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Pepperdine University
Graduate School of Education and Psychology

PHOTOVOICE AS A REFLECTIVE PEDAGOGY FOR UNDERGRADUATE COMMUNITY
PSYCHOLOGY STUDENTS

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Shereé M. Hawkins Bielecki

March 2024

Paula Thompson, Ed.D. – Dissertation Chairperson

This dissertation, written by

Shereé M. Hawkins Bielecki

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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DEDICATION

I dedicate this degree to the cherished individuals who have played an integral role in my academic journey. Firstly, I pay tribute to my ancestors, whose unwavering resilience and determination paved the path for me to reach new heights. I stand on their shoulders, guided by their strength and wisdom.

I am deeply thankful for the unwavering support of my family and friends throughout the years. To my parents and grandparents, who have been steadfast pillars of support throughout most of my educational journey, I express my profound gratitude. While some of you may not be physically present to celebrate this moment, your presence resides warmly in my heart.

To my beloved little sister, Roxsann Ruthellen, your unwavering belief in me and your steadfast support have been a constant source of strength. I am grateful for your listening ear and encouragement. To Auntie's precious babies, Rocco and Ronin, I hope to inspire and serve as a role model in your lives. Know that you have the power to achieve anything you set your hearts on. To my brothers, I love you. PopPop, I Love you. Hawkins, Bland, & Bielecki family, I Love you!

Finally, I extend my deepest gratitude to the love of my life, Edward Bielecki. Your love, unwavering support, and sacrifices have been instrumental in my journey. I am immensely blessed to have a husband who understands the demands of my studies and stands by me with unwavering devotion. I consider myself incredibly fortunate.

To all of you, my heartfelt dedication of this degree is a small token of the immense gratitude I hold in my heart. Thank you for being an essential part of my life's journey.

ACKNOWLEDGEMENTS

I would like to express my heartfelt gratitude to everyone who has been a part of my doctoral journey at Pepperdine University. This journey has been filled with inspiration, support, and countless invaluable experiences that have shaped my academic and personal growth.

First and foremost, I want to extend my deepest thanks to God for blessing me with life, knowledge, and wisdom, as referenced in Proverbs 2:6. Your divine guidance has been my constant source of strength throughout this endeavor.

There are three remarkable individuals, my “angels” at Pepperdine University, to whom I owe a great deal of gratitude. Dr. Laurie Walters, you played a pivotal role by introducing me to this remarkable learning environment. Your guidance and support have been instrumental in my journey, and I am truly grateful for your friendship.

To Dr. Margot Condon, your passion for teaching and creativity have inspired me in ways I cannot express. I have taken the lessons I learned in your classroom and applied them to benefit my students and mentees. Your belief in me and the letter of recommendation for the EDOL program mean the world to me.

Dr. Joan Mills-Buffehr, you saw potential in me that I did not see in myself. Your encouragement and mentorship were the driving forces behind my decision to embark on this doctoral program. I am forever grateful for your guidance, instruction, and the opportunity to share my experiences as a new teacher with you.

A special shoutout to my chair, Dr. Paula Thompson. Our journey together has been filled with challenges and triumphs. Your kindness, patience, knowledge, and willingness to listen during my moments of frustration were invaluable. Without your guidance, I would not have crossed the finish line of this marathon. **THANK YOU!**

I extend my sincere appreciation to my committee members, Dr. Kay Davis and Dr. Olya Glantsman, for dedicating their time and expertise to supporting my journey. Your feedback and discussions have strengthened my research and have made me a better researcher.

To my EDOL instructors, I am grateful for your unwavering dedication to challenging me and providing opportunities for critical thinking. You have enriched my academic experience in countless ways. To my fellow EDOL cohort members, including Bijan, Bill, Diane, Gabriella, Ken, Jay, Linda, Lori, Mark, Martin, Michael, Nancy, Pat, Robin, and in loving memory of David, your companionship and camaraderie during our two years together have been truly memorable. I cherish the bonds we have formed and the knowledge we have shared.

In closing, I want to express my gratitude to everyone who has been a part of my educational journey at Pepperdine University. Your support, guidance, and inspiration have been instrumental in helping me reach this milestone, and I will carry the lessons and experiences with me throughout my life. Thank you all from the bottom of my heart.

To my Pacific Oaks College family, I want to express my deepest appreciation for your unwavering support, encouragement, and the role you played as my cheerleaders throughout this journey. Your presence and belief in me were invaluable. It takes a village to lift someone up, and I am immensely grateful for the strong sense of community I found at Pacific Oaks College. Dr. Bree Cook, your challenge pushed me to excel, and your mentorship has been instrumental in my growth. Thank you for being an amazing leader and guide. And to Pat Meda, your unwavering belief in the power of one's capabilities, as exemplified by the quote, "She Believed She Could, So She Did," has been a guiding light that I carried with me every step of the way. "STARKS", Thank you. Rebecca R & my angel Maritxu, Thank you. Finally, Dr. Ja Ne't Rommero, my accountability partner and providing a safe space for all my "stuff".

ABSTRACT

This descriptive qualitative study was designed to understand the experiences of former Community Psychology (CP) undergraduate students who participated in a degree program at a California university. The purpose of this qualitative study is to explore how former Community Psychology undergraduate students describe their experiences using reflective Photovoice activities to learn about and become involved in social justice. The theoretical frameworks that informed this study were in social justice theory, pedagogical practices related to teaching social justice using Photovoice, and the practice of self-reflection in college classrooms. Two primary research questions guide the inquiry: (a) How do former Community Psychology undergraduate students describe their experiences with Photovoice as a technique for raising their own self-awareness? (b) How do former Community Psychology undergraduate students describe Photovoice as a technique for becoming involved in social justice?

Six recent Community Psychology alumni graduates (aged 23 to 36) from a California university who engaged in Photovoice activities as part of their program were interviewed and provided their Photovoice artifacts. The analysis revealed six key themes: (1) Photovoice played a pivotal role in the students' journey of self-discovery and transformation, (2) Through Photovoice class activities, students gained insights from different perspectives, (3) Photovoice enhanced students' engagement with community issues and social topics, (4) Former Community Psychology undergraduate students embraced collective learning, (5) Through Photovoice, students felt empowered to advocate for marginalized communities and social justice, and (6) Students leveraged the emotional connection of Photovoice to inspire positive action and raise awareness. The study concludes with three main findings: (1) Photovoice has the potential to be a transformative educational method in the field of undergraduate Community Psychology, (2)

Engaging in visual reflections help students gain a clearer understanding of social justice and (3) Photovoice helps students embrace collective learning.

Based on these conclusions, recommendations for future research and pedagogical practice are proposed. Future research should explore various pedagogical approaches, including Photovoice, for teaching social justice. Expanding the participant pool and implementing data collection methods to minimize recall bias are also recommended. Faculty development, curriculum enhancement, and community partnerships are suggested to further integrate Photovoice and self-reflection into Community Psychology education, enhancing students' engagement with social justice issues.

Keywords: advocacy, experiential learning, Photovoice pedagogy, self-reflection, social justice, undergraduate Community Psychology education

Chapter 1: The Issue/Problem

The journey into self-love and self-acceptance must begin with self-examination. Until you take the journey of self-reflection, it is almost impossible to grow or learn in life.

—Iyanla Vanzant, *Until Today!*

Self-reflection involves a process in which a person analyzes who they are, their beliefs and values, and why they respond or act the way they do (Mulder & Dull, 2014). Understanding who you are and what you want to become are essential steps to self-growth. Dewey (1991) defined reflection as an ongoing process of considering a belief or knowledge, exploring it, and engaging in activities that explore their experience and lead to new understandings and appreciations. Mann et al. (2009) and Moon (2004) explored Dewey's work, and their definitions of self-reflection can be summarized as a critical analysis of experience and knowledge to achieve deeper meaning, understanding, and advocacy to improve student learning. For this study, alumni of a bachelor's Community Psychology program self-reflect on their learning experience in the Community Psychology program to connect what was taught and learned.

Community Psychology is a discipline within psychology concerned with how individuals interact with society (Kaufman et al., 2016). An important part of Community Psychology education is discussing and reflecting on what is observed and how it is interpreted in light of one's values and culture (DeLoach, 2019). Furthermore, Community Psychology requires students to demonstrate their ability to critically analyze how wellbeing and culture influence community constructs (DeLoach, 2019). A community construct or model is composed of the thoughts and actions of people, and understanding these constructs is pivotal in the field of Community Psychology as it helps foster meaningful connections between theory and practice.

Today we see a rise in cultural diversity in undergraduate classrooms. When given the opportunity to participate in a learning community, students from different cultures can bring their perspectives, lived experiences, and knowledge into the classroom (Manzoor, 2018).

Having students in diverse undergraduate Community Psychology programs offers numerous advantages. First, it allows the instructor and the student to practice cultural sensitivity in the classroom. By providing an interactive and collaborative environment, students understand their culture and the similarities and differences of their peers (McDowell et al., 2023). Second, it allows students to challenge social issues, systemic injustices, racial stereotypes, prejudice, and hatred by conversing with other students' and listening to other people's stories (McDowell et al., 2023).

Students who major in Community Psychology want to advocate for others. Students can (wrongly) assume that others have had the same or similar life experiences as them—known as consensus bias—and project themselves onto a situation (Myers, 2015). Our experiences and assumptions shape what we know and how we advocate for others (Myers, 2015). Students must understand what social justice is and respond to the systemic inequalities that marginalize people (Vera & Speight, 2003).

The rise in cultural diversity has created an increased focus on social justice (Kassan et al., 2019). Numerous contemporary groups are involved in movements challenging injustices. Social justice stands against the foundations of inequality and oppression. A vision of social justice includes the distribution of resources in an equitable manner and ensuring the safety and security of all members of society (Bell, 1997). The most important aspect of social justice is that it builds solidarity and the capacity of the community to work collaboratively.

Discussing social justice and injustice in the classroom can create both comfortable and uncomfortable spaces, as it often challenges various ideas and perspectives. Educators should design classroom activities that encourage students to engage in self-reflection and share personal experiences within a safe and conducive learning environment (Stewart, 2014). Encouraging students to reflect on their cultural backgrounds and interactions with communities and individuals can facilitate the exploration of social justice principles in the classroom (Stewart, 2014).

Students need to develop skills to effectively evaluate the implications of inequity and injustice to become practitioners (e.g., educators, social workers, clinical psychologists) grounded in the theory of social justice, respect for diversity, and uniqueness for each person (Havig, 2013). The goal of the instructor is to create a space of respect for and acceptance of all voices. To do that, instructors must know the background of what shapes individuals' values or views. As a group, students can develop their consciousness of social justice and use it to promote change in communities and with the clients they serve (Kassan et al., 2019).

Statement of the Problem

A student's ability to self-reflect in an academic setting can be challenging (Kanthan & Senger, 2011). Reflection involves critically analyzing their understanding of knowledge and experience as well as the impact these have on the self and others (Dewey, 1991; Moon, 2004). Wald and Reis (2010) suggested the cognitive processes required to enhance learning through reflection may not be intuitive and that active educational interventions might play a role in this regard. Early introduction of self-reflection activities and repetition to this cognitive process as a practice tool increases students' awareness and engagement in reflection and promotes the personal meaning of one's reactions and values in the learning environment (Mann et al., 2009).

Several classroom-based strategies can produce effective self-reflection. The most common is recording in a journal. Journaling allows students to write freely and may be submitted as a grade or used as a reference at the end of the course/program to write an essay on their experiences (Hatcher & Bringle, 1996). McCrindle and Christensen (1995) found that undergraduate students in biology courses who journaled could grasp the concepts learned and had a greater awareness of cognitive strategies than the students who were in a regulated group.

A less common approach for self-reflection is Photovoice for individual and shared reflection. To enhance group discussions, photos can be used as a tool to express through visuals. Photovoice is a participatory research and pedagogical method that empowers individuals to share their experiences and perspectives through the use of photography, words, and voice (Nykiforuk et al., 2011). It serves as a means of communication and a platform for individuals to convey their personal viewpoints and stories using visual and narrative elements. Unlike conventional photography, where the focus is primarily on the captured images, Photovoice places greater importance on the message and insights that the person behind the camera intends to convey (Fletcher & Cambre, 2009). Photovoice is a tool for self-expression and a way for individuals to bring attention to their unique perspectives and experiences. When Photovoice is integrated into the classroom setting, it empowers students to animate the images with their voices, fostering critical thinking skills and proving to be an effective research tool (Schell et al., 2009). Very few published studies have been conducted on the use of Photovoice in the undergraduate classroom (Hershberg et al., 2019).

Implementation of a variety of self-reflective exercises could enhance a student's decision making, critical thinking, and self-concept. This could also increase student engagement and prepare students to be competent in the skills in their chosen profession (Kanthan & Senger,

2011). The problem that I this study addressed was how former students in an undergraduate program experienced Photovoice as an approach to learning about and becoming involved in social justice.

Purpose Statement

The purpose of this qualitative study was to explore how former Community Psychology undergraduate students describe their experiences using reflective Photovoice activities to learn about and become involved in social justice. The participants in this study were graduates of a Southern California undergraduate Community Psychology program. This program was designed with reflection as a core component of the curriculum and the program. Research indicated that when students have structure and guidance during the self-reflection process, they become better at self-reflecting (Mann et al., 2009). In addition to engaging students in learning, Photovoice makes Community Psychology relevant to their lives. Participants in this study critically reflected on their personal journey in the Community Psychology program, and how Photovoice contributed to increased self-awareness and an enhanced ability to integrate reflective practices into their work.

Research Questions

The research questions for this study were:

- RQ1: How do former Community Psychology undergraduate students describe their experiences with Photovoice as a technique for raising their own self-awareness?
- RQ2: How do former Community Psychology undergraduate students describe Photovoice as a technique for becoming involved in social justice?

Methodological Approach

The study employed a qualitative descriptive approach to examine the pedagogical use of Photovoice. Qualitative descriptive research is a method in which the researcher comprehensively describes the study, staying close to the data (Creswell & Creswell, 2018; Creswell & Poth, 2018). Alumni who recently graduated with a BA in Community Psychology from a university in southern California were the participants in this research. In the program, the alumni were assigned Photovoice tasks as a pedagogical approach. The data collection for this study will consist of their Photovoice artifacts as well as an interview with the researcher.

For this study, a qualitative descriptive method was preferred because it allows for a rich description and a deeper understanding of the phenomenon of interest (i.e., the lived experience of people living in natural environments (Doyle et al., 2020)). Researchers in qualitative studies serve as the instrument of research, meaning data is generated by asking questions during interviews or focus groups, making observations, recording notes, participating in an event, reflecting on the event, or taking photographs (Creswell & Creswell, 2018; Creswell & Poth, 2018).

Positionality

I am the program coordinator, fieldwork coordinator, and core faculty of the BA in the Community Psychology program at the institution. I am a former K–12 teacher (public, charter, and private sector) and adjunct faculty with over 20 years' experience working in diverse classrooms. As the program coordinator, I oversee all aspects of the Community Psychology program and work closely with the dean and faculty to ensure the Bachelor of Community Psychology program is high-quality and prepares students for their professional careers. The Community Psychology program coordinator oversees student advising and progression through

the program to graduation. Finally, the program coordinator is responsible for continuing to increase the diversity of the Community Psychology student population, maintaining Community Psychology enrollments at established enrollment targets, overseeing the program's distance learning efforts, fostering a culture conducive to student achievement, and seeking innovations for Community Psychology programming. In the context of fostering a culture conducive to student achievement and seeking innovations for Community Psychology programming, it is important to consider the role of new teaching methods. As discussed by Taneja et al. (2018), these innovative approaches not only enhance the learning experience but also encourage students to become active learners in the classroom.

As the fieldwork coordinator, my key function is to outreach, network, and build relationships with communities and organizations throughout California. I generate fieldwork sites, obtain affiliation agreements, and place students at educational and community-based fieldwork sites. Most importantly, I designed the curriculum for the final two courses: Fieldwork I and Capstone and Fieldwork II. Both courses culminate in the creation of a final assessment portfolio, which includes artifacts documenting the student's academic and professional growth and personal reflections throughout the course. Self-reflective assignments and field activity have helped students learn about social justice and are well documented in literature (Warren et al., 2012).

In my role as Core Faculty, I implement innovative teaching methods, the latest online technologies, and other industry trends reflective of advancements in the Community Psychology field. When faculty use innovative teaching strategies to teach psychology, it piques students' curiosity and fosters their enthusiasm for learning (Savelsbergh et al., 2019). In addition to

supporting the core values adopted by faculty, I am committed to ensuring the college's anti-oppression mission is carried out.

Researcher Assumptions

In this qualitative descriptive study, I used face-to-face interviews and the collection of Photovoice artifacts as the methods of data collection. I employed reflexivity in distinctive ways that may have affected interviewing (Creswell & Poth, 2018). I made the following assumptions:

- I assumed self-reflection is a way to enhance learning and growth for undergraduates. Reflection can help make meaning of complex situations and enable learning from experience (Mann et al., 2009).
- I assumed the students had a positive change toward social justice as they proceeded through these series of classes and reflections.
- I employed personal reflexivity and assumed a power differential existed between the researcher and the student. I assumed the alumni would be honest and accurate in their recollections of their Community Psychology experiences.

Delimitations of Study

I delimited this study to one bachelor of arts program. I excluded learners who studied Community Psychology at another university and current learners who were active in the program and focused only on recent graduates. I made this decision so current students were not pressured to participate in their professor's research study. Using students from the same university in a research study can be a disadvantage because they can represent the same group, age, economic status, or program (Bartholomay & Sifers, 2016). The sample does not match the students in the same program worldwide. In addition, this approach may also help the researcher

gain deeper insights into the students' experiences and offer valuable recommendations for future research that incorporates a more diverse sample of students.

Theoretical Framework

Social justice is the equitable distribution of resources, responsibilities, and power within a community, regardless of ethnicity/race, gender, age, ability status, gender identity, or spiritual beliefs (Almgren, 2017; Ayala et al., 2011; Sensoy & DiAngelo, 2017). Incorporation, cooperation, equitable access, equal chances, and collaboration are among the basic principles driving this definition (Ayala et al., 2011). Such ideals are the foundation of a democratic and equal society. As a result of a lack of justice and being more vulnerable to disease, individuals often experience more physical and emotional suffering (Ayala et al., 2011).

Social injustice is unjust actions done to a person, people, or groups of people. Usually, they are mistreated and discriminated against based on a particular characteristic of the person or group of people (Capeheart & Milovanovic, 2020). Understanding social justice means one can acknowledge that unequal power relationships are arranged at individual and structural levels. Social justice refers to how institutions in society should allow equal opportunities for all people without discrimination (Capeheart & Milovanovic, 2020; Scott & Wolfe, 2015; Sensoy & DiAngelo, 2017). Social justice enables individuals to recognize the dynamics operating at both the micro and macro levels and understand the connections between unequal power structures at these various scales (Sensoy & DiAngelo, 2017).

Social justice theory refers to the research surrounding social justice movements and the historical distribution of resources that resulted in injustice and inequality (Capeheart & Milovanovic, 2020). Miller (2022) stated that social justice depends on all needs being explicitly met for a common standard of need. Human relationships can be divided into three categories:

solidaristic community, instrumental association, and citizenship. (Miller, 2022). In a solidaristic community, members are a part of solidarity due to culture, relationships, or kinships (e.g., neighborhood/village or family; Miller, 2022). People are working together to display their skills and talents in exchange for payments or goods.

Pedagogical practices in teaching social justice play a crucial role in fostering a more inclusive and equitable society. These practices encompass a range of strategies and methods designed to engage students in critical discussions and actions related to social justice issues. Photovoice is a tool that can complement pedagogical practices in teaching social justice (Goitom, 2020; Malka, 2020). Developed within the field of participatory research, Photovoice allows individuals, particularly those from marginalized communities, to use photography as a means of self-expression and storytelling (Azzarito, 2023). In an educational context, Photovoice enables students to visually capture and share their perspectives on social justice issues. Through the creation and analysis of photographs, students can explore the lived experiences of various communities and amplify the voices of those who are often unheard. This process not only enhances students' visual literacy skills but also deepens their understanding of the complexities of social injustices.

Incorporating experiential learning techniques is another effective pedagogical practice. Photovoice can serve as a catalyst for critical discussions and action (Lichty et al., 2019). Students can curate exhibitions, presentations, or multimedia projects showcasing their photographic narratives, sparking dialogues on important social justice topics within their communities or institutions. In this way, Photovoice empowers students to become active agents of change, using their visual storytelling skills to raise awareness, challenge stereotypes, and advocate for social justice (Hershberg et al., 2019; Lichty et al., 2019). When integrated as a

pedagogical practice, Photovoice becomes a valuable tool for fostering empathy, and critical thinking among students, ultimately contributing to a more socially conscious and equitable society.

