



INTRODUCTION

Before beginning the interview, read the consent form and obtain the participant's consent to proceed with the interview. DO NOT proceed without informed consent. Inform the participant that you would like to start recording the interview & taking notes, and start the audio recorder.

[Interviewer note: Before meeting with the participant, start the recording; state interviewer name, participant's ID number, time, date, and location of the interview].

[Once the participant comes in, pause the tape and start rapport. Continue to obtain verbal consent. Ask the participant if it's okay to tape record the interview]

[Interviewer note: Remind the participant that all your answers will be kept in strictest confidence and you can ask to skip any questions you don't feel comfortable answering. Your name will not be included in the report when we share the study findings. Instead, we will give you a unique code number]

Oral Consent

Hello, my name is _____, from ICHAD. I am interested in learning about some of the needs and concerns of people in this community. I'm especially interested in trying to understand some of the issues related to sexual violence that women have to deal with here. I hope that your answers to my questions will help improve health services for people in this community. I expect our discussion to last about 60 minutes.

Specifically, I am conducting an assessment of health services in this community for women survivors of sexual violence. Please note that I am not asking about your personal experiences with sexual violence, but about your perceptions of social norms that influence sexual violence, and perceptions about reasons why women seek or do not seek care. "Sexual violence" is an umbrella term which refers to any sexual act or attempt to obtain a sexual act, or unwanted sexual comments or acts to traffic, that are directed against a person's sexuality using coercion by anyone, regardless of their relationship to the victim, in any setting, including at home and at work. In this study, I am using the term sexual violence to refer to sexual intercourse that is forced or coerced onto a woman by anyone (including a woman's husband), knowingly against her will.

During the interview, I will make audio recording and take notes in order not to miss all the important points we will discuss. However, if you do not wish that the interview be recorded I will not. You may feel uncomfortable talking about some of the topics or your experiences. You are free not to answer any of the questions we ask, and you can stop your participation in the study at any time.

Although we would appreciate your participation, you are free to decide not to participate.

The study findings may contribute to efforts to improve health services for women survivors of sexual violence.



ID# _____ INTERVIEWER: _____ DATE: _____

If you have any questions about this study, you are encouraged to contact: Dr. Abel Mwebembezi, Reach the Youth -Uganda at 0709-007-011. You may also contact Dr. Raymond Atwebembere, Project Coordinator at 0709-006-820. You can also write to them at P.O. Box 1988 Masaka; or Dr. Lindsay Stark at the Brown School at Washington University in St. Louis, Campus Box 1196, One Brookings Drive, St. Louis, MO 63130 USA, or you may call her 24 hours a day at telephone number: (001) 314-935-8521. You may also contact Dr. Massy Mutumba at the School of Nursing at the University of Michigan, 400 North Ingalls Building, Ann Arbor MI 48109 at telephone number 734-647- 0323. You may also contact Dr. Fred Ssewamala at the Brown School at Washington University in St. 4 Version 2:08062022 Louis, Campus Box 1196, One Brookings Drive, St. Louis, MO 63130 USA, or you may call him 24 hours a day at telephone number: (001) 314-935-8521 or at the local line in Uganda: 0709-007-004

Interviewer Guide: Ask participant if they have any questions?]

I. Introduction & Purpose of Qualitative Research

The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say (Kvale, 1996).

Qualitative research emphasizes the depth of understanding and the deeper meanings of human experience. It aims to generate theoretically richer, albeit more tentative, observations (Rubin & Babbie, 2014).

Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world (Merriam, 2009).

A researcher who uses in-depth interviewing commonly seeks “deep” information and knowledge. This information usually concerns very personal matters, such as an individual's self, lived experience, values, and decisions, occupational ideology, cultural knowledge, or perspective (Johnson & Rowlands, 2012).

Qualitative interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as a follow-up to questionnaires, etc. to further investigate the participants' responses (McNamara, 1999).



