

Bridging Community Gaps Photovoice



Leader's Guide - Appendix

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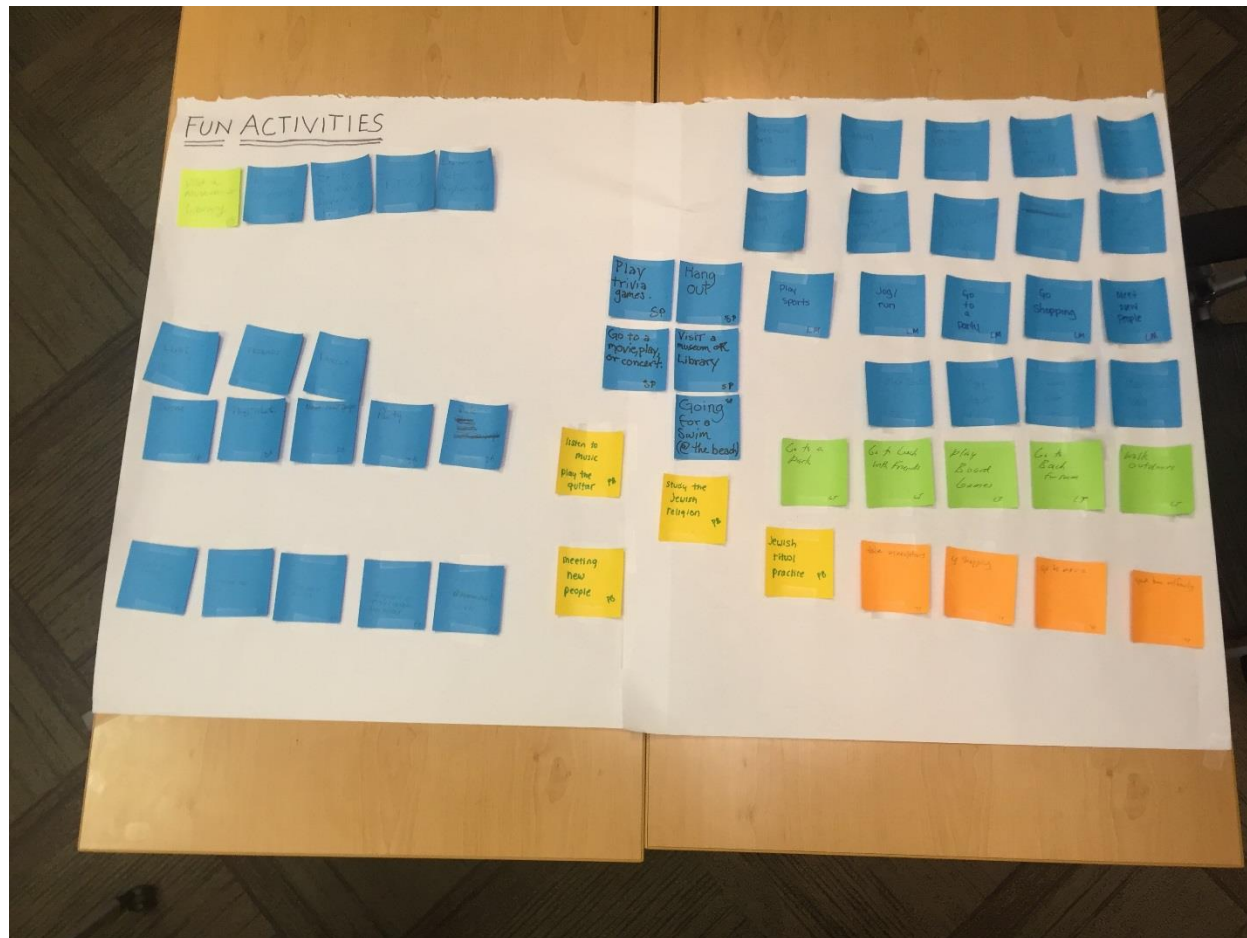
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Section A: Materials for Class Sessions

Class #2: Community Membership

Photo of Fun Things to Do Exercise



Ethical and Safety Guidelines for Photovoice

I agree to follow these guidelines as I take pictures for our Photovoice class:

1. **Always ask permission** if you are taking a photo of a person or a person's possessions, like a tree or car in someone's yard. It is **nice to introduce yourself by your first name**, if you are approaching a stranger to take a picture.
2. If you wish to use a photograph of a person in your Photovoice creation, it is important to get a release form signed by the person. The group leader will provide extra copies if you need them.
3. If you want to take a picture of a child who is under age 18, you need to obtain the **consent of the child's parent or legal guardian** to take the picture. Have the parent or guardian fill out the release form.
4. Be sensitive. Remember that most people would not want to be photographed in embarrassing situations, like when they are crying, losing their temper, eating, using drugs, panhandling, kissing, or in other intimate moments.
5. It's OK to use a "staged" shot to capture a scene, idea, or emotion if you think it would be difficult to obtain the shot "naturally." A staged shot is where you create the scene, setting or environment for the photograph, including who or what is in it.
6. **Pay attention to your environment.** Don't sacrifice your safety for a picture. Make sure to pay attention to your footing when you are setting up a shot, so you don't accidentally step off a curb, into a hole, or into traffic. Consider taking someone with you when you are out taking pictures, particularly if you are taking pictures in places or neighborhoods where you could be vulnerable to crime.
7. There may be certain places that do not permit you to take photographs of them—for example, federal buildings, gyms, and certain stores. In these places, you will need to find a person who has the authority to give you permission to take a picture.
8. Participants in this project are taking pictures and telling stories about those pictures to express their perspectives on important issues in their lives, as related to the communities they identify with. You can let people know this, if they ask you why you would like to take their picture. Be sure to be courteous at all times and thank the person, whether or not he or she consents to let you take their photograph.

