



Course title:	PhotoVoice	
Course #/term:	SW750-1, Fall 2021	
Time & Location:	Saturday, 11/5/22 & 11/19/21, 9am-5pm 1636 SSWB	
Credit hours:	1	
Prerequisites:	None	
Instructor:	Dr. Mieko Yoshihama	
Pronouns:	She, her	
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Office:	TBA	
Office hours:	By appointment; send an email to schedule	

1. Course Statement

a. Course description

PhotoVoice is a participatory method of examining social issues, exposing injustice, and promoting action to improve social conditions. PhotoVoice engages the very people and communities affected by the social problem under investigation. Through repeated photo-taking and group discussions, PhotoVoice seeks to produce knowledge and generate solutions based on participants' lived experiences. PhotoVoice is pedagogical as well, in that the very process of participating in the project facilitates participants' acquisition of knowledge and skills with which they address the challenges they face. Typically, participants create "voice" (short written message) to accompany selected photographs; voices and photographs are disseminated in community venues as well as electronically to spur change.

Originating in public health, PhotoVoice has since been used in a wide range of fields including social work. PhotoVoice's social justice orientation, deep engagement and partnership with communities, and attention to the multiple level of ecology from individual to societal level are compatible with social work practice, especially community change. PhotoVoice is also applicable to direct practice, program development and evaluation, policy analysis and development, and management and organizational practice.

This course will cover the history, theoretical, philosophical, and epistemological orientations, and ethical issues. Students will take photographs, participate in group discussions, and create voices. Through these experiential activities, students will learn about the process and impact of PhotoVoice, identify its strengths and limitations, and articulate ethical issues involved and formulate strategies to address them. The course will explore the application of PhotoVoice to a wide range of settings, domestically and globally. Students will have an opportunity to disseminate their photographs and voices in various format.

b. Course objectives and competencies

Students will:

1. Understand the theoretical, philosophical, and epistemological orientations of PhotoVoice

methods

2. Understand ethical issues involved in Photovoice and formulate strategies to address them in a range of settings and contexts
3. Examine the feasibility, strengths, and limitations of PhotoVoice in assessing community needs, issues, and assets, and promoting community-generated solutions and capacities.
4. Apply critical and intersectional analysis of systems of power, privilege, and oppression in designing (and implementing) a PhotoVoice project in diverse community settings.

c. Course design

This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, videos, guest speakers, photo-taking and group discussions, and individual and group exercises. The primary pedagogy will be experiential and participatory.

d. Intensive focus on PODS

This course integrates critical and intersectional analyses of privilege, oppression, diversity and social justice (PODS), and promotes skills in identifying, exposing, and challenging interlocking systems of power, privilege, and oppression. This analysis includes interrogating what is considered scientific and/or legitimate knowledge, and challenging and expanding the scope of empirically based practice. Through the use of a variety of instructional methods, this course will encourage students to develop a vision of social justice; recognize, challenge, and reduce mechanisms of power, privilege, and oppression; work toward social justice processes; develop and apply critical intersectional frameworks; and strengthen critical consciousness.

2. Class Requirements

a. Assigned readings and learning activities

All assigned readings and other learning activities (e.g., videos) are available on CANVAS or through other electronic access. Students are expected to complete all required readings and activities before the class period to which they are assigned. Class activities will build on prior readings and activities rather than repeating them.

b. Class schedule

This course meets in-person with some asynchronous activities. Note that some changes/tweaks might be made due to guest speaker availability or in response to the flow of the class and learning needs.

	Topic	Readings/Videos/Assignments
	Before the 1 st session	<ul style="list-style-type: none">• Watch: https://www.youtube.com/watch?v=muJo-0IEgkQ• Upload one photograph that represents “something about you” to CANVAS (Assignment-Day1 tab); you will introduce yourself with this photograph
11/5	Introduction PhotoVoice: history; theoretical, philosophical, and epistemological orientations; ethical issues Photo-taking &	Required Readings: <ul style="list-style-type: none">• Wang, C., & Burris, M.A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. <i>Health Education & Behavior</i>, 24, 369-387.• Sutton-Brown, C. A. (2014). Photovoice: A methodological guide. <i>Photography & Culture</i>, 7(2), 169-185. https://doi.org/10.2752/175145214X13999922103165• Creighton G., Oliffe J.L., Ferlatte O., Bottorff J., Broom A., & Jenkins, E.K. (2018). Photovoice ethics: Critical reflections from men's mental health research. <i>Qualitative Health Research</i>, 28(3), 446-455. doi: 10.1177/1049732317729137. Suggested/Additional Readings: <ul style="list-style-type: none">• Carlson, E. D., Engbretson, J., & Chamberlain, R. M. (2006). Photovoice as a social process of critical consciousness. <i>Qualitative Health Research</i>, 16(6), 836-852.

