

**Community Capacity, Competence, and Power:
Community-Based Participatory Research and Photovoice
HBEH 710
Spring 2017, 3 credit hours**

Class Schedule: Tuesday, 9:30-12:20 PM
Rosenau Hall – Room 332

Instructors:	Geni Eng, DrPH 919 966-3909 eugenia_eng@unc.edu	Alexandra Lightfoot, EdD 919 843-3697 alexandra_lightfoot@unc.edu	Kristin Black, PhD 916 202-1591 kzblack@unc.edu
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Course Office: 360 Rosenau Hall

Course Web Site Address: sakai.unc.edu/

Seminar Description and Objectives

National organizations, funding agencies, researchers and communities are increasingly calling for an approach to public health that recognizes the importance of translating the findings of basic, interventional, and applied research into changes in practice and policy at the community level. As a result, participatory models of research and evaluation, in which communities are actively engaged in the process through partnerships with researchers, have become central to the national prevention research agenda as articulated by the Centers for Disease Control and Prevention and the Institute of Medicine.

This seminar will have three core areas of focus and integration. First, participants will be engaged in interactive learning about **community-based participatory action research** (CBPR), an approach to inquiry that centers on community strengths and issues, and provides people with the means to conduct systematic investigation for the purposes of education and taking systematic action to resolve specific problems. Second, we will use the principles and theoretical grounding of CBPR to discuss concepts central to this process, including community competence, citizen participation and community development. Third, participants will conduct a **fieldwork project using photography** with a community that will generate **critical thinking** about the methodological contexts of public health research and their shifting “locations of power” during the various stages of the CBPR process.

Note: This course is designed for practitioners, clinicians and researchers who want to explore and critique this emerging research methodology in prevention research.

By the end of the seminar, participants will be able to:

1. Cite the criteria for the CBPR approach and explain the rationale in terms of sound science and sound public health practice.
2. Describe the current shift in paradigms of inquiry, i.e., from positivism to constructivism, with regard to their respective: epistemologies, ontologies, and methods.
3. Define the following theoretical concepts and critique their applications in public health practice for eliminating racial, ethnic, and social inequalities in the U.S. and other nations: community development, citizen participation, collective power, community competence, and social capital.
4. Apply techniques of photovoice as a qualitative CBPR method for combining the values and principles of community-based CBPR with the strategies and tactics of community organizing.

Seminar Requirements and Grading

- ◆ **Complete the required readings for each session, attend every session (including every group's photovoice project presentation), contribute actively to in-class discussions and activities, and complete one set of journal entries (25% of grade)**

The course readings are available in two ways:

- Electronic copies are on the Course web site for you to download.
- The following text is recommended and can be purchased at Health Affairs Bookstore (or through Amazon.com or Jossey-Bass):
Israel BA, Eng E, Schulz AJ, Parker EA (Eds.) Methods in Community-Based Participatory Research for Health. 2nd Ed. San Francisco, CA: Jossey-Bass Publishers (2012).

Each student is expected to keep a journal (preferably word processed, but legibly handwritten is acceptable) of ideas, questions, emotions, and other reactions to the seminar's readings, discussions, photo project, and other methods for learning. At the end of the journal, ***the student should include a self-assessment of his/her progress within the course.*** Each student will submit his/her set of journal entries on **March 7th** for the instructors to read and offer comment.

- ◆ **Complete an 8-10 page, double-spaced, written critique of a scientific research publication (35% of grade)**

The purpose of this assignment is for individual students to demonstrate their understanding of two major research paradigms in social and behavioral sciences. A scientific research publication will be distributed on **February 28th** for students to critique.

This written critique is expected to include, at minimum:

- A determination of the study's research paradigm(s) by offering evidence (stated or implied) for its epistemology, ontology, generalizations, and causal linkages;
- A critique of the study's compatibility with a CBPR approach;
- A section on suggestions for modifying the manuscript to follow the criteria for a CBPR approach more closely; and,
- A list of references cited in the paper.

The written critique is to be submitted through Sakai Assignments by 9 a.m. on March 28th.

