt to understand where the participant is now in relation to the abuses that they have experienced

It asks if:

- ☐ they are aware of policies or laws about infringements
- ☐ if they think that people who have done it should be accountable
- ☐ what they think should be done to address the issue
- ☐ if they would like referral to an expert

This section comes at the end and offers a **natural conclusion** to the interview and an attempt to understand **where the participant is now in relation to the abuses** that they have experienced. Also it explores **what they think should or might be done**.

**We will be dealing with this and the closing of the interview in detail in the last section of research training.**

\*\*Questions related to this section (spend 20 minutes) **Spend 20 minutes discussing any questions or clarifying points that the trainees might have.**

\*\*Consider taking a break before moving on to section 4

## 4 RESEARCH SKILLS AND MANAGING CHALLENGING SITUATIONS (90 MINS)

### Slide 4.1 Listening and asking questions. (Accessing the participants' perspective) (15 mins)

- How might you encourage the participant to tell you more?
- What should you do if the participant pauses?
- What should you do if the participant tells you something shocking or something you don't approve of?

**\*\*Whole group exercise (ask each of the questions and open them up to the whole group for answers)**

You might have talked about:

- Asking for **more detail** such as "can you tell me a bit more about that" or asking for **more specific information** such as "how many people were involved".
- **Allowing them space to talk** or to ramble or **without interrupting**.
- Even **allowing for pauses** until they speak and **not rushing** the participant. Pauses can give you both time to think, looking expectantly might prompt them to speak more.
- It is important **not to express shock or disapproval** because that can be confronting and off putting for the participant and influence their answer.
- **Follow up with relevant questions** which show you have listened and continue a flow.
- Or **reflecting back** using the Participants own words such as "you said" or "let me get this right you said".

### Slide 4.2 ACTIVE LISTENING

- Engage with the participant while keeping track of the topic guide
- Demonstrate active listening by repeating back their answers or asking follow on questions while keeping track of the topic guide.
- Try not to repeat questions you have already asked

Work through slide 4.2 (Active Listening):

- It is important to **keep focussed on what they are saying** while thinking about the **topic guide** and what your next questions are going to be. It is **ok to pause** if you get lost or need time to think.

#### Slide 4.3 (Getting and keeping the conversation flowing):

- Rapport
- Allow them to speak
- Do not insert you
- Pick up on their words and use them when you speak
- Check that you've understood what they've said

Work through slide 4.3 (Getting and keeping the conversation flowing):

- It is important to keep good **rapport going** with the participant. **Also to allow them to speak**, set their **own pace**, allow for long **rambling** answers, **pauses** or reflections **without rushing** in with another question.
- The interview is **about them so don't insert yourself** extensively into it, by making judgements about what they have shared, sharing experiences of your own or drawing attention from the participant it is an interview rather than a conversation.
- **Listen actively**, use prompts and probes and ask them to elaborate.
- This is **their experience** and allow them to use the **words** they are comfortable with, reflect these back and do not assume that you share the meaning of them, if **unsure** ask "Do you mean?" or "You used the word ... What do you mean by it?"

#### Slide 4.4 Prompts and Probes

- Prompt will keep someone talking
- Probing questions can help find more detail

- a prompt is used to **get someone talking** like rephrasing of the initial question.
- It can be as little as leaving a **gap, giving a quizzical look of a murmur of acknowledgement.**
- Rephrasing of the initial questions
- Nonverbal (hmmm or quizzical look)
- **A probe is used to get into more detail, a way of finding out more.**

- You can use **elaborating questions** – “Tell me more detail”. Or **comparison questions** “how does that time differ from the previous one” you were talking about. Or **Clarification**. “I think you are saying this or do you mean”? Or “go on”, “and”, “sure what else” or a probe like “Is there anything else” to make sure you give the opportunity for them to elaborate.
- Sometimes you won’t realise that you might **need a bit more information** and **haven’t probed enough**, (e.g. they might have told you they were imprisoned for a while, it would be useful to probe to see how long the vague term “a while” is).
- Sometimes you can **probe too much** and **interrupt** the flow of their thoughts.
- You want to **avoid influencing their answers** through: **leading probes** which imply that they should answer a particular way such as “wouldn’t you agree” or **loaded** ones which imply censure or negativity “are you still as boring as you were 10 years ago” or are “you still acting immorally?” or a **tag at the end** which requires them to answer a particular way e.g. I feel that’s a good idea, don’t you, OK?