ID# _____ INTERVIEWER: _____ DATE: _____

Aspects of Qualitative Research Interviews:

- ☐ Qualitative interviews aim at getting richer and more detailed answers from participants. For example, we are interested in how and why participants do things the way they do.
- ☐ In qualitative research, the interviewer should be ready to ask follow-up questions that are not always in the interview guide where necessary/relevant based on the participant's response. This may be as simple as "tell me more about that." At times, these may vary from one participant to another.
- ☐ In qualitative interviews, the interviewer keeps a conversational tone, but keeps in mind that they still collect data for research.

II. Characteristics of a Good Interviewer

A good interviewer is...

- ☐ Sincerely interested in the participants
- ☐ Sensitive and morally open
- ☐ Accepting of silence
- ☐ Understanding of ebbs and flows
- ☐ Prepared, focused, and on track
- ☐ A superior listener

A good interviewer...

- ☐ Guides the interview
- ☐ Elicits rich narratives
- ☐ Identifies and follows up on promising areas
- ☐ Manages challenging situations
- ☐ Reflects the project's interests
- ☐ Influences the quality of the data collection

Ask Questions Effectively:

To obtain detailed and thoughtful responses, try to...

- ☐ Avoid leading the participants to give particular answers.



ID# _____ INTERVIEWER: _____ DATE: _____

- ☐ Encourage the participants to tell their own stories.
- ☐ Acknowledge the participants' emotions.
- ☐ Avoid interrogating the participants.
- ☐ Be comfortable with silence.

Use Active Listening Techniques:

Remember that your job is to listen, not to educate, correct, advice, or sympathize.

- ☐ Make eye contact, nod, smile and lean-in attentively.
- ☐ Do not interfere with your phone, computer or other devices.
- ☐ Use occasional verbal encouragement like 'yes' and 'I see'.
- ☐ Paraphrase your participant's words and reflect them back.
- ☐ Refer to something your participant said earlier – to show you are paying attention and to seek clarification or keep the interview on track.
- ☐ Avoid interrupting or completing your participant's sentences.
- ☐ Give participants time to think and embrace the productive pause.
- ☐ Be prepared to address inconsistencies.
- ☐ Assess what you are hearing to make sure there is enough detail.
- ☐ Strive for empathy – try to understand your participant's unique perspective.

Listen between the Lines:

- ☐ Pay attention to body language during the interview session.
- ☐ Be aware of inaccurate language. During an interview, participants might be on their best behavior and use words like "challenging" and "interesting" when they really mean "impossible" and "it makes no sense at all" (Seidman, 2013).
- ☐ Develop a sensitivity to the language of participants and the effect the interview process has on their response, so you know when it's appropriate to dig deeper.

Show Respect for Participants:

Make sure to...

- ☐ Maintain informed consent and tell participants how the results will be shared.
- ☐ Ask delicate or difficult questions by prefacing them with "May I ask you" or "Is it ok if we talk about..."
- ☐ Be conscious of and sensitive to issues of gender, age and authority/power dynamics.
- ☐ Participants may feel more relaxed sitting beside you than facing you across a meeting room table.



ID# _____ INTERVIEWER: _____ DATE: _____

Keep Control of the Interview:

Conducting a great interview requires active listening, empathy, and instinct.

At the same time, it demands that you keep track of time, stay focused and respond to shifts in energy.

Sometimes a participant will elaborate on things that are relevant to our study and sometimes they will go off topic. It is the interviewer's job to bring the participant back to the topic of interest.

Gentle prompts such as "that's really interesting" and "I would love to hear more about it, but I would like to be respectful of your time. Maybe we can discuss that more after we complete the interview if you still have time."

Improve Your Interviewing Skills:

Consider recording a practice interview with a workmate to evaluate your own performance.

- ☐ Are you listening and responding in ways that encourage participation and elaboration?
- ☐ Do you interrupt too often or have any distracting verbal tendencies?
- ☐ Ask participants/interviewees for honest feedback.

