



CHARISMA

Counseling Job Aid

Empowerment counseling
to improve women's ability to
use PrEP safely and effectively



Acknowledgments

The CHARISMA Counseling Job Aid was developed by Miriam Hartmann (RTI International), Michele Lanham (FHI 360), Clare Schroder and Neeraja Bhavaraju (FSG), and Abigail Hatcher with technical input from:

Wits RHI

Thesla Palanee-Phillips, Florence Mathebula, Portia Duma, Promise Duma, Nonkululeko Mayisela, Motsamai Alphale, Angeline Mzolo, Dorica Mbewe, Kerushini Moodley, Hlalifi Rampyapedi, and Krishnaveni Reddy

RTI International

Elizabeth Montgomery, Danielle Wagner

FHI 360

Elizabeth Tolley, Rose Wilcher, Andres Martinez, Seth Zissette, Suzanne Fischer (copyediting), Jill Vitick (graphic design), Lucy Harber (instructional design)

This work is licensed under a Creative Commons Attribution-Noncommercial 4.0 International License. This work was made possible by the generous support of the American people through the United States Agency for International Development (USAID) and the U.S. President's Emergency Plan for AIDS Relief (PEPFAR). The contents are the responsibility of the CHARISMA project and do not necessarily reflect the views of USAID, PEPFAR, or the United States Government. CHARISMA is led by RTI International with core partners FHI 360, Wits RHI, and the University of Washington.

Suggested Citation: RTI international, FHI 360, Wits RHI. CHARISMA counseling job aid: empowering counseling to improve women's ability to use PrEP safely and effectively. Durham (NC): FHI 360; 2020.

About CHARISMA

CHARISMA is an empowerment counseling intervention to improve safe and effective use of new antiretroviral (ARV)-based HIV prevention technologies by addressing some of women's biggest challenges to consistent HIV prevention use—harmful relationship dynamics with male partners and exposure to intimate partner violence (IPV). Throughout this document, we will refer to ARV-based HIV prevention technologies as “PrEP” (pre-exposure prophylaxis).

The intervention is comprised of four steps administered by counselors as part of PrEP service delivery:

- **Step 1:** Relationship assessment (HEALTHY Relationship Assessment Tool or HEART)
- **Step 2:** Counseling
- **Step 3:** Educational materials for male partners
- **Step 4:** Support and referrals

For more information about CHARISMA, refer to the CHARISMA Guide to Intervention Implementation and Adaptation.

CHARISMA is an acronym for “Community Health Clinic Model for Agency in Relationships and Safer Microbicide Adherence.” We refer to it only as CHARISMA because the community component was dropped after the pilot and because the term “microbicides” is not being used in PrEP programs.

How to Use the CHARISMA Counseling Job Aid

This job aid outlines the key steps and messages that lay counselors use during a counseling session. Before using this job aid, lay counselors should be trained using the CHARISMA Counselor Training Curriculum and the CHARISMA Counseling Manual.

When printing this job aid, pages should be laminated and spirally bound at the top to allow the job aid to sit on a tabletop in

the shape of a tent. The job aid has client-facing pages with images and information for clients and counselor-facing pages with instructions for counselors. Each section is color-coded to make it easy to follow the steps of the counseling.

What to Expect During this Session

Step 1



Relationship
Assessment (HEART)

Step 2
Counseling
*(Module A plus
Module B, C, or D)*



Module A
Healthy and Unhealthy Relationships



Module B
Partner
Communication



Module C
Discussing PrEP Use
with Partners



Module D
Responding to Intimate
Partner Violence

Step 3



Educational Materials
for Male Partners

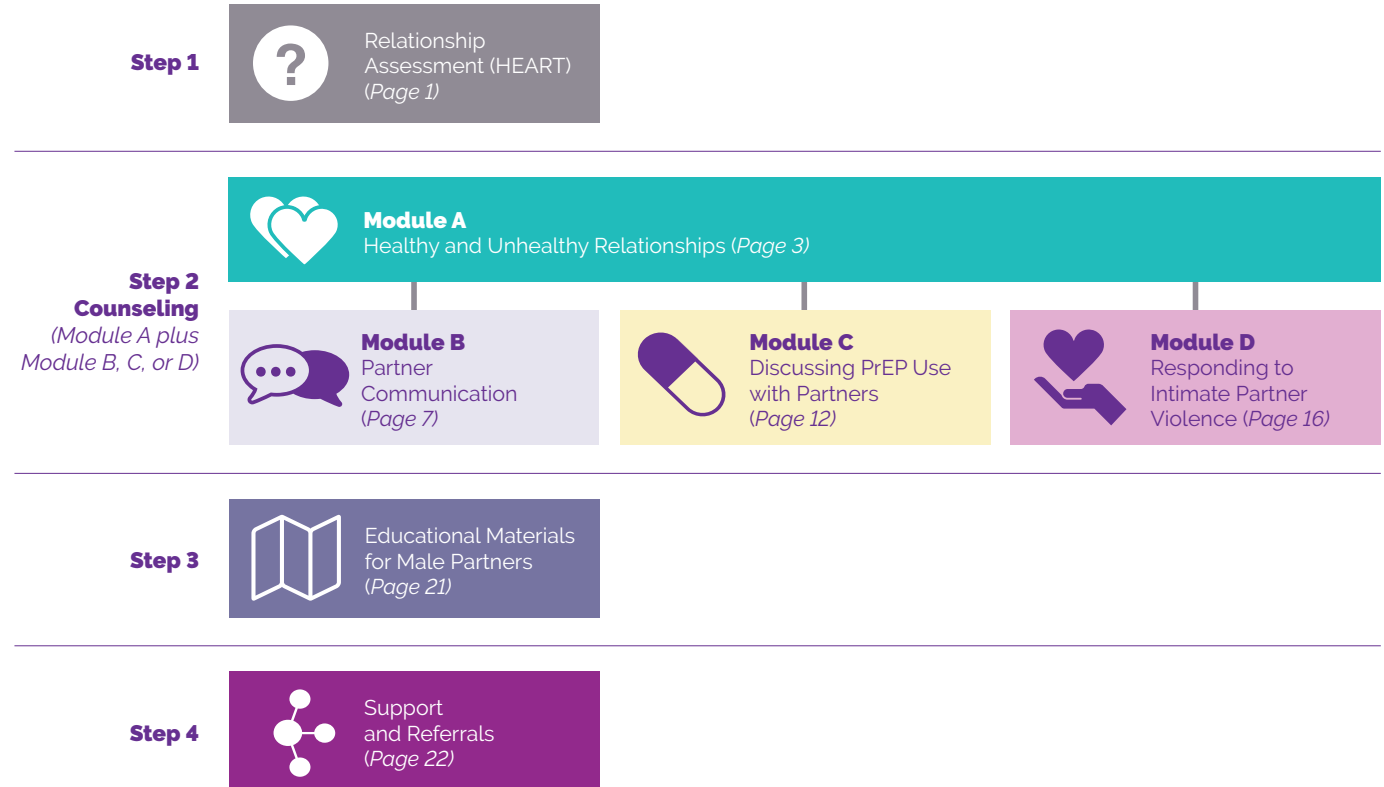
Step 4



Support
and Referrals

Session Flow

1. **Introduce the client to CHARISMA** and its goals to empower the client in her relationship and to use PrEP.
2. Explain that you will use this **flip book to guide the process** and ensure that she receives the information suited to her needs.
3. Briefly describe the **flow and purpose of the steps/modules**.
4. Ask client if she has **questions**.