I agree to follow the guidelines above as I take pictures for our Photovoice project.

Signed: _____

Date: _____

Photography Release Form

I, (print name) _____ agree to have my photograph taken as part of a photography project called "Bridging Community Gaps Photovoice." People participating in this project will take pictures and tell stories about those pictures to express their perspectives on important issues in their lives and communities.

I understand that this photo will become the personal property of the photographer and will not be used for any financial gain. I understand that the photographer may share the photo in class as part of the class discussions.

I understand that I can agree to the following additional uses of the photo by checking any or all of the boxes below:

The photographer has my permission to include this photo in a public Photovoice exhibit and/or Internet exhibit whose goal would be to raise awareness of and encourage community participation for different segments of society. I understand my name will not be used under any circumstances if the photo is included in a public and/or Internet exhibit. I understand I may withdraw my permission for this photo to be included in a public and/or Internet exhibit at any time prior to the opening of such exhibit.

I would like to be notified of any exhibit that would include the photo of me so that I may have the opportunity to view it.

I would like a copy of this photo for myself.

In order to notify me about an exhibit and/or send me a copy of this photo, my contact information is below:

Address: _____

Phone: _____

E-mail: _____

Signature: _____

Date: _____

Leader Instructions for Transferring Smartphone Photographs

These instructions are designed to assist the Class Leaders with helping the students transfer photos from their smartphones to the laptop being used to teach the class. This list of techniques may not be exhaustive; however, it comprises some of most basic and best-known technologies available at the time of publication.

There is a separate Appendix (A-6) which will alert students to the apps or functions they will need to access on the phones in order to initiate these processes. You will distribute this list in Class 3 to students who are interested in taking pictures with their smart phones. Encourage these students to review these instructions before they finalize their choice of what kind of camera they will be using.

Below are some technological methods students may use to transfer images from their smartphones to the Class Leaders. Save the images you received to the laptop used in class in the folder created for each student.

1. Students may email their photos to one of the Class Leader's email account. Using the Mail program on the laptop, the email can then be opened, and the attachment (photo or photos) downloaded to the student's folders. If possible, have the students choose the "actual size" or full file for the photo and not scale down or compress the image. This will preserve the resolution and quality of the image; however, it may take longer to transfer it. If a local wi-fi connection is available, this may enhance speeds of transfer and students will not need to use data from their cellular plan. Please take these concerns into consideration when helping students choose how to format images sent as an attachment. It will be helpful if you save in advance any images you receive prior to the class when you will be reviewing them.
2. Photos can be texted to an email account, but digital files are automatically compressed so there will be a loss of resolution. Photos could also be texted to one of the Leader's phones, and the above process repeated from the Leader's phone, but the Leaders will need to be comfortable sharing personal cell information if offering this option.
3. Newer technology on some phones also permits close-proximity file-sharing with computers, using Bluetooth technology and peer-to-peer wi-fi connectivity. Examples of these are "AirDrop" or "Nearby Share". Note: "AirDrop" and "Nearby Share" do NOT rely on a local wi-fi network to function.
4. As a last resort, phones may be connected via cable to the laptop, but this may inadvertently expose personal data on the students' phone. The student needs to be aware about this possibility and be comfortable with the implications.

Student Instructions for Transferring Smartphone Photographs

If you wish to use a smartphone to take pictures for the class, you will need to be able to send these pictures to one of the Class Leaders. Please review different ways you can transfer images to your Class Leaders and make sure that you feel comfortable with one of them.

1. **Use the mail app on your phone** to mail photos to one of the Class Leader's email account.
2. **Text your photograph**, either to the Leaders' email account, or a cell number if they share one.
3. **Use "AirDrop" or "Nearby Share"** to share files with other devices that are in close physical proximity.
4. **Prior to class, give your phone to one of the Class Leaders who will upload your pictures to the laptop used in class.** You need to be aware that during this process other information on your smart phone may be seen by the Class Leader transferring the images.

Measuring Progress toward My Community Goal – Class #5

SETTING MY COMMUNITY GOAL

ACHIEVING MY COMMUNITY GOAL

My Community Goal:

Questions:

- On a scale of 1-10 (10 being farthest), where do you feel you stand now in terms of your progress toward your community goal? _____
- On a scale of 1-10, where would you like to stand in terms of your progress toward your community goal three months from now? _____

Name: _____

Date: _____

AT-A-GLANCE Summary Guide for Completing Your Community Action Plan Worksheet

My Community Goal: This is the Community Goal you have set for yourself during the course of the class, starting in Class #5: "Setting Community Goals." You also have identified steps toward achieving your goal, as well as a general time frame for achieving your goal and target dates for completing each step.

Resources: These are the community and individual resources you have at your disposal as you complete each step toward achieving your community goal. These were covered in Classes #6 and #7, "Community Asset Mapping" and "Personal Asset Mapping." Here are some examples:

Community Resources:

- Institutions: local libraries, parks, community colleges, government housing or employment agency, Social Security office, the public transit system, hospitals, businesses
- Civic Associations: local businesses, Houses of Worship, cultural groups, neighborhood watch, community centers, athletic facilities
- People Resources: teachers, librarians, town officials, lawyers, store clerks

Personal Resources:

- Strengths or qualities you may possess: gratitude, perseverance, courage, humility, optimism
- People who may be resources: family, friends, counselor or therapist
- Material resources: a computer, a car, financial resources, a cell phone, a datebook

Challenges (or Barriers): These are the challenges or barriers you might encounter as you pursue your Community Goal. These were covered in Classes #8 and #9, and are divided between barriers, such as public stigma or self-stigma; and other barriers that could be either "objective" or personal. Here are examples of objective and personal barriers:

- Objective Barriers: lack of money, lack of stable and safe housing, lack of adequate health insurance, lack of transportation, lack of family support, encouragement, or guidance, lack of a phone or computer to communicate or look things up
- Personal barriers: mental health challenges, like anxiety or depression, safety concerns in public, limited knowledge or confidence about using community resources

Strategies: These are tools to overcome the barriers and utilize the resources mentioned above. In Class #10, we discussed these strategies that are a partial list of strategies at your disposal. You may know or be able to find other strategies that may work for you.

