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PHOTOVOICE WITH THE LGBTIQ COMMUNITY: A SYSTEMATIC REVIEW

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Dissertação apresentada à Universidade de Aveiro para cumprimento dos requisitos necessários à obtenção do grau de Mestre em Psicologia da Saúde e Reabilitação Neuropsicológica, realizada sob a orientação científica da Profª Doutora Liliana Xavier Marques de Sousa, Professora Associada com Agregação do Departamento de Educação e Psicologia da Universidade de Aveiro; e coorientação da Profª Doutora Lia João Pinho Araújo, Professora Adjunta na Escola Superior de Educação do Instituto Politécnico de Viseu.

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palavras-chave

resumo

O photovoice é um método de pesquisa que utiliza fotografias captadas pelos participantes para que partilhem, através de narrativas, as suas vidas e experiências. Ao longo dos anos este método tem sido frequentemente utilizado com populações marginalizadas. Como é o caso da comunidade LGBTIQ, uma comunidade constituída por indivíduos de diferentes orientações sexuais e identidades de gênero. Nesta revisão foram analisados os artigos que reportam a utilização do photovoice com participantes da comunidade LGBTIQ, com o objetivo de se compreender as potencialidades da metodologia com esta população, analisando as vantagens e desvantagens, e os tópicos que têm sido abordados. Os resultados demonstram que o photovoice proporciona a autoexpressão e dá voz e empoderamento a pessoas de minorias sexuais e de género e tem potencial como estratégia de intervenção. No entanto, utilizar o photovoice com esta população pode ser um desafio tanto por motivos éticos como por alguns assuntos serem difíceis de retratar com fotografias, ou não serem adequados para discussão em grupo. O photovoice tem sido utilizado para explorar uma ampla variedade de tópicos na população LGBTIQ, como as suas experiências, identidade, relações sociais, resiliência, suporte social, e saúde. Trata-se então de um método com potencial para trabalhar com populações vulneráveis, sendo bastante flexível e passível de adaptações.

abstract

Photovoice is a research method that uses photographs taken by participants to
share, through narratives, their lives, and experiences. Over the years this
method has been frequently used with marginalized populations. As is the case
with the LGBTIQ community, a community made up of individuals of different
sexual orientations and gender identities. In this review, articles reporting the use
of photovoice with participants from the LGBTIQ community were analyzed, with
the aim of understanding the potential of the methodology with this population,
analyzing the advantages and disadvantages, and the topics that have been
addressed. The results demonstrate that photovoice provides self-expression and
gives voice and empowerment to people from sexual and gender minorities and
has potential as an intervention strategy. However, using photovoice with this
population can be a challenge both for ethical reasons and because some
subjects are difficult to portray with photographs, or are not suitable for group
discussion. Photovoice has been used to explore a wide range of topics in the
LGBTIQ population, such as their experiences, identity, social relationships,
resilience, social support, and health. It is therefore a method with the potential to
work with vulnerable populations, being quite flexible and subject to adaptations.

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List of abbreviations

SR	Systematic Review
LGBTIQ	Lesbian, gay, bisexual, trans, intersexual and quer
APA	American Psychology Association
PAR	Participatory Action Research
WHO	World Health Organization
UNHCR	UN Refugee Agency
OPP	Order of Portuguese Psychologists
MSM	Men's who have sex with men
PICO	Population, intervention, control, and outcome
ERIC	Education Resources Information Center
MMAT	Mixed Method Appraisal Tool
HIV	Human Immunodeficiency Virus
AAYMSM	African American young men's who have sex with men's
LGBTQ	Lesbian, gay, bisexual, trans and queer
LGBT	Lesbian, gay, bisexual and trans
GBTSM	Gay, bisexual, and two-spirit men

Introduction

Photography has been used over time with the purpose of documenting and drawing attention to social issues (Meirinho, 2017). Photovoice is a theoretical and methodological approach to participatory action research projects (Wang, 1999), in which photography works as a replacement for the written record, giving participants the power to be active researchers and to take cameras to document and make visible their perceptions of the world around them (Meirinho, 2017). The participant's world is described by himself through his photographs, interpreted by him (Fernandes et al., 2019). The associated images and stories are developed through group dialogue, which helps share people's changing experiences (Fernandes et al., 2019). This method is often used with social groups in vulnerable situations and social exclusion, working as a strategy for them to making their experiences available to the community giving voice to their limitations, and influence policies (Allen, 2002).

LGBTIQ is the acronym for lesbian, gay, bisexual, trans, intersexual and queer (APA, 2012), and refers to a community constituted with persons from different gender and sexual minorities. This community has suffered several episodes of stigma and discrimination, being considered a vulnerable population (APA, 2012)

Due the potential of using photovoice with marginalized and excluded populations, recently, there has been a growing interest in developing this methodology with individuals from gender and sexual minorities. To better understand and document the use of photovoice with LGBTIQ community, a systematic review (SR), of the use of photovoice method with participants who are part of the LGBTIQ community, was carried out.

This document will be organized into four parts: the first will be a brief introduction to the photovoice method and the LGBTIQ population, a second part about the method of this systematic review, a third about the results obtained, and finally a discussion.

Photovoice

In 1994, Wang and Burris carried out a study about sexual and reproductive health of rural Chinese women's, using a method called photo-novella (Wang & Burris, 1994). Photo-novella is a process of using photographs or images in storytelling and educational literacy (Wang & Burris, 1994).

Later, Wang and Burris, speak for the first time about the photovoice concept, and describe it as a participatory action research method (PAR), that uses the power of visual images so that participants can communicate their life experiences, expertise, and knowledge, sharing and talking about their photographs (Wang, Burris & Ping, 1996; Wang & Burris 1997; Wang et al., 1998). Photovoice provides an opportunity for participants to take photographs that highlight their communities' concerns and present them in group discussions creating critical dialogue (Wang, 1999), so, "VOICE" in photovoice, is an acronym for Voicing Our Individual and Collective Experience (Meirinho, 2017).

Photovoice has three main goals to enable people to record and reflected their community's strengths and concerns; to promote critical dialogue and knowledge in small or large groups of photographs, about important community issues; and to reach policymakers (Wand & Burris, 1997).

This method has five key concepts. The first concept is that images teach, that is, visual images are a source of learning and can influence people's health and well-being. The second is that pictures can influence policy; they have impact on how we look at the world and see ourselves and can influence the policymakers and the broader society of which they are part. The third concept is that community ought to participate in creating and defining the images that shape healthful public policy. Photovoice discussion of the images that participants produce, give meaning to those images; therefore, only creating images is not the main goal to photovoice. The fourth concept is that the process requires that researchers involve policymakers and other stakeholders to serve as an audience for participants' perspectives; the potential for using photovoice as a tool to influence policy resides in the exchanges among community, stakeholders, and policymakers. The fifth concept is that photovoice integrates a citizen approach to documentary photography, the production of knowledge and social action (Wang, 1999).