Relationship Assessment (HEART)



Created by Nubaia Karim Barsha from Noun Project

Relationship Assessment (HEART) (1 of 2)

1. Describe the goal of this step

- To understand the client's relationship and help determine what kind of counseling support she might need

2. Ask about her partners

- *Do you have a primary sex partner—a man you have sex with on a regular basis or whom is your husband, or who you consider to be your main sex partner?*
 - [If yes] *Please think about that person when you answer the questions I'm going to ask you.*
 - [If no] *If you do not currently have a primary sex partner but have had a primary sex partner in the past year, please think about that person when you answer the questions I'm going to ask you. Otherwise, you can think of another recent sexual partner.*
- *Does your partner know that you are using PrEP for HIV prevention?*
 - Yes
 - No (SKIP next question)







- *What was his reaction when he first found out?*
 - Supportive
 - Neutral
 - Opposed
 - Don't know





Relationship Assessment (HEART)

Do you agree or disagree? How much?

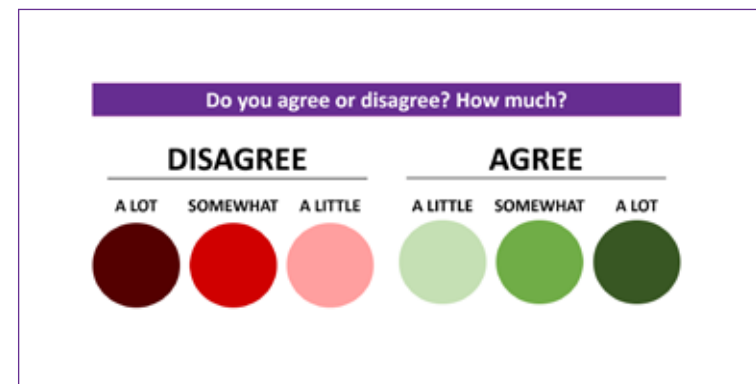
DISAGREE			AGREE		
A LOT	SOMEWHAT	A LITTLE	A LITTLE	SOMEWHAT	A LOT
					

Relationship Assessment (HEART) (2 of 2)

Use a tablet or laptop with the **HEALTHY** Relationship Assessment **Tool** (HEART) to complete this step. Try to ensure the screen is visible to the client as you record her responses.

If a tablet is not available, use a printed copy of the HEART (see Appendix) to record the client's responses so that the client can follow along as she would if the tablet were being used.

1. Introduce the **response options**.
2. Emphasize that responses will remain **confidential**.
3. Read each set of **participant instructions** and **each assessment statement** as written.
4. If the participant has not understood the statement, **you may repeat** it.
5. Encourage the participant to **answer every question**.
6. Record the client's responses and **score for each assessment**. A final decision about which counseling module to use will be made after completing Healthy and Unhealthy Relationships (Module A).





Module A

Healthy and Unhealthy Relationships



Module A - Healthy and Unhealthy Relationships (1 of 4)

Introduce Module A

1. **Describe the goal of this module.**
 - To understand what makes a relationship healthy and unhealthy
2. **Show the Healthy Relationships video** (if not already completed in waiting room).





Module A

Healthy and
Unhealthy
Relationships

Defining an Ideal Partner



Created by ProSymbols form Noun Project

Module A - Healthy and Unhealthy Relationships (2 of 4)

Define an Ideal Partner

1. **Brainstorm to describe:**
 - What do **women** want in their ideal partner?
 - What do **men** want in their ideal partner?
2. **Reflect:**
 - How can women and men communicate better about what they want/need from each other?
3. **Review key points from the brainstorm and reflection.**





Module A

Healthy and Unhealthy Relationships

Defining Unhealthy Relationships and Abuse



PHYSICAL
ABUSE



SEXUAL
ABUSE



FINANCIAL
ABUSE



EMOTIONAL AND
PSYCHOLOGICAL
ABUSE

Icons created by Maxim Kulikov, Icons Pusher Gan Khoon Lay, Anton Kalik, kiddo, and Alexander Skowalsky from Noun Project

Module A - Healthy and Unhealthy Relationships (3 of 4)

Define Unhealthy Relationships and Abuse

1. **Shift the topic** to abuse in relationships.
2. **Introduce the types of abuse** (physical, sexual, financial, emotional/psychological), giving examples of each.
3. Affirm these **key points**:
 - Abuse comes in many forms, not just physical and sexual.
 - Emotional and psychological abuse are common and often lead to other kinds of abuse.
 - All forms of abuse are wrong.
 - Abuse in relationships is often called “intimate partner violence.”
 - Women deserve to feel safe in their relationships.
 - Women deserve equal treatment from their male partners.





Module A
Healthy and
Unhealthy
Relationships

Reflecting on Your Current Relationship



Icon created by Olena Panasovska from Noun Project

Module A - Healthy and Unhealthy Relationships (4 of 4)

Reflect on the Client's Relationship

1. Mention that you will now focus on the client's relationship(s) to **identify what might be most helpful** for the client.
2. Ask the client to tell you about **her relationship**. What is healthy? Are there any unhealthy parts of the relationship?
3. In your own words, **summarize** what you heard about the relationship and **confirm with the client**.
4. Discuss which **counseling module** the client will receive and why (based on conversation and HEART relationship assessment).
 - Clients may be surprised when you tell them that they'll receive counseling on Responding to IPV (Module D). Explain that many women experience violence and abuse without recognizing it.





Module B

Partner Communication



Module B - Partner Communication (1 of 5)

Introduce Module B

1. **Describe the goal of this module.**
 - To build partner communication skills
2. **Show the Partner Communication video** (if not already completed in waiting room).





Module B

Partner Communication

Ways of Communicating



WORDS USED



VOICE AND TONE



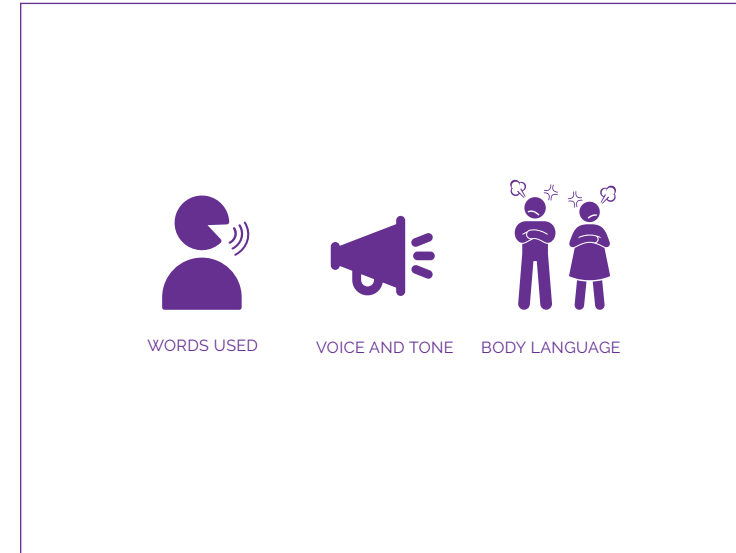
BODY LANGUAGE

Icons created by Larea, Gregor Cresnar, Gan Khoon Lay from Noun Project

Module B - Partner Communication (2 of 5)

Ways of Communicating

1. **Brainstorm different elements of how partners communicate.** It may be helpful to draw from the video example.
2. **Ask the client** how her communication with her partner is positive and how it is negative, thinking about each of the three areas.
3. **Work with her** to brainstorm one way she can improve her communication in each of these areas. Write what she says in the spaces provided.



