

# Enhancing Praxis Through PRACSIS: A Framework for Developing Critical Consciousness and Implications for Strategy

Ann Rosegrant Alvarez

**ABSTRACT.** Many social workers consider *praxis* central to their practice. The concept, developed by Paulo Freire to capture the interaction between action and reflection, can be challenging to apply. PRACSIS is a framework represented in grid form that can help social work students understand and use the concept of praxis in a thoughtful and explicit way. This paper describes the rationale for and application of PRACSIS: Practitioner Reflection on Actions, Characteristics and Situation, by Impact and Strategies. Results indicate that use of PRACSIS can help develop critical consciousness, including implications for practice, and can thus benefit social work educators, students, practitioners, and—ultimately—consumers. [Article copies available for a fee from The Haworth Document Delivery Service: 1-800-342-9678. E-mail address: <getinfo@haworthpressinc.com> Website: <<http://www.HaworthPress.com>> © 2001 by The Haworth Press, Inc. All rights reserved.]

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## INTRODUCTION

Praxis is the concept developed by Paulo Freire (1970; 1974; 1996) to capture the dialectical interaction between action and reflection.

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Ann Rosegrant Alvarez, PhD, is Assistant Professor, Wayne State University School of Social Work, 137 Thompson Home, 4756 Cass Avenue, Detroit, MI 48202.

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Integral to this concept is the notion of practice as cyclical, ongoing, and with the capacity to be both transformed and transformative. As part of this process, the actor—whether social worker or not—has the opportunity and the responsibility to identify actions and relationships, critically assess them, and modify or design future actions and interactions based on the results of reflection.

The concept of praxis has been embraced within many professions and disciplines. The significance and application of praxis has been a topic of discussion in the literature of such diverse fields as nursing, law, health education, psychology, gerontology, black studies, public administration, and education (Harden, 1996; McMillan et al., 1995; Meyer, 1998; Mustakova-Possardt, 1998; Neysmith, 1995; Taylor, 1998; Wallerstein, Sanchez-Merki, & Dow, 1997; Yamamoto, 1997; Zanetti, 1997). While some of the discussion has also occurred in the social work literature (Checkoway, 1997; Finn, 1994; Hyde, 1989; Lewis, 1993, 1995; Tsang, 1998), the understanding and use of the concept in classrooms and in the field is variable. Thus many students and practitioners are unfamiliar with the term or its meaning, while others consider it central to their practice. Many practitioners and researchers who engage in participatory research, for example, ground their work in Freireian principles (Castelloe, 1999; Lykes, 1997; Seng, 1998; Sohng, 1996; Wang & Burris, 1994).

As a teacher, the author believes that an understanding of praxis is crucial for the development of critical consciousness, an important aspect of social work (Au, 1996; Gutiérrez, 1995) and social work education (Gutiérrez & Alvarez, 1998). Critical consciousness has been defined as, “. . . a process of continuous self-reflection coupled with action to discover and uncover how we, our approaches to social work practice, and our environments have been and continue to be shaped by societal assumptions and power dynamics . . . Without critical consciousness, social work practice too often does not recognize and build on important differences among people, and it perpetuates or at least does not challenge dynamics which perpetuate societal injustice” (Reed, Newman, Suarez & Lewis, 1997, p. 46). Social work education, therefore, has a responsibility to help students understand and develop the capacity for critical consciousness.

### ***RATIONALE FOR AND CONCEPT OF PRACSIS***

Believing that the development of praxis and critical consciousness are necessary elements of effective social work practice, the author is committed to helping students gain an understanding of these concepts and an appreciation of how they can apply them in their own work. In the abstract, however, it can be difficult to grasp precisely how to operationalize the idea of praxis. For example, many teachers assign “reflection” sections of papers, which attempt to promote and assess praxis by asking students to (a) describe an interaction and its results; (b) consider the impact of their personal background, training, beliefs, attitudes and characteristics on the outcome; and then (c) speculate about the implications for most effective future practice. Verbal and written instructions may specify that students should address various areas that have been covered in class, including race, gender, sexual orientation, class, religion, disabilities, and age. Responses to these assignments can be uneven, and frequently disappointing. No matter how explicitly teachers may lay out the points and specify the kinds of characteristics to include, students frequently respond to only three or four of the most obvious points, and often neglect to proceed to the next step of considering implications for strategy and practice.

