Mini-session: Photovoice to Characterize Learning During an International Medical Mission APPE

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Objectives

After attending this session, participants will be able to:
1. Describe Photovoice research methodology.
2. Describe one way in which Photovoice methodology can be incorporated into pharmacy experiential education.
3. Discuss pros and cons of the use of Photovoice methodology to characterize students’ learning.
What is Photovoice?

- Photography + Discussion = Awareness
- 3 main goals
  - Document and reflect current issues of a group (often a group who is traditionally underpowered/under-represented)
  - Identify important issues through photographs and group discussion (creating an individual and collective voice)
  - Use information about issues to advocate to decision makers

*Wang and Burris, 1997*

What is Photovoice?

- Disposable camera
- Journal to reflect on photography
- Individual reflection with facilitator
  - SHOWED technique
- Group reflection
- Public display ± action oriented change
- Qualitative analysis of photos and reflections

What is Photovoice?

- Community or group participants
- Photos and reflections publicized to reach policymakers & promote change
- Individual & Group photo discussion identifies points of emphasis or concern
SHOWED Technique

- What is seen?
- What is really happening?
- How does this relate to our lives?
- Why are things this way?
- How could this image educate others?
- What can we do about it?

Photovoice Research

- Oppressed women in China
- Community mental health clients in Canada
- Senior citizens with pain
- Prostate cancer survivors
- Older women with HIV/AIDS in Midwest

Photovoice in Higher Education

- Medical students
  - Professional values and health policy
- Graduate students
  - To strengthen learning communities
- Nursing and health sciences students
  - Factors affecting rural nursing practice
- Undergraduate students
  - Definition of community
Photovoice in Higher Education

- Wang and colleagues, 2004
  - Final year medical students
  - Professional values and health policy elective course
  - Real life stories through captured photographs lead to advocacy by students for preventative health and social justice
  - Students highly valued the professional development

- Janzen and colleagues, 2011
  - 46 graduate students
  - Online graduate courses
  - Use of nontraditional photovoice method allowed students to become more “real,” creating a better learning community.

- Leipert and Anderson, 2012
  - 38 fourth year nursing and health sciences students
  - Rural nursing elective course
  - Students’ photos and reflections captured their perspectives on factors that challenge and facilitate rural nursing practice
  - Students commented that Photovoice facilitated their understanding
Photovoice in Higher Education

- Lichty, 2013
  - 29 undergraduate students
  - Community psychology course
  - Students captured photos of their definition of community and necessary changes therein.
  - Photovoice served as a tool for knowledge generation and perspective taking in the classroom.

Photovoice--Medical Mission APPE

- 5 week APPE; 2 students in each cohort
- Medical mission clinic in Guatemala followed by reflection and quality improvement projects
- Students set up workflow, dispense, counsel, consult with prescribers and keep records during the medical mission.

Methods

- Students (n = 6) given a disposable camera and asked to photograph:
  - What they learn about culture’s influence on medication use
  - How learning is different from a traditional classroom setting
  - Images related to the learning experience
- Reflect on photos daily and record thoughts in a journal
Methods

• Students and preceptors held a group reflection session.
• Individual student written and group verbal reflection was done using the SHOWED technique.
• Themes were drawn from the data using line by line and open coding.
• Students presented photos and reflections to university administrators and the mission team leader.

Results

• N = 6 student participants in 3 different cohorts
• Total of 77 photos taken (range of 7 - 24 photos per student)

• Themes
  – Perception of cultural competence shift
  – Personal and professional growth through experience
  – Many others
Consider deleting and stating the number of photos
Perception of Cultural Competence Shift

“At first sight, it was easy to think ‘how sad.’ How sad it was to see some of the living conditions, including five gallon buckets for washing hands at a local school... However, as the days passed, it became easier to start seeing the country in a different way and think ‘how neat.’”

Perception of Cultural Competence Shift

“The strong family ties and close bond between extended family members is illustrated beautifully in this picture... It can educate people on [the] Guatemalan culture... [healthcare] services may be better provided and received in a family-based manner.”

Growth Through Experience

“The challenges to become increasingly flexible and innovative were invaluable. With limited resources, we worked to set up the most effective clinical sites possible. Every room we were presented with to use as a pharmacy site was like a puzzle...[also] treating patients with our limited formulary stretched our minds...to provide the best possible care with limited treatment options.”
“Most people [have read] statistics [about poverty and access to healthcare]. However, the numbers and facts did not come alive until I saw lines of hundreds of people waiting for the chance to receive treatment. It was obvious that the medical mission... was direly needed. The faces and individual stories of the people... are more moving than the most shocking statistics and... they still run through my head like an illustrative slideshow of the opportunity I have to serve the healthcare needs of those who are impoverished.”

“I learned the benefit of using pictograms to enhance the understanding of medication directions and realized it could be applied more often in the United States.”

“[This] nurse is showing a patient a food guide and teaching her about healthy foods... [I learned] that nurses have a broad range of knowledge and can be trusted... [I saw] how compassionate they truly are.”
Conclusions

• Our students illustrated and realized a great deal of learning through the use of Photovoice

• Photovoice methodology may serve as a pedagogical tool for experiential learning as well as in the classroom

Implications

• What we see as the ‘Pros’
  – Captures students’ perspective of the topic and gives them a chance to shape their learning and/or educational environment
  – ENGAGES students in their learning
  – Characterizes/assesses areas of learning that are hard to measure via traditional means

Implications

• What we see as the ‘Cons’
  – Students challenged to begin an assignment that has no boundaries or rubrics
  – Disposable cameras may produce poor photograph quality
  – Time consuming
• Acknowledgements:
  – Gina Aalgaard-Kelly, MS, PhD, North Dakota State University, Dept. of Sociology
  – North Dakota State University, Department of Pharmacy Practice

• Questions??

References
Keep this in??
Amy Werremeyer, 5/31/2013