Table 2. Anti-Stigma Photovoice (ASP) intervention content overview

Treatment Session	Session theme	Elements of discussion
Week #1	Introduction to Photovoice methodology and curriculum.	Distribute workbook, review goals and student roles, view examples and discuss benefits of Photovoice, show DVD.
Week #2	Stigma, prejudice and discrimination; internalized biases and stereotypes	Identify, define and discuss the terms stigma, prejudice and discrimination. Biases, stereotypes & 'negative' labeling exercise <sup>1</sup> .
Week #3	Goals, stages and ethical concerns in Photovoice.	Defining Photovoice. Background and goals. Stages and process of Photovoice. Brainstorming ideas. Ethics and safety. Cameras.
Week #4	Review of Photo Mission. Discussion of language issues and stereotypes.	Review photo mission. Ignorance, prejudice, and discrimination, and using respectful language. Power of stereotypes exercises.
Week #5	Writing the Photovoice narrative using guided questions.	Review examples of Photovoice. Practice writing narratives using guided questions.
Week #6	Strategies for coping with ignorance, prejudice and discrimination.	Introduce concept of coping. Inventory coping strategies and assess benefits and risks of individual coping strategies. Exercise.
Week #7	Discussion of positive aspects of self. Seeing oneself in a positive light.	Identify positive qualities and strengths within oneself and with people who experience mental illness. 'Positive' labeling exercise <sup>2</sup> .
Week #8	Targeting our Photovoice audience.	Brainstorm people or places who might be interested in seeing class' Photovoice exhibit. Opportunity to educate and inform.
Week #9	Resolution of self as blend of strengths and personal challenges.	Discuss self "in balance"; integration of positive and "negative" aspects of one's character. 'Balanced' labeling exercise <sup>3</sup> .
Week #10	Participants' evaluation of Photovoice training. Display of finalized work.	Assessment of likes and dislikes of course. Thoughts and reflections on process of class. Display of final finished pieces.

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<sup>&</sup>lt;sup>1</sup> "The Homo Stigmatus" exercise is the first step in the evolution of identity transformation from "spoiled identity" to recognition of one's strengths and acceptance of personal limitations. Participants are given blank labels and asked to write on them various negative epithets and disingenuous comments they have heard about themselves from others and/or come to believe about themselves as a result of having had a mental illness. They are then invited individually to affix the labels bearing these names and descriptors to a large human silhouette, drawn by one of the trainers, which has been posted in the front of the class. Each student then shares with the group the experiences they have had related to these labels. Participants are also asked to reflect on how these labels may be inaccurate and distorted.

<sup>&</sup>lt;sup>2</sup> In "The Homo Luminous" exercise, participants are asked to reflect only on their personal strengths and positive attributes. The participants write these qualities on a new set of labels, and once again affix them to a large, blank, human silhouette on the wall. Participants enumerate their strengths and personal resources and identify ways to sustain positive thoughts about themselves when faced with challenges.

<sup>&</sup>lt;sup>3</sup> In "The Homo Harmonious" exercise, participants are asked to identify personal challenges, limitations, and vulnerabilities as well as to recapitulate some of the unique strengths and resources identified in the previous exercise. The participants write this blend of characteristics on individual labels and adhere them to a new, blank, human silhouette in front of the class. In this way, participants are helped to integrate their own strengths and limitations and create a more complete representation of themselves as a whole person.

Figure 1. Photovoice Example



This is a picture of an 1800's textile factory that is now boarded up and vandalized. This building has not been used in a long time.

The factory has been forgotten.

People with mental illness are sometimes forgotten or ignored. Sometimes buildings and people look rough on the outside but with a little TLC, and effort, the beauty can be seen.

With some effort this building could be useful; it could house the elderly or low income people.

People with mental illness need society to see the beauty in them. You may be surprised how productive and beautiful members of society they can be.

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