

Engaging the Public in Health and Community: A Photovoice Workshop

Tuesday July 6, 2010

8:30am-4:30pm in Sorrell Center 1005

Sponsored by: College of Medicine's
Division of General of Internal Medicine
&
Center for Clinical and Translational Research

Description. A one-day workshop covering the foundations of photovoice, a participatory action research process in which people represent their points of view and experience using photographs and narratives, often for the purpose of defining strengths and gaps in health and healthcare as they relate to participants' daily lives. Workshop elements include: foundations of photovoice, and hands-on experience with photovoice steps: becoming a visual researcher, ethical considerations, taking photographs, discussing images and writing narratives, outreach, and options for analyzing images and text. Workshop will culminate in a brainstorming session on using photovoice in remote/rural/health/healthcare research.

Pre-Workshop Assignments:

- 1) Bring a digital camera and laptop to the workshop if you have them
- 2) Be prepared to introduce yourself to the group using a photograph or other visual (drawing, collage, map, etc). Use your visual to tell your "story."
- 3) Before the workshop, please read two articles:
 - (a) Lorenz, LS and Bettina Kolb. 2009. "Involving the public through participatory visual methods." *Health Expectations* 12:262-274.
 - (b) Vaughn LM, Rojas-Guyler L, Howell B. "Picturing" health: a photovoice pilot of Latina girls' perceptions of health." *Fam Community Health*. 2008 Oct-Dec;31:305-16.

Optional readings:

- Carlson, E. D., J. Engebretson, et al. (2006). "Photovoice as a social process of critical consciousness." *Qualitative Health Research* 16(6): 836-852.
- Guillemin, M. 2004. "Understanding illness: using drawings as a research method." *Qualitative Health Research* 14:272-289.
- Lykes, B., M., M. T. Blanche, et al. (2003). "Narrating survival and change in Guatemala and South Africa: The politics of presentation and a liberatory community psychology." *American Journal of Community Psychology* 31(1/2): 79-90.
- Radley, A., & Taylor, D. (2003). Remembering one's stay in hospital: a study in photography, recovery and forgetting. *health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine*, 7(2), 129-159.
- Rich, Michael, Steven Lamola, Jason Gordon, and Richard Chalfen. 2000. "Video intervention/prevention assessment: A patient-centered methodology for understanding the adolescent illness experience." *Journal of Adolescent Health* 27:155-165.
- Riessman, C. K. (2007). *Narrative methods for the human sciences*. Los Angeles: Sage Publications.
- Rose, G. (2007). *Visual methodologies: An introduction to the interpretation of visual materials* (Second ed.). London: Sage Publications.
- Strack, Robert W., Cathleen Magill, and Kara McDonagh. 2004. "Engaging youth through photovoice." *Health Promotion Practice* 5:49-58.
- Wang, Caroline C. and Mary Ann Burris. 1997. "Photovoice: Concept, methodology, and use for participatory needs assessment." *Health Education & Behavior* 24:369-387.
- Wang, C. C. and Y. A. Redwood-Jones (2001). "Photovoice ethics: Perspectives from Flint photovoice." *Health Education & Behavior* 28(5): 560-572.

Time	Topic/Activity	Teaching Strategies
8:30 to 9:00	Welcome Introductions What do you want to learn about photovoice today? Guidelines for the day	Introduce yourself using an image to share your story. Brief brainstorming session on learning objectives for the today. Develop guidelines for our work today
9:00 to 9:45	Foundations and History of Photovoice as an Engagement, Empowerment, and Assessment Tool	PPT lecture, Q&A Particular focus: What has worked well and what have been some challenges in photovoice projects in Lowell, South Africa, and the Framingham Closing: What are some key takeaways from this session from your perspective?
9:45 to 10:15	Considering Photos and Text: How Do They Support Each Other? How Do They Surprise?	Review photos from other photovoice projects, first with the narratives covered, and then with the narratives showing, and discuss the experience. What did you get “right”? What was surprising? Key takeaways?
10:15 to 10:30	Break	
10:30 to 11:00	Introduction to Ethical Issues Related to Doing Participatory Visual Research	PPT discussion, Q&A IRB protocols, ethics in context, and tiered consent forms Key takeaways?
11:00 to 11:30	Introduction to Photo-Taking Assignment	Develop photo-taking questions and parameters. Introduce SHOWeD tool. Self-select into groups or decide to work alone. Key takeaways?
11:30 to 12:30	Lunch	
12:30 to 1:30	Photo-Taking Assignment	Working in groups or alone, take photos that answer or illustrate the photo-taking question
1:30 to 1:45	Discuss Photo-taking Experiences	What was it like to take photographs? What was hard? What was easy? Did you use your notebook? Did you have to ask permission to take a photo?—if so, what happened? Key takeaways?

Time	Topic/Activity	Teaching Strategies
1:45 to 2:15	Photo Sharing, Discussion, and Caption Writing	Working in small groups, review photos taken. Choose two to discuss more closely. One should be “positive,” and one should be “negative.” Develop a caption (narrative) for both and prepare to present in plenary. Key takeaways?
2:15 to 2:45	Present Photos and Captions	Present photos and captions in plenary. Tell us why you chose the photo and what it means to you. Discuss experience.
2:45 to 3:15	Identify Themes and Review Narrative Analysis Methods	Reflect on themes in your workshop photos and narratives. Can some photos go in more than one theme? How decide? Brief intro to narrative analysis methods: thematic groupings, structural analysis, analyzing production, self-reflection Can photos and text be separated? What photos would need to have signed release forms on file? Key takeaways?
3:15 to 3:30	Break	
3:30 to 4:30	How Adapt These Methods to Your Work and Communities?	Reflect on the day: What went well? What was hard? What do you feel confident about, and less confident about? Review “Takeaway” flip charts Adapting to your context: What topic/question will you investigate? Why use photovoice? How will you apply the techniques and content learned today? What adjustments might you make? What will be your data? What analysis methods will you use? Discuss next steps involved in preparing for your photovoice project.

Thank you!

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