Photovoice is based on three theoretical frameworks. First, Paulo Freire's approach to critical education, feminist theory, and a community-based approach to documentary photography (Wang & Burris, 1994; Wang & Burris, 1997). Paulo Freire tells us that the key point for growth in education is that the educator cannot simply transfer the knowledge he has to the student, but there must be a dialogue between them, and through this dialogue

both become co-responsible for the learning process. In a photovoice context this means that researchers are not considered the experts, instead participants are recognized as an essential part of expertise (co-researchers). Knowledge is built through dialogue with participants who are actively involved in the project (Wang & Burris, 1994). Second, the feminist theory tells us that photovoice research should recognize women as agents in the research process, that is, research is carried out by and with women and not about women, to empower them, honor their intelligence and value knowledge based on experience. Although the authors originally advocated projects with and by women, the objective would be broader, in the sense of developing a tool that would recognize the influence of oppression based on age, socioeconomic status, race/ethnicity and others (Wang & Burris, 1994; Wang & Burris, 1997). Third, the community-based approach using documentary photography, developed by some activist photographers, tell us how normal people can use the cameras for social changes as a personal voice (Wang, Cash & Powers, 2000; Wang & Redwood-Jones, 2001).

Photovoice has three phases: preparation, action, and finalization. The preparation phase starts with selecting and recruitment of a target audience of policymakers or community leaders, with power to make and implement participants recommendations (Wang, 1999). Then, its time to recruit a group of photovoice participants that may reflect specific sampling criteria and should have a size between seven to ten persons (Wang, 1999). Still in the preparation phase, we have the first session that should be used for informing on the use of cameras, ethical issues, potential risks and how to minimize them, that is, an introduction to the concept of the photovoice method. In this session, facilitators should give to participants a written informed consent, explaining the project, potential risks and benefits, the voluntary nature of participation, that people can renounce at any time for any reason (Wang, 1999). Now its pose an initial theme for taking pictures, cameras where distribute to participants and facilitators review how to use them (Wang, 1999).

The second phase: action, is when participants have time to take pictures. Then, they meet to discuss them, first, each participant must select and talk about one or two photos most significantly, and then they may frame stories and meanings about their

photographs. In that stage there are several techniques for exploring photos/promoting narratives like SHOWeD or PHOTO. The SHOWeD acronym asks: "What do you **S**ee here? What is really **H**appening here? How does this relate to **O**ur lives? **W**hy does this situation, concern, or strength exist? What can we **D**o about it?" (Wang, 1999). The PHOTO acronym asks: "Describe your **P**icture. What is **H**appening in your picture? Why did you take a picture **O**f this? What does this picture **T**ell us about your life? How can this picture provide **O**pportunities for us to improve life about (…)?" (Spears, 1999).

The third phase, finalization is when participants and/or the facilitators codify the issues, themes or theories that emerge in the discussion (Wang, 1999). In that phase its also plan with participants a format to share photographs and stories with policymakers or community leaders (Wang, 1999).

Photovoice is a highly flexible tool, that can be adapted for different goals, groups and/or communities, and integrate participants with different languages, illiterate or with physical or developmental disabilities (Wang & Burris, 1997; Hergenrather et al., 2009). It was initially created based on public health promotion, community development, and education (Wang et al., 1998; Wang & Burris, 1997; Wang et al., 1996). Over the years, it turned to social and cultural issues, and currently many researchers have been used the potential of photovoice for giving voice to unheard, difficult to reach or marginalized populations (Meirinho, 2017), like HIV patients, immigrants, persons with intellectual disabilities, homeless persons (Hergenrather et al., 2009).

LGBTIQ community

Sexuality is a central aspect of being human and includes sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy, and reproduction. Sexuality is influenced by the connection of biological, psychological, social, economic, political, cultural, legal, historical, religious, and spiritual factors (WHO, 2016).

Despite interacting with each other, gender is different from sex, since sex is a biological characteristic, and gender a social construct (WHO, 2011). Sex is assigned at birth, through observation of genitals, and the baby can be male or female, but there are some variations called intersex, an umbrella term for individuals born with physiological characteristics of both sexes (sexual anatomy and reproductive organs) (UNHCR, 2021).

Depending on the anatomy, penis, and testicles or vagina, a gender (male or female) is assigned (OPP, 2020). Gender is a social construction created from expectations around sexual belonging, being female or being male seems to presuppose an association with a certain set of characteristics, roles, and predetermined norms (OPP, 2020; WHO, 2011).

LGBTIQ is the acronym for "lesbian, gay, bisexual, transgender, intersexual and queer". Because they differ to the majority in terms of sexual orientation and gender identity, LGBTIQ people are also referred to as "sexual and gender minorities" (APA, 2012).

LGBTIQ people are defined with respect to two distinct characteristics: sexual orientation and gender identity (APA, 2012). Gender identity concerns how the person feels, and their individual experience of gender, which may or not match to the person's physiology (WHO, 2021; WHO, 2016). When as individual's gender identity diverges from their assigned sex, they are commonly called trans, gender fluid or gender queer; when the gender identity aligns with their assigned sex, they are called cisgender; and some people identify with a gender that does not fit into the "male" or "female" categories and may not identify with either category or with aspects of both, which are call non-binary people. So, gender identity is a spectrum, that is an individual's gender identity not always is completely male or female (WHO, 2016).

Gender expression is something different from gender identity, in this case it refers to the way which an individual externally presents their gender, through the way they choose to dress or speak. Yet, the way a person expresses their gender is not always indicative of their gender identity (WHO, 2016). For example, the term "transgender" or "trans" refers to people whose gender identity and expression is different from the sex they were born with, it includes people who are trans, transgender, or gender non-conforming. Trans women identify with feminine gender but were born male and trans men identify with masculine gender but were born female. Currently, according to the APA (2009), transgenderism is considered to include all gender identities or expressions outside the conventionally gender norms (APA, 2009).

Sexual orientation refers to a person's physical, romantic, and emotional attraction to men, women or both sexes (APA, 2008). Sexual orientation is usually categorized into

three dimensions, heterosexuality (having emotional, romantic, or sexual attraction to members of the other sex), homosexuality (having emotional, romantic, or sexual attraction to members of the own sex) commonly called gay or lesbian, and bisexuality (having emotional, romantic, or sexual attraction to both sexes) (APA, 2008; WHO, 2016; UNHCR, 2021).

Sexual behavior, which is different from an individual's sexual orientation, is used to define the way in which a person sexually involves with others. An individual can be identified as a man who had sex with a man (MSM) and have sex with women or have a gay/ bisexual identity (WHO, 2016).

Queer was initially used as a term to denigrate sexual and gender minorities, but more recently is used as an expression of pride, people used this term to describe their sexual orientation, gender identity, or gender expressions when they do not match with predominant social norms, or when they identify themselves in a fluid or non-binary way (WHO, 2016; OPP, 2020). It is an umbrella term used to define lesbian, gay, bisexual, trans and other sexual or gender minorities (WHO, 2016).

Over the years, these social groups have been the target of serious discrimination that deprives them of their fundamental rights and freedoms. Not infrequently, LGBTIQ and trans people are subjected to various forms of discrimination like situations of oppression, inequality, and violence (APA, 2012).

