

## Citations (full evidence reviews: 1-3; other sources of information: 4-5)

- (1) Wang, C., & Burris, M. A. (1997). Photovoice: concept, methodology, and use for participatory needs assessment. *Health education & behavior : the official publication of the Society for Public Health Education*, 24(3), 369–387. <https://doi.org/10.1177/109019819702400309>
- (2) Strack, R. W., Lovelace, K. A., Jordan, T. D., & Holmes, A. P. (2010). Framing photovoice using a social-ecological logic model as a guide. *Health promotion practice*, 11(5), 629–636. <https://doi.org/10.1177/1524839909355519>
- (3) Wang, C. C., & Redwood-Jones, Y. A. (2001). Photovoice ethics: perspectives from Flint Photovoice. *Health education & behavior : the official publication of the Society for Public Health Education*, 28(5), 560–572. <https://doi.org/10.1177/109019810102800504>
- (4) Salim, H., Young, I., Lee, P. Y., Shariff-Ghazali, S., Pinnock, H., & RESPIRE collaboration (2021). Insights into how Malaysian adults with limited health literacy self-manage and live with asthma: A Photovoice qualitative study. *Health expectations : an international journal of public participation in health care and health policy*, 25(1), 163–176. <https://doi.org/10.1111/hex.13360>
- (5) Tanjasiri, S. P., Lew, R., Mouttapa, M., Lipton, R., Lew, L., Has, S., & Wong, M. (2013). Environmental influences on tobacco use among Asian American and Pacific Islander youth. *Health promotion practice*, 14(5 Suppl), 40S–7S. <https://doi.org/10.1177/1524839913484762>

# PHOTOVOICE: capturing the image of tobacco & air pollution exposure

**Who is this summary for?** Researchers working with adolescents

**Focus:** Photovoice is a qualitative method that empowers individuals to use photography and/or videos to share their own experiences and perspectives, and the strengths and challenges of their community in relation to the topic of interest<sup>1</sup>.

## Key findings/recommendations

- The photovoice method consists of<sup>1</sup>
  - 1) Preparatory training/briefing (incl. goals, procedures, ethical guidelines)
  - 2) Participants capturing photos and/or videos
  - 3) In-depth discussion based on (selection of) photos/videos
- Suitable method for *participatory/community-engaged/participant-led* research<sup>2,4</sup>, giving the participants freedom to share their experiences any way they want
- *Bottom-up* view to increase awareness and inform researchers and policymakers<sup>2</sup>
- Successful implementation in settings ranging from low- to high-income & adaptable to different contexts and themes<sup>5</sup>
- Method particularly suitable and interesting for adolescents regarding their familiarity with digital/audiovisual devices and applications

## Implementation considerations

- *Equity:* make sure all participants have access to camera, or provide (disposable) cameras
- *Adaptation* to 21<sup>st</sup> century modern media and technology: consider online publication (e.g. social media) instead of community exhibition<sup>4</sup>
- *Practical:* using mobile phones can lead to abundance of data, less relevant content and poor quality<sup>1</sup>; however, disposable cameras are less convenient for capturing unexpected moments
- Important to provide clear *legal and ethical guidelines for photography* in different settings<sup>3</sup>

## Quality of the evidence

Peer reviewed articles from PubMed complemented with examples from studies in similar contexts

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