#### Slide 4.5 Other mistakes to avoid:

- I’d like to try another exercise, that I thought might be useful to explain a particular mistake that often occurs, I wonder if you could tell me, please take your time in answering it, just feel free to shout out what you think might be the problem with this question I am asking? Tell me what’s wrong with it now, if you can?

[\*\*What should happen is that the trainees notice you are asking a long, rambling question with many elements that is too difficult to answer]

- **Try not to ask long convoluted questions that are very complicated and the participant becomes lost and doesn’t understand what is being asked.**

[Work through several more problematic questions]:

**I’d like you to tell us why the following questions might be poor in getting good quality information.**

**Q: So, you have children do you?**

It is **closed ended and tends to elicit a yes no or short answer**, generally you will want to encourage them to tell a story short answer or closed questions are better

**Q: How was being in jail?**

Perhaps **too vague or general** rather than focusing on specific details of events and experience. And it is also rather **insensitive**.



**Q: When did you first meet this group and how long were you in the area for?**

Asking **two questions** at once often leads to having just **one answered or confusing** the participant.

**Challenges/Sensitive topics**

It is likely that **people will talk about experiences that they have found difficult, upsetting or extremely distressing**, revisiting these could bring back some of these feelings. - It is worth rehearsing **strategies to deal with discomfort or distress and strong emotions**

**You could begin by reflecting:** 'It sounds as if this is a subject you have strong feelings about...' It is important **to check** that the participant is willing and able to continue.

**Slide 4.6 Dealing with challenges**

[\*\*ask trainees to break into pairs / groups of three – facilitators will go around and give each group a different scenario from the list below the slide for them to role play]

[Once your group has received your scenario, one person will take the role of research participant, and one/two others will be interviewers. They should start from Section C of the interview tool for this exercise]

**After the role play, discuss:**

**What may have been the best way to respond?**

**What worked and did not work as you practiced your situation?**

**What might you have done differently?**

- (Group 1) Your participant constantly wanders off topic
- (Group 2) Your participant becomes distressed and starts crying
- (Group 3) Your participant changes the subject when you start talking about a sensitive topic
- (Group 4) Your participant constantly gives extremely brief answers
- (Group 5) Your participant keeps asking you questions and is clearly in search of answers (ie. What do you think of that?)
- (Group 6) Your participant hasn't disclosed to his/her partner and hasn't told anyone else either
- (Group 7) Your participant says something that upsets you
- (Group 8) Your participant had started off chatty, but has become very quiet

[\*\*We can see this last task as a way of reinforcing all those things we discussed earlier on. During the whole group discussion after this task, draw out the points below].

- You might have mentioned things like **offering a tissue, pausing, waiting for them to recover**, and asking them if they are **alright**. If they want to continue? suggesting they **breathe slowly and deeply** if they are very anxious,
  - **referring on for support**.
  - **acknowledge** the difficulty, don't ignore it.
  - **coming back to the topic a little later**, asking in a different way, asking **if they want to talk about it, not pursuing the topic**.
  - Yes or no answers you could suggest that you need a little more information and **use open ended questions**.
  - If the participant is seeking answers you could suggest that you can have a **discussion about it at the end of the interview if there is time or at another time**.
  - If the participant says something that upsets you might want to take a **short break to recompose yourself, you could move on to another topic or you could change positions with your colleague**. You might acknowledge how difficult it is to talk about and make sure they are ok to continue or rest.
- **Any potential scenario that still troubles you? Anything else still on your mind?**

#### Slide 4.7 Reliability

What to do when you feel that their story is confused, unreliable or may not be real?

