



<b>Course title:</b>	Using Photovoice for Individual and Community Empowerment	
<b>Course #/term:</b>	750-001, Winter 2020	
<b>Time and place:</b>	Selected Thursdays, 5-8pm [vital]	
<b>Credit hours:</b>	1	
<b>Prerequisites:</b>	-	
<b>Instructor:</b>	Dr. Shanna Katz Kattari	
<b>Pronouns:</b>	She/Her/hers	
<b>Contact info:</b>	<b>Email:</b> skattari@umich.edu	<b>Phone:</b> 720.273.3288
	You may expect a response within 48 hours	
<b>Office:</b>	4706	
<b>Office hours:</b>	By appointment	

## 1. Course Statement

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### a. Course description

This minicourse covers basic methods for using Photovoice methods with individuals, groups, and communities. The course will provide an overview of the method and its application in different contexts, both domestic and international, and how visual images can be a powerful form for communication. This section of the class will include viewing documentary photography in the School of Social Work collection. The ethical dimensions of this method will also be covered. The remainder of the class will teach methods for photovoice and engage students in their own photovoice project. We will end with an exhibit of photos from the course that will take place in our School of Social Work.

### b. Course content

Photovoice is a process in which people – typically those with limited power due to poverty, language barriers, race, class, ethnicity, gender, culture, or other circumstances – use video or photo images to document their environment and experiences and share them with others. It uses visual methods to communicate lived experience and to create a basis for discussion and action. The images are often used,

with captions composed by the photographers, to bring the realities of the photographers' lives home to the public and policy makers and to spur change. However, photovoice can also be a method used direct practice, evaluation, and management settings.

#### c. Course objectives and competencies

Upon completion of this mini-course students will be able to:

1. Understand the use of Photovoice methods and their application in a range of
2. Understand unique ethical issues involved in Photovoice
3. Develop skills to successfully implement a Photovoice project

#### d. Course design

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, discussion, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice. Our class is organized around principles of andragogy (adult learning), empowerment, and collaboration. We will develop a co learning environment that will include presentations, skill building activities and exercises, and different media. **Experiential activities will be central to the structure and process of this course.**

#### e. Social Work Competencies

Values & Ethics: Demonstrates how value base, ethical standards, and principles of the social work profession are applied to practice.

Critical Thinking: Actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

Assessment: Applying assessment strategies and other data collection methods.

## 2. Class Requirements

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a. Text and class materials

No book is required.

There will be readings and handouts from recent social science/medical journals and pertinent news articles and/or social media publications, blogs, and other sources distributed to students via Canvas (they are currently all available). This course will also include supplemental videos and social media to enhance and support your learning experience.

b. Class schedule

Date/Time	Agenda	Required Readings & Assignments
Week 1 Jan 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Overview of Class</li> <li>• Review syllabus</li> <li>• Basic Definitions/History of Photovoice</li> <li>• Discussion of shared interests</li> </ul>	Syllabus
Week 2 February 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Co-create Project</li> <li>• Photography 101</li> <li>• Discussion of benefits/limitations of photovoice</li> </ul>	Photovoice UK. Photovoice Ethics.  SHOWED Method. <a href="https://culturalphotovoice.wordpress.com/2013/11/26/showed-method/">https://culturalphotovoice.wordpress.com/2013/11/26/showed-method/</a>  Using photovoice with sex workers: The power of art, agency and resistance (2014).