Using “I” Statements



Module B

Partner

Communication

1

THE ACTION:

“When....”

2

MY RESPONSE:

“I feel...”

3

REASON:

“...because...”

4

SUGGESTIONS:

“I would like...”

1

“When you come home at night after the bar, I feel

2

3

4

disappointed, because I would like to see more of you, and I

4

would like some money for food for the children. I would like

us to discuss how we can make things better together.”

Module B - Partner Communication (3 of 5)

Using "I" Statements

1. **Explain the purpose of "I" statements** and how they can help with communication.
 - Explain that "I" statements are intended to be clear and free of blame and judgment.
 - Give examples of "you" statements versus "I" statements.
2. Outline the **"I" statement formula**: action, response, reason, suggestions.
 - Discuss the sample "I" statement.
3. Ask the client to **create a few "I" statements** to use with her partner on a topic they fight about.
4. Emphasize **key points about "I" statements**:
 - Allow people to separate feelings from facts to clarify what the problem really is.

- May seem strange and unfamiliar, but with practice can become more natural.
- Can be useful in many situations and can be practiced at work or with friends and family.

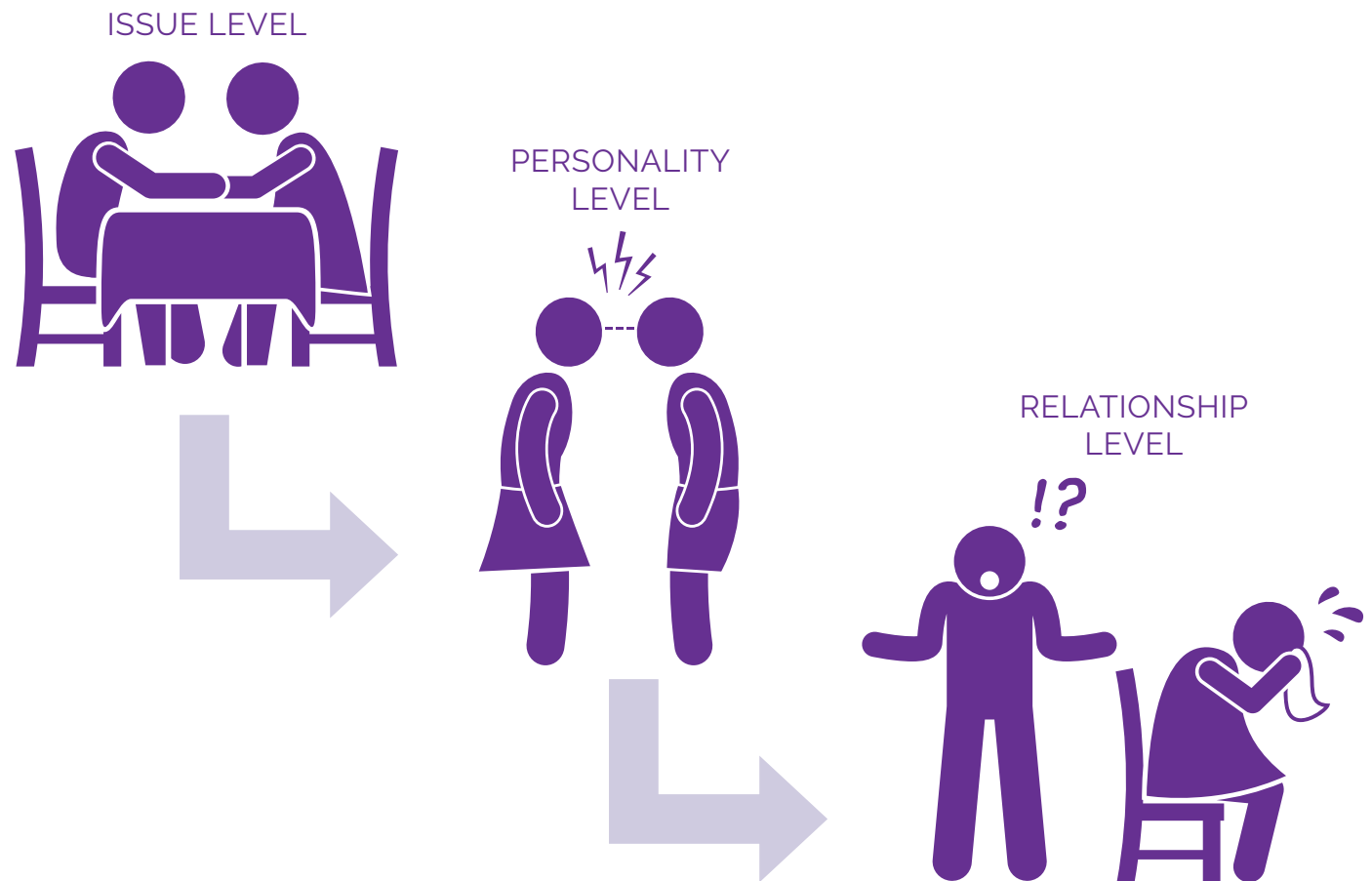




Module B

Partner Communication

Decreasing Conflict



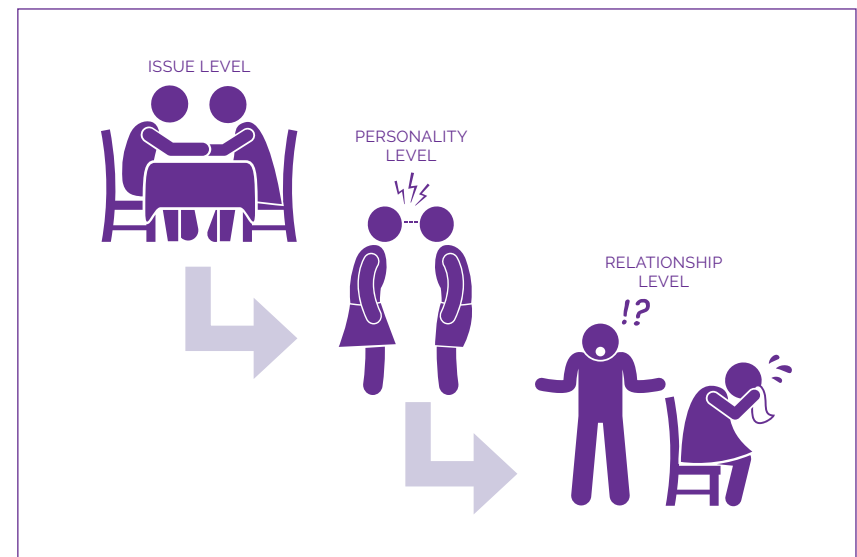
Icons created by Gan Khoon Lay from Noun Project

Module B - Partner Communication (4 of 5)

Decreasing Conflict

1. Frame the conversation – **conflict isn't unhealthy**, but it is important to learn how to deal with conflict in a healthy way in your relationship.
2. Explain that conflict is made worse when you move **away from the issue to the personality and relationship levels**. Define these levels.
 - Issue level: Respectfully talking about the issue at hand and seeking compromise
 - Personality level: Shifting to personal characteristics (e.g., "You're a drunk.")
 - Relationship level: Questioning the relationship ("If you don't like it, leave me!")

