

Appendix 2: Methods and application for all components

Methods are a theoretical-and evidence-based techniques and ways to change a determinant, and practical application is the idea about how to deliver a method to the target group or intermediary.

Module/less on	Assignment/Co ntent	PO. Determinants and CO (examples)	Method	Application	Material/Vehicle
Unprotected sex and Sexual Transmitted Infection (STI) including HIV.	Consequences of unprotected sex	<p>PO1.1 Make the decision to use condom.</p> <p>Determinants: Knowledge, risk perception, attitude and self-efficacy.</p> <p>CO: Describe means of protection to STI/HIV and consequences of acquiring any STI including HIV.</p>	<p>Active learning or Elaboration (Knowledge, risk perception and attitude).</p> <p>Reinforcement (knowledge, attitude, self-efficacy and risk perception).</p>	<p>The students solve the exercise about the wall of risks in unprotected sex, infidelity, and the door of opportunities, in groups. They list consequences of unprotected sex and infidelity and identify possible means of protection to STI/HIV acquisition. The teacher discusses with students the general pros and cons of unprotected sexual intercourse and infidelity. Provide the list of consequences, emphasizing that the consequences might affect their life for long time. Thus, the students will realize that using condom is the most effective mean of protection to STI/HIV acquisition.</p> <p>The students watch a theatre scene (5 to 10 min), about consequences of unprotected sexual intercourse. At the end Volunteer Students (VE) make questions to the participant to assess what they have learned from the scene. The participants give their opinion regarding need to decide to use condom in sexual intercourse. VE give feedback and a summary addressing benefits of using condom for their protection to STI/HIV.</p>	Students' and teachers' handbooks with background information and instructions.

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	Location and negotiation of condom use.	<p>PO1.2. Locate condom display point. Determinants: Knowledge, self-efficacy and Subjective norms. CO: Locate place with condom, express confidence to obtain condom and recognise that other students obtain condoms from the same places.</p> <p>PO1.3. Negotiate the use of condom with sexual partner. Determinants: Knowledge, attitude, self-efficacy, skills and subjective norm. CO: Record the steps and benefits of successful negotiation.</p>	<p>Facilitation (all determinants).</p> <p>Planning coping response (self-efficacy and skills).</p> <p>Shifting focus (Subjective norms).</p> <p>Anticipated regret (attitude).</p>	<p>All sexually active students obtain condom from the health advisor office, health centres or buy it from the pharmacy. But the health advisor and manager of health centres will ensure that condoms are available at any time for clients.</p> <p>The students and the health advisor will define causes of non-success (e.g., barrier) and formulate actions to copy the barrier of non-success in negotiation for condom use.</p> <p>The students will be advised by the health advisor to negotiate condom use stating that it is to prevent pregnancy.</p> <p>Students will watch a short theatre scene addressing how a couple would feel after having unprotected sex as a result of failing negotiation to use condom. The participants will discuss about the scene. And VE will provide feedback with clear steps of negotiation.</p>	<p>STI counselling and testing guideline of Mozambique.</p> <p>Video ply.</p>

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	Use condom correctly and consistently.	<p>PO1.5. Students correctly apply condom during use and use it consistently.</p> <p>Determinants: Knowledge, risk perception, attitude, self-efficacy, skills and subjective norms.</p> <p>CO: Express confidence in ability to evaluate risk to STI/HIV in unprotected sex. Demonstrate ability to use condom correctly</p>	<p>Active learning (all determinants).</p> <p>Personalise risk (risk perception).</p> <p>Elaboration (Knowledge).</p> <p>Reinforcement (all determinants).</p> <p>Using imagery (Skills)</p>	<p>Students will determine the risk levels (high, medium, low, null) of STI/HIV transmission in different scenarios of sexual practices, though solving an exercise in their handbook, after receiving instructions from teacher.</p> <p>Teacher will ask some students to present their responses. At the and the teacher will provide feedback and the correct answers from his/her handbook.</p> <p>Teacher will ask students to be in different unsafe situation and indicate their risk level by choosing one of the three possible answers (A,B,C) in 5 minutes. One student will count how many students are in each answer (A,B,C).</p> <p>Then the teacher will provide the response (A = High risk plyer; B = Medium risk plyer; C = safe plyer).</p> <p>In a meeting, students are asked to write on the whiteboard or flip paper, one answer to the question: what does it means use condom correctly and consistently?</p> <p>After all ideas are written, the VE will give feedback and summarise the answer with participants, setting up a list of actions that describe correctly and consistently use of condom.</p> <p>Health advisors use pen mould and condom to demonstrate how to use it to the clients. The client practices the procedure.</p>	<p>Student and teacher handbooks with background information and instructions.</p> <p>Student and teacher handbooks with background information and instructions</p> <p>Paper print and with board</p> <p>STI counselling and testing guideline of Mozambique.</p>

