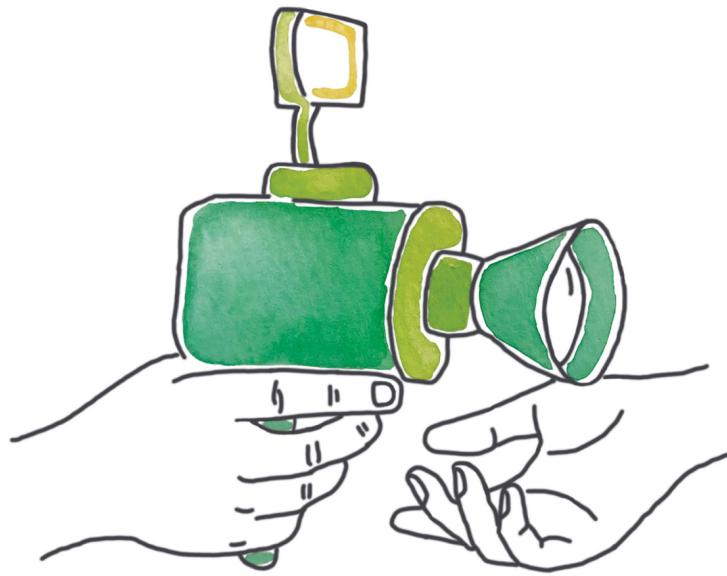


# HAND BOOK

WWW.COLLABORATIVEFILMMAKING.COM



*Collaborative Filmmaking*<sup>TM</sup>

BY SARA E. BAUMANN & JESSICA G. BURKE

A PARTICIPATORY,  
VISUAL RESEARCH METHOD



GRIFFIN KERSTETTER, 2019

# HELLO!

We are thrilled that you're interested in using Collaborative Filmmaking in your next research study or project. We developed this visual and creative method because we are passionate about the power of the arts and the role they play in understanding human experiences and building community.

This short handbook was designed to provide you with the tools needed to get started with Collaborative Filmmaking. Take this handbook with you when you're planning your next project, and when you're out creating. We hope the games and exercises will help to guide you and your fellow participants through the process.

If you need anything, we are only an email or phone call (or tweet!) away. We love hearing from others around the world about how they have incorporated Collaborative Filmmaking into their programs and studies, so please write to us, tag us, and share your films. We can't wait to see what you all create.

*Happy filming!*

*Sara and Jessie*

*As huge fans of science + art, Collaborative Filmmaking brings together our two passions in a creative and engaging way.*

Since 2016, we have been working together at the University of Pittsburgh, Graduate School of Public Health, to investigate creative ways to incorporate filmmaking into public health research. Sara has a background in film production and documentary filmmaking, as well as global health research, and has worked around the globe for the past 12 years in these two exciting fields. Jessie is an expert in community-engaged research and, as a Professor of Public Health, has decades of experience developing and applying innovative and creative public health methodologies. Together, our passions and expertise in film and public health have led us to develop Collaborative Filmmaking.



A photograph of a person's hand holding a string of red prayer beads. The person is wearing a dark jacket with a colorful floral pattern on the sleeve and a green patterned skirt. The background is a light-colored stone wall. The text is overlaid on the left side of the image.

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SARA BAUMANN, 2019





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# INTRODUCTION

## WHY FILM?

*Film as a visual research method provides a unique opportunity for sharing human experiences.*

Storytelling is central to being human, and film has the power to incorporate critical elements of storytelling and combine them with visuals to share experiences, opinions, and messages. Film can reveal complexities of life that are critical for understanding behaviors and beliefs, and can also be an empowerment and advocacy tools (1). In the health sciences, filmmaking methods have been used to explore a range of issues such as asthma (2,3), adolescent health (4,5) vaccination (6), and mental health (7,8) among others.

However, adopting a participatory approach to filmmaking allows for collaboration in generating knowledge that enables marginalized groups to speak for themselves (9,10). Beyond film's benefit as a data collection tool, visuals resulting from Collaborative Filmmaking can also be used to illuminate themes, raise awareness and encourage social change (9,11). Given the rise of affordable, user-friendly technology, film methods are now accessible and easier to apply in a wide range of settings.

For more details regarding the benefits of filmmaking, and lessons learned from using Collaborative Filmmaking, please see the resources section and academic manuscripts at [www.collaborativefilmmaking.com](http://www.collaborativefilmmaking.com).