- ◆ **Conduct a small-scale fieldwork photography project (40% of grade)**

Seminar students will work in small groups on a fieldwork project that engages 3-5 participants from the community in taking photographs (that they choose to take to represent their experiences with a specific public health related topic), and coming together to discuss and interpret their photographs. Course participants may choose the topic for their photography project from topics identified by the course instructor. The purpose of the project is to engage all participants in: developing a relationship as co-learners; using photovoice techniques and procedures with community people to systematically investigate and construct the everyday life and meanings of public health issues; identifying shifting locations of power during the research process and addressing issues of ethics; and reviewing findings for potential application to public health practice. The products to be generated will be a: completed IRB application; class power point presentation of CBPR approach and methods used for data collection and analysis, photographs, findings, and lessons learned; statement on each project team member's participation. We will be providing digital cameras, so there will be no costs related to processing photographs. Each project team will be responsible for distributing and returning the cameras (valued at \$50 each) used by community participants. It is expected that all students will attend every group's project presentation during the weeks of **April 25th** and **May 2nd**. Please do not schedule any travel during these weeks.

◆ Valuing, Recognizing, and Encouraging Diversity

Promoting and valuing diversity in the classroom enriches learning and broadens everyone's perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that we expect in this course. Our own closely held ideas and personal comfort zones may be challenged. The results, however, create a sense of community and promote excellence in the learning environment. Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to "diversity of presence," including age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

◆ Expectations of Professionalism

HONOR CODE: While collaborative learning is encouraged, all individual assignments should be completed individually. Students at UNC-CH are bound by the university's honor code (<http://instrument.unc.edu/>). It is a means through which the university aims to maintain standards of academic excellence and community values (<http://honor.unc.edu>). Written work should be generally completed in the student's own words (direct quotes used only when necessary), and ideas should be supported with citations of evidence or theory from the work of others.

PORTABLE ELECTRONIC DEVICES: Cell phones and other electronic media should be placed on SILENT during class. Students are requested to refrain from using these devices except in emergency situations. Laptops and tablets can facilitate and provide complementary learning experiences for students when used in a respectful manner. These devices will be allowed in class for notetaking and topic-relevant use. Uses that are not acceptable are checking email, "chatting," conducting work for other classes, and "surfing" the web.

BEING PREPARED: Coming prepared for class, regular attendance, and active participation in discussions and exercises are expected. Students should be prepared to begin class promptly at 9:30 AM. Habitual tardiness will be addressed on an individual basis. Students are accountable for all absences by informing the teaching team (in advance, if possible) and getting copies of notes and handouts from other students.

Seminar Schedule

<u>Date</u>	<u>Topics, Readings and Speakers</u>	<u>In-Class Tasks & Info</u>	<u>Assignments</u>
Jan 17	<p>Introduction to the Course</p> <p>(Part 1: 9:30 – 11:00) Introductions and Review of Course Syllabus</p> <p>(Part 2: 11:15 – 12:20) Beyond Barriers: A Photovoice Project on Transgender Healthcare Access Dirk Davis, MPH – PhD Student, <i>Health Behavior</i> Em Pike – MPH Student, <i>Health Behavior</i> Co-Researchers</p>	<p>❖ Instructors present list of photo-project topics</p>	<p>☐ Complete CITI research ethics training: www.citiprogram.org</p> <p>☐ Complete Google Form to select photo-project by Jan 22nd at 12 p.m.: https://goo.gl/forms/4vqn1vKtTDVbXMAc2</p>
Jan 24	<p>Ethics of Public Health Research and Practice and the Institutional Review Board</p> <p>(Part 1: 9:30 – 9:45) Finalize Photo-Project Groups</p>	<p>❖ UNC IRB Application: http://irbis.unc.edu</p>	<p>☐ DUE by 9 a.m.: Submit CITI research ethics certification</p>

through Sakai
Assignments

(Part 2: 9:45 – 11:05)

Video: “Stranger with a Camera” Appalshop Film and Video

(Part 3: 11:20 – 12:20)

Research Ethics and Community Engagement
Alexandra Lightfoot, EdD

- Register for
Minority
Health Conf.,
Feb 24th:
[http://minority
health.web.un
c.edu](http://minorityhealth.web.un.c.edu)

Required Readings:

Wang CC, Redwood-Jones YA. Photovoice Ethics: Perspectives From Flint Photovoice. *Health Education and Behavior*, 28: 560-572, 2001.