- Memory or remembering is poor
- More is remembered or clarified as the interview continues
- Insufficient detail is given or clarity needed.
- They are not telling the truth

- Sometimes the person's story might be slightly **different at different points of the interview**, people might **remember more lately in the interview** or may feel that an **earlier answer was not quite correct**, they may have **difficulty remembering** exactly what happened or detail or in rare cases they may be **making up experiences or not telling the truth**.
- 
- Some people might do the **interview to gain money**.

- 
- You could ask them to **clarifying and asking sensitively** by saying “earlier you said that this happened in your home town yet you just said it happened when on holidays” I just wanted to clarify, do you remember which one of those it was.
- 

**Do not accuse them of lying or be confrontational** carry on the interview **as normal**. **Later you can assess the interview for accuracy**. You might **compare** it to other interviews or sources and leave out parts you consider to be untrue or in which you are unsure of the accuracy.

**\*\*before using this slide, show the video of Catherine and David discussing the procedure of notetaking and managing the notes after the interview\*\***

#### Slide 4.8 Taking Notes

- Share roles
- Familiarity with interview guide
- Use topic guide question numbers
- First person notes
- Legible
- Written up quickly

- You will fulfil **both roles** of interviewer and note taker.
- Important that you are **familiar and keep track of the interview** and can **prompt the interviewer** if they get lost or miss out a section. **Knowing the schedule** will mean you can follow the interview and won't be surprised.
- Keep a good supply of **note taking equipment**, pencil, pen notepaper, and notebook.
- Have a copy of the **topic guide in front with numbering for questions**.
- You can make **note of the question number or section**.
- Take notes in the **first person as the persons story**.
- **Legible to you and others**
- **Written** or typed up as **soon after the interview as possible** so that memory may prompt any notes or handwriting that is not clear.
- You might make **notes of descriptive information such as the venue, time the interview begins and reflections on interviewer and participant mood, reaction or obvious discomfort which wouldn't be picked up by recording**.
- Take particularly **interesting or illustrative direct quotes**.

#### Slide 4.9 Example from test interview

Here is an example of some notes taken at the time of an HRC2 interview and typed up word for word afterwards.



- You can see that the note taker has put the **question or area that the interviewer asked** as **Q14** which is a set of questions asking about the sex they have with other men, sexual partners, relationships socialising and disclosure about sexuality to friends and family.
- It is written using mostly using **"I" to tell the participant's story**.
- Includes some **brief answers** e.g. "no relationships". And
- Some **direct quotes** from the participant "I try as hard as I can to be normal"
- Be **thorough but you can't put in every word they say**, you might **ask the participant to repeat something** if you missed it. But **too many interruptions could ruin the flow**, so it is your job to really be attentive. Catch the eye of the interviewer who is asking questions if you need them to slow down a bit.

#### Slide 4.10 Example from HRC2 test interview

This is the same set of text, typed up word for word from the notes.

##### **Q14**

I use the term bisexual, the gay side of me, I hate that side because of the HIV coming from that side of me "I try as hard as I can to be normal".  
I have had no sex partners in the past 6 years.  
No relationships  
I do socialise with other MSM, in quite a lot of my social life.  
None of my family know I am an MSM.

This is the same set of text, typed up word for word from the notes. This should happen as soon as possible after the interview, and you will need to agree between you who will do the first set of typing. This will be followed with the second interviewer reviewing the notes in full, clarifying any questions arising during the first round of typing, and fully formatting the notes as follows:

#### Slide 4.11 Example from HRC2 test interview

Here is an example of the finished notes. All of the words are the same, but they have been formulated in fuller sentences, as a paragraph on one topic:

##### **Sexuality**

I use the term bisexual, the gay side of me, I hate that side because of the HIV coming from that side of me "I try as hard as I can to be normal". I have had no sex partners in the past 6 years, and I have not had any relationships. I do socialise with other MSM, in quite a lot of my social life. None of my family know I am an MSM.

**These notes are then typed up in more detail for analysis and use by the participant if they want it.**

- You can see that **they tell the persons story from their perspective** and there is a **quote included in their exact words** which gives detail about how they think about their sexuality in relation to others. When the **final copy** of notes is made the **heading sexuality is included** and it **reads more like the person's words throughout**.