Fostering deep learning and personal growth among college students is greatly facilitated by the pedagogical approach of self-reflection in the classroom (Hershberg et al., 2019; Lichty et al., 2019). This practice encourages learners to engage in metacognition, where they not only absorb and memorize information but critically evaluate their thinking processes and learning strategies. Through structured self-reflection activities such as journaling, essay writing, or class discussions, students can assess their progress, identify areas for improvement, and connect course content to their own experiences and worldviews. Self-reflection prompts in-depth exploration of subject matter and promotes a deeper understanding of complex concepts.

Self-reflection cultivates essential life skills, such as self-awareness, emotional intelligence, and problem-solving. As students examine their learning journey, they gain insights into their strengths and weaknesses, which can inform their academic choices and career paths. Additionally, self-reflection encourages students to consider the broader implications of their learning, fostering a sense of responsibility and ethical awareness. By integrating self-reflection into the college classroom, educators empower students to become active participants in their education and lifelong learners who can adapt to diverse challenges and contribute meaningfully to society (Law & Rowe, 2019).

In summary, this theoretical framework integrates these three interconnected components to provide a holistic perspective on the promotion of social justice, the pedagogical practices that facilitate its understanding, and the role of self-reflection in enhancing personal development within the college classroom.

Definition of Terms

The following is a list of definitions of key terms used in this study.

Social Justice Theory Terms

- **Advocacy:** the application of fundamental principles from Community Psychology, including empowerment, social justice, citizen engagement, well-being, and appreciation for diversity, with the aim of fostering societal transformation. (Maton et al., 2013; Nelson et al., 2001; Prilleltensky, 2001; Scott & Wolfe, 2015). This involves collaborating with individuals, collectives, and communities to modify established systems, policies, and procedures to advance the cause of social justice (Toporek et al., 2009).
- **Collaboration:** the act of engaging with individuals, groups, organizations, and communities in a joint effort to attain common objectives aimed at enhancing health, welfare, and social justice. This process entails acknowledging and harnessing the strengths and resources of each participant to achieve a collective and impactful outcome (Scott & Wolfe, 2015; Wolff, 2009).
- **Community:** a group of individuals sharing a geographic location, cultural identity, or common interests, and who interact and engage with each other regularly. Communities may include neighborhoods, schools, workplaces, faith-based organizations, social clubs, and other groups (Jason et al., 2019; Scott & Wolfe, 2015).
- **Community Psychology:** the exploration and resolution of societal issues while fostering overall welfare from a perspective centered on communities. It underscores the significance of comprehending the social, cultural, economic, and political

influences that mold both individuals and communities. Additionally, it emphasizes the necessity of collaborating with community members to facilitate transformation (Jason et al., 2019; Nelson et al., 2001; Scott & Wolfe, 2015).

- Cross-cultural competency: the skill of effectively collaborating and communicating with individuals from diverse cultures, backgrounds, and identities. It encompasses having a profound comprehension of and respect for a wide range of perspectives, beliefs, and values. Moreover, it entails the capacity to adjust one's conduct and communication approach to engage effectively with individuals hailing from various cultural backgrounds (Renzetti & Lee, 1993; Scott & Wolfe, 2015; Stephan & Stephan, 2001).
- Culture: consists of the customary traits, beliefs, behavior patterns, and normative behavior of an ethnic group, organization, or community (Cross, 1994; Hofstede, 1997; Scott & Wolfe, 2015).
- Cultural diversity: encompasses the wide spectrum of variations in customs, beliefs, values, behaviors, and social practices found among individuals, groups, and societies. These differences are influenced by various factors, including but not limited to ethnicity, race, religion, gender, sexual orientation, and socioeconomic status (VandenBos, 2007).
- Diversity: the raw material from which adaptation takes shape (Scott & Wolfe, 2015). It pertains to the multitude of distinctions found among individuals, groups, and societies. These distinctions encompass a broad range of characteristics, including race, ethnicity, gender, sexual orientation, age, socioeconomic status, religion,

physical abilities, as well as variations in perspectives, life experiences, and cognitive approaches.

- Ecological perspective: the intricate interplay between individuals and their physical, social, and cultural surroundings. It asserts that human behavior is molded by the various contexts in which individuals reside, labor, and engage with others, and it underscores that these contexts interact with one another to form a dynamic and interconnected system (Jason et al., 2019; Nelson & Prilleltensky, 2005; Scott & Wolfe, 2015).
- Empowering or empowerment: a process whereby the community or organization is assisted in developing solutions to its problems and promoting its own welfare (Astin & Astin, 2000; Heifetz, 1994; Scott & Wolfe, 2015).
- Equality: the condition of having an equivalent standing in terms of status, rights, opportunities, and fair treatment, free from any form of discrimination or bias related to attributes such as race, gender, sexual orientation, age, religion, or socioeconomic status. It entails the guarantee that all individuals have equal access to opportunities for success and the ability to realize their full potential, irrespective of their background or identity (Sensoy & DiAngelo, 2017).
- Equity: a condition characterized by fairness and justice, wherein individuals have access to the necessary resources and opportunities for success, irrespective of their background or identity. It centers on establishing an equitable and even-handed environment where everyone has an equal chance to thrive, and it involves proactive efforts to eradicate disparities and inequalities within society (Jason et al., 2019; Nelson & Prilleltensky, 2005; Scott & Wolfe, 2015).

- Human diversity (respect for human diversity): the vast array of distinctions that exist among individuals. These distinctions encompass a wide range of characteristics, including but not limited to race, ethnicity, gender, sexual orientation, age, religion, physical abilities, as well as variations in perspectives, life experiences, and cognitive approaches (Kloos et al., 2011).
- Inequality: the uneven allocation of resources, opportunities, and advantages among individuals or groups. It encompasses variations in access to essential resources like education, healthcare, and social services, as well as disparities in income, wealth, and social standing (Koh, 2020).
- Marginalized: individuals or groups who have been relegated to the periphery or edges of society, thereby being denied full participation in social, economic, and political aspects of life. They frequently experience disadvantages due to systemic obstacles and discrimination rooted in factors such as race, ethnicity, gender, sexual orientation, age, religion, and socioeconomic status (VandenBos, 2007).
- Oppression: the systemic mistreatment and exploitation of individuals or groups by those who possess power and privilege. It involves the unjust exercise of authority to subjugate and discriminate against others (Prilleltensky & Gonick, 1996).
- Photovoice: a participatory research method that uses photography to engage individuals or communities in identifying, representing, and addressing social issues that affect their lives. It involves providing individuals or groups with cameras to document their experiences and using the resulting photographs as a basis for discussion and action (Wang & Burris, 1997).

- Power: the capacity of individuals, groups, or institutions to exert influence or command over the actions, attitudes, and choices of others. It encompasses the capability to attain desired results and instigate change in the world (Cross, 1994; Scott & Wolfe, 2015).
- Privilege: the advantages and benefits that individuals or groups have based on their social status or identity, often at the expense of others who do not share the same privilege (Jason et al., 2019).
- Racism: prejudice, discrimination, or hostility directed against people based on their perceived racial or ethnic identity (Scott & Wolfe, 2015).
- Sense of community: when individuals feel they are connected to an interdependent community (Chavis & Pretty, 1999; McMillan & Chavis, 1986; Sarason, 1974, 1986)
- Social justice: the concept of impartial and just allocation of resources, opportunities, and privileges within a society, regardless of an individual's social identity, such as race, ethnicity, gender, sexuality, or socioeconomic status. It revolves around the advocacy for equitable access to resources and opportunities while actively striving to dismantle systemic obstacles and biases that sustain inequality and discrimination (Jason et al., 2019; Prilleltensky & Gonick, 1996; Vasquez, 2012).
- Structural inequity: the imbalanced allocation of resources, opportunities, and power ingrained within a society's social, economic, and political systems and frameworks. It encompasses the systemic hurdles and prejudices that sustain disparities and discrimination, often reinforced by institutional and societal norms and practices (Nelson & Prilleltensky, 2005; Scott & Wolfe, 2015).

- Systemic: the ways social, economic, and political systems and structures impact the experiences and opportunities of individuals and communities (Scott & Wolfe, 2015).
- Systemic inequality: the imbalanced dispersion of resources, opportunities, and power within a society, which is inherently woven into its social, economic, and political systems and frameworks. It encompasses how these systems actively perpetuate and strengthen disparities and discrimination, frequently at the detriment of marginalized individuals and communities (Fan & Casetti, 1994).

Self-Reflection Terms

- Awareness: the capacity to consistently make accurate decisions above random chance in response to stimuli (Merikle, 1984). It represents a self-reported acknowledgment that an observer consciously perceives a stimulus (Henley, 1984, p. 122).
- Reflection: the process of engaging in deep and critical thinking about one's experiences, actions, and beliefs in order to gain insight and understanding (Asselin, 2011; Forneris & Peden-McAlpine, 2007; Johns, 2004; Kim, 1999).
- Self-awareness: the ability to introspect one's thoughts, emotions, and behaviors and to comprehend how they are influenced by both internal and external factors. This involves recognizing one's own biases, strengths, weaknesses, and values and understanding how they can impact interactions with others (Morin, 2011).
- Self-reflection: the act of scrutinizing one's thoughts, emotions, and actions in order to acquire insight and understanding about oneself and one's experiences. It entails profound and critical contemplation of one's motivations, behaviors, and beliefs

while considering their potential effects on both oneself and others (VandenBos, 2007).

The social justice theory terms can fall under the category of self-reflection because they involve self-awareness and personal examination. The terms that overlap are cross-cultural competency, equity, equality, power, privilege, racism, social justice, and systemic inequality.

Significance of Proposed Research

This study will significantly contribute to enhancing self-reflection among undergraduate students, particularly within the context of an undergraduate Community Psychology program. While existing scholarly literature has primarily focused on the experiences of students in fields such as social work, medical education, and other health-related programs (Kanthan & Senger, 2011; Law & Rowe, 2019; Mann et al., 2009), there is a growing consensus among educators that the reflective process should be an integral part of students' learning journeys (Mann et al., 2009). As such, there is an emerging need for Community Psychology faculty members and academic coordinators or directors to explore and create opportunities, such as through journals, professional development, and conferences, to actively engage students in the practices of self-reflection and activism.

One significant aspect of this study is addressing the relative lack of attention given to pedagogical practices specifically designed for undergraduates (Lichty et al., 2019). While dedicated Community Psychology faculty members are committed to their work in undergraduate settings, they often operate in relative isolation, mainly due to the limited number of undergraduate Community Psychology programs nationwide (Lichty et al., 2019). This gap in

scholarship on undergraduate Community Psychology pedagogy and social justice teaching highlights the need for increased scholarly attention.

Another significance of this study is that there is limited research on using Photovoice as a method to reflect and facilitate process learning (Hershberg et al., 2019). Photovoice has the potential to serve as a valuable tool for instructing students in critical thinking and introducing them to a novel method of creating knowledge (Schelle et al., 2009).

Finally, this study contributes to a deeper understanding of social justice within the context of Community Psychology. By utilizing Photovoice as a method for students to reflect on and articulate their perceptions of Community Psychology, the research underscores the role of visual and narrative expression in promoting social justice awareness and advocacy. Utilizing Photovoice enables students to link their individual experiences and observations with overarching social justice principles, thereby enhancing their ability to critically engage and participate in activism within the field (Schelle et al., 2009).

Chapter Summary

The significance of reflective practice within the context of undergraduate education has evolved significantly over time. It has been recognized as an essential attribute of professional competence, as highlighted in previous research (Mann et al., 2009). Existing literature underscores the positive impact of self-reflection on academic performance and the development of crucial professional skills (Dewey, 1991). Notably, scholars have emphasized that reflexivity plays a pivotal role in fostering students' self-awareness and dedication to achieving social justice objectives (Ratts & Greenleaf, 2017).

This study seeks to contribute to our understanding of the value of the reflective process, particularly examining activities such as Photovoice within the undergraduate Community

Psychology curriculum. These activities are considered pivotal variables in fostering students' advocacy for social justice, and they are firmly rooted in the theoretical frameworks of self-reflection concepts and theories. The study draws theoretical guidance from Rawls's (1971) social justice theory as its foundational framework.

In summary, this research aims to shed light on the significance of reflection in undergraduate education, specifically emphasizing how self-reflection concepts and theories play a central role in this process. It also focuses on the role of Photovoice and its impact on students' commitment to advancing social justice goals. This study aligns with the broader objective of exploring the value of reflective practices in the undergraduate Community Psychology context and their potential to empower students as advocates for social justice, while being informed by established self-reflection theories.

Chapter 2: Literature Review of Theoretical/Conceptual Framework

Several areas of literature inform this study. First, the historical background about the field of Community Psychology and its importance in supporting social change. The social justice theory, a fundamental framework that underpins Community Psychology, revealing its theoretical foundations and practical implications. Next the pedagogical practices associated with teaching social justice principles through innovative methods such as Photovoice, shedding light on the transformative potential of visual storytelling in fostering social consciousness and activism. Additionally, it explores the pedagogical practice of self-reflection within the college classroom, a multifaceted approach to student engagement and personal growth. Lastly, this chapter delves into the intricacies of Equity, Diversity, and Inclusion (EDI) concepts, recognizing their paramount importance in the context of Community Psychology education and the broader discourse on societal well-being.

Historical Background

Community Psychology has its origins in various locations worldwide, with its roots in the United States traceable to a conference held in Swampscott, MA, in 1965. This conference brought together clinical psychologists to address the societal issues of the 1960s (Angelique & Culley, 2007; Bond et al., 2017; Fryer, 2008; Reich et al., 2007; Scott & Wolfe, 2015). During this era, the field was predominantly shaped by a perspective rooted in White male experiences. The United States was undergoing significant social transformation during this period, leading to increased awareness of power imbalances within society (Angelique & Culley, 2007).

The development of Community Psychology was influenced by two key policy changes: the National Mental Health Act and the Community Mental Health Centers Act (Angelique & Culley, 2007; Bond et al., 2017). These changes emerged against the backdrop of President

Roosevelt's New Deal during the Great Depression, which introduced federal programs to address poverty. This ideological shift gave rise to differing viewpoints on the relationship between individuals and the socio-political landscape, resulting in tension (Angelique & Culley, 2007; Bond et al., 2017). The pressing need for innovative care led to the deinstitutionalization of individuals from mental asylums across the nation (Angelique & Culley, 2007; Bond et al., 2017). Some psychologists began to shift their focus from mental health to community well-being (Angelique & Culley, 2007; Bond et al., 2017), resulting in significant advancements in addressing mental health issues in the United States.

The participants of the Swampscott Conference were deeply influenced by the national events of the 1960s, including the Vietnam War, Civil Rights Movement, Women's Rights Movement, and the emergence of the Gay Rights Movement (now known as LGBTQIA+). These events spurred individuals to advocate for an end to the war and demand fairness and peace (Angelique & Culley, 2007; Bond et al., 2017). Community Psychology practitioners responded by organizing a conference that focused on the psychology of social change. Their research centered on social change agents and political activists challenging power disparities within communities (Bennett & Anderson, 1966). These historical roots, characterized by a commitment to social transformation, fairness, and analytical perspectives, laid the foundation for the multifaceted approaches, collaborative action research, and theoretical frameworks that continue to influence the discipline (Angelique & Culley, 2007; Bennett & Anderson, 1966; Bond et al., 2017).

Community Psychology embraces ecological perspectives, social justice, and prevention. Its foundations are deeply rooted in an ecological framework that emphasizes the interplay between individual change and the environmental context (Angelique & Culley, 2007; Jason et

al., 2019; Scott & Wolfe, 2015). This ecological perspective emphasizes the importance of understanding and observing communities without disrupting or fixing them (Bond et al., 2017; Glantsman et al., 2015; Hawe, 2017). The foundations of this approach can be attributed to psychologist Kurt Lewin (Hawe, 2017; Wicker, 1985), who emphasized the need for psychologists to recognize and assess the possibilities and constraints in individuals' or groups' environments to understand their behaviors. Lewin's associates, Barker and Wright (1949), extended this idea by emphasizing the value of observing people in their everyday environments rather than in traditional laboratory settings.

Barker's (1968) theory of behavior settings describes how people interact within environments to establish patterns of behavior. In Community Psychology, "activity setting" refers to how the environment is experienced. Bronfenbrenner's (1979) ecological framework for human development, which encompasses microsystem, mesosystem, exosystem, macrosystem, and chronosystems, has significantly influenced Community Psychology and other related fields (Hawe, 2017; McLeroy et al., 1988). This framework identifies factors that enable or hinder well-being. Kelly (1968) and Trickett (1984) further expanded on Bronfenbrenner's work by focusing on community systems and key resources, advocating for the conservation and management of resources. They proposed four ecological principles for examining settings and behavior: interdependence, cycling of resources, adaptation, and succession.

Interdependence suggests that changes in one aspect of an ecosystem can impact relationships among other components of the system (Jason et al., 2016; Kelly, 1968; Trickett, 1984). The principle of cycling of resources provides insight into how ecosystems generate and utilize new resources (Jason et al., 2016; Kelly, 1968; Trickett, 1984). Adaptation refers to how environments restrict, constrain, and shape behavior, while also being shaped by individuals

within them (Jason et al., 2016; Kelly, 1968; Trickett, 1984). This concept highlights the importance of assessing those who influence adaptive roles and generate normative acceptance and support for various adaptive behaviors in a population. The principle of succession posits that communities are continually changing, with evolving demands for adaptive capacities (Jason et al., 2016; Kelly, 1968, 1979; Trickett, 1984; Trickett & Birman, 1989).

Rappaport (1981) collaborated with Kelly (1979) and Trickett (1984) to identify the strengths in communities and the foundational principles of conduct when working with them. This distinction marked the difference between the ecology of Community Psychology and the psychology of ecology. An essential principle in ecological psychology is the recognition of the diversity and strengths within communities (Rappaport, 1981; Trickett, 1984).

Sarason (1974), a theorist in Community Psychology, developed the concept of “sense of community.” This definition incorporates key aspects of Community Psychology, emphasizing that individuals exist within a larger network and structure, and that these individuals are interdependent (Jason et al., 2016). The sense of community theory suggests that when people perceive themselves as part of a larger interdependent network, they are more likely to commit to and make personal sacrifices for that group. This theory gained prominence quickly and became one of the foundational constructs in the evolving field of Community Psychology (Jason et al., 2016). It is a concept that considers an individual’s existence within a network or structure and highlights the interdependence among individuals. In theory, the constructed sense of community seeks to describe both individual-level feelings of connectedness and their implications for behaviors and settings. However, operationalizing these concepts has posed theoretical and methodological challenges (Jason et al., 2016).

One of the primary characteristics of Community Psychology is its emphasis on prevention rather than solely treating social and psychological issues. This approach involves enhancing individual skills and implementing environmental changes (Jason et al., 2019). The preventive perspective seeks to address the root causes of problems, gaining community support for the necessary resources to enact changes. While first-order change focuses on eliminating deficits and issues at the individual level, a more effective approach, known as second-order change, targets the underlying problems within the entire community (Jason et al., 2019). This preventive approach aligns with the public health model, where services are provided to at-risk groups to prevent the development of diseases or disorders (Jason et al., 2019). Community psychologists have a crucial role to play in collaborating with community groups in these broad-based, preventive community change efforts.

Introducing students to the study of Community Psychology at the undergraduate level is essential because its principles and values are relevant to current societal needs (Glantsman et al., 2015). Community Psychology programs offer students both theory and practical skills to address issues such as racism, poverty, violence, substance abuse, homelessness, and other global social challenges. Students have the opportunity to bridge the gap between the classroom and the community while acquiring valuable competencies like critical thinking and the ability to work collaboratively in diverse settings.

Respect for diversity is a fundamental value in Community Psychology (Jason et al., 2019). Understanding and appreciating the multiple dimensions of diversity, along with learning how to work within diverse community contexts, involves recognizing and addressing systems of inequality. This process requires ongoing learning and awareness of cultural differences (Tervalon & Murray-García, 1998). Community Psychology practitioners must be mindful of the

history, identities, and experiences of individuals and communities affected by prejudice and discrimination (Tervalon & Murray-García, 1998).

Theoretical Framework of Study

This qualitative descriptive study will establish the framework to support the research, research questions, and research design, drawing from the work of Creswell and Creswell (2018). The framework will be predominantly centered around the integration of Social Justice Theory and Self-Reflection Theories.

Social Justice Theory

Social Justice Theory is foundational to the community value system and embodies the principles that reflect the desired qualities of communities. It recognizes that the progress of a community is a collective task in which psychologists play a part (Sánchez Vidal, 2017). Community Psychology's focus on social justice stems from the understanding that societal problems persist when resources are unequally distributed. This theory comprises three essential components: Substantive Justice, Distributive Justice, and Procedural Justice.

