

---

---

---

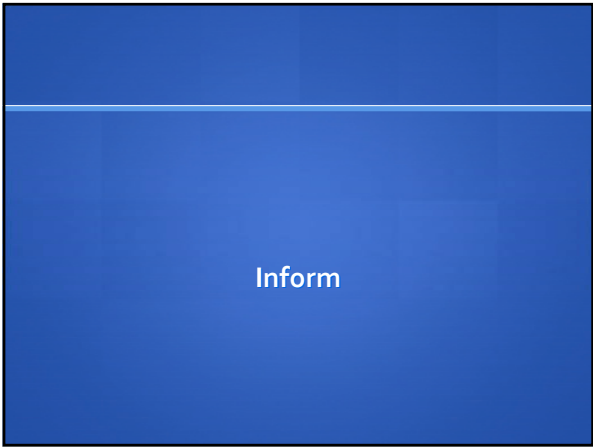
---

---

---

---

---



---

---

---

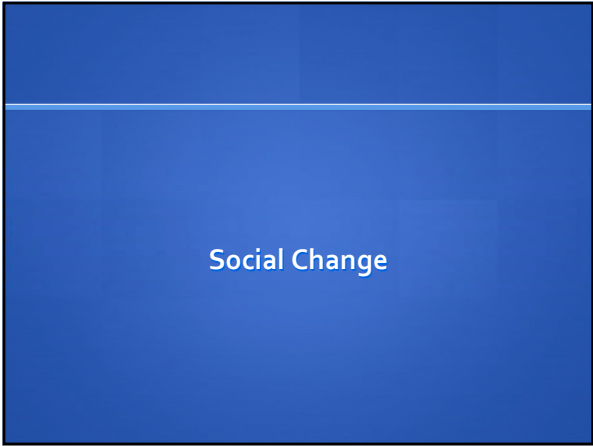
---

---

---

---

---



---

---

---

---

---

---

---

---

Photos draw us in to an experience

---

---

---

---

---

---

---

---

Allow us to see the world through the eyes of those experiencing it

---

---

---

---

---

---

---

---

**Photovoice: A  
Community-Based  
Participatory Strategy**  
Beth Miller, PhD, RD, LD  
Harmony Garden  
Cincinnati, Ohio

---

---

---

---

---

---

---

---

## Objectives

- Discuss concept of Community-based participatory research (CBPR) as it relates to the health of people & communities.
- Discuss how photovoice can be used in needs assessments and program planning.

---

---

---

---

---

---

---

---

## Overview of CBPR

- CBPR is

“a collaborative APPROACH to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR starts with a research topic of importance to the community with the aim of combining knowledge and action for social change to improve community health and eliminate health disparities”. (The W.K. Kellogg Foundation, 2002)

Can also be used with interventions, educations, program development, needs assessments.

---

---

---

---

---

---

---

---

## Key Principles

- Community as unit of identity
- Builds on strengths and resources within community
- Facilitates collaborative equitable partner involvement
- Integrates knowledge and action for mutual benefit
- Involves cyclical, iterative process
- Addresses health from ecological perspective
- Disseminates findings/knowledge gained to all partners
- Long-term commitment by partners

---

---

---

---

---

---

---

---

# Photovoice

- What is it?
- Goals and objectives
- Examples of projects

---

---

---

---

---

---

---

---

# What is Photovoice?

Participatory method through which:

1) Participants are empowered to reflect their issues and assets through photographs.

2) Critical dialogue & knowledge is promoted about important issues through discussion of photographs.

3) Decision makers & influential people are reached to create change through the exhibition of the photographs

Used with participants & groups typically not in positions of power

Developed by Wang & Burris, 1994.

---

---

---

---

---

---

---

---

# Why Photographs?

- Significance and power of an image
  - Powerful communication tool-lasting impression
- Fun, creative
- Low cost and accessibility of photography to all ages, cultures and skill sets
- No language and education barriers
- Ease of generating open dialogue.
- Ease of reproducing and disseminating



---

---

---

---

---

---

---

---

## Goals & Objectives of Photovoice

**Record and reflect** people's personal and community strengths and concerns through photographs

**Promote critical dialogue** and knowledge about important issues through discussion of the photographs

**Reach policy-makers** and decision-makers who can influence social change through public forums and showings of the photographs

Wang, 1999

---

---

---

---

---

---

---

---

## Examples of Projects

- Teen stress
- Quality of life of African American breast cancer survivors
- Homeless
- Girls' health
- Concern of persons living with HIV
- Vulnerable populations



---

---

---

---

---

---

---

---

## Steps in Conducting Photovoice

- 1) Determine the audience
- 2) Recruit partners/stakeholders
- 3) Design the program
- 4) Conduct the program
- 5) Plan your exhibit or display or dissemination
- 6) Evaluate

---

---

---

---

---

---

---

---

## Determine the Audience

- Who am I going to work with?
- What questions do I need to answer?
- Whose needs do I need to understand better?
- Who you are and your purpose will drive the answers to the questions and ultimately your audience :
  - Community, school, worksite, teens, adults, women, men, ethnicity
  - Are you an organization working with breast cancer, heart disease, girls' health, employee wellness?