Photovoice with the LGBTIQ community

Since photovoice is a flexible tool and can be adapted for different objectives and with different participants, independently of the age, language, physical or developmental disabilities, and has been used with marginalized populations, it seems to be a suitable method for working with members of LGBTIQ community. Giving them voice, and the opportunity to share their concerns and strengths.

Objective

The focus of this systematic review (SR) is the use of photovoice method with participants who are part of the LGBTIQ community, aiming at (1) understanding the topics that have been addressed, and (2) understanding the potential of this method with

this specific population, analyzing its advantages and disadvantages. According to PICO (Population, intervention, control, outcome) (Speckman & Friedly, 2019), the population are members of the LGBTIQ community (minorities of sexual orientation, and gender identity); the intervention/exposure comprises the photovoice method; the context involves any/all; and the outcomes refer to the impact on the LGBTIQ individuals/community and advantages/ disadvantages of photovoice. To the best of our knowledge, no systematic review has addressed this previously. Results are relevant for potentiate and adjusting the use of photovoice with individuals from minorities of sexual orientation and gender identities.

Method

This study is a systematic review. A SR aims to provide a synthesis of many relevant studies in a single document using rigorous methods, i.e., to synthesize or summarize the existing knowledge, discovering all the relevant evidence on a given issue (Aromataris & Munn, 2018).

Identification and inclusion of studies

This literature search was carried out between November 2020 and March 2021. The following databases were used to identify published research: Web of Science, Scopus, PubMed, Scielo, PsycNET and ERIC (Education Resources Information Center). The following search terms were used to look for article titles, abstracts, and keywords: (lesbian OR gay OR homosexual OR bisexual OR transsexual OR transgender OR queer OR intersexual OR sexual minorit OR gender minorit OR LGBTI+) AND (photovoice OR photo-elicitation OR auto-photography OR photo novella), using the appropriate truncation depending on the database in question.

The inclusion criteria were primary research studies published in peer reviewed journals, published in English, Portuguese, and Spanish that meet the following criteria: using photovoice method with members of the LGBTIQ community. There was no restriction on publication year. All the studies that did not use the photovoice method with LGBTIQ community, or only focus issues related to that population, were excluded. Editorials, commentary and opinion pieces, articles on theoretical issues, conference proceedings, books and dissertations were also excluded.

Terminology

There is a huge diversity of terms used to describe the photovoice methodology, such as "photo-elicitation", "self-photography" or "photo-novella". For this reason, it is important not only to use them all in the research, but also to explain them. Traditional photovoice and photo-novella were described earlier, and the terms photo-elicitation and self-photography will be described below.

Photo-elicitation is based on the inclusion of photography in research interviews for generate discussion. The difference between using only text or using photographs is related to our response to each of these ways, as images evoke deeper elements of human consciousness than words. In photo-elicitation, not only photographs can be used, but also paintings, cartoons, graffities or advertising billboards (Harper, 2002).
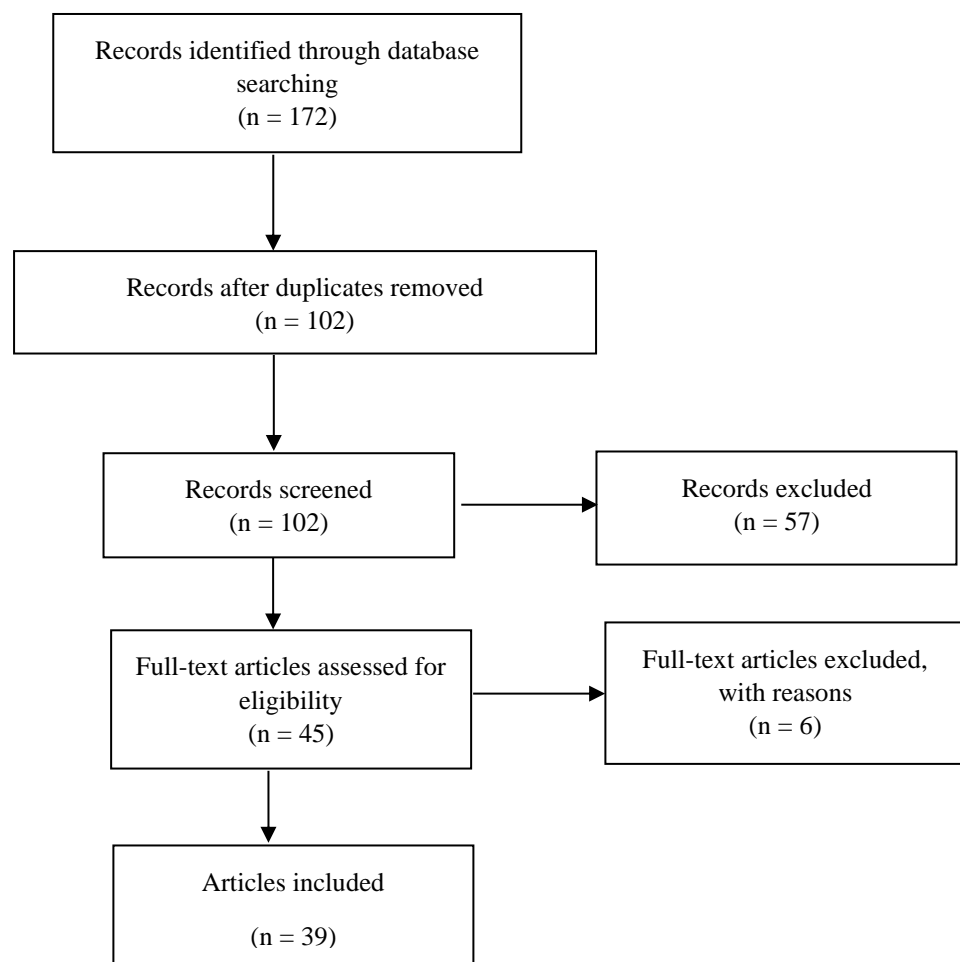
In auto-photography participants take photographs, selecting images and representations of themselves, and the purpose was to see the world through someone else's eyes (Thomas, 2009).

Results of the search

The lead reviewer conducted the search. A total of 172 were initially identified as potential papers for inclusion, 58 from Web of Science, 48 from Scopus, 20 from PubMed, 2 from PsycNET and 44 from ERIC; from Scielo there were no results. First, duplicate references were removed (70), leaving 102 for examination. Next, the lead reviewer screened the remaining 102 study titles, abstracts, and keywords to decide whether the full-text manuscript should be retrieved, leaving 45 articles. At these stages the 57 articles were excluded considering the following criteria: 37 do not have participants from the LGBTIQ community; 15 were conference proceedings, books, or dissertations; 3 papers did not use any photovoice related methodology; 1 paper just presents the photographs of the project, is a summary of another study; 1 paper was not accessible, authors were asked to make it available, and no response was obtained.