Substantive Justice. Substantive justice can be defined as the “vital minimum” necessary for every person, irrespective of birthplace, skin color, gender, or other characteristics, to attain humanity and lead a dignified life. It encompasses the provision of basic material social goods, such as food, housing, employment, primary healthcare, and education, along with immaterial psychosocial goods like dignity, security, self-esteem, autonomy, interpersonal relationships, and social belonging and participation (Sánchez Vidal, 2017).

Within the context of an undergraduate Community Psychology classroom, Photovoice serves as a pedagogical tool that aligns with the principles of substantive justice. By engaging in Photovoice projects, students visually and narratively explore and document the realities of their

communities, encompassing both material and psychosocial dimensions. This approach empowers students to shed light on the presence or absence of substantive justice elements within their communities, making these issues visible and actionable.

Distributive Justice. Distributive justice is another critical aspect of social justice theory, influenced by Rawls (1971) and his theory of justice based on the social contract. Rawls proposed that a just society should embody a framework that guarantees basic freedoms and rights (Capeheart & Milovanovic, 2020; Morris, 2002). He argued for compensating individuals for misfortune and emphasized equal distribution of resources as the desired state of nature. Rawls introduced the concept of the “veil of ignorance” to ensure unbiased social contracts (Rawls, 1971).

Photovoice, when employed by students, becomes a lens through which to examine and depict disparities in resource allocation, access to opportunities, and the impact of societal structures on various community members. In the classroom, students can use Photovoice to visually represent and document disparities within their communities, contributing to discussions about distributive justice. By highlighting these disparities through their photographs and narratives, students bring attention to inequalities and inspire critical conversations and potential actions to address them.

Procedural Justice. Procedural justice involves treating others fairly and equitably, which can encompass treating everyone the same (based on the shared humanity of all) or tailoring treatment to accommodate individual and sociocultural differences, with a particular emphasis on supporting the weaker or more vulnerable (Sánchez Vidal, 2017). Sánchez Vidal has delineated a threefold role for psychologists in advancing social justice: (a) to adhere to the content and relational principles of social justice in their professional practice, (b) to speak out

against and cultivate awareness of the inequalities they uncover in their work within communities and at the societal level, and (c) to guarantee that all individuals and groups have access to the psychosocial resources mentioned. Community psychologists, in collaboration with various stakeholders such as communities and government officials, bear the collective responsibility of championing social justice. This involves a concerted effort to raise awareness regarding the imperative need for public services that ensure equitable access to essential resources for all individuals and communities (Sánchez Vidal, 2017). Procedural justice aligns with the participatory nature of Photovoice. Photovoice empowers students to engage in a participatory and inclusive process where they document their experiences, perspectives, and concerns, echoing the principles of procedural justice.

The Photovoice process itself fosters procedural justice by allowing students to express themselves and contribute to discussions about community well-being and social justice. Photovoice provides a platform for students to proactively participate in discussions with a range of stakeholders, including policymakers, community members, and organizations. By utilizing Photovoice, students not only bring attention to issues but also actively champion change, effectively embodying the principles of social justice in practical action.

In summary, social justice theory serves as the cornerstone for comprehending and tackling issues related to inequality and injustice. Concurrently, Photovoice emerges as a pragmatic and participatory pedagogical approach, enabling students to investigate, document, and advocate for matters of social justice within their communities. This amalgamation of these components empowers students, enabling them to assume proactive roles as agents of change and make meaningful contributions to the overarching objectives of Community Psychology and the promotion of social justice.

Literature Review

The literature emphasizes the importance of three interrelated themes: student self-awareness and self-reflection, cultural humility, and reflective pedagogical approaches. These themes not only form the basis for personal growth and development but also play a crucial role in fostering advocacy skills and advancing the principles of equity, diversity, and inclusion (EDI) within educational environments.

Student Awareness and Self-Reflection on Social Issues

Student self-awareness and reflection constitute essential components of personal growth and development. These attributes enable students to comprehend their motives, principles, strengths, and weaknesses. Self-awareness facilitates the examination of situations from diverse perspectives, the practice of self-control, the nurturing of creativity, and the cultivation of robust ethical foundations (Sacco & Amende, 2021). This literature review delves into the significance of student self-awareness and self-reflection, with a focus on their roles in education and personal development. The review includes an exploration of studies examining the impact of self-awareness assignments, self-reflection within medical and dental education, and interventions designed to heighten awareness of biases and unethical behaviors among students. Through an analysis of these studies, the goal is to emphasize the importance of equipping students with self-awareness and ethical awareness to enhance their prospects for success in various educational settings.

Self-awareness and self-reflection are fundamental in nurturing personal growth and development. These qualities enable individuals to assess their values, attitudes, and beliefs critically. They provide a lens through which individuals can examine their strengths and

weaknesses, fostering personal growth. Moreover, self-awareness and reflection promote empathy by allowing individuals to see situations from different perspectives.

However, facilitating the process of self-awareness and self-reflection in students can be challenging for educators. The existing literature acknowledges the limited research in this area, underscoring the necessity for inventive strategies to assist students in developing greater self-awareness and fostering their capacity for reflection.

Law and Rowe (2019) addressed this challenge by introducing a self-awareness assignment (SAA) to undergraduate social work students. This assignment consisted of four components: prewritten self-reflection, role play, peer evaluation, and post-written self-reflection. The SAA aimed to evaluate students' self-awareness of knowledge and skills in their programs (Law & Rowe, 2019). The findings revealed that students who participated in the SAA became more aware of their skills, values, and knowledge. Furthermore, the assignment provided them with opportunities to reflect on their strengths and areas that needed improvement.

The research conducted by Law and Rowe (2019) emphasizes the effectiveness of self-awareness assignments in enhancing students' self-awareness and reflective abilities. It highlights the potential for such assignments to be a valuable strategy for promoting students' knowledge and skills in various educational contexts.

Kanthan and Senger (2011) acknowledged the significance of introducing self-reflection early in medical and dental education. In their study, students registered for a first-year pathology course were exposed to a self-reflection assignment, including a one-page reflective document and reflective questions about their learning environment. The results indicated that students were proficient in reflecting on their learning styles, course content, values, beliefs, personal strengths, and areas for improvement. The introduction of self-reflection assignments at

an early stage had a positive influence on students' self-awareness and values within their educational environment.

The study by Kanthan and Senger (2011) highlights the potential benefits of incorporating self-reflection into the early stages of students' educational journeys. By doing so, educators can enhance students' self-awareness and values, ultimately contributing to increased engagement and academic success.

Tomlin et al. (2019) adopted a distinct approach by creating an intervention module designed to heighten students' awareness of their vulnerability to unconscious biases and unethical behaviors. The research encompassed 137 undergraduate students who were enrolled in a problem-based learning (PBL) course. The interventions offered insights into identifying ethical dilemmas and nurturing moral humility and courage, equipping students to confront psychological biases in real-life scenarios.

The results from Tomlin et al.'s (2019) research underscore the importance of interventions in fostering ethical awareness and encouraging self-reflection among students. Their findings suggest that it is imperative for students not only to be informed about potential ethical concerns but also to be inspired and motivated to apply these insights beyond the confines of the classroom. This underscores the significance of providing students with the skills and a mindset that are essential for effectively addressing real-world challenges in an ethical manner.

Student self-awareness and self-reflection are integral components of personal growth and development. These qualities empower students to view situations from multiple perspectives, exercise self-control, embrace creativity, and build strong ethical foundations. Facilitating the process of self-awareness and self-reflection in educational settings presents challenges, but innovative approaches like self-awareness assignments, early introduction of self-

reflection in medical and dental education, and interventions for raising awareness of biases and unethical behaviors have shown promising results.

Cultural Humility

Community Psychology incorporates cultural humility for students on an intrapersonal level—including self-critique, recognition, and acceptance of bias and assumptions—and an interpersonal level—including the ability to engage with others mindfully. Cultural humility is the ability to approach different cultures with respect and recognize the power dynamics that impact relationships (Thai & Lien, 2019). It is important to be committed to moving beyond one's biases and actively engage in self-reflection and self-critique (Tervalon & Murray-García, 1998).

The learning process regarding diversity and social justice occurs through classroom discussions where students share their experiences and ideas with their peers (Rupert & Falk, 2018). This dialogue offers a space in which students can talk about their experiences and hear others' stories (Nixon et al., 2010). Such dialogue allows students to feel comfortable about being honest, understand privilege, engage in healthy disagreement, understand self, and grow (Rupert & Falk, 2018). Having students refrain from discussing social justice topics and giving their opinions based on life experiences can negatively affect how they interact with clients and colleagues in the future (Mayhew & DeLuca Fernandez, 2007; Sue, 2013). Examining one's personal lived experiences can potentially broaden students' perspectives and anchor them in an appreciation of the shared human experience, fostering mutual understanding, and cultivating respect for the insights of others (Day & Glick, 2000; Kurtyka, 2010; Motulsky et al., 2014). Frequently, students shy away from engaging in discussions about social justice due to the perception that these topics might be contentious or offensive. However, effective learning

should involve addressing concrete and sometimes sensitive subjects, rather than avoiding them (Sue, 2013).

Community Psychology and the activism linked to this discipline offer valuable tools for addressing systemic inequalities. By employing the ecological perspective and the Community Psychology framework, we can effectively scrutinize modern society, particularly its unequal distribution of power and privilege (Hershberg et al., 2019). This theory allows for the examination of interactions among groups, organizations, and communities within specific contexts, providing valuable insights for shaping strategies for community interventions (Kelly, 1968).

Self-reflection involves a process in which a person analyzes who they are, what they believe and value, and why they respond or act the way they do (Mulder & Dull, 2014). Self-understanding and self-development are crucial to self-development. Community Psychology education requires students to demonstrate they can engage in self-reflection about their worldview, culture, and identity (Dalton & Wolfe, 2012; Jason et al, 2019). Additionally, they may look at how worldview, culture, and identity influence their perceptions and how they relate to or affect interactions within the community with which they are building a relationship.

Designing classroom activities that encourage students to self-reflect and share personal experiences within a safe space enriches the learning environment. Discussing social justice and injustice in the classroom may also lead to discomfort as it often challenges various ideas, perceptions, and viewpoints.

Reflective Pedagogical Approaches

Reflective activities are increasingly being integrated into undergraduate, graduate, and professional programs spanning various fields of study (Mann et al., 2009). Engaging students in

their own learning and affording them chances to reflect on their educational experiences contribute to improved academic performance (Mann et al., 2009; Menekse, 2020). Lew and Schmidt (2011) evaluated whether journaling was an effective method for student self-reflection and if it caused students to perform better academically. A study involving 690 first-year applied science students collected reflection journals that indicated students were engaging in reflection on both the process and content of their learning (Lew & Schmidt, 2011). The results indicated that when students reflected on how and what they learned, it correlated with academic improvement (Lew & Schmidt, 2011).

Carr and Johnson (2013) investigated whether reflection and insight scores correlate with academic performance in 162 year-four medical students from a six-year undergraduate medical degree and whether self-reflection and insight change after one year of clinical training. There was an increase in students' recognition of the need for reflection after one year of clinical studies (Carr & Johnson, 2013). This was an ongoing study until the students graduated.

In a study involving 994 medical students from a U.S. institution, Stephens et al. (2012) examined various measures of academic performance. The research highlighted that self-reflection skills are frequently neglected in undergraduate medical curricula. All students participated in a first-year course focused on the human context of healthcare, which included a graded reflective writing essay. At the end of the course, a correlation was observed between the grades for this essay and the students' overall grade point average for their entire degree. These findings underscored the significance of writing and self-reflection skills in educational outcomes (Stephens et al., 2012).

Burnett et al. (2008) conducted an assessment of 132 reflective accounts written by final-year medical students who were introduced to a hand hygiene unit. Developing the ability to

reflect on the theory and practice of hand hygiene presented a significant challenge. However, the findings suggested that the students were ultimately able to effectively link theory to practice in the program.

Menekse et al. (2020) investigated academic achievement and the role of reflection prompts in various aspects of engagement among 208 engineering students in two sections of a required first-year engineering course. Their findings made valuable contributions to the literature regarding the impact of different reflection prompts on student engagement and academic performance.

Davies et al. (2013) explored the benefits of intergenerational contact between older and young adults in the context of nursing education. This study analyzed student reflective journals as part of an evaluation of an undergraduate gerontological nursing course. The research involved older adults receiving visits from designated students to share aspects of their lived experiences. The analysis of 80 journals completed by 59 students identified four major themes: becoming aware, making connections, seeing the unique person, and valuing intergenerational relationships. The journal comments suggested that these visits prompted students to develop a growing awareness of experiences related to aging and challenged them to reflect on and see older adults in a different light (Davies et al., 2013).

The study conducted by Davies et al. (2013) showed that nursing students who engaged in intergenerational contact and reflective journaling continued to develop positive perceptions of older adults and gained a deeper understanding of aging processes. This positive transformation in their perceptions and understanding can better prepare them to work effectively with older people in various care settings throughout their careers.

The findings suggest the potential of reflective journaling as a transformative educational tool in nursing programs. Future recommendations could focus on further exploring how reflective journaling can impact nursing students' values and practices related to older adults, with an emphasis on long-term effects and strategies to integrate such practices into nursing education curricula (Menekse et al., 2020). Various nurses would quit their jobs due to various bad experiences with older people. However, a change of perspective among such nurses has seen a growth of positivity about the nurses' work and the opening of new opportunities for nurse students (Carr & Johnson, 2013). Moreover, the incorporation of professional values in training has affected the problem-solving process, elderly patient interactions, decision-making and patient care, and the formation of a positive student attitude (Lew & Schmidt, 2011).

Photovoice as a Pedagogical Tool

Photovoice is a qualitative research method that enables researchers from various fields to gain insights into individuals' perceptions of their everyday experiences and realities (Foster-Fishman et al., 2005). It has been employed in diverse cultural contexts and with various populations to investigate community issues and social inquiries (Nykiforuk et al., 2011). Photovoice serves as a powerful tool for representing experiences and conveying knowledge about topics that may be challenging to articulate using words alone (Wang & Burris, 1997). Through the use of photography, Photovoice allows researchers to initiate in-depth discussions with participants to further explore their perspectives on the subject matter (Darbyshire et al., 2005). This dialogic process facilitates a deeper understanding of the issue from the participants' viewpoints and can inform potential interventions or solutions for the community.

Photovoice serves as a community-based and participatory action-research method utilized by marginalized individuals and community groups. It facilitates the expression and

communication of their experiences to influential decision-making bodies, including organizations and institutions (Wang & Burris, 1997). While photographs inherently offer room for various interpretations, the true potency lies in the narrative woven by the photographer, resulting in a profound and impactful experience (Woodgate et al., 2017, p. 1). Photovoice transcends the mere visual display of images; it encompasses the art of storytelling. It empowers participants to actively engage in the research process, fostering a creative outlet for expressing their narratives through the medium of photos. This process not only enhances their awareness but also cultivates a critical understanding of the injustices ingrained in societal systems, empowering them to devise strategies to address these issues (Foster-Fishman et al., 2010; Freire, 1970).

Over the past several decades, Photovoice has gained prominence within undergraduate and graduate programs across various fields, including human services, psychology, clinical studies, and medical education. It has been increasingly employed as a pedagogical tool to acquaint students with the core tenets of their respective disciplines (Goodhart et al., 2006; Jaiswal et al., 2016; Latz, 2015; Mulder & Dull, 2014).

Photovoice has been used to engage students in classroom learning, address important social issues, and make a change (Hershberg et al., 2019). It is effective because it uses participatory and experiential learning experiences. Photovoice allows students to investigate issues in community-based settings and motivates them to change within these settings (Seitz et al., 2014). The participants feel empowered if they are working on issues that affect their communities and are relevant to them (Wang & Burris, 1997).

Photovoice allows for a student-centered approach in which students are actively engaged. In most traditional colleges, learner-centered instruction is not commonly used. The

traditional lecture, note-taking, and fact memorization do not keep students engaged in learning (Walczyk et al., 2007). The nontraditional pedagogical approach allows the student to bring in prior knowledge, challenge misconceptions, build knowledge, and tap into their learning styles (Gallucci, 2006).

Although instructors and scholars have been using Photovoice as a tool in the classroom. There are a few examples of how it has impacted students from students' perspectives (Lichty, 2013). To enhance group discussions, photos can be used to express or give visuals to a discussion. Photovoice is a method of self-expression by use of a camera. It is a method of communication and demonstration of a personal perspective by the user of the device. The point is not the device itself or what it captures in visual images. It is about the message the user intends to express (Fletcher & Cambre, 2009). Using Photovoice, students use their voices to bring their pictures to life.

Mulder and Dull (2014) conducted a study that delved into the incorporation of Photovoice as an innovative educational tool within the classroom environment. In their research, first-year Master of Social Work Students engaged in Photovoice to embark on a journey of self-reflection, focusing on the exploration of their personal life experiences, values, and perceptions. They then sought to establish connections between these reflections and the field of social work practice (Mulder & Dull, 2014). This experiential approach introduced an element of creativity into the classroom, enabling students to find their voices and engage in critical thinking concerning social work practice and the application of self-awareness. Furthermore, it's worth noting that Photovoice isn't limited to educational settings but can also find utility in working with clients.

Stroud (2014) also contributed to the discourse by investigating the pedagogical potential of Photovoice in the context of two introductory undergraduate chemistry courses designed for students with non-science majors. The integration of Photovoice as a student-centered learning activity marked a significant departure from the traditional lecture-based, teacher-centered approach often associated with the teaching of chemistry. This innovative use of Photovoice aimed to transform the educational experience, making it more engaging and participatory for students. For the average student enrolled in introductory chemistry courses, concepts may seem difficult to learn. Difficulties associated with learning chemistry are exacerbated by the continued use of teacher-centered rather than student-centered pedagogical approaches in introductory chemistry courses.

Stroud (2014) explored the use of Photovoice as a pedagogical tool within the context of two introductory chemistry courses, CHEM02 and CHEM04, which were designed for undergraduate students majoring in fields outside of science. All Photovoice student participants ($n = 38$) were enrolled in either the CHEM02 or CHEM04 courses. Students were asked to express their personal perspectives using their own photographs and narratives (Stroud, 2014). The pedagogical project was evaluated using the Photovoice component, written component, and self-assessment (Stroud, 2014). Students voiced confidence and satisfaction in the final Photovoice presentation because group members chose photos and presentation styles themselves. Through narration and photos, students linked course content to their experiences, thus exhibiting relevance. Student participants also documented the relevance of chemistry-related issues to their nonscience areas of interest (Stroud, 2014). The use of Photovoice as a pedagogical activity in the two undergraduate introductory courses for nonscience majors, CHEM02 and CHEM04, served as a bridge between the objective mode of inquiry typically

associated with chemistry and the engaged, transformative approach of participatory action research (Stroud, 2014). This approach aimed to create a more interactive and meaningful learning experience for students, aligning with the goals of participatory action research while teaching chemistry to non-science majors (Stroud, 2014).

Cooper et al. (2017) conducted a reflection on their experiences with implementing Photovoice as an experiential pedagogical strategy in a college course titled “Principles of Community and Public Health,” offered at the third- and fourth-year levels. The primary goal of the Photovoice assignment was to enhance students’ awareness of the health challenges faced by community members, preparing them to assist these individuals in achieving healthier lives (Cooper et al., 2017). The authors expressed concerns about students perceiving the community members solely as data rather than recognizing them as real individuals residing in actual communities (Cooper et al., 2017). Additionally, the students lacked a meaningful connection with the communities they lived in during the course of the assignment.

The Photovoice assignment, implemented midway through the semester, consisted of four phases, commencing with an orientation to Photovoice and its purpose and concluding with a wall display of student photographs, as described by Cooper et al. (2017). Over a three-year period, students in the course contributed a total of 150 photographs as examples, organizing them thematically based on the major community health topics covered in the curriculum. The selection process focused on photos that had a substantial impact on the student body as a whole and were accompanied by narratives related to community health and aligned with the underlying theoretical framework of the assignment (Cooper et al., 2017).

Cooper et al. (2017) observed that the introduction of Photovoice facilitated dialogic engagement within the classroom, encouraged experiential learning through interaction with the

physical environment, and enhanced student agency by shifting away from the traditional teacher-as-authority model. Through this assignment, students developed a deeper understanding that photographs do not offer a completely objective view of an object or scene but instead provide a specific way of perceiving it (Cooper et al., 2017). These photographs served as a bridge between individuals who may not fully comprehend the differing perspectives through which they see the world (Cooper et al., 2017, p. 465). The findings highlighted that employing Photovoice as a data collection tool empowered students to engage in critical thinking and become agents of change.

Hernandez et al. (2014) conducted a study to examine the effects of service learning, coupled with a Photovoice methodology, on young children and college students. This research utilized both quantitative and qualitative methods to gain insights into how this combination of service learning and Photovoice could serve as an empowering pedagogical practice for participants. The study aimed to facilitate a shared learning experience between college students and young children through service learning, specifically Photovoice (Hernandez et al., 2014).