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		<p>PO2.4. Students agree and accept testing results.</p> <p>Determinants: Knowledge, risk perception, attitude, self- efficacy</p> <p>CO: Describe STI/HIV test procedure; recognise consequences of delay testing; feeling positive regarding benefits of early STI/HIV diagnose and feeling confident to deal with test results.</p>	<p>Facilitation (all determinants).</p> <p>Motivational interviewing (all determinants).</p> <p>Arguments (all determinants).</p> <p>Motivational interviewing (all determinants).</p> <p>Personalised risk (risk perception).</p>	<p>All students with STI/HIV concerns will go to the health advisor office for counselling and testing, free of myths and fears at the faculty.</p> <p>Students will receive from the health advisor counselling sessions (pre-test and during testing) in a collaborative goal-oriented style of communication, focusing more in the language of change in order to strengthen personal intention for commitment to deal with fear, myths and judgements from any source.</p> <p>Students will attend lesson addressing HIV testing procedures, test result mining and benefits of learning about their results, in a lecture provided by teacher.</p> <p>Students will receive from the health advisor counselling session (post-test) in a collaborative goal-oriented style of communication, focusing more on the language of change in order to strengthen personal intention for commitment to deal with emotional aspects according to their testing results.</p> <p>Students will receive personal risk information according to their test results from the health advisor.</p>	<p>STI counselling and testing guideline of Mozambique.</p> <p>Student and teacher handbooks with background information and instructions</p> <p>STI counselling and testing guideline of Mozambique.</p>

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Anti-retroviral treatment (ARV).	Criteria and effects of ARV treatment.	<p>PO2.5. Students with positive test results go to the indicated health centre for treatment and follow up.</p> <p>Determinants: Knowledge, risk perception, attitude, self-efficacy and subjective norms.</p> <p>CO: Describe the effect of medicines in treatment of STI/HIV; recognise benefits of early treatment; feeling positive and confident about early treatment of STI/HIV.</p>	<p>Active learning (all determinants)</p> <p>Elaboration (knowledge)</p> <p>Motivational interviewing (all determinants).</p> <p>Scenario-based risk information (risk perception).</p>	<p>Students will respond to question: what they know about ARV treatment? When it must be initiated? And what is the function of ARV. The teacher will recommend students to read their handbook about the background information in regard. Teacher will guide a discussion of students answers with class, at the and the teacher will summarise the content.</p> <p>Students with positive test result will receive from the health advisor post-test counselling in a collaborative goal-oriented style of communication, focusing more on the language of change in order to strengthen personal intention for commitment to go to the health centre for treatment and follow up. The students watch a theatre scene (5 min), about consequences of delayed treatment to STI/HIV. At the end VE make questions to the participant to assess what they have learned from the scene. The participants give their opinion on consequences of delay and about benefits of early treatment to STI/HIV. VE give feedback and summary addressing benefits of early treatment to STI/HIV.</p>	<p>Student and teacher handbooks with background information and instructions</p> <p>STI counselling and testing guideline of Mozambique.</p> <p>Video tape</p>

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	Calendar for STI/HIV screening.	<p>PO2.6. Students follow their calendar continuously.</p> <p>Determinants: Knowledge, attitude, self-efficacy, skills and subjective norms.</p> <p>CO: Express feeling benefits and confident to follow their calendar STI/HIV screening. Demonstrate ability to update their calendar, recognise that other students do so.</p>	<p>Motivational interviewing (all determinants).</p> <p>Self-monitoring of behaviour (skills and self-efficacy).</p> <p>Information about others' approval (social norms).</p>	<p>All clients will receive from the health advisor post-test counselling in a collaborative goal-oriented style of communication, focusing more on the language of change in order to strengthen personal intention for commitment to follow their calendar for STI/HIV screening continuously.</p> <p>Students will keep a calendar on their check-up adherence to regular screening for STI/HIV, to identify why and when they missed the visit.</p> <p>Students will be given data showing the percentage of students who follows their calendar of STI/HIV screening every three months.</p>	<p>STI counselling and testing guideline of Mozambique.</p> <p>Graphics displayed in public places in all study settings.</p>