The lead reviewer completed the full-text screening process of the 45 articles. Of these, 6 articles were excluded: 1 because the focus is on methodological aspects of photovoice like its strengths and limitations with a particular population; 1 because the participants are men who have had sex with men, but their gender or sexual orientation is

never mentioned, and it is not possible to conclude whether or not they are members of the LGTIQ community, 1 because in the sample criteria it is not mentioned as an inclusion criterion to be a member of the LGBTIQ community, 1 because the results focus on the audience of photovoice exhibition and 2 because does not follow the photovoice methodology. Finally, 39 articles were included in the review. Throughout the process, in cases of doubt, the three authors independently analyzed the articles and met for discussion until reaching an agreement. Figure 1 illustrates the article selection flowchart (Moher et al., 2009).

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                    ┌─────────────────────────────────┐
                    │ Records identified through database │
                    │           searching              │
                    │            (n = 172)             │
                    └─────────────────────────────────┘
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                    │  Records after duplicates removed │
                    │            (n = 102)             │
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                                    ▼
          ┌─────────────────────────┐        ┌──────────────────────┐
          │    Records screened     │───────▶│   Records excluded   │
          │       (n = 102)         │        │      (n = 57)        │
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                        ▼
          ┌─────────────────────────┐        ┌──────────────────────┐
          │ Full-text articles assessed for │─▶│ Full-text articles excluded, │
          │       eligibility        │        │      with reasons     │
          │        (n = 45)          │        │       (n = 6)        │
          └─────────────────────────┘        └──────────────────────┘
                        │
                        ▼
          ┌─────────────────────────┐
          │    Articles included     │
          │        (n = 39)          │
          └─────────────────────────┘
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Figure 1 Article selection flowchart

Quality Appraisal

The quality appraisal was performed using the MMAT (Mixed Methods Appraisal Tool) quality assessment (Hong et al., 2018). This tool allows to appraise the

methodological quality of five types of studies: qualitative studies, randomized controlled trials, non-randomized studies, quantitative descriptive studies, and mixed methods studies (Hong et al., 2018). For all types of study there are two screening questions and five specific questions, answers can vary between "No", "Yes" or "Can't tell". The ratings ate shown in the Table 1. As in the previous case, the main author also carried out the evaluation and discussed the cases of doubt with the other two authors. No papers were excluded based on MMAT, so that relevant information would not be lost.

Table 1 *MMAT (Mixed Methods Appraisal Tool)*

Qualitative studies	Is the qualitative approach appropriate to answer the research question?	Are the qualitative data collection methods adequate to address the research question?	Are the findings adequately derived from the data?	Is the interpretation of results sufficiently substantiated by data?	Is there coherence between qualitative data sources, collection, analysis, and interpretation?
Graziano (2004)	Yes	Yes	Yes	No	Can't tell
Hussey (2006)	Yes	Yes	Yes	No	Can't tell
Kubicek et al. (2012)	Can't tell	Can't tell	Yes	No	Can't tell
Klein et al. (2015)	Yes	Yes	Yes	Yes	Yes
Zway & Boonzaier (2015)	Yes	Yes	Yes	Yes	Yes
Means & Jaeger (2015)	Yes	Yes	Yes	No	Can't tell
Bain, Payne & Isen (2015)	Can't tell	Yes	Can't tell	Yes	Yes
Rhodes et al. (2015)	Can't tell	Can't tell	Yes	No	Can't tell
Joy & Numer (2017)	Yes	Can't tell	Yes	No	Can't tell
Means (2017)	Yes	Yes	Yes	No	Can't tell
Capous-Desyllas & Johnson-Rhodes (2017)	Yes	Yes	Yes	Yes	Yes
Daniels et al. (2017)	Yes	Yes	Yes	Yes	Yes

Bowling et al. (2017)	Yes	Yes	Yes	No	Can't tell
McGowan (2017)	Yes	Yes	Yes	Yes	Yes
Forge et al. (2018)	Yes	Yes	Yes	Yes	Yes
Mackenzie & Talbot (2018)	Can't tell	Can't tell	Can't tell	No	Can't tell
Boonzaier & Mhkize (2018)	Can't tell	Can't tell	Yes	Yes	Yes
Kessi (2018)	Yes	Can't tell	Can't tell	Yes	Yes
Sun, Nall & Rhodes (2018)	Yes	Yes	Yes	Yes	Can't tell
Allen (2018)	Yes	Yes	Yes	Yes	Yes
Duran (2019)	Can't tell	Can't tell	Yes	No	Can't tell
Ferlatte et al. (2019a)	Yes	Yes	Yes	No	Can't tell
Capous-Desyllas & Mountz (2019)	Yes	Can't tell	Yes	No	Can't tell
Bowling, Baldwin & Schnarrs (2019a)	Yes	Yes	Yes	Yes	Yes
Creighton et al. (2019)	Yes	Yes	Can't tell	No	Can't tell
Johnson et al. (2019)	Yes	Yes	Yes	No	Can't tell
Teti et al. (2019)	Yes	Yes	Yes	Yes	Yes

Ferlatte et al. (2019b)	Yes	Can't tell	Yes	No	Can't tell
Ruff, Smoyer & Breny (2019)	Yes	Yes	Yes	Yes	Yes
Bowling, Schoebel & Vercruysse (2019b)	Yes	Yes	Yes	No	Can't tell
Ferlatte et al. (2019c)	Can't tell	Can't tell	Yes	No	Can't tell
Bardhoshi et al. (2018)	Yes	Yes	Yes	Yes	Yes
Allen, Cowie & Fenaughty (2020)	Can't tell	Yes	Can't tell	No	Can't tell
Suaréz et al. (2020)	Yes	Can't tell	Yes	No	Can't tell
Cosgrove, Bozlak & Reid (2020)	Yes	Yes	Yes	No	Can't tell
Ussher et al. (2020)	Yes	Yes	Yes	Yes	Yes
McCarthy et al. (2020)	Yes	Yes	Yes	Yes	Yes
Cosgrove (2020)	Yes	Yes	Yes	No	Can't tell
Mixed Methods Studies	Is there an adequate rationale for using a mixed method design to address the research question?	Are the different components of the study effectively integrated to answer the research question?	Are the outputs of the integration of qualitative and quantitative components adequately interpreted?	Are divergences and inconsistencies between quantitative and qualitative results adequately addressed?	Do the different components of the study adhere to the quality criteria of each tradition of the methods involved?
Bowling et al. (2018)	No	Yes	Can't tell	No	No

Data analysis

Data analysis began with the construction of a data extraction table (Table 2), with categories such as author, year of publication and country; topics; participants (target group, number, age, gender identity, sexual orientation, and race/ethnicity); photovoice method used; types of pictures taken/ objects or situations photographed; advantages of photovoice and limitations of photovoice.

Each paper was systematically reviewed according to these categories, with the information corresponding to each column being noted in a table built in Excel, allowing for the comparison of information taken from each of the papers. Then, all relevant information was transferred to a Word sheet and the categorization of results was started, that is, whenever some information was identical in each of the categories and in more than one paper, the information was grouped together. Thus, the emergence of themes and sub-themes in each of the categories is possible.