1. Seek Out Information
2. Practice Excellent Self-Care
3. Surround Yourself with Supportive People
4. Maintain a Proactive Attitude and Motivation
5. Overcome Self-Stigma
6. Join an Advocacy or Support Group
7. Utilize Proper Time Management

Community Action Plan Worksheet

Community Goal: _____

Step 1: _____

Step 1 Target Date: _____

Step 1 completed

Resources: _____

Barriers: _____

Strategies: _____

Step 2: _____

Step 2 Target Date: _____

Step 2 completed

Resources: _____

Barriers: _____

Strategies: _____

Step 3: _____

Step 3 Target Date: _____

Step 3 completed

Resources: _____

Barriers: _____

Strategies: _____

Step 4: _____

Step 4 Target Date: _____

Step 4 completed

Resources: _____

Barriers: _____

Strategies: _____

Step 5: _____

Step 5 Target Date: _____

Step 5 completed

Resources: _____

Barriers: _____

Strategies: _____

Photovoice ideas related to this community goal:

Progress toward achieving my goal:

Measuring Progress toward My Community Goal – Class #12

SETTING MY COMMUNITY GOAL

ACHIEVING MY COMMUNITY GOAL

1 2 3 4 5 6 7 8 9 10

My Community Goal:

Questions:

- On a scale of 1-10 (10 being farthest), where do you feel you stand now in terms of your progress toward your community goal? _____
- On a scale of 1-10, where would you like to stand in terms of your progress toward your community goal three months from now? _____

Name: _____

Date: _____

Measuring Progress toward My Community Goal – Booster #3

SETTING MY COMMUNITY GOAL

ACHIEVING MY COMMUNITY GOAL

My Community Goal:

Questions:

- On a scale of 1-10 (10 being farthest), where do you feel you stand now in terms of your progress toward your community goal? _____
- On a scale of 1-10, where would you like to stand in terms of your progress toward your community goal three months from now? _____

Name: _____

Date: _____

Section B: Technical Instructions for Implementation of the BCGP Program

Implementation of the BCGP Program – Introduction

This appendix provides an overview of the technical aspects for successfully implementing the Bridging Community Gaps Photovoice Program. It covers the sequential steps of creating Photovoice works, including use of cameras, uploading student photographs to the class computer and projecting them for class discussions, and assembly of the finished Photovoice works using Microsoft Word or a similar word processing program.

The following is a list of the equipment needed to implement this program:

1. Digital cameras, provided by the program, although students are welcome to bring their own cameras if they own one. Students may also use their personal smartphone cameras; however, they will need to be prepared to transfer pictures to the class leaders.
2. Camera cables or card reader to connect camera storage to a computer.
3. A laptop computer with MS Word or similar word processing capabilities and a port to connect a projector cable.
4. A stable local wi-fi network will be very useful for helping students to transfer large digital files from their smartphones.
5. A projector with cables to connect to the laptop so images can be viewed by the group.
6. A printer (preferably with color capabilities) to produce the final works. Please note that works do not need to be printed in color while they are in draft form.

The following technical instructions are intended to help the class leaders learn how to make all the “nuts and bolts” fit together.

Instructions for Cameras

Choosing and Using Cameras in the Program

It is desirable if digital cameras are provided to students who wish to use them to take pictures for the class. Photographs from digital cameras will be transferred (uploaded) to the computer so the class can view and discuss pictures as a group. Due to the proliferation of smartphones, students may opt for ease and convenience to use their own smartphones to take photos for the class. A similar process will be applied for these pictures as well. The choice of which camera to use will be presented to the students in Class #3 along with some explanatory material (Appendix A-6). There are different technologies available for transferring photos from smartphones to the class laptop, so students need to be able and ready to use at least one of those methods.

Each agency where the BCGP program will be offered, will need to make budgetary choices regarding investments in digital equipment, including how many and what types of cameras to

purchase. It is possible to deliver the BCGP program entirely relying on students' own smartphones.

It is important to note that, over time, some traditional photographic tools and processes have become almost obsolete, while newer ways of producing images have become more widespread. Thus, more advancing technologies may be adopted as they become available. For instance, currently many smartphone cameras are highly advanced, offering high resolution images in a variety of formats with an almost infinite array of production effects designed to enhance the images.

Class #3 provides more detailed information for students who wish to use digital cameras. Prior to the class, the class leaders need to familiarize themselves with the operation of the camera(s) provided by the agency. Among the major criteria for evaluating which camera the agency may choose to purchase are price, reliability, availability, ease of use, quality (resolution) of images, zoom power, battery type (rechargeable or not), and other features. Usually, the more complicated the camera, the more difficult it is to learn the basics needed for implementation of the program. It is recommended a record be kept of students who receive loans of cameras in order to facilitate their return at the end of the program. . Once purchased, digital cameras can be reused indefinitely. They will require batteries, however, many newer models will come with a rechargeable battery pack and charging cable. Some models may require purchase of disposable batteries which will eventually need to be replaced, this is a recurring cost which needs to be factored. Memory cards upon which the images are stored (typically in SD or SDHC format) are also required. In Class #3 students will walk through the basic use of the cameras. It is expected that students who choose to use their smartphones will know how to operate the smartphone cameras.