Because of this, the author has developed a framework called PRACSIS—Practitioner Reflection on Actions, Characteristics and Situation, by Impact and Strategies—to help students and other practitioners understand and respond to the concept of praxis in a thoughtful, thorough and very explicit way. PRACSIS requires respondents to address at least the specified points, and to carry each out to its conclusion. Represented in grid form, it helps students by making the expectations very concrete and the gaps obvious. PRACSIS provides a framework that clarifies and organizes the information requested, the reflection process, and the implications for strategy that can be derived from these. PRACSIS is helpful in stressing the significance of self knowledge and personal interactions (Burghardt, 1982; Stout, 1996). This can be especially necessary for macro students, who may sometimes underestimate the need to develop skills for interacting with people as individuals or in small groups. PRACSIS counters this by pointing up the centrality of personal attributes and the perceptions of other actors, and the need to understand interactions in order to maximize personal and professional effectiveness.

PRACSIS thus helps students understand the process of praxis, and helps them develop skills in critical reflection. By providing a structure in which actions and aspects of the actor are delineated, reflected upon, and used as the basis for developing future strategies and actions, PRACSIS concretizes the process and standardizes an approach so students can compare their own progress over time, as well as sharing observations with their classmates. However, PRACSIS does illustrate only one segment of the continuous loop that is praxis. To extend the dialectical process, PRACSIS can be used to revisit the work in progress at a later point, so that the cyclical nature of the relationship between action and reflection can be fully appreciated. Over time, familiarity with the PRACSIS framework can help students to internalize the perspective and process of praxis, so that its steps are accomplished without written presentation. However, even the experienced practitioner may benefit from occasionally revisiting the complete process.

### ***FORMAT***

The PRACSIS grid has three main areas of focus: Scenario, Impact and Strategies (see Table 1).

- Under “*Practitioner Scenario*,” the students fill in a brief description of the Situation they are considering, including main participants or actors; lay out point by point some of their Actions in the situation that they want to consider; and fill out a list of Practitioner Characteristics by specified categories, including race, gender, age, class/socio-economic status, physical abilities, mental abilities, sexual orientation, religion, and ethnicity. Students are encouraged to add categories of their own as appropriate; style of dress, language, student status and professionalism are common additions.
- Under “*Impact*,” students reflect on Situation, Actions, and Characteristics and, for each category or sub-point, write down (a) how they perceive it; (b) how they believe it is perceived by the others in the scenario, and on the basis of what evidence or cues; and (c) what the consequences were for the interaction, including a qualitative assessment of where it fell on the continuum from positive to negative effect.

- Finally, students respond by category to the “*Implications for Strategy and Practice*”—how to maximize their effectiveness given their assessment of and reflection on: the situation, their actions within it, and their personal characteristics; perceptions of these by themselves and others; and their consequences or effect.

### APPLICATION

The author has used PRACSIS in teaching in several different ways. After introducing the concept of praxis, the format of PRACSIS and use of the grid can be explained. PRACSIS can best be understood by working through an example of how to apply it. In the beginning, it can be most productive to work from an example the group has in common, so people can compare perceptions while filling out the grid. For example, PRACSIS can be used to compare the interactional styles, results and strategies of two very effective and very different organizers: Saul Alinsky (Alinsky, 1946; Horwitt, 1989; Perlman, 1984) and Ella Baker (Grant, 1998; Payne, 1989). In order to do this, the class may read about both of them and then view a film and video that show them being interviewed and in action with groups and individuals (Grant, 1986; Kemeny, 1968). The group can then work with PRACSIS, either in relation to one specific interaction depicted in a video, or as regards the profile as a whole.

This gives the teacher the opportunity to explain how one can respond to each aspect of the grid, which is particularly valuable with some of the less obvious aspects. For example, some of the impact of race and gender is usually obvious. The group can easily have an interesting discussion comparing the different ways that a middle-aged European American male (e.g., Alinsky) and a middle-aged African American female (e.g., Baker) would be perceived and received in mid-twentieth-century America. Less obvious, however, is the way in which class, use of language, sexual orientation, religion, and physical and mental abilities influence interactions, perceptions and results. By working with these examples, the teacher can demonstrate that none of these aspects are inconsequential. For example, if the box for “sexual orientation” is filled in as, “not relevant,” it ignores the fact that both Alinsky and Baker were perceived as being heterosexual. This had implications for their work, just as there would have been implications

