Creating a Model for AntFarm using the PhotoVoice Process

Dana Kriendler
Pacific University

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Creating a Model for AntFarm using the PhotoVoice Process

Description
AntFarm’s unique opportunities for youth and the community of Sandy, would benefit from its own model of practice. To assist in creating such a model, a PhotoVoice project was launched as a tool for engaging the youth in a critical reflection of what AntFarm means to them and the community.

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Creating a Model for AntFarm using the PhotoVoice Process

Dana Kriendler, OTDS & Ryan Salmon, OTDS

Pacific University
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What is AntFarm?

AntFarm, “a culturally safe and healthy community space,” (AntFarm, 2013) provides programs and opportunities for youth with a heavy emphasis in community involvement and participation. Through various venues, volunteers, and paid professionals this organization provides, “a wide range of needs including individual and group support, tutoring, mental health and addictions counseling, art and music development, support for domestic violence safety, educational tutoring, work skills development, life skills training, problem solving support, and decision making” (AntFarm, 2013). Two Foxes Singing, an occupational therapist, and artist Damon Schwab created a non-profit organization called Woape as “a youth and family service organization established to teach healthy ecology, environmental awareness, individual psychosocial development, conscious decision making, and community service” (AntFarm, 2013). The community of Sandy and the board of directors of Woape created AntFarm out of the Woape vision and philosophy. AntFarm holds close the idea of enhancing occupational performance and active participation in one’s community.
AntFarm Needs Assessment

AntFarm’s unique occupational therapy and performance based programming allows youth opportunities with no cost to the participants and relies on donations, grants, fundraisers, income from their recently established cafe, and most importantly their volunteers. The volunteers provide an intergenerational connection with the youth and many of the opportunities emphasize community support and involvement. This highlights how AntFarm serves the greater community and broadens the scope of services it provides. AntFarm operates with a foundation in occupational therapy and existing models seem to lack particular aspect of their focus. Without a clear model to guide its practice it is difficult to articulate the power of this program to, the community, potential funders, government officials, and other organizations hoping to use this program as a template. Through interviews, surveys, discussion groups, and a PhotoVoice process with the youth, we hope to assist AntFarm in the development of such a model.

A model would provide a more cohesive vision for the variety of programs that are offered. Currently AntFarm is a collection of innovative programs, including AntFarm Indoors and AntFarm Outdoors. AntFarm Indoors is the hub for the organization and has a new and fully operational Café and Bakery, Cultural Arts Center, and Axis Learning Center. The Café and Bakery teaches healthy lifestyles, job skills, customer service, and the art of creating healthy food from the garden. The Cultural Arts center offers the community a space for art, poetry, music and workshops and a place to display personal art projects. The Axis Learning center is a computer lab and study area where adult mentors and tutors assist middle school and high school students accomplish educational and vocational goals.

AntFarm Outdoors includes: Community Connect, YouthCore, Outdoor Adventures, and Recycling (Cans and Bottles program). They now have an outdoor facility that will be the basecamp for these programs and house all equipment needed for each program. The parking lot also provides space for the farmer’s market, recycling program and parking space. The garden is the other major outdoor project that continues to grow every year. These programs help develop meaningful relationships between youth, elders and the community, and teach work skills in an outdoor environment. The programs at the specific AntFarm facilities and throughout the community that work with youth and community members and are seasonal or year round include: Community Garden: 15 youth (seasonal-spring to fall); AntFarm Outdoors (Ski Bowl):
20-25 youth (year round); AntFarm Outdoors (Trail Crew): 8 youth (year round); AntFarm Indoors (Axis Learning Center/Tutoring): 10 youth (year round, less during summer); Community Connect Program: Varies on a weekly basis and depending on the weather (year round); and the Cafe: 1 to 2 youth per shift (year round).

Through the use of indoor and outdoor classrooms, social services, and business, Woape and AntFarm “believe in hope and the ability to discover meaningful, purposeful, and enjoyable occupations” (AntFarm, 2013). The youth participants are given opportunities to occupy their time with empowering activities such as attending school, working in the cafe, helping out with the ‘Community Connect’ program, hanging out with friends, and helping in the garden.

**Environmental Contexts and Stakeholders**

To further understand the impact that AntFarm has on local youth and the Sandy community, it is important to look at all the different factors and systems that enable this non-profit organization to be successful. Bronfenbrenner's Ecological Systems Theory, which “stud[ies] the relationships with individuals' contexts within communities and the wider society,” (Bronfenbrenner, 1994, page #) gives us a beginning framework that will help clarify how AntFarm successfully interacts with the youth participants and the greater community.