3. **Ask how the client fights with her partner.** At what level? Is there any "dirty fighting" that contributes to heightened conflict?
 - **"Dirty fighting"** can include criticism, defensiveness, belittling, humiliation, and withdrawing.





Module B

Partner Communication

Tips for Decreasing Conflict



Icon created by Gan Khoon Lay from Noun Project

- Use a “softened start-up” and be respectful
- Stay on the issue level
- Use effective communication skills
- Identify the real issue
- Make decisions together
- Seek areas of agreement

Module B - Partner Communication (5 of 5)

Tips for Decreasing Conflict

1. **Describe key principles** for preventing heightened conflict.
 - Use a “softened start-up” and be respectful—Bring up your issue respectfully, starting with easier (soft) topics before raising more difficult ones, and use “I” statements.
 - Stay on the issue level—Discuss one problem at a time.
 - Use effective communication skills—These include listening carefully and speaking with respect.
 - Identify the real issue—Determine what's really going on (e.g., an argument over what movie to see may be about who makes decisions in the family).
 - Make decisions together and look for areas of agreement—Be willing to compromise and allow the other person to have some influence.
2. **Use one of the examples discussed in the “I” Statement activity (page 9). Ask the client to consider how that conflict could have been reduced.**
 - What could you say to decrease the conflict and keep the focus on a solution, while letting your partner know that you care about what they have to say?
3. **Review key points.**
4. **Help her develop an action plan** for how she will use communication skills and decrease conflict.
5. **Conclude module.** Move to educational materials for male partners (Step 3) or support and referrals (Step 4) as appropriate.

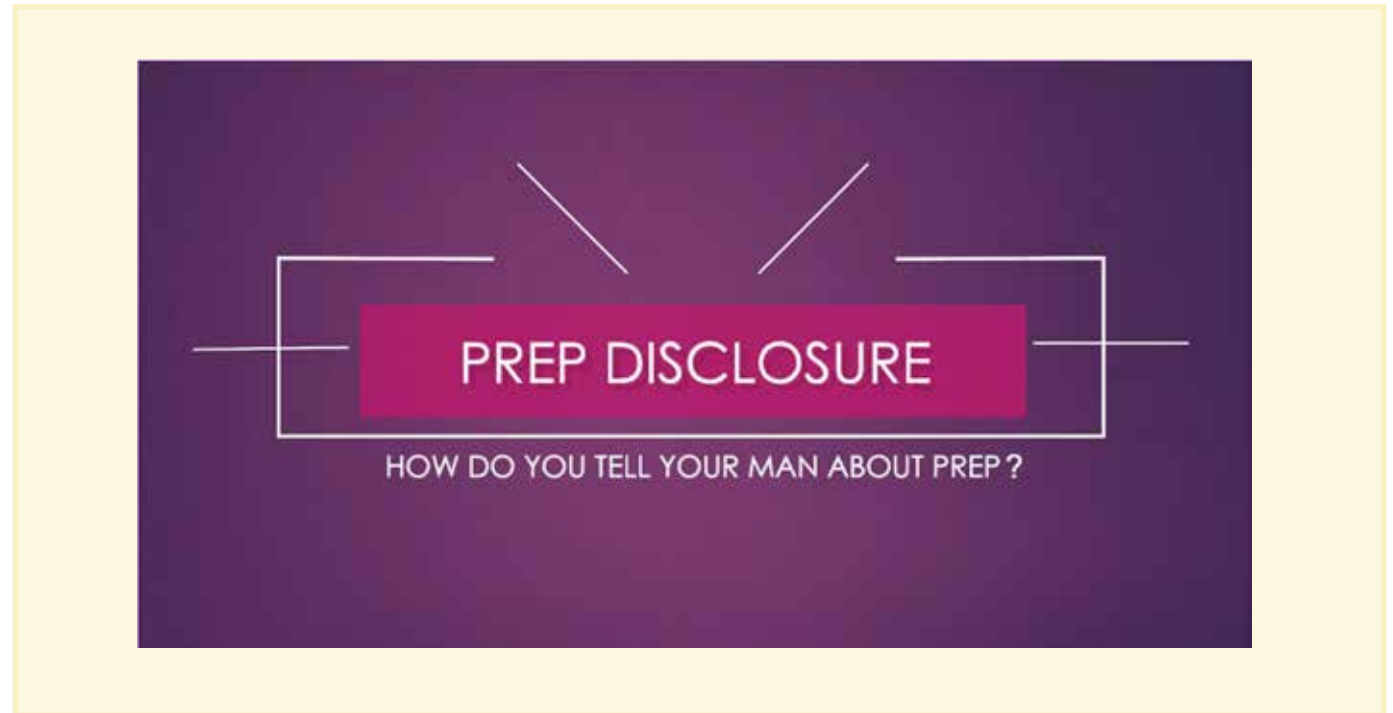


- Use a “softened start-up” and be respectful
- Stay on the issue level
- Use effective communication skills
- Identify the real issue
- Make decisions together
- Seek areas of agreement



Module C

Discussing
PrEP Use
with Partners



Module C - Discussing PrEP Use with Partners (1 of 5)

Introduce Module C

1. **Describe the goal of this module.**
 - To explore the client's partner's knowledge of and attitude toward her use of PrEP
2. **Show the Discussing PrEP Use video** (if not already completed in waiting room).



PrEP Knowledge and Partner Reactions



Module C

Discussing
PrEP Use
with Partners



Icons created by Olena Panasovska and b farles from Noun Project

Module C - Discussing PrEP Use with Partners (2 of 5)

PrEP Knowledge and Partner Reactions

- Explore whether the client has discussed PrEP with her partner and follow up accordingly.**
 - You said that your partner [does/does not] know about your PrEP use. Is that correct?
 - [If he knows] How does your partner feel about oral PrEP? Is he supportive? What are his concerns?
 - [If he does not know] Have you talked with your partner about PrEP in general?
 - [If yes] How does your partner feel about PrEP? What does he support? What are his concerns?
 - [If no] How do you think your partner would feel about oral PrEP? Would he be supportive? What would his concerns be?
- If the client's partner does NOT know about her PrEP use, ask about and explore her interest in telling him.** Share examples of why some women do and do not tell their partners about PrEP use.
 - Ask why she would or would not tell him.
 - If she mentions a fear of a violent reaction, ask follow-up questions to understand if her partner has been violent before. If there is evidence of abuse, move to Module D - Responding to IPV.





Module C

Discussing PrEP Use with Partners

Male Partner Concerns and Potential Responses

COMMON MALE PARTNER CONCERNS ABOUT ORAL PREP	POTENTIAL RESPONSES
You're having other partners or want to	
You don't trust me	
It will cause me to have health problems or is unsafe	
It will affect future fertility	
It will interfere with sex	
We don't have to use condoms now	
I don't need to test for HIV now that you're testing	
[other concerns]	

Module C - Discussing PrEP Use with Partners (3 of 5)

Male Partner Concerns and Potential Responses

1. **Discuss common male partner concerns;** ask the client to suggest potential responses.
2. **Anticipate the client's partner's concerns:**
 - Which additional concern(s) do you think your partner might raise?
 - How would you respond to those concerns?
3. **Role-play with the client** to address concerns that her partner may raise; encourage the client to use effective communication skills.
4. **Reflect** on the role-play and next steps.
 - How are you feeling now about talking to your partner about oral PrEP?
5. **Confirm whether the client does or does not want to tell** her partner about her PrEP use;

support her decision because she is the expert in her relationship. Ask if it is okay with her to discuss tips for telling her partner about her PrEP use and tips for using PrEP without telling her partner, or if she only wants to discuss one of these.