Results

This SR identified 39 papers, 36 published between 2015 and 2020 and the other 3 published in 2004, 2006 and 2012 (Graziano, 2004; Hussey, 2006; Kubicek et al., 2012). Most studies (n=31) were conducted in North America (24 in USA and 7 in Canada); the remaining were from South Africa (n=4) (Graziano, 2004; Boonzaier & Whkize, 2018; Kessi, 2018; Zway & Boonzaier, 2015), India (n=2) (Bowling et al., 2017; Bowling et al., 2018), Australia (n=1) (Ussher et al., 2020), and New Zealand (n=1) (Allen et al., 2020). Two pairs of papers were part of the same project (Bowling et al., 2017; Bowling et al., 2018; Bowling et al., 2019a; Bowling et al., 2019b). Bowling and collaborators in 2019 published two papers part of the same project, the first with the purpose of explore subjective perceptions of resilience among gender-diverse individuals, and the second to identify and understand resilience related to health and health care among a community sample of transgender and gender non-binary individuals (Bowling et al., 2019b; Bowling et al., 2019a). In 2017 and 2018 Bowling and collaborators published another two papers part of the same project, one with the purpose of understand relationship prioritization and communication patterns associated with the social support of sexual minority women in

Mumbai, and the second to explore the perceived health status and health behaviors of sexual minority females (Bowling et al., 2017; Bowling et al., 2018).

In nine papers, the researchers/authors explained their relation with the LGBTIQ community. In six papers (Suárez et al., 2020; Cosgrove et al., 2020; Capous-Desyllas & Mountz, 2019; Klein et al., 2015; Teti et al., 2019; Ruff et al., 2019) the researchers identified themselves as LGBTIQ individuals, namely being transgender, queer, gender nonconforming and bisexual. In the other three papers the researchers identified themselves as allies of the LGBTIQ community (Capous-Desyllas & Mountz, 2019; Bardhoshi et al., 2017; Capous-Desyllas & Johnson-Rhodes, 2017).

Topics

From the analysis of the papers, four topics emerged. First topic related to the intersection of minorities of sex/gender and race/ethnicity in diverse contexts including schools and colleges, in this topic we found papers focusing essentially questions about belonging, spiritual journeys, mentoring and daily experiences of LGBTIQ students of different races/ethnicities, and papers on sexual violence, childhood trauma, foster care, and homelessness of LGBTIQ community members with different races/ethnicities. Second topic include papers that focus issues about identity and social prejudice/discrimination, like coming out, violence and stigma. Third topic it's about physical and mental health of minorities of sex/gender and different races/ethnicities, with issues like suicide, grief, access to health care, human immunodeficiency virus (HIV), mental health, well-being, and resilience in LGBTIQ community members. The last topic is linked to environmental, social relations and neighborhoods in LGBTIQ community members. See Table 2 for more detail information.

Participants

In this SR, the number of participants reported in the papers varied between one and 36. In 19 papers the sample size varied between one and 10; in 13 papers varied between 11 and 20; in four papers between 21 and 30 (Ferlatte et al., 2019b; Ferlatte et al., 2019c; Bowling et al., 2019a; Bowling et al., 2019b); and in two papers the sample size is of 31 and more participants (Daniels et al., 2017; Kubicek et al., 2012). One paper does not mention the sample size (Joy & Numer, 2017).

Papers describe participants usually regarding the following variables: age, sexual orientation, gender identity, and race/ethnicity. Some papers describe the participants considering other specific sociodemographic variables, such as: schooling/education (Duran, 2019; Means, 2017; Means & Jaeger, 2015; Zway & Boonzaier, 2015; Allen et al., 2020; McGowan, 2017; Ussher et al., 2020; Ferlatte et al., 2019b; Rhodes et al., 2015; Allen, 2018; Johnson et al., 2019; Bowling et al., 2017; Bowling et al., 2018), job and employment situation (Ferlatte et al., 2019b; Rhodes et al., 2015; Graziano, 2004; Allen, 2018; Teti, 2019; McCarthy et al., 2020), socioeconomic level (Ussher et al., 2020; Allen, 2018), marital status (Ferlatte et al., 2019b), religion (Means, 2017), parent's occupation (Mackenzie & Talbott, 2018). Other papers use other variables to characterize the participants, relevant to specific aims, namely: language spoken (Rhodes et al., 2015; Ruff et al., 2019), university department (Kessi, 2018), students' household (Johnson et al., 2019), and role in gay rodeo (Capous-Desyllas & Johnson-Rhodes, 2017); and some clinical variables such as history of suicide (Ferlatte et al., 2019b), mental health diagnosis (Ferlatte et al., 2019) and transgender surgery (Johnson et al., 2019b).

Overall, the age of the participants varied between 5 to 71 years old. In one paper the participants were children aged between 5 and 11 years (Mackenzie & Talbott, 2018); in one paper the ages varied between 13 and 17 years old (Zway & Boonzaier, 2015); in 3 papers varied between 16 and 23 (Klein et al., 2015; Johnson et al., 2019; McGowan, 2017); in 15 papers varied between 18 and 49; and in 11 papers the participants have more than 50 years (including 18 to 71). In nine papers aged was not mentioned.

The expressions of sexual orientation described below were taken from the papers exactly as they were described by the researchers or the participants. Participants identified themselves mostly like gay, lesbian or dyke, bisexual, asexual, pansexual, queer, fluid, or heterosexual/ straight. Some identified as panromantic (Boonzaier & Mhkize, 2018) or butch lesbian (Zway & Boonzaier 2015). Sometimes participants answered this question with expressions such as "not sure", "questioning", "sexual", "bisexual leaning towards one sex more", "likes vaginas", "into women" or "alternative lifestyle". The same for gender identity. Some expressions such as cisgender, transgender/ transfeminine/ transmale, non-binary, queer, genderfluid, gender queer, women, man, gender expansive and trans non-

binary, where more common, others like gender nomad (Kessi, 2018), fa'afafine (Ussher et al., 2020), two-spirit (Ferlatte et al., 2019b; Ferlatte et al., 2019c; Johnson et al., 2019), sistergirl (Ussher et al., 2020), agender (Boonzaier & Mhkize, 2018), andro (Bowling et al., 2017; Bowling et al., 2018), and "drag queen" (Daniels et al., 2017) rarely appeared. Sometimes participants answered this question with expressions such as "not sure", "unlabeled" or "I don't know".

The papers have participants from a wide variety of races/ethnicities. Most of the participants were white, black, latino or biracial. Other races/ethnicities presented in the papers were filipino or filipino-white, malaysian, australian, aboriginal, chinese, samoan, iranian, indian, tamil, sri lankan, argentinian, korean, egyptian, caucasian, asian, indigenous, hungarian, afro-latino, hispanic, asian/pacific islander, native American, african-american, middle eastern, french Canadian, african, new zealand european, pasifika, mãori/pãkehã or mixed/ combination of ethnicities.