Bronfenbrenner breaks down his theory into four key systems: microsystem, mesosystem, exosystem and macrosystem (Bronfenbrenner, 1994). In regards to AntFarm, the *microsystem* refers to the direct impacts that the Sandy community has on the youth’s development, while the *mesosystem* refers to the interaction between the environments that directly impact the microsystem. The *exosystem* refers to the links that indirectly have an effect on the youth and the Ant Farm’s progress and success. Lastly, the *macrosystem* encompasses all the factors that directly and indirectly affect AntFarm in building a cohesive community for empowerment and success for all members of the community.

AntFarm’s microsystem components include the physical environment of the AntFarm space (both the indoor and outdoor classroom), the staff involved with programs and activities, the volunteers that participate on various levels, Woape Board of Directors and the community of Sandy and surrounding areas. With this strong support, AntFarm provides a safe space for youth to develop a sense of social identity that enables them to feel personally empowered and successful as they explore their vocational future and also in their own social lives. To develop social identity, an individual needs skills that enable him or her to successfully build
relationships with others, understand possible roles in a community, and build competency with those roles in a society. The AntFarm community provides a space, time and environment for this to take place.

When AntFarm’s environment and the interaction with both the Sandy community and its youth are examined, this mesosystem analysis reveals how all three components work together to create a successful program. Ant Farm’s environment provides youth with different avenues that enable them to build personal and vocational skills to better understand their social role within Sandy and the greater community. These avenues include: the “work skills development, life skills training, problem solving support, and decision making” (AntFarm, 2013) that are all fostered by the indoor and outdoor classrooms. Through the empowerment that the youth are given by the programs offered at AntFarm, the mesosystem of Ant Farm’s environment allows the youth to reach out into the community. They are encouraged to be involved in various community projects while feeling supported and encouraged. As the youth explore and create a stronger and more secure social identity amongst the multiple layers of the community, everyone benefits.

To further understand how the environmental contexts affect youth within the community, it is important to realize that there are indirect factors that impact how successful the microsystem and mesosystem interact with each other. This exosystem depends on community stakeholders providing a reliable source of income through personal donations. When Ant Farm can show the community at large the successes of its programs, not only is the community brought in as an essential partner but a steady flow of donations will hopefully follow, as well. Another positive outcome is that there might be more community volunteering. Funding from governmental grants is also an important source of revenue. However, both personal and governmental financial difficulties could also decrease funding and therefore have negative effects and limit Ant Farm’s ability to continue with its dynamic program. Additionally, the exosystem comprises of immediate job availability from partners, such as Ski Bowl and the Bureau Land Management of Mt. Hood and other activities and support programs, such as the can and bottles recycling program and the café and bakery, which pays for the indoor classroom’s rent.

Lastly, by looking at how the macrosystem encompasses all factors that directly and indirectly affects AntFarm, it is apparent that many factors work together to create a cohesive
community for empowering youth to be successful in their future, both personally and vocationally. AntFarm’s unique multi-layered organization allows for many different individuals and avenues to empower and encourage youth to create a social identity that will not only impact themselves but also the community. By using Bronfenbrenner's Ecological Systems Theory, it is apparent that the interactions and relationship among all levels of this organization (youth participants, community member, Woape Board of Directors, family member of youth participants, volunteers, and staff) are imperative in creating a collective, cohesive and strong culture for Sandy’s youth to thrive and be empowered to be valuable community members. (See Appendices A and B for a visual interpretation of AntFarm)

Conclusions

As a result from of numerous visits and interviews with AntFarm staff, data from a survey that was sent in a newsletter to 1,500 individuals and posted on AntFarm’s Facebook page, three main needs and wants for the organization include: What does AntFarm mean to the youth and community?, developing long term strategies for consistent funding, and developing more outdoor programs for youth to build personal and professional skills

Examining these needs and addressing them from an occupational therapy viewpoint, it is clear that AntFarm needs to create a model that can simply and effectively explain the uniqueness of this organization. Finding a model that represents the powerful treatment ideas shown by the connection to youth to their communities through such a program, and thus demonstrate a model that is not focused solely on the individual, but rather a collective community, like AntFarm, will guide practice in a more organized and efficient way, help attain funds, and clarify the mission and vision to the community. The ultimate goal would be to establish this collective community model based on engagement in occupations outside of the traditional medical model and this would provide alternative support for youth in other communities, and to examine this model intersects with other models of practice in occupational therapy. (See Appendices C for selected survey results)

Recommendations

1. Creating a word cloud that will solidify all data results from the survey and help aid in the process of creating a visual model.
2. Defining what AntFarm means to the youth and community. This will be addressed through the survey (September 2013), PhotoVoice process (starting January 2014), discussion groups and focus groups (September 2013-May 2014)

3. Creating an occupational therapy community-based model that is not focused solely on the individual, but rather a collective community will give other communities an alternative approach to helping empower youth.