## WHAT IS COLLABORATIVE FILMMAKING?

*Collaborative Filmmaking is an embodied, visual and participatory research method in which participants are trained to create, analyze, and screen films to answer a research question.*

The method trains participants as filmmakers and collaborators, from the initial generation of ideas to answer the research question, through data collection, analysis, and dissemination. Collaborative Filmmaking as a method allows researchers and community members to capture sensory knowledge (e.g. sound, spatial references, movement, gestures, visuals and actions) to generate nuanced data to answer your question of interest.

Using Collaborative Filmmaking also allows for the development of an end product in the form of a participant-generated film that can be used by filmmakers and researchers to raise awareness and disseminate the results of the study to inform future policies and interventions. While ethical challenges require careful planning, Collaborative Filmmaking is particularly useful for exploring sensitive health topics and providing nuanced insight into practices, relationships, and spaces not typically captured using existing methods. Building upon the trajectory of other arts and community-based methods, Collaborative Filmmaking is a participatory research method that has demonstrated effectiveness in gathering granular details about behaviors, motivations and beliefs in the form of sensory data, which can also be used for advocacy.

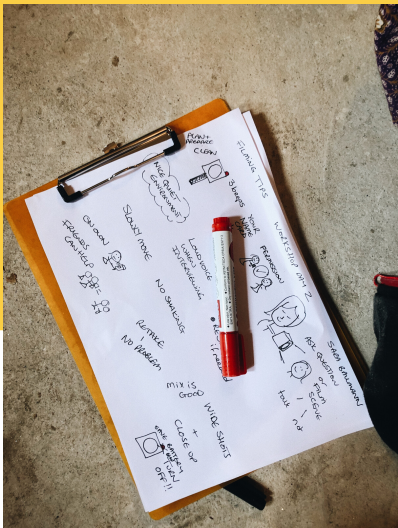
## A VISUAL INTRODUCTION TO COLLABORATIVE FILMMAKING

The following short film provides an introduction to the six steps of Collaborative Filmmaking, as well as example footage from a project in far-west Nepal: <https://vimeo.com/239271038>



## A STEP BY STEP GUIDE

*Collaborative Filmmaking as a research method has six steps. The activities and timing can be adjusted depending on the specific research question and population. The following step by step guide provides details about how to implement each step, and the necessary tools to get started.*

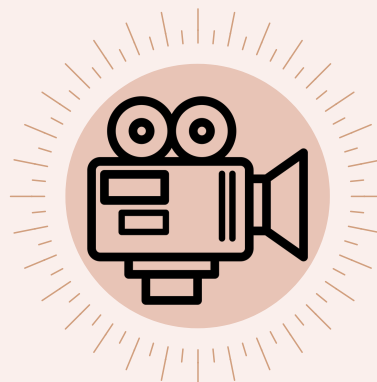


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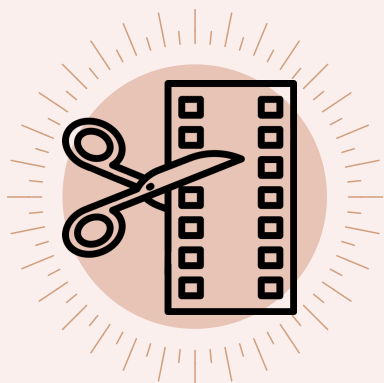




## STEP 1. TRAINING



## STEP 2. FILMMAKING



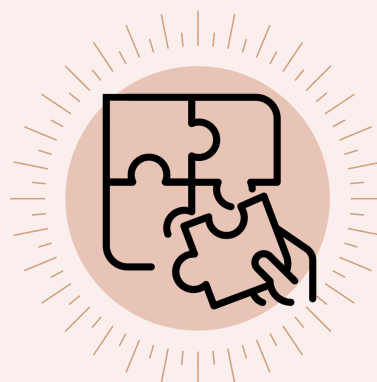
## STEP 3. FILM ASSEMBLY & PREPARATION FOR CO-ANALYSIS