Date/Time	Agenda	Required Readings & Assignments
		<p>Look over the two consent forms and make a version with your name/info in each.</p>
<p>Week 3 February 25<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• Discuss photos</li> <li>• Create narratives</li> <li>• Debrief the doing of PV</li> </ul>	<p>“What I wish my doctor knew about my life”- Using photovoice with immigrant Latino adolescents to explore barriers to healthcare. (2017).</p> <p>Using PhotoVoice to Understand Health Determinants of Formerly Homeless Individuals Living in Permanent Housing in Detroit (2018).</p> <p>Bring 4-8 images to class</p>
<p>Week 4 March 11<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• Discuss photos</li> <li>• Create narratives</li> <li>• Choose final pieces</li> <li>• Co-create class introduction/ framing of the project</li> </ul>	<p>Addressing Economic Devastation and Built Environment Degradation to Prevent Violence: A Photovoice Project of Detroit Youth Passages. (2013)</p> <p>To be seen or not to be seen: Photovoice, queer and trans youth, and the dilemma of representation. (2015)</p>

Date/Time	Agenda	Required Readings & Assignments
		Bring 4-8 NEW images to class  Bring re-worked narratives from last session to class  SEND FINAL IMAGES AND NARATIVES TO DR. K BY MARCH 21 <sup>st</sup> !!!
Week 5 April 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Virtual Photovoice Event</li> <li>• Debrief</li> </ul>	Turn in reflections and finish Canvas posts by following April 15 <sup>th</sup>

c. Assignments

**Participation:** 25% (25 points)

**Final Self Reflection:** 15% (15 points)

**Photovoice Project :** 45% (45 points)

**Canvas Posts:** 10% (10 points)

***Participation – 25% - 25 points***

DUE – April 15<sup>th</sup>, 11:59pm

Participation is broadly defined. Participation refers showing up to class (in a timely manner), asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, participating in online discussions on Canvas above and beyond the ordinary requirements, providing accurate and respectful feedback to others, sharing resources with classmates, identifying any unique learning needs or problems to the professor, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. This course will be led in a seminar style, meaning there may be some didactic portions at the beginning of class, but the majority of the class period will consist of group discussion where I or your classmate is merely a facilitator. The success of this course depends upon our ability to have an informed discussion. By informed I mean that your responses, opinions, and answers can be explicitly connected to the readings, your practice/community experiences, and can reflect your knowledge and understanding of the subject area. Come to class with questions and ideas for discussions. Class contributions should focus on relevant course concepts and professional

practice experiences. Participation can and should be done both in the classroom and on the discussion boards online, as is relevant.

Criteria	Exemplary Performance	Points (25 max)
<b>Frequency of participation in class</b>	Student initiates contributions more than once in each class session/online discussion, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute, in person or online. Student does not comment overzealously or to the exclusion of other learners.	10
<b>Quality of comments</b>	Comments in person and online are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.	10
<b>Listening Skills</b>	Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.	5
<b>Total</b>		25

\*Modified from Eberly Center for Teaching Excellence

### **Self Reflection – 10 points**

DUE –April 15<sup>th</sup>, at 11:59

You will write one 3- 4 page long journal entry (or alternatively: a 10-15 minute long video with captions) at the end of the semester in response to the readings, activities, videos, project, event, and debriefs. This entry should be self-reflective and written in first person; you will not lose points for acknowledging concerns, biases, privileges, apprehensions, etc. Rather, you are asked to be honest and forthright about your response to the class and its content. If readings are mentioned, they should be cited – additional citations are not required. This should be submitted through Canvas. Only I will be reading these journal entries (they will not be shared with the class).

Criteria	Exemplary Performance	Points
<b>Accuracy</b>	Journal entry represents the author's ideas, thoughts, or conclusions accurately, fairly, and eloquently. It shows a firm understanding of the implications of each author's argument(s), or asks questions when there is not a firm conclusion. It is authentic to the author, and not regurgitating thoughts already shared in the class or from others.	6
<b>Argument</b>	Journal entry fully meets the requirements of the assignment. It explores implications of chosen ideas for the assigned topic in thoughtful and/or original ways. It makes convincing and personalized case for why selected key ideas connect and/or uses texts, class discussions, and/or lectures to support.	6
<b>Clarity and Presentation</b>	Journal entry consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1" margins), and written in full sentences. All citations (if there are any) are properly attributed and cited in a consistent style. There are virtually no spelling or grammatical errors. If a video is chosen, captions or a transcription should be included and accurate. This should not be simply read from a piece of paper, but rather, more of a video diary.	3
<b>Total</b>		15

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### **Canvas Posts**

DUE – First one by March 1st, second one by April 1st, 11:59pm. Responses should be throughout the semester, are due by April 15<sup>th</sup>, 11:59pm.