**Action plan:**

Actions that will be implemented in the spring semester:

1. Word cloud from survey results
2. Creation of PhotoVoice curriculum, which includes logistics and timeline for project
3. PhotoVoice project with 5 AntFarm youth, which includes four, two hour education sessions.
4. Three focus groups will take place during the month of April 2014 with AntFarm staff, volunteers and stakeholders to discuss ideas for a model.
5. A visual representation of an occupational therapy community-based model to describe AntFarm will be completed
6. Presentation of the model to the AntFarm community

Strategies that will be implemented in the spring semester:

1. In order to create a word cloud, all data from surveys will be organized and the most common words from the data will be included in the word cloud.
2. Discussions with Pacific University advisors and AntFarm staff (specifically Wesley and Samara) will take place to determine the logistics and timeline to implement PhotoVoice to the 5 youth.
3. Identifying and recruiting the individuals who will lead the PhotoVoice curriculum to the youth. This process will take place during the week in the evening, so youth are able to come after school.
4. Schedule 3 focus groups the first 3 weeks of April 2014 to discuss thoughts and ideas for a occupational therapy community based model for AntFarm
5. During the week of April 21st-25th, present the AntFarm model to the Sandy community.
General timeline for actions that will occur (see Appendix D for a calendar format):

January 6th-14th: Create PhotoVoice curriculum and word cloud from survey results
January 15th: Present PhotoVoice curriculum to AntFarm staff
January 22nd: Schedule PhotoVoice educational sessions with AntFarm staff and youth
February 4th-March 21st: PhotoVoice process and photo exhibit
April 2nd-16th: Three focus group sessions
April 22nd-25th: Discussion of AntFarm model

Goals and Outcome Measurement

Outcome: To enact the PhotoVoice project and create an occupational therapy based model for AntFarm.

Goal #1: To have 5 youth from AntFarm complete the PhotoVoice project.
   - Objective #1: 90% participation of the 5 selected youth will complete the PhotoVoice project by March 2014.
   - Objective #2: AntFarm youth will be 100% prepared to use cameras independently after the four 2 hour educational sessions.
   - Objective #3: 90% of AntFarm youth will be able to analyze their chosen picture for the photo exhibit through the SHOWed method.
   - Objective #4: 90% of the AntFarm PhotoVoice participants will complete a survey to gather feedback from their experience.

Goal #2: A visual representation of an occupational therapy community-based model will be created to present to the stakeholders and AntFarm staff members.
   - Objective #1: A word cloud will be created from the data collected from the surveys.
   - Objective #2: Three focus groups, with all AntFarm staff, selected Woape Board Members, volunteers, and Pacific University faculty, will be held during the month of April 2014 in order to generate a tangible model for AntFarm.

How objectives will be measured

Objectives for the first goal will be measured primarily by the attendance and participation of the PhotoVoice orientation process. The youth will be assessed in their proficiency with the use of the cameras and through the demonstrating they understand the SHOWed method prior to the start of the project. Supervisors will work with the youth throughout the project to facilitate when needed but the intention is for the youth to independently take photos from when the moment presents itself. Lastly, the success of the project will be measured by the completion of the SHOWed method from the photo chosen from each participant.

The objectives from the second goal will be measured by the creation of a word cloud from the completed surveys and completed PhotoVoice projects. This information will help
AntFarm staff, volunteers, board members, and Pacific University staff and students develop a model that is tangible for AntFarm.

How outcomes will be recorded and disseminated

Throughout the entire process, outcomes will be recorded using Google documents, emails and meetings with AntFarm staff and Pacific University advisors. The report will discuss the needs assessment, results from the PhotoVoice project and the development of model to be reviewed and hopefully implemented in the future.
During adolescence, youth are developing their own self-identity and dynamically shaping their thoughts and actions into behaviors that typically carry on into adulthood. During the time of adolescence, individuals begin to develop a role in their own personal life, along with building community attachment and social participation. During this stage of growth, “the development of personal identity is primarily an internal struggle in which youth endeavor to understand their strengths, skills, interests, desires, and weaknesses, whereas the development of social identity challenges youth to look beyond themselves to the larger society” (Erikson, 1968; Youniss & Yates, 1997). To develop social identity, an individual needs skills that enable them to successfully build relationships with others, understand their specific roles in a community, and build competency with roles in a society. PhotoVoice (PV) is a community-based participatory research process that uses photography as a tool for engaging people in a critical reflection process around a specific issue (Wang & Burris, 1997). The process provides personal empowerment development and healthy social identities by understanding their role within a community. Recommended by Strauk, Magil and McDonagh (2004), the youth PV process ranges from 18-20 weeks and the lessons are taught in a specific order. With a set curriculum, youth learn skills that enable them to use photographic images and explanations of those photographs to better understand themselves and their personal engagement in a community. This literature review will discuss the importance of the PV process as a tool to facilitate personal empowerment, while also understanding healthy social identities by reflecting on their role in a community. Since most of the research for this literature review was anecdotal, further research is needed to provide more quantitative documentation. This literature review will discuss the following questions: Does participating in a PhotoVoice process help youth develop personal empowerment and healthy social identities by understanding their role within a community and society? How can the PV process be expanded to promote further personal empowerment and connection to youth’s environment?