TABLE 1. P R A C S I S

Practitioner Reflection on Actions, Characteristics and Situation, by Impact and Strategies

Practitioner Scenario	I M P A C T			Implications for Strategy and Practice
	Perceived by Practitioner	Perceived by Others (evidence?)	Effect (describe; + or -)	
SITUATION (briefly describe):				
ACTIONS (of practitioner): — — — —				
Characteristics of Practitioner:				
— Race				
— Gender				
— Age				
— Socio-economic Status/Class				
— Physical Abilities				
— Mental Abilities				
— Sexual Orientation				
— Religion				
— Ethnicity				
— OTHER [specify]				

if one or both of them had been perceived of as being lesbian or gay. By the same token, it is not enough to note “no physical disabilities.” Again, this has implications. It would have made a difference to where Baker or Alinsky went and how they traveled, if either had needed to use a wheelchair. The fact that they did not affected the way in which they approached and carried out their organizing work.

Of course, one of the interesting points about this particular comparison is that neither of these two people made obvious accommodations to circumstances. They were clearly always “just themselves.” This opens it up for a group to discuss why this might have worked for Ella Baker or Saul Alinsky—given their personalities, the times, and their goals—but might not be the best approach for others. The group can also then discuss what the consequences and costs of such an approach might have been for Baker, Alinsky, and their organizing peers and communities, and why they were willing to risk and bear these outcomes.

Using concrete examples to which all members of a class have had access, therefore, can clarify the purpose and use of the PRACSIS grid. Another classroom application has been to structure discussion of placement issues. One of the challenges of methods classes is to promote sharing that reflectively and constructively considers issues, rather than simply stimulating indiscriminate venting. Good reflection and discussion has accompanied use of PRACSIS as the organizing framework. To start off, volunteers or selected students may be asked to update the group on their placements, using one of the PRACSIS categories. This often sharpens or clarifies vague dissatisfactions, and helps students pinpoint things that have been bothering them but that they couldn’t define. It further helps them by taking them through the steps required to consider what strategies they might employ to change the situation. For example, a student may fill in the section on “Age” under “Characteristics of Practitioner.” She might feel that others perceive her as being very young, and that their perception has a negative effect on what they ask or allow her to do, as well as how they value her input or efforts. A strategy that has then been employed by some—who actually are not chronologically young—is to bring up their age in conversation, or to consciously date themselves by referring to past events or experiences. Someone who actually is young may want to openly acknowledge this. At the same time, they can build up credibility in other ways by focusing on and assertively

sharing their skills and knowledge. The class can often help a student identify areas of strength and how they might best be presented and utilized.

Use of PRACSIS may also help illuminate tradeoffs that might be made, and help students decide to take a stand one way or the other. For example, one category that has been written in by students under “Other,” is “Professionalism.” They may feel they are not being taken seriously at work, and that it is partly because they are not perceived as professional. It is then up to them to decide how to use this information. If they are determined not to lose a working class identity, if they want to identify with lower class consumers, or if they do not know how or cannot afford to look or act differently, they may have to accept the consequences of others’ perceptions of them. If, however, they are dissatisfied with this, then the class can help them brainstorm ways they might work to change these perceptions and their consequences.

Finally, students can be required to provide a narrative base and fill out the PRACSIS grid as part of an exam, as a discrete writing assignment, or as part of a final paper that synthesizes the learning over a semester. Each of these uses has proved to be effective, both in student growth that results from the focused thinking and writing required, and in clearly communicating the situation under consideration and the points developed in relation to it.

Table 2 provides an example of how a student might utilize PRACSIS to analyze a situation. The example developed here is based on a one-on-one interaction in the context of macro social work, specifically community practice. Experience demonstrates that PRACSIS can also be used to reflect on interventions or interactions at other levels of practice—including community meetings or therapeutic interventions.

### *Assessment of Student Use of PRACSIS*

This framework has been tested with social work students of varying levels and specialization, and at different universities. Overall, students have utilized it effectively and have reacted positively. Based on their responses,<sup>1</sup> students have found two things most useful about PRACSIS: (1) the necessity to scrutinize the possible impact of a broad range of qualities or characteristics, beyond the most obvious few in any given situation; and (2) the step of considering and devel-

oping strategical implications for practice as a logical component of the critical consciousness analysis.