III. Pre-Interview Procedures

Please review the following checklist and collect the necessary items before each interview.

Field Checklist:

- | | |
|--|--|
| <input type="checkbox"/> Audio Recorder | <input type="checkbox"/> Field tent |
| <input type="checkbox"/> Fully charged batteries | <input type="checkbox"/> Folding tables |
| <input type="checkbox"/> Copy of English qualitative interview guide | <input type="checkbox"/> Metallic field chairs |
| <input type="checkbox"/> Copy of Luganda qualitative interview guide | <input type="checkbox"/> Signed consent form |
| <input type="checkbox"/> GPS devices | <input type="checkbox"/> Payment forms |
| | <input type="checkbox"/> Refreshments and snacks |
| | <input type="checkbox"/> Notebooks and pens/pencil |

5



ID# _____ INTERVIEWER: _____ DATE: _____

Prior to the interview, record the appropriate interview number/participant ID as provided by the supervisor.

Introduction (Recorder is Off)

- ☐ Personal introductions: State your name and research affiliation.
- ☐ Build rapport: Make small talk, talk to the interviewee, etc.
- ☐ Explain the purpose of the interview.
- ☐ Explain how the interview will be used.
- ☐ Give an estimate of the expected duration of the interview. Remember that interviews often take longer than expected.

Audio Recorder

Request that you be able to record the interview and explain why recording is necessary. For instance, you can say “we would like to make sure that we present your perspectives and experiences as accurately as possible and not rely on our memory. Recording will allow us to do that”

Questions about the Process or Program

- ☐ Encourage the respondent to ask questions about the interview or the project.
- ☐ Reiterate that the participant can stop the tape recorder or interview at any time.
- ☐ Encourage respondents to tell their own stories.

If approved, turn on the audio recorder and state the date before continuing.

ASK PARTICIPANT: Do I have your permission to continue? Yes No

Yes, consent is given → go to question 1

No, if consent is not given → Interview with the participant must END.

Name of Interviewer: _____

Interviewer's Signature: _____ (indicates respondent's willingness to participate)

Date: _____ (mm/dd/yyyy)

Participant Unique Identifier: _____

Version 3:10082022



ID# _____ INTERVIEWER: _____ DATE: _____

OBUVUMU STUDY

In-Depth Interview Guide for Women Survivors of Sexual Violence

English Version

Version 3:10082022

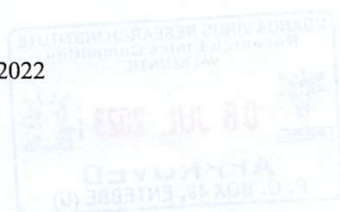


ID# _____ INTERVIEWER: _____ DATE: _____

Study specific Information

We propose a 3-phase study of female SV survivors to examine barriers and facilitators to utilization of SV health services in Uganda, and this will include assessing the demand for health services, decision-making processes, and eliciting their preferences for receiving these services. In Phase 1, we will conduct semistructured interviews with female SV survivors and each village's Secretary for Women and Children's Affairs, to explore social norms surrounding SV, perceptions of SV health services, and decision-making processes surrounding health-service seeking after experiencing SV, and relevant preferences and attributes for SV health services. Data from these semi-structured interviews will be used to: 1) Identify attributes that will inform Phase 2 (DCE); and 2) further contextualize and interpret the findings from the DCE. In Phase 2, we will use the DCE to assess and prioritize factors that influence decisions to seek or not to seek health services after SV, as well as preferences for services. We will also collect geographical position systems (GPS) data on participants' residencies to examine the association between proximity to health services and utilization of SV health services. Following the application of DCE, we will identify how preferences differ based on key demographic variables such as age, education, marital status, location (rural vs. urban), strength of social network and socio-cultural values such as gender norms and decision-making autonomy

Version 3:10082022



ID# _____ INTERVIEWER: _____ DATE: _____

INTRODUCTION:

Interviewer Note: Before meeting with the participant, start the recording; state interviewer name, participant's ID number, time, date, and location of the interview].