Instructions for Using Digital Cameras

Prior to distributing digital cameras, prepare each camera so it is ready for immediate use, following these instructions: The batteries need to be loaded or recharged and the memory card to be inserted into its slot. It is helpful to format a new memory card once before its used. This is done by scrolling through the menu until "format" is found and then click on "yes" to format the card. This helps ensure smooth compatibility between the card and camera. The agency will need to make sure the proper type of card is purchased as it could be a micro or mini SD/SDHC, depending on the specifics of the camera. Card adapters may help with any compatibility issues. Also, the first time the camera is used, there will be a prompt to set the date, time, and instructional language. Once those are entered, it is helpful to scroll through the menu again and switch off the date and time feature. If this is neglected, there will be a "time stamp" on every image taken, which does not enhance the photograph.

All these preliminary steps need to be done prior to distributing the cameras to the students. Other camera settings can be pre-set for the students, such as setting image resolution (measured in megapixels - usually the mid-range to high end for the camera is good), and ensuring most features, such as sharpness, ISO, exposure, etc., are set to "auto" or "normal." Students can change or reset the settings if they desire once they are familiar with the basic usage. Most memory cards can hold at least a thousand photos, even using the highest

megapixel settings. If the facilitators are new to using digital cameras, some time should be taken in advance to experiment and familiarize themselves with the specific cameras being used for the program.

Although features can vary on a digital camera, there usually is an on/off switch, a button to press to take the picture, a scroll wheel with a menu button, a flash feature, and a zoom in/zoom out slider. There also should be a dedicated button enabling you to review pictures that have been taken and a delete feature (usually a “trash icon”) to delete unwanted images. It is not recommended to delete images directly from the camera as once they are gone from the memory card, they never can be recaptured. Unwanted images can be discarded at a later time. Many digital cameras offer video capabilities as well, but video is not used for implementing the BCGP. As noted in Step #2 below, it is important to ensure the camera is set to “picture taking” rather than “video” when being used by the students. Usually these can be differentiated by a small icon on top of the camera. Make sure the “camera” rather than the “movie camera” is selected. The screen on the back also will show you which one you have chosen.

The instructions below are the most basic we can offer that probably will apply to all digital cameras. For additional features, consult the instruction manual or ask the vendor of the equipment for advice or information.

1. Turn the camera on. The on/off switch may be a small button on the top of the camera.
2. Make sure the camera is set to the setting for “taking pictures” and not “viewing pictures.” This usually happens automatically when the camera is turned on, but later can be reset.
3. Looking at the screen on the back of the camera, compose a picture. Usually, the screen will reproduce what the picture will look like. Take time to frame the picture desired.
4. Use the zoom, if desired, to zoom in (looks closer up) or zoom out (looks farther away).
5. Set the flash to “on,” if in a low-light situation. The flash can be preset to “automatic” meaning the camera will decide if it needs to use the flash.
6. Press the big button (usually on the top of the camera) gently and slowly until the picture frame focuses. This engages the autofocus feature on the camera, which makes sure the image will be clear and sharp. If the frame isn’t focused prior to snapping the shutter, the picture may come out fuzzy. The camera is focused when little lines shaped like boxes appear briefly on the screen. But the picture hasn’t been taken until the shutter (big button) has been depressed. Holding the camera as steady as possible, press down on that same big button until a clicking noise is heard or the frame freezes briefly indicating an image has been recorded successfully. The noise feature making the click can be disabled, so make sure you got your shot. This can be confirmed if necessary by going to the “review” format and checking.
7. On a digital camera, there is no film to wind, so another picture can be taken right away. Once a shot is set for a specific distance, the camera usually won’t need to be refocused, so you can take multiple images more rapidly.

Instructions Pertaining to Smartphones Cameras

Many digital cell phones (“smartphones”) now come with many additional features, such as Internet capabilities and built-in cameras. Many of these cameras can create high-quality images that can be shared instantaneously and also modified directly on the phone, such as by cropping the image (changing where the edges are), choosing aspect ratio of the image (square, rectangular, etc.), colorizing the image (including making it into black and white), or adding filters that can change the mood of the picture.

If students use their smartphones, they need to submit to the class leaders basic pictures for each of the Photo Mission assignments. There are several ways to transfer workable photographs to the leaders, specific instructions for students on how to do this are in Appendix A-6. These instructions are handed out and reviewed in Class #3 as the students are deciding what type of camera to use for the class. Students need to be familiar the instructions and capable of completing the process. Additional instructions for the class leaders specific to transferring images from smartphones are found in Appendix A-5.

Transferring Images to the Laptop

From a Digital Camera

Digital images are stored on the memory card in the camera. To transfer the images to the computer, either the camera can be connected via a cable, which usually is provided with the camera, or the flash card can be removed and inserted into a card reader. Some laptops actually have card readers built in on the side, but make sure the slot chosen is fitted correctly to the card size you are using.

Once the camera is connected, or flash card inserted, the computer may prompt you to download those images using a pre-installed program (or wizard). If it doesn't or you choose to do otherwise, you can locate the drive on your computer (such as “Devices and drives” on “This PC”), and the file folders inside can be opened until the images (in jpg or png) formats are located. These files of the photos can be copied to the computer hard drive where they will be saved and available even after the camera or flash card has been removed or disconnected. It is important to follow instructions for removing the device safely before disconnecting. Right clicking on the drive icon will let you eject safely; or on a Macintosh computer, the icon can be dragged to the trash. There is also a “safely remove hardware” icon that can be clicked at the very bottom of most PCs.