The purpose of this assignment is to connect Photovoice with the communities you care about, work with, are part of, etc. You should create AT LEAST two posts (minimum) on Canvas discussing who these communities are, and how Photovoice has benefited/been used by, or

could be use by/benefit them. You can find existing peer reviewed articles, youtube videos, blog posts, etc., of examples of photovoice in these communities, or think through who organizational partners might be, or even look for funding sources and discuss how you might apply for them. Each post should be a MINIMUM for 250 words.

You will also be asked to write a MINIMUM of 5 responses to your peers' posts, helping them think through these processes and projects. "I agree" or "very interesting!" is not a response; rather, each response should be a minimum of 100 words. Additional responses are welcome, and will be counted towards participation. PLEASE DO NOT SAVE ALL YOUR RESPONSES FOR THE LAST WEEK OF CLASS. Please keep a list of titles and dates of your response (word doc, excel spreadsheet, etc.) to turn in at the end of the semester.

Criteria	Exemplary Performance	Points
<b>Posts</b>	Each post is thoughtful, responsive to a community in which the student is engaged, demonstrates understanding of photovoice (including challenges), is well supported, is a minimum of 250 words, and is an appropriate level for a graduate course.	<b>5</b>
<b>Responses</b>	Each response is thoughtful, is directly connected to the original post, thoughts are well supported, is a minimum of 100 words, and is an appropriate level for a graduate course.	<b>5</b>
<b>Total</b>		<b>10</b>

### **Photovoice Project – 45% (545 points)**

DUE throughout the semester. Some in class discussion of the images, their meaning, what narratives might accompany them, and engagement at the final communal event are all included as part of this assignment. The tangible deliverables are as follows:

**Week 3:** Take a variety of photos between sessions 2 and 3. Bring 4-8 photos you have taken and would like to share/discuss with the class. Please also email these to [skattari@umich.edu](mailto:skattari@umich.edu) at least 2 hours BEFORE class begins.

**Week 4:** Take a variety of photos between sessions 3 and 4. Bring 4-8 NEW (photos you have taken and would like to share/discuss with the class. Please also email these to [skattari@umich.edu](mailto:skattari@umich.edu) at least 2 hours BEFORE class begins. Also bring your narratives that we worked on last session that you have re-worked a bit and that go with the images from last week.

**Week 5:** Please send your final selected images to [skattari@umich.edu](mailto:skattari@umich.edu) by end of day on March 20<sup>th</sup> with a clear subject line (Final photos and narratives – NAME). Please also send your finalized narratives, typed, in size 14-18 font (Arial).

Criteria	Exemplary Performance	Points
<b>Quality</b>	Photos taken are thoughtful and connected to the topic co-created by the learning community. They embody the concepts learned as part of the Photography 101 lecture/discussion. In class discussions to create and reform the narratives take these pieces to a new level, rather than just describing each of the images.	<b>15</b>
<b>Accuracy</b>	All of the pieces of the assignment are met, in a timely manner. 4-8 new and relevant photos are provided each week, and the narratives not only match the photos, but have be re-worked to included feedback from peers and facilitator.	<b>15</b>
<b>Event</b>	Individual is not only in virtual attendance at the event, but is emotionally present with the community and stakeholders. They are committed to sharing their experiences, helping to inform policy and structural change, and willing to engage in discussions about their process in their class.	<b>15</b>
<b>Total</b>		<b>45</b>

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#### d. Attendance

Class attendance is mandatory, especially with a five-session mini-course. I can only excuse absences in the following situations: religious observances, significant sickness or injury, unexpected care responsibilities (though children are welcome as needed in our virtual classroom), serious weather related issues, or disability related situations. ***Please let me know if you anticipate any difficulty with attending our class.***

#### e. Grading

References; MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

In the spirit of a professional development experience that encourages you to stretch and grow, grading will be mainly on a credit/no credit basis for each assignment. If you make a strong and timely effort on each assignment, you will do well in this class in terms of grading. I will give feedback on each assignment that focuses on improving your knowledge and skills. If you complete the assignment at an acceptable graduate level, you will get the points allotted for that assignment. Students can lose points by not doing acceptable work and not participating at an acceptable level. I will give you specific feedback about what needs to be improved to make an assignment acceptable.