**Health Promotion**

The World Health Organization (WHO) defines health promotion as “the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behavior towards a wide range of social and environmental interventions” (WHO,
PV allows youth to examine the different types of health, such as physical, mental, emotional, spiritual and social, and have a better understanding of their personal health identity within a given community. It facilitates this awareness of health promotion by having the youth use the SHOWeD method, which consists of 5 questions that are asked while examining one of their photographs: “What do you see here? What is really happening here? How does this relate to our lives? Why does this situation, concern, or strength exist? And what can we do about it?” (Strack, et. al., 2004). Through this exploration, youth are encouraged to answer how they feel about their own well being on a micro level: how does this photo relate to your own personal life and understanding of your own health identity? and on a macro level: how does this photo relate to the communities’ health and well-being? Evident by past studies, findings clearly show that following a PV process, youth are able to understand different concepts when it comes to personal and social health of a community and how health promotion is a key factor into the success and realization of healthy well being and lifestyle choices. They develop the ability to articulate how their role within a community is empowered by their own choices, along with society’s choices. Evidence also suggests that the use of PV in communities with varying socioeconomic status and diverse ethnicities is a successful tool to promote a better understanding of health disparities and health promotion among members of a community.

In the article, *Youth’s Perspective on the Determinants of Health*, findings indicated that by the end of the PV process at the photo exhibit “youth had a broader understanding of health that included acknowledging many different types of health beyond physical health” (Woodgate & Leach, 2010). In another study with participants from an inner city neighborhood in Scotland, “PhotoVoice [was] a successful and rewarding way of engaging young people in research about health and well-being” (Watson & Douglas, 2012). It is important for youth to understand the importance of creating a healthy lifestyle in order to be a healthy member of a community. Through PV, individuals are able to better comprehend the significance of their personal actions in an overall sense of health promotion within a collective community.

**Community engagement**

An important role that adolescences begin to discover during this stage of life is the type of involvement that is expected of them in a community as well as what this connection and interaction could look like. Youniss & Yates (1997) express that “exposure to and direct participation in community affairs help adolescents develop life-long habits of citizenship”
(Youniss & Yates, 1997). Having youth gain experiences in civil engagement in one’s community enables them to become future leaders and participate in community advocacy that they find important. However, civil or community engagement may be limited to youth living in rural and low socioeconomic communities. This may be due to factors such as high crime and/or minimal social interactions and mentorship between youth and adults. Therefore, local outreach organizations are needed to facilitate a community-based participatory program. When youth work with adult volunteers in a joint venture, the importance of a healthy and strong civil engagement to one’s community is evident by the leader’s example.

By giving youth the tool of PV: taking photographs, having one-on-one interviews to better understand their own personal role in a community and attending focus groups with other participants to reflect on experiences, the ultimate community engagement is a presentation of their most meaningful photographs at an exhibit at the end of the process. Through their photographs, youth demonstrate how their personal identity and awareness greatly reflects their engagement in a community. Focus group data from studies have shown that PV fosters youth’s desire to develop a social identity in their community and the creation of deeper relationships. However, limited research shows little significant qualitative changes in youth’s behavior in regards to “engaging in electoral politics, community issues, or alternative forms of political involvement” (Pritzker, LaChapelle & Tatum, 2012).

