



### Protocol Title:

Operations research to estimate the effectiveness of a peer-led mental health intervention on virological suppression and mental health among adolescents with HIV in Zimbabwe

(Short title: ALHIV Adherence - Mental Health)

2019

Version 1.0

### Qualitative data collection guides

1. **Case reviews:** The Zvandiri Mentor will conduct case reviews every 1 – 2 weeks with all CATS in the intervention arm to review their cases. 2 CATS per district, totalling 20 CATS will be selected to audio record all of their sessions over the 12 months. These meetings focus on the success and challenges experienced by the CATS, with a focus on the following questions:
  - a. What are the problems being identified by participants?
  - b. Of the problems selected to focus on, are they pertinent problems that are within the adolescent's ability to address.
  - c. What kind of help did the beneficiary/ does the CATS need in identifying problems to target?
  - d. How well are the steps of problem identification and brainstorming possible solutions carried out? What challenges are being faced with this?
  - e. How realistic or doable is the agreed upon action plan? Is it SMART (specific, measurable, achievable, realistic, timed)?
  - f. Are the agreed upon action plans being carried out?
  - g. Does the intervention seem helpful to the client?
  - h. What are the challenges the CATS are facing in doing PST/supporting young people with depression?
  - i. What kind of assistance does the CATS need?
2. **Audio diaries:** these will be kept by 10 purposively selected CATS in the intervention arm of the study. These will be recorded over a 2 week period, three different times over the course of the study. Questions/information to address in the diaries include:
  - a. What is it like for you to be supporting someone with a common mental disorder?
  - b. What is it like for you to use the PST approach?
  - c. Are you seeing any successes?
  - d. Are there any problems you are having, with individual clients or overall?
  - e. Are there things that help?
  - f. Is there support you need and aren't getting?

3. **Focus group discussions** (FGDs): 2 FGDs comprised of 10 CATS each will be conducted at the end of the 12 months. Discussion guide for the FGD:

Introduction: We're interested in learning about your experiences of supporting adolescents with depression using PST over the past 12 months, including what it was like for you as the support provider and what you think it was like for the young people you supported.

To help you focus on your own experience and help stimulate your thinking, we are going to start with a drawing exercise (no particular artistic skill is required.) We'll give you about 10 - 15 minutes to complete the drawing. When you are done, we're going to ask each of you to talk about your experience of doing the drawing, what you found yourself focusing on both in terms of what you thought worked well over the intervention time, the challenges you faced, ways you think PST was helpful and ways you think it was not helpful and how you coped with the challenges.

Imagine that the work you do as a CATS as a river. Draw the river that represents your work providing PST to adolescents with depression, thinking in terms of how you would represent the things that worked well or you felt good about, and the things that were challenging, difficult or stressful. You can also represent your coping strategies- what gave you motivation, inspiration or strength.

Discussion questions:

1. Can you share with us what you drew, what you've represented and how it relates to your work with PST? (go around the circle, giving each person an opportunity to share)
2. What are your overall impressions of PST for supporting CALHIV?  
Probe questions:
  - i. Were there steps or approaches that worked well?
  - ii. Were there steps that were difficult and/or didn't work well?
  - iii. What was your experience of delivering PST (positive and negative)?
  - iv. What were your main successes delivering PST?
  - v. What were your main challenges when delivering PST?
3. Was delivering PST different with older and younger adolescents and how?
  - i. (probe) Were there ways you had to modify your approach with different ages?
4. What do you think was particularly helpful about PST?
5. What were your main successes?
6. What supports do/did you need in order to use PST effectively with clients?

(the following section will be inserted into the existing proposal in the PST steps and not included in this section of the final proposal)

**PST modification for young adolescents** (ages 10 – 13 or 14, depending on the developmental level of the adolescent and their ability to reflect on and articulate their experiences verbally.)

**Guide for interview drawings:**

Young adolescents may have difficulty examining and articulating their experiences as well as listing their different problems when asked about them directly. For these adolescents it may be more effective to elicit their problems using drawings.

Instruction: Say: "There's an exercise I'd like you to do as I learn more about you. I'd like you to draw a picture of a family all doing something. Artistic talent doesn't matter. I'll ask you about the picture after, so don't worry if things look just how you want them to." Note: if an adolescent asks for clarification, whether they are supposed to draw their family or any family, tell them they can choose. Give the adolescent about 10 minutes to draw their picture.

When the picture is completed, engage the person in a discussion of the picture, getting as much description of a story as possible, e.g., who is in it, what is happening, what needs to happen, who needs what and what help do people need.

Questions you might ask are: (this is a conversation, so use questions as a general guide to help the adolescent tell the story. They do not all need to be asked, or based on what they've said, you might ask some different questions to understand their story.) If the person says their picture is their own family, use 'you' when you ask about the picture. If they've said it is a family, ask questions using he/she.

- a. Can you tell me about your picture?
  - i. Who is he or she? Who are they?
  - ii. Tell me about what they are doing/what is happening?
  - iii. What is that like for you? (or what is that like for him or her?)
- b. Then, depending on what is happening in the picture and what the person said:
  - i. How do you feel about that? (or how does he/she feel about that)
  - ii. Why do you think this is happening?
  - iii. What is going to happen?
  - iv. Are there other problems in this family than what is in the picture?
  - v. What does he/she/they need?
  - vi. Who can help?

If the story has been about 'a family', assume that the adolescent is reflecting their own experiences. Ask the following questions:
  - vii. Has anything like this happened to you/your family?\*
  - viii. What do you do when that happens?
  - ix. What would you like to do when that happens? What kind of help do you need?

Other questions that can help in developing an action plan:

- c. Is anyone in the picture someone you are close to or someone who helps you? In what way?
- d. Are there other people important to you who are not in the picture?
- e. Can you talk with any of these people about this?
- f. What do you think might help?

Remember, you are using the picture and discussion to learn about the information needed for the different PST steps: problem identification, brainstorming solutions including who is available to help the young person, and choosing an action plan.

Based on what you learned from the discussion, state the problems you hear the client describe. With the client, identify the main problem that will be the focus for intervention. Again, based on the story told with the picture, what will be done and who will help?

Complete the PST form identifying the problem chosen and the action plan agreed upon.