PubH 7200 Section 117 Class #88049
Picture This: An Introduction to Photovoice as a Public Health Promotion Tool
May Term 2017

Credits:	0.5 credit
Meeting Days/Time:	May 25 8:00am – 5:00pm
Meeting Place:	Blegen Hall – Room TBA
Instructor:	Carolyn Porta, PhD, MPH, RN, SANE-A Associate Professor, School of Nursing Guest Faculty: Robert Strack, PhD Associate Professor, School of Health and Human Sciences University of North Carolina at Greensboro
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Office Hours:	By Appointment

I.   Course Description

"A picture is worth a thousand words." We all appreciate a good photo and social media has made it possible for nearly anyone to take and share a photo with friends and strangers locally and across the globe. Photovoice in it's purest form is a civic engagement technique designed to use photos/art to collectively voice a community problem or issue AND possible solutions. In this course we will critically discuss photovoice as a health promotion tool in public health practice, interventions, research, and policy. We will examine strong and weak examples of published photovoice efforts, and spend most of the day learning how to facilitate, analyze, and disseminate an effective collaborative photovoice health promotion project. Come prepared to learn, discuss, and engage in hands-on skills building. Photovoice expert researcher Dr. Robert Strack will co-teach this course, bringing unique expertise all will appreciate.

Competencies:

The core competencies identified in the HRSA Council of Linkages model that apply to this course include:

1. Analytical/Assessment Skills   Tier 2

1.1 Describes factors affecting the health of a community (e.g., equity, income, education, environment)

1.8 Collects valid and reliable quantitative and qualitative data

1.15 Advocates for the use of evidence in decision making that affects the health of a community (e.g., helping policy makers understand community health needs, demonstrating the impact of programs)

6. Public Health Sciences Skills   Tier 2

6.9 Contributes to the public health evidence base (e.g., participating in Public Health Practice-Based Research Networks, community-based participatory research, and academic health departments; authoring articles; making data available to researchers)

II. Course Prerequisites

None, but there is pre-work before the class day so please submit materials as requested below and come prepared!

III. Course Goals and Objectives

Upon completion of this course, students will be able to:
- Identify primary purposes and goals of photovoice.
- Discuss ethical, and logistical considerations when conducting a photovoice project.
- Demonstrate ability to facilitate a photovoice discussion and photo analysis.
- Develop a plan for disseminating photovoice data to diverse audiences (e.g., community members, policy makers).

IV. Methods of Instruction and Work Expectations

Assigned Readings, Group Exercises

In this course we will use a variety of teaching methods and strategies including:
- Mini-lecture
- Large and small group discussions
- Time to practice and conduct a mini-photovoice project

Grades will be assigned for classroom participation (75 points) including asking questions, and participating in discussions and hands-on activities. Although not required, having a laptop in class could be helpful for some group activities.

A brief written photovoice proposal will demonstrate student understanding of photovoice (25 points) (described below).

V. Course Readings

The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site.

Access Course Moodle Site

- go to www.umn.edu click on the "myU" button
- login with your University ID and password
- scroll to your course and click on the Moodle site link

Required Readings:

*Bugos, E., Frasso, R., FitzGerald, E., True, G., Adachi-Mejia, A. M., & Cannuscio, C. (2014). Practical guidance and ethical considerations for studies using photo-elicitation interviews. *Preventing Chronic Disease, 11*, E189.

*Carlson ED. Photovoice as a Social Process of Critical Consciousness. Qual Health Res. 2006;16(6):836-852. doi:10.1177/1049732306287525.

*Catalani, C. & Minkler, M. (2009 online first). Photovoice: A review of the literature. Health Education and Behavior.

*Madrigal, D. S., Salvatore, A., Casillas, G., Casillas, C., Vera, I., Eskenazi, B., & Minkler, M. (2014). Health in my community: conducting and evaluating PhotoVoice as a tool to promote environmental health and leadership among Latino/a youth. *Progress in Community Health Partnerships : Research, Education, and Action, 8*(3), 317-329.

*Sanon, M. A., Evans-Agnew, R. A., & Boutain, D. M. (2014). An exploration of social justice intent in photovoice research studies from 2008 to 2013. *Nursing Inquiry, 21*(3), 212-226.

*Strack RW, Lovelace KA, Jordan TD, Holmes AP. Framing Photovoice Using a Social-Ecological Logic Model as a Guide. Health Promot Pract. 2010;11(5):629-636. doi:10.1177/1524839909355519.

*Wang, C., & Burris, M. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. Health Education and Behavior, 24(3), 369-387.