**Varied Focus of PV’s Curriculum with Common Goals**

To further understand how participating in PV process help youth develop personal empowerment and healthy social identities by understanding their role within a community, it is important to discuss the curriculum and goals of this process. The specific goals for participants in PV process are as followed: “(1) use photographic images to document and reflect on the needs and assets of their community from their own point of view, (2) promote dialogue about salient community issues through group discussion of photographs, and (3) promote social change by communicating issues of both concern and pride to policy makers and society at large” (Wang & Burris, 1994, 1997; Wang et al., 1996). Consistent in all of the reviewed articles, PV’s curriculum is specific toward an identified theme. For example, in the Youth Empowerment Strategies (YES!) Project, they focused their PV on four domains: “team building, photography, empowerment education-based activities, and the steps involved in developing a group-identified social action project” (Wilson, et. al., 2008) The curriculum was
set up to facilitate different activities while taking photographs to increase team building, empowerment and group identity among the youth involved as they achieve their goal of designing this group project. One group project was to create “school behavior campaigns, for example, skits on subjects such as why rumors cause fights, and good and bad ways to get attention” (Wilson, et. al., 2008). Through this process, the youth were able to see the importance of teambuilding and working together to achieve an overall outcome. Not only can the PV process be used for individual exploration and development, it can also be used to examine public health issues, such as substance abuse or obesity. The importance of having the ability to differentiate the PV curriculum to a specific need is a key factor to the success of this program.

Although the PV focus may differ between groups, the curriculum follows structured sessions as youth successfully progress through each step. The goal of PV is met when the youth see the importance of their personal role as a member of a society. They understand healthy social identities by taking photographs and taking time to analyze their photos individually and also discuss their insights in a group with other peers. By the end of all sessions, youth have had the opportunity to better understand their environment they live in, and can express to their community how they feel about where they live and how they belong as an important member of their community.

Discussion

As visible through research studies, PV has great potential to influence youth in substantial and healthy ways. Findings show that when youth are given the information and skills, they have a larger understanding of health identities in meaningful and relevant ways both personally and on a larger social scale. With already a profound amount of anecdotal research on the impact of PV, it is clear that further research needs to be done to show significant quantitative data in youth’s behaviors in regards to civic and community engagement after completing PV. It is important that the concerns brought up by youth throughout this process are expressed to the community during the photo exhibit lead to further discussions and actions. Possible future youth-focus services and more integration between youth and adults to foster healthy personal and social identities could be identified and implemented. Exploration of how the PV process could be used after the finale of the community photo exhibit to further personal empowerment development and healthy social identities could be undertaken.

Summary
PhotoVoice (PV) is a community-based participatory research process that uses photography as a tool for engaging people in a critical reflection process around a specific issue (Wang & Burris, 1997). Recommended by Strauk, Magil and McDonagh (2004), the youth PV process ranges from 18-20 weeks and the lessons are taught in a specific order with a final community photographic exhibit. With a set curriculum, youth learn skills that enable them to use photographic images and explanations of those photographs to better understand themselves and their personal engagement in a community. Evidence shows that participating in the PhotoVoice process enables youth to develop skills that are needed to successfully build relationships with others, understand their specific roles in a community, and build competency with roles in a society. These skills are vital to fostering healthy adolescent development. Therefore, participating in a PhotoVoice process does help youth develop personal empowerment and healthy social identities that will enable them to better understand their role within a community.
Literature Review: PhotoVoice as a Method for Promoting Change in the Community by Ryan Salmon

The purpose of this paper is to evaluate the emerging usage of PhotoVoice as a qualitative research method for creating change in individual perspectives of health and well-being and ultimately how this can impact the community. Literature on the use of PhotoVoice as a methodology for identifying and implementing community health promotion has increased over the years and provides an alternative approach to understanding and eliminating health disparities. “This incorporates knowledge and action based upon the lived experiences of community members, and enables the research to impact individual and community well-being” (Hergenrather, 2009).

Community-based Participatory Research (CBPR)

PhotoVoice is a community-based participatory research (CBPR) method that has the ability to contribute to community change on many levels. The goal of community-based participatory research is to boost knowledge and understanding of individual and cultural circumstances in order to develop interventions for social change. This includes “collaborating, reducing power differentials, focusing on individual and community strengths rather than deficits, valuing local knowledge, sharing decision-making, and acting for social change” (Minkler & Wallerstein, 2003 page number?). “PhotoVoice presents part of the attempt to disrupt and ultimately revise the views of gender, class, ethnicity, and other forces that contribute to oppression” (Wang & Pies, 2008, p. 185).