Community-Campus Partnerships for Health. Research ethics reconsidered in the context of community-engaged research: proposed revisions to the Belmont Report and federal regulations guiding the protection of research. 2015.

Pritchard IA. Travelers and trolls: Practitioner research and Institutional Review Boards. *Educational Researcher*, 31(3): 3-13, 2002.

Green LW, Mercer SL. Can public health researchers and agencies reconcile the push from funding bodies and the pull from communities? *American Journal of Public Health*, 91(12): 1926-1929, 2001.

Required Viewings:

YouTube – Bill Jenkins APHA Opening Session – November 7th, 2010

Part One—<https://www.youtube.com/watch?v=BragfuSDoow>

Part Two—<https://www.youtube.com/watch?v=9RSV4AGufwk>

Jan 31

What is Community-Based Participatory Research (CBPR)?

AND

Preparation for CBPR Fieldwork Using Photovoice

- ❖ Choose photo-assignment as a group

(Part 1: 9:30 – 10:50)

Conflict, Contradictions and Change by Design
Geni Eng, DrPH

(Part 2: 11:05 – 12:20)

Nuts and Bolts of Photovoice: Orientation and Classroom Photovoice Assignments
Kristin Black, PhD

Required Readings:

Israel BA, Shultz A, Parker EA, Becker A. Review of community-based research: assessing partnership approaches to improve public health. *Annual Review of Public Health*, 1998.

Arnstein SR. The Ladder of Citizen Participation. *AIP Journal*, 216-224, 1969.

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

Ahmed SM, Palermo AS. Community engagement in research: Frameworks for education and peer review. *American Journal of Public Health*, 100(8): 1380-1387, 2010.

International Collaboration for Participatory Health Research (ICPHR). Position Paper 1: What is participatory health research? Version May 2013. Berlin: International Collaboration for Participatory Health Research. 2013.

Wallerstein N, Duran B. The conceptual, historical, and practice roots of community based participatory research and related participatory traditions. In Minkler M and Wallerstein N (eds.), Community Based Participatory Research for Health. Jossey-Bass: San Francisco, CA, 2003.

Optional Readings:

Brown LD, Tandon R. Ideology and political economy in inquiry: Action research and participatory research. *The Journal of Applied Behavioral Science*, 19(3): 277-294, 1983.

Cornwall A, Jewkes R. What is participatory research? *Social Science and Medicine*, 41(12): 1667-1676, 1995.

George MA, Green LW, Daniel M. Evolution and implications of PAR for Public Health. *Journal of Promotion and Education*, 3: 6-10, 1996.

Mann JM. Medicine and public health: Ethics and human rights. Hastings Center Report, May-June 1997.

Lopez EDS, Eng E, Robinson N, Wang CC. Photovoice as a community-based participatory research method: A case study with African American breast cancer survivors in rural eastern North Carolina. In BA Israel, E Eng, AJ Schulz, EA Parker (Eds), Methods in Community-Based Participatory Research for Health. San Francisco, CA: Jossey-Bass Publishers (2005).

Catalani C and Minkler M. Photovoice: A Review of the Literature in Health and Public Health. *Health Education and Behavior* (2009).

Choguill, M.B.G. A Ladder of Community Participation for Underdeveloped Countries. *Habitat International*, 20(3): 431-444, 1996.

Feb 7

CBPR Methods: Photovoice Assignments and Photo-Discussion

(Part 1: 9:30 – 10:50)
Experiential Photo-Discussion
Kristin Black, PhD

(Part 2: 11:05 – 12:20)
Empowerment Education
Geni Eng, DrPH

Required Readings:

Ornelas I, Amell J, Tran A, Royster M, Armstrong-Brown J, Eng E. Understanding African American men's perceptions of racism, male gender socialization, and social capital through photovoice. *Journal of Qualitative Health Research*, 19, 552-565, 2009.

Wang CC, Cash JL, Powers LS. Who knows the streets as well as the homeless? Promoting personal and community action through photovoice. *Health Promotion Practice*, 1(1): 81-89, 2000.