---

---

---

---

---

---

---

---

## Recruit Partners/Stakeholders

- Champions from a group you will be working with
- Organizations within the community you want to engage
- Members of a group who have been outspoken and can be leaders or change agents
- What you want to know and the purpose of your project will help you identify who your partners might be.
- Practice: Write down who your potential partners might be.

---

---

---

---

---

---

---

---

## Design the Program

- Work with Partners to Determine available resources (available staff, cameras, meeting space, best location, recruitment, supplies)
  - Where can I get resources?
  - How long should the program be?
    - Generally at least 4-6 weeks
  - Time frame, day of week (determined by audience if possible)
  - Who and how will we recruit participants?
- Objectives
- Action research project; process objectives
- Don't always know exactly where going to go and outcomes to anticipate

Practice: Take a few minutes to write down some details about a program that you could conduct with the partners you have identified

---

---

---

---

---

---

---

---

## Overview of the Process



---

---

---

---

---

---

---

---

## Materials Needed

- Cameras (digital, disposable?)
- batteries
- Laptop computer
- Screen
- Flip chart
- Markers/pens/paper
- Consent forms for photos
- Participation consent
- Food/snacks refreshments
- Plates, cups, napkins, utensils
- Extension cords
- Hard copies of the pictures
- Icebreaker ideas for first session

---

---

---

---

---

---

---

---

## Types of Training

- Use of cameras
- Ethics of photography
- Group Facilitation- facilitator training

---

---

---

---

---

---

---

---

## Camera Tips

- Recruit a photography professional or student to assist with camera instruction, if needed.
- Provide tips for taking quality photographs
- Encourage participants to keep safety in mind when going out
- Consent forms for subjects of photographs- needed if photo is used in an exhibit/public display

---

---

---

---

---

---

---

---

## Photo Ethics

- Do you have permission to take someone's photo? Should you ask them before or after you take the photo?
- How can you ask someone to be in your photograph? Role play this.
- Are there times when you don't want to be photographed? When and why?
- What do you do and say if someone says they don't want to be photographed?

---

---

---

---

---

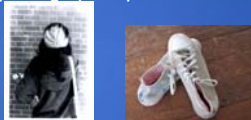
---

---

---

## Photo Ethics

- How could you take a photograph to protect someone's identity?



- What problems could you run into being a photographer in your community?
- What pictures/situations would you want to avoid?

---

---

---

---

---

---

---

---

## Facilitation Training

- Overview of the project
- Basics of facilitation: what is the role of the facilitator?
  - Ensure equal participation
  - Establish ground rules
  - Keep things moving; keep process flowing; intervening as needed
  - Focus on the way the group works- the process, tasks, not content
  - Provides structure and guidance to the group
  - Listening skills and respect for opinions
  - Focus on the group/ shared control
  - Asking clarifying questions/practice with role playing

---

---

---

---

---

---

---

---

---

---

## Evaluation of Program

- Process Evaluation
  - Based on the fact that photovoice is used as exploratory tool and needs assessment, therefore specific outcome objectives may not be reasonable.
  - Examples:
    - What did you like best and least about the photo assignments?
    - Did the process of photovoice help you to increase your knowledge of stressors and strategies for coping?
    - Program quality: time, location, program length, session length
    - Suggestions for future program

---

---

---

---

---

---

---

---

---

---

## Sample Program Outline

Program Session	Content	Date
1	Project overview Administer consent forms Pre-measures	Week 1 5-7 PM
2	Ethical considerations Safety issues Using the cameras Strategies for high quality photos Photo assignment	Week 2 5-7 PM
3	Individual selection & reflection of 2 photos Group discussion	5-7 PM
4	Group Discussion	5-7 PM
5	Group Discussion of photos Discussion of themes	5-7 PM
6-7	Selection of final photos for exhibit (participants give consent to use the photos in public exhibit- determine name/anonymity?) Discussion of details for method of photo exhibit or display (how, where)	5-7 PM
8	Photo exhibit discussion and preparation Invitation list, prepare invitations	5-7 PM
9	Post measures End of project celebration, wrap up	5-7 PM
Exhibit		TBD
Community Forum		TBD