PhotoVoice move to next page. Do not want dangling headings

Caroline Wang and Mary Anne Burris developed PhotoVoice as a method of participatory research with a strong theoretical foundation comprised of “Freire’s education for a critical consciousness; feminist theory in that research is inclusive and power issues are acknowledged; and a community-based approach to documentary photography to reveal social and political realities (Wang and Burris” 1997; Wang et al., 1998). “PhotoVoice aims to enable participants to: use photographic images to document and reflect on the needs and assets of their community from their own point of view, promote dialogue about salient community issues through group discussion of photographs, and promote social change by communicating issues of both concern and pride to policy makers and society at large” (Wang & Burris, 1994, 1997; Wang et al., 1996). “Freire’s education for critical consciousness stresses the importance of
people’s sharing and speaking from their own experience, seeing connections among their individual situations, creating an analytical perspective from which to relate their situations to root causes, and developing solutions and strategies for change” (Freire, 1970, Wallerstein & Bernstein, 1988, Wang, Cash, & Powers, 2000). “Used in community health promotion, PhotoVoice is a valuable tool that contributes to understanding the complex underlying factors influencing behaviors and health” (Garcia, 2013). Too many quotes. Better to paraphrase in your own words. Also, missing page numbers throughout quote usage.

Using PhotoVoice as a tool for action reflects CBPR’s obligation to creating meaningful change. This flexible method has been implemented with culturally diverse groups to explore and address community needs in the United States and globally such as: youth driven substance abuse assessment and health promotion, to identify barriers and facilitators to community participation of individuals with spinal cord injury, identifying perspectives of homeless populations, intergenerational relationships among Latino populations in the US and Mexico, environmental influences on children’s physical activity and diets, and many more. For some populations who are not inclined to access programs purposefully to strengthen relationships and overall health in the community, “PhotoVoice offers a subtle attractive mechanism for introspection while directly undertaking a project whose primary goal is to describe an issue and identify potential community-level, policy change solutions using photography” (Duffy, 2011).

**Discussion from Photography**

A majority of the studies reviewed engaged the participants in group discussions based on photographs that were guided by a series of questions. The acronym SHOWed was the most widely used method to encourage discussion and contextualization of the photographs (Wang, Wu, Zhan, & Coravano, 1998). The method uses five questions to facilitate the discussion: What do you see happening here? What is really happening here? How does this relate to our lives? Why does this situation, concern, or strength exist? How could this image educate the community, policy makers, etc.? What can we do about it (Brazg, 2011)? These questions align with Freire’s theory of critical consciousness, “which hopes to change attitudes of personal responsibility and behaviors of participation based on the ability to perceive social reality as a consequence of individual choices” (Carlson, Engebretson, & Chamberlain, 2006). Wang and Burris (year) used Freire’s educational approach to design the first PhotoVoice project with rural Chinese village women and were intended to function as a participatory process in a large–scale
needs assessment. Similar to Freire’s drawings, photographs and stories were used to identify significant community issues, critically reflect on the contributing factors, and identify possible solutions (Carlson et al., 2006).

Themes from the literature reflect Wang and Burris’ (year) original goals of using PhotoVoice as a photographic technique to record and reflect personal and community strengths and concerns, promote critical dialogue and knowledge about personal and community issues through group discussion of photographs, and to reach policy makers (Wang, Burris, 1997). Three themes that were consistent throughout the literature that reflect these goals are: first, increased individual empowerment, second, boosted community engagement in action and advocacy, and third, enhanced understanding of community needs and assets, which generated the potential for community involvement and change.

Discussion

The use of PhotoVoice in practice continues to grow and the literature behind it is ever increasing. Although PhotoVoice projects reference and follow the original process created by Wang reference year and associates, most tailor Wang’s approach to suit the needs of researchers unique projects. PhotoVoice consistently provides opportunities for diverse populations to voice their realities experienced in the community, who many times are not heard. The literature provides several examples of how community needs and assets can be better understood through PhotoVoice. Jurkowski and Paul-Ward (2007) noted that research and health promotion interventions tend to overlook people with such mental challenges because they are “often regarded as incapable of expressing their own health needs & incapable of learning health-promoting skills” (p. 359). They found that PhotoVoice brought out rich descriptive information about participants’ everyday lives, which gave researchers information to improve health promotion programs for people with intellectual disabilities in their community. Another study by Carlson et al. (2006) evaluated the impact of PhotoVoice with a medium participation score in a lower income, African American urban community. The researchers used Friere’s theory of critical consciousness to generate a social process and potentially activate grassroots participation within their community by having an opportunity for reflection, use critical thinking and active engagement. In this study, they had a young man continue to document photographs and stories after the project that were added in the display as evidence of individual and community action. There were photographs of cleared-away trash piles and automobile tires...
ready for hauling to appropriate dumpsites Carlson (2006). “Evidence suggests that new experiences such as PhotoVoice, are able to stimulate strong emotional reactions and test the expectations ingrained in the norms of the culture and lead to more significant cognitive changes than would occur without the emotional element” (Carlson, 2006).