The research posited that education should provide a means to connect students' real-life experiences with their learning. Institutions of higher education have faced challenges in offering stimulating and diverse forms of service-learning experiences to university students (Hernandez et al., 2014; Quezada & Christopherson, 2005). Ethridge and Branscomb (2009) previously employed a service-learning project, where university students utilized an anti-bias curriculum with young children, to explore parallel learning processes between the children and the adults. In the study conducted by Hernandez et al. (2014), service learning and Photovoice methodology were combined to compare the pedagogical effects of service learning on college students and young children.

To adapt the Photovoice methodology for preschool-age children, the study examined how visual imagery could enhance and evaluate learning experiences for both groups (Hernandez et al., 2014). Participants were selected from two Southern California universities, specifically undergraduate students currently enrolled in a service-learning course (Hernandez et al., 2014). The study involved 39 college students aged 18–26, selected from a total of 119 students, who participated in a Qualtrics survey. Additionally, 25 preschool children between three and a half to five years of age were randomly chosen from three different classrooms at a private, nonprofit, university-based childcare center (Hernandez et al., 2014). All Photovoice sessions were recorded and transcribed verbatim for subsequent analysis.

The study's findings revealed five themes: leadership, service and giving back, love and happiness, mutual/bidirectional impact, and awareness of community needs (Hernandez et al., 2014). The results indicated that the same volunteer functions inventory (VFI) measured the motivation in the Photovoice themes, suggesting that preschoolers and undergraduate college students may share similar motivations when engaging in service (Hernandez et al., 2014). While the themes observed in college students also applied to the children in most cases, two themes, leadership and mutual or bidirectional impact, were exceptions. This observation underscores the potential need to address leadership in the curriculum for young children (Hernandez et al., 2014). Explaining how children can function as leaders could be a valuable addition to their educational experiences.

The study concluded that service learning, combined with Photovoice methods, had significant implications for future research aimed at understanding the pedagogical impact of extending student learning beyond the classroom and into the community (Hernandez et al., 2014). Additionally, it highlighted the potential for fostering communication among students

undergoing service learning and their growth, not only in leadership skills but also in their confidence to exercise leadership activities (Davies et al., 2013). Cooper et al. (2017) also contributed perspectives challenging students' thoughts and views on the world, thereby contributing to the development of their self-identity.

Developing Advocacy Skills in the Classroom

Psychology advocacy involves the process of informing and assisting decision-makers to promote the interests of various stakeholders, including clients, healthcare systems, public welfare issues, and the field of professional psychology (Lating et al., 2009). The National Council of Schools and Programs of Professional Psychology (NCSPP) has a central mission focused on the continuous improvement and enhancement of professional psychology education and training (Lating et al., 2009; Peterson et al., 2010). In recent years, there has been a growing recognition of the importance of advocacy training at all levels of education. NCSPP has incorporated the concept of advocacy into the development of its educational paradigm (Lating et al., 2009).

Advocacy in psychology can be viewed from two distinct perspectives: advocating for societal needs and advocating for the interests of professional psychology through legislative efforts (Lating et al., 2009). These two aspects are intertwined with the broader context of social justice, which encompasses resource distribution, access to opportunities, and the allocation of privileges within society.

Recognizing the significance of advocacy in psychology, NCSPP member programs took a significant step in 2004 by adopting advocacy as a professional value and attitude (Lating et al., 2009). Subsequently, the NCSPP's executive committee initiated the development of the 2005 NCSPP self-study, which involved contacting lead delegates from the 57 member programs to

complete an online self-study survey (Lating et al., 2009). While the data revealed that over 60% of programs reported not offering specific advocacy training, other findings indicated a commitment to community and public service (Lating et al., 2009).

It is becoming increasingly clear that training a new generation of advocate psychologists is essential for the future of the profession and to ensure that the diverse needs of society are adequately addressed (Barnett, 2004). Separating the issues related to advocating for societal needs and advocating for professional psychology through legislative efforts will enable the development of more effective strategies to enhance the quality of life for various community members and uphold principles of social justice).

Healthcare professionals at the Rutgers University Health Services Department of Health Education utilized Photovoice as a research method to assess students' lives and health needs (Goodhart et al., 2006; Lyons et al., 2015). This study empowered students as they took charge of the project themselves, involving 75 students and health educators at Rutgers University. Through photography and qualitative analysis, students collected data and had the opportunity to express their concerns. They also engaged with policymakers to discuss their photos and provide recommendations for potential changes (Goodhart et al., 2006; Lyons et al., 2015).

The growing recognition of the importance of systematic and evidence-based approaches to mental health policy development has led to an increased need for public policy advocacy training for psychology trainees and psychologists (Lyons et al., 2015). One significant barrier to advocacy involvement is the lack of awareness of advocacy issues. Advocacy training has the potential to address these barriers by increasing motivation for involvement, enhancing the sense of competence in influencing policies, and improving knowledge of current issues. Public policy advocacy is vital for raising awareness of legislative matters, such as funding for psychology

training, research, and the establishment of new treatment centers (Barnett, 2004; Fox, 2008; Lyons et al., 2015).

Lyons et al. (2015) conducted a study to assess the relationship between training in public policy advocacy and the frequency of engagement in advocacy-related activities. Their sample included 79 graduate trainees and professionals in psychology. The preliminary results of this study indicated that the amount of time spent on advocacy activities increased with more hours invested in specific public policy advocacy training (Lyons et al., 2015). This study addresses a significant gap in the literature by examining the connection between reported hours of public policy advocacy training and the advocacy efforts of individuals preparing for careers in psychology. The findings emphasize the importance of public policy advocacy training at the graduate level, fostering future psychology professionals who are actively engaged advocates, informed influencers of policy decisions, and active participants in their communities (Lyons et al., 2015).

Advocacy within the field of social work has historical roots dating back to the Progressive Era, which spanned from the 1890s to 1920 (DiNitto & Johnson, 2011; Hasson & Sellers, 2020). While advocacy is widely recognized as a crucial aspect of social work practice, research indicates that the various roles social workers assume in practice settings can sometimes limit the time they can dedicate to advocacy on behalf of their clients (Hasson & Sellers, 2020; Herbert & Levin, 1996).

Incorporating group role-play exercises into classroom settings can be an effective pedagogical approach for teaching advocacy skills, but their success depends on how instructors introduce and manage these exercises. Moss (2000) has identified key features of group role-play exercises that support students who may experience distress when dealing with sensitive

material. These features include pausing the exercise for discussion and allowing students to take a break from the exercise if needed. Building on Moss's work, the teaching approach described in this context employs large group role-play and performance to impart social work content specific to advocacy skills (Hasson & Sellers, 2020).

To contextualize this role-play exercise, the debate surrounding the American Health Care Act (AHCA) of 2017 is used as a subject matter (Hasson & Sellers, 2020). The exercise begins with a brief overview of the AHCA, providing students with relevant context for the simulation (Hasson & Sellers, 2020).

During this exercise, participants engage in two simulations presented as scripted scenarios acted out through group role-play. Students are given the choice to assume the roles of a social worker/advocate, patient or healthcare consumer, legislator, or legislative aide (Hasson & Sellers, 2020). The aim of this group role-play exercise is to contribute to the evolving development of teaching methods that bridge the gap between practice and education within the field of social work. By promoting increased student interaction in the classroom, this exercise challenges educators to diversify their pedagogical approaches (Hasson & Sellers, 2020; Kinney & Aspinwall-Roberts, 2010).

Community Psychology students are challenged to critically think about how marginality, inequality, and power play a part in their own lives and the lives of others (Hershberg et al., 2019). People are placed in various margins of society that prevent access to resources and opportunities, the freedom of choice that they need to make at various stages in life, and the development of personal capabilities. Community Psychology studies will help address this prevalence of pain in people who are socially marginalized (Hershberg et al., 2019). Furthermore, Community Psychology enhances equal access to and use of resources across

various domains that come up in disparities across gender, race, class, and other important social makers (Hershberg et al., 2019). Community Psychology, as a discipline, encompasses the capacity to influence the decision-making process and the allocation of resources, both in the public and private sectors, within a community.

Equity, Diversity, and Inclusion

Perez et al. (2020) conducted a critical constructivist comparative case study involving 44 graduate students from various disciplines and institutions to explore how these students were socialized to equity, diversity, and inclusion (EDI) throughout their educational experiences. Critical constructivism, the theoretical framework of the study, suggests that individuals construct knowledge and reality through their interpretations of experiences, which are influenced and constrained by systems of oppression.

The findings of the study are organized into three main dimensions:

1. Content (What students learned about EDI): The study revealed that EDI was often omitted from discussions within students' departments. Many participants with minoritized identities felt marginalized, tokenized, or even targeted based on their identities due to this omission.
2. Process (How students learned about EDI): The research highlighted the need for academic departments to consistently provide intentional opportunities for individuals to learn about EDI in their respective disciplines and fields.
3. Outcomes (Effects of EDI socialization on participants): The study emphasized the importance of creating inclusive learning environments and preparing graduate students to contribute to a complex and interdependent global society.

These findings underscore the significance of incorporating EDI into graduate education and ensuring that students from diverse backgrounds have the resources and support needed to navigate their academic journeys.

Super et al. (2021) discussed the integration of Equity, Diversity, and Inclusion (EDI) and Universal Design for Learning (UDL) principles into first-year, undergraduate ecology and evolution introductory lessons during the COVID-19 pandemic. They emphasized the importance of incorporating EDI into higher education and highlighted the diversity of undergraduate learners who come to the classroom with various cultural backgrounds, talents, orientations, and expectations.

Universal Design for Learning (UDL) is an educational framework that promotes inclusive classroom design to accommodate all students, especially those who may be marginalized by traditional teaching approaches. The study focused on reflective practices as a means to facilitate learner agency and create an inclusive classroom environment.

To gather insights for this study, two focus group meetings were conducted to discuss online learning, including its challenges and potential solutions. The study aimed to use reflective practice questions and UDL rubrics to promote positive actions for equity, diversity, and inclusion both within the classroom and beyond.

Summary

In conclusion, the community is critical for its members to thrive. Every member relies on the community for the protection of their mental health and wellness (Ayala et al., 2011). By working to design strategies for dealing with issues arising in the community, providing necessary interventions, and merging them with professionalism, this project aims to ensure that community members have access to resources that they need to reach their full potential.

Reflection and self-awareness are vital in this case because the first stage of understanding the whole community is understanding oneself. Community Psychology students will need to develop skills in handling community issues and review their effectiveness, rather than carrying on doing things just the way they have been doing them (Ayala et al., 2011). Reflection, for instance, is all about questioning, though in a positive way—what one does, why they do it—and then evaluating whether there can be better ways of doing that.

However, reflection and self-awareness will not be effective unless merged with various effective class strategies, including journaling and photo voicing, where students express their ideas on camera (Ayala et al., 2011). The two are essentially made to involve students in the process of taking part in handling cases of community injustice.

I devised several tools to assess how the former Community Psychology undergraduate class from a university in Southern California uses class reflective activities and Photovoice to understand and take part in the social justice process. These tools are covered in Chapter 3.

Chapter 3: Method

The purpose of this qualitative study was to explore how former Community Psychology undergraduate students describe their experiences using reflective Photovoice activities to learn about and become involved in social justice. This chapter explains the methods employed to address the research questions, elucidates the rationale behind them, and presents the specifics of the data collection and analysis plan.

The research questions for this study were the following:

- RQ1: How do former Community Psychology undergraduate students describe their experiences with Photovoice as a technique for raising their own self-awareness?
- RQ2: How do former Community Psychology undergraduate students describe Photovoice as a technique for becoming involved in social justice?

Research Methodological Approach and Study Design

I chose the qualitative descriptive approach for this study as it allows the researcher to produce a rich description and in-depth understanding of the phenomenon of interest and the cultural or lived experience of people in natural settings (Magilvy & Thomas, 2009). In a qualitative study, the researcher is the instrument of research, meaning data are generated by asking questions in personal interviews or focus groups, making observations and recording notes, possibly participating in an event, and reflecting on this participation, or taking photographs (Magilvy & Thomas, 2009).

Qualitative methods examine the context and conditions related to an issue and provide answers to questions of impact and social concern. This approach to scholarly inquiry is different from the quantitative approach, which focus on theory and hypothesis, a large group of respondents, multiple choice or close-ended question/surveys, and testing numeric data using

statistical analysis, graphs, and charts (Creswell & Creswell, 2018; Creswell & Poth, 2018; Scott & Wolfe, 2015). Quantitative methods focus on theory and hypothesis, a large group of respondents, multiple choice or close-ended questions/surveys, and testing numeric data using statistical analysis, graphs, and charts (Creswell & Creswell, 2018; Creswell & Poth, 2018; Scott & Wolfe, 2015).

Qualitative research has found applications across various disciplines, including Community Psychology. This research approach aligns well with the values of community research and action (Creswell & Creswell, 2018), and community psychologists have acknowledged its effectiveness as an inquiry method over the past two decades (Stein & Mankowski, 2004).

I used a qualitative descriptive design to explore the experiences of those who participated in a Community Psychology degree program at a university in California. The descriptive design is a flexible design used by practitioners in their field of study to examine the participants' experiences or perceptions about a problem. It is a comprehensive and flexible qualitative design because it can borrow or utilize methods from other designs so that it fits the situation.

Other qualitative methodologies that have some descriptive domains are grounded theory, phenomenological research, and ethnography. While I considered these designs, I chose qualitative descriptive because of its relevance to mental health and human sociology research, which is closely concerned with matters of community welfare and psychology (Palinkas, 2014). This design has provided an excellent method to address various social justice issues, with the main focus not only adding to the theoretical and conceptual understanding in this field but also

contributing to change and quality improvement in the entire community justice practice setting (Creswell & Creswell, 2018).

Target Population and Sample

Out of the eleven BA Community Psychology programs registered with the Society for Community Research and Action (SCRA) in North America (The Society for Community Research and Action, 2023), this study focused on alumni from one Southern California university's program. This university is the only one in California, registered with SCRA, offering a BA Community Psychology program that began in 2018. On average, the program graduates approximately 10 students per academic year. Additionally, there are a total of 33 graduate programs in North America and 3 international graduate programs registered with SCRA. During the period from Summer 2020 to Spring 2023, there were a total of twenty-eight BA program graduates at the selected university, but only twelve former students aged 28 to 36 met the study's eligibility criteria. All eligible alumni received invitations to participate, and I employed network sampling, reaching out directly via their personal email addresses. The selection criteria included being an alumnus of the Community Psychology program who had completed the Photovoice assignments, while current students who had completed the assignment were excluded.

Sources of Data and Collection Strategies

I collected data from alumni through interviews and gathering of artifacts. The artifacts included their completed Photovoice assignments (Table 1).

Table 1*Community Psychology Student Data Resources*

Course	Photovoice assignment	Description of artifacts
Introduction to Community Psychology	Photovoice (weekly assignment) <ul style="list-style-type: none"> Assigned a word from the readings. Photo was taken to represent the word. Journal what the word means to them and how it connects to them. Present the photo and reflection to the class. The student may submit up to five slides per week. Online students submitted the assignment weekly for 6 weeks. Ground/face-to-face students submitted the assignment weekly for 13 weeks. 	Online students <ul style="list-style-type: none"> The online students will submit approximately 30 PowerPoint Photovoice slides. In addition, they will submit seven video discussions of their slides. Ground (face-to-face) students <ul style="list-style-type: none"> The ground students will submit approximately 65 PowerPoint Photovoice slides.

Photovoice Assignment Artifact

I used the Photovoice assignments as artifacts in the data collection process. Photovoice was integrated into the Community Psychology curriculum and provided a vital platform for the psychology students to visually portray their experiences about social justice issues and share among themselves the knowledge they have about the latter, which could have been otherwise hard to express if only words were used (Lating et al., 2009). Students who completed the Photovoice assignment used photography and group dialogue to talk about their pictures. Group dialogue was different for the students in the ground (face-to-face) modality versus the students who were in the online modality. In the ground course, after the students presented their 5–10-minute presentation, they engage in dialogue with their peers and the faculty. In the online course, the students presented their Photovoice on video and uploaded it to their discussion assignment. The other students in the course watched the video and responded. This dialogue broadened students' knowledge about issues of concern to individuals in marginalized

communities (Lating et al., 2009). The advantage of having this artifact is that it provides an opportunity for the researcher to understand the student's perspectives of what the word or the theme was for each week of the class.

Interview Process

Interviews with graduates of this targeted Community Psychology program at a university in California provided valuable information for contextualizing the artifacts because of the nature of its direct contact. The interviews allowed participants to tell their stories and go in-depth about their experiences (Creswell & Creswell, 2018). This is an added advantage, unlike in other data sources where the participants submit prior assignments. Also, the researcher, as the interviewer, can understand the interviewees better. In addition, there is freedom and flexibility in exploring the respondents' opinions that might not be obtained through written forms (Comer & Vega, 2015). I planned a semistructured interview format to ensure interview questions aligned with the research questions. I conducted the interviews virtually on Zoom and recorded them on Otter.ai with consent of the study participants.

I created an initial interview guide and used best practices in organizing interviews, including arranging questions, starting with easier questions and going forward to more challenging ones, setting good interview environments, and establishing and sticking to the timeline communicated to interviewees before the process began (Creswell & Creswell, 2018). I validated the interview guide prior to implementation using content experts familiar with the focus of the study (see Appendix E). Once validated, I conducted a pilot interview to ensure timing and recording capabilities.

Semistructured individual interviews were conducted on Zoom, providing participants with a flexible and relaxed setting (Sandelowski, 2000). These interviews lasted approximately

45 minutes. The interviews were recorded and transcribed using Otter.ai, a secure and encrypted platform, and handwritten notes were also taken (Creswell & Creswell, 2018). The interview questions listed in Table 2 were posed to the participants.

Table 2

Research Questions and Corresponding Interview Questions

Research Questions	Interview Questions
RQ1: How do former Community Psychology undergraduate students describe their experiences with Photovoice as a technique for raising their own self-awareness?	IQ1: Tell me about what motivated you to enter the Community Psychology program. Share two reasons. IQ2: How did Photovoice activities increase your knowledge about the subject? IQ3: How did Photovoice assist you with developing self-awareness? Please provide examples. IQ4: How did Photovoice activity connect to your lived experiences? Based on the examples provided, how did the use of Photovoice aid in your lived experience? IQ5: What did the use of Photovoice add to your learning? IQ6: What two things did you learn from seeing other students' photos and hearing their stories?
RQ2: How do former Community Psychology undergraduate students describe Photovoice as a technique for becoming involved in social justice?	IQ7: In what ways did your engagement with social justice change during the program? IQ8: Since you have now had experience with Photovoice, in what ways can it be used as a tool to connect you to a community?

Human Subjects Consideration

This research posed minimal risks to participants and qualified as being exempt under category 2. This research is exempt because it involves conducting interviews and collecting documents and artifacts from Community Psychology graduates from a California university (Creswell & Creswell, 2018). This research qualifies as having no or minimal risk to subjects and is exempt from most of the legal requirements by the federal policy board that aims to protect human subjects from the harm that might arise from interviews (Pepperdine University, 2018).

Once Pepperdine's IRB committee approved the study (see Appendix B), I began the recruiting process and sent informed consent letters to potential participants. After potential participants returned the signed informed consent, I collected the participants' artifacts and scheduled interviews.

I emailed an invitation to participate to potential participants (see Appendix C). The recruitment email included an attachment with an informed consent document. During recruitment, I informed potential participants how the data would be collected and stored and procedures and protocols regarding confidential coding with specific data collection activities. Potential participants signed and returned the informed consent prior to any data collection (see Appendix D). I collected the weekly Photovoice PowerPoint slides and recordings from the online students. Using purposeful documents and visuals can assist the researcher in understanding the problem and research questions (Creswell & Creswell, 2018).

Research participants can experience a perceived risk when there is a power differential between themselves and the researchers. This can happen when participants feel that they have less power or control over the research process or when they perceive that their participation may have negative consequences for them (Creswell & Creswell, 2018; Creswell & Poth, 2018). Power differential can be influenced by various factors, such as age, gender, ethnicity, socioeconomic status, and educational level. This perceived risk can lead to participants feeling vulnerable, anxious, or hesitant to disclose information, which may affect the quality and accuracy of the research data (Creswell & Creswell, 2018; Creswell & Poth, 2018).

To manage the perceived risk based on power differential, I took steps to ensure that participants felt safe and comfortable throughout the research process. This was achieved by creating a supportive environment, providing clear and honest information about the study's

purpose, procedures, and potential risks and benefits (Creswell & Creswell, 2018). I obtained informed consent from participants, allowing them to freely choose whether to participate.