Once the participant comes in, pause the tape and start rapport.

INTERVIEWER NOTE]: As you build rapport; ask the participant if they are still willing to participate in the qualitative study

Remind the participant about the audio-visual consent they signed, and continue to obtain verbal consent.

If the participant says YES, resume the tape and continue to the introduction. If they say NO, thank them for their time and end the conversation. Resume tape and report participant's response.

We would like to thank you once again for agreeing to complete the Obuvumu Project in-depth interview. We also thank you for allowing us to tape record the interview. The purpose is to ensure we represent your answers accurately, but your information will be protected and only study staff will have access to this information. We appreciate your interest and your willingness to invest your time and energy in the program.

We expect that the interview will take about an hour to 90 minutes. We can take a break along the interview so that you can get a drink or go to the restroom.

During the interview, we will ask a lot of questions about your experience with Seeking Health Services after experiencing Sexual Violence. Please answer the questions as honestly and accurately as you can. There are no right or wrong answers. We just would like to better understand your experience. Let us remind you that all your answers will be kept in strictest confidence and you can ask to skip any questions you don't feel comfortable answering.

Your name will not be included when we share the study findings. Instead, we will give you a code number

Do you have any questions? Great! Let's get started!

Version 3:10082022



ID# _____ INTERVIEWER: _____ DATE: _____

Interview guide: ASK PARTICIPANT: Do I have your permission to continue? Yes No

Yes, consent is given → go to question 1

No, if consent is not given → *Interview with the participant must END and inform your supervisor.*

Name of Interviewer: _____

Interviewer's Signature: _____ (indicates respondent's willingness to participate)

Date: _____ (mm/dd/yyyy)

Participant Unique ID number: _____

Section 1: Demographic Information

1. Age of participant: _____ (years)
2. Name of village: _____
3. Duration living in village: _____ (years)
4. What is the highest level of education you completed?
 - a. Did not go to school (*Ask Qn.5*)
 - b. Dropped out before primary 7 (*Ask Qn.5*)
 - c. Completed primary 7 and stopped
 - d. Dropped out before senior 4 (*Ask Qn.5*)
 - e. Completed senior 4 and stopped
 - f. Dropped out before senior 6 (*Ask Qn.5*)
 - g. Completed senior 6 and stopped
 - h. I have a technical/vocational college diploma
 - i. I have a university degree
 - j. DON'T KNOW
 - k. NO RESPONSE
5. What was the primary reason you never attended school/dropped out?
 - a. Family could not afford
 - b. Got pregnant
 - c. Got married
 - d. Failing in school/poor grades
 - e. Parent(s) passed away
 - f. Too many domestic responsibilities
 - g. School was too far/ no school nearby
 - h. Family does not approve/see benefit
 - i. Other (please specify _____)
 - j. DON'T KNOW
 - k. NO RESPONSE

Version 3:10082022



ID# _____ INTERVIEWER: _____ DATE: _____

Section 2: Safety and Security of Women and Girls**In the section below, we are going to talk about the Safety and Security of Women and Girls**

1. In this community, what are the specific forms of sexual violence against women and girls? (*Probe: Examples of sexual violence-- rape, sexual coercion, child sexual abuse, intimate or non-intimate partner violence*)
2. Which groups of women and girls are most at risk of sexual violence in this community? (*Probe: Young women, married/single women, uneducated/educated women*)
3. What do women and girls in this community do to protect themselves from sexual violence?
 - a. How does this community respond to incidences of sexual violence?
What does the community do to protect women and girls from the risk of sexual violence? (*Probe for community institutions such as churches, mosques, schools, health institutions, security etc.*)
4. Where does sexual violence occur? (*Probe for where intimate or non-intimate partner violence, rape, sexual coercion, sexual abuse etc. occurs*)
 - a. When does sexual violence occur? (*Probe for when intimate or non-intimate partner violence, rape, sexual coercion, sexual abuse etc. occurs... time of day, season of the year*)
5. Who are the usual perpetrators of sexual violence in this community?
6. What do community institutions do to protect people from the risk of sexual violence? (*Probe for community institutions such as churches, mosques, schools, health institutions, security etc.*)
7. What usually happens when perpetrators are caught?