The context was mentioned in 14 papers. The most common was the school, including 11 papers with university/college students, 1 paper with high school/college students (Johnson et al., 2019) and 1 paper in elementary school (Mackenzie & Talbott, 2018). One paper has gay rodeos as context (Capous-Desyllas & Johnson-Rhodes, 2017). A total of 25 papers do not mention the context.

Photovoice method

The papers used the photovoice with different approaches, in 17 papers the researchers use individual photography with individual interview, in 14 papers individual photography with group discussion, in four papers individual photography and group discussion with photo-exhibition (Daniels et al., 2017; Teti et al., 2019; Ruff et al., 2019; Kessi, 2018), in three papers individual photography with individual interview and photo-exhibition (Duran, 2019; Graziano, 2004; Zway & Boonzaier, 2015), and in one paper individual photography with individual interview and group discussion (Capous-Desyllas & Mountz, 2019). In all papers the methodology used is mentioned, of the 39 papers only 10 refer to using photo-elicitation, the rest refer to photovoice as the methodology used. However, only in photo-elicitation there is agreement regarding the approach used, that is, 10 papers that refer to using photo-elicitation used individual photography and individual

interview. Regarding the papers that refer to using photovoice, some opted for individual interviews and others for group discussion.

The number of sessions varied widely from one to 12, including sessions, meetings, workshops, photo-assignments, and conversations by phone or skype. The SHOWeD (n= 7) (Klein et al., 2015; Bain et al., 2015; Rhodes et al., 2015; Joy & Numer, 2017; Bardhoshi et al., 2017; Forge et al., 2018; Ruff et al., 2019) method appeared more often than the PHOTO (n=3) (Hussey, 2006; Graziano, 2004; Capous-Desyllas & Johnson-Rhodes, 2017).

In terms of photo shooting and photos taken in some papers the participants used their own mobile phones to capture the photographs, in others the researchers provided cameras. Overall, the photographs captured were mostly of objects, house objects, public spaces, clothes, posters, some selfies, or photographs of other people.

Photovoice advantages

Advantages of the photovoice method were reported in 28 papers; however just one of those papers of Sun and collaborators (2018), that aim to describe the needs, assets, and priorities of Black MSM with HIV, referred to have collected the participants point of view; the others reported the researcher perspective. In 11 papers was said that photovoice provide open and self-expression, in nine that help to give voice and empowerment, for vulnerable and marginalized populations, in five that has potential as an intervention strategy (individual and in group), in two that helps to illuminate the stigma related (Ferlatte et al., 2019a; Bain et al., 2015) and other one said that photovoice translate ideas into action (Teti et al., 2019).

Photovoice limitations

Only six papers mentioned limitations to the photovoice method. Two papers referred that group setting leads to loosing participants, that is, some aspects, such as the language in which the interview is conducted or the space where the session is held, led some participants to leave the experience (Suárez et al., 2020; Ussher et al., 2020), other two papers relate ethical challenges related to the photographs, some photographs were not included because where photographs of illegal substances, and the instruction to participants not to photograph individuals could have limited their photographic freedom and creativity further, potentially affecting the volume of photographs taken (Capous-

Desyllas & Mountz, 2019; Bardhoshi et al., 2018), one paper mentioned that some topics were not suitable for group discussion, like suicide (Ferlatte et al., 2019b), and one paper relate that is a difficult subject to portray through photographs (Bowling et al., 2019b).

Table 2 *Data Extraction*

Author/ Year/ Country	Topics	Participants	Photovoice method	Types of photos	Photovoice advantages	Photovoice limitations
Graziano (2004) South Africa	Examine how black gay men and lesbians view themselves in relation to white gay men and lesbians	Black gay men and lesbians N=7; 18-32 years Women, men Gay, lesbian Black	Individual photograph; individual interview and final exhibition; PHOTO	Walls; clothes; children	Entry into a community that would have been restricted; Allowed participants to respect individual differences	No information
Hussey (2006) USA	Examine female to male transsexual's experiences of accessing health care	Self-identified female-to-male transgender N=5; 33-52 years Female to male transgender Straight, queer Caucasian, latino	Individual photograph and individual interview; PHOTO	Hospital; transgender health information; gynecologist office	No information	No information
Kubicek et al. (2012) USA	Adult identity Mentoring to AAYMSM (African American young men's who have sex with men's)	Young men who have sex with men N=36; 21+ years Male Gay, bisexual African Americans	Individual photograph and focus group	Expensive houses; love story between two men	Ability to be an intervention strategy; Provide insight into the adaptation process	No information
Klein et al. (2015) Canada	Explore coming out by queer and/or trans youth	Youth part of the queer community N=15; 16-23 years. Female, male, transgender and other Lesbian, pansexual,	Individual photograph; small groups discussion.; 1 exhibition SHOWeD	No information	Opportunity for to tell stories about their lives that often remain invisible, including stories of social exclusion. Opportunities to	No information

		gay, bisexual, queer, straight, asexual and "not sure" White, Middle Eastern, mixed background			connected with each other	
Zway & Boonzaier (2015) South Africa	Explore the identity of young black and lesbian women	Young black lesbian women N=14; 13-17 years Women Butch lesbian, bisexual Black	Focus group; individual photograph; individual interview and final exhibition	Student in a uniform; people training on the community soccer field	Powerful to engage young people who may be stigmatized or marginalized	No information
Means & Jaeger (2015) USA	Spiritual journey and spaces of one black male college student	Black male college student N=1 Male, gay Black	Interview; individual photograph; final interview with follow-up questions	Kitchen; music practice room	No information	No information
Bain et al. (2015) Canada	Understand how are queered in non-material ways	Queer-identified residents N=2	Individual photograph and focus group SHOWeD	Neighborhood; family kitchen; litter; books	Capture sites of queer world enactments	No information
Rhodes et al. (2015) USA	Needs, assets, and priorities of Latina transgender women	Latinas' transgender women N=9; 22-45 years Male to female transgender Latina	Individual photograph, and focus group; community forum SHOWeD	No information	Represent priorities on their own words and images. Vehicle to express the concerns to local leaders and agencies	No information
Joy & Numer (2017) Canada	Participation in a queer advocacy group ate a local	Queer students	Individual photograph; focus group discussion;	Teaching resources and materials	Deeper critical analysis; Building trusting relationships	No information

	university		follow-up meeting; SHOWeD		between investigators and participants; Often resulting in richer data	
Means (2017) USA	Black gay and bisexual male college students faced oppression in their spiritual journeys	Black gay and bisexual male college students. N=9 Male Gay, bisexual, cisgender Black	Individual photograph and later interview with photo discussion	No information	No information	No information
Capous-Desyllas & Johnson-Rhodes (2017) USA	Experiences of identity in individuals who participate in gay rodeos	Gay rodeo participants N=10; 28-63 years Men, women Gay, lesbian, bisexual, straight White, mixed	Individual photograph and interviews; PHOTO	Multiple locations within and outside of the rodeo setting	No information	No information
Daniels et al. (2017) USA	Social factors that influence HIV care of men who have sex with men (MSM)	Men who have sex with HIV infection. N=35; 18-40 years Gay, bisexual Black	Individual photograph; discussion in small groups; presentation to the large group	Medicines and clinics; drugs; hand on the shoulder; images of family; friends	Opportunity for participants to support and learn from each other. Convey experiences with contextual and historical depth	No information
Bowling et al. (2017) India	Relationship and communication patterns associated with the social support of sexual minority women	Sexual minority women N=18; 20-51 years Cisgender woman, andro girl, human, unlabeled Bisexual, lesbian,	Individual photograph and interviews	Family members; friends; objects	Deeper exploration of themes; By choosing the interview question prompts (their photos), participants increased their	No information