To protect confidentiality, I stored the research data on my, password protected, personal computer. In addition, I stored information on their hard drive for extra protection. I gave the participants pseudonyms. I reminded participants that they could stop participating at any time without penalty. Participants could request to turn off the recording on Otter.ai at any time. I did not disclose the names of the participants. These measures guarded against an unexpected breach of confidentiality.

I recorded the interviews on Otter.ai with the permission and consent of the participants. Before the interview, I asked the participants to sign in to Zoom with a pseudonym. This ensured that the participants' names were not on the recordings. Additionally, I took measures to avoid increased risk by recording the audio with Otter.ai, a secure and encrypted platform. I was the only person with access to the Otter.ai recordings. I deleted the recordings from the Otter.ai account after uploading them to a password-protected computer. Similarly, I stored the artifacts on a password-protected computer. All research data will be stored on the researcher's password-protected computer for a minimum three year time period and then will be destroyed. By actively managing the perceived risk based on power differential, the researcher can improve the quality and validity of their research results while respecting the participants' rights and well-being.

Data Analysis Processes

Thematic analysis proved to be a suitable method for examining the interview and artifact data. Qualitative research entails the concurrent collection and analysis of data, which includes interpreting textual and visual data. This process involves ongoing reflection on the data, as the researcher continuously analyzes the data while simultaneously collecting it and preparing

reports (Creswell & Creswell, 2018). When analyzing the data, I adhered to the procedures outlined by Creswell and Creswell (2018):

1. Data was organized and prepared for analysis. Once the interview was complete, I used Otter.ai to transcribe.
2. Reading the data. I read through the gathered data and reflected on the overall meaning. Reflecting on data may include recording general thoughts in the margins or a journal.
3. Coding the data. Coding is when the researcher organizes chunks of text to bring forth the meaning of the information (Creswell & Creswell, 2018). For this study, I used Quirkos. When using Quirkos to code artifacts and interviews, it was important to follow a systematic coding approach that reflected the research question and objectives.
4. Build categories and themes. I reviewed and analyzed the coded data to identify patterns and themes.
5. Create final themes and visuals to display the findings. I labeled the themes and categories.
6. Interpreting the data. In Chapter 4, I interpret the data and write an analysis of the data, presenting the study's findings.

I completed the first round of coding in Microsoft Word. The data analysis process began with a thorough examination of each response to the interview questions in the transcripts, where I scrutinized each line. My approach involved identifying codes directly from the text by classifying sentences or parts of sentences into distinct descriptive categories. These codes were developed based on the content of the respondents' statements, aiming to represent specific

aspects of their experiences with the Photovoice process. Subsequently, I reviewed the codes to discern patterns, connections, and shared concepts. Related codes and their associated quotes were grouped together and consolidated to form an initial draft of broader qualitative themes.

For the second round of coding, I utilized Quirkos and incorporated both the interview transcripts and Photovoice data. Each transcript was individually uploaded to Quirkos, with titles assigned using pseudonyms and additional information such as age, program modality, location, and ethnic group. Important passages from each interview were highlighted. I revisited the recorded interviews, ensuring that I didn't overlook any intriguing information during the initial coding phase. Then, I combined codes and established themes based on the research questions and the emerging patterns identified in the data.

Means to Ensure Internal Study Validity

In this qualitative descriptive study, I used interviews and the review of existing artifacts. There are various characteristics of research interviews that made them reliable and valid in this research. This tool is face-to-face, giving the researcher contact with interviewees. In such a case, errors of miscommunication or misunderstanding are rare because instant clarification can be done (Jason et al., 2016). As the interviewer and researcher, I designed the interview questions, allocated sufficient time to each question, and adjusted them as needed to ensure comprehensive responses, even negotiating for additional time when necessary (O'Leary, 2014).

Using artifacts (classroom assignments) as a data source provides concrete dimensions. The researcher obtains information directly from participants, getting firsthand data (Jason et al., 2016). According to Bowen (2009), documents can provide the researcher with a means of identifying relevant passages that can be useful for painting a picture of the relationship between the research questions.

To enhance the study's credibility, the researcher utilized a peer-review process before the interviews began. These experts were individuals who keep research honest, ask hard questions about the methods, challenge the researcher's assumptions, and provide an external check of the research process (Creswell & Creswell, 2018). I asked three colleagues to provide feedback on the interview guide (Creswell & Creswell, 2018). The colleagues used the form in Appendix E to provide feedback on the interview questions and protocol.

In addition, I utilized a secondary coder to ensure reliability of the analysis process. The secondary coder provided an additional layer of quality control for coding projects. With two coders working together, errors and discrepancies in coding were caught and corrected easily, ensuring the accuracy and reliability of the results. Having a secondary coder benefited the quality, efficiency, and collaboration of coding projects.

Summary

The purpose of this qualitative study was to explore how former Community Psychology undergraduates describe their experiences using reflective Photovoice activities to learn about and become involved in social justice. In this chapter, I revisited the research questions and emphasized the qualitative descriptive research design. I included the role of the IRB committee in protecting the participants in the research studies. In addition, I provided the procedures for collecting and analyzing data. Finally, I summarized how to interpret findings, how to ensure the findings are reliable, and how to validate them.

Chapter 4: Findings

Chapter 4 presents the results of this qualitative study about Photovoice in the Community Psychology classroom. It begins with a reiteration of the statement of purpose and research questions. The next sections provide an overview of the research design, followed by descriptions of the participants. Qualitative thematic findings are presented to answer the research questions.

Statement of Purpose and Research Questions

The purpose of this qualitative study was to explore how former Community Psychology undergraduate students describe their experiences using reflective Photovoice activities to learn about and become involved in social justice. I interviewed six former Community Psychology undergraduates. I collected the data via Zoom over 2 months in 2023 and recorded and transcribed it on Otter.ai. The two research questions that guided this study are as follows:

- RQ1: How do former Community Psychology undergraduate students describe their experiences with Photovoice as a technique for raising their own self-awareness?
- RQ2: How do former Community Psychology undergraduate students describe Photovoice as a technique for becoming involved in social justice?

Research Design Overview

I employed a qualitative descriptive approach. I invited alumni who recently graduated with a BA in Community Psychology from a university in southern California to participate in this study. In the program, I assigned the alumni Photovoice tasks as part of their coursework. The data collection for this study consisted of their Photovoice artifacts as well as interviews.

Description of the Participants and Collected Artifacts

The target population for this study comprised undergraduate alumni from a Southern California university who had completed a Community Psychology program. Eligibility was limited to twelve former students, aged 23 to 36, who had graduated from the program between 2020 and 2023. All eligible graduates received invitations to participate, and network sampling was conducted through their personal email addresses. Ultimately, six students responded to the email and participated in the study. Selection criteria required the graduates to have completed the Photovoice assignments as part of their Introduction to Community Psychology course. Table 3 presents the demographics of the six alumni participants, all of whom were located in Southern California, and each participant chose their own pseudonym for anonymity.

The timeline for the students who participated in this study was as follows:

1. Photovoice assignments were launched in Spring 2020 with the ground and face-to-face cohort.
2. Coronavirus becomes a global health emergency January 2020.
3. The governor of California ordered shelter-in-place mid-March 2020.
4. Directions for Photovoice required students to go into the community to take new pictures weekly for the Photovoice assignment. Due to COVID-19, the state of California was on shelter-in-place (March 2020).
5. The ground cohort had to be creative with taking photos for the assignment because their modality changed to synchronous online.
6. The ground and online students responded to the Photovoice assignments based on what was going on in the world (specifically in Community Psychology) at the

beginning, during, and post COVID-19. Their Photovoice assignments may have been different if data collection was not around COVID.

Table 3

Demographics

Participant	Modality of study	Age	Ethnic group	Gender	Semester/year alumni participated in the Photovoice assignment
KB	Ground/ face-to-face	38	Hispanic White	Female	Spring 2020- Jan-Apr. 14 weeks
Jazzy	Ground/ face-to-face	33	Black	Female	Spring 2020- Jan-Apr. 14 weeks
Joe	Online	23	White	Male	Summer 2021- May-Jun 7 weeks
Josephine	Online	49	Hispanic	Female	Spring 2022- Jan-Feb. 7 weeks
Daphne Jones	Ground/ face-to-face	33	Hispanic	Female	Spring 2020- Jan-Apr. 14 weeks
Sara	Online	27	Hispanic	Female	Spring 2021-Jan-Feb. 7 weeks

Table 4 provides descriptions of the artifacts (i.e., transcripts, PowerPoints, and videos) I collected and the interview lengths.

Table 4

Collected Artifacts

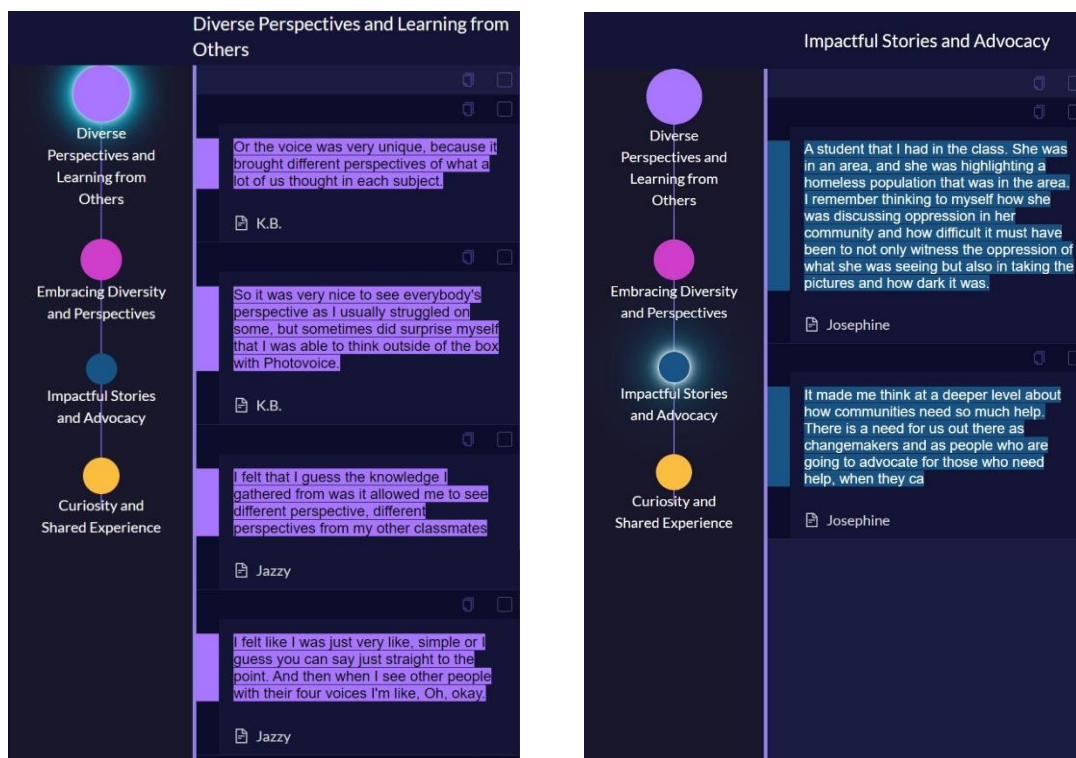
Participant pseudonym	Total pages of transcribed data-interview (Otter. Ai)	Length of interview	Number of Photovoice assignments	Total power points collected	Total videos collected
KB	6	31 minutes	14	42	0
Jazzy	9	50 minutes	8	12	0
Joe	5	30 minutes	1	0	1
Josephine	11	1 hour 16 minutes	5	16	4
Daphne Jones	9	1 hour 12 minutes	11	24	0
Sara	4	33 minutes	2	5	0

Thematic Analysis Findings

In the qualitative analysis of the data, I employed Quirkos as the tool for coding and analysis. Initially, I identified and coded 135 passages from six interviews and associated artifacts using Quirkos, a dedicated software for qualitative analysis. These passages were organized into 43 distinct themes, which we referred to as our initial set of themes. To provide a more concise and meaningful representation of the data, I further analyzed these initial themes and arrived at six overarching themes.

In Figure 1, I presented a visual representation of the coded themes derived from our thematic analysis. This figure provides a comprehensive overview of how the data from six interviews and associated artifacts were analyzed and categorized. Within the figure, various highlighted passages represent excerpts from the data. These passages have been carefully selected and coded to align with specific themes related to the research questions. Each highlighted passage is associated with a colored bubble, which serves as a visual indicator of the corresponding theme. The use of different colors allows for easy identification and differentiation of themes. The passages and bubbles in Figure 1 demonstrate the coding and categorization process that occurred within Quirkos, the qualitative analysis tool. Each bubble represents a distinct theme that emerged during the analysis, and the passages within each bubble exemplify the content and context associated with that theme.

This visual representation in Figure 1 serves as a snapshot of our thematic analysis, providing a concise and intuitive way for readers to grasp the distribution of themes within the dataset. It offers a preliminary glimpse into the richness and diversity of the data and sets the stage for further exploration of these themes and their interconnections in subsequent figures and discussions

Figure 1*Highlighted Passages and Themes in Quirkos*

The size of each bubble in Figure 2 corresponds to the number of codes utilized, with each addition of text causing the bubble to expand. This dynamic visualization aids researchers in comprehending how various codes are applied to the data, thus facilitating the identification of patterns, relationships, and valuable insights.

Figure 2*Themes Created in Quirkos*

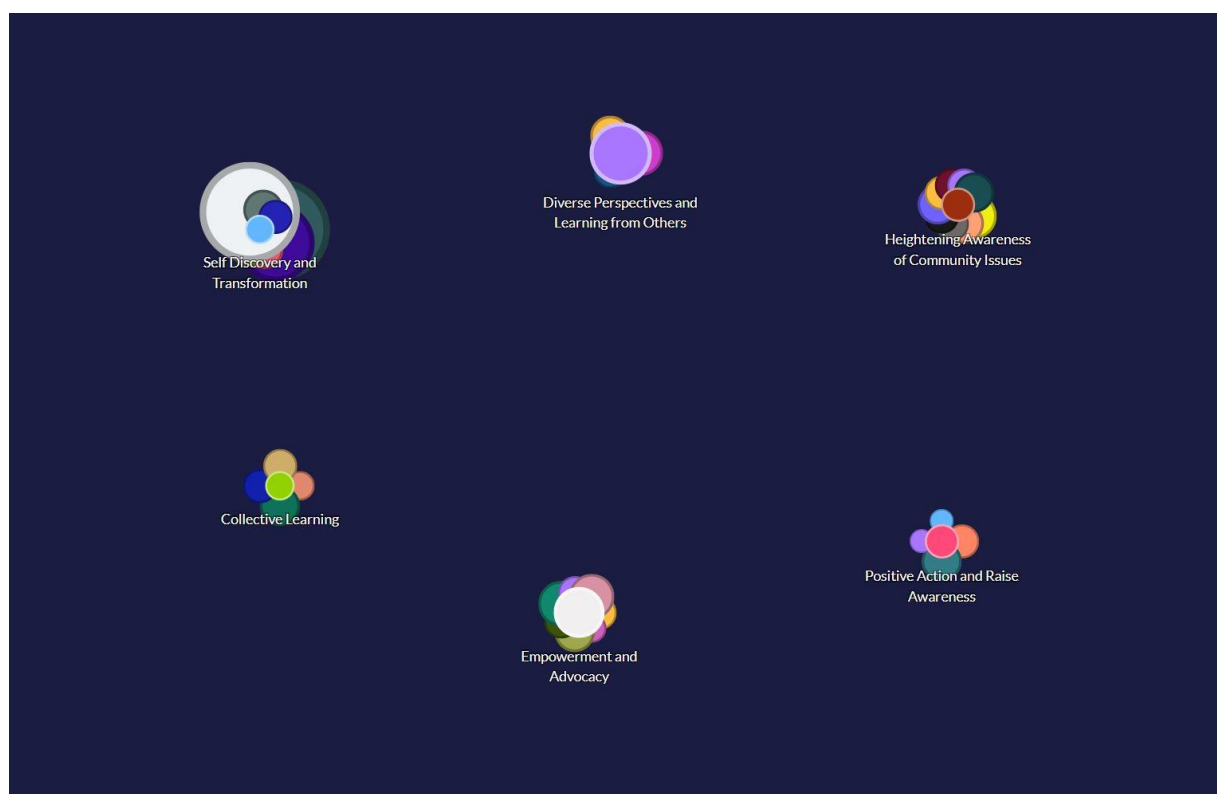
The process of transitioning from the initial 43 themes to the six overarching themes involved a methodical process of clustering like or inter-related themes into larger concepts. This transition is visually represented in Figure 3, which illustrates the final outcome of our thematic analysis. Here's a breakdown of the steps we took to arrive at the six overarching themes:

1. **Review and Grouping:** I carefully reviewed each of the 43 initial themes and identified commonalities, overlaps, and relationships between them. Themes that shared similar content or meaning were grouped together.
2. **Hierarchical Organization:** I organized these grouped themes hierarchically, with broader themes representing overarching concepts that encompassed more specific

sub-themes. This process allowed us to create a clearer and more structured representation of the data.

3. **Conceptual Clustering:** I also considered the conceptual connections between themes. Some themes naturally clustered together because they were interconnected and addressed related aspects of our research questions.
4. **Elimination of Redundancy:** Redundant or duplicative themes were eliminated to avoid repetition and ensure that the final set of themes provided a concise and meaningful representation of the data.
5. **Validation:** To ensure the validity of our transition from 43 initial themes to six overarching themes, I consulted with peers and experts in the field, discussing the rationale for the grouping and consolidation of themes.

The resulting six overarching themes, as depicted in Figure 3, represent a more condensed and meaningful framework for understanding our data. They capture the core concepts and patterns that emerged during our analysis and are directly tied to our research questions. This hierarchical structure allows for a deeper exploration of the interconnectedness between themes and sub-themes, facilitating a more comprehensive understanding of the data.

Figure 3*Themes and Clustered Subthemes*

In the final stages of analysis, Quirkos proved invaluable in generating detailed reports and summaries of the coded data. Additionally, to provide a glimpse into the thematic codebook, a sample is included in the appendices, as demonstrated in Appendix F.

Findings

Through a meticulous analysis of the data, six overarching themes emerged, each of which directly aligns with the sub-themes and addresses the core research questions. The relationship between the research questions and these themes is succinctly summarized in Table 5.

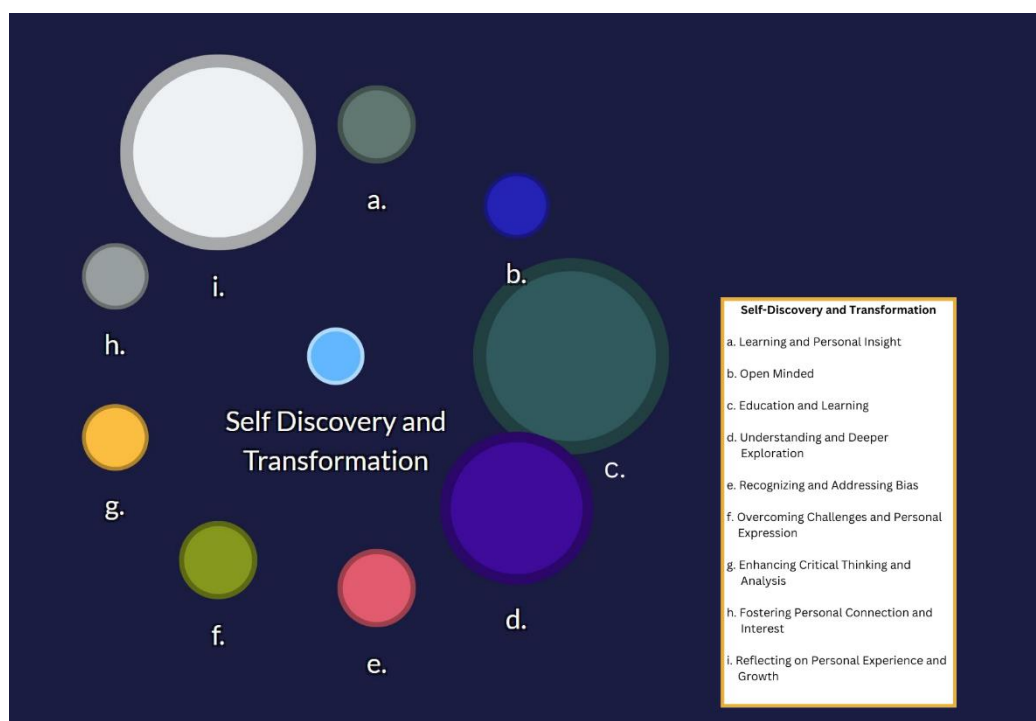
Table 5*Research Questions and Themes*

Research Questions	Themes
RQ1: How do former Community Psychology undergraduate students describe their experiences with Photovoice as a technique for raising their own self-awareness?	<ol style="list-style-type: none"> 1. Photovoice played a pivotal role in the students' journey of self-discovery and transformation. 2. Through Photovoice class activities, students gained insights from different perspectives.
RQ2: How do former Community Psychology undergraduate students describe Photovoice as a technique for becoming involved in social justice?	<ol style="list-style-type: none"> 3. Photovoice enhanced students' engagement with community issues and social topics. 4. Former Community Psychology undergraduate students embraced collective learning. 5. Through Photovoice, students felt empowered to advocate for marginalized communities and social justice. 6. Students leveraged the emotional connection of Photovoice to inspire positive action and raise awareness.