#### Slide 4.12 Personal Safety

- Let trusted others know where you are going and for approximately how long.
- Choose location carefully for privacy
- Stay together
- Carry a mobile phone
- Carry contact details of HIV and Key population support organisations.
- Do not conduct or complete the interview if you do not feel safe.

How else could you minimise your risk?

It is important that you **do not compromise your own safety** through interviewing in locations which may present a **danger of being overheard or of being attacked by others**.

- It is important that **others at your organisation know where you are going and how long you will be**.
- You should carry a **mobile phone** so that you can talk or send information if you need help or to stay in touch with your office.
- **You should carry information** on you that allows you to contact some legal support in the event of arrest. - Contact details for local HIV and Key Populations support organisations.

[\*\*Ask if they have any **other ideas towards remaining safe** or if they have additional concerns.]

#### **Slide 4.13 Debriefing after the interview**

- Reflection on how it went/ go better next time
- What the respondents said
- Action points to take – e.g. Typing notes, referral
- Timing
- Distress

As mentioned it is a good idea to **meet your fellow interviewer/ note taker after the interview to discuss any reflections on the interview, how it went, perceptions of what the respondent said**, how it might have gone better, what action points to take such as getting notes to the participant or **referral**.

- You might want to discuss the **timing of different sections or issues that came up that upset or concerned you as a researcher**. It is valuable to schedule this time. It may be useful for ensuring that future interviews run smoothly.

**\*\*Time for questions related to section. Do you have any questions about the things we have discussed in this section?**

**\*\*possible break prior to Section 5?\***

## 5 CLOSING DOWN THE INTERVIEW AND MAKING REFERRALS (60 MINS)

### SLIDE 5.1 Timing and getting to the end

1. Pay attention to the time throughout the interview. Position yourself so you can see a clock or a watch easily.
2. Your interview should not exceed two hours. Allow 15 minutes at the end for sections E and F.
3. A referral form is available with the interview paperwork, and this is to be used where a

- 1. Check the time throughout** the interview, and ensure that you keep yourself and the participant on track so that you do not run over time or lose out key parts of the interview.
- 2. Your interview should never take longer than 2 hours**, including all of the introduction and administration and paperwork. Within **the final 15 minutes** of the interview time, you will need to ensure you move them on to **sections E and F** of the interview schedule so that there is ample time to manage referral processes, and to close down the interview without feeling rushed.

Section E contains a set of questions about whether the participant would like to ask for an **expert review of their case, support, or further information** about support agency services or general advice.

- 3. There is a referral form** for you to complete where needed. It is given to the **Focal Point** who is responsible for providing follow on support where this is requested. You need to ensure that you **give considerable detail about what the participant is specifically requesting**, as the focal point was not in the interview, and the referral request will not be joined up with the interview notes.

The **referral form is completed before the interview is over**. This is because you need to close the interview in a final and formal way and that the participant is clear that you are not the person they will be calling upon for further support in the future.

### Slide 5.2 Ongoing support and referrals

1. It is the responsibility of the Focal Point to find specialised support when you give them the completed referral form after an interview.
2. What should you do if you feel someone needs to be referred to a service, but they don't take up the offer?
3. Should you give your personal details to a participant who asks for them?

[Questions for small group discussion are on the slide] - ask groups of 3-4 to discuss for 5 minutes:

Discuss each point as a whole group:

1. **Referrals go directly to the Focal Point** after the interview (this is why it is located on the back of the verbal consent form – as both documents need to stay with the Focal Point in the lead agency). There may be situations where an urgent referral is needed, and if this is the case then call your Focal Point about it as soon as the interview is over. You are not in charge of finding the best source of support or redress for a participant, that is the role of the focal point.
2. Those who do not want **support cannot be forced**. If an individual appears to be particularly vulnerable, you MAY decide to ask if someone from the lead organisation could possibly call them to check in after an agreed period of time, but if the answer is no it must be respected. You can reinforce that the **lead agency is available to them at any time** in the future if they should want to chat or visit.
3. **No, you should not be sharing your own details with any participant**, or connecting with them (online or in person) after the interview is over. It is important that you and the participants are **clear about the boundaries** of taking part in this research.