COMMON MALE PARTNER CONCERNS ABOUT ORAL PREP	POTENTIAL RESPONSES
You're having other partners or want to	
You don't trust me	
It will cause me to have health problems or is unsafe	
It will affect future fertility	
It will interfere with sex	
We don't have to use condoms now	
I don't need to test for HIV now that you're testing	
[other concerns]	



Module C
Discussing
PrEP Use
with Partners

Tips for Telling Your Partner

HOW



WHEN



WHERE



OTHER ISSUES



Icons created by Aneeqe Ahmed, Guilherme Furtado, Enshia, and Llíssole from Noun Project

Module C - Discussing PrEP Use with Partners (4 of 5)

Tips for Telling a Partner

1. **Explain** that you will share tips with the client for telling her partner about her PrEP use.
2. **Share tips for telling partners:**
 - How to tell him: Use clear language and good eye contact, listen objectively, avoid blaming others, have prepared answers to likely questions, and be sensitive to your partner's feelings.
 - When to tell him: You are both in a good mood, you are prepared, and there is enough time.
 - Where to tell him: A comfortable and private but safe place without distractions.
 - Questions to consider : Why did you decide to use PrEP? What does it mean for your sexual relationship? What are the benefits for your relationship?
 - Additional considerations shared by women who have disclosed are:
 - Talk about PrEP generally to see what he says before telling him you are using it.
 - Give a little information at a time.
 - Only tell him what he needs to know.
 - If he is resistant at first, continue bringing it up over time until he becomes more supportive.
3. **Explore challenges and solutions with the client**
 - What are your concerns about having this conversation with your partner?
4. **Help her develop a plan** for how she will use these tips.





Module C

Discussing PrEP Use with Partners

Tips for Using PrEP without Telling Your Partner

KEEP PrEP HIDDEN



OTHER IDEAS FOR
SAFE/DISCREET USE



HAVE AN
EXPLANATION
PREPARED

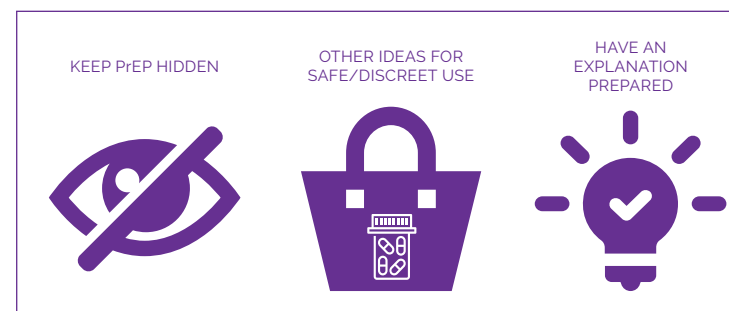


Icons created by Nick Bluth, Creative Stall, monkik, and Adrien Coquet from Noun Project

Module C - Discussing PrEP Use with Partners (5 of 5)

Tips for Using PrEP without Telling Your Partner

1. **Affirm the client's right to use PrEP without telling her partner.**
2. **Share key points** for using oral PrEP without telling a partner:
 - Many women successfully use oral PrEP without telling their partners.
 - If you're anxious or scared about keeping oral PrEP in your house, you could consider storing it in an unmarked container or at a friend's house, especially if you worry for your safety.
 - If your partner finds the pills, you could say the pills are for period pains or contraception.
3. **Explore** strategies that will alleviate the client's anxiety about not telling her partner. Consider a past example of when she withheld information from her partner.
4. **Offer additional support.**
 - Materials that she can provide to her male partner that respond to common questions men have
 - An offer to have someone from the clinic contact her partner
 - The chance to bring her partner in for a facilitated conversation
5. **Help her develop a plan** for how she will use these tips
6. **Conclude module.** Move to educational materials for male partners (Step 3) or support and referral (Step 4) as appropriate, or conclude counseling session.





Module D

Responding to Intimate Partner Violence



Module D - Responding to Intimate Partner Violence (1 of 4)

Introduce Module D

1. **Describe the goal of this module.**
 - To help the client deal with abuse and violence in her relationship
2. **Thank her** for sharing the abuse she's been experiencing in her relationship.
3. **Ask her** if she would mind talking a little more about what happens in her relationship and whether it has changed over time.