Section 3: Attitudes and Help Seeking Behaviors**In the section below, we are going to talk about the Attitudes and Help Seeking Behaviors**

1. Where do people most commonly seek help when they have experienced sexual violence? (*Probe for specific places: Churches, health centers, local authorities and leaders*)
2. What barriers do women and girls face in reporting sexual violence in this community? (*Probe: For example, stigma against survivors, acceptance of violence as normal, fear of intimidation, logistical (cost, distance, hours of operation, etc.), lack of awareness of services, lack of trust in the benefits of services, lack of coordination between services, lack of follow up, or lack of the quality of services*)
 - a) Thinking about the different gender roles of women versus men, what barriers do women and girls face in reporting sexual violence?
3. What barriers do women and girls face in seeking health care after experiencing sexual violence? (*Probe: For example, stigma against survivors, acceptance of violence as normal, logistical (cost, distance, hours of operation, etc.), lack of awareness of services, lack of trust in the benefits of services, lack of coordination between services, lack of follow up, or lack of the quality of services?*)
 - a) Thinking about the different gender roles of women versus men, what barriers do women and girls face in seeking care?

Version 3:10082022



ID# _____ INTERVIEWER: _____ DATE: _____

Section 4: Awareness of Availability and Accessibility of Sexual Violence Health Services**In the section below, we are going to talk about the Availability and Accessibility of Services**

1. What community structures or services are typically available to sexual violence survivors in your community? (*Probe for services provided to address the health, legal, mental health, safety, and economic needs of SV survivors.*
(*Probe for who provides them? For example, is it a community based organization, a religious organization, the government? Please list them:*
Probe: For when and where the interventions and services are offered?
Probe for community members' awareness of the services?)
2. Do existing sexual violence health services focus on the needs of the survivors?
3. What is the quality and accessibility of the existing sexual violence health services in this community? Please elaborate
4. What are the gaps in the sexual violence health services provided by different institutions in this community? Please elaborate

Section 5: Decision to utilize or not utilize health services**In the section below, we are going to talk about Recommendations for Improving Services, Including Access**

1. After you experienced sexual violence, did you use health services? **Yes** **No**

*[If participant answers YES, ask questions in section 5.1]**[If the participant answers NO, ask questions in section 5.2]***5.1: Factors influencing decisions to utilize health services: [Participants that utilized services]**

1. If you were ever a victim of sexual violence in the future, would you seek health care the next time? Why or why not? *Please be as specific as you can.* What community factors might cause you to change your decision?
2. What influenced your decision to seek health care? Any specific factors or institutions that made it easier to seek health services?
3. What barriers, if any, did you experience when seeking health services?
4. What was the quality and accessibility of the services you used after experiencing sexual violence?
5. Were there any additional services that were not available that you would like to see provided?
6. Did the cost of health services affect your decision to not seek care? How large would the costs have to be in order for you to consider NOT seeking services?
7. Did travel distance, time, or difficulty affect your decision to not seek care? How far or how long would the travel have to be in order for you to consider NOT seeking services? (*Time or kilometers or an open-ended answer about travel barriers (are acceptable)*)

5.2: Factors influencing decisions not to utilize health services: [For participants that did not utilize services]

1. If you were ever a victim of sexual violence in the future, would you seek health care the next time? Why or why not? *Please be as specific as you can.* What community factors might cause you to change your decision?
2. What influenced your decision not to seek health care? Any specific factors or institutions that made it difficult to seek health services?
3. What alternative care did you seek after your experienced sexual violence?