Wallerstein, N. Empowerment Education Applied to Youth. In A Consuelo Matiella (Ed.), Multicultural Challenge in Health Education. Santa Cruz, CA: ETR Associates (1994).

❑ **DUE Feb 5th by 12 p.m.:**
Submit photo-assignment through Sakai Assignments

Feb 14

Introduction to Research Paradigms

(Part 1: 9:30 – 11:05)
Introduction to Research Paradigms
Geni Eng, DrPH

(Part 2: 11:20 – 12:20)
Group Facilitation Skills
Katrina Ellis, PhD

Required Readings:

Guba EG & Lincoln YS. Competing paradigms in qualitative research. In NK Denzin, YS Lincoln (Eds), Handbook of Qualitative Research. Thousand Oaks, CA: Sage, 1994.

Rappaport J. Research Methods and the empowerment social agenda. In: Tolan P, Keys C, Chertok F, Jason L (eds) Researching Community Psychology.: Issues of Theory and Methods, Wash. DC: American Psychological Association, 1990.

❖ Students receive sample transcript to review & code for Feb 28th class session

❑ **DUE by 9 a.m.:** Submit completed IRB forms & supportive materials through Sakai Assignments (1 submission per PV team)

Krueger RA, & Casey MA. Moderating Skills. In Focus groups: A practical guide for applied research (4th ed., pp. 85-106). Thousand Oaks: Sage, 2009.

Optional Readings:

Burris S. The invisibility of public health: Population-level measures in a politics of market individualism. *Am J Public Health*, 87(10): 335-338, 1997.

McKinlay JB, Marceau LD. To boldly go... *Am J Public Health*, 90(1): 25-33, 2000.

Krueger RA. Developing Questions for Focus Groups. Chapters 5-7. Thousand Oaks: SAGE Publications, Inc., 1998.

Mack N, Woodsong C, MacQueen K, Guest G, & Namey E. Module 4: focus groups. In: Qualitative research methods: a data collector's field guide, Research Triangle Park, NC: Family Health International, 2005.

Feb 21

CBPR and Photovoice with Youth

(Part 1: 9:30 – 10:50)

Exploring Images at Ackland Museum

Carolyn Allmendinger, Director of Academic Programs

(Part 2: 11:05 – 12:20)

Regarding Race: Using Photography to Explore Racial Identity

Alexandra Lightfoot, Project Director

Ronda Bullock, former Teaching Fellow participant

Otis Henderson, former youth participant

Required Readings:

Lightfoot A. Using photography to explore racial identity. In Mica Pollock (Ed.) Everyday Antiracism: Getting Real About Race in School. New York, NY: The New Press (2008).

Woods-Jaeger BA, Sparks A, Turner K, Griffith T, Jackson M, Lightfoot AF. Exploring the social and community context of African American adolescents' HIV vulnerability. *Qual Health Res*, 1-10, 2013. DOI: 10.1177/1049732313507143

Streng M, Rhodes SD, Ayala GX, Eng E, Arceo R, Phipps S. Realidad Latina: Latino adolescents, their school, and a university use photovoice to examine and address the influence of immigration. *Journal of Interprofessional Care*, 2004.

❖ Meet at
Ackland
Museum of
Art

❖ **Feb 23rd @
7:30 p.m.:**
Bayou Blues
by Shaina
Lynn:
[https://www.c
arolinaperform
ingarts.org/ros
_perf_series/b
ayou-blues-
shaina-lynn/](https://www.carolinaperformingarts.org/ros_perf_series/bayou-blues-shaina-lynn/)

Feb 28

Coding and Theming

(Part 1: 9:30 – 9:45)

Debrief of *Bayou Blues*

❖ Instructors
hand out
midterm

❑ **DUE by 9:30
a.m.:** Bring
coded sample
transcript to

article &
instructions

class for
activity

(Part 2: 9:45 – 12:20)

Andrea Heckert, PhD

Program Officer, Science, CER Methods & Infrastructure
Patient-Centered Outcomes Research Institute
Washington, D.C.

Required Readings:

Sandelowski M. Qualitative analysis: What it is and how to begin. *Research in Nursing & Health*, 18: 371-375, 1995.