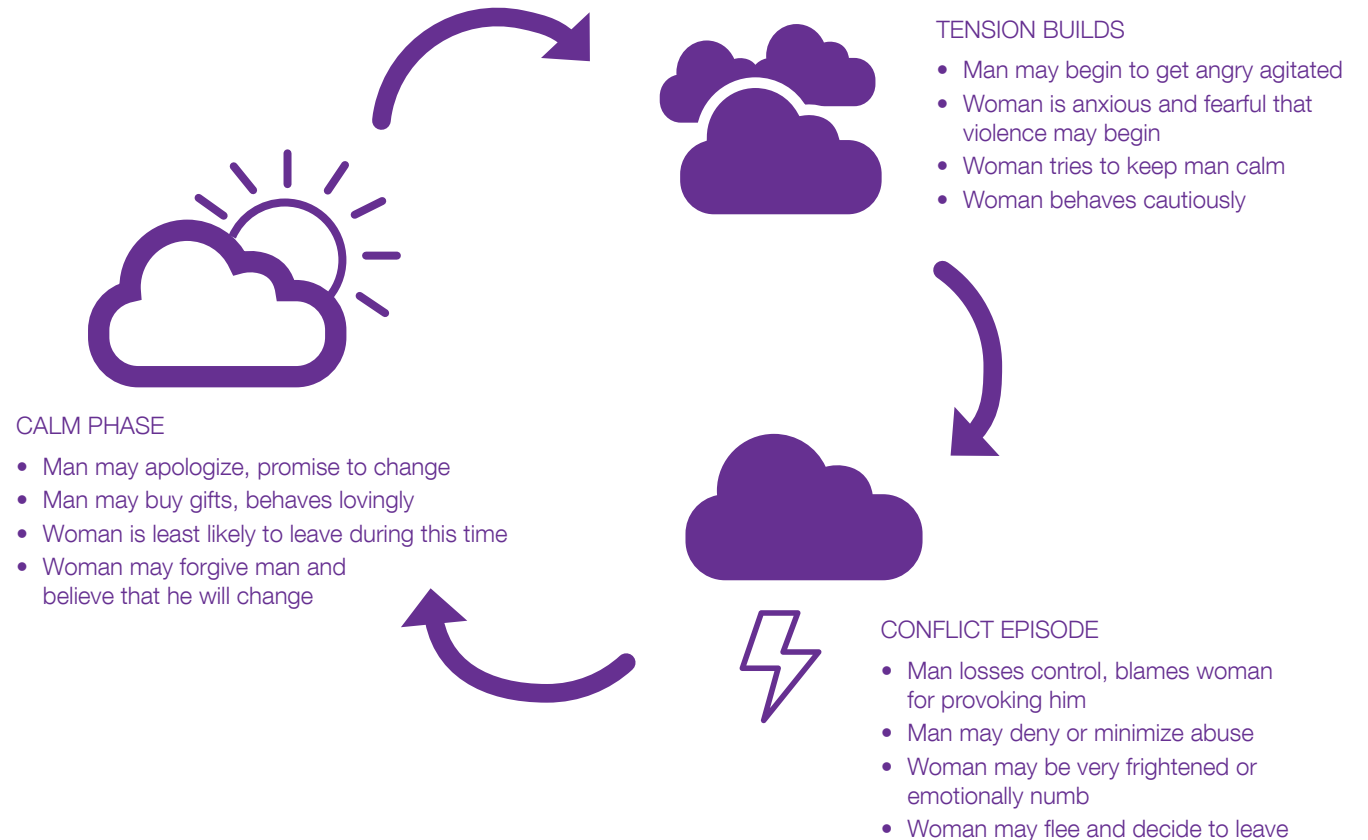




Module D

Responding to Intimate Partner Violence

Cycle of Violence



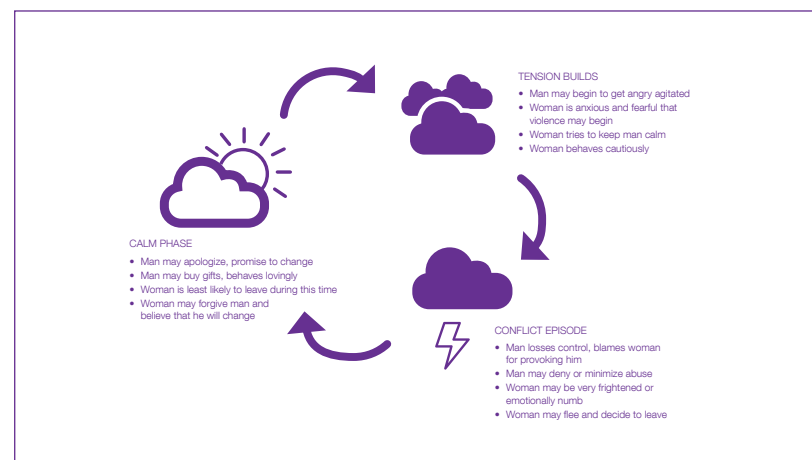
Source: Adapted from Lenore Walker, *The Battered Woman*, New York Harper and Row, 1979.

Module D - Responding to Intimate Partner Violence (2 of 4)

Cycle of Violence

1. **Introduce the cycle of violence** and discuss these points.
 - In the cycle, a **conflict episode** occurs and many women seek assistance.
 - During a **calm phase**, women may forgive the partner and return to the relationship.
 - Over time, **tension begins to build again**, and women and their families feel anxious and fearful that violence will occur again.
 - This cycle keeps repeating until it is broken.
2. **Ask the client to share** her understanding of and experience with the cycle of violence.
3. **Review key points.**
 - Most abusive relationships follow this circular pattern.

- The cycle of violence can take a different amount of time for every couple.
- Women are not to blame for staying in violent relationships.
- A woman should take action only when she is ready.





Module D

Responding to
Intimate Partner
Violence

Safety Assessment



Module D - Responding to Intimate Partner Violence (3 of 4)

Safety Assessment

1. Ask if she is **worried about her immediate safety** when she returns home.

- Has the physical violence happened more often or gotten worse over the past six months?
- Has he ever used a weapon or threatened you with a weapon?
- Has he ever tried to strangle you?
- Do you believe he could kill you?
- Has he ever beaten you when you were pregnant?
- Is he violently and constantly jealous of you?

2. If she answers **“yes” to three or more questions**, say *“I’m concerned about your safety. Let’s discuss what to do so you won’t be harmed.”* You can consider options such as:

- Contacting the police, if it is safe to do so in your setting
- Arranging for her to stay that night away from home
- Referring her to other resources such as crisis counseling, shelters, or financial aid (see Step 4)





Module D

Responding to Intimate Partner Violence

Safety Planning



* MAKING A SAFETY PLAN

- Identify a safe place to go.
- Plan how to get there.
- Consider whether to take children or go alone.
- Agree with family/friends on a safe word or SOS code so they can come help you or call police.**
- Remove weapons.
- Keep phone charged.



* STAGING AN EASY EXIT

- Keep a bag packed with necessities (money, keys, clothing and medicines, including PrEP) for yourself and children.
- Prepare copies of important documents (deeds, birth certificates, insurance policies, photographs, phone numbers).
- If leaving a partner, do not tell partner until after leaving and arriving at a safe place.



* PREPARING YOUR CHILDREN

- Teach them to use a phone to call the police.**
- Teach them their full names, your full name, address, and phone number.
- Teach them what to do if separated from you, including when and where to escape to a safe space (family, neighbors, or shelter) if needed.



* SURVIVING A VIOLENT INCIDENT

- Get to a room with an outside door.
- Avoid rooms where abuser can access weapons (kitchen).
- Call police when violence occurs.**
- Document your abuse; take photographs and keep copies of medical records.

*Icons created by Adrien Coquet, Gina Rafaella Furnari, and b a r z i n from Noun Project

**Calling the police is not a safe or helpful option in all settings. Only consider this if it is safe in your setting.

Module D - Responding to Intimate Partner Violence (4 of 4)

Safety Planning

1. **Describe safety planning**; emphasize she may not need to take action today.
2. **Discuss the actions a woman can take:**
 - Making a safety plan
 - Preparing children
 - Staging an easy exit
 - Surviving a violent incident
3. **Record type of assistance needed** for use during referral step.
4. **Develop a safety plan** with her and give her a written copy, if it is safe to do so.
5. **Conclude module.** Move to educational materials for male partners (Step 3), if appropriate, or support and referrals (Step 4).

SAFETY PLANNING

- MAKING A SAFETY PLAN**
 - Identify a safe place to go.
 - Plan how to get there.
 - Consider whether to take children or go alone.
 - Agree with family/friends on a safe/word or SOS code so they can come help you or call police.**
 - Remove weapons.
 - Keep phone charged.
- STAGING AN EASY EXIT**
 - Keep a bag packed with necessities (money, keys, clothing and medicines, including PrEP) for yourself and children.
 - Prepare copies of important documents (deeds, birth certificates, insurance policies, photographs, phone numbers).
 - If leaving a partner, do not tell partner until after leaving and arriving at a safe place.
- PREPARING YOUR CHILDREN**
 - Teach them to use a phone to call the police.**
 - Teach them their full names, your full name, address, and phone number.
 - Teach them what to do if separated from you, including when and where to escape to a safe space (family, neighbors, or shelter) if needed.
- SURVIVING A VIOLENT INCIDENT**
 - Get to a room with an outside door.
 - Avoid rooms where abuser can access weapons (kitchen).
 - Call police when violence occurs.**
 - Document your abuse; take photographs and keep copies of medical records.