It is desirable to set up individual folders labelled with each student's name in advance to enhance efficiency of the download process and minimize chances that students' pictures will get mixed up.

From a Smartphone

Although a smartphone can be connected physically via cable to a laptop, usually this is not recommended as it may involve the owner of the phone authorizing the computer to access files on that person's phone. Sometimes the number of authorized computers is limited, or there may be other reasons a person may not want to authorize the computer, since it opens the person's phone to another device.

It is preferable if images are e-mailed from the person's phone to a class leader. This can be done by selecting an image on the phone from the photo library and sending it via e-mail. The class leaders' work email addresses will be shared at the beginning of the program with the students. The class leaders will have their email accounts open on the laptop and the pictures can be downloaded as an attachment to predetermined folders. It is important to remember that images can be large files, so they may cut into students' data usage plans. This problem can be avoided if a wi-fi network is selected to connect devices, or the file may be compressed to a smaller size if necessary. Full-size files are the sharpest and best quality images. Additional instructions and information around these processes for both students and class leaders are detailed in Appendices A-5 and A-6.

Setting Up the Overhead Projector in the Classroom

Once students' pictures are stored on the laptop, they are ready to be viewed by the class. This will enable group discussion with everyone being able to see the image at the same time. Normally a projector is the best way to accomplish this, the computer hooks up to the projector, and the image can be projected to a screen or a bare wall so it can be viewed from across the room. Alternately, the laptop may be hooked up to a large video monitor, or in a pinch, everyone may just view the laptop screen up close. This is not optimal and can cause a commotion in a larger class.

Because the brands of computers and projectors are varied, it is important to make sure the cables are compatible. If necessary, adapters may be purchased. It is important to make sure that on the laptop the display is set so that the image is visible on both the laptop screen and the projection. This can be done by navigating to the display settings and selecting for multiple displays.

Cables Needed

- Extension cord
- Power cord
- HDMI cable – or the VGA cable used with older systems
- Ethernet cord

The computer and projector need to be powered. It is helpful to have an extension cable handy in case the wall outlet is far away. Some plugs and prongs are 2-way, and some are the 3-way

(grounded). It is important to make sure all power cords are compatible with the main cables for the devices.

Views of HDMI and VGA Cables



The HDMI cable is the newer technology found on some computers. It also may be the only option if you are using to connect to a video monitor for example. One end of the HDMI cable will connect to the jack on the computer and other to the jack on the projector. Make sure you are using an HDMI cable that is sufficiently long enough for the specific set up being used as these come in various lengths. The plugs only fit into one of the sockets on the computer. If it doesn't seem to go in one way, turn it over and try it the other way.



The VGA cable is an older technology, but still is a useful one. It may not transfer video as efficiently, but for still images it's fine. Newer projectors may have a harder time detecting the source if a VGA cable is used. Otherwise, it works the same as the HDMI. Please note the ends of a VGA cable always are colored blue and so usually is the slot it is inserted to. There are tiny pins in the leads of the cable and care should be taken not to damage these. Usually the "male" leads (with pins) are on the cable and the female (with the tiny holes they insert into) are part of the device. One of the cable leads is longer than the other, so make sure the cable is oriented correctly. Once the cable is connected, there are screws that can be tightened to ensure a secure connection is maintained.



Here is a picture of a VGA/HDMI adapter, in case you need to modify one of the leads due to compatibility issues. Note the male VGA inserts into the adapter, and the male HDMI is used to plug into the projector or laptop.

Ethernet – Connection to the Internet



If the laptop needs to be used to download file attachments that have been sent to it, such via emails from a student’s smartphone, it needs to be connected to the Internet. This can be done by accessing a local Wi-Fi network (usually slower) or plugging directly into a wall jack via Ethernet socket. A typical Ethernet cable is shown at left. One end goes into the computer socket, and other into the wall jack establishing a connection to the Internet. There is a little tab at the top that presses down when the cable is inserted that will spring up when to lock the cable in place. Press this tab again before removing the cable from the jack.

Viewing the pictures

Once your set up is complete, view the pictures by going to the folders where the students’ work is being saved. Rather than scrolling through each image in full-screen mode, pictures can be viewed as “thumbnails” permitting multiple, smaller images to be viewed at once. This may make navigating to selected pictures more efficient. Once an image is selected, double click to make it full-screen size. Class discussion can ensue with everybody being able to refer to the picture at the same time.

How to Create Photovoice Documents in Word

1. The photographic image (usually a jpg or png file) should have been downloaded off the camera or sent to the computer electronically. It will be stored in a folder on your hard drive. Make sure you know the location of the image you want to use.
2. Open a new blank document using Microsoft Word.
3. On the toolbar at the top, find and click the tab called “insert.” Then click on “pictures.”
4. Depending on your version of Word, this will either open up a window to your hard drive or you can choose “select a picture from folder.”
5. Navigate to the location of the photographic image. Highlight the jpg or png file and click “insert.”
6. The image will appear in the new Word document. You can center the image using the “centering text” justifying feature in the paragraph section in the home tab. If the image comes out too large, take your cursor and hover over a corner of the image. The cursor will change to a small diagonal bar with arrow on each end. Grab this cursor and slide the mouse diagonally to shrink the image to its preferred size. Try not to alter the length and width ratio of the image, or it will distort the image.
7. Now that the image is set in the desired location of the page, you may begin to type in the text of the narrative. It is helpful to leave a space between the image and the first

line of text. If there is a title that will deserve its own line and may be underscored or bolded.