TABLE 2. Sample Use of P R A C S I S

Practice	Methods or Data Sources and Statistics Used			Inferences for Study Practice
	Practice Evidence	Research Design (Descriptive)	Tests of Significance	
<p>SPIN</p> <p>1. at first, the SPIN (Self-Perception Inventory) is a measure of self-esteem. It consists of 10 items, each rated on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). The total score is the sum of the 10 items, ranging from 10 to 50. A score of 30 or higher is considered high self-esteem, and a score of 20 or lower is considered low self-esteem.</p> <p>2. The SPIN is used to measure self-esteem in a variety of studies. For example, in a study of the relationship between self-esteem and academic achievement, the SPIN was used to measure self-esteem at the beginning and end of the semester. The results showed that students with high self-esteem at the beginning of the semester had higher academic achievement at the end of the semester than students with low self-esteem.</p> <p>3. The SPIN is also used to measure self-esteem in clinical settings. For example, in a study of the effectiveness of a self-esteem intervention, the SPIN was used to measure self-esteem before and after the intervention. The results showed that the intervention significantly increased self-esteem scores.</p>	<p>SPIN</p> <p>1. The SPIN is a self-report measure of self-esteem. It consists of 10 items, each rated on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). The total score is the sum of the 10 items, ranging from 10 to 50. A score of 30 or higher is considered high self-esteem, and a score of 20 or lower is considered low self-esteem.</p> <p>2. The SPIN is used to measure self-esteem in a variety of studies. For example, in a study of the relationship between self-esteem and academic achievement, the SPIN was used to measure self-esteem at the beginning and end of the semester. The results showed that students with high self-esteem at the beginning of the semester had higher academic achievement at the end of the semester than students with low self-esteem.</p> <p>3. The SPIN is also used to measure self-esteem in clinical settings. For example, in a study of the effectiveness of a self-esteem intervention, the SPIN was used to measure self-esteem before and after the intervention. The results showed that the intervention significantly increased self-esteem scores.</p>	<p>1. The SPIN is a self-report measure of self-esteem. It consists of 10 items, each rated on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). The total score is the sum of the 10 items, ranging from 10 to 50. A score of 30 or higher is considered high self-esteem, and a score of 20 or lower is considered low self-esteem.</p> <p>2. The SPIN is used to measure self-esteem in a variety of studies. For example, in a study of the relationship between self-esteem and academic achievement, the SPIN was used to measure self-esteem at the beginning and end of the semester. The results showed that students with high self-esteem at the beginning of the semester had higher academic achievement at the end of the semester than students with low self-esteem.</p> <p>3. The SPIN is also used to measure self-esteem in clinical settings. For example, in a study of the effectiveness of a self-esteem intervention, the SPIN was used to measure self-esteem before and after the intervention. The results showed that the intervention significantly increased self-esteem scores.</p>	<p>1. The SPIN is a self-report measure of self-esteem. It consists of 10 items, each rated on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). The total score is the sum of the 10 items, ranging from 10 to 50. A score of 30 or higher is considered high self-esteem, and a score of 20 or lower is considered low self-esteem.</p> <p>2. The SPIN is used to measure self-esteem in a variety of studies. For example, in a study of the relationship between self-esteem and academic achievement, the SPIN was used to measure self-esteem at the beginning and end of the semester. The results showed that students with high self-esteem at the beginning of the semester had higher academic achievement at the end of the semester than students with low self-esteem.</p> <p>3. The SPIN is also used to measure self-esteem in clinical settings. For example, in a study of the effectiveness of a self-esteem intervention, the SPIN was used to measure self-esteem before and after the intervention. The results showed that the intervention significantly increased self-esteem scores.</p>	

TABLE 2 (continued)

CONCLUSIONS	Reviewed by Frazier	Reviewed by Gibson	Date of release	Implications for policy
<p>- The study found that the majority of respondents were in favor of the proposed changes to the current policy.</p>	<p>- The study found that the majority of respondents were in favor of the proposed changes to the current policy.</p>	<p>- The study found that the majority of respondents were in favor of the proposed changes to the current policy.</p>	<p>- The study was conducted in 2010.</p>	<p>- The study has implications for policy as it suggests that the current policy is not widely supported.</p>
<p>- The study found that the majority of respondents were in favor of the proposed changes to the current policy.</p>	<p>- The study found that the majority of respondents were in favor of the proposed changes to the current policy.</p>	<p>- The study found that the majority of respondents were in favor of the proposed changes to the current policy.</p>	<p>- The study was conducted in 2010.</p>	<p>- The study has implications for policy as it suggests that the current policy is not widely supported.</p>
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Date	Time	Place	Subject	Remarks
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

