

Collecting Stories in Your Community: A Guide to Qualitative Data Collection



COLORADO
Department of Public
Health & Environment

Colorado School of **Public Health**

■ Table of Contents

Introduction to Qualitative Data Collection

- What is qualitative data collection?.....1
- Why collect qualitative information?.....1
- How do we select a qualitative data collection strategy?2
- Who can collect qualitative data? 3

Qualitative Data Collection Strategy Basics

- Strategy #1: Photovoice.....4
- Strategy #2: Focus Groups..... 7
- Strategy #3: Key Informant Interviews..... 10

Supporting Resources & Samples

- **Strategy #1: Photovoice**
 - Session Checklist 15
 - Facilitator Guide..... 16
 - Consent Form..... 21
 - Photo Reflection Form.....23
 - Picture and Story Release Form..... 24
 - Session Report Form.....25
- **Strategy #2: Focus Groups**
 - Session Checklist 26
 - Facilitator Guide.....27
 - Consent Form..... 29
 - Focus Group Questions 31
 - Session Report Form.....32
- **Strategy #3: Key Informant Interviews**
 - Interview Checklist.....33
 - Interviewer Guide 34
 - Interview Report Form..... 37
 - Theme Analysis..... 38

Introduction to Qualitative Data Collection

What is Qualitative Data Collection?

Qualitative data collection is a type of inquiry where we want to understand a problem or topic from the perspective of the local community it involves. The strength of qualitative data collection is that it can describe the context of how people experience a particular issue in their community.

Why Collect Qualitative Information?

Public health strategies often involve working with community decision-makers. These individuals want to understand how an issue is, or will, impact the population they serve. They want to see beyond the numbers to the “why” or reason the problems exist in the first place. Qualitative information provides a descriptive understanding about community issues. It can give problems a “voice” and “face.”

This guide will describe three qualitative data collection strategies that have been used in public health work, and that are particularly useful when working with decision-makers in a community:

1. Photovoice
2. Focus Groups
3. Key Informant Interviews

You'll find general information on the strategies along with quick “how to” instructions for planning. Also included are additional resources and samples that may be useful in conducting your information collection.

Qualitative Data Collection in Public Health Aims To:

- Explore individuals' everyday meanings, motivations and behaviors related to health.
- Locate lifestyle risk behaviors within individuals' broader life and social context.
- Examine how social factors impact health.
- Empower individuals to take control of their own health.
- Give voice to the marginalized, vulnerable or disempowered individuals and groups.
- Better inform service providers and policy makers of the needs of their community.





How Do We Select a Qualitative Data Collection Strategy?

There are many qualitative data collection strategies, that provide not only different ways to collect information, but that also result in different types of information. The three strategies discussed in this guide have different methods and also result in different information. To help you decide which strategy you should use with your work, the table below provides basic descriptions of the strategies, the methods, and the information gathered. To begin, however, you should answer the following questions:

- What is the community concern you are interested in? How can you “see” it in your community?
- Who are the people affected by this community problem? How do you think they would like to communicate their own experience?
- Who is your target audience (i.e., decision-makers) for this information? What form of information might help them understand the community issue?

	Photovoice	Focus Groups	Key Informant Interviews
Provides direct quotes describing the problem.	X	X	X
Provides visual images of the problem.	X		
Creates group dialog of problems and solutions.	X	X	
Probes for in-depth description of the problem and solutions.			X
Collects data during a single session.		X	X
Requires more than one session.	X		
Requires participatory engagement.	X		

Group method that employs photography and group dialog to demonstrate community issues or concerns visually and through discussion.

Group dialog process eliciting data on the cultural norms of a group and generating broad overviews of issues of concern to subgroups.

One-on-one interview optimal for collecting data on individuals' personal histories, perspectives, opinions and experiences.





Who Can Collect Qualitative Data?

Anyone can collect good, qualitative information. Qualitative data collection strategies are designed to not only provide narrative information about your community, they are also designed to engage local community members. Community members can take part in collecting data, analyzing the information collected, and most importantly, sharing the information back to their community.

A key to successfully completing any of the qualitative data collection strategies is to **prepare ahead of time** by training anyone collecting the data, and accounting for the time and resources needed to complete the process. This guide is designed to assist in this process. However, the Colorado School of Public Health Technical Assistance Team (CSPH TA Team) can walk you through each of the strategies, and help you to create a community plan for your data collection process. Give us a call.



CSPH TA Team Contact Information

Kristin Kidd
kristin.kidd@ucdenver.edu
303-724-1257

Jennifer Woodard
jennifer.woodard@ucdenver.edu
303-724-8803

■ Qualitative Data Collection Strategy Basics

Strategy #1: Photovoice

What is Photovoice?

Photovoice is a process through which people can identify, represent, and change their community using a specific photographic technique. It entrusts cameras into the hands of people, enabling them to act as recorders and potential catalysts for social action and change in their own communities. Photovoice uses the immediacy of the visual image and narrative stories to furnish evidence, and to promote an effective, participatory means of sharing expertise to create healthful public policy.



Photovoice has three goals:

1. Enable individuals to record and reflect on their community's strengths and concerns through visual images.
2. Promote critical dialogue and knowledge about personal and community issues through large and small group discussions of photographs.
3. Reach policy makers.

Description of Photovoice Sessions

- Convene community members who share something in common. Groups may be made up of participants of all ages, ethnicities, genders, and socio-economic levels.
- Bring community members together to better understand common issues or concerns around tobacco in their community and to discuss creative, problem-solving strategies.
- Allow participants to define tobacco issues with visual images.
- Create a visual tool to be used to demonstrate issues around tobacco to the larger community, including policy makers.
- Connect community members to organizing efforts to address issues impacting their communities.

The Basics of a Photovoice Project

- Generally comprised of one facilitator, one note taker, and four to eight participants.
- Consists of two participant sessions lasting approximately one to two hours each.