8. Type in the text so it fits nicely the space of the 8.5"x11" document. You probably will need to shift out of the centered justification of the type to left-margin justified. The font size and type may be adjusted according to preference. If there are just two or three sentences, larger font can be used, usually up to 16-or 18-point font, or even up to 20 points.
9. If there is a lot of text, you will need to make room for all of it. You can reformat the page using the layout and margins options. It is desirable to allow down to 0.5 inch margins on each side, any more than this and you run into printer issues. You may continue to reduce the size of the image or just use a smaller font, which is the first choice generally. It is preferable not to go much below 11-point font because it becomes harder to read.
10. When you are satisfied with the combined image and text, attribute the piece using the author's name, initials, alias, or left anonymous according to their particular wishes, which always must be respected. The name should have its own line and be set off from the body of the text. It is important to save the work with the proper title to facilitate printing and display. students may wish to have an electronic copy of the work, which can be e-mailed to them.

Variations on Typical Formatting of Photovoice Works

1. Orientation of the piece may be changed from portrait to landscape, if necessary. Generally, our default is portrait.
2. More than one picture may be included in one photovoice piece. The images may contrast with each other or bring out a further layer of meaning in the text. The size of the images will need to be adjusted to fit on one page while leaving space for the narrative. The "Wrap Text" feature in Word is useful as you can overlap one picture with another, and also placement of text and the images can be modified. You access the "Wrap Text" feature in Word by right-clicking on an image, a drop down menu will appear with "Wrap Text" and an arrow, hover over this and a menu will appear. You will need to experiment with this feature or look up instructions on the Internet for how to use it. It will present a wide range of freedom with manipulating images and text on the page.

Section C: Program Notes

Community Photovoice Individual Program Notes - Week #1

Date: _____

Name of Community Member: _____

Name of Community Coach: _____

Did Individual Meeting take place this week? Yes No in person by phone

How long did Individual Community Support Session last? _____

Key points for discussion:

Discussed?

Get to know your Community Coach and Community Member

Yes No

Purpose of class

Yes No

Possible benefits

Yes No

My Communities (as on Community Map)

Yes No

Comments:

Was Community Member's Progress toward their Community Goal discussed? Yes No N/A

Comments:

Other comments:

Community Photovoice Individual Program Notes - Week #2

Date: _____

Name of Community Member: _____

Name of Community Coach: _____

Did Individual Meeting take place this week? Yes No in person by phone

How long did Individual Community Support Session last? _____

Key points for discussion:

Discussed?

Your role in your communities

Yes No

Desire to change your role or your communities

Yes No

Having fun in my communities

Yes No

Comments:

Was Community Member's Progress toward their Community Goal discussed? Yes No N/A

Comments:

Other comments:

Community Photovoice Individual Program Notes - Week #3

Date: _____

Name of Community Member: _____

Name of Community Coach: _____

Did Individual Meeting take place this week? Yes No in person by phone

How long did Individual Community Support Session last? _____

Key points for discussion:

Discussed?

Understanding Photovoice

Yes No

Ethical Issues in Photovoice

Yes No

Use of camera

Yes No

My First Photo Mission

Yes No

Comments:

Was Community Member's Progress toward their Community Goal discussed? Yes No N/A

Comments:

Other comments:

Community Photovoice Individual Program Notes - Week #4

Date: _____

Name of Community Member: _____

Name of Community Coach: _____

Did Individual Meeting take place this week? Yes No in person by phone

How long did Individual Community Support Session last? _____

Key points for discussion:

Discussed?

Continuing your Photo Mission

Yes No

Writing narratives

Yes No

Understanding S-H-O-W-E-D

Yes No

Comments:

Was Community Member's Progress toward their Community Goal discussed? Yes No N/A

Comments:

Other comments:

Community Photovoice Individual Program Notes - Week #5

Date: _____

Name of Community Member: _____

Name of Community Coach: _____

Did Individual Meeting take place this week? Yes No in person by phone

How long did Individual Community Support Session last? _____

Key points for discussion:

Discussed?

What is a SMART Goal?

Yes No

My Community Goal

Yes No

Steps toward my goal

Yes No

Comments:

Was Community Member's Progress toward their Community Goal discussed? Yes No N/A

Comments:

Other comments:

Community Photovoice Individual Program Notes - Week #6

Date: _____

Name of Community Member: _____

Name of Community Coach: _____

Did Individual Meeting take place this week? Yes No in person by phone

How long did Individual Community Support Session last? _____

Key points for discussion:

Discussed?

Understanding community resources

Yes No

Community resources related to my goal

Yes No

My Second Photo Mission

Yes No

Comments:

Was Community Member's Progress toward their Community Goal discussed? Yes No N/A

Comments:

Other comments:

Community Photovoice Individual Program Notes - Week #7

Date: _____

Name of Community Member: _____

Name of Community Coach: _____

Did Individual Meeting take place this week? Yes No in person by phone

How long did Individual Community Support Session last? _____

Key points for discussion:

Discussed?

Continuing your Photo Mission

Yes No

Writing a narrative for second Photo Mission

Yes No

My personal strengths related to my goal

Yes No

Discussion of Class Goal

Yes No

Comments:

Was Community Member's Progress toward their Community Goal discussed? Yes No N/A

Comments:

Other comments:

Community Photovoice Individual Program Notes - Week #8

Date: _____

Name of Community Member: _____

Name of Community Coach: _____

Did Individual Meeting take place this week? Yes No in person by phone

How long did Individual Community Support Session last? _____

Key points for discussion:

Discussed?