Theme 1. Photovoice Played a Pivotal Role in the Students' Journey of Self-Discovery and Transformation. Within Quirkos, I effectively organized the coded data into coherent thematic clusters. Figure 4 serves as an illustrative example, showcasing the theme and its related sub-themes, collectively named "Self-Discovery and Transformation." Notably, this theme comprised an impressive total of ten distinct sub-themes, underscoring its richness and significance in the context of the study.

Figure 4

Self-Discovery and Transformation Cluster in Quirkos



Quirkos' summary report feature streamlined the organization of these sub-themes under the overarching theme, offering a comprehensive view of the research findings. Additionally, it provided an exact count of the passages coded within this theme, totaling a substantial 54 passages, as elaborated in Table 6. This meticulous data organization within Quirkos not only enhances clarity but also establishes a robust foundation for the subsequent analysis and discussion of Theme 1, emphasizing the pivotal role of Photovoice in fostering self-discovery and transformation among students.

Table 6*Self-Discovery and Transformation Summary Report in Quirkos*

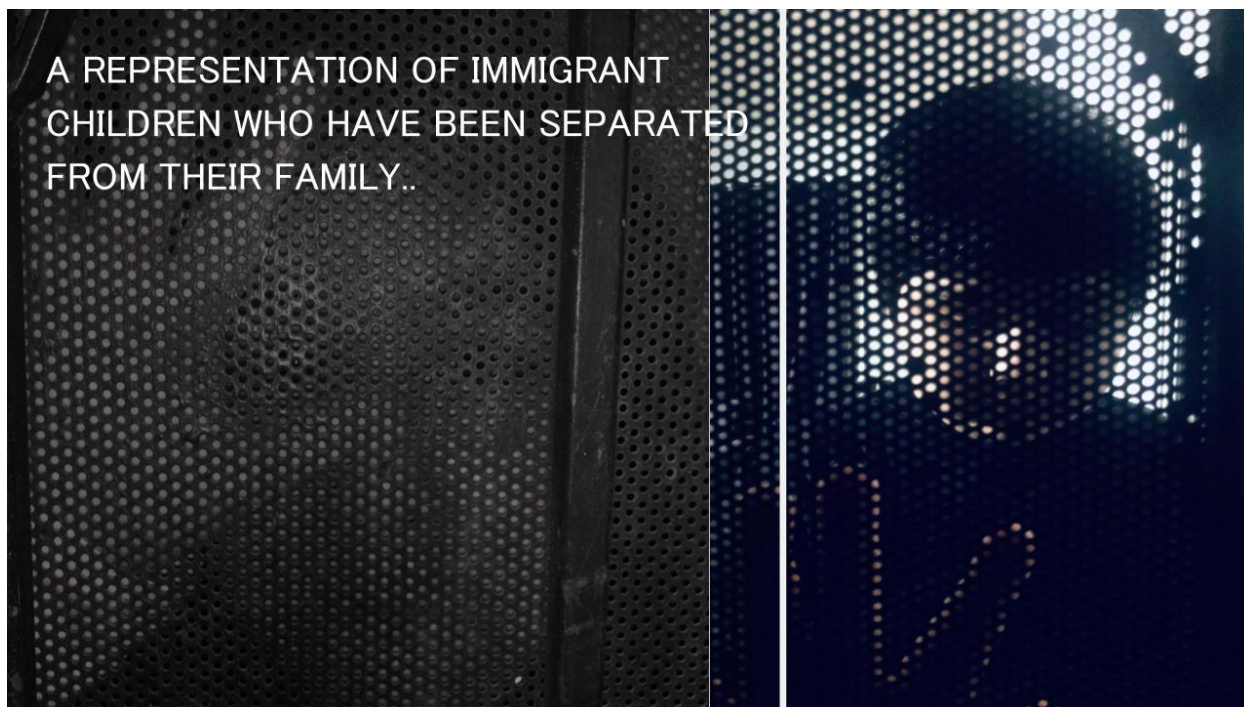
Theme	Subtheme	Total Codes
Self-Discovery and Transformation	Self-Discovery and Transformation	1
	Fostering Personal Connection and Interest	2
	Learning and Personal Insight	3
	Enhancing Critical Thinking and Analysis	2
	Recognizing and Addressing Bias	3
	Understanding and Deeper Exploration	10
	Overcoming Challenges and Personal Expression	3
	Open-Minded	2
	Education and Learning	14
	Reflecting on Personal Experience and Growth	14

The thematic analysis revealed that former Community Psychology undergraduate students found Photovoice was a catalyst for their personal growth and self-confidence. The participants shared how engaging in Photovoice enabled them to contemplate both their personal experiences and broader societal issues, ultimately leading to a heightened sense of self-awareness.

Sara used Photovoice to raise awareness about issues such as child immigrants, fostering her personal self-awareness, and empathy (see Figure 5). Sara said “a lot of child immigrants were coming into the United States by themselves without their families. I wanted to show the impact that it has on the parents and the kids.”

Figure 5

The Impact of Immigrant Children Separated From Their Parents



Joe representing a journey of self-awareness and personal growth, shared,

In one of my Mental Health Photovoice projects, I focused on going to therapy. Therapy can come in a variety of techniques. Mental health professionals are a great support to helping the community deal with problems, disorders, etcetera. The goal is to provide resources and intervention for the community members to function in society or coping strategies, which may include medications. Most importantly, it provides a space for an individual or family to talk to someone and provide solutions to issues.

In Figure 6 below Joe photographed Mental Health agencies in Pasadena that provide support to the community.

Figure 6*Pasadena Mental Health Agencies*

Daphne Jones reflected on her journey of self-discovery and transformation. Overcoming challenges in expressing certain topics through Photovoice contributed to their confidence and overall growth in terms of self-expression and personal development. Daphne Jones said, “Photovoice became a platform for me to build self- confidence and asserting my voice.” In addition, she reflected on her awareness of personal biases. Engaging with Photovoice’s reflective process helped her confront and mitigate unconscious biases. She said, “Engaging with Photovoice heightened my recognition of inherent biases in my perspectives. My evolving awareness included acknowledging and addressing unconscious biases. The reflective process of Photovoice helped me confront and mitigate personal biases.”

Summary. Through Photovoice, participants reported enhanced confidence, self-esteem, and empowerment, showcasing how Photovoice provided a platform for expressing their voices

and cultivating personal growth. Moreover, the reflective nature of Photovoice prompted self-examination, leading to the recognition and mitigation of personal biases. By delving into the nuances of assigned terms and confronting unconscious biases, students not only deepened their comprehension of community dynamics but also fostered personal growth and self-awareness.

Theme 2. Through Photovoice Class Activities, Students Gained Insights From Different Perspectives. Within Quirkos, I effectively structured the coded data into coherent thematic clusters. Figure 7 provides an illustrative representation of one such cluster, encompassing the theme and its associated subthemes, aptly titled “Diverse Perspectives and Learning from Others.” This particular theme comprised a total of three distinct sub-themes.

Figure 7

Diverse Perspectives and Learning From Others Cluster in Quirkos



Quirkos' summary report feature facilitated the aggregation of these sub-themes under the overarching theme, affording a comprehensive overview of the research findings. It also offered

insights into the total number of passages coded within this theme, which amounted to a total of 16 passages, as detailed in Table 7. This systematic approach to organizing and presenting the data in Quirkos not only enhances clarity but also provides a structured basis for the subsequent analysis and discussion of Theme 2.

Table 7

Diverse Perspectives and Learning From Others Summary Report in Quirkos

Theme	Sub-theme	Total Codes
Diverse Perspectives and Learning from Others	Diverse Perspectives and Learning from Others	7
	Impactful Stories and Advocacy	2
	Embracing Diversity and Perspectives	4
	Curiosity and Shared Experience	3

The second theme underscores how former Community Psychology undergraduate students gained valuable insights from diverse perspectives using Photovoice. Participants acknowledged the distinct viewpoints brought forth by their peers in the Photovoice exercises, contributing to a deeper appreciation of various subjects within the discipline. This approach facilitated the exploration of topics on a more profound level, as visual aids provided an effective means of conveying personal perspectives.

The participants appreciated the different viewpoints and recognized the unique insights presented by their peers through the Photovoice activities. KB shared “Photovoice was very unique, because it brought different perspectives of what a lot of us thought in each subject.” KB, highlighted how Photovoice served as a tool for introspection during the initial stages of the pandemic, catalyzing a transformative journey of self-discovery. In Figure 8, KB vividly

depicted the chaos that ensued as people scrambled for essential supplies, such as toilet paper and groceries, during the pandemic's early months. KB noted that individuals seemed lost and acted irrationally.

In her photograph, KB emphasized the lack of respect shown towards the elderly, illustrating how supermarkets and stores had to implement dedicated shopping hours for them to protect them from harassment and potential exposure to COVID-19. This visual representation encapsulates the personal growth experienced by KB and others through their Photovoice engagement.

Figure 8

The Supermarket During COVID-19



Jazzy felt “the knowledge I gathered from it allowed me to see a different perspective, from my other classmates. A few former psychology students were able to further understand and explore the topics.” Josephine said,

I think that it increased my knowledge because I got an opportunity to explore at a deeper level. Dealing with visual aids, explaining to others what my view was a lot easier when I was able to use Photovoice and use visual aids to do so.

Summary. Photovoice was found to foster engagement with the community and promote a closer examination of community-related aspects of psychology, expanding participants' comprehension of Community Psychology's scope and relevance. By capturing their observations through photography, students not only uncovered previously unexpressed insights but also ventured into the community, establishing connections between psychology and real-world community contexts.

Theme 3. Photovoice Enhanced Students' Engagement with Community Issues and Social Topics. Within Quirkos, I structured the coded data into meaningful thematic clusters. Figure 9 serves as an exemplary illustration, showcasing the theme and its associated sub-themes, collectively referred to as "Heightening Awareness of Community Issues." Remarkably, this theme encompassed a total of ten distinct sub-themes, demonstrating the richness of insights gleaned.

Figure 9*Heightening Awareness of Community Issues Cluster in Quirkos*

Quirkos' summary report functionality facilitated the organization of these sub-themes under the overarching theme, providing a comprehensive view of the research findings. Additionally, it presented a precise count of the passages coded within this theme, revealing a substantial total of 26 passages, as detailed in Table 8. This meticulous arrangement of data in Quirkos not only enhances clarity but also serves as a solid foundation for the ensuing analysis and discussion of Theme 3.

Table 8*Heightening Awareness of Community Issues Summary Report in Quirkos*

Theme	Subtheme	Total Codes
Heightening Awareness of Community Issues	Heightening Awareness of Community Issues	2
	Prior Disengagement	2
	Community Insights and Reflections	2
	Community Exploration and Enrichment	3
	Pre-existing Advocacy	2
	Embracing Uniqueness and Change	2
	Community Engagement and Active Exploration	3
	Community Engagement and Social Awareness	2
	Community Well-Being	1
	Understanding of Community Psychology Through Photovoice	4
	Passionate Connection and Inspiration Impact	3

The third theme underscores how former Community Psychology undergraduate students developed a heightened personal understanding of the community by engaging in Photovoice activities. This deepened connection to the community spurred these students to become more active advocates for positive change, fostering a sense of responsibility and commitment to address local challenges.

Participants discussed how engaging with community issues and social topics through Photovoice enhanced their awareness of their surroundings. Jazzy reflected on the community issues and said, “addressing community issues like the Pasadena Humane Society expanded my community awareness”. In Figure 10, Jazzy’s Photovoice illustrates advocating for the Humane Society and all the goodness that it brings to animals and to the community and to the world.

Figure 10

The Humane Society



Josephine said, “exploring mental health initiatives within the community broadened my social consciousness. Participating in Photovoice made me more cognizant of community dynamics and initiatives.” Josephine discussed her experiences in exploring complex topics and terms assigned through Photovoice and noted:

Delving deeply into each assigned word allowed me to grasp multifaceted meanings. I picked this mural because these were men who fought for oppression that was occurring in the Latin X, Latino history [see Figure 11 below]. Cesar Chavez, fought for the rights

of farmworkers, and how they were being treated. Oppression can occur in various forms, from working conditions to the right to be paid a fair wage. Emiliano Zapata, worked in the revolution. He basically fought for rights, and he was very much and to this day is an inspiration to the culture and to the people and to what was occurring at the time in the early 1900s. Engaging with the etymology and definitions of words led to more profound insights.

Figure 11

Caesar Chavez and Emiliano Zapata –Truth Lies Courage



Josephine mentioned capturing murals related to social justice figures like Martin Luther King Jr., illustrating how Photovoice served as a tool for social justice involvement (see Figure 12 below).

Figure 12*Dr. Martin Luther King, Jr. Quote*

This utility box can be found at the corner of Colorado and Oak Knoll.

This week, as a nation, we celebrated Dr. Martin Luther King. We celebrated his life, his work and his fundamental goal of equal rights for all people, especially those of color.

He constantly advocated not only for equality, but to do so in a peaceful and loving manner. This quote was said during a speech in 1965. He was speaking to the importance consequences have in human activities and ethics practiced in individual lives.

It seems so important to include this specific quote and this specific person, who will always be remembered in the fabric of our nation.

Photovoice engaged the students with the community and helped them to take a closer look at various aspects related to Community Psychology. Joe said, “It helped me basically become more acquainted with what Community Psychology specifically entailed. It helped increase my understanding and helped me open my eyes a lot to what’s going on in the community.” Daphne Jones shared, “it was something I couldn’t write about, I had to capture it in a camera.” Sara shared how it got her out into the community. “I was really looking and defining things that were in the community and how it connected to psychology.”

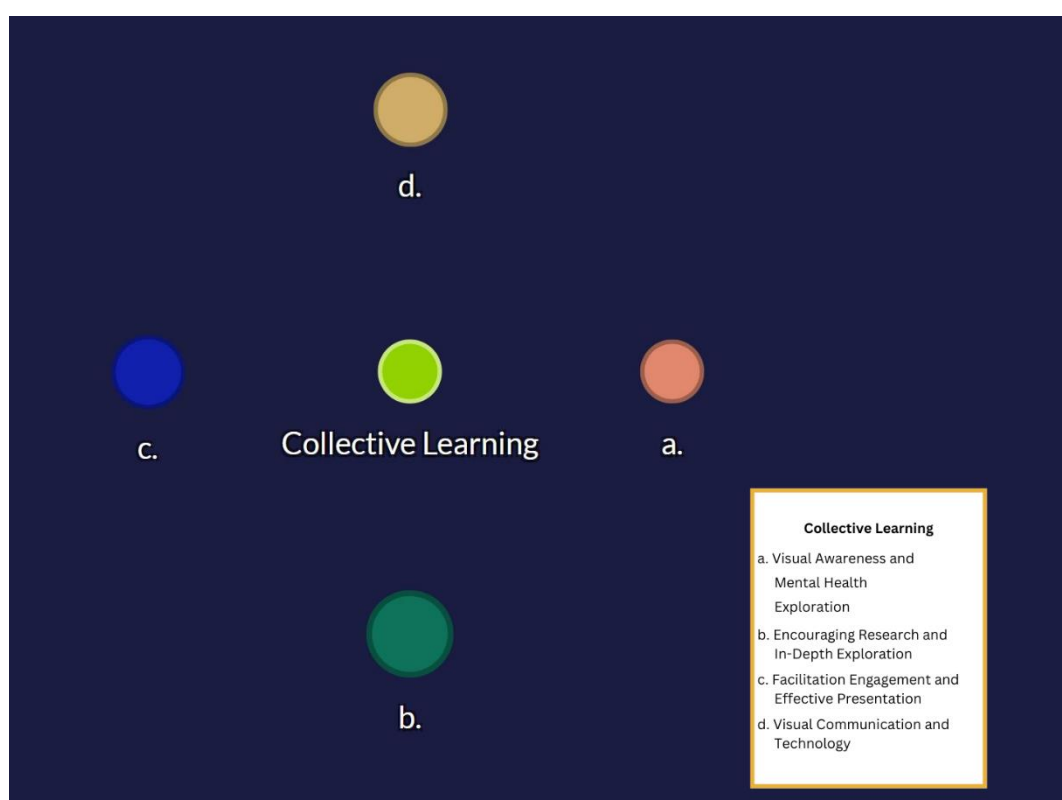
Summary. Through these exercises, participants gained a deeper awareness of community issues and social topics, expanding their community consciousness. This process enabled them to explore complex terms and subjects, unraveling multifaceted meanings and enhancing their comprehension of intricate concepts.

Theme 4. Former Community Psychology Students Embraced Collective Learning.

Within Quirkos, I effectively organized the coded data into cohesive thematic clusters. Figure 13 serves as an illustrative representation, showcasing the theme and its related sub-themes, collectively referred to as “Collective Learning.” This theme encompassed a total of four distinct sub-themes, offering valuable insights into the collaborative nature of learning.

Figure 13

Collective Learning Cluster in Quirkos



Quirkos' summary report feature streamlined the organization of these sub-themes under the overarching theme, providing a comprehensive overview of the research findings. Furthermore, it presented a precise count of the passages coded within this theme, revealing a total of 9 passages, as detailed in Table 9. This systematic approach to data organization within Quirkos

not only enhances clarity but also establishes a solid foundation for the subsequent analysis and discussion of Theme 4.

Table 9

Collective Learning Summary Report in Quirkos

Theme	Sub-theme	Total Codes
Collective Learning	Collective Learning	1
	Visual Communication and Technology	2
	Encouraging Research and In-Depth Exploration	3
	Facilitation Engagement and Effective Presentation	2
	Visual Awareness and Mental Health Exploration	1

The fourth identified theme highlights how former Community Psychology undergraduate students embraced the principles of uniqueness, collective learning, and a shared desire for deeper understanding. Participants acknowledged the richness of learning alongside their classmates throughout Photovoice. The former Community Psychology undergraduate students recognized and appreciated the diverse perspectives and ideas that each individual brings. In Figure 14 – demonstrates Community Psychology students sharing their photovoice with the community.

Figure 14

Community Psychology Students Sharing Their Photovoice



They understood that everyone's interpretations and contributions are valuable due to their distinct backgrounds and viewpoints. KB acknowledged the uniqueness and diversity of ideas among the group members. Josephine appreciated the variety of topics chosen and perspectives presented by the group. KB and Josephine expressed the value of learning from their peers and

gaining insights from their diverse perspectives. Daphne Jones emphasized the privilege of sharing experiences as a cohort and learning from each other.

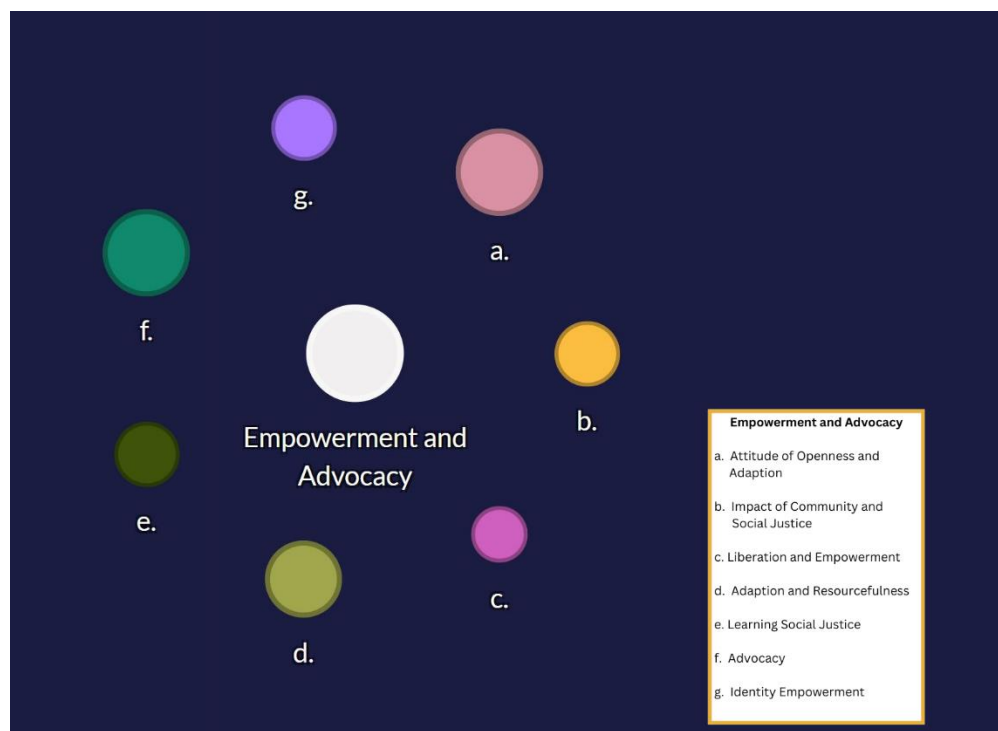
Some participants reflected on the impact of hearing and sharing stories that highlight important issues and experiences in different communities. In addition, they were aware concepts can be interpreted differently based on personal experiences and perspectives. Josephine and Daphne Jones expressed how deeply they were affected by the impactful stories shared by their fellow students, underscoring the profound influence of these narratives on their understanding. In contrast, Sara emphasized the various perspectives and interpretations each student offers in their assignments, aligning with KB's focus on the value of diverse contributions. The participants shared that despite individual differences, a common thread connects the group, creating a sense of unity. They acknowledged shared characteristics and experiences that tie them together as a community. Joe discussed how despite coming from different communities, they share similarities and are part of a larger community. Josephine recognized the diverse need for advocacy and support. She said the Photovoice assignments, "made me think at a deeper level how communities need so much help and how there really is a need for us out there...advocate for those who need help."