Step-by-step Guide to Plan a Photovoice Session

Step One: Define Your Topic

To begin you need to create an issue statement. This can be done by answering the question: *“What community concern do we want to demonstrate through photovoice?”*

Next, you will put your community concern into a data collection question for participants to answer. You must consider how broad or narrow you would like your question to be. Remember, a narrow question will get you information and data with similar content, which may be easier to illustrate your community issue. Here are some examples:

- Broad question: *“What is the impact of tobacco in our community?”* [too broad]
- Narrow question: *“How does the promotion of tobacco products impact youth in our community?”* [better]
- Narrower question: *“How do pricing strategies and flavored products promote youth tobacco use in our community?”* [best]

Step Two: Identify Your Target Audience

You must be clear on your target audience. You should answer this question: *“Who needs to hear this information and why?”* Once you have identified your target audience, you should plan for the best way to share the information you collect. Will it be a PowerPoint, a report, or even an artistic display of the pictures and themes from the project? Don't be afraid to be creative!

Step Three: Select and Recruit Your Participant Group(s)

Who you recruit depends on the purpose of your project. Your participants should consist of individuals that are fairly similar – like middle-school youth, a group of adult residents, a collection of workers aged 18-24, breastfeeding mothers, and so on. Your goal is to get four to eight participants, which means you should recruit eight to 15, since some won't be able to attend. Consider how and when to best recruit your participants.

Step Four: Create Your Project Plan and Timeframe

Planning out your project and timeframe is just like planning any other activity or event. Put together an outline of the steps and resources needed to complete your photovoice project. Examples include:

1. Recruiting participants.
2. Planning session timing.
3. Setting session logistics (e.g., location, equipment/supplies, refreshments).
4. Planning for taking pictures and picture development, if applicable.

A sample Session Checklist can be found on page 15.

Step Five: Conduct Photovoice Sessions

The suggested phases for the two photovoice sessions can be found on the next page, and a sample Facilitator Guide can be found on page 16.



Phases of a Photovoice Session



Session 1

1. Participants complete Photovoice Consent Form (pages 21–22)
2. Introduction to the project and photovoice
3. Introduction of the project question/theme for taking pictures
4. Discussion of the process for taking pictures
5. Taking pictures



Session 2

1. Critical reflection and dialogue
 - Selecting photographs for discussion
 - Contextualizing and storytelling using Photo Reflection Form (page 23)
 - Identifying issues, themes, and theories
2. Story sharing with group
3. Group dialog of community issues and potential solutions
4. Participants submit picture and story releases (page 24)
5. Complete a Session Report Form (page 25)

Step Six: Choose and Discuss Photos

This step can vary based on the number of photovoice sessions conducted, and the intention of the information. Basically, you want to come up with strong photos from your project, broken thematically into how people have illustrated the problem or concern, and the solutions that were raised. Hopefully, you will hear similar themes from the group(s), but if not, you may consider conducting another photovoice session with an additional group. Always keep in mind how you plan to share the information gathered.

Step Seven: Share Findings With Participants, the Community and Decision-makers

The final step is to share the findings from your photovoice project. Be sure to share information with participants whenever possible. This allows you to verify the accuracy of your analysis. It might also inspire some of the participants to further share their message, which could result in them sharing their stories directly with the community and decision-makers.

You should share information with as many community groups and decision-makers as possible. Remember that creative delivery of your information can help people remember what you are sharing.



Strategy #2: Focus Groups

What is a Focus Group?

A focus group is a qualitative data collection method where a group of people are recruited to discuss a topic or topics. Focus groups allow you to explore community social norms, perspectives, and questions that are more complicated to answer than they could be in a survey.

A focus group allows you to discuss similarities and differences in the perception of a problem, and to move toward brainstorming potential solutions.



Benefits to Conducting a Focus Group

- You can gather a large amount of information from a group of community members in a fairly short amount of time.
- Participants are only required to attend one session.
- Can be a more comfortable environment for participants in a group setting.

Description of a Focus Group Session

- A carefully planned discussion [45-90 minutes] that consists of three to five open-ended questions and additional probe questions [i.e., questions that require an in-depth response rather than a single phrase, or a simple “yes” or “no” answer].
- Led by a facilitator, who guides the group through a series of discussion questions, and is supported by a note-taker who records themes of the discussion.
- Conducted in a convenient, comfortable, and private location.
- Consists of six to ten people (which means that you will need to recruit 10-15 in case some aren't able to attend).
- Includes a group with common characteristics relating to the discussion topic (e.g., female 7th and 8th graders, retailers, patient navigators, company managers, etc.).
- Held in a setting where the community participants are promoted as, and considered to be, the experts on the given topic.
- Audio-taped, if possible, so that you can review it for a more in-depth analysis of the information; however, you must ask for consent for the session to be audio taped [see the Focus Group Consent Form on pages 29–30].

Note: Focus groups are NOT a good strategy when you want to discuss a topic that is sensitive, or would be asking participants to share very personal information.



Step-by-step Guide to Plan a Focus Group Session

Step One: Define Your Topic and Draft Your Questions

To begin you need to create an issue statement. This can be done by answering the following question: *“What community concern do we want to discuss in the focus group session(s)?”*

Now you will put your community concern into a series of three to five open-ended questions for the group to discuss. These questions should provide in-depth answers, not just “yes” or “no” responses. You can also add probing statements to get the participants to discuss the issue further, such as *“Can you provide an example of this concern?”* Together, questions and probes will lead to a group discussion that will enlighten your topic of interest. Sample focus group questions can be found on page 31.

Step Two: Identify Your Target Audience

You must be clear on your target audience. You should answer this question: *“Who needs to hear this information and why?”* Once you have your target audience selected, you should plan for the best way to share the information you collect. Will it be a PowerPoint, a report, or another method of sharing findings from the group discussion? Don’t be afraid to be creative!

Step Three: Select and Recruit Your Participant Group(s)

Who you recruit depends on the purpose of your project. Your participants should consist of individuals that are fairly similar, like female 7th and 8th graders, retailers, patient navigators, company managers, etc. Your goal is to get six to eight participants, which means you should recruit 10-15, given that some people won’t be able to attend. Consider how and when to best recruit your participants. You may want to pick more than one group to discuss your topic of interest, but be sure to keep similar participants in groups together.

When you have selected your participants, consider if there are specific questions that should be asked within the different groups. For example, there may be specific questions you want to ask youth, and not a senior group, or vice versa. However, if you can keep some similarity in the questions, you may see themes surface across the groups.