### Closing down the Interview

We want the participant to leave the interview feeling:

- Safe and content
- All questions and concerns have been addressed



- The last few questions are specifically designed to be a bit more optimistic so it builds the participant out of what might have been an upsetting interview

### **SLIDE 5.3 Closing an interview**

Imagine you have just given an interview where you talked a lot about:

very personal experiences

past trauma

distrust of authority

**[Question for WHOLE GROUP]** What do you want to hear from your interviewer as they close the interview?

\*\*as a part of this discussion, it would be useful to write on chart paper what suggestions people make. As a group, they should agree on a final and full list of all of the elements of a good closing. These will likely include:

- Feeling valued
- Feeling like their story has been heard
- Being thanked for time / honesty
- Having a clear understanding on what will happen next with my notes, and what I can expect from this research in future
- Knowing where I can get further support

#### **SLIDE 5.4 ROLE PLAY – Close the interview**

**\*\*Ask for three volunteers who are willing to role play this in front of the whole group. They will demonstrate how to effectively close the interview. If there are not enough volunteers facilitators may need to join in.**

- ☐ **One of you will be the participant, the other will be the interviewer, and the third is the notetaker.. Then discuss how it went.**

Be sure to refer to the list of issues just agreed as a group, including:

Thanks

What happens next?

Lead agency and other information

Respect for their contribution

Payment / remuneration

Things to say when you are finishing the interview:

- Let them know that we really value their contribution
- Thank them for sharing such personal experiences
- Describe what will happen now by briefly reviewing what will happen with their information, how and when it will be analysed, and **CRUCIALLY** ask them if they would like to receive a copy of their written interview once it has been typed up (and anonymised).
- Even if they have not asked above, you may want to show them the information booklets and follow up sheets for the study (with a list of relevant support agencies) and ask if they want to take any way, but do not insist as not everyone will have a safe place to keep these documents **\*\* PLEASE** familiarise yourself with the information booklets so you know where to direct them to for help with specific issues they are facing.

## SLIDE 5.5 Contact with the research team

Importance of being in contact with other interviewers

- ☑ Making arrangements
- ☑ Support and development

Importance of contact with your focal point

- ☑ Safety check in after interviews
- ☑ Transferring ALL paperwork and referrals

Role of the Lead Agency

- ☑ You can contact someone there if you are experiencing difficulties communicating with the Focal Point

- Ensure that you have the contact details for your fellow interviewers so you can **talk to one another**.
  - Share **best practice**.
  - Talk about problems you faced and how you overcame them.
  - Make **arrangements to arrive and leave** with your co-interviewer
- You should be **checking in with your Focal Point after each interview** to let them know it is complete and that you have safely returned afterwards.
- If you have **any issues or concerns about the support and contact you are receiving from your Focal Point**, you can raise this with the lead agency [NAME] who will help you to deal with this challenge.

## SLIDE 5.6 ASSURING QUALITY



- You will learn a lot from **discussing how the interview went with your co-interviewer** – allow time for this to happen in a confidential space once the participant has gone.
- The success of this project does not depend on you alone, it depends on the whole research team
- Your **FocalPoint will review the notes from your first two interviews** and feedback on content, detail, follow-up questions and provide pointers about strategies to improve your interviewing and note-taking techniques.
- Following on from that they **will review a random selection** of your interviews to provide interim feedback, and also to ensure that all interviewer pairs are taking a broadly similar approach.
- It will be a good idea for **all interviewer pairs to meet together along with the Focal Point, at least once** in the midst of data collection to compare strategies, ideas and to provide collective support. This should be arranged by the Focal Point.

## **END OF RESEARCH TRAINING**

**Q: Do you have any outstanding questions about how to conduct the interview?**

**Q: Do you have any other issues or concerns you want to talk about now?**