Understanding public prejudice and discrimination

Yes No

Understanding self-stigma

Yes No

Stigma as a barrier to my goal

Yes No

Comments:

Was Community Member's Progress toward their Community Goal discussed? Yes No N/A

Comments:

Other comments:

Community Photovoice Individual Program Notes - Week #9

Date: _____

Name of Community Member: _____

Name of Community Coach: _____

Did Individual Meeting take place this week? Yes No in person by phone

How long did Individual Community Support Session last? _____

Key points for discussion:

Discussed?

External barriers to my goal

Yes No

Personal challenges to my goal

Yes No

Working on your narratives

Yes No

Comments:

Was Community Member's Progress toward their Community Goal discussed? Yes No N/A

Comments:

Other comments:

Community Photovoice Individual Program Notes - Week #10

Date: _____

Name of Community Member: _____

Name of Community Coach: _____

Did Individual Meeting take place this week? Yes No in person by phone

How long did Individual Community Support Session last? _____

Key points for discussion:

Discussed?

Strategies to access resources related to my goal

Yes No

Strategies to overcome challenges related to my goal

Yes No

Working on your narratives

Yes No

Comments:

Was Community Member's Progress toward their Community Goal discussed? Yes No N/A

Comments:

Other comments:

Community Photovoice Individual Program Notes - Week #11

Date: _____

Name of Community Member: _____

Name of Community Coach: _____

Did Individual Meeting take place this week? Yes No in person by phone

How long did Individual Community Support Session last? _____

Key points for discussion:

Discussed?

My Community Action Plan

Yes No

Future Goals in the Community

Yes No

Comments:

Was Community Member's Progress toward their Community Goal discussed? Yes No N/A

Comments:

Other comments:

Community Photovoice Individual Program Notes - Week #12

Date: _____

Name of Community Member: _____

Name of Community Coach: _____

Did Individual Meeting take place this week? Yes No in person by phone

How long did Individual Community Support Session last? _____

Key points for discussion:

Discussed?

Sense of belonging

Yes No

Satisfaction with community involvement

Yes No

Giving back to my community

Yes No

Comments:

Was Community Member's Progress toward their Community Goal discussed? Yes No N/A

Comments:

Other comments:

Community Photovoice Individual Program Notes – Booster Sessions Date: _____

Name of Community Member: _____

Name of Community Coach: _____

Did Individual Meeting take place this week? Yes No in person by phone

How long did Individual Community Support Session last? _____

Key points for discussion:

Discussed?

Progress on existing community goal

Yes No

Formulation of any new community goals

Yes No

Update on any Photovoice work

Yes No

Comments:

Was Community Member's Progress toward their Community Goal discussed? Yes No N/A

Comments:

Other comments:

Section D: Fidelity Scales

Content Item Scales per class session
Process Item Scales for every class session

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Class #1: Overview of the Community Photovoice Class

1a. Trainers oriented the students to the purpose, goals, and possible benefits of the class.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

1b. Trainers oriented the class to the roles and responsibilities of the students and the class leaders.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

1c. Trainers showed and discussed an example of Photovoice.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

1d. Trainers introduced students to the concept of community.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

1e. Trainers completed the “My Current Community Map” exercise.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Class #2: Community Membership

2a. Trainers discussed the roles students play in their communities and their satisfaction with those communities.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

2b. Trainers implemented a discussion of community participation.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

2c. Trainers discussed benefits of being part of a community.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

2d. Trainers discussed how community participation can enhance recovery.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

2e. Trainers implemented the "Enjoyment of Life - Fun Things to Do" exercise.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Class #3: Photovoice

3a. Trainers described the background and steps of Photovoice.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

3b. Trainers assigned the first Photo Mission and discussed potential ideas for pictures.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

3c. Trainers discussed the ethical and safety issues pertaining to Photovoice.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

3d. Trainers reviewed the ways to request permission to take pictures.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

3e. Trainers oriented students to proper use of the digital cameras.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Class #4: Development of Photovoice Narratives

4a. Trainers reviewed students' experiences with taking pictures for the first Photo Mission.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

4b. Trainers presented an example of Photovoice and discussed the narrative with the students.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

4c. Trainers presented the SHOWED acronym and explained its utility in developing Photovoice narratives.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

4d. Trainers instructed students how to write Photovoice narratives using the SHOWED template.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

4e. Trainers oriented students to writing a Photovoice narrative for one of their own pictures.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Class #5: Setting My Community Goal

5a. Trainers discussed students' prior experiences with goal setting.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

5b. Trainers presented information about goals and possible benefits of setting goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

5c. Trainers explained the process of setting of SMART Goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

5d. Trainers assisted students in formulating their own Community Goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

5e. Trainers administered the Worksheet "Measuring Progress toward My Community Goal."

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

5f. Trainers assisted students working with their narratives for the First Photo Mission.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Class #6: Community Asset Mapping

- 6a. Trainers reviewed students' Community Goals and discussed any progress toward those goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

- 6b. Trainers reviewed the "Fun Things to Do" exercise at end of Class #2 and discussed how those activities might relate to students' Community Goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

- 6c. Trainers implemented a general discussion of community resources including institutions, civic associations, and people.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

- 6d. Trainers implemented a discussion of community resources pertinent to students' Community Goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

- 6e. Trainers assigned the second Photo Mission and discussed potential ideas for pictures.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Class #7: Personal Asset Mapping

7a. Trainers reviewed students' Community Goals and discussed any progress toward those goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

7b. Trainers facilitated a discussion on identifying personal strengths and resources.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

7c. Trainers completed the "Personal Strengths and Qualities" inventory exercise.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