Coffey A, Atkinson P. "Concepts and Coding." In Making Sense of Qualitative Data, 26-53. Thousand Oaks, CA: Sage Publications (1996).

Sandelowski M. Real qualitative researchers do not count: The use of numbers in Qualitative research. *Research in Nursing & Health*, 24(3), 230-240, 2001.

Rodgers BL, Cowles KV. The qualitative research audit trail: A complex collection of documentation. *Research in Nursing and Health*, 16: 219-226, 1993.

Mar 7

CBPR Methods: Qualitative Data Analysis

(Part 1: 9:30 – 10:50)

Photovoice Group Debriefing/Check In

(Part 2: 11:05 – 12:20)

Panel

Jennifer Schaal, *Board Member* of The Partnership Project

Christina Yongue Hardy, *Project Manager* of ACCURE (Accountability for Cancer Care through Undoing Racism and Equity)

Carol Cothorn, Chris Goettsch, and Turner Wiley, *Members* of the Greensboro Health Disparities Collaborative

Required Readings:

Schaal J, Lightfoot AF, Black KZ, Stein K, Baker White S, Cothorn C, Gilbert K, Yongue Hardy C, Jeon JY, Mann L, Mouw MS, Robertson L, Waters EM, Yonas MS, Eng E. (2016) Community-Guided Focus Group Analysis on Cancer Disparities. *Progress in Community Health Partnerships: Research, Education, Action*. 10(1), 159-167.

Black KZ, Lightfoot AF, Schaal JC, Mouw MS, Yongue Hardy C, Samuel C, Faustin Y, Akins B, Baker White S, Coley S, Foley K, Hilton A, Lee J, Mann L, Robertson L, Werner K, Yonas M, Eng E. (under review) *It's like you don't have a roadmap really: Black and White patients' experiences navigating the cancer system*. *Cancer Nursing*.

□ **DUE by 9 a.m.:** Submit journal and self-assessment through Sakai Assignments

Yonas M, Jones N, Eng E, Vines A, Aronson RE, Griffith DM, White B, DuBose M. The art and science of integrating undoing racism with CBPR: Challenges of pursuing NIH funding to investigate cancer care and racial equity. *Journal of Urban Health*, 83(6):1004-1012, 2006.

Mar 14 **Spring Break – No Class**

Mar 21 **Cultural Humility**

(Part 1: 9:30 – 10:50)
Cultural Humility
Geni Eng, DrPH

(Part 2: 11:05 – 12:20)
Linda Riggins – *Former Project Coordinator of Strengthening the Black Family*

Required Readings:

McFatrigh M, Weinhold A, Riggins L, Blackman KF, Lebow-Skelley E, Little LN, Terry F, & Woods-Jaeger B. Faithful Five: Exploring African American Faith Leaders' Perspectives on Factors Affecting Childhood Obesity. *Family & Community Health*, 36(4): 338-349, 2013.

Ross L. Notes from the field: Learning cultural humility through critical incidents and central challenges in community-based participatory research. *Journal of Community Practice*, 18(2): 315-335, 2010.

Nelson J, Gould J. Hidden in the mirror: a reflective conversation about research with marginalized communities. *Reflective Practice*, 6(3): 327-339, 2005.

Tervalon M, Murray-Garcia J. Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9(2): 117-125, 1998.

Required Viewings:

YouTube – Vivian Chavez – “Cultural Humility (complete)”

Link: <https://youtu.be/SaSHLbS1V4w>

Mar 28 **CBPR Infrastructure for Equitable Decision Making**

(Part 1: 9:30 – 10:35)
CBPR Infrastructure
Geni Eng, DrPH

(Part 2: 10:50 – 11:50)
Charrettes and Multidimensional Assessment of Partnerships (MAP)

❑ **DUE by 9 a.m.:** Submit hard copy of midterm assignment in class AND through Sakai Assignments

Alex Lightfoot, EdD
Cleo Samuel, PhD – *Assistant Professor*, Health Policy &
Management

(Part 3: 11:50 – 12:20)
Photovoice Group Debriefing/Check In

Required Readings:

Yonas, M., Aronson, R., Coad, N., Eng, E., Petteway, R.,
Schaal, J., & Webb, L. (2012). Infrastructure for
equitable decision making in research. *Methods for
Community-Based Participatory Research for Health*, 97.