One community PhotoVoice project conducted in Flint Michigan represented the work of 41 participants from adolescents to adults and included policymakers and community leaders to provide political will and support for implementing change. The policy makers and community members participation in PhotoVoice gave them an innovative tool with which to explore and improve the programs that they exert the most influence. This further motivated them to provide more venues such as legislative breakfasts, city hall showings, health department and news programs at which to display themes pulled from all participants’ efforts. Wang and associates found that while tracking the effects of PhotoVoice on policy and program decisions is challenging, to date, “Flint PhotoVoice has been instrumental in successful competition of Centers for Disease Control and Prevention-supported Youth Violence Prevention Center in Flint” (Wang CC, Morrel-Samuels S, Hutchison PM, Bell L, Pestronk RM 2004).

Conclusion

This review of literature suggests that working with communities, PhotoVoice methodology allows the researcher and community members to become co-leaders, bridging cultural differences and equitably sharing expertise based in personal experience and professional knowledge. Although change at the community level can seem intimidating and very incremental, PhotoVoice can recognize concerns and priorities that empower individuals to be a part of the process and advocate for community change by providing data to help policy makers understand the needs of their community.
PhotoVoice Process

**Methods & Materials**

A total of five youth, who have participated in any of the activities at AntFarm, were recruited to use photographs to document and reflect on the needs and assets of AntFarm and its role in the community from their own point of view (Strack, et al., 2004; Wang & Redwood-Jones, 2001). Specifically, the questions the youth addressed included:

- How does AntFarm meet the needs of the youth who live in Sandy, OR?
- What are the strengths of AntFarm in the community?
- What could AntFarm do better to serve the youth or community?
- What do you want the community to know about AntFarm?

In order to prepare the youth for this project, we provided each of the 5 youth with a total of 4 two-hour sessions, held once a week during the course of 4 weeks, with an additional 3 weeks for photo capture. During these formal sessions, the following topics will be covered:

1. Introduction to the PhotoVoice process
2. Introduction to the cameras, photography and photography techniques;
3. Photography ethics, power, consent, and safety (including the use of photo release forms used to obtain photo subjects’ permission to take the photographs);
4. Practice using the camera and cataloging of photographs. After the formal sessions the youth took photos and had the camera for 3 weeks. At the end of the 3 weeks, Ryan Salmon, Dana Kriendler, Sandra Rogers and Wesley Grout interviewed a youth, choose 3 photos, catalogue and title the photos. The discussion of the photos included the SHOWed method which are:
   
   1. What do you SEE here?
   2. What is really HAPPENING here?
   3. How does this relate to OUR/your life?
   4. WHY does this situation, concern, or strength exist?
   5. What can we DO about it?

Participating youth will select 1 photos, translate and write captions about it for the PhotoVoice exhibits to be held in the Cultural Arts Center in Fall 2014.
Participants

For the PhotoVoice process all 5 youth both agreed to participate in the 4 educational sessions, take photos for 3 weeks and be interviewed about their photos. Wesley Grout, OTR/L who is a full time staff member at AntFarm, selected the youth. They actively participated in discussions about how photographs can tell a story and how AntFarm influences them and their community.

Data Collection

After the completion of the 3-week photo capture by all 5 youth, data was collected using the SHOWed Method questions (stated above). Each youth chose 3 of their most influential photos that captured the questioned posed to them. Each interview was audio recorded and reanalyzed in order to accurately document everything discussed. Appendix B has all youth’s photos to better understand the data analysis.
Data Analysis

After analyzing all the data from the SHOWed method questions, the themes that were most prominent include:

- Community
- Opportunities
- School and job skills
- Social
- Friends
- Food (from the garden for the cafe)
- Calm and peaceful (safe)
- Lack of “people” of AntFarm
- Difficulty in articulating what the picture means (conveying message)
- Place to get help and GIVE help
- Healthy for the community, for themselves and for the environment
- Fun
- Outdoors (being outside)

Some key quotes from the youth that completed the PhotoVoice include: (See Appendix B for photos)

Quiet Water. “The community comes together.”

Oxygen of the Community. “It’s fun during the summer to kick back, have fun, have a nice glass of ice tea and watch the crowds go by.”

Sleepy Kitty. “The people in the community love to own pets, love pets, care about them.”

Something Missing. "If we don't have a healthy planet, how are we going to take care of our people?"

Cut Down Tree. "If you are going to cut down a tree you should replant on afterwards...I think we could do better, I think we can do more."

Ancestors. "I come to AntFarm because I needed help with my homework and because I like helping people out. I would like it if we could go down to the senior center and help out because they are always asking for volunteers to help but no one volunteers."

Worm Bin. “We feed the worms our leftover food and card board boxes. We put the compost in our garden and helps grow good fruits and vegetables. Important to me because I like the food in the café.”