	group discussion	doi:10.1177/1049732306287525 • Examples of consent forms
Between sessions		Assignment 1 (1) (2) (3) → Submit presentation slides via CANVAS Assignment tab Assignment 2 (1) (2) (3) → Submit 2 photographs via Google Drive
11/19	PhotoVoice: social inclusion and exclusion; < Assignment 2 > PhotoVoice application: Guest lectures*; Student presentations < Assignment 1 >	Required Readings: • Castleden, H., Garvin, T., & Huu-ay-aht First Nation. (2008). Modifying Photovoice for community-based participatory Indigenous research. <i>Social Science & Medicine</i> , 66(6), 1393-1405 doi: http://dx.doi.org/10.1016/j.socscimed.2007.11.030 • Liebenberg, L. (2018). Thinking critically about Photovoice: Achieving empowerment and social change. <i>International Journal of Qualitative Methods</i> . 17(1), 1-9. doi:10.1177/1609406918757631 Suggested/Additional Readings: • Powers, M. C. F., & Freedman, D. A. (2019). Applying a social justice framework to Photovoice research on environmental issues. <i>Critical social work</i> , 13(2), 80-100. https://doi.org/10.22329/csw.v13i2.5867 • Yoshihama, M. (2021) Visualizing drivers of gender health disparities: Ongoing participatory action research following the 2011 disaster in Japan. <i>Social Science & Medicine</i> . doi:10.1016/j.socscimed.2021.114133

* With a grant support from the International Association of Schools of Social Work, this course has been co-developed by a team of social work and education faculty members from universities and practitioners in Portugal and Spain. Team members include:

- José Luis Fernández-Pacheco Sáez, Ph.D., Associate Professor, Department of Business Management and Sociology, University of Extremadura, Cáceres, Spain
- Antonio López Peláez, Ph.D., Professor, Department of Social Work, The National Distance Education University, Madrid, Spain
- Eduardo Marques, Ph.D., Social Work Assistant Professor, School of Social Sciences & Humanities, University of Azores, Ponta Delgada, Portugal
- António Patrão, Forest Engineer, Ph.D. Candidate, Institute of Interdisciplinary Research, University of Coimbra, Coimbra, Portugal

They facilitate group discussions and give guest lectures.

c. Assignments

Assignment	Due Date	How to submit/where	%
1. Critical analysis of use of PhotoVoice for community change	11/18 6pm	Submit presentation slides via CANVAS	30
	11/19/22	Make an in-class presentation	
2. PhotoVoice	Ongoing	See below for detail	50
	11/18 6pm	Submit selected photographs via Google Drive	
3. Attendance & Participation	Ongoing	Various forms of participation (e.g., photo-taking, small & large group discussion)	20

INSTRUCTIONS FOR ASSIGNMENTS

The following are descriptions of each assignment. Please note that some changes and tweaks might be made in response to the flow of the class and learning processes and needs. When changes are necessary, I will alert you as soon as possible.

1. Critical analysis of use of PhotoVoice for community change

- (1) Identify a project that used PhotoVoice to address social issues and advocated for change.
 - The source material can be an academic journal article, book, book chapter, organizational report, or digital material (e.g., video, website).
 - You are encouraged to find a PhotoVoice project conducted in diverse communities, domestic or abroad.
- (2) Prepare a 3-minute presentation addressing the following:
 - a) Goal/purpose
 - b) Organizers/Locations/Participants
 - c) Programming (e.g., number/frequency of meetings; duration; dissemination)
 - d) Strengths & Limitations, Ethical Issues, and More
- (3) Upload your presentation slides (saved as a PPT or PDF file) onto CANVAS Assignment tab by the due date.
- (4) Make an in-class presentation in Session 2.

2. PhotoVoice

- (1) Between Session 1 and 2, take a photo-taking tour in your community (must be at least one hour) and take photographs of what you think represents social inclusion and exclusion. Take as many photographs as you wish/can.
- (2) Select 2 photographs to share in class, and create draft “voices” for them (but be prepared to revise during/following group discussions).
- (3) Upload the 2 selected photographs onto **Google Drive** by the due date.
- (4) Discuss your photographs and voices in class.
- (5) Revise and update voices.
- (6) Share your photograph(s) and the revised voice(s) in class
- (7) Submit 2 final Photo-Voice sets; **Submission channel & location TAB**
- (8) Create a PhotoVoice exhibition. **Details will be discussed in-class.**

3. Attendance & Participation

You need to come to class well-prepared, which means doing all the assigned/required readings and activities before the class. You are expected to actively participate all class activities.

d. Grading

This course uses a pass/fail grading.

An incomplete grade is given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.

Please review the MSW Student Guide for policies on grades and grievance procedures.

e. Accommodations

If you need any accommodations for a disability or a condition that may interfere with your participation in this course, please let me know as soon as possible. Any information you provide about a disability and/or accommodation is private and confidential. For more information and resources, please contact

the Office of Services for Students with Disabilities (OSSD, <http://ssd.umich.edu/>) at (734) 763-3000 / ssdoffice@umich.edu.

f. Attendance and Class Participation

This class involves a wide range of experiential learning exercises, and therefore, class attendance and participation are critical to achieving the full impact of the course. You need to inform the instructor of your absence as soon as is practically possible. Please review Policy on Class Attendance in the MSW Student Guide.