Eng E, Parker EA. Measuring community competence in
the Mississippi Delta: The interface between program
evaluation and empowerment. *Health Education
Quarterly*, 21(2): 199-220, 1994.

Black KZ, Yongue Hardy C, De Marco M, Ammerman
AS, Corbie-Smith G, Council B, Ellis D, Eng E, Harris
B, Jackson M, Jean-Baptiste J, Kearney W, Legerton
M, Parker D, Wynn M, Lightfoot A. Beyond incentives for
involvement to compensation for consultants: Increasing
equity in CBPR approaches. *Progress in Community
Health Partnerships: Research, Education, and Action*.
Fall 2013;7(3):263-270.

Samuel C, Lightfoot AF, Schaal JC, Yongue C, Black K,
Ellis K, Robertson L, Smith B, Jones N, Foley K, Kollie J,
Mayhand A, Morse C, Eng E, Guerrab F. (under review)
Establishing and Sustaining New Community-Based
Participatory Research (CBPR) Partnerships using the
CBPR Charrette Model: Lessons from the Cancer Health
Accountability for Managing Pain and Symptoms
(CHAMPS) Study. *Progress in Community Health
Partnerships: Research, Education, and Action*.

Optional Readings:

Denham A, Quinn SC, Gamble D. Community organizing
for health promotion in the rural south: An exploration of
community competence. *Journal of Family and
Community Health*, 21(1): 1-21, 1998.

Tandon R, Brown LD. Organization-building for rural
development: An experiment in India. *Journal of Applied
Behavioral Science*, 17: 172-189, 1981.

Apr 4 Other CBPR Methodologies

(Part 1: 9:30 – 10:50)
Guest speakers to be determined

(Part 2: 11:05 – 12:20)
Adolescent Suicide Prevention in Mexico
Cat Webster – MPH Student, *Health Behavior*

Required Readings:

Eng E, Briscoe J, Cunningham A. Participation effect from water projects on EPI. *Social Science and Medicine*, 30(12):1349-1358, 1990.

MacFarlane EK, Shakya R, Berry HL, Kohrt BA. Implications of participatory methods to address mental health needs associated with climate change: 'Photovoice' in Nepal. *BJPSYCH International*, 12(2):33-35, 2015.

Rifkin SB, Muller F, Bichmann W. Primary health care: On measuring participation. *Social Science and Medicine*, 26(9):931-940, 1988.

Ochtera RD, Rak KJ, & Yonas MA. Visual Voices as a method for community engagement in research and action. In JG Burke & SM Albert (Eds), Methods for Community Public Health Research: Integrated and Engaged Approaches. New York: Springer Publishing Company (2014).

Eng E, Moore KS, Rhodes SD, Griffith DM, Allison LL, Mebane EM. Insiders and outsiders assess who is "the community": Participant observation, key informant interview, focus group interview, and community forum. In BA Israel, E Eng, AJ Schulz, EA Parker (Eds), Methods in Community-Based Participatory Research for Health. San Francisco, CA: Jossey-Bass Publishers (2005).

Yonas MA, Aronson R, Schaal J, Eng E, Hardy C, Jones N. Critical incident technique: an innovative participatory approach to examine and document racial disparities in breast cancer healthcare services. *Health Educ Research*, 28 (5): 748-759, 2013.

Bogdewic, S. P. Participant Observation. In Crabtree BF and Miller, WL (Eds) Doing Qualitative Research. Newbury Park, CA: Sage Publications (1992).

