

CRITICAL PERSPECTIVE

A Framework for Critical Analysis

- **Language/Knowledge** – “How do we know what we know?”
 - power to name, label
- **Power/Control Analysis** – Who controls? Eg. professionals vs individuals
 - individuals within systems = environment
- **Story-Telling** – Whose story is important? Asking about strengths vs deficits
 - listening to **narratives**
- **Analysis of Oppression** – intersecting oppressions – internalized **GRACES (Matsuoka, 1991, 1996, 2001) – gender**
 - race, religion, region
 - age, ableism
 - class
 - ethnicity, education
 - sexual identity, size

Keys to a Critical Approach to Practice

Q – How do we know what we know?

- 1) deconstruct power
- 2) accept that knowledge is power – as “professionals” we have experiential knowledge that we can share –but not just one-way – mutual learning

Q How do we know what we are doing?

- 3) **self-awareness** & consciousness-raising
- 4) **critical self-reflection** – never-ending questioning of our cultural, social, political beliefs, assumptions, and actions
 - reflecting on our own experiences as a member of an oppressed group and as a member of a privileged/oppressor group
 - based on values – hope, strengths, empowerment
- 5) **collaboration** – share with members, peers, community
 - work towards overcoming causes of oppression and social injustice (social transformation)

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for Older People.] (pp. 203-218). Tokyo: Chyuuohouki. (In Japanese).

1991 Social work practice with ethnic elderly. The 44th Annual Scientific Meeting of The Gerontological Society of America, San Francisco, November.