Step Four: Create Your Focus Group Plan and Timeframe

Planning out your focus group and timeframe is just like planning any other activity or event. Put together an outline of the steps and resources needed to complete your focus group project. Examples include:

1. Recruiting participants.
2. Planning session timing.
3. Setting session logistics (e.g., location, equipment/supplies, refreshments).

A sample Session Checklist can be found on page 26.





Step Five: Conduct Focus Group Sessions

Suggested phases of a focus group session typically include the following:

1. Introduction to the project and the focus group process.
2. Icebreaker activity to get group comfortable with talking.
3. Introduction of the topic of interest for discussion.
4. Securing consent for audio recording of the discussion.
5. Conducting the focus group session.
6. Group discussion of similarities and differences.
7. Brainstorming of possible community solutions.
8. Conclusion and wrap-up.

A sample Facilitator Guide can be found on pages 27–28.

Step Six: Analyze Data Collected

This step can vary based on the number of focus group sessions conducted and the intention of the information. Basically you want to come up with three to five themes, grouped by how people have discussed the problem or community concern, and the solutions that were raised. Hopefully you have heard similarities between the group(s), but if not, you may consider conducting another focus group to see if you can find common themes. Always keep in mind how you plan to share the information – that might guide your analysis as well.

Step Seven: Share Findings With Participants and the Community/Decision-makers

The final step is to share the findings from your focus groups. Be sure to share information with participants whenever possible. This allows you to verify the accuracy of your analysis. It might also inspire some of the participants to further share their message, which could result in them sharing their stories directly with the community and decision-makers. You should share information with as many community groups and decision-makers as possible. Remember, creative delivery of your information can help people remember what you are sharing.

Potential Modification

Story Circle: What is it and how is it different from a focus group?

Story Circles use the age-old tradition of story telling as a way to bring people together and build relationships among community members. A story circle session is very similar to a focus group session, with one key difference. Instead of creating a series of open-ended questions for the group to discuss, usually one at a time, the story circle asks participants to write their own story to share in the group discussion. You may still create a list of suggested questions for the participants. However, you are allowing individuals to create stories that are unique to their own experience. This can be a powerful group discussion, and might be more appropriate with specific groups and settings.



Strategy #3: Key Informant Interviews

What is a Key Informant Interview?

Key informant interviews are qualitative in-depth, semi-structured interviews conducted with different members of your community who are especially knowledgeable about a topic.

These community experts, with their particular knowledge and understanding, can provide insight into the nature of a particular problem and give recommendations for solutions. The

process involves identifying who to interview – you and your coalition or partners can determine this by brainstorming a list of 10 to 15 possible key informants. It is good to interview different types of people. Diversity in interviews can provide a way to compare and contrast what you learn. For example, if perceptions about access to tobacco cessation differ significantly between healthcare providers and those who serve the uninsured, you will have gained important information about how you might start to tackle access improvements in the community. The interviews are usually conducted face-to-face with informants in a more comprehensive way.



Description of the Phases of a Key Informant Interview

- **Introduction** – The interviewer introduces himself or herself and explains the goals of the project and the process of the interview.
- **Interview Questions** – Once a sense of respect and trust is established, interview questions that target a particular theme, concern, or issue are asked by the interviewer.
- **Wrap Up** – The interviewer thanks the participant for being a part of the interview and asks if he or she would like a copy of the findings from the project when they are complete.

Note: You should plan to conduct five to ten interviews with different participants or stakeholders. This way you will see if common themes surface.



Step-by-step Guide to Plan Key Informant Interviews

Step One: Define Your Topic

To begin you need to create a purpose statement. This can be done by answering the following questions: “*What community concern are we going to discuss?*” “*Why does it matter?*” and “*What do we plan to do about it?*”

Now you will put your community concern into a series of eight to ten open-ended questions for the interview. These questions should provide in-depth answers, not just “yes” or “no” responses. You can also add probing statements to get the participant to discuss the issue further, such as “*Can you provide an example of this?*” Be sure that there is a natural flow to your questions. If a question builds on another, make sure they are placed in that order.

In an interview it is possible that you will hear information that you did not expect, and that you would like to learn more about. That is completely okay, and you should continue to probe for that information [e.g., “*Can you tell me more about that?*”]. Key informant interviews are semi-structured so that you can follow the lead and experience of the participant. Just return to the pre-identified questions when it feels reasonable to do so.

Step Two: Define Your Target Audience

You must be clear on your target – the person or group that can give you what you want. You should answer this question: “*Who needs to hear this information and why?*” Once you have your target audience selected, you should plan for the best way to share the information you collect from the interviews.

Step Three: Define Your Key Informant Interview Pool

Selecting a key informant is very important. A good informant will be able to express thoughts, feelings, opinions, and his or her perspective on the issue. You and your team should first brainstorm a list of 10 to 15 individuals with specialized knowledge about the issue you wish to understand. Consider community leaders, professionals, even peers who have worked on similar projects or policies. Have a nice mix of people. Some of your key informants may be stakeholders (but not all stakeholders should be key informants). Be strategic and consider expertise and willingness to meet with you. These community experts, with their particular knowledge and understanding, can provide insight on the nature of a particular problem and give recommendations for solutions.

Step Four: Create Your Project Plan and Timeframe

Planning out your project and timeframe is just like planning any other activity or event. Put together a skeleton of the steps and resources needed to complete your key informant interviews. Examples would be: 1) recruiting participants, 2) planning your interviews, 3) creating a schedule of interviews, and 4) setting interview logistics such as location, equipment/supplies, etc. A sample Interview Checklist can be found on page 33.

Step Five: Develop an Interviewer Guide and Conduct Interviews

Develop a Key Informant Interviewer Guide specific to your issue. A sample Key Informant Interviewer Guide can be found on pages 34–36. After each interview, complete an Interview Report Form (see page 37).

Step Six: Analyze Data Collected

Analyzing data can vary based on the number of interviews conducted and the intention of the information. You want to come up with three to five themes from your project, segmented into how people have discussed the problem or community concern and the solutions that were raised. Hopefully, you heard some common themes during the interviews, but if not, consider conducting a few more. A sample theme analysis can be found on page 38. Always keep in mind how you plan to share the information, as that might guide your analysis as well.