Axis Learning Center. “I come here after school to hang out and get help with reading/tutoring. I am trying to get better at reading so that I can get a job.”
Recycling Center. “We recycle the cans and bottles to pay the rent for AntFarm. I have helped sort cans and bottles before we take them to the recycling center. I help because I want AntFarm to be around for a long time.”

Water Drop. “…an opportunity for an internship learning how to work in the garden, kitchen, and AntFarm does this for all the youth.”

Outdoors. “AntFarm gets kids outside and connected to the woods.”

Bread. “We care about where the ingredients come from and how we make the food.”

Coffee Talk. “It is important to serve the community and learn how to do the work in the café right.”

Might of Many. “It shows the unity and people working together.”

Snowboard. “I really like to snowboard, and I learned how to do it through a program at AntFarm, it gave me an opportunity to do it…and now I am a part of the community.”

The Barn. “The kids are learning, learning about the outdoors and it gives them an opportunity to get out and learn stuff.”

Kitchen. “It is really important that I can learn work skills so I can take care of myself.”

Tea. “It provided me with the opportunity to learn how to serve people.”

Ant. “Might of one, power of many.”

Inside AntFarm. “It gives people a place to eat and study, anybody can come in, they can hang out with friends, it is a pace not related to money, it is a calm space, you can “be” peaceful.”
Appendix A: Survey

AntFarm Survey (What does it mean to you?)

Please take a few minutes to complete this survey that was created by Pacific University occupational therapy doctoral students. The information will help answer the question: What does AntFarm mean to you? This survey is intended for all members of the AntFarm community, which include: community members, volunteers, Board Member on Woape, youth participants, staff of AntFarm, family members of youth participant, “Community Connect” participants, and any other people affiliation with AntFarm. The results of this survey will provide qualitative data to better understand the importance and meaning of AntFarm.

Demographic Information:

1. Age: (check one)
   - 12-18 years
   - 19-25 years
   - 26-35 years
   - 36-50 years
   - 51-65 years
   - 65 year and older

2. How long have you been associated with AntFarm? (check one)
   - Less than 1 year
   - 1-2 years
   - 2-5 years
   - 5 and more years

3. How are you involved specifically at AntFarm: (check all that apply)
   - Community Member
   - Volunteer
   - Board Member on Woape
   - Youth Participant
   - Staff of AntFarm
   - Family Member of Youth Participant
   - “Community Connect” Participant
   - Other:

Please select one answer for the following 3 questions: (please circle one)
4. AntFarm prepares youth for healthy and productive work.

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<tbody>
<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Strongly disagree</td>
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5. AntFarm provides a safe environment for at risk, vulnerable youth.

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<tbody>
<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
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6. AntFarm’s motto of “The Might of One The Power Of Many” holds true to what AntFarm provides to the Sandy, OR community.

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<td>Strongly agree</td>
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7. Please rank the programs and opportunities provided by AntFarm in order of importance to the community and its participants:

- Café & Bakery (youth service program teaching job skills, customer service, and healthy eating along with other healthy daily life skills)
- Axis Learning Center (study center with knowledgeable tutors with a computer lab that provides youth with educational and vocational support)
- Garden (youth service program promoting job skills development in an organic garden)
- Community Connect (intergenerational interactions between youth and elders while providing assistance with home and yard tasks)
- Cultural Arts (community space for the display of a variety of local art)
- Outdoor Adventure (outings that connect youth to the natural environment while exploring a vocational exploration)

Short Answer Questions:

8. Give a brief explanation what AntFarm means to you.
9. What separates AntFarm from other community youth programs?
10. Is there anything you would like to see AntFarm improve in its service to the youth or to the community?
### Appendix B: Youth Photos

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<th>Quiet Water.</th>
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<td>Oxygen of the Community.</td>
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<td><img src="image2.jpg" alt="Image" /></td>
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<td>Sleepy Kitty.</td>
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<td><img src="image3.jpg" alt="Image" /></td>
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<tr>
<td>Worm Bin.</td>
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<tr>
<td>Axis Learning Center.</td>
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<td>Recycling Center.</td>
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<td>Cut Down Tree.</td>
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<td>Ancestors.</td>
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<td>Something Missing</td>
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<td>Outdoors.</td>
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<th>Water Drop.</th>
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<td><img src="image3.jpg" alt="Food Waste Image" /></td>
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<tr>
<td>Inside AntFarm</td>
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<td>----------------</td>
</tr>
<tr>
<td>Kitchen.</td>
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<td>Tea.</td>
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<tr>
<td>Ant.</td>
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<tr>
<td>The Barn.</td>
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References:

   *American Journal of Occupational Therapy, 62*(6), 625-683.
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