		queer, into women, alternative lifestyle				comfort in the interview
McGowan (2017) USA	Conceptualization of gender in interpersonal relationships by African American college men at a traditional white institution	African American college men N=17; 19-23 years Heterosexual, bisexual, gay	Individual photograph and interview	Bowl of popcorns being shared	No information	No information
Forge et al. (2018) USA	Lived experiences of queer youth of color currently homelessness	Queer-identified youth of color experiencing homelessness N=4; 21-24 years Bisexual, lesbian. Biracial, African American	Individual photograph and later focus group; 1 exhibition SHOWeD	Birds fighting for food; an older man lying alone on a blanket; a one-way street sign	Good to engage marginalized populations; Stimulates dialogue on homelessness and social inequities	No information
Mackenzie & Talbot (2018) USA	Experiences of gender in life and in school, of children who are gender expansive, transgender and in LGBTQ parented families	Elementary school children of diverse gendered expressions and family structures N=14; 5-11 years Transgender, gender expansive, cisgender Latino, asian/pacific islander, white	Individual photograph and exhibit	Child's feet; child's drawing; bathroom; grass; poster	Capturing unspoken cultural norms. Engage the school and community in a reflective process of engagement with gender	No information
Boonzaier & Mhkize (2018) South Africa	Black queer students' negotiations of identity at an	Black queer students N=4; 19-24 years Cisgender woman,	Individual interview; individual photograph and	University; activities and people on campus	No information	No information

	historically white institution	trans, non-binary Bisexual, lesbian, pansexual, queer Black	focus groups discussion			
Kessi (2018) South Africa	Daily experiences on campus of a group of black, working-class, and LGBT students	Black LGBT students N=13 Cisgender women, non-binary, trans person, gender nomad Lesbian, gay Black	Focus group discussion; individual photograph; session for sharing photo-narratives and public exhibition	Student card; a building; a participant portrait; brown girls; poster	Bring students together in solidarity; Build awareness of their circumstances and the institutional exclusion	No information
Bowling et al. (2018) India	Perceived health status and behaviour of sexual minority females	Sexual minority females N=18; 20-51 years Cisgender women, andro girl, human, unlabeled Alternative lifestyle, bisexual, lesbian, queer, into women	Individual photograph and interviews	Hands; pizza; gym; rubik's cube; substances; friends	Deeper exploration of themes	No information
Sun et al. (2018) USA	Describe the needs, assets, and priorities of black men who have sex with men with HIV; and identify actions to improve their health	Black MSM (men who have sex with men) with HIV. N=6; 24-50 years Men Gay, bisexual, "sexual" Black	Individual photograph and later group photo discussion sessions; 1 exhibition	No information	Opportunity for self-expression. Participants reported greater communication abilities, insights about themselves, and changes to the larger community	No information

Bardhoshi et al. (2018) USA	On-campus experiences of lesbian, gay, bisexual, transgender, and queer attending a public university	LGBTQ college students. N=8; 18-24 years Cisgender man, cisgender woman, trans man, trans woman Gay, queer, bissexual. White, multiracial, latino, native american	Individual photograph and group discussion; campus art exhibit and community forum SHOWeD	Tennis; High-Heeled Shoe	Potential to be an effective intervention for students. Facilitates community change	Visibility of regular snapping photos, and the campus flyers advertising the study influenced the participants' comfort
Allen (2018) USA	How black college men perceive the campus racial climate	Black college men N=13 Men Heterosexual, gay, bisexual Black	Individual photograph and individual interview	Police vehicle; march; residence hall	No information	No information
Duran (2019) USA	Understanding belonging for queer students of color at a largely white institution	LGBTQ college students of color N=12; 18-24 years Cisgender men, cisgender women, IDK (I don't know) Gay, lesbian, bisexual, queer Indian, black, Filipino, mixed, biracial, Hispanic	Individual photograph and individual interview; photo exhibition and community forum	Hands of a group of people; birthday cake; some objects	Having the agency to show their experiences and lives from their perspective	No information
Ferlatte et al. (2019a) Canada	Explore how stigma may shape gay men's, who lost a partner to	Gay who lost a partner to suicide N=2 Men	Individual photograph and later individual interview	Back of a car; hand; bed; phone; table	Sharing photos helped illuminate the stigma-related challenges	No information

	suicide, bereavement experience	Gay			experienced in the bereavement process	
Capous-Desyllas & Mountz (2019) USA	Aging-out experiences of diverse LGBTQ youth in foster care	LGBT youth who have been in foster care system. N=18: 18-26 years Cisgender female, cisgender male, transmale, gender fluid, transfemale Lesbian, bisexual, queer, pansexual, gay, non-heterosexual, straight White, Latina, black, native, Hungarian	Individual photograph, individual interview, and group session; 1 exhibition	Participant portrait; objects; newspaper sheet; painting on the wall; books; boy with rainbow painted on body; flags; medicines	Give voice to participants. Provide insight into the added layer of isolation and stigma that being queer, and transgender bestows upon being in foster care	Ethical challenges and tensions regarding the use of photos
Bowling et al. (2019a) USA	Resilience related to health and health care in transgender and gender-non-binary individuals	Transgender and gender non-binary individuals N=21; 18-68 years Trans, gender queer, gender non-binary, everything Latino/a, white mixed, African American	Individual photograph and interviews	Medicine; books; drawings; objects; body parts	No information	No information
Creighton et al. (2019) Canada	Perspectives of sexual minority women who experienced	Women who identified as a sexual minority N=11; 19-37 years	Individual photograph and later individual photo elicitation	Road; interior of a car; head, beach; medicines	Makes available voices and images from invisible population through	No information

	childhood trauma and suicidality	Partnered with women, man, or other gender	interview		multiple marginalities	
Johnson et al. (2019) **USA**	Non-binary adolescents experience of stress; influences in menthal health	Non-binary adolescents N=10; 16-20 years Non-binary Mixed race, black, white Asian, latino/a	Individual photograph and interviews	Drawing	No information	No information
Teti et al. (2019) **USA**	Significance of apparel among transmasculine young adults	Transmasculine university students N=16; 19-25 years Transmasculine White, Hispanic, black	Individual photograph; small group discussion sessions; photo exhibit and final interview	Piano with missing keys; binding process	Helps to highlight the needs of a marginalized group; Enable participants to talk about apparel; Generates ways to share the results	No information
Ferlatte et al. (2019b) **Canada**	Drivers of suicidality of gay, bisexual, and two-spirit men with a history of suicidality	Gay, bisexual, and two spirit Men who had previous experiences of suicidality N=21; 23-71 years Men Gay, bisexual, two-spirit Caucasian, Asian, indigenous	Individual photograph and later individual interview; 1 exhibition	Bed; illuminated house; mailbox; candies	Increase the feasibility of studying stigma ridden issues	Talking about their suicidality posed a potential risk to some of the participants
Ruff et al. (2019) **USA**	Understand the lived experiences of transgender women of color	Transgender women of color N=5 Transgender African American, Latina	Individual photograph and focus groups; community event SHOWeD	Street; wedding dress; tree growing through a wall	Strengthens group dynamics and trust; Expanded the group's ways of knowing and seeing each other	No information