Step Seven: Sharing Findings With Participants and the Community/Decision-makers

The final step is sharing the findings from your key informant interviews. Be sure to share your findings with participants when possible. This can allow you to verify the accuracy of your analysis. It might also inspire some of the participants to further share their message, which could result in participants sharing their perspectives directly with the community and decision-makers. You should share the information with as many community groups and decisions-makers you see fit. Remember, creativity can help people remember what you are sharing and create a movement for inspired community action.

Good Interviewing Techniques

- Be sure that the interviewee understands that there are no right or wrong answers. They are the experts because it is their own experience that they will share.
- Be a good, active listener. Try not to provide your own experience or perspective.
- Do not interrupt the participant when he/she is responding.
- Rephrase or reword each interview question, when needed, to fit each individual being asked.
- Be sure to cover each topic area. If you need to skip something due to appropriateness of the question for the person, that is fine. However, if you passed over a question be sure to come back to it when possible.
- Create an atmosphere and make the respondent feel like the expert who has invaluable experience and insights to share. For example: “That’s very interesting. I’d never thought about it like that before.”
- Remain as neutral as possible during the interview. Your role is to encourage the participant to answer the questions. Try not to give an opinionated response to their answers. Simple statements like “that’s interesting” and “thank you for sharing” can encourage, yet remain neutral.
- Do not accept “don’t know” responses. This response could mean that the participant does not understand the question — you may need to re-word or explain more about what you are asking. It could also mean that the participant needs a little more time to think, so feel free to probe again and give the interviewee more time.
- Participants have the right to refuse answering any question. If this happens, just skip the question. If the participant continues to refuse to answer and becomes uncomfortable, consider ending the interview.





SUPPORTING
Resources & Samples

■ Strategy 1: Photovoice

SAMPLE: Photovoice Session Checklist

Setting Up a Photovoice Session

- Call the host group contact to make arrangements:

Name or description of group_____

Name of contact_____

Phone Number_____

Fax Number_____

- Session One:

Facilitator_____

Notetaker_____

Session date/time_____

Session location_____

Refreshments_____

Transportation_____

Translation_____

Other_____

- Session Two:

Facilitator_____

Notetaker_____

Session date/time_____

Session location_____

Refreshments_____

Transportation_____

Translation_____

Other_____

- Needed Materials:

___ Facilitator Guide

___ Facilitator Session Report Form

___ Picture and Story Release Form

___ Photo Reflection Form

___ Cameras (disposable, digital)

___ Pens/pencils

___ Pictures (for Session Two)

___ Participant Stipends (if applicable)



SAMPLE: Photovoice Facilitator Guide

Photovoice Session One

Introduction/Warm-Up

Hi, my name is _____ and I am with _____. Today, I will be a facilitator and you will be a participant, and together all of us will be part of a photovoice project. You are here today because you can provide valuable information for this project.

In this project we are interested in learning more about (insert community issue):

You will all help us understand a little more about this community issue.

One of the tools that we are using to do this research is called photovoice. Photovoice is a process by which people can identify, represent, and enhance their community through a specific photographic technique. It gives people cameras to act as recorders to show how a specific issue can affect things like healthy eating, youth tobacco use, and physical activity.

To be part of this photovoice project, you will participate in two photovoice sessions. In the first session, this session, you will learn about photovoice as a research strategy and discuss the process of documenting community issues through photography. In the second session, everyone will have a chance to select one picture to create a contextual story that will be shared with the group. Together we will discuss everyone's selected photos and stories, the differences and similarities, and brainstorm possible solutions. Are there any questions about your participation in this photovoice project?

I would also like to explain some ground rules for the time we will spend together. The most important rule is that we demonstrate respect for one another. This means that we must:

- Minimize distractions by turning off cell phones.
- Practice "active" listening skills by making eye contact and nodding when you agree with something someone says.
- Be non-judgmental, so no negative facial expressions, body language or sounds that indicate disinterest or disapproval.
- Do not interrupt while others are speaking. Everyone will have a chance to speak if they want to, so please respect other's sharing.
- Respect the "confidentiality" of each other, the pictures shared and each other's stories.

Okay, now let's get started.





[PLAY THE FOLLOWING WARM-UP GAME ONLY IF YOU HAVE TIME]

To begin we are going to play the toilet paper game so that we can have a little fun and get to know each other in the process. The way you play the toilet paper game is by passing this roll of toilet paper around the circle as fast as you can. Each person will grab a little bit of the toilet paper quickly and then pass the roll on. I'll tell you what you will do with your toilet paper as soon as we are done.

[HAVE PARTICIPANTS PASS THE ROLL OF TOILET PAPER AROUND]

Okay, now count how many sheets of toilet paper you grabbed. We will go around the circle and I want everyone to say their name and then tell us about yourself. You have to tell us something about yourself for each sheet of toilet paper that you grabbed. So for instance, if you grabbed three sheets of toilet paper, you have to tell us three things about yourself.

[HAVE PEOPLE INTRODUCE THEMSELVES]

Introduction to Photovoice Photography

As I mentioned, photovoice is a research technique that gives people cameras to act as recorders to show how a specific issues or situations can impact our everyday lives. Communities around the country, and the world, have conducted photovoice projects to demonstrate community concerns like homelessness, poverty and youth violence.

In this photovoice project we are asking community members to document [INSERT YOUR DATA COLLECTION QUESTION].

In order to conduct a photovoice project, we have to first talk about the power of photography. There is a saying that says that a picture is worth a thousand words, and that couldn't be more true. A picture not only captures an image, but can show us a person's feelings and personal life experience. For that reason, we have to discuss the power of photography, and how to be respectful and safe when taking pictures.

First, in order to be respectful of people and their personal life experiences, we need to make sure that we only take pictures when people have given us permission to do so. [REVIEW THE CONSENT FORM ON PAGE 23, AND ASK FOR ANY QUESTIONS]

You may choose to not take pictures of actual people and instead use places or objects.