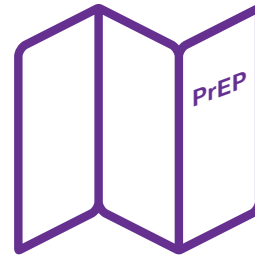


Step 3

Educational Materials for Male Partners



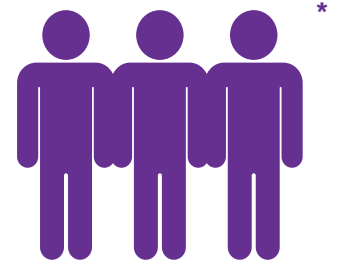
INVITATION TO
COUNSELING



PREP MATERIALS



ANTIVIOLENCE
MATERIALS



INFORMATION ON
ORGANIZATIONS
SUPPORTING MEN

*Icons created by Adrien Coquet, HeadsOfBirds, and DTDesign from Noun Project

Step 3 - Educational Materials for Male Partners

1. **Describe the goal of this step.**
 - To share educational materials that she can share with her partner
2. Show the client the **educational materials for male partners** and explain how she can use these materials to start a conversation with her partner about PrEP and violence and to invite him to the clinic for counseling, if she wants.
3. Ask the client if she would like:
 - An invitation letter for PrEP counseling (alone or as a couple) at the clinic to give to her partner. Reassure her that the clinic will not tell her partner that she is using PrEP.
 - PrEP materials
 - Antiviolence materials
 - Flyers for other topics or organizations focused on supporting men, as available
4. **Distribute materials** appropriately.
5. **Conclude module.** Move to support and referrals.





Step 4 Support and Referrals

SOCIAL SERVICES



Crisis
counseling



Financial aid



Shelter



Services for
children

HEALTH SERVICES



Mental health
support and
counseling



Forensic exam



Additional
HIV and
contraception
services

LEGAL SERVICES



Law
enforcement



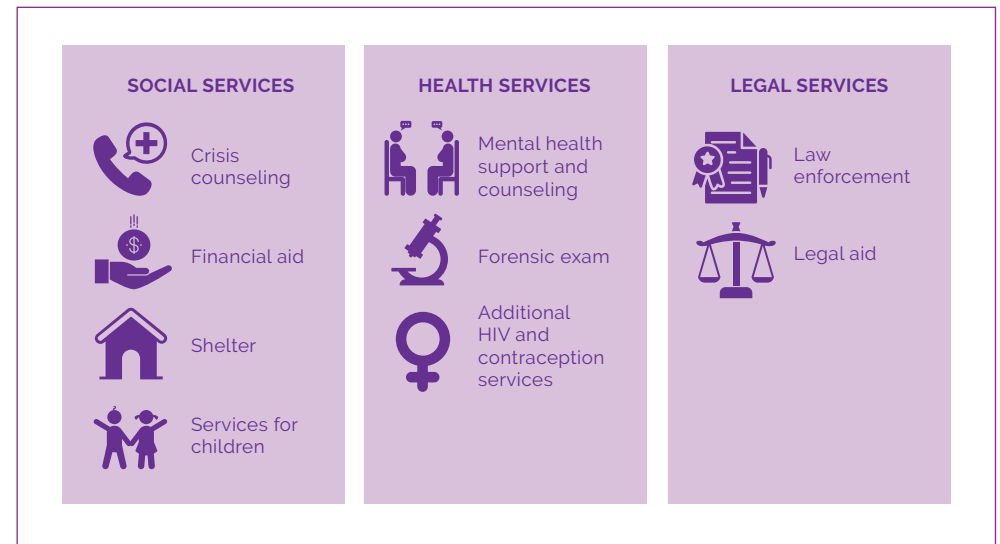
Legal aid

Icons created by Delwar Hossain, Vectors Point, Hat-Tech, Thak Ka, IconTrack, Dmitry Vasiliev, Arijit Adak, ProSymbols, and parkjisun from Noun Project

Step 4 - Support and Referrals

1. **Describe the goal of this step.**
 - To identify the woman's needs and connect her with support and referrals
2. **Discuss types of support** the client may want or need.
 - Ask "What would help the most if we could do it right away?"
3. **Discuss the client's informal support network** including family members, friends, or trusted people in the community.
4. **Offer referrals to services** that are the best fit for the client, and discuss any fees or other requirements of the referral organization.
5. **Offer to provide the client a printed referral sheet** and/or to **call the referral agency** for/with her.

6. **Add referrals to her action plan**, including a date and time she will go to the referral agency.
7. **Conclude the counseling session.**



Questions

1. **Allow the client to ask any remaining questions.**
2. **Conclude the session.**

Appendix: Healthy Relationship Assessment Tool

READ *With the first set of statements, I would like to understand how you feel about the kind of roles that men and women should have in their everyday lives. Please*

answer as honestly as you can. If the statement is not clear, I can repeat it. These questions will help us to consider how much or how little support you might receive from this partner.

TRADITIONAL VALUES		DISAGREE			AGREE			Score
		A Lot	Some	Little	Little	Some	A Lot	
1	I think that a woman cannot refuse to have sex with her husband.	1	2	3	4	5	6	
2	I think that if a man has paid lobola* for his wife, he owns her.	1	2	3	4	5	6	
3	A woman should always listen and abide by the word of her husband without questions.	1	2	3	4	5	6	
4	A man should have the final word about decisions in his home.	1	2	3	4	5	6	
5	A real man produces a male child.	1	2	3	4	5	6	
6	I think that if a man has paid lobola for his wife, she must have sex when he wants it.	1	2	3	4	5	6	
7	I think that a man should have the final say in all family matters.	1	2	3	4	5	6	
8	A woman should accept her partner's wishes – even when she disagrees - to keep the family together.	1	2	3	4	5	6	
9	I only think I am attractive if other people think I am.	1	2	3	4	5	6	
*bride price		TOTAL SCORE (Range=9-54)						

READ With the next set of statements, I would like to get a better sense about your relationship in general with the partner we have just identified. Do you have that partner in mind? Please answer as honestly as you can. If the

statement is not clear, I can repeat it. These questions will help us to consider how much or how little support you might receive from this partner.

PARTNER SUPPORT		DISAGREE			AGREE			Score
		A Lot	Some	Little	Little	Some	A Lot	
1	My partner is as committed as I am to our relationship.	1	2	3	4	5	6	
2	In general, my relationship has a lot of tension.	6	5	4	3	2	1	
3	I feel trapped or stuck in our relationship.	6	5	4	3	2	1	
4	Arguments with my partner result in me feeling down or bad about myself.	6	5	4	3	2	1	
5	My partner does what he wants, even if I do not want him to.	6	5	4	3	2	1	
6	I feel safe in my current relationship.	1	2	3	4	5	6	
TOTAL SCORE (Range=6-36)								

READ *In this next section, I would like to ask you some questions about how your partner treats you. Some of these questions might be difficult to answer. Please respond as honestly as you can.*

PARTNER ABUSE AND CONTROL		DISAGREE			AGREE			Score
		A Lot	Some	Little	Little	Some	A Lot	
1	My partner slaps, hits, kicks, or pushes me.	1	2	3	4	5	6	
2	My partner does things to scare or intimidate me on purpose.	1	2	3	4	5	6	
3	My partner makes fun of me or humiliates me.	1	2	3	4	5	6	
4	My partner makes most of the decisions about how the household finances are used.	1	2	3	4	5	6	
5	I feel frightened by what my partner says or does.	1	2	3	4	5	6	

READ *The next two questions ask how you feel in general about decisions you make.*