You are expected to actively participate in class discussions, individual and group activities, and various in-class exercises. If you have difficulties participating for linguistic, cultural, or other reasons, let's discuss them individually and explore ways in which you can participate in class more actively.

g. A Note on Scholarly Discourse

What we will discuss in class involves controversial issues. All of us come to this course with various experiences and values, as well as assumptions, prejudices, and stereotypes. Disagreements are expected and even welcomed as long as we respect diverse opinions and perspectives and refrain from attacking one another personally. Let us strive to remain open to diverse perspectives, which may conflict with our own.

h. Use of Electronic Devices

In order to maximize engagement and participation, students are asked to turn off cell phones during class. If you are utilizing an electronic device (e.g., a laptop computer, tablet), it is assumed that it is relevant to the class content and process. If not, the instructor reserves the right to request that the student stop using an electronic device during class.

i. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without an advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class sessions must present documentation to the instructor prior to any recording being done. The instructor reserves the right to disallow recording for a portion of any class time, especially where privacy is a special concern.

If the instructor chooses to record a class, they will decide which session(s) and what portion of each session to be recorded and where/how a recording is made available. On days when classes are recorded, students will be notified a recording is occurring.

Class recordings and course materials may not be reproduced, sold, published, or distributed to others, in whole or in part, without a written consent of the instructor.

j. Responding to COVID-19

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course may be impacted by failure to comply with campus safety measures.

Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). You are encouraged to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and](#)

[Responsibilities.](#)

k. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. Please notify the instructor by email about your absence as soon as practical to help make feasible alternative learning arrangements.

l. Academic Integrity

We adhere to high standards of academic integrity. The Library Research Guide on Academic Integrity in Social Work is available at <http://guides.lib.umich.edu/swintegrity>. Plagiarism is prohibited in any academic writing at the University of Michigan. Any student caught plagiarizing or cheating in any way will earn a failing grade in this course and may be expelled from the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide.](#) Other forms of Academic and Professional Misconduct include a wide range of behaviors, such as abuse of confidentiality and obstruction of the academic activities and scholarly research of another (e.g., harassment, intimidation, or tampering with data, records and notes).

m. Self and Group Care

The course topics and materials have the potential to elicit distress, anxiety, a sense of helplessness, rage, and other strong and/or traumatic reactions. While these reactions are common and natural, they may be intense and may interfere with your personal and academic life. It is important to recognize your reactions - in other words, do not deny them, but explore and develop ways to process them. We as a group will acknowledge and address our reactions through class discussions and reflective activities, and hope to create a mutually supportive learning environment for all of us in the class.

n. Additional School and University policies, information and resources are available at: <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*

Additional Resources (Referenced in Class and/or Recommended for Further Reading)

Special issue Photovoice: The Little Method That Could Change the World, *Health Promotion Practice* 2022 Vol. 23 Issue 2

PhotoVoice in Diverse Settings and Communities

Adekeye, O., Kimbrough, J., Obafemi, B., & Strack, R. W. (2014). Health literacy from the perspective of African immigrant youth and elderly: A PhotoVoice project. *Journal of health care for the poor and underserved*, 25(4), 1730-1747.

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- Christensen, M. C., Capous-Desyllas, M., & Arczynski, A. V. (2020). Photovoice as a multilevel tool for gender and sexual identity exploration. *Families in Society*, 101(2), 219-231. <https://doi.org/10.1177/1044389419889710>
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- Creighton, G., Oliffe, J. L., Bottorff, J., & Johnson, J. (2018). "I should have ...": A Photovoice study with women who have lost a man to suicide. *American Journal of Men's Health*, 12(5), 1262-1274.
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<https://doi.org/10.1037/1099-9809.10.3.302> It is a PV study but no photographs presented
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<https://socialdialogue.online/sd19/>
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- Peabody, C. G. (2013). Using Photovoice as a tool to engage social work students in social justice. *Journal of Teaching in Social Work*, 33(3), 251-265. doi: 10.1080/08841233.2013.795922

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PhotoVoice Methods and Guidelines

- Capous-Desyllas, M., & Bromfield, N. F. (2018). Using an arts-informed eclectic approach to Photovoice data analysis. *International Journal of Qualitative Methods*, 17(1), 1609406917752189. <https://doi.org/10.1177/1609406917752189>
- Capous-Desyllas, M., & Forro, V. A. (2014). Tensions, challenges, and lessons learned: Methodological reflections from two Photovoice projects with sex workers. *Journal of Community Practice*, 22(1-2), 150-175. <https://doi.org/10.1080/10705422.2014.901269>
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- Fernández-Pacheco Sáez, J.L., Rasskin-Gutman, I., Marques, E., & Yoshihama, M. (2022). The role of (digital) PhotoVoice in community development and the construction of collective identity: Promoting critical and participative citizens through education. Research in Education and Learning Innovation Archives (REALIA). <https://ojs.uv.es/index.php/realia/article/view/21795>
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