Secondly, we must make sure that everyone in this project is safe when taking pictures. You may have a wonderful idea of the picture you would like to take; however, it may pose some danger to yourself or others. If this is the case, do not take the picture. We need to ensure that everyone connected to this project feels safe, and if you find yourself in an uncomfortable or unsafe situation, we ask that you please walk away from the situation and not take the picture. Are there any questions about how to be safe when taking pictures?



Now, let's talk a little about the theme/data collection question of this project and the possible pictures you might take in your community. The theme for this project is [INSERT DATA COLLECTION QUESTION]. Lets take a moment for everyone to brainstorm some ideas of what this question means to them, and possible pictures that you could take.

[GIVE EVERYONE A COUPLE OF MINUTES TO WRITE DOWN SOME IDEAS, ASK PEOPLE WHO ARE WILLING TO SHARE WITH THE GROUP]

Hopefully, that gives you some ideas of what you might take pictures of to demonstration this theme. Now it is time to look at our cameras, and talk about the process of this project.

[PASS OUT CAMERAS OR IF USING CELL PHONE, GET OUT CELL PHONES]

Everyone will use [DESCRIBE TYPES OF CAMERAS HERE E.G., DISPOSABLE, DIGITAL, CAMERA PHONE, ETC.] and a few blank consent forms. You will have [INSERT TIME PERIOD, E.G., ONE HOUR, ONE WEEK, ETC.] to take your pictures. Please take lots of pictures, because you never know how they will turn out. When you are done we will set a time and method to collect your photos [OFTEN FOR CELL PHONE PICTURES, THEY MUST BE EMAILED OR DOWNLOADED TO THE FACILITATOR'S LAPTOP] to collect your photos. In our second session we will select your favorite picture to create your story.

Now that we have discussed everything, and you have received all of your instructions, does anyone have questions? If at this point you would like to opt out of this project, please see me after we conclude.

I want to thank you all for your participation. You will be helping create a better understanding of our community. Have a great time in taking pictures.





Photovoice Session Two

Introduction

Welcome back everyone. I hope that you enjoyed taking pictures in your community. The goal of this session is to create our stories. To do this, we will need to do three things:

1) select photographs for discussion, 2) contextualize this project by creating your stories, and 3) identify the issues, themes, and theories for this community project.

Selection of Photographs

The first thing we will do is take some time to look at the pictures you took. You need to select one picture from your pictures which best represents our theme _____.

[PASS OUT SETS OF PICTURES TO THE PARTICIPANTS. TAKE 10-15 MINUTES TO LET PARTICIPANTS SELECT THEIR PICTURE]

Contextualize by Creating Stories

Now that you have selected your pictures we are going to create your stories. You are going to have some time to answer the following questions (see Photo Reflection Form on page 23):

1. What is our data collection question?
2. What does the photo(s) you chose show?
3. What is the problem it creates and who is affected by the problem?
4. Who in our community needs to hear about the problem?
5. How can the image(s) to educate others?

Everyone will get a worksheet to answer these questions, and then put them together for your compiled story.

[PASS OUT THE WORKSHEETS AND ALLOW 20-30 MINUTES FOR PARTICIPANTS TO CREATE THEIR STORY]

Story-Telling

Now that you have created your story, we are going to share them with the rest of the group. Who would like to share their picture and story first?

[LET PEOPLE VOLUNTEER TO SHARE THEIR STORIES. ENCOURAGE EVERYONE TO SHARE. HOWEVER, IF SOMEONE ABSOLUTELY DOES NOT WANT TO SHARE, HAVE THAT PERSON PASS]

Thank you all for being willing to share your pictures and your stories.



Reflection

Please think about what you heard today, and what you think are the main things we heard about our topic_____. How do most people in the community feel about the issues we have talked about today?

Call-to-Action

We know that [YOUR ISSUE HERE] is a concern in our community. What advice or suggestions do you have for community leaders to address this local concern?

Closing

Thank you so much for sharing your pictures, your stories, your thoughts and views today. If you are ok with sharing your picture and story with us, we would like you to complete the Photovoice Picture and Story Release form, and leave that form with your picture and story with [INSERT STAFF PERSON'S NAME] before you leave; If you would like to keep your pictures and your story, feel free to take them home with you. As a “thank you” for participating in the photovoice project, you will receive _____.

If after leaving today, you have any questions or concerns, or if you would like a write-up of the photovoice project, please don't hesitate to call me, _____.

Thanks and have a good day.



SAMPLE: Photovoice Consent Form

TITLE OF THE PROJECT _____

Participant/Parent Consent Form

You or your child is being asked to be in a photovoice project being done in partnership with _____ . This form provides you with information about this project.

Why is this project being done?

[INSERT DESCRIPTION OF PROJECT HERE]

What other people will be in the project?

Photovoice participants will be different community members and organizations. The facilitators of the photovoice sessions will be from _____. There will be up to eight other people in this group (depending on the group), and there will be other groups conducted with other people in the community.

What happens if I or my child joins this project?

If you or your child decides to participate in this project, you or your child will be asked to participate in two “Photovoice” sessions. Photovoice is a process that involves training participants to use cameras to take pictures that represent their lived experiences. Certain pictures will be selected from each participant and those pictures will be discussed in a small group session.

The first photovoice training session will take about an hour and a half. The second discussion session will take up to two hours. There will also be time outside of the sessions for your child to take his or her pictures in the community. In total, your or your child’s participation in this project will require about four to five hours. As part of the project, we will ask your permission to audio-tape the group discussion activity, which will occur in the second session.

What are the possible benefits?

The goal of this project is to learn more about _____. Participation of you or your child in this project may provide information that could be used by our community to inform program planning that may improve the health and wellness of community residents.

[IF YOU HAVE STIPENDS AVAILABLE FOR PARTICIPANTS]

Upon the completion of the session(s), you, your child, or the community organization you or your child are connected with will receive _____ for participating in the project.

Who do I call if I have questions?

You may ask any questions you have at the first session or you may call _____ with questions after the session.

Will the session be audio-taped?

The group session will be audio-taped if you give us permission to do so. You or your child can indicate at any time that you or your child wishes to not be audio-taped. Asking to not be audio-taped does not mean you can not continue to participate in the session and the remainder of the project.