## STEP 4. CO-ANALYSIS (INDIVIDUAL & GROUP)



## STEP 5. COMMUNITY SCREENING (OPTIONAL)



## STEP 6. SYNTHESIZE DATA

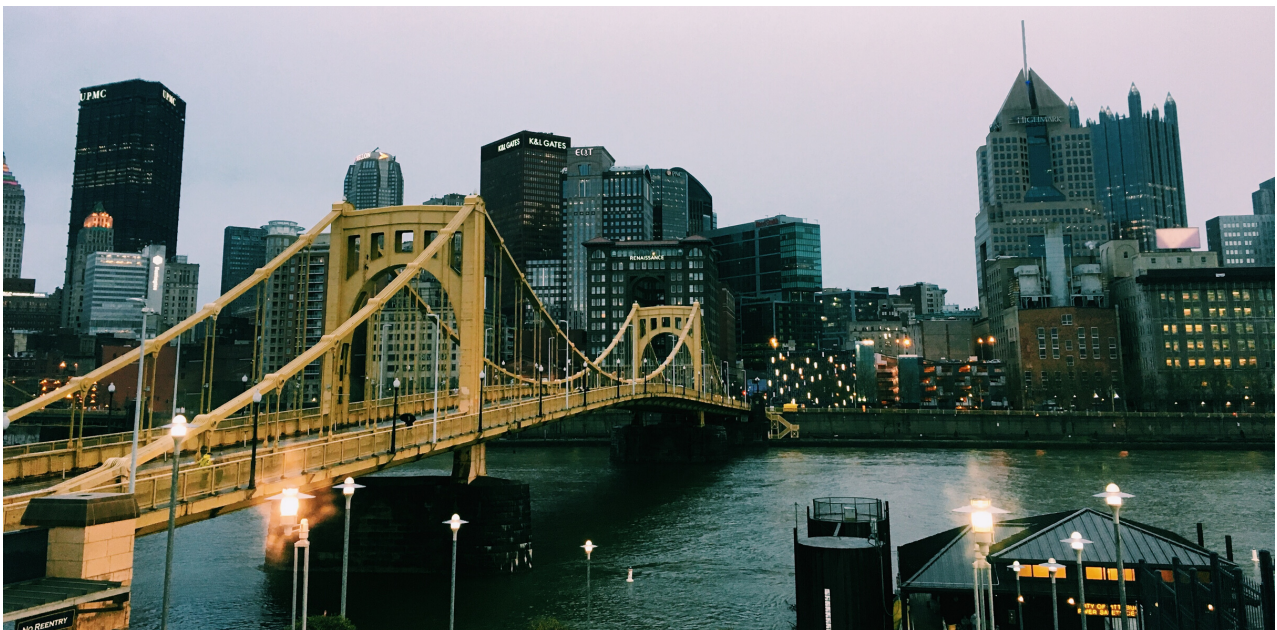
## Step 1: Introduction, Orientation, & Training

### *Goal*

Introduce participants to Collaborative Filmmaking, the research question and provide basic filmmaking training through an interactive, hands-on workshop.

### *Activities*

#### Selecting and Introducing the Research Question



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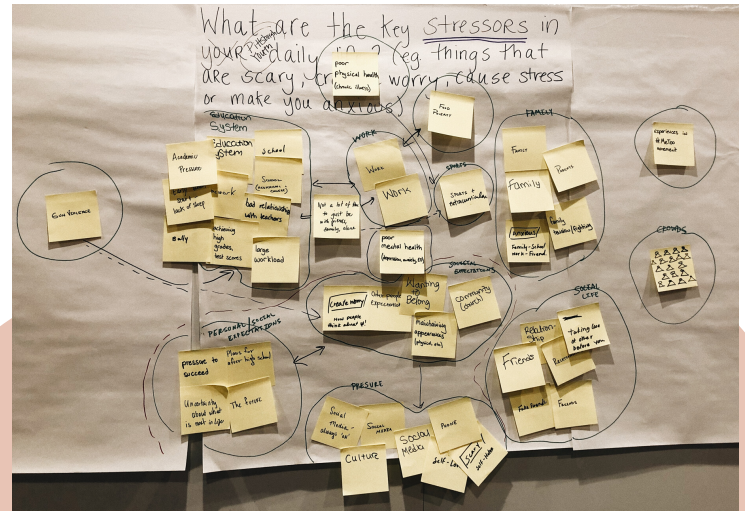
**Overview:** It is important to clearly explain the research question to the participants at the beginning of the study. Selecting a clear and focused research question/film prompt is critical to ensure that the filmmakers stay on topic and produce films that are relevant. Based on previous experience conducting Collaborative Filmmaking in different contexts, the clearer and more precise the research question, the easier it is for filmmakers to respond and create films that address researcher goals. This is especially true when working with first time filmmakers who have yet to build their skills and confidence with the technical side of filmmaking. A participatory activity at the beginning of the training is recommended to introduce the research question and gather initial thoughts from participants on the topic. This initial group activity will help the participants generate ideas for their films and will help the researchers guide the participants in focusing on the question of interest.



# Introducing the Research Question through Affinity Clustering

## Supplies needed:

- Sticky notes
- Markers/pens
- Large sheets of blank paper (with adhesive)



## Facilitator tasks:

- Provide participants with a stack of sticky notes and markers and ask them to respond to the research question by listing one idea or drawing per sticky note.
- Give participants five minutes to complete this task individually.
- Next, gather around a large piece of blank paper on the wall, and ask participants to go around in a circle, sharing one idea aloud one by one and sticking it on the large sheet of paper. If the idea is related to the previous idea, ask participants to stick these items close together (i.e. clustering). If the idea is unrelated, ask the participant start a new cluster. Continue until all the ideas have been shared with the group.
- Once all the items have been clustered, hand out markers and ask participants to discuss names for each of the clusters and label them. Give participants 5 minutes to discuss.
- The facilitator concludes by summarizing the ideas and clusters named by the participants.



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# Pass the Camera

## **Overview:**

After participants have an understanding of the research question, the facilitators introduce participants to the technical side of filmmaking. The following activity is designed to introduce participants to camera operation and have them practice being filmed and filming each other.

## **Supplies needed:**

- Camera that will be used in the project (Note: durable, minimal functioning cameras work well for first time filmmakers. Our team has used GoPros and iPad Pros on previous projects. Cell phones can also be considered.)
- Computer and projector

## **Facilitator tasks:**

- Ask everyone to sit in a circle (including facilitators) in chairs or on the floor- whichever is most comfortable for everyone.
- As the facilitator, demonstrate how to handle the camera. Show basic tasks such as how to turn on the camera, and how to record and stop recording.
- Ask for a volunteer. Explain to the participants that we are going to all try out the camera as a group so we can feel more comfortable. The participants may feel shy at first but encourage them, and explain that there is no wrong way to film - we are just sharing tips! Explain that each person will get a chance to use the camera to film and practice speaking in front of the camera.
- Conduct a short sample video by turning on the camera and asking the volunteer 1) for permission to film, 2) their name, and 3) a sample question (e.g. what are you hoping to learn from participating in this project?).
- Turn off the camera and pass the camera to the volunteer. The volunteer turns to the next person in the circle, and repeats the process.
- Continue until all participants have both handled the camera and have practiced speaking in front of the camera.
- Export the footage from the camera to a computer to watch the footage together as a group.
- After each clip, briefly ask the group what they liked about the clip, and what could be improved. The facilitators can introduce additional tips and tricks. Finally, the facilitator should remind everyone that they will get a chance to improve these skills over the course of the workshop.



# Storyboarding

## **Overview:**

The goal of creating storyboards is to encourage participants to plan what they want to include in their films and to think strategically about where, who and why to include certain elements. Furthermore, the storyboards can also act as a road map or a checklist for the filmmakers to follow.

## **Supplies needed:**

- Loose sheets of paper or notebooks
- Colored pencils
- One large piece of blank paper (with adhesive) with 6-8 boxes (Tip: Folding the paper in thirds or quarters works well)

## **Facilitator tasks:**

- Review the research question and focal prompt with the participants. Encourage them to focus on the research prompt while creating their storyboards.
- Define storyboarding for participants. For example, a storyboard is a collection of drawings that represents each shot in a film. A storyboard helps filmmakers plan their film. It is just like drawing your film on paper.
- First, work on an example as a group by drawing on the large sheet of paper. Explain that there is not a right or wrong way to film, and that each participant should include different places, people and shots in their film.
- Explain that it is great if each of the participant films are different, and participants should think creatively!
- Next, ask the participants to create a storyboard for their own film by drawing their film in the 6-8 boxes on a piece of paper. This exercise should move along quickly - these are sketches and not a lot of detail is necessary.
- Give participants approximately 20 minutes to complete this task.
- Ask the participants to tape their drawings on the wall.
- As a group, move around the room looking at each of the storyboards. Have each participant present one of their boxes (shots) to the group. The facilitators should probe the participants and ask the following questions:
  - Where will the shot will be filmed?
  - What are you going to talk about/show/act out in this shot?

# Filmmaking Practice



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## Overview:

At the workshop it is important to give participants time to practice filmmaking to build their skills and confidence. During filmmaking practice, participants will learn how to operate the equipment, and identify challenges that may occur and strategize how to overcome them.

## Supplies required:

- Cameras that will be used in the study
- Participant storyboards
- Computer and projector

## Facilitator tasks:

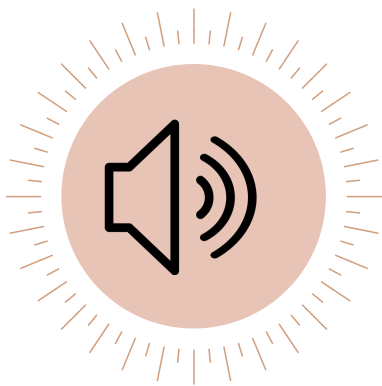
- Organize participants into teams of 3-4 people (depending on number of cameras).
- Ask each participant to select one drawing from their own storyboard to film for practice purposes.
- Advise participants to take turns going out into the community to film one scene from their storyboard. They can each help each other by operating the camera and directing in each other's films. Each participant should have an opportunity to practice handing the camera and being on film.
- After the exercise, the facilitator loads the footage onto a computer and screens the films to the group.
- After each shot, ask participants:
  - 1) What they liked about the shot
  - 2) What could be improved.
- The facilitator can also use this opportunity to provide additional filmmaking tips (see page 10)



# FILMMAKING TIPS

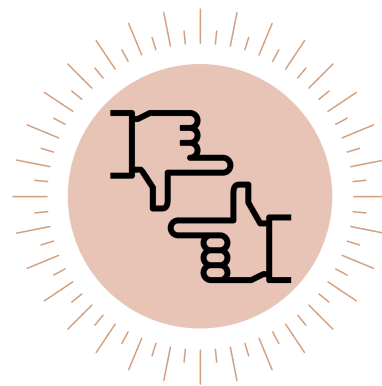


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## SOUND

Speak loudly and clearly in the film. It is also important to ensure that it is quiet while filming. Be aware of loud sounds in the environment (e.g., cars, dogs barking, people talking in the background, etc.).



## FRAMING

The mood and feel of your film can change depending on the angle you hold the camera. For example, holding at eye level will capture whatever is at the filmmaker's eye level. If the camera is tilted up, the participant can capture images of things higher than them, and if used on people it portrays "power." Consider using a variety of wide and close up shots. For example, wide shots can be used to introduce a space or person, and close ups can be used to show details.



## **STABILITY**

Holding the camera steady will help create a nice image. You can tuck your elbows into the side of your body while walking to help keep the camera steady or use a tripod.



## **LENS**

The most delicate part of the camera is the lens, and you should take special care to make sure the lens of the camera is neither dirty nor scratched. You can wipe the lens with a soft piece of cloth to remove any debris before filming.



## **TEAMWORK**

Filmmaking is a team activity and you can utilize friends and family members to create your films.



## **CONSENT**

Before filming others, you must always ask for permission.



## Step 2: Filmmaking/Data Collection

After the training, participants will go out into their communities with cameras to create their films. It is advised that researchers remain in the study area/be available throughout the data collection period to respond to difficulties if they emerge. While filming, it is important that the researchers do not operate the camera in any way; instead, if participants want assistance with filming, they are advised to seek support from friends or family members to create their films under their own creative direction.

### **Facilitator tasks:**

- Organize equipment schedule for participants to film
- Drop off and pick up equipment
- Be available for any questions from participants



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## Step 3: Film Assembly & Preparation for Co-analysis

### **Facilitator tasks:**

- After filming is complete, researchers pick up the equipment and transfer the footage from the cameras to an encrypted external hard drive (Note: researchers should consult their ethical review board for specific requirements associated with data security and storage).
- Next, the research team assembles clips into one film file per participant and subtitles the films (as necessary) in preparation for co-analysis. Depending on the aims of project and level of filmmaking skills among participants, researchers can choose to,
  - 1) Follow a No Editing Required (NER) technique in which participants shoot their films in order according to planned storyboards (12,13)
  - 2) Edit the films in collaboration with participants
  - 3) Train participants in basic editing during the Collaborative Filmmaking workshop, or
  - 4) Assemble/edit the films then share the films with participants for their final approval.
- While reviewing the films, the researchers create a list of clarifying questions and probes, noting areas in the film that require more information, keeping in mind the research question. Finally, the film is exported as a QuickTime or .mp4 file for screening and analysis.



## Step 4: Co-analysis

### Individual co-analysis session:

#### **Overview:**

For the individual co-analysis session, each participant meets with a facilitator from the research team for a screening and audio-recorded interview. While the films alone are stimulating and provide rich details, the co-analysis sessions are a key component for adding contextual information directly from the participants and for clarifying the actions, dialog and behaviors seen in the films. During the co-analysis sessions, a second member of the research team is tasked with taking notes and paying close attention to questions that cause confusion. The co-analysis sessions should be completed in a quiet and private space.

#### **Supplies needed:**

- Participant film, edited and subtitled as necessary
- List of clarifying questions and discussion guide (see page 16 for sample)
- Laptop
- Audio recorder

#### **Facilitator tasks:**

- Begin by screening the film for the participant to watch.
- Ask a series of questions for each clip/segment to support the participant in analyzing his or her own film. The co-analysis utilizes the SHOWeD technique for analyzing the participant films (11,14–16). SHOWeD is based on Freirean root-cause questioning (17) in which the facilitator asks five questions to understand each clip:
  - 1) What do you See here?
  - 2) What is really Happening here?
  - 3) How does this relate to Our lives?
  - 4) Why does this condition exist?
  - 5) What can we Do about it?
- Ask clarifying questions to the filmmaker. These questions allow for flexibility to discuss areas of confusion or interest based on the films created.
- Ask the participant if he or she would like to revise their film in any way (i.e. via editing, cutting certain shots or reshooting).
- After the session, the facilitator and notetaker should reflect upon their experience and keep a field journal to note interesting findings, questions, and patterns.

## Group co-analysis session:



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### **Overview:**

After completing co-analysis sessions with each participant individually, all the participants are invited to a group screening of the films and a group discussion. The group discussion aims to explore the variety of perspectives that have been explored through the films as they relate to the research question, and to gather group consensus. The group discussion guide also follows the SHOWeD method (see page 16 for sample guide).

### **Supplies needed:**

- All participant films, edited and subtitled as necessary
- Laptop
- Audio recorder
- Discussion guide

### **Facilitator tasks:**

- Begin by screening the first participant film to the group.
- After the film, the facilitator guides the group through a discussion of the film and the creator of the film is given the opportunity share his or her thoughts and respond to questions that the group raises.
- Repeat the process for all participant films.
- At the end, ask participants if they wish to make any final changes to their films.
- After the session, the facilitator and notetaker should reflect upon their experience and keep a field journal to note interesting findings, questions, and patterns.

## CO-ANALYSIS & GROUP DISCUSSION GUIDE FOR COLLABORATIVE FILMMAKING

### Welcome / Overview of Topic / Ground Rules:

Good afternoon and thank you for your time and participation in the session today. My name is INSERT FACILIATOR NAME and I will be asking you questions today to find out about your experiences during the Collaborative Filmmaking Project. With me today is INSERT NOTETAKER NAME, who will be helping me and taking notes during our discussion.

My job is to ask questions and listen. We want to know more about your experience in the filmmaking project and to tell us more about what you decided to film. Feel free to ask questions at any time.

**Permission for observer:** I would like to get permission from you for INSERT NOTETAKER NAME to be with us during our discussion. If not, it is ok but please let me know.

**Ground rules for the session:** There are NO right or wrong answers to any of the questions that I will ask you today. Please feel free to share your thoughts openly.

Before we begin, let me tell you a few rules that will help things go smoothly today. I am going to be audio recording the session because we do not want to miss any of your comments. We would also like you to pick a nickname that you will use during this discussion. We will use your nickname instead of your real name to make sure no one outside of this group has access to your name or other personal information.

**Reinforce risks to be reported:** Have you completed the Youth Assent form? You have also received your parent/guardian's permission with the signed Parental Consent Form. I would like to highlight one part of the form to be sure that you understand it fully.

In your Consent and Assent forms, there is a line under 'Risk and Discomforts' that says, "Because we are not asking about personal information or behaviors, none of the questions that we ask should make you feel uneasy." However, you DO NOT have to answer any questions that you do not wish to. If you have any questions please feel free to ask them now, if not let's begin with our discussion (answer questions that arise).

Ok, let's begin. Today we will be talking about the footage that you captured during the Collaborative Filmmaking Project. We want to hear more about the footage you captured from your point of view.

Let's look at your film footage. Screen the footage by segment or scene for ease of discussion. For each segment discuss the following questions:

1. What do you See here?
2. What is really Happening here?
3. How does this relate to Our lives?
4. Why does this condition Exist?
5. What can we Do about it?

Continue discussion for all film segments. Ask the list of prepared clarifying questions. At the end, ask if the participant has any further comments or questions. End the discussion by thanking them for their time.



## Step 5: Community Screening

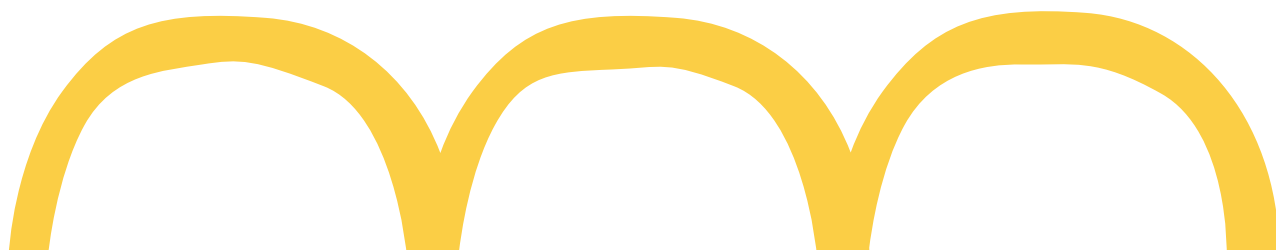
### **Overview:**

Once the films are finalized, each participant is asked individually if he or she wishes to have his or her footage included in a final film to be shared with the public (e.g., community screenings, national screenings, film festivals, in manuscripts, online, at academic conferences, etc.). If so, a separate assent/consent form must be signed to allow their footage to be shared publicly. This is an important step to ensure that those who want to anonymously participate in the study and share their opinions for research purposes only are able to do so. However, some participants will likely feel proud to share their films with others, and it is imperative they are recognized.

For those who wish to have their films screen publicly, a community screening is organized in which participants are given creative control. Participants are asked who they wish to invite and what kind of activities they want to conduct. This unique aspect of Collaborative Filmmaking was developed based on community-based participatory research (CBPR) principles of engaging participants throughout the research process, which includes decisions about dissemination. The community screening may consist of a film screening and other aspects such as an awards ceremony, short speeches from key community leaders and the participants, for example. The screening provides an opportunity to share the findings of the study with the community and ensure transparency about the study and associated processes.

### **Facilitator tasks:**

- Ask each participant if he or she wants their film to be screened publicly, and if so, complete the separate assent/consent form.
- Meet with participants to organize the logistics of the community screening.
- Host the event at a convenient place and time, screen the films, and complete the agreed upon activities.



## Step 6: Synthesizing Findings for Wider Dissemination

### **Overview:**

The Collaborative Filmmaking process results in a range of data types, including

- 1) Participant films
- 2) Audio recordings of co-analysis and group discussions
- 3) Field notes

Researchers can use qualitative analysis methods to analyze these different forms of data to answer the project research question.

### **Supplies needed:**

- Raw data (films, transcripts, notes)
- Computer
- Software to code the data (NVivo, Microsoft excel)



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### **Facilitator tasks:**

- Transcribe audio-recordings of the co-analysis sessions and the group discussions and translate as necessary.
- Train a team of coders from the research team to view the films and reviews the transcripts to develop a preliminary code book.
- Coders can use a qualitative research software, such as NVivo, or create a standardized Microsoft Excel template to assign codes and memos to the films and transcripts.
- After all data sources are coded independently by each coder, discrepancies are identified and resolved.
- As a final step, the study team synthesizes the findings for further dissemination utilizing thematic analysis and uses illustrative quotes to represent key themes in the data. The final narrative format can be supported with images, links to films, and illustrative quotes for sharing at academic conferences, film festivals, and in academic journals.

# OTHER GREAT RESOURCES



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## EXAMPLE PROJECTS:

For examples of studies and projects that have used Collaborative Filmmaking, or to share your project with us, please visit [www.collaborativefilmmaking.com](http://www.collaborativefilmmaking.com)

## CONTACT INFORMATION:

We are happy to provide support for your next Collaborative Filmmaking project!

Please contact us:

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*Professor and Associate Dean for Education at Pitt Public Health*



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## Appendix A – Collaborative Filmmaking Sample Consent/Assent Forms Parental Consent/Youth Assent Form

### TITLE OF RESEARCH STUDY

#### **Explanation of Research Study:**

**STUDY TEAM:** The research team is being led by NAME from INSTITUTION.

**REASON FOR THE STUDY:** This study is being done to work with DESCRIBE POPULATION about INTRODUCE RESEARCH QUESTION. This is an arts-based project. It uses creativity, filmmaking and talking together to learn about important issues. The things that we learn during the project and through our discussions will help us to determine if Collaborative Filmmaking is a good approach for future work in your community.

**STUDY PLAN:** If you and your child agree to take part in this project, please sign this consent form. This form documents permission. Your child will be asked to take part in one Filmmaking Workshop with SAMPLE SIZE other participants. The workshop will take place during the weekend or outside of school hours, and it will be conducted in the village so that your children do not have to travel far to participate (REPLACE WITH APPROPRIATE WORDING BASED ON THE STUDY POPULATION). The workshop will take place over the course of 1.5 days (6 hours on day one, and 4 hours on day two), and will be a fun and engaging session for DESCRIBE PARTICIPANTS. They will learn storytelling filmmaking and participate in games and exercises. Food will be provided.

After the workshop, your child will be asked to use a digital video camera to collect film footage about THE RESEARCH TOPIC. He/she will be asked to be creative and to use his/her new skills. He/she will have the camera for DURATION and be asked to record as much as he/she wishes during the DURATION period.

After filming, he/she will be asked to participate in a 1-hour discussion with the research team to watch his/her film and discuss it. We will not be asking any questions about your child's private experience or ask your child to share her personal experiences. Rather, we are asking him/her to discuss what people his/her age broadly experience or practice.

Next, he/she will be asked to participate in a 1-hour group discussion with the other participants about the footage they collected. The discussions will be audio recorded. The film footage will be viewed by the study team and the other youth participants throughout the study. If you and your child agree, his/her footage will be combined with all the other participants' video footage for a final exhibition to be shared with the community. It is not required that your child participate in the final exhibition to participate in the rest of the study.

**FILMING PARAMETERS:** Your child will have the opportunity to film around the village and collect footage on anything related to THE RESEARCH QUESTION. He/she can interview other participants in the study if he/she wishes with their permission; however, he/she will not be allowed to interview or film people outside of the study to protect the privacy of individuals outside the study.

**RISKS:** Though we do not think that your child will feel uneasy, there is a chance that he/she may feel comfortable sharing certain things and that is ok. He/she is free to skip or not answer any question we ask. He/she will be asked to use a nickname to keep all the audio recordings private. Taking part in this study will not cost you or your child anything. Any information that we get will remain private. Your child can stop taking part at any time if he/she feels uncomfortable.

**BENEFITS:** No direct benefits.

**COMPENSATION:** Your child will receive a gift to thank him/her for her time. He/she will also get copies of some of the photographs that we take during the Collaborative Filmmaking sessions.



**EQUIPMENT:** After DURATION your child will be asked to return the camera and the footage in good, working condition to the study team. If your child faces any issues during the study, we request that you contact the study team. In the case of damage, loss or theft, you are requested to contact the study team immediately, so we can engage the necessary authorities.

**PRIVACY:** We will keep all study information that we gather during the group discussions private.

The only people who will see the information gathered during the group discussions and interviews are key study staff. Since this session will be audio-taped, your child will give a nickname and will be called by this name during the whole session. All information will be kept in locked cabinets that only study staff will have access to. Your child's name will not be used when this study is made public. Permission will be collected from you and your child before any of his/her video footage is included in the final exhibit project. If the researchers learn that your child or someone with whom they are involved is in danger of harm, they will need to inform the appropriate agencies.

**VOLUNTEERING FOR THIS STUDY:** Your child is not forced to join this or any research study. He/she will not be punished in any way for not volunteering in this study.

**CONTACT INFORMATION:** If you have questions about the study, you can call NAME AND CONTACT INFORMATION.

### **PHOTOGRAPHY**

I authorize the study team to use candid individual and group photographs of my child during his/her participation in the study. These pictures will be helpful for teaching others about using the Collaborative Filmmaking method, but will not be linked to the footage or thoughts that my child shares:

- ☐ YES  
☐ NO

### **VOLUNTARY CONSENT/ASSENT**

All the above has been explained to me and all my current questions have been answered. I understand that I am encouraged to ask questions about any aspect of this research study during this study, and that such future questions will be answered by the researchers listed on the first page of this form.

Any questions I have about my rights as a research participant will be answered by the Human Subjects Protection Advocate of the IRB Office, DETAILS ABOUT INSTITUTION IRB. By signing this form, I agree to participate in this research study. A copy of the consent form will be given to me.

\_\_\_\_\_  
Printed name of child participant

\_\_\_\_\_  
Participant signature (assent if child is under 18 years old)

### **Parental Consent for Minor Child**

I understand that, as a minor (age less than 18 years), the above-named child is not permitted to participate in this research study without my consent. Therefore, by signing this form, I give my consent for his/her participation in this research study.

\_\_\_\_\_  
Parent's Name (Print)

\_\_\_\_\_  
Relationship to Participant (Child)

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

Witness signature (if parent is illiterate) \_\_\_\_\_

## **Appendix B -Collaborative Filmmaking Release Form for Background Subjects/Participation in Public Screening**

I, \_\_\_\_\_(name of person in the video) give my permission to use my image in this video for use in NAME OF RESEARCH STUDY being carried out by IMPLEMENTERS OF THE STUDY.

I authorize the study team to use my image in the video for project related papers and reports, exhibits and presentations, social media and other public platforms. I understand that researchers, policy makers, students, and possibly people from my community will see my image in the video footage.

**Participant Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

If subject is a minor, Parental Consent:

**Name (Printed):** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_