*Wang, C., & Redwood-Jones, Y. (2001). Photovoice Ethics: Perspectives from Flint Photovoice. Health Education & Behavior, 28 (5), 560-572.

Example Photovoice Project Articles (See Pre-course instructions below):

Adegoke, C.O., & Steyn, M.G. (2017). A photo voice perspective on factors contributing to the resilience of HIV positive Yoruba adolescent girls in Nigeria. *Journal of Adolescence, 56*, 1-10.

Bisung, E., Elliott, S. J., Abudho, B., Schuster-Wallace, C. J., & Karanja, D. M. (2015). Dreaming of toilets: using photovoice to explore knowledge, attitudes and practices around water-health linkages in rural Kenya. *Health & Place, 31*, 208-215.

Breny, J.M. & Lombardi, D.C. (2017).'I don't want to be that guy walking in the feminine product aisle': a Photovoice exploration of college men's perceptions of safer sex responsibility. *Global Health Promotion, 0*(0), 1-9.

Fortin, R., Jackson, S. F., Maher, J., & Moravac, C. (2015). I WAS HERE: young mothers who have experienced homelessness use Photovoice and participatory qualitative analysis to demonstrate strengths and assets. *Global Health Promotion, 22*(1), 8-20.

Klein, K., Holtby, A., Cook, K., & Travers, R. (2015). Complicating the coming out narrative: becoming oneself in a heterosexist and cissexist world. *Journal of Homosexuality, 62*(3), 297-326.

Mmari, K., Lantos, H., Brahmbhatt, H., Delany-Moretlwe, S., Lou, C., Acharya, R., & Sangowawa, A. (2014). How adolescents perceive their communities: a qualitative study that explores the relationship between health and the physical environment. *BMC Public Health, 14*, 349-2458-14-349.

Schwartz, N. A., von Glascoe, C. A., Torres, V., Ramos, L., & Soria-Delgado, C. (2015). "Where they (live, work and) spray": pesticide exposure, childhood asthma and environmental justice among Mexican-American farmworkers. *Health & Place, 32*, 83-92.

VI. Course Outline/Weekly Schedule

PRE-COURSE WORK & READINGS	<u>Pre-course Work</u> 1. Visit the Sustainable Development Goals website @ https://sustainabledevelopment.un.org/sdgs 2. Identify one sustainable development goal relevant to the work you do currently, or hope to do in the future. 3. Within that goal, select a *Public Health Problem* that exists in your community, or a community you care about. 4. Take 10 photos that portray at least one aspect of the problem as *You* see it. 5. Take 10 photos that portray at least one possible solution at the individual, family/community, or system/policy levels. 6. Organize your photos into a Google Presentation (not more than 10 slides in total) and share a link to your Google Presentation with Dr. Porta (porta@umn.edu) at least 5 days before class. 7. Come to class prepared to present your topic and to talk about why you took these photos. <u>Pre-course Readings</u> Complete all required readings *'d above, before we meet in class! In addition, use google scholar to find and read AT LEAST ONE article in YOUR field/areas of interest in which photovoice was used. Examples are provided above but I encourage you to find one of our own! Email me (porta@umn.edu) a pdf copy of the article, and bring a hard copy to class.
AM	<u>Course welcome and introductions</u> - Expectations and goals - Course plan, learning objectives, grading <u>Photovoice Principles</u> - What photovoice is and what it is not - Photovoice logistics and ethics - Planning a photovoice project - Critique of photovoice literature
PM	<u>Photovoice : Hands on Practice</u> - Mini-photovoice project - Photovoice presentations <u>Photovoice Data and Dissemination</u> - Photovoice data analysis - Photovoice dissemination - Wrap-up

VII. Evaluation and Grading

Grading will be determined according to the following:

- Class participation (75 points, 75% of grade).

- Written assignment (25 points, 25% of grade). Write a 3-5 page proposal for a photovoice project that engages relevant community members and stakeholders to identify a key public health problem and potential solutions/strategies to address the problem. Clearly articulate an audience for the photovoice project, and dissemination strategy. Consider how you will address challenges such as

power differentials among photovoice participants, engagement throughout the entire photovoice project, and reluctance of decision-makers to listen to/view the photovoice messages.

Late written assignments will receive 5-point deductions each day late unless pre-arranged with faculty.

This course is offered S/N only
- **S/N option must complete all assignments to a C- level (70%).**

S	Achievement that is satisfactory which is equivalent to a C- or better (achievement is at the discretion of the instructor but may be no lower than a C-).
N	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Course Evaluation
The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable):
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal:
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:
http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:
http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:
http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment:

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota:
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.
Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: *for courses that do not involve students in research:*
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*