~continued on back



Agreement to be in this Community Project

I have read and understand this paper about the project or it was read to me. I know that being in the project is voluntary. I choose for me or my child to be in this project.

Your Signature _____

Your Name (print) _____ Date _____

Child's Name (if applicable) _____

- I agree to the audio recording of my or my child's discussion session.
- I do not agree to the audio recording of my or my child's discussion session.

Signature _____ Date _____

- I would like a summary of the project results to be mailed to me at the following postal or e-mail address:



SAMPLE: Photo Reflection Form

Please answer these questions and then discuss as a group.

Our **data collection question** for this project is:

The photo I chose to discuss **shows the following** (describe what you see in your photo):

Describe how your photo shows a **problem. What is the problem it creates and who is affected by the problem?** [Is it a problem for youth, residents, workers, our entire community, etc.?)

Who in our community needs to hear about this problem? (Check all that apply)

- Community members
- Parents, teachers, school administration
- Decision-makers like city council or town board
- City or town administration like Parks & Recreation or some Advisory Board (describe):

- Other groups (please describe):

How can we use these pictures to educate the groups listed above?

- Create displays/posters and show it to them
- Presentations
- Get some local media or press
- Other (please describe):



SAMPLE: Photovoice Picture and Story Release Form

Please check one and sign below:

- No, I don't want to have EITHER my photovoice images or stories published or used for educational purposes.

Signature _____ Date _____

- Yes, I give you permission to publish or use for educational purposes BOTH my photovoice images and stories.

Signature _____ Date _____

- Yes, I give you permission to publish ONLY ONE of the photovoice images or stories described here _____

Signature _____ Date _____

I understand that I may notify the project contact at any time that I have changed my mind.



SAMPLE: Photovoice Session Report Form

Facilitator _____ Date _____

Assistant _____

Location _____

Total Number of Participants _____

Number of Adults _____

Number of Youth _____

Number of Males _____

Number of Females _____

1. What went well with the whole Photovoice Project?

a. Session one?

b. Session two?

2. What could have worked better?

3. What were key themes of the Photovoice project?

4. Overall, how did you feel about the Photovoice project?

■ Strategy 2: Focus Groups

SAMPLE: Focus Group Session Checklist

Setting Up Your Focus Group Session

- Call host group contact to make arrangements:
 - Name or description of group_____
 - Name of contact_____
 - Email_____
 - Phone Number_____

- Meeting Details:
 - Facilitator_____
 - Notetaker_____
 - Meeting date/time_____
 - Meeting location_____
 - Refreshments_____
 - Transportation_____
 - Childcare_____
 - Translation_____
 - Other_____

- Needed Materials:
 - ___ Focus Group Facilitator Guide
 - ___ Focus Group Report Form
 - ___ Audio Recorder (if available)
 - ___ Flip Chart (to write up group ideas)
 - ___ Note pads (for participants if deemed necessary)
 - ___ Pens/pencils
 - ___ Stopwatch



SAMPLE: Focus Group Facilitator Guide

Introduction/Warm-Up

Hi, my name is _____ and I am with _____.

Today, I will be a facilitator and you will be a participant, and together all of us will conduct a focus group meeting to discuss [INSERT BROAD ISSUE OR CONCERN] in our community. The primary purpose of this project is to better understand [INSERT NARROWER ISSUE OR CONCERN] in our community, and what we can do to address our community concerns.

In order to get us started, I will explain the rules of the focus group. The most important rule is that we demonstrate respect for one another. This means that we must:

- Minimize distractions by turning off our cell phones
- Practice our “active” listening skills by making eye contact and nodding when you agree with something someone says
- Be non-judgmental, so no negative facial expressions, body language or sounds that indicate disinterest or disapproval and
- Not interrupt while others are speaking or during someone else’s time. Everyone’s time is valuable, so value each person’s time

Everyone will get a chance to discuss each question. You can pass on any question, and you will have another chance to say something after everyone else has had their turn.

Because everyone will be sharing their thoughts and feelings about [INSERT BROAD ISSUE OR CONCERN], it is very important to respect the confidentiality of each other and each other’s stories.

This session will be audio-taped as a way of gathering this great information, but if there is anyone who does not want their portion taped, please tell me when it is your turn and _____ will turn the recorder off.

Okay, now let’s sit in a circle so that we can get started.

[PLAY THE FOLLOWING WARM-UP GAME ONLY IF YOU HAVE TIME]

To begin we are going to play the toilet paper game so that we can have a little fun and get to know each other in the process. The way you play the toilet paper game is by passing this roll of toilet paper around the circle as fast as you can. Each person will grab a little bit of the toilet paper quickly and then pass the roll on. I’ll tell you what you will do with your toilet paper as soon as we are done.

[HAVE PARTICIPANTS PASS THE ROLL OF TOILET PAPER AROUND THE GROUP]

Okay, now count how many sheets of toilet paper you grabbed. We will go around the circle and I want everyone to say their name and then tell us about yourself. You have to tell us something about yourself for each sheet of toilet paper that you grabbed. So for instance, if you grabbed three sheets of toilet paper, you have to tell us three things about yourself.

[HAVE PEOPLE INTRODUCE THEMSELVES]

Now that we have all warmed up, we will begin the actual focus group. Again, I will ask everyone to answer one question at a time, and then we may discuss a few points together as a group. Lets get started.



Focus Group Questions:

As I mentioned, the focus of this focus group is to understand community issues around [INSERT NARROWER ISSUE OR CONCERN].

[INSERT FOCUS GROUP QUESTIONS HERE]

Reflection:

Please think about what you heard today, what advice or suggestions do you have for your community and community leaders to address the issues we have discussed today?

[WRITE SUGGESTIONS ON THE FLIP CART, AND DISCUSS AND CLARIFY WITH THE GROUP IF NEEDED]

Wrap-Up:

Thank you so much for sharing your thoughts and stories in our focus group today. If after leaving today, you have any questions or concerns, if you would like a write-up of the focus, or if you would like to get involved in community tobacco control efforts, please don't hesitate to call [INSERT NAME AND CONTACT INFORMATION.] Thank you, and have a good day.



