



Love Through the Eyes of Baltimore Youth: Photovoice as a Youth Empowerment Tool

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Research Questions

About love (a theme identified by the youth):

- How do Baltimore youth define and think about love?
- What do Baltimore youth identify as the positive aspects of their lives and communities?
- What can we learn from the study of love that impacts health and informs health interventions?

About Photovoice:

- How can participating in a Photovoice project impact youth's sense of empowerment?
- How can participating in a Photovoice project impact youth's perception of the love in their lives?
- What is the impact of a Photovoice project on Baltimore communities?



What is Photovoice?

- Allows people to document their own lives, as experts on what is happening in their communities (Wang, 2004)
- Use of photography
- Critical discussion
- Consciousness-raising among those taking the photos and those viewing them
- Public exhibit



Andre Chung, Baltimore Sun Photojournalist

Who is the Baltimore Youth Photovoice Project?

Participants

- Youth Advisory Committee (YAC), Johns Hopkins Center for Adolescent Health
- N=20
- African American youth, ages 12-18
- Baltimore City



The YAC

What are we doing?

Data Collection:

- SHOWed method (Wang, 1999):
 - "What do you See here?"
 - "What is really Happening?"
 - "How does this relate to Our lives?"
 - "Why does this problem or strength exist?"
- Writing captions for photos.
- Individually identify the themes that exist in the photos.
- Group discussion and identification of themes across all the pictures.



One-on-one interviews following public exhibit:

- Perceptions of love and it's connections to health
- How participating in a Photovoice project impacted youths' sense of empowerment

Impact of the Photovoice project on the larger community:

Document number of people who:

- Attend the Photovoice exhibits
- View the exhibit on the Center for Adolescent Health website
- Document media coverage of the Photovoice project

What lessons have we learned?

- Barriers that IRB can play in conducting CBPR
- How to partner with other agencies and community members (e.g., Andre Chung of the Baltimore Sun)
- Importance of remaining clear on the expectations of the community and academic mentors and your expectations of them

What is this project achieving?

- Captures the strength and assets that exist within urban communities
- Allows youth to depict their lives to the public, through their eyes
- Counters deficit-oriented models that often problematize youth of color
- Examines Photovoice as an intervention

Who will see this project?

The Youth Decide!

- An exhibit at a community location
- A virtual photo display on the Center for Adolescent Health webpage
- An exhibit at the African American museum
- An exhibit in the Wolfe St. building of the Johns Hopkins Bloomberg School of Public Health
- An exhibit targeting policymakers (e.g., Mayor's office, City Hall, or Capitol Hill in Washington, DC)

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Community Mentors:

- *Layne Humphrey*, Director of Communications and Community Relations, Johns Hopkins Center for Adolescent Health
- *Nedra Davis*, Community Liaison, Johns Hopkins Center for Adolescent Health



CBPR Competencies

- Ability to balance tasks in academia with CBPR responsibilities.
- Enhancing skills in CBPR including theory, collaboration, and research methods.
- Ability to negotiate across community and academic groups.
- Ability to work effectively in and with diverse communities.

Other Fellowship Activities

Presentations

- Guest lectures in classes for the School of Public Health
- CBPR noon-time seminar series
- Oral presentations at public health, psychology, women's studies, and policy conferences.

Grant Writing

- NIH Grant

Publishing

- Dissertation manuscript, revising and resubmitting, *American Journal of Public Health*
- Dissertation manuscript under review
- Other manuscripts in progress