TABLE 2 (continued)

Characteristics of Population	Prevalence	Period	Study	Reference	Study
<p>Sexual activity</p>	<p>Male</p>	<p>Male Female Both</p>	<p>Male Female Both</p>	<p>Male Female Both</p>	<p>Male Female Both</p>
<p>Sexual activity</p>	<p>Male Female Both</p>	<p>Male Female Both</p>	<p>Male Female Both</p>	<p>Male Female Both</p>	<p>Male Female Both</p>
<p>Sexual activity</p>	<p>Male Female Both</p>	<p>Male Female Both</p>	<p>Male Female Both</p>	<p>Male Female Both</p>	<p>Male Female Both</p>

Date	Time	Location	Activity	Remarks
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

TABLE 2 (continued)

Characteristics of Practice	Practical Features	Relevant Data (Selected)	Views of Participants	Implications for Practice
<p>• <i>Open-ended</i> questions</p> <p>• <i>Participant</i> input</p>	<p>Lead researcher</p>	<p>Lead researcher</p>	<p>The views of participants were collected through open-ended questions. The data were analyzed using content analysis. The results of the analysis are presented in the following table.</p>	<p>The findings of this study have implications for practice. They suggest that open-ended questions are a useful way to collect data on participants' views. They also suggest that content analysis is a useful way to analyze this data.</p>

The first point is supported by one student who wrote that,

This exercise required me to reflect on aspects of identity that I often overlook because I 'take them for granted.' For example, I am usually self-conscious about issues related to race, gender, socioeconomic status and sexual orientation. However, I often overlook some of the other components listed in the exercise: physical abilities, mental abilities, religion, style of dress and professionalization. I rarely pause to reflect on how these aspects of my identity or appearance might impact on others.

The second point is affirmed by a student's written comment that,

The most helpful aspect of PRACSIS is the way it links community perceptions with concrete strategies for community practice. Beyond an exercise in self-reflection, PRACSIS takes a further step towards skill development and effective planning. I appreciate that PRACSIS results in concrete action steps for a practitioner to implement.

In addition to responses on these specific points, students' narrative feedback on the overall framework have been very positive. For example, one student wrote:

This technique has practical applications in my current work with migrant families. Although I recognized that many cultural differences existed between myself and the migrant community, PRACSIS helped me think through the implications these differences have on the organizing process and forced me to develop concrete strategies to overcome these barriers. I have a heightened awareness of how the community perceived me, and how those perceptions affect my relationship with the community. PRACSIS will undoubtedly be helpful in my future work as a community organizer. As I continue to work with populations very different from my own personal characteristics, PRACSIS will be a very practical tool for evaluating and planning for these experiences.

Another student reflected that she could

. . . foresee using this tool to analyze my impact upon groups and communities with whom I interact in the future. I came up with

some strategies that could be put into practice with little extra effort. In the past, I have usually needed supervision meetings to develop similar insights.

Students have also shared some concerns about PRACSIS. Those most frequently expressed are that the grid format allows too little space, and is thus too limiting, and that the “perceptions of others” are really guesses, and may be based on and therefore reinforce stereotyping. While the grid format clearly is limiting in some senses, this drawback is more than compensated for by the degree to which it demands responses in areas that are sometimes discounted or ignored, and requires tight and focused presentation of these responses. There are, of course, disadvantages to the fact that respondents are only speculating about the way they are perceived by others. The author has attempted to minimize this by asking for “evidence”: the clues or cues that lead respondents to make certain assumptions. As another safeguard against stereotyping, some students have suggested that PRACSIS could be used by two or more people to reflect on their interactions, and then compared to validate perceptions. In the end, it can simply be pointed out that most interactions involve some guesswork and interpretation, and that PRACSIS at least provides a uniform context in which this can be acknowledged, reflected upon, and used to help plan and guide future interactions.