---

---

---

---

---

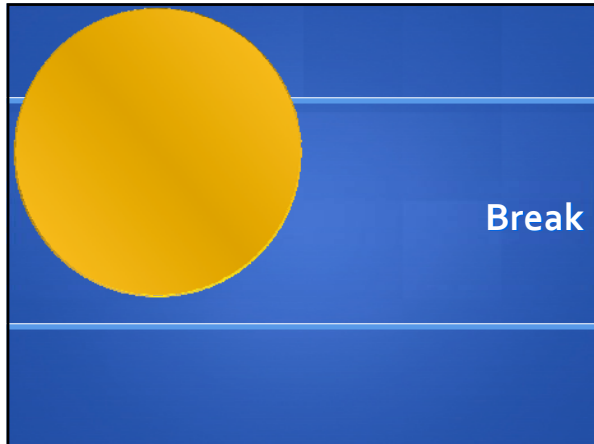
---

---

---

---

---



---

---

---

---

---

---

---

---

### Conducting the Program

- The photovoice process
- Group work
- Using the SHOWeD questions for discussion

---

---

---

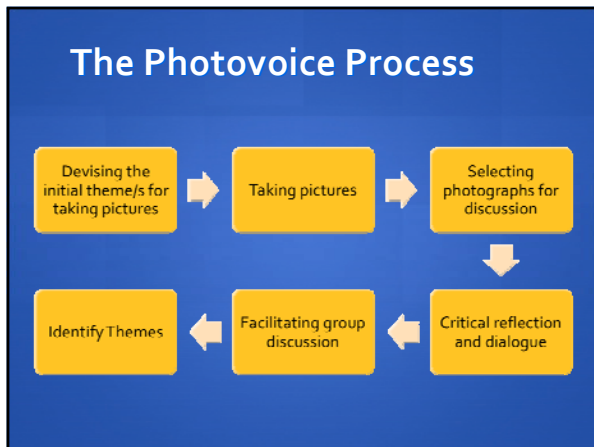
---

---

---

---

---



---

---

---

---

---

---

---

---

## Photo Prompts

- Determine them ahead of time
  - Look at questions you want to better understand
    - What do girls need to be healthy in this community?
    - What are the barriers to health?
    - How is your life impacted by heart disease, breast cancer etc?
- Determine the prompts with the group you are working with
  - Strengths & assets of community, barriers, facilitators
- Practice: Write several questions that you could use for a prompt for a project you may undertake.
  - What might pictures look like for this prompt?

---

---

---

---

---

---

---

---

## Taking Pictures

- Have participants take at least 10 photographs
- Encourage to take as many, particularly if using digital camera.
- Remind of photo ethics
- Weather may affect ability to get good photos (rain, overcast etc) -plan for approximately one week to take photos.
- Too long and too short problematic.

---

---

---

---

---

---

---

---

## Selecting Photographs

- Have participants select 1-2 photographs they like best or feel most inspired about
- Participants journal about the meaning of the photograph and or why they took the photo; create title if desired

---

---

---

---

---

---

---

---



**Group Discussion:  
SHOWeD Questions**

WHAT DO YOU SEE?

---

---

---

---

---

---

---

---



**What is Really Happening?**

What is the real meaning?

---

---

---


---

---

---

---

---



**How does it relate to our lives?**

---

---

---


---

---

---

---

---



Why does this problem, situation, strength exist?

---

---

---

---

---

---

---

---



What can we Do about it?

---

---

---

---


---

---

---

---

It doesn't stress me out to be different. It stresses me out when people alienate me for being different. These are pictures of my shoes



---

---

---

---

---

---

---

---

## Practice In Your Group

What do you see?  
What is really happening?  
How does this relate to our own lives?  
Why does this problem or strength exist?  
What can we do about it?



---

---

---

---

---

---

---

---

## Judgment

You can't see her face or who she really is. You are just determined that you know who she is by what you see. Judgment is cruel when you don't see or get to know someone for who they really are.



---

---

---

---

---

---

---

---

## Review Themes

"Running out of time"  
"Having pressures to get everything done with little time"  
"knowing how to manage time"



- Group photos on commonality
- Look at facilitator notes related to photos
- Create phrases as description
- Group the similar phrases and photos together
- Label each category of phrases and photos as a Theme.

---

---

---

---

---

---

---

---

## Planning the Exhibit

- Exhibit
- Display
- Forum
- Movie/social media
- Engage more stakeholders
- Engage those in power or position to make policy
- Create energy momentum for social change

---

---

---

---

---

---

---

---

## Planning the Exhibit

- Work with stakeholders to identify medium and location.
- Work with participants to answer the question:
  - What media venue should we use?
  - Who should be invited?
  - How should they be invited?
  - Where should exhibit be held?
  - When should the exhibit take place? How many venues?
  - What type of invitations

---

---

---

---

---

---

---

---

## Evaluate

- Look at the process
  - Recruitment and registration process
  - Program qualities such as time, location, session length, food, instruction details, materials, incentives
  - Photo assignments # (2 rounds appear to be ideal)
- Process as outcome
- With AR, not always easy to anticipate what you will find

---

---

---

---

---

---

---

---

## Disseminate Information

- Report to the community
- Report to partners
- Newspaper articles
- Professional articles

---

---

---

---

---

---

---

---

Questions?

---

---

---

---

---

---

---

---

Thank You



---

---

---

---

---

---

---

---