This document contains the following checklists to help guide our research and ensure we are consistent and professional in our approach:

Roles and Responsibilities of Field Researchers

- ✓ We are a team!
- ✓ Follow the Standard Operating Procedures for this study
- ✓ Work with your supervisor, community informants and other means to identify eligible participants
- ✓ Obtain informed consent
- ✓ Conduct interviews and FGDs
- ✓ Write up verbatim transcripts on the same day as the interview
- ✓ Report problems to logistics/Lead researcher
- ✓ Keep data, supplies and equipment safe.
- ✓ Provide support to other interviewers and study team.
- ✓ Participate in nightly de-briefing sessions with other researchers

Conduct in the Field

- As part of the study team your presence is required for each day of field work.
- Always wear a seatbelt when in a project vehicle.
- Working hours need to be flexible so you can conduct interviews when participants are more likely to be at home. You may be asked to work early mornings, evenings, and weekends.
- Arriving late is bad practice, never keep the participants waiting, It is your job to work around the participant's schedule and not for her/him to fit in with yours. You should avoid encouraging the participant to stay home from work in order to wait for you to come and interview them. In this type of situation you should either come early to the household or come late after they have got home from work – we do not want people to lose money because they are being interviewed.
- You should be professional and courteous when dealing with participants or other community members. Keep in mind that your work depends on the cooperation of the people you interview. Do not be abrupt, disrespectful, or inconsiderate to participants or community members Acting in a professional manner includes dressing appropriately for interviews and not being too loud or obnoxious. You will be working in small communities so are expected to behave appropriately in your free time.

- The information that you are collecting is confidential. Do not repeat or discuss this confidential information with anyone outside of the research team. You can and should discuss problems encountered during interviews with other members of the study team.
- Answer all the questions about the project honestly and openly as far as you can and refer any question you cannot answer to the team lead
- You may be offered gifts or food. Whilst you should try not to accept gifts or foods that are precious resources for the household you must also be courteous and follow local customs. Try to refuse food or gifts politely, for example, by saying that you have already made arrangements for food that day, that you have an upset stomach or by accepting a smaller offering such as a glass of water.

Checklist 1: Before FGDs and Interviews

- Make sure you have everything you need (recorder, consent form, information sheet, topic guide, note book, pen)
- Test the battery level of your voice recorder before you leave for the FGD venue and if it is low, put new batteries in. Always carry spare batteries

OR

- If you are recording on your phone, check that it is fully charged
- Make a note of which topics within the topic guide are relevant for the interview you are to conduct
- Arrive in good time, don't keep participants waiting
- Conduct the interview in a private space. If other people come to listen, ask them politely to leave

Checklist 2a: During interviews and FGDs - Introductions

- Introduce yourself to those in the study and briefly explain why you are there, remember to include key people in this introduction such as the village head. After this brief introduction, explain a little bit about IDEAS.
- Explain why you are there and the the aims of the study give them the information sheet (included in your pack).
- Sit down with the participant and read aloud the information sheet. If you are conducting a Focus Group read the information sheet either to individual participants before the FGD or to the entire group before the FGD begins.
- When you have read the information sheet, check that the participant understood the main points and re-phrase if necessary.
- Explain why the participants have been chosen for interview and that we are interested in their views in as much detail as possible
- Give participants plenty of opportunities to ask questions about any part of the study. If they need time to decide or need to consult others, give them the opportunity

Checklist 2b: During interviews and FGDs - Informed consent

Explain:

- The consent procedure, give them the consent form and once they have read it and agreed to be interviewed, make sure they understand it and ask them to tick each box they agree to and sign the form
- That with their agreement, we would like to record the interview
- How we intend to use and store the material from their interview
- That we will anonymise what they tell us and any quotes that we use
- Ask that they read and sign the consent form, ticking each box that they are agreeing to.

- Provided the interviewee agrees, and in a FGD you need the agreement of **all** participants, record the interview and make a note of the recording number/ file name
- You must also sign and date each form.
- Once the consent forms have been signed, you can start the interview.
- If a participant withdraws from the interview, their data should not be used. If the interview is not completed for other reasons any collected data can be used.

It is your responsibility to ensure that each person fully understands what he/she is agreeing to.

Checklist 2c: Focus Group Discussions

- Six is the optimal number for an FGD, to allow maximum interaction
- Arrive at the FGD location early, to arrange enough chairs for all the participants to sit in a circle
- Find a good place for the voice recorder and test whether it records well from the chosen location
- After introducing yourself and the study and obtaining consent, set ground rules and use an icebreaker to put people at ease if needed
- Set ground rules and use an icebreaker to put people at ease if needed
- Involve as many participants in the discussion as possible, by encouraging discussion between them and more than one response to a question
- The note taker should: map the participants, assigning each one a number (P1, P2 etc.); take notes of the discussion, of non-verbal communication and interactions between participants
- The facilitator should be enthusiastic, show interest and use techniques that encourage participants to talk, make them feel at ease and deals with dominant and reluctant participants.
- Address all topics listed in the interview guide. The interview guide should not be completed as a questionnaire and you, Should
    - Ask questions that encourage discussion between participants,
    - May need to re-phrase questions to get detailed responses,
    - Keep questions short and simple and avoid asking multiple questions at the same time
    - Avoid leading questions.
    - May change the order of topics if it makes sense to do so.
    - Encourage respondents to talk with indirect probes
    - Should probe for further information and follow up on interesting leads.
    - Should use your knowledge from one FGD to feed into the next.
    - May try out or “practice” exercises that are unfamiliar to the participants with a (funny) example to encourage immediate reactions.