SAMPLE: Focus Group Session Consent Form

TITLE OF THE PROJECT:

Participant/Parent Consent Form

You or your child is being asked to be in a focus group project being done in partnership with _____ . This form provides you with information about this project.

Why is this project being done?

[INSERT DESCRIPTION OF PROJECT HERE]

What other people will be in the project?

The focus group participants will be different community members and organizations. The facilitators of the focus group sessions will be from _____. There will be up to eight other people in this group (depending on the group), and there will be other groups conducted with other people in the community.

What happens if I or my child joins this project?

If you or your child decides to participate in this project, you or your child will be asked to participate in one focus group session. A focus group session is a process where a small group is asked a series of question regarding a particular topic. The group discusses the topic together, guided by a facilitator.

The session should take approximately 1½ -2 hours of you or your child's time. As part of the project, we may ask permission to audio recorded the group discussion activity. If you do not want you or your child audio recorded, please inform the project staff.

What are the possible benefits?

The goal of this project is to learn more about _____. The participation of you or your child in this project may provide information that could be used by our community to inform program planning that may improve the health and wellness of community residents.

[IF YOU HAVE STIPENDS AVAILABLE FOR PARTICIPANTS]

Upon the completion of the session, you, your child, or the community organization you or your child are connected with will receive _____ for participating in the project.

Who do I call if I have questions?

You may ask any questions you have during the session or you may call _____ with questions after the session.

Will the session be audio-taped?

The group session will be audio recorded if you give us permission to do so. You or your child can indicate at any time that you or your child wishes to not be audio recorded. Asking to not be audio recorded does not mean you can not continue to participate in the session and the remainder of the project.

~continued on back



Agreement to be in this Community Project

I have read and understand this paper about the project or it was read to me. I know that being in the project is voluntary. I choose for me or my child to be in this project.

Your Signature _____

Your Name (print) _____ Date _____

Child's Name (if applicable): _____

- I agree to the audio recording of my or my child's discussion session.
- I do not agree to the audio recording of my or my child's discussion session.

Signature _____ Date _____

- I would like a summary of the project results to be mailed to me at the following postal or e-mail address:



SAMPLE: Focus Group Questions

Sample Intro Questions: Pick One

- 1. What has been your experience with tobacco use in your life or a family member's life?**
Probe: How old were you or family members when they started using tobacco?
- 2. Why do you think youth use tobacco?**
Probe: How do you feel tobacco has impacted the youth in our community?

Sample Focus Group Questions: Pick Three to Five

- 1. What influence do you think the tobacco industry has on our stores and community?**
Probe: How does the tobacco industry make their products attractive to youth? (candy-flavored products, have you seen a sexy tobacco ad in a magazine?)
- 2. How does the tobacco industry promote their products and make them appealing to customers in our local stores?**
Probe: free samples, tobacco sold at sale prices, special discounts on other products when tobacco is purchased?
- 3. In Colorado, you are required to have a license to cut hair and a license to sell things like Christmas trees and alcohol, but you are not required to have a license to sell tobacco, the deadliest consumer product. What do you think about this?**
- 4. What are your thoughts on our community passing strong policies that would make it more difficult for the tobacco industry to target our youth in gas stations and convenience stores?**
Probe: policies such as not allowing stores to sell candy-flavored tobacco? Requiring all tobacco retailers to have a license to sell their tobacco products?
- 5. What can our community and our civic leaders do to protect our youth from the harms of tobacco and not allow them to be a target for the tobacco industry?**
- 6. How supportive do you feel the community would be about protecting youth with strong tobacco retail policies?**
Probe: Do you think the city council would be supportive? What would they need to know in order to support a possible policy?



SAMPLE: Focus Group Session Report Form

Facilitator _____ Date _____

Assistant _____

Location _____

Total Number of Participants _____

Number of Adults _____

Number of Youth _____

Number of Males _____

Number of Females _____

1) What went well with the focus group?

2) What could have worked better?

3) What were key themes of the focus group?

4) Overall, how did you feel about the focus group?

■ Strategy 3: Key Informant Interviews

SAMPLE: Key Informant Interview Checklist

Setting Up Your Key Informant Interview

- Engage someone on your team with a connection to the key informant to call and make arrangements for the interview:

Name of key informant _____

Title _____

Organization _____

Number of years with organization _____

Email _____

Phone Number _____

- Interview Details:

Interviewer name _____

Interview date/time _____

Interview location _____

Notes _____

- Needed Materials:

___ Interviewer Guide

___ Interview Report Form

___ Audio Recorder (if available)

___ Notepad for taking notes

___ Pens/pencils

___ Other materials needed:



SAMPLE: Key Informant Interviewer Guide

This resource can be used as an interview guide for your Key Informant Interviews. However, this is only a guide, and it should be modified to fit your unique local focus and interests and data collection question.

Part 1: Developing an Interview Guide

Purpose of This Data Collection

To gain insight into interviewee's thinking on a particular issue or policy in order to promote the passage of a policy, regulation, or guidelines by a decision maker (e.g., city council, hospital CEO, Parks and Recreation Board, Housing Authority, etc.)

Time Consideration

Plan for a 20-30 minute interview. Key informants are typically very busy people.

Here are some questions to consider to use your time efficiently: *“What do you want to find out from this interview [focus]?” “What are the current priorities of the decision maker(s) and where does your issue fall on their priority list?” “What are the concerns of any opposition?” “Who in the community might be a supporter of this work?” “Who are the power players [i.e., who can make things happen]?” “What are their ideas for effective strategies your team can use to move things forward?”*

Themes

Your theme always depends on the problem and solution you are working on. Some theme examples include:

- The impact of secondhand smoke exposure and who is most burdened in your community.
- The problem of illegal sales to minors in your community and tobacco industry tactics.
- The impact of secondhand smoke exposure within low income multi-unit housing communities.
- The impact of a worksite wellness program that promotes tobacco-free settings and supports cessation.