7d. Trainers reviewed types of personal resources students have or will need to achieve their Community Goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

7e. Trainers reviewed students' experiences with taking pictures for Photo Mission #2.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Class #8: Stigma as a Barrier to Community Participation

8a. Trainers reviewed students' Community Goals and discussed any progress toward those goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

8b. Trainers discussed barriers to community participation, such as stigma, prejudice, and discrimination.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

8c. Trainers implemented an exercise on how prejudicial attitudes and behaviors affect students' ability to participate in the community.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

8d. Trainers reviewed students' experiences with self-stigma and discussed how self-stigma may affect students' ability to participate in community.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

8e. Trainers discussed how public stigma and self-stigma may be a barrier to students' achieving their Community Goal.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Class #9: Other Barriers to Community Participation

9a. Trainers reviewed students' Community Goals and discussed any progress toward those goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

9b. Trainers discussed other barriers to community participation such as not having money, transportation, adequate health insurance, or housing.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

9c. Trainers discussed how other barriers may affect students' ability to achieve their Community Goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

9d. Trainers facilitated a discussion on potential target audiences for the class's Photovoice exhibit.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

9e. Trainers assisted students working with their narratives for the Second Photo Mission.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Class #10: Developing Your Community Action Toolbox

10a. Trainers reviewed students' Community Goals and discussed any progress toward those goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

10b. Trainers reviewed strategies to help students increase their community participation.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

10c. Trainers discussed specific strategies to help students achieve their Community Goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

10d. Trainers reviewed the components of the "Community Action Toolbox.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Class #11: My Community Action Plan

11a. Trainers reviewed students' Community Goals and discussed any progress toward those goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

11b. Trainers reviewed the components of students' Community Action Plans.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

11c. Trainers reviewed the AT-A-GLANCE Summary Sheet.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

11d. Trainers assisted students with completing Community Action Plans specific to their Community Goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Class #12: The Importance of Community Participation

12a. Trainers reviewed students' Community Goals and discussed any progress toward those goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

12b. Trainers administered the Worksheet "Measuring Progress toward My Community Goal."

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

12c. Trainers reviewed the importance of community participation.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

12d. Trainers reviewed the key concepts of community membership.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

12e. Trainers facilitated the exhibit of the class' Photovoice work.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

12f. Trainers completed the class and reminded students of the upcoming Booster Sessions.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Booster Session #1: Continuing with My Community Action Plan

B1a. Trainers reviewed students' Community Goals and discussed any progress toward those goals, using the students' Community Action Plans.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

B1b. Trainers encouraged students to update their Community Action Plans as needed.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

B1c. Trainers encouraged students to share any new Photovoice work they had done related to their Community Goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Booster Session #2: Continuing with My Community Action Plan

B2a. Trainers reviewed students' Community Goals and discussed any progress toward those goals, using the students' Community Action Plans.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

B2b. Trainers encouraged students to update their Community Action Plans as needed.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

B2c. Trainers encouraged students to share any new Photovoice work they had done related to their Community Goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Reviewer: _____ Date: _____

Content Items

Booster Session #3: Continuing with My Community Action Plan

B3a. Trainers reviewed students' Community Goals and discussed any progress toward those goals, using the students' Community Action Plans.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

B3b. Trainers administered the Worksheet "Measuring Progress toward My Community Goal."

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

B3c. Trainers encouraged students to update their Community Action Plans as needed.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

B3d. Trainers encouraged students to share any new Photovoice work they had done related to their Community Goals.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

B3e. Trainers reviewed resources developed in the class and their potential use after the class.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

B3f. Trainers discussed possible benefits of the class for the students.

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Community Photovoice Program Fidelity Scale

Trainer: _____ Class Observed: _____

Process Items

- P1. Trainer began the class with an orientation to the day's topics and activities.
- | | | | |
|-------------------|-------------------|----------------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
- P2. Trainer was knowledgeable about the content of the Bridging Community Gaps Photovoice.
- | | | | |
|-------------------|-------------------|----------------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
- P3. Trainer organized the content and process of the class in accordance with the trainers' guide.
- | | | | |
|-------------------|-------------------|----------------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
- P4. Trainer reviewed students' experiences with the content being presented.
- | | | | |
|-------------------|-------------------|----------------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
- P5. Trainer was skillful in presenting the content to the class.
(organized, smooth presentation, good pace, eye contact with students, relaxed body)
- | | | | |
|-------------------|-------------------|----------------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
- P6. Trainer was skillful in facilitating discussions.
(asked open-ended questions, demonstrated understanding, credited contributions)
- | | | | |
|-------------------|-------------------|----------------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |

Process Items (continued)

- P7. Trainer encouraged participation.
- | | | | |
|-------------------|-------------------|----------------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
- P8. Trainer demonstrated respect for the thoughts, feelings, and experiences of the students.
- | | | | |
|-------------------|-------------------|----------------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
- P9. Trainer managed student participation well.
(used paraphrasing, stayed on topic, limited irrelevant contributions)
- | | | | |
|-------------------|-------------------|----------------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
- P10. Trainer used self-disclosure effectively and appropriately.
(relevant to the topic, for benefit of the students, brief, not excessively personal)
- | | | | |
|-------------------|-------------------|----------------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
- P11. Trainer conveyed warmth and enthusiasm to the students.
- | | | | |
|-------------------|-------------------|----------------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
- P12. Trainer demonstrated effective coordination among trainers.
- | | | | |
|-------------------|-------------------|----------------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
- P13. Trainer ended class with a summary of the day's topics and activities.
- | | | | |
|-------------------|-------------------|----------------|----------------|
| 1 | 2 | 3 | 4 |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |