



My Health, Wellbeing and Community

IMAGINING INCLUSION

PROJECT LOGIC MODEL

WITH SUPPORT FROM



IMAGINING INCLUSION: PROJECT DESCRIPTION

“Imagining Inclusion” was a community-based participatory research (CBPR) collaboration between the *Thrive* program at Open Door Group and the Department of Therapeutic Recreation at Douglas College. The project was funded by the Vancouver Foundation from 2013-2015.

The purpose of the study was to explore how people with lived experience of mental illness experienced community inclusion, health and well-being. The 32 research participants were women and men of diverse ages and ethnicities, most of whom had incomes of less than \$11 000 per year. Their mental health issues included major depression, bipolar, post-traumatic stress disorder, borderline personality disorder, psychosis, schizophrenia and anxiety, and many of them had other and multiple health conditions. For ten weeks they photographed their responses to different research questions. Some of the questions posed in the weekly sessions included: What are your communities? What does community inclusion look like? In your day-to-day life, what do your experiences of social isolation, exclusion, poverty, and stigma look like? What does recovery mean to you?

Discussions of the photos were audio recorded and participants wrote reflections to develop a narrative for each of their photographs. The data set included over 300 photographs and reflections, 34 meeting transcripts, 40 sets of fieldnotes, 14 one-on-one interviews, and demographic data from 32 individuals. Throughout the Photovoice process, participants worked with students from Douglas College and peer researchers.

Research participants were also involved in analyzing data, planning photo exhibits, writing newsletters, and public speaking to increase awareness of mental illness. Many participants found that their prolonged involvement in this CBPR project was transformative. It engaged them intellectually, brought purpose to their day-to-day lives, and enabled them to network with professionals and others with lived experience of mental illness. (We now identify Imagining Inclusion as an example of an upstream intervention.)

DATA SOURCES

- Online surveys administered to Research Team members at mid-point and end of project (October 2014, June 2015) (n=12)
- Survey administered to PV participants at final PV session (March 2014) (n=28)
- Group exercise at final PV session (March 2014) (n=28)
- Survey administered to PTG participants in final month of the project (June '15) (n=13)
- Email from research participant (n=1)
- Attendance sheets

ACRONYMS

CBPR – Community-based participatory research

DC – Douglas College

ODG – Open Door Group

PR – Peer Researcher

PTG – Peer Task Group

PV – Photovoice

RA – Research Assistant

TR – Therapeutic Recreation

IMAGINING INCLUSION PROJECT LOGIC MODEL



| ACTIVITIES | OUTPUTS | SHORT TERM OUTCOMES: PROCESS & RIGOR | SHORT-TERM IMPACT: ON "INDIVIDUALS" | LONG TERM IMPACT: ON "COMMUNITY" |
|---|---|---|--|---|
| <p>Create systems and manage project</p> | <ul style="list-style-type: none"> • Project documents produced (MOU, Confidentiality and Publishing Agreement, Logic Model and Monitoring Plan; monthly budget reconciliations; Photovoice Manual, 2 TR program protocols, 2 Foundation Reports) • Software and equipment in place (NVivo, Endnote) • Co-researchers hired and trained (12 student RAs, 1 project manager, 2 peer researchers; 6 co-investigators) • Project meetings administered (32 research team meetings; 98 peer task group meetings) | <p>The research project is managed effectively. Research project systems are functional, understood, and followed by all team members and their organizations.</p> | <p>Project partners (DC and ODG) and project staff (project manager and co-leads) have the capacity to administer complex collaborative research projects.</p> | |
| <p>TR students participate as co-researchers in the project</p> | <ul style="list-style-type: none"> • 32 Research Team meetings attended • Literature review conducted & organized in RefWorks & EndNote (290 ref.) • Data collected & organized (40 fieldnotes; 38 intake interviews; 271 pictures; 271 reflections; 24 meeting transcripts; 12 interviews; 31 member checks) • 98 groups facilitated (set-up & clean-up for co-facilitated meetings) • Participant support provided (reminder phonecalls & individual support) • Knowledge exchange activities support provided (set-up & clean-up for the Photovoice Exhibits (5); graphic design) | <p>TR students and peer researchers increase their research skills, employment related abilities & understandings of and capacity to work with individuals with lived experience of mental illness.</p> | <p>TR students and Peer Researchers have more and improved employability, education and career choices.</p> | <p>TR students and individuals with lived experience of mental illness enjoy greater employability and other opportunities due to research skills and experience participating in a CBPR project.</p> |
| <p>Peer Researchers participate as co-researchers in the project</p> | <ul style="list-style-type: none"> • 27 Research Team meetings attended • 20 Photovoice and PTG sessions planned, organized and co-facilitated • Snacks for photovoice sessions (24) planned, purchased and prepared • Video documentary produced • Set-up and clean-up for the Photovoice Exhibits provided | | | |
| <p>Individuals with mental illness participate as co-researchers</p> | <ul style="list-style-type: none"> • PHOTOVOICE PARTICIPATION (JANUARY '14 - APRIL '14) 38 individuals signed-up; 32 individuals (23 females/9 males, ages 25-82) attended: photovoice training sessions (4); photo-sharing & discussion groups (5); celebration & project evaluation session (1) • PEER TASK GROUPS (PTG) PARTICIPATION (MAY '14 - JUNE '15) 21 people signed-up; 14 people (10 females/4 males, ages 35-82) attended regularly: Analysis PTG; Newsletter PTG; Exhibit PTG; Data Analysis Workshop; Speaker Series 14 speeches given in community | <p>People with lived experience of mental illness have sustained involvement in CBPR and make ongoing contributions that are personally beneficial.</p> | <p>People with lived experience increase their self-awareness, interpersonal skills, opportunities to improve skills, learn new skills, experience a sense of inclusion & empowerment.</p> | <p>Community mental health workers in Metro Vancouver experience more support for leisure and recreation services and additional research opportunities.</p> |
| <p>Produce knowledge exchange materials and activities</p> | <ul style="list-style-type: none"> • 7 photo exhibits • 4 newsletters (Sep '14; Dec '14; Feb '15; Jun '15) • 1 research brief • Conference and community presentations (CTRA '14, PSR '13, '15, WSTRA '15, CPHA '15, CU Expo '15, 2 BCTRA Webinars, & 1 BCTRA AGM presentations, 3 TR Advisory Committee meeting presentations; QHR '15, • Project website • Posters and flyers for community exhibits • 1 theory of health work • 1 model of mental health promotion (upstream-downstream) • 2 program protocols • academic journal publications | <p>Knowledge disseminated from project is produced ethically and rigorously.</p> | <p>The TR, mental health, health promotion, and community recreation sectors have access to materials that can inform and direct their practice.</p> | |

MONITORING PLAN

SHORT-TERM OUTCOMES

INDICATORS & MEASURES

TR students increase their research skills, employment related skills & understanding of and capacity to work with individuals with lived experience of mental illness.

- 100% of students report having learned new research skills
- 100% of students report their research skill shave improved because of their involvement in the project
- 100% of students report greater understanding of research
- 100% of students report improved confidence in researcher skills
- 85% of students that report enhanced research skills

"I believe at this point my involvement in the research project has been minimal so it is a little premature to say my skills have been enhanced; however, as I continue being a member of the team I believe my research skills will continually improve." (explaining choosing neutral for answer)

• TYPES OF SKILLS GAINED

RESEARCH: formulating research questions, data collection, recording of fieldnotes, transcribing, coding, data analysis and NVIVO10, data management, working on a research team, CBPR methods and theory, conference applications and presentations

"While I gained core competencies in coursework at Douglas College, the field work has exposed me to the diversity of approaches and critical thinking that is required in research. Problem solving through challenging methods of data collection, data management and analysis has provided me with a new skill set and resources to use in future research. I am much more confident in my research skills, and where I would hesitate to take on research or evaluation projects before, I am now excited to take these opportunities." (student)

"I have learned that research is something I could be quite successful with. Before this project the work involved seemed daunting but after experiencing a portion of the project I have more confidence in my ability to comprehend and execute the research process." (student)

"Actually seeing a research study from start to now has been transformative for me in that it feels like a much more accessible process than what I imagined it would be." (student)

"I am interested in doing more research projects in mental health. I have been hired as a casual at the research site, and this has greatly increased my capacity as a professional upon finishing my education. Graduate studies are within grasp, and I would love to do a thesis based project that can enhance my career and my personal capacity to understand those with whom I am trying to affect change." (student)

EMPLOYMENT-RELATED SKILLS: meeting preparation and participation management (agendas, meeting minutes, providing updates), how to give up dates in meetings, managing timelines, using Dropbox, working from home

"My ability to work with others was extremely enhanced through this project. I have learned a great deal on how to work with each member's strengths. Also I now recognize that we all have different strengths and weaknesses, and by finding ways to work together we can empower one another. I would only say I learned techniques and was given excellent mentors and examples of time management skills. My skills did improve slightly, however I think I will be practicing in them more in the future, when there are not an overwhelming amount of deadlines. (Or when I am not a full time student and working 2 jobs!)" (student)

"This is my first time taking part in meetings and I already feel more professional and competent in working with a dynamic team of highly-trained professional individuals." (student)

SHORT-TERM OUTCOMES

INDICATORS & MEASURES

TR students increase their research skills, employment related skills & understanding of and capacity to work with individuals with lived experience of mental illness.

- 85% of students that report improved ability to participate in meetings
- 85% of students that report improved time management skills
- 71% of students report improved facilitation skills
- 100% of students report improved ability to communicate with others
- 100% of students report improved ability to work with others

“This term I was not as actively involved as I would have liked to be. While I put to use my skills in the above areas I don’t feel the experience I had so far improved those skills.” (student)

WORKING IN MENTAL HEALTH: understanding the importance of the needs of people with lived experiences (such as feeling valued, understood, and taking opinions/ideas seriously)

“My eyes were opened to a number of new positions possible for TR. Getting to know some people mental health issues made me more sensitive to the issues faced in their lives and increased my confidence in my ability to work with those individuals.” (student)

“This project has given me a powerful lens in which to view the lived experiences of mental illness. By understanding the literature, being present in the photovoice sessions, analyzing the data and getting to know the participants... in many capacities I have grown as a practitioner and human being. This project has opened doors and opened my eyes to better understanding what the needs and experiences are of people with lived experience of mental illness.” (student)

- 100% of students that report improved understanding of people with lived experience of mental illness
- 85% of students that report improved ability to work with people with lived experience of mental illness

OTHER: learning about organizing photo exhibit and the Photovoice process; therapeutic recreation

- 71% of students report that their understanding of Therapeutic Recreation has improved

Peer researchers (PRs) increase their research skills, employment related abilities & understanding of and capacity to work with individuals with lived experience of mental illness.

- PRs report:
 - ✓ they have learned new research skills
 - ✓ their research skills have improved because of their participation in the project
 - ✓ greater understanding of research
 - ✓ improved confidence in researcher skills
 - ✓ enhanced research skills

I was able to practice in reality, concepts I knew very well in theory regarding CBPR. I have a better concept of how this takes shape as a project through roles, teamwork etc. (Peer Researcher)

- PRs report improved:
 - ✓ ability to participate in meetings
 - ✓ time management skills
 - ✓ facilitation skills
 - ✓ ability to communicate with other
 - ✓ ability to work with others
 - ✓ project management, dealing with conflict, organizing paperwork, designing a manual to use for workshops
- PRs report improved understanding of people with lived experience of mental illness and improved ability to work with people with lived experience of mental illness.

SHORT-TERM OUTCOMES

INDICATORS & MEASURES

TR students and Peer Researchers

OVERALL EXPERIENCE WITH THE PROJECT

- 100% of students and PRs report that the project provided opportunities for participating in a variety of research activities.
- 100% of students and PRs report that they could share their thoughts with the co-leaders and other team members.
- 100% of students and PRs report that they would recommend this experience (joining a community based participatory research project) to their colleagues.
- 100% of students and PRs report that because of their involvement in this project, they will look for other research opportunities.

People with lived experience increase their **self-awareness** & **interpersonal skills**, **learn & improve skills**, **sense of confidence, empowerment & inclusion**, and **increase sense of purpose and motivation**.

Self-awareness:

- ✓ Self-awareness
- ✓ Beliefs
- ✓ Values
- ✓ Sense of own strength
- ✓ Sense of own abilities

Interpersonal skills:

- ✓ Communication
- ✓ Problem solving
- ✓ Social skills
- ✓ Ability to overcome own limitations

Learn & improve skills:

- ✓ New skills
- ✓ Photo-taking

SELF AWARENESS

- 86% of Photovoice participants reported increased sense of self-awareness
- Number of participants who reported increased sense of own beliefs and values “all of the time” increased by 50% at the end of the project

“It surprised me how much of my internal struggles and thought processes came out through the pictures. It became a tool for knowing myself better.” (PV participant)

INTERPERSONAL SKILLS

- Number of Photovoice participants who reported that they felt comfortable with their social skills increased by 40% at the end of the project

“This has been a good learning experience. Sharing about my life experiences with others is difficult. I think that I do overcome slowly as I attend Peer Task Group.” (PTG participant)

LEARN & IMPROVE SKILLS

- 81% of Photovoice participants reported that they learned new skills

“Because of this project I came to understand taking photos could be interesting and exciting, which is a true pleasure in my life...I felt in love with photography.” (PV participant)

- 85% of PTG members increased understanding of own beliefs
- 77% of PTG members increased understanding of own values
- 69% of PTG members increased sense of their strength
- 54% of PTG members increased sense of their abilities

“Made me realize where I feel most excluded and think about what gets in the way of feeling connected – seeing that others also experience exclusion made me feel less alone.” (PV participant)

- 77% of PTG members report improved ability to find solution to the problems that they are confronted with
- 69% of PTG members report improved communication skills
- 54% of PTG members report improved ability to overcome own limitations

“Active listening, patience when responding to participants’ testimony; paraphrasing a response in a way that did not come out rude; taking advice; information sharing.” (PV participant)

- Number of participants that reported being familiar with cameras and able to take interesting photographs increased by 50% by the end of the project
- 92% of PTG members report increased their opportunity to learn new things

SHORT-TERM OUTCOMES

INDICATORS & MEASURES

Sense of Confidence, Empowerment & Inclusion:

- ✓ Confidence
- ✓ Self-esteem
- ✓ Empowerment
- ✓ Inclusion

SENSE OF CONFIDENCE, EMPOWERMENT & INCLUSION

- 81% of photovoice participants report feelings of increased inclusion

“Having those photos taken accepted as important to be viewed by the group and commented on was rewarding.” (PV participant)

“I learned more about peers’ thoughts and feelings, yes my feeling of inclusion increased.” (PV participant)

“Writing and speaking have been so empowering for me that now I intend to make these activities my “second career” – I will join as many writers and speakers groups as my health permits. Thank you for this life changing experience.” (PTG participant)

- 85% of PTG members report feeling more empowered

“I gained more confidence in myself, more clarity and inner strength. I was very focused.” (PV participant)

“I felt involved, it provided me with self-awareness and self-esteem that I could complete and be successfully motivated” (PV participant)

“My confidence in myself and what I am capable of doing grew as a result of my involvement.” (PTG participant)

Sense of Purpose and Motivation:

- ✓ Motivation
- ✓ Purpose

SENSE OF CONTRIBUTION AND MOTIVATION

- 85% of PTG members that report sense of contribution to society’s awareness about mental illness
- 73% of PTG members that report sense of contribution to the work of the PTG
- 78% of Photovoice participants report being motivated to continue their involvement in the project after the photovoice

- 66% of Photovoice participants participated in Peer Task Group
- Number of participants who felt motivated to participate in activities that support health and wellbeing “all of the time” increased by 35% by the end of the project
- 92% of PTG members report improved motivation to participate in activities that support health and wellbeing

“Believe strongly in this project and really want to make a valued contribution to see it to fruition.” (PV participant)

“One of my goals is to use my depression to help others. My involvement in the photovoice project has given me another way to do this.” (PTG participant)

“It was good to use my experience to help others through the Analysis task group.” (PTG participant)

“Photography has become a whole new language for communicating my experience. The project asked questions and gave me voice to talk to talk about issues. If no one asks you, you can’t say how you feel.” (PTG participant)

GENERAL COMMENTS:

- 89% reported that participating in the photovoice was a worthwhile experience for them

“Imagining Inclusion has been a transformative experience for me and it’s helped me make some profound changes in how I live my life. Prior to discovering the project, I felt lost, disconnected from society, ashamed and embarrassed for having a mental illness, and above all.....angry. [] Working with [the research team] helped to build my confidence and strengthen my social skills. Saddled with a lifetime of failures and low self-esteem, I slowly came to realize that I could make a meaningful contribution and cultivate significant relationships. It is because of work on the project that I no longer feel invisible or ashamed but rather, feel very strongly about finding ways to encourage conversations about mental illness and how to end the stigma around this profoundly insidious and invisible condition. My world is not so small anymore. I am active and vocal about the cause in the community through volunteer opportunities and am slowly finding meaning and purpose in my life. I am proud and honoured to have played a small part of a larger voice that is trying to end the stigma of mental health — one photo at a time.” (PTG participant)

“I wish ODG would have an ongoing group to take pictures and discuss them. I find the process therapeutic.” (PV participant)

“I feel I’ve expressed myself more clearly with participating in this project.” (PV participant)

“Would like to contribute back to those who support me and for those who need support.” (PV participant)