- Points for all assignments total to 95. Remaining 5 points reserved for exceptional performance. I will occasionally award a bonus point for assignments that are exceptionally well-done and for exceptional class participation and contributions.
- You will lose 1 point for the 1<sup>st</sup> assignment that I judge as not meeting expectations. You may then resubmit the assignment in acceptable form for credit. If not resubmitted with revisions, you will get no credit for the assignment. You will lose 2 points for the 2<sup>nd</sup> unacceptable assignment, and 3 points for the 3<sup>rd</sup> unacceptable assignment, and so on.
- You will lose 1 point for a late assignment. An additional point reduction will be made when an assignment is more than one week but less than two weeks late. Longer than that, no credit will be earned for the assignment. NOTE: Final assignments will NOT be accepted as late and you will lose points for the entire assignment if late.
- You will lose 1 point for a missed class, if you have not contacted me. Upon the 3<sup>rd</sup> uncommunicated absence, there will be 5-point deduction for each absence.
- I do not plan to enact this unless it becomes an issue, but I reserve the ability to assess points if chronic lateness impacts our class; being late to class or back from a break, lose 1 point for each two occurrences.

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of professional social work practice as well as your writing and communication skills. ***If I write or***



**say something that confuses or upsets you, please make an appointment so we can discuss it!** If I help you deepen your understanding of something, that is helpful for me to know too.

[Adapted from Dr. Richard Tolman]

Occasionally, unforeseen circumstances arise (e.g., illness, mental health, personal, or family related) which may make it difficult for you to complete the assignment by its designated due date time. Should this happen, PLEASE notify me. At my discretion (which is almost always yes), your request for an extension that takes place MORE than 24 hours before an assignment is due will likely be granted, usually for no longer than one week past the original due date. PLEASE ask for an extension in lieu of not turning in an assignment. One caveat; due to scheduling around turning in grades, NO EXTENSIONS WILL BE GIVEN FOR THE FINAL ASSIGNMENT.

### **Submission of Assignments**

*All assignments must be submitted online via Canvas at or before the time it is due* as indicated on the syllabus. If you are unable to submit online for any reason, email me your assignment directly. If you do not contact me to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

Letter grades from A through F are given for class performance. A grades are given for **exceptional individual performance and mastery of the material**. The use of A+, A, and A- distinguishes the degree of superiority. B grades are given to students who demonstrate mastery of the material. B+ is used for students who perform just above the mastery level but not in an exceptional manner. B- is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C- is the lowest grade that carries credit. "D" grades indicate deficiency and carry no credit. F grades indicate failure and carry no credit.

### **Grading Scale:**

**98-100 =A+**

**93-97 = A**

**91-92= A-**

**89-90 =B+**

**87-88 =B**

**85-86 =B-**

**83-84= C+**

**81-82= C**

**80= C-**

**Below 80; not passing**

**Note:** I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know! This also means that you are welcome to eat/drink in our class, take breaks/move your body as needed, choose where to sit, etc. I will also be asking everyone to share about their access needs (if your access needs have already been met, you can simply say that) to help normalize this in social work spaces.

### **Dependent Care Resources**

For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (<http://www.hr.umich.edu/worklife/>) and the UM Child Care gateway (<http://www.hr.umich.edu/childcare/>).

***You are welcome to bring your children to class as needed;*** I just ask that you do your best to help keep them settled and from disturbing other students' learning processes. Social justice means including families.

### **Inclusivity Policy**

Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively *listen* to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, disability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*