Acknowledging the value of personal and collective development stemming from the exchange of experiences, insights, and reflections within the cohort is important. It is essential to recognize the privilege of belonging to a supportive group that contributes to each other's growth and learning. Jazzy and Joe emphasized the significance of personal growth, expanding one's horizons, and acquiring knowledge by engaging with diverse viewpoints.

Summary. This appreciation for diverse collaborative learning led to a profound understanding that concepts could be interpreted through personal experiences, enhancing

students' comprehension of complex subjects. Sharing impactful stories within the cohort deepened their empathy and expanded their perspective, underlining the power of collective learning. Despite individual differences, participants found a unifying thread that connected them, fostering a sense of unity within the community driven by shared characteristics and experiences, nurturing their advocacy and support for communities in need. The students celebrated the personal and collective growth that arose from their shared experiences, recognizing the privilege of learning from diverse viewpoints within a supportive and cohesive cohort.

Theme 5. Through Photovoice, Students Felt Empowered to Advocate for Marginalized Communities and Social Justice. In Quirkos, I effectively structured the coded data into coherent thematic clusters. Figure 15 serves as an illustrative representation of the theme and its associated sub-themes, collectively titled "Empowerment and Advocacy." Notably, this theme encompassed a total of seven distinct sub-themes, revealing the multifaceted nature of empowerment through Photovoice.

Figure 15*Empowerment and Advocacy Cluster in Quirkos*

Quirkos' summary report functionality facilitated the grouping of these sub-themes under the overarching theme, offering a comprehensive perspective on the research findings. It also provided an exact count of the passages coded within this theme, totaling 23 passages, as detailed in Table 10. This systematic approach to data organization within Quirkos not only enhances clarity but also forms a solid foundation for the subsequent analysis and discussion of Theme 5, emphasizing the transformative power of Photovoice in fostering advocacy for marginalized communities and social justice.

Table 10*Empowerment and Advocacy Summary Report in Quirkos*

Theme	Subtheme	Total Codes
Empowerment and Advocacy	Empowerment and Advocacy	5
	Attitude of Openness and Adaption	4
	Identity Empowerment	2
	Adaptation and Resourcefulness	3
	Liberation and Empowerment	1
	Advocacy	4
	Impact of Community and Social Justice	2
	Learning Social Justice	2

The fifth theme underscores the interconnection between former Community Psychology undergraduate students' engagement with communities and their advocacy for marginalized groups, intertwined with their personal empowerment and identity. Participants highlighted how their educational experiences led to transformative shifts in their understanding of social justice, with the curriculum, courses, and assignments fostering this evolution. Through fieldwork internships and program insights, students discovered the power of their skills to promote social change and amplify marginalized voices. For instance, Daphne Jones shared she did not know what to take a photograph of for an assignment but came across this empty lot (see Figure 16). This lot had been emptied from the time she started the Community Psychology program in 2019. As she reflected on this picture during the interview, she said the lot is still empty:

I can't believe that no one has decided to fix this up for the people in the community to use as a Community Center or a food bank or something for the community. This would

be an opportunity for the community to connect with local politicians and other community partners to do something with this space.

Figure 16

South Los Angeles Abandoned Lot



Some participants discussed how their educational experiences transformed their understanding of social justice and aligned with their career aspirations. The skills they gained influenced their advocacy efforts and plans for addressing social issues. KB, Jazzy, Joe, and Josephine discussed how their understanding of social justice evolved due to the program's curriculum, courses, and assignments. KB responded, "Once we started taking our core CP courses in the program, and learning what social justice was, I realized that I was a part of the movement, I worked in the field." Jazzy talked about her fieldwork internship and stated, "During that class I had the chance to be more involved with social justice. Josephine said, "I really, really enjoyed learning how I could advocate and help communities."

KB, Joe, and Sara shared insights about how the program influenced their career choices and their motivation to advocate for marginalized communities. KB stated,

I left where I was working at, you know, I wanted to go to another job. And I think I'm in a place where I am needed because there is a need to help families. A lot of our family are low-income and need resources. I see the need.

Joe responded,

Throughout the program, I've come to realize tools, methods, stuff like that, that can help advance social justice movements. Keeping in close contact with stakeholders, different organizations in the community has allowed the organization I work for to basically be a part of community partnerships and providing resources to the community.

Sara said, "What I want is a career where I can help people out, especially children who have gone through trauma."

Summary. Participants showed how Photovoice assignments influenced their career choices and motivations for advocating for underserved communities. The students' personal identities and histories further fueled their commitment, as they perceived a deep need to contribute to and uplift marginalized groups due to their backgrounds or family experiences. Their shared sense of empowerment was harnessed to actively participate in advancing social justice movements, using tools and methods gained through the program to affect change and support communities in need. Their educational journey had a profound impact on their career trajectories and their dedication to addressing social issues from a place of empathy and personal identity.

Theme 6. Students Leveraged the Emotional Connection of Photovoice to Inspire Positive Action and Raise Awareness. Within Quirkos, I structured the coded data into

cohesive thematic clusters. Figure 17 serves as an illustrative representation, showcasing the theme and its related subthemes, collectively referred to as “Positive Action and Raise Awareness.” Notably, this theme comprised a total of ten distinct sub-themes, highlighting the diverse facets of emotional connection and its impact on inspiring positive action.

Figure 17

Positive Action and Raise Awareness Cluster in Quirkos



Quirkos’ summary report feature streamlined the organization of these sub-themes under the overarching theme, providing a comprehensive overview of the research findings. Furthermore, it presented an exact count of the passages coded within this theme, totaling 5 passages, as detailed in Table 11. Despite being the smallest in terms of passage count among the themes, this meticulous data organization within Quirkos contributes to a clear and structured foundation for

the subsequent analysis and discussion of Theme 6, emphasizing the profound emotional connection that drives positive action and awareness through Photovoice.

Table 11

Positive Action and Raise Awareness Summary Report in Quirkos

Theme	Sub-theme	Total Codes
Positive Action and Raise Awareness	Positive Action and Raise Awareness	2
	Raising Awareness Through visuals	3
	Awareness	0
	Social Action	0
	Gaining Deeper Understanding and Real-world Application	2

The sixth theme underscores how former Community Psychology undergraduate students harnessed emotional connection and the power of Photovoice to catalyze positive action and raise awareness within their communities. Participants recognized the potential of Photovoice as a tool to bridge gaps and engage with various segments of society. They identified potential for future workshops and events that would connect with young people and teenagers, fostering awareness of community issues and enhancing understanding through photographs. Some former Community Psychology undergraduate students shared ideas about how they could use the emotional power of Photovoice to connect with and engage the community. KB said, “Photovoice could be used to create a workshop for youth or teens.” Jazzy said, “Photovoice allows the community outside of the school to see what happened within the school. It can help them open their eyes and see how this is actually going on in the community.” Participants also believed that Photovoice, when delivered with passion, can establish a strong connection with

the community, motivating them to take positive actions. Josephine said, “Photovoice inspires hope and positivity in community work.” Daphne Jones discussed how photos can serve as common interests, facilitating conversations and interactions. She said, “Expressing through photos and music creates connections based on common interests. Social media platforms allow sharing and conversation about various topics.” Sara emphasized raising awareness through visuals. She said you can use “Photovoice to spread word. Make people aware of what is going on in their community.” Figure 18 symbolizes how some former community psychology undergraduate students shared ideas about how they could use the emotional power of photovoice to connect with and engage the community.

Figure 18

Photo on Purpose Fuels Passion



Summary. The emotional impact of Photovoice was a catalyst for community members to perceive the realities in their surroundings and motivate them toward constructive action. Through passionate delivery, participants believed Photovoice could foster a bond between them

and the community, inspiring positive change. Participants highlighted the ability of photos to show common interests, enabling meaningful conversations and interactions, especially aided by social media platforms. The consensus was that Photovoice can raise awareness effectively, serving as a vehicle to share and discuss community concerns and events, fostering a greater sense of connection and collective action.

Chapter Summary

The purpose of this qualitative study was to explore how former Community Psychology undergraduates describe their experiences using reflective Photovoice activities to learn about and become involved in social justice. The analysis of data from interviews with six alumni of the program yielded the following themes related to the research questions:

1. Photovoice plays a pivotal role in the students' journey of self-discovery and transformation.
2. Through Photovoice class activities, students gain insights from different perspectives.
3. Photovoice enhances students' engagement with community issues and social topics.
4. Former students embraced collective learning.
5. Through Photovoice, students are empowered to advocate for marginalized communities and social justice.
6. Students leverage the emotional connection of Photovoice to inspire positive action and raise awareness.

The findings from this study suggest that Photovoice played a significant role in the personal and professional development of former Community Psychology undergraduates. It prompted self-awareness, fostered diverse perspectives, deepened engagement with community

issues, and empowered participants to advocate for social justice. Additionally, Photovoice raised awareness and inspired positive action within communities. I discuss the implications of these findings, conclusions from the study, and suggestions for practice in the following chapter.

Chapter 5: Conclusions, Implications, and Recommendations

Chapter 5 discusses the conclusion, implications, and recommendations of the findings.

This section summarizes the theoretical framework, statement of purpose, and research questions that guided the study. I will discuss the research design, conclusion, implications, and limitations as well as future recommendations.

Theoretical Framework

The theoretical framework for this study was the social justice theory, pedagogical practices in teaching social justice and using Photovoice, and the pedagogical practice of self-reflection in a college classroom.

Social justice emphasizes the equitable distribution of resources, responsibilities, and power within a community, regardless of individual characteristics such as ethnicity/race, gender, age, ability status, gender identity, or spiritual beliefs. This definition, as elucidated by scholars such as Almgren (2017), Ayala et al. (2011), and Sensoy and DiAngelo (2017), underscores principles like incorporation, cooperation, equitable access, equal chances, and collaboration. The correlation between social justice and general well-being and health is highlighted, emphasizing how a lack of justice can lead to heightened vulnerability to disease and increased physical and emotional suffering.

Complementing the foundation of social justice, I discuss the pedagogical practices in teaching social justice and using Photovoice as transformative tools for fostering inclusivity and equity in society. These practices encompass a diverse range of strategies and methods designed to engage students in critical discussions and actions related to social justice issues. Photovoice, a participatory research method, allows marginalized communities, including students, to use photography for self-expression and storytelling, shedding light on their perspectives on social

justice issues (Hershberg et al, 2019; Lichty et al., 2019). This approach, as integrated with pedagogical practices, enhances students' visual literacy skills, deepens their understanding of social injustices, and empowers them to become active agents of change and advocates for a more equitable society.

The practice of self-reflection in the college classroom is highlighted for its pivotal role in fostering deep learning and personal development among students. This practice encourages metacognition, prompting students to acquire knowledge and to critically evaluate their thinking processes and learning strategies. Structured self-reflection activities such as journaling, essay writing, and class discussions are emphasized as a means for students to assess their progress, identify areas for improvement, and connect course content to their experiences and worldviews. Self-reflection is portrayed as a means to cultivate essential life skills such as self-awareness, emotional intelligence, and problem-solving, empowering students to become active participants in their education and lifelong learners capable of adapting to diverse challenges and contributing positively to society.

Statement of Purpose and Research Questions

The purpose of this qualitative study was to explore how former Community Psychology undergraduate students describe their experiences using reflective Photovoice activities to learn about and become involved in social justice. Two research questions guided this study:

- RQ1: How do former Community Psychology undergraduate students describe their experiences with Photovoice as a technique for raising their own self-awareness?
- RQ2: How do former Community Psychology undergraduate students describe Photovoice as a technique for becoming involved in social justice?

Research Design

This study used a qualitative descriptive design to explore the experiences of those who participated in a Community Psychology degree program at a university in California. The descriptive design is a flexible design used by practitioners in their field to examine the participants' experiences or perceptions of a problem. It is a comprehensive and flexible qualitative design because it can borrow or use methods from other designs to fit the situation.

Other qualitative methodologies that have descriptive domains are grounded theory, phenomenological research, and ethnography. While I considered these designs, I chose qualitative descriptive because of its relevance to mental health and human sociology research, which is closely concerned with matters of community welfare and psychology (Palinkas, 2014). This design has provided an excellent method to address various social justice issues, with the main focus not only adding to the theoretical and conceptual understanding in this field but also contributing to change and quality improvement in the community justice practice setting (Creswell & Creswell, 2018).

Semistructured individual interviews took place on Zoom. I used an interview guide of eight questions. Interviews ranged from 30–80 minutes and were recorded via Otter.ai.

I used Word for the first round of coding. In a second round of coding, I used Quirkos to code artifacts, the interviews, and Photovoice. I organized the artifacts and prepared for coding, ensuring they were relevant to the research question. Once the coding was complete, I reviewed and analyzed the coded data to identify patterns and themes. The six themes that emerged were:

1. Photovoice plays a pivotal role in the students' journey of self-discovery and transformation.

2. Through Photovoice class activities, students gain insights from different perspectives.
3. Photovoice enhances students' engagement with community issues and social topics.
4. Former Community Psychology undergraduate students embraced collective learning.
5. Through Photovoice, students feel empowered to advocate for marginalized communities and social justice.
6. Students leverage the emotional connection of Photovoice to inspire positive action and raise awareness.

Study Conclusions

After analyzing the qualitative data gathered, three conclusions were derived. In this section, I present each study conclusions and provide critical insights related to the identified themes, the two research questions, and the literature framing this study.

Conclusion 1: The Potential of Photovoice as a Transformative Educational Method in the Field of Undergraduate Community Psychology.

Photovoice emerged as a transformative force, acting as a catalyst for personal growth, self-awareness, and increased self-confidence among students. It became evident that Photovoice can engender profound self-discovery and transformation. The process of using photographs to explore the alumni's thoughts and emotions allowed for deep introspection. Table 12 summarizes the research questions and themes that contributed to conclusion 1.

Table 12*Conclusion 1 Summary of Research Questions and Themes*

Research Questions	Themes
RQ1: How do former Community Psychology undergraduate students describe their experiences with Photovoice as a technique for raising their own self-awareness?	<ol style="list-style-type: none"> 1. Photovoice played a pivotal role in the students' journey of self-discovery and transformation. 2. Through Photovoice class activities, students gained insights from different perspectives. 5. Through Photovoice, students felt empowered to advocate for marginalized communities and social justice.

The experiences of the alumni vividly demonstrated how Photovoice empowered them to engage in self-reflection, leading to a transformative journey of personal growth and heightened self-awareness. This highlights the distinctiveness of Photovoice in its ability to foster profound self-awareness.

Photovoice served as a catalyst for students to gain valuable insights from a variety of perspectives, thereby magnifying its transformative potential. Through active involvement with visual aids and the perspectives of their peers, students deepened their comprehension of various subjects within the realm of Community Psychology. Photovoice played a transformative role in broadening horizons and promoting critical thinking.

Photovoice emerged as a powerful tool that empowered students to advocate for marginalized communities and social justice causes. It instilled within students a sense of agency, motivating them to take positive actions and raise awareness within their respective communities.

These findings resonate with social justice theory, which emphasizes the importance of promoting social justice values and principles. The transformative potential of Photovoice aligns

with the theory's principles by addressing social issues and promoting equity. According to Sánchez Vidal (2017), psychologists play a threefold role in promoting social justice: compliance with social justice principles, denouncing inequalities, and ensuring access to psychosocial goods. Photovoice aligns with these roles, making it a valuable educational tool in the pursuit of social justice.

This conclusion also reinforces the findings from Mulder and Dull (2014), who examined the use of Photovoice as an adaptation to the classroom setting. First-year Master of Social Work Students used Photovoice to self-reflect on aspects of their lived histories and the development of their values and perceptions and connect them with the social work practice. Mulder and Dull (2014) concluded that Photovoice allowed for creativity in the classroom.

This conclusion emphasizes the role of education and self-reflection in enhancing students' understanding of social issues. While the literature review in Chapter 2 provides a broader perspective on transformative educational methods across various contexts, this study conclusions focused on the transformative potential of Photovoice in undergraduate Community Psychology. These findings underscore Photovoice as an effective means to achieve transformative learning outcomes, nurturing informed, empathetic, and socially responsible community psychologists.

In summary, Photovoice emerges as a powerful technique with the capacity to transform undergraduate Community Psychology education, facilitating self-awareness, diverse perspective integration, and advocacy for social justice. This conclusion not only addresses the research question but also provides a comprehensive understanding of Photovoice's potential as a transformative educational method. It exemplifies the power of experiential learning in

enhancing personal growth, fostering diverse perspectives, and empowering advocacy for a just and equitable society.

Conclusion 2: Engaging in These Visual Reflections Helped Students Gain a Clearer Understanding of Social Justice

This study provides compelling evidence that engaging in visual reflections through Photovoice activities significantly enhances students' understanding of social justice, offering a unique and emotionally deeper perspective compared to reflective assignments that are solely written. Photovoice activities proved instrumental in deepening students' awareness of community issues and social topics. Through these visual reflections, students embarked on a journey of discovery, gaining a more profound understanding of the multifaceted aspects of social justice. Photovoice's uniqueness lies in its ability to bring diverse perspectives to the forefront, thereby enriching the understanding of various subjects within Community Psychology. Table 13 summarizes the research questions and themes that contributed to conclusion 2.

Table 13

Conclusion 2 Research Questions and Themes

Research Questions	Themes
RQ2: How do former Community Psychology undergraduate students describe Photovoice as a technique for becoming involved in social justice?	3. Photovoice enhanced students' engagement with community issues and social topics. 5. Through Photovoice, students felt empowered to advocate for marginalized communities and social justice.

This conclusion aligns with the principles of social justice, as discussed in the theoretical framework. The significance of visual reflections through Photovoice in enhancing students' understanding of social justice issues resonates with social cognitive theory, emphasizing the

importance of observing and emulating others' actions, emotional responses, and attitudes. This theory recognizes the mutual interaction between humans and the natural world in shaping behavior, thus reinforcing the role of experiential learning methods like Photovoice in deepening social justice awareness (Ayala et al., 2011).

The literature review and the study conclusions share common ground within an educational context, focusing on strategies that enhance students' awareness, understanding, and engagement with social issues. The literature review provides a broader overview of reflective pedagogical approaches across various contexts, while the study conclusions consider the impact of Photovoice on undergraduate Community Psychology.

Reflective pedagogical approaches, including journal writing, intergenerational contact, and reflection prompts, were discussed in the literature review. In contrast, the study conclusions concentrate on the transformative potential of Photovoice, demonstrating how this method offers unique opportunities for students to engage with social justice topics. While these two aspects differ in scope, they share the common goal of fostering deeper comprehension of social issues through educational techniques.

The literature review highlighted the importance of advocacy and awareness of legislative issues within education. While not a direct focus of Conclusion 2, the enhanced understanding of social justice facilitated by Photovoice may lead to increased advocacy for legislative and policy changes that promote equity and justice. This indirect connection reinforces the relevance of Photovoice in shaping socially responsible community psychologists who can contribute to positive change.

In summary, the visual aspect Photovoice is a powerful educational method that can deepen students' awareness of community issues creates an emotional response, and enhances

their understanding of social justice and advocacy. By providing a platform for diverse perspectives and experiential learning, Photovoice contributes to a clearer comprehension of the complexities surrounding social justice. This conclusion not only addresses the research question but also sheds light on the transformative potential of Photovoice as an educational tool, fostering informed, empathetic, and socially responsible community psychologists. As the study concludes, the ripple effects of Photovoice extend beyond individual growth to encompass a broader understanding of and engagement with social justice, aligning with the principles of social justice theory.