Version 3:10082022



ID# _____ INTERVIEWER: _____ DATE: _____

4. Did the **cost of health services** affect your decision to not seek care? If yes, might your decision have been different if there were no costs?
5. Did **travel distance, time, or difficulty** affect your decision to not seek care? How so? (get details) If you had been able to get services within a 15 minute walk or short bus ride, might your decision have been different?

Section 6: Recommendations for Improving Services, Including Access to health services.

1. What kinds of community factors and health policies do you think would help more women and girls get the services they need after experiencing sexual violence?(Probe: **Better transportation** to health care, **Lower or no cost** to receiving care, **Free services**, such as food, shelter, or other basic necessities, **Non-health care** counseling, such as lawyers or social workers, **Improved privacy** at the facility,)
2. What do you think needs to be done to break down the barriers women and girls face when reporting sexual violence?
3. What do you think needs to be done to break down the barriers women and girls face when accessing health services after experiencing sexual violence?
4. Are there any other recommendations that you may suggest to help improve the livelihood of sexual violence survivors on a personal and community level?

Close the Interview

Thank you for your time and ideas. This has been extremely helpful.

Questions adapted from: https://gender.jhpiego.org/tools/community/1-Nigeria_RAAMP_IDI-Guide%20for%20Community%20Stakeholders.pdf

Version 3:10082022



ID# _____ INTERVIEWER: _____ DATE: _____

SECTION SEVEN: END NOTES:**Interviewer: Please fill out the following questions below:****OBUVUMU STUDY****QUALITATIVE FIELD NOTES TO BE TAKEN UPON INTERVIEW COMPLETION**

WRITE UP YOUR NOTES AS SOON AFTER YOU FINISH THE INTERVIEW. YOU THINK YOU WILL REMEMBER EVERYTHING, BUT IT BECOMES VERY HARD TO DO SO IF YOU DON'T WRITE THEM OUT RIGHT AWAY

DATE:**TIME:****PARTICIPANT ID:****INTERVIEWER'S NAME:****VILLAGE:****SITE LOCATION (community, and specific location where the interview was conducted):**

- 1. Describe the physical environment where you conducted the interview?** *(Examples may include, a secluded private location, a noisy place, a quiet place, vehicles passing around, etc.,)*
- 2. Who was with you and your participant during the interview? How much did they participate in the interview?** *(Examples may include, the participant's child, or study supervisor. Also, indicate to which extent they interrupted)*
- 3. Describe the participant's appearance** *(Examples may include, the participant had nice looking clothes, hair well maintained, had a bruise on their face, they had footwear, torn clothes, looked sick/low energy)*
- 4. Describe the attitude of your participant towards you and the interview (e.g., he/she may be reserved at the beginning, but more relaxed as the interview progressed)** *(Examples may include, appears not interested, sad, does not open up easily, appears to be in a hurry, appears to be unsettled)*

Version 3:10082022



ID# _____ INTERVIEWER: _____ DATE: _____

5. **What interruptions -if any- happened during the interview (Examples may include, the participant's child cried so she had to be attended to, the lunch bell rang, noise outside, noise from passing vehicles, teacher passing by, participant picking a phone call, phone vibrating)**
6. **What are some of the issues/things your participant mentioned during the interview that stood out to you? (Interviewer, make choice on what stood out from your interaction with the participant)**
7. **Any informal but relevant conversations you had with participants or other members of the household/community outside the interview that are worth mentioning. Please write a brief summary. (Interviewer, make choice on what stood out from your interaction with the participant, this could be on/off recording)**
8. **What did you think/how did you feel about the overall interview? What went well and what could you have done differently? (Interviewer, note the participant's overall understanding of the questions, are they giving detailed responses? are they sticking to the questions asked, are they giving relevant examples?) what you could have done differently, changing the venue of the interview)**
9. **Did the participant require a lot more prompting during the interview?**
10. **Any other comments, (examples may include, dozing a lot, using too much non-verbal communication, stammering a lot. a lot of silence)**

THE QUESTIONNAIRE IS OVER!

THANK YOU, INTERVIEWER!

Version 3:10082022