Checklist 2d: During interviews and FGDs

- Practice active listening: show that you are engaged and interested in participants’ responses
- Keep questions short and simple and avoid asking multiple questions at the same time
- Address all parts of the topic guide relevant to the particular stakeholder (group)
- You may want re-phrase questions or probe for further information to draw out detailed responses and interesting themes
- You may want to change the order of topics, if it makes sense to do so
- Use your knowledge from one FGD or interview to feed into the next
- At the end, thank participants for their time and ask if they are willing to be interviewed again in the next rounds of data collection and explain the focus

Checklist 3: During FGDs and after interviews - Making a record of non-verbal communication

Use the following codes for non-verbal (or sound) communication

Hhhhh	audible out-breath
hhh	in-breath
(.)	Short pause
(......)	silence
Becau-	cut off, interruption of a sound
LOUD	Loud sounds
?:	rising intonation
(quietly)	Speech is hushed or low
(clapped) (nodded)	body movements
(smile) (frown)	facial expressions
(hiss)	Hiss
(snap)	Snaps fingers
(clears throat)	Clears throat

Checklist 4a: After interviews and FGDs - Writing up verbatim transcripts

- Start the verbatim transcript on the same day as the interview or FGD, while it is still fresh in your memory
- **Follow the transcript template closely, using the headings in the topic guide (in bold) to signpost different sections – this is part of the analysis**
- Name the file with the respondent's ID number, interview date and your initials ("ID_date_initials") *or* FGD number, interview date, your initials and the note taker's initials and save it. Back it up frequently as you type it up the interview
- Type in English, ensuring translations of any non-English words reflect exactly what was recorded (with an explanation in square brackets [ ] if needed)
- Translate things directly. If a respondent describes what an FOMWAN did as 'the doctor checked my body hotness' DO NOT type 'The FOMWAN took my temperature'. Keep key words in the local language with a translation e.g. "Maruru" [a local skin disease]
- For FGD transcripts, collaborate with the note taker to add any observational information in square brackets [ ] and add their initials to the file name
- If participants make a mistake in names, for example of drugs, type exactly what was said and add the correct word in square brackets [ ]
- In FGD transcripts, note who was speaking: "F" = Facilitator and "P1", "P2" etc. = participants
- Include your own comments and observations in square brackets. E.g: [the P3 looked annoyed with the rest of the group], [much probing was needed before answer was given].
- Where appropriate, the translator and FGD facilitator should assist with the write up, by clarifying things and adding their views and comments.

Checklist 4b: After interviews and FGDS - Review of progress

At the end of each day reflect as a research team on interviews and FGDs and nominate someone to take notes:

- How did the interviews go? Were there any problems? How could these be solved or avoided in the future?
- How did you ensure high quality of the interviews and FGDs? How did you make sure you got an in-depth understanding of participants' views and understandings?
- Were there any problems with misinterpretation of questions or wording issues? What are your suggested changes?
- What were the most important findings? Were there any unexpected or new findings?

- Were there any questions that do not trigger any in-depth answers or discussion? Do they need more probing? What probing techniques could be used?
- What issues should be followed up in the next round of data collection?

Checklist 4c: After interviews and FGDs - Maintaining confidentiality

- Don't discuss interviews with people outside of the project team
- Don't write participants' full names in your notebook or on your typed transcript
- Update the interview log each day
- Use codes for field site names and for the participants in the verbatim transcripts and for naming sound files, as recorded in the interview log
- Participants' names should *only* appear in the interview log and on the consent forms
- Scan any USB stick that has been in an external computer for viruses.
- Ensure that your automatic virus scan is set for a full virus scan every 2 days
- Tonia will be responsible for back up your work onto the external hard drive 2-3 times a week.
- Keep completed consent forms safe and hand them to Dr Yashua Hamza as soon as possible, to be stored securely
- Keep your note books, voice recorders, flash drive and all other data collection equipment secure at all times and stored in a locked drawer/cabinet when possible
- Password-protect your computer, phone, voice recorder and flash drive, if possible

Checklist 5a: Data storage and management: Saving data

- Set the computer to auto-save Word documents every 10 minutes. Ask for help if you are unsure how to do this.
- Save sound recordings in a folder named 'Sound recordings_*your initials'*
- Save transcripts in a folder named 'Transcripts_*your initials'*
- Name each file using the interviewee or FGD's ID, date of the interview and your initials (for FGDs include the initials of the note taker)
- Give your hand written notes to Dr Yashua at the end of the study, to be stored under lock and key

Checklist 5b: Data storage and management: Keeping your work safe

- Ensure that your automatic virus scan is set for a full virus scan every 2-3 days
- Back up the voice recordings and verbatim transcripts on a flash drive, **but first**, any flash drive that has been used in an external computer should be scanned for viruses
- Give your flash drive to Dr Yashua, who will transfer your files to the LSHTM secure file transfer platform MyFiles
- Once the file transfer to MyFiles has been confirmed by Deepthi, please delete files from your devices (voice recorder, phone, tablet, laptop, desktop, flash drive, external hard drive)