Bowling et al. (2019b) USA	Subjective perceptions of resilience among gender-diverse individuals	Gender-diverse individuals N=21; 18-68 years Trans, queer, non-binary Pansexual, lesbian, bisexual, sexually fluid, queer, no label Latino/a, white, mixed, African American	Individual photograph and interviews	Objects; landscapes; food; people; police	Unique space to freely and creatively highlight their individual lived experiences	Few photographs representing the internal aspects of resilience; may be due to the difficulty of representing this in visual forma
Ferlatte et al. (2019c) Canada	Explore the perspective of GBTSM (gay, bisexual and two-spirit men) on suicide prevention	GBTSM who had a personal history of suicidality or had lost a GBTSM significant member to suicide. N=29; 19+ years Men Gay, bisexual, two-spirit men	Individual photograph and later individual interview	Rainbow in the road; a building; two people giving a hug; one foot	Space to illustrate their perspectives and preferences. Allowed to express opinions on traumatic and taboo experiences without relying on words alone	No information
Allen et al. (2020) New Zealand	Understand a contradiction in LGBTIIQA+ students' talk about their experiences of their university campus	LGBTIIQA+ students N=12; 19-65 years Cisgender woman, cisgender men, trans women and men, non-binary, genderfluid Gay, bisexual, pansexual, queer, lesbian	Individual photograph and individual interview	Orange bench; rainbow; stickers; male and female toilets	No information	No information

		New zealand european, chinese, Chinese/Cantonese, pasifika, Asian, mãori, pãkehã				
Suaréz et al. (2020) USA	How LGBTQ students cope with mass violence against their larger community	LGBTQ University students N=6; 18+ years Cisgender, non-binary, and transgender Bisexual, gay, queer, and asexual White, black and latino	Individual photograph and later focus group discussion	Objects; participant	Open with strangers; share their experiences	Group setting leads to loosing participants
Cosgrove et al. (2020) USA	Identity and stigma faced by nonbinary young adults	Non-binary young adults N=9; 18-25 years Non-binary Queer, bisexual, lesbian, pansexual White, black, and biracial	Individual photograph and later focus group discussion SHOWeD	Objects; persons showing emotions; letters	Produced trustworthy and offered a meaningful experience	No information
Ussher et al. (2020) Australia	Experiences of sexual violence for transwomen of color	Trans women of color N=19; 18–54 years Non-binary transwoman. Heterosexual, gay, lesbian, queer, bisexual, pansexual, asexual, fluid Combination of	Individual photograph and individual interview	Objects; clothes; parts of the body; plants	Giving voice and empowerment to a group of marginalized women	Group setting leads to loosing participants

				ethnicities		
McCarthy et al. (2020) USA	Environmental factors that influence occupational engagement for nonbinary individuals	Non-binary. N=4; 42-58 years	Individual photograph and interviews	Binary family; restroom with three genders; space in nature	No information	No information
Cosgrove (2020) USA	Understand the identity-based experiences of non-binary young adult	Non-binary young adults N=9; 18-25 years Non-binary Queer, bisexual, lesbian White, black latino-white, filipino-white	Individual photograph and focus group discussion SHOWeD	Paper with "non-binary"; objects; person in the mirror; clothes	Represent their inner and outer worlds; opportunity to discuss their experiences; engaging in gender affirmation	Barrier to potential participants who were not comfortable being "out" to others or working with peers

Discussion

In this review we found very recent papers, most from 2015 onwards, demonstrating that the study of the LGBTIQ community is in vogue and starts to be visible, we began to be able to study this group that until today was very closed. In some papers, contrary to what happens with other themes, the researchers felt the need to indicate their position regarding the LGBTIQ community. Some referring to being members of the community and others allies. The LGBTIQ community is perhaps a difficult community to reach, there is still some resistance to researchers working on this topic and having no connection with the community.

In practically all papers, it is recurrent to find a reference to the place where the study took place (such as country, city, or region), the most common being North America with 31 papers. In addition to the location, the race/ethnicity of the participants is also frequently mentioned. These two aspects seem to indicate that the LGBTIQ community lives in a cultural and social variability, facing several cultural challenges. As described by Wang and Burris (1997) photovoice is a very flexible tool, in this review we verify the existence of several types of photovoice approaches, adapted to the study participants and objectives, often to protect the LGBTIQ group. So, this accumulation of vulnerabilities becomes complex and photovoice seems to be a good tool.

The predominant context was undoubtedly the school, with about 13 papers carrying out the study in a school or university context. This aspect leads us to reflect on the difficulty of accessing this population, with school being an easier way. However, it may also be related to the fact that it's in this younger population that are more members of the LGBTIQ community coming out. Consequently, the greatest focus has unquestionably been on younger groups, with older LGBTIQ groups continuing to appear less frequently, or they are more invisible or less prone to the photovoice method.

The list of sexual orientations and gender identities found in the papers is endless and diverse. This situation demonstrates that this population is sometimes underestimated. We are currently evolving towards fluidity/continuity of sexual orientations and gender identities and our concepts of heteronormativity, cis-normativity and binaries must be questioned and updated, as the world seems to be broader, more "colorful".

In some papers there was a loss of participants during photovoice. This question can result from two aspects: either because the LGBTIQ community often opts for invisibility; or the subjects under study are delicate or difficult to capture in images (such as suicide or HIV). Wang and Pies (2004) point to the second reason, saying that topics can be suppressed by participants either because they are not important to their lives, or because the topic is difficult to photograph. Perhaps for this reason, the most used method was individual photography with individual interviews, making the experience more intimate. But it can also result from the greater difficulty in implementing the original photovoice, as it requires bigger logistics and a larger number of sessions.

The difference between the advantages and limitations of the photovoice method is noticeable, with papers having many more advantages than disadvantages. This could indicate two situations: either the photovoice method works effectively with this population, or the authors chose not to highlight the limitations.

Conclusion

This review suggests that photovoice is a flexible tool for vulnerable groups research like with LGBTIQ community members. This study provides information on important advantages and challenges of photovoice and increased knowledge about this method with vulnerable populations.

Through this tool, it is possible to give voice and empowerment to populations that would not be possible through other methods. However, it is necessary to consider some aspects when carrying out an investigation with this methodology: the ethical aspects of the photographs, which must be well explained to the participants at the beginning of the process; and have attention to the themes as they may not be suitable for group discussion or difficult to portray with photographs.

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