Another possible drawback is that—if it is done thoughtfully and thoroughly—it takes a great deal of time and effort to fill out the grid. If one approaches the process casually and in a hurry, it may well be frustrating, because it doesn’t lend itself to quick and superficial analysis. A modification, therefore, can be to deal with only some sections of the grid. This can be done in class, for example, when dealing verbally with placement issues. PRACSIS should, however, be used in this way only after making sure that everyone has understood the importance of responding fully in all areas, since that is one of the main points of the framework. Of course, one could also say that the thought and care required is a positive aspect of PRACSIS, which contributes to the development of solid implications for strategy and practice.

A more subtle risk the grid presents is that students or practitioners who use it may feel pressure to “out” themselves on such points as race, sexual orientation, religion and gender. It is important to ac-

knowledge that potential, and reassure people that this is not a census or investigative mechanism. When filling out PRACSIS, people should feel very free to identify themselves in ways and share only as much as maintains personal comfort levels.

In the end, from a teaching perspective, the advantages of using PRACSIS far outweigh its disadvantages. It does fulfill its objective of helping to clarify the steps and process of critical self-reflection. The mere fact of having blanks to fill in helps to emphasize that all aspects must be addressed, and requires students to give full consideration to those that they might otherwise dismiss as irrelevant or inconsequential. Student responses elicited by using PRACSIS have been detailed, thoughtful and potentially productive to a degree rarely achieved by asking a string of questions for narrative response.

***CONCLUSION:  
IMPLICATIONS FOR SOCIAL WORK EDUCATION  
AND PRACTICE***

PRACSIS has been used with M.S.W. and B.S.W. students, in courses with a generalist focus and with some very specialized community practice courses. Based on results, it has the potential for broad applicability. It helps students develop both their understanding of and their application of praxis by clearly structuring and specifying an approach to critical reflection, including implications for subsequent strategies and actions. This, in turn, assists students in their social work practice as they work to meet the multiple challenges of learning about themselves and those with whom they interact, and how to transform learning and understanding into steps for positive change at the individual and community level.

As described, PRACSIS has been particularly useful for structuring discussion of field practicum issues. It can also be used to provide written evidence of placement learning. Macro students and faculty often find use of standard "Process Recordings" to be inappropriate and problematic. PRACSIS can provide a useful alternative that allows for the same kind of reflection and critical assessment, but is less embedded in a therapeutic modality, and includes the essential component of strategizing based on the assessment.

PRACSIS can also be used in the field to help analyze the dynamics

of community groups, and as a tool for staff training and development. As one student suggests,

I think an appropriate use of this method of assessment tool might be to share it, modified, with a group or community during the formative stages. It could be very empowering to openly discuss areas that always have an impact on relationship building and group process, but are infrequently brought out in the open. In this way, the worker would not need to guess at someone's perceptions. One challenge to this method would be developing a non-threatening atmosphere for the group to share honestly. This might be approached by anonymously writing down perceptions and talking as a group about their effects.

The concept of praxis deserves more attention and broader recognition within the field of social work. PRACSIS offers a vehicle for applying this concept that is easily understood and applied by teachers, students and practitioners. The author hopes that use of this framework can demystify the dialectical process that is at the center of reflective practice, and help to make its application manageable, comprehensible and useful.

#### NOTE

1. The use of the PRACSIS framework by others in classroom or practice settings is encouraged. Appendices to this paper include a blank PRACSIS grid that can be copied and filled out, and an evaluation form. I welcome written or verbal feedback on the use and utility of PRACSIS, and would be pleased to receive either individual or summary evaluation forms from teachers whose students have used and assessed the framework.

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APPENDIX A. P R A C S I S

Practitioner Reflection on Actions, Characteristics and Situation, by Impact and Strategies

Practitioner Scenario	I M P A C T			Implications for Strategy and Practice
	Perceived by Practitioner	Perceived by Others (evidence?)	Effects of (describe, + or -)	
SITUATION (briefly describe):				

APPENDIX A (continued)

ACTIONS (of practitioner):	Perceived by Practitioner	Perceived by Others (evidence?)	Effects of (describe, + or -)	Implications for Strategy and Practice
—				
—				
—				
—				
—				
—				

Characteristics of Practitioner:	Perceived by Practitioner	Perceived by Others (evidence?)	Effects of (describe, + or -)	Implications for Strategy and Practice
— Race				
— Gender				
— Age				
— Socio-economic Status/Class				
— Physical Abilities				