Conclusion 3: Collective Learning Through the Pedagogy of Photovoice Encompasses Self-Reflection, Peer-Based Learning, and Community Interactions as Its Key Components

One of the most significant findings of this study was the way alumni embraced collective learning within their cohort. They not only acknowledged the diverse perspectives brought by their peers but also recognized the value of each individual's background and viewpoints. This collective learning experience was foundational to their journey through Photovoice. Table 14 summarizes the research questions and themes that contributed to conclusion 3.

Table 14

Conclusion 3 Research Questions and Themes

Research Questions	Themes
RQ1: How do former Community Psychology undergraduate students describe their experiences with Photovoice as a technique for raising their own self-awareness?	<p>4. Former Community Psychology undergraduate students embraced collective learning.</p> <p>6. Students leveraged the emotional connection of Photovoice to inspire positive action and raise awareness.</p>
RQ2: How do former Community Psychology undergraduate students	

Research Questions	Themes
describe Photovoice as a technique for becoming involved in social justice?	

Beyond the realms of classroom interactions, students harnessed the emotional connection fostered by Photovoice to inspire positive action and raise awareness within their communities (Hershberg et al., 2019; Lichty et al., 2019). This powerful outcome underscores how Photovoice facilitates meaningful conversations, fosters connections, and promotes understanding, not only among students but within the broader community. This aligns with the idea that collective learning through Photovoice extends beyond the classroom to encompass community interactions.

The concept of collective learning and community interactions through Photovoice aligns with the principles of social justice theory. While social justice theory emphasizes broader principles of justice and equity, the third conclusion delves into specific components of collective learning within the Photovoice pedagogy (Hershberg et al., 2019). The theory's emphasis on equitable access to psychosocial goods resonates with the idea that collective learning through Photovoice fosters inclusivity and community engagement.

While the literature review discusses various educational methods and interventions aimed at promoting self-awareness and reflection, it does not delve into the specific pedagogical approach of Photovoice. In contrast, this study's conclusions offer unique insights into the transformative potential of Photovoice, emphasizing self-reflection, peer-based learning, and community interactions as key components of collective learning (Law & Rowe, 2019; Tomlin et al., 2019). This focus on the components of Photovoice enriches the educational discourse by shedding light on the nuanced impacts of this pedagogical tool.

The literature review touches on the importance of self-reflection in cultural proficiency education, aligning with the third study conclusion's emphasis on self-reflection as a key component of collective learning. Both recognize the role of self-reflection in fostering learning and personal growth.

The literature review highlights the value of reflective activities and journaling in educational contexts, aligning with the third study conclusion's recognition of self-reflection as a critical element of collective learning through Photovoice (Hershberg et al., 2019; Lichty et al., 2019; Thai & Lien, 2019). Both underscore the importance of self-reflection in enhancing learning outcomes.

The third study conclusion illuminates the transformative journey of collective learning through Photovoice pedagogy (Thai & Lien, 2019). Students' embrace of diverse perspectives and their ability to harness the emotional connection fostered by Photovoice are pivotal aspects of this collective learning experience. Beyond the classroom, Photovoice empowers students to inspire positive action and raise awareness within their communities. This conclusion underscores the link between collective learning, community interactions, and the emotional resonance of Photovoice.

While social justice theory sets the backdrop for these findings, the study enriches the discourse by highlighting specific components of collective learning within the context of Photovoice. This depth of understanding provides valuable insights for educators and researchers seeking to leverage Photovoice as a transformative pedagogical tool. Photovoice transcends the boundaries of traditional education, fostering a sense of unity, empathy, and community engagement, a testament to its potential as a catalyst for positive change within and beyond the classroom.

Implications for Practice and Scholarship

The conclusions drawn from this study carry significant implications for theory and practice in Community Psychology, social justice education, and pedagogy in higher education.

These implications are as follows:

- *Advancing Social Justice Education:* The study underscores the potential of Photovoice as a transformative educational method, demonstrating its efficacy in fostering self-awareness and deepening understanding of social justice issues (Sanon et al., 2014). This finding has implications for educators and institutions seeking innovative approaches to social justice education.
- *Enhancing Pedagogical Practices:* The pedagogical practices employed in teaching social justice, including self-reflection, have been shown to be powerful tools for engaging students in critical discussions and actions related to social justice (Lee et al., 2022). Recent studies suggest that innovative approaches such as Photovoice may be even more transformative than traditional reflective activities (Smith, 2023). This has implications for curriculum development and pedagogical training, encouraging instructors to incorporate reflective practices into their teaching methods.
- *Promoting Equitable Learning:* The study highlights how Photovoice and self-reflection can empower students from diverse backgrounds to engage in their education (Nilson, 2016). This finding has implications for promoting equity and inclusivity in the college classroom, ensuring all students can participate in their learning.
- *Fostering Advocacy and Action:* Photovoice empowers students to advocate for marginalized communities and social justice (Haugen et al., 2019). Thus, integrating

Photovoice into coursework can promote learning and inspire students to take meaningful action in their communities.

- *Strengthening Community Engagement:* The study emphasizes the importance of collective learning through Photovoice, which includes self-reflection, peer-based learning, and community interaction. This finding has implications for strengthening community engagement and promoting collaboration among students, faculty, and the broader community (Latz et al., 2016).

Limitations and Internal Study Validity

This study is subject to several limitations that should be considered when interpreting the results. First, the research was conducted within a single Community Psychology program, restricting the generalizability of the findings to a broader educational context. The study also involved a small sample size of six students, which may limit the ability to draw comprehensive conclusions and detect nuanced variations in experiences. Furthermore, the gender distribution within the participant group was imbalanced, with only one male student included, potentially affecting the representation of diverse perspectives. Four of the participating students identified as Hispanic, which may have implications for the cultural and contextual relevance of the findings, potentially limiting their applicability to more diverse student populations.

Additionally, the study exclusively focused on alumni who had completed the Photovoice class, omitting perspectives from current students in the program who had not taken this course, which could offer valuable comparative insights.

Another limitation pertains to the partial submission of Photovoice PowerPoint presentations by four out of the six students. This incomplete data collection may affect the comprehensiveness of the analysis and the ability to draw conclusions based on the full range of

student experiences. Finally, data collection occurred retrospectively, after students completed the Photovoice class. This retrospective approach may introduce recall bias, as participants may not recall their experiences with absolute accuracy.

This study provides valuable insights into the experiences of a small group alumni of the Community Psychology undergraduate program at a California university who engaged in Photovoice activities. Methods followed accepted procedures for qualitative research and involved numerous strategies to ensure the study findings and conclusions are trustworthy.

Despite the limitation of a small sample size (six participants), this study maintains strong internal validity through a well-designed methodology and meticulous execution, aligning with Lincoln and Guba's (1985) trustworthiness criteria. The research's internal validity is underpinned by a robust theoretical framework, inclusive research methods, such as a reflective pedagogical approach and Photovoice as a pedagogical tool, and the use of Quirkos software for transparent and well-documented analysis processes. Measures such as engaging a peer reviewer, conducting face-to-face interviews via Zoom to minimize miscommunication, and using existing artifacts as data sources add to the research's reliability. Additionally, employing a peer-review process and a secondary coder further enhance the study's credibility and internal validity, ensuring the accuracy and reliability of the findings.

Recommendations for Practice and for Future Research

Based on the conclusions and implications of this study, I propose several recommendations for future research and pedagogical practice:

- *Further Research:*
 - The long-term effects of Photovoice and self-reflection on students' attitudes, behaviors, and career choices related to social justice need to be researched. This

research could draw upon longitudinal studies to track the development and sustainability of the impact of over an extended period. Understanding how these educational experiences influence students' long-term commitment to social justice causes and their career trajectories is essential for assessing the enduring effectiveness of these pedagogical practices.

- The is a need to research the effectiveness of various pedagogical approaches in teaching social justice. These may include but are not limited to experiential learning, reflective practices, problem-based learning, service-learning, and technology-enhanced instruction (Lee, et al., 2022).
- Researchers should expand the participant pool too, including current students, and implement data collection methods that minimize recall bias. A critical step towards achieving this is to include current students in addition to alumni, thereby broadening the scope of perspectives and experiences under investigation.
- *Faculty Development:* Institutions of higher education should invest in faculty development programs that provide training in innovative pedagogical practices, including the integration of Photovoice and self-reflection. This can empower instructors to create more inclusive and engaging learning environments (Langdon, 2014).
- *Curriculum Enhancement:* Curriculum developers should consider incorporating Photovoice and self-reflection activities into courses related to social justice, Community Psychology, and other relevant fields. These activities can help students connect theory to real-world issues and experiences (Latz et al., 2016).

- *Community Partnerships*: Collaboration with community organizations and marginalized communities should be encouraged to facilitate meaningful Photovoice projects. This can strengthen the community engagement component of social justice education and promote mutually beneficial relationships (Latz et al., 2016).

Closing Comments

The theoretical foundation of Social Justice Theory, pedagogical practices, and self-reflection has provided the scaffolding upon which this study has been built. Within these theoretical constructs lies the fundamental importance of fostering self-awareness, deepening understanding of social justice, and nurturing collective learning. These elements form the cornerstone of exploration, guiding through a transformative educational landscape.

The two research questions that have steered the inquiry have yielded invaluable conclusions:

- Conclusion 1: Photovoice has the potential to be a transformative educational method in the field of undergraduate Community Psychology.
- Conclusion 2: Engaging in visual reflections helped students gain a clearer understanding of social justice.
- Conclusion 3: Photovoice helps students embrace collective learning.

Photovoice empowers students to embark on a journey of self-awareness, experience personal growth, and find their voice in advocating for social justice. This visual reflection process deepens students' comprehension of complex social justice issues and promotes experiential, collaborative learning, expanding their horizons beyond the classroom. The convergence of these experiences is a testament to the power of Photovoice as a catalyst for transformation.

The implications drawn from these offer a roadmap for future practice and research. Educators are encouraged to harness the power of Photovoice in their classrooms, recognizing its potential to enhance social justice education, promote inclusive pedagogical practices, and inspire advocacy. Curriculum developers, especially in the field of Community Psychology, are invited to weave Photovoice and self-reflection into the fabric of courses, bridging theory with real-world experiences. Institutions are called upon to prioritize faculty development and community partnerships to facilitate meaningful Photovoice projects.

The researcher also acknowledges the study's limitations. Considering the uniqueness of the single-program focus, the researcher remains cognizant of its implications for generalizability. The small sample size, imbalanced gender representation, and limited diversity within the participant pool serve as reminders of the study's scope. Additionally, the retrospective nature of data collection necessitates caution due to the potential for recall bias.

Looking ahead, the researcher offers recommendations for the realms of education, practice, and research. She advocates for the integration of Photovoice into pedagogical practices, the requirement of experiential and personalized learning opportunities, and the pursuit of further research into the long-term effects of Photovoice on students' trajectories.

In closing, this research stands as a testament to the transformative potential of Photovoice for undergraduate education. It is a reminder that within the classroom, profound personal growth, deep understanding of social justice, and collective learning can flourish. As we step beyond the confines of this chapter, we do so with a renewed commitment to fostering inclusive education, nurturing the voices of our students, and embarking on a journey of lifelong learning and advocacy—a journey illuminated by the transformative power of Photovoice.

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APPENDIX A**CITI Completion Certificate—Social-Behavioral-Educational (SBE)**

		Completion Date 28-Jun-2022 Expiration Date 27-Jun-2027 Record ID 48639253
This is to certify that:		
Sheree Bielecki		
Has completed the following CITI Program course:		Not valid for renewal of certification through CME.
GSEP Education Division (Curriculum Group)		
GSEP Education Division - Social-Behavioral-Educational (SBE) (Course Learner Group)		
1 - Basic Course (Stage)		
Under requirements set by:		 Collaborative Institutional Training Initiative
Pepperdine University		
Verify at www.citiprogram.org/verify/?we768d698-798c-49cf-b7e5-abdbd58b9524-48639253		

APPENDIX B

IRB Approval

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: May 22, 2023

Protocol Investigator

Name: Sheree Bielecki

Protocol #: 22-08-1896

Project Title: Using Photovoice to Reflect on Undergraduate Community Psychology Student's

Journey in their Program School: Graduate School of Education and Psychology

Dear Sheree Bielecki:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

cc: Mrs. Katy Carr, Assistant Provost for Research

APPENDIX C

Recruitment Form



Dear [*name*],

My name is Sheree' Bielecki, and I am a doctoral student in the Graduate School of Education and Psychology at Pepperdine University. I am conducting a research study.

The purpose of this qualitative study is to explore how former Community Psychology undergraduate students describe their experiences using reflective Photovoice activities to learn about and become involved in social justice.

I am seeking volunteer study participants for interviews and collecting artifacts such as Photovoice slides or recordings. Your participation in the study will be an interview via Zoom, a recording of the audio via Otter.ai, and a collection of your Photovoice slides or recordings (artifacts) from your Community Psychology program. It is anticipated to take no more than 45 minutes to complete the Zoom interview and approximately 1 hour for you to gather your artifacts.

Participation in this study is voluntary, and your identity as a participant will be protected before, during, and after the time that study data is collected. Strict confidentiality procedures will be in place during and after the study. All participants will be given an alias name, and all data will be stored in a secure personal computer that only the researcher can access. The researcher will store the data for three years or per institutional recommendations. After this time, all interview data will be destroyed according to institutional research regulations.

If you have any questions or would like to participate in this study, please contact me at your earliest convenience.

Thank you for your participation,

Sheree' Bielecki

Pepperdine University

Graduate School of Education and Psychology

Doctoral Student

Sheree.Bielecki@pepperdine.edu

APPENDIX D**Informed Consent**

IRB Number #22-08-1896

Study Title:

PHOTOVOICE AS A REFLECTIVE PEDAGOGY FOR
UNDERGRADUATE COMMUNITY PSYCHOLOGY STUDENTS

Authorized Study Personnel

Principal Investigator: Sheree' Bielecki, M.Ed.

Phone:

Invitation

Dear [name],

My name is Sheree' Bielecki. I am conducting a qualitative study on how former CP undergraduate students describe their experiences using reflective Photovoice activities to learn about and become involved in social justice. If you are alumnus of a California BA Community Psychology program and have utilized Photovoice in your classes, you may participate in this research.

The purpose of this qualitative study is to explore how former Community Psychology undergraduate students describe their experiences using reflective Photovoice activities to learn about and become involved in social justice.

I am seeking volunteer study participants for interviews and collecting artifacts such as Photovoice slides or recordings. Your participation in the study will be an interview via Zoom, a recording of the audio via Otter.ai, and a collection of Photovoice slides or recordings (artifacts) from your Community Psychology program. It is anticipated to take no more than 45 minutes to complete the Zoom interview and approximately 1 hour for you to gather your artifacts.

Participation in this study is voluntary, and your identity as a participant will be protected before,

during, and after the time that study data is collected. Strict confidentiality procedures will be in place during and after the study. All participants will be given an alias name, and data will be stored in a secure personal computer that only the researcher can access. The researcher will store the data for three years or per institutional recommendations. After this time, all interview data will be destroyed according to institutional research regulations.

There are risks involved in participating in this study: 1) confidentiality and 2) breach of confidentiality. The research data will be stored on the researcher's personal computer. In addition, the researcher will store information on their hard drive for extra protection. The researcher will give the participants pseudonyms. Should there be a breach of confidentiality, there is a risk to employment, professional, and financial standing.

"There is no information being collected that would pose a risk to any personal employee outcomes at work. Participant's response to these questions should not pose any risks to the participant's reputation, employability, financial standing, and educational advancement."

The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB) of Pepperdine University, and any other person, agency, or sponsor as required by law. The information from this study may be published in scientific journals or presented at scientific meetings but the data will be reported as group or summarized data and your identity will be kept strictly confidential.

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study.

For study related questions, please contact the investigator(s) listed at the beginning of this form.

For questions concerning your rights or complaints about the research contact the Institutional Review Board (IRB):

- Phone: 1(310)568-2305
- Email: gpsirb@pepperdine.edu

You can decide not to be in this research study, or you can stop being in this research study ("withdraw") at any time before, during, or after the research begins. Deciding not to be in this research study or withdrawing will not affect your relationship with the investigator or with Pepperdine University (list others as applicable).

You are voluntarily deciding whether or not to participate in this research study. By responding to this email and saying, "I Agree to Participate," you have given your consent to participate in this research. You should print a copy of this page for your records.

If you have any questions, please contact me at your earliest convenience.

Thank you for your participation,
Sheree' Bielecki
Pepperdine University
Graduate School of Education and Psychology
Doctoral Student
Sheree.Bielecki@pepperdine.edu

*At least one form of IRB documentation (IRB Approval Notice, Exemption Notice **or** Non-Human Subjects Determination Notice) is required to be included as a separate appendix for all GSEP dissertations

APPENDIX E

Content Expert Validation Form

Dear X,

Thank you for agreeing to provide a content review of my interview guide. The table on the next page is designed to ensure that my interview questions thoroughly address my research questions. You will see the research question on the left-hand column, and the interview questions related to the research questions on the right-hand column.

Please look at the table on the next page so that you may review each research question and the corresponding interview questions. For each interview question, consider how well the interview question addresses the research question and mark the options (a, b, or c) accordingly.

If the interview question is:

- a. Directly relevant to the research question, please mark “**Keep as stated.**”
- b. Irrelevant to the research question, please mark “**Delete it.**”

Finally, if the question:

- c. Can be modified to best fit with the research question, **please suggest your modifications in the space provided.**

You may also recommend additional interview questions you deem necessary.

Once you have completed your analysis, please return the completed form to me via email at sheree.bielecki@pepperdine.edu. Thank you again for your participation.

Sincerely,

Sheree' Bielecki

Research Questions and Corresponding Interview Questions

Research Questions	Corresponding Interview Questions	Keep, Delete, or Modify		
RQ1. How do former Community Psychology undergraduate students describe their experiences with Photovoice (PV) as a technique for raising their own self-awareness?	IQ1. Tell me about what motivated you to enter the Community Psychology program. Probes:	a. Keep	b. Delete	c. Modify
	IQ2. How did Photovoice activities increase your knowledge about the subject? Probes: -	Suggested modification: I recommend adding the following interview questions:		
		a. Keep	b. Delete	c. Modify
	IQ3. How did Photovoice activity connect to your lived experiences? Probes:	Suggested modification: I recommend adding the following interview questions:		
		a. Keep	b. Delete	c. Modify
	IQ4. How did Photovoice show what you learned in the course Probes:	Suggested modification: I recommend adding the following interview questions:		
		a. Keep	b. Delete	c. Modify
		Suggested modification: I recommend adding the following interview questions:		

	IQ5. What did you learn from seeing other students' photos and hearing their stories? Probes:	a. Keep	b. Delete	c. Modify
		Suggested modification: I recommend adding the following interview questions:		
RQ2. How do former Community Psychology undergraduate students describe Photovoice (PV) as a technique for becoming involved in social justice?	IQ6. How did your engagement with social justice change during the program? Probes: -	a. Keep	b. Delete	c. Modify
		Suggested modification: I recommend adding the following interview questions:		
	IQ7. How can Photovoice be used as a tool to connect you to a community? Probes:	a. Keep	b. Delete	c. Modify
		Suggested modification: I recommend adding the following interview questions:		
	IQ8. How can Photovoice be used to explain the problems faced by a community? What about as a solution? Probes:	a. Keep	b. Delete	c. Modify
		Suggested modification: I recommend adding the following interview questions:		

APPENDIX F

Thematic Codebook Sample

Code	Description	Example
Advocacy	Instances where participants express their ability to actively promote or support social justice initiatives or causes.	“As somebody currently working with the social justice institution, I have been able to use the skills and knowledge that I have gained in my classes in my work”.
Awareness through Visuals	The capacity of Photovoice to create visual representations that effectively communicate and raise awareness about specific issues or topics.	“Photovoice can connect you to other people. It can be used to spread the word.”
Critical Thinker	Participants express an enhanced ability to critically evaluate and delve into specific subjects or issues, showcasing a more comprehensive and detailed understanding.	“Photovoice has helped me become a better critical thinker. It helped me become more analytical in describing certain topics in detail”
Engagement and Effective Presentation	Where participants emphasize the importance of captivating their audience’s attention and making their presentations compelling and interactive.	“I was hoping to engage the professor and the person in the class watching my Photovoice video presentation”.
Personal Experience and Growth	Photovoice as a catalyst for enhancing their self-esteem, self-expression, and overall personal development journey.	“Photovoice became a platform for asserting my voice and building confidence”.
Community Engagement and Social Awareness	It underscores the role of Photovoice in fostering social awareness and community engagement by highlighting the participant’s recognition of the positive impact of such initiatives within their community.	“Knowing that there are organizations in the community that work to help promote the well-being of the animal made me feel very positive that the community is going in the right direction.”