6	I can't seem to make good decisions about my life.	1	2	3	4	5	6	
7	I do not trust myself to make good decisions about my life.	1	2	3	4	5	6	
TOTAL SCORE (Range=7-42)								

READ *These next items will help assess whether you might face any risks from asking your partner about using HIV prevention products.*

PARTNER RESISTANCE TO HIV PREVENTION		DISAGREE			AGREE			Score
		A Lot	Some	Little	Little	Some	A Lot	
1	If I asked my partner to use a condom, he would get angry.	1	2	3	4	5	6	
2	If I asked my partner to use a condom, he would think I'm having sex with other people.	1	2	3	4	5	6	
3	If I asked my partner to use a condom, he would get violent.	1	2	3	4	5	6	
4	I cannot tell my partner about PrEP use because he will become angry.	1	2	3	4	5	6	
5	If I asked my partner to use PrEP, he would get violent.	1	2	3	4	5	6	
TOTAL SCORE (Range=5-30)								

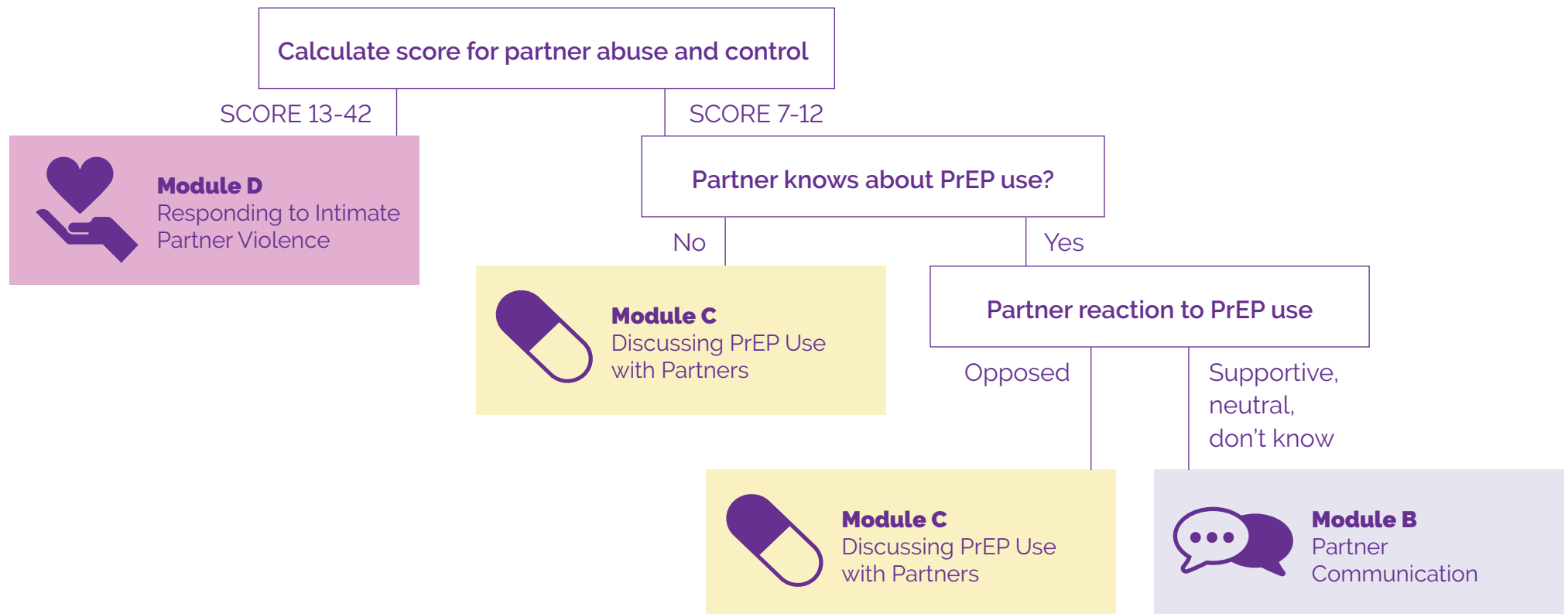
READ The last set of items are about your readiness to use an HIV prevention product – in this case, oral PrEP. Are you ready?

HIV PREVENTION READINESS		DISAGREE			AGREE			Score
		A Lot	Some	Little	Little	Some	A Lot	
1	Using PrEP with my partner will help us communicate better.	1	2	3	4	5	6	
2	I am nervous to learn my HIV status.	6	5	4	3	2	1	
3	I worry that PrEP will affect my sex life.	6	5	4	3	2	1	
4	I worry that others will think I am promiscuous if they know I am using PrEP.	6	5	4	3	2	1	
5	I worry that my partner will think I do not trust him because I am using PrEP.	6	5	4	3	2	1	
TOTAL SCORE (Range=5-30)								

Instructions for Scoring the Healthy Relationship Assessment Tool on Paper

If a tablet/laptop is not available, use these instructions to score the assessment and determine which counseling module to offer the client.

1. **Complete the 'Traditional Values,' 'Partner Abuse and Control' and 'Partner Support' sections of the HEART on paper.** You can also complete the 'Partner Resistance to HIV Prevention' and 'HIV Prevention Readiness' sections, but they are not required.
2. **Make sure the client has answered every question** in those three sections (none can be skipped when completing the scoring on paper).
3. **Add the numbers in the last column (SCORE)** to obtain a TOTAL SCORE for each section of the HEART. This number should fall within the range that is provided next to the TOTAL SCORE label.
4. **Use the figure below and the instructions on the next page to determine which counseling module to offer the client.**



5. If the total score for Partner Abuse and Control is 13-42, **Responding to Intimate Partner Violence (Module D)** is recommended for this client.
6. If the total score for Partner Abuse and Control is 7-12 AND the client's response to the question "Partner knows about PrEP use?" was:
 - a. NO (her partner does not know that she is taking PrEP) then **Discussing PrEP Use with Partner (Module C)** is recommended for this client.
 - b. YES (her partner knows she is taking PrEP for HIV prevention), AND the "Partners reaction to PrEP use" was:
 - i. Opposed, then **Discussing PrEP Use with Partner (Module C)** is recommended for this client
 - ii. Supportive, neutral or she doesn't know, then **Partner Communication (Module B)** is recommended for this client.
 - c. If the total score for Partner Abuse and Control is less than 13 but the client discloses some form of partner abuse or control to the counselor, the counselor can decide to offer **Responding to Intimate Partner Violence (Module D)**.

Note: If time is limited, at a minimum, complete the Partner Abuse and Control section

Final selection of a counseling module

If you complete the scoring on a tablet or laptop, the laptop/tablet program will tell you what counseling module is recommended. If you complete the scoring on paper, the scoring guide shows you which module is recommended. However, in all cases the final decision about which module to use (B, C, or D) will be made after you complete Module A. Your discussion with the client during Module A may reveal additional information about her relationship that will help you decide which counseling module (B, C, or D) to use.

If the HEART recommends Discussing PrEP Use with Partners (Module C) or Partner Communication (Module B) but the client talks about abusive or controlling behaviors by her partner during Module A, you can decide to offer Responding to Intimate Partner Violence (Module D) instead.

Modification if time is limited

If you are completing the assessment and scoring on paper but time is limited, at a minimum, complete the Partner Abuse and Control section.