Mouw MS, Taboada A, Willis S, Steinert S, Lightfoot AF. *"Because we all trust and care about each other": Exploring the Tensions in Translating a Theater-based HIV Prevention Intervention into a New Context*. *Progress in Community Health Partnerships: Research, Education, Action*. (In Press)

Required Viewings:

YouTube – Michael Yonas – 2014 Minority Health Conference – February 28th, 2014

Link:

<http://www.minority.unc.edu/resources/webcasts/webregist.cfm?speaker=Michael%20Yonas&event=MINCONF&year=2014>

Apr 11 Exiting, Sustainability, and Next Steps

(Part 1: 9:30 – 11:15)

Florence Siman, MPH – *Director of Health Programs at El Pueblo*

Veronica Carlisle – *Community Health Educator*

(Part 2: 11:30 – 12:20)

Photovoice Group Debriefing/Check In

Required Readings:

Jewkes R, Murcott A. Community representatives: Representing the “community”? *Social Science and Medicine*, 46(7): 843-858, 1998.

Stoecker R. Are academics irrelevant?: Roles for scholars in participatory research. *American Behavioral Scientist*, 42(5): 840-854, 1999.

Wallerstein N. Power between evaluator and community: Research relationships within New Mexico’s healthier communities. *Social Science and Medicine*, 49: 39-53, 1999.

Optional Readings:

Nelson G, Ochocka J, Griffin K, Lord J. “Nothing about me, without me”: Participatory action research with self-help/mutual aid organizations for psychiatric consumer/survivors. *American Journal of Community Psychology*, 26(6): 881-912, 1998.

Apr 18 The Photovoice Forum

(Part 1: 9:30 – 10:45)

Photovoice Group Debriefing/Check In

(Part 2: 11:00 – 12:20)

Land Ownership & Loss for Black Farmers in NC

Peter Balvanz – MPH 2010, Health Behavior

Required Readings:

Balvanz P, Barlow ML, Lewis LM, Samuel K, Owens W, Parker DL, De Marco M, Crowder R, Williams Y, Barker D, Lightfoot A, & Ammerman A. “The next generation, that’s why we continue to do what we do”: African American farmers speak about experiences with land ownership and loss in North Carolina. *Journal of Agriculture, Food Systems, and Community Development*. 2011.

❖ Instructors collect cameras

❑ **DUE:** Turn in cameras in class OR the day of your group presentation

Apr 25 Photovoice Project Presentations

❖ Instructors collect cameras

❑ **DUE:** Submit ppt slides & participation forms through Sakai Assignments

May 2	Photovoice Project Presentations	❖ Instructors collect cameras	w/in 48 hours after your presentation ❑ DUE: Submit ppt slides & participation forms through Sakai Assignments w/in 48 hours after your presentation
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Publications resulting from photovoice projects by former HBEH 710 students, doctoral students and post-docs and community partners:

- 1) Streng, J. M., **Rhodes, S.**, Ayala, G., **Eng, E.**, Arceo, R., & Phipps, S. (2004). Realidad Latina: Latino adolescents, their school, and a university use photovoice to examine and address the influence of immigration. *Journal of interprofessional care*, 18(4), 403-415.
- 2) **López, E. D.**, **Eng, E.**, Randall-David, E., & Robinson, N. (2005). Quality-of-life concerns of African American breast cancer survivors within rural North Carolina: blending the techniques of photovoice and grounded theory. *Qualitative Health Research*, 15(1), 99-115.
- 3) Hergenrather, K. C., **Rhodes, S. D.**, & Clark, G. (2006). Windows to Work: Exploring Employment–Seeking Behaviors of Persons with HIV/AIDS Through Photovoice. *AIDS Education & Prevention*, 18(3), 243-258.
- 4) **Rhodes, S. D.**, Hergenrather, K. C., Wilkin, A. M., & Jolly, C. (2008). Visions and voices: Indigent persons living with HIV in the Southern United States use photovoice to create knowledge, develop partnerships, and take action. *Health Promotion Practice*, 9(2), 159-169.
- 5) Hergenrather, K. C., **Rhodes, S. D.**, Cowan, C. A., Bardhoshi, G., & Pula, S. (2009). Photovoice as community-based participatory research: A qualitative review. *American journal of health behavior*, 33(6), 686-698.
- 6) **Rhodes, S. D.**, Hergenrather, K. C., **Griffith, D. M.**, Yee, L. J., Zometa, C. S., Montano, J., & Vissman, A. T. (2009). Sexual and alcohol risk behaviours of immigrant Latino men in the South-eastern USA. *Culture, health & sexuality*, 11(1), 17-34.
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