Part II: Conducting the Key Informant Interview

Here is a sample interview guide/questionnaire related to a local non-cigarette tobacco retail license. In this example, the interviewer is talking with key influential members of the community to build further support for the campaign. *Note: If you need assistance developing an interviewer guide/questionnaire related to your issue, contact your TA provider.*

Introduction

- Introduce yourself and thank the interviewee for consenting to the interview.
- Provide a statement of purpose. As you share this information, make sure you have framed some of your key messages specifically for this interviewee.
- Explain what the information will be used for, and stress that the interview is confidential.
- If you brought a recorder, ask if it is okay to record the conversation to allow you to transcribe their thoughts and responses as accurately as possible. It is okay if they prefer that you do not record the interview.

Interview questions

- 1. Tell me about your involvement in the community?**
 - a. What types of activities have you been involved in?
 - b. Who have your efforts been focused on? Who have you reached?
 - c. Who have you collaborated with? How have you worked together?
- 2. The focus of our current campaign is youth and protecting them from the harms of tobacco addiction. How concerned are you that youth under 18 are able to illegally purchase tobacco and electronic cigarettes in this community?**
 - a. What do you think are the keys to reducing tobacco use among youth?
 - b. What do you think are the greatest obstacles to successfully reducing tobacco use among young people in our community? Why?
- 3. Many U.S. states and cities require stores to get a license to sell tobacco products. What are your thoughts on requiring local retailers to obtain a license to sell tobacco and nicotine-containing products?**
 - a. Are you aware of any previous campaign efforts around tobacco in the community?
- 4. What are your thoughts on suspending a store's tobacco retail license if it repeatedly violates the law by selling tobacco to youth under 18?**
- 5. Are you familiar with the campaign for a local ordinance that would require all retailers who sell non-cigarette nicotine products like chew, little cigars, and electronic cigarettes to apply for a license to sell those products?**
 - a. If yes, how did you become aware of it and what have you learned?
 - b. If not, briefly explain what the ordinance is about.



- 6. In your opinion, would local policy makers be likely to support this policy campaign? Why or why not?**
 - a. What might convince those who may be opposed to change their mind?
- 7. Do you think our community would support a policy like this? Why or why not?**
- 8. What challenges do you think we might face in trying to pass such a policy?**
 - a. Do you have any suggestions to address these challenges?
- 9. Would you be in support of a policy that hold retailers accountable for selling the deadliest consumer product and provides a funding stream for enforcement?**
 - a. Why? or Why not?
- 10. Who else in the community do you recommend we speak with about this issue?**

Wrap Up

Do you have any additional comments or suggestions regarding anything we talked about today? Would you like a write-up of today's interview? Would you be interested in getting involved in our community campaign around this issue?

Thank you very much for your time. If you think of anything you would like to add to our conversation, or you would like more information about our proposed policy, please let me know.

Note: Have a small folder with fact sheets and additional information that you can leave.

General Interview Observations

Fill out the Key Informant Interview Report Form [see page 37] after the interview.



SAMPLE: Key Informant Interview Report Form

Interviewer _____ Date _____

Interviewee (key informant) _____

Location _____

1) What went well with the interview?

2) What could have worked better?

3) What were key themes of the interview?

4) Overall, how did you feel about the interview?



SAMPLE: Theme Analysis

Note: A similar analysis process could be done with focus group transcripts.

For our sample project, we conducted five key informant interviews to assess community perspective on the implementation of our tobacco license:

1. School teacher
2. Assistant Chief of Police
3. City Manager
4. Coalition member
5. Vice Narcotic Director

Three primary themes came out during interviews: 1) lack of education, 2) no clear implementation, and 3) enforcement not working. It doesn't mean that these three areas aren't taking place – our key informant subjects weren't aware of them.

Education: see quotes below colored orange

Implementation: see quotes below colored blue

Enforcement: see quotes below colored yellow

Sample Analysis

Interviewer: Jane Doe, Health Agency Staff

Interviewee: Tom Know, School Administrator and coalition member

Location: Mr. Know's office at the high school

Date: Feb 13, 2011

Introduction

Thank you for sharing your time with me today. My name is Jane and I work at our local public health agency. I know that you were very involved with our tobacco retailer license that passed a year ago. We are following up with folks who were involved in that successful passage to get their perceptions of how the licensing program is going. We hope to use this information to make the program even stronger. Your information will remain anonymous. We are going to meet with at least five people. We will pull out key themes and quotes from the interviews but your identities will not be shared. I have a recorder so I can capture what you are saying today. If you are comfortable with me using it, I will turn it on once we begin. I'll also take just a few notes. Do you have any questions for me?

Same Interview with Themes Highlighted

1. Tell me a little about your involvement and how the process was?

Well I have been an active member of the tobacco policy coalition. I attended most of the meetings where I learned about tobacco in the retail setting and eventually, how to present to community. I basically served as a liaison between the coalition and the high school – I tried to get information out to the students and school administration.

I supported the ordinance going through, but I don't know what the program is doing now. I haven't heard much since it was passed.





2. How do you feel the licensing program is going?

Well as I said, I don't have a solid opinion about how things are going, really. I wonder how much things have changed since the implementation. I still support it but I have wondered how it's going. I've been curious about enforcement. Are stores still selling to minors? And if yes, is someone catching them?

3. What products are youth using?

Well I still hear about our students using tobacco products and I see products discarded in the drinking fountains and stuck up on the ceilings. I haven't seen them actually using those non-cigarette products, as it is harder to tell, but I see the remnants of it all over our campus. There is still a sizeable group of kids that smoke across the street from campus.

4. How has it made a difference in youth access to/use of tobacco?

Kids are saying non-cigarette tobacco products are a much bigger issue. I haven't really seen a decrease or increase, necessarily, in use at the high school. E-cigarettes are coming up though, I do hear about that. Kids are saying E cigs are used in bathrooms at school.

5. What do you think about the viability of ordinance? How can we improve to make our work more meaningful?

I think it would be great if we could get something in the paper about how it's going. We need to get it out there again, let people know it's there and still going on. I think enforcement is a big issue. If this license isn't being enforced from retailers, how do we increase enforcement? I don't think it was that hard for a 15 year old to buy tobacco before this ordinance and I'm not sure if it has changed. Someone needs to evaluate the program and let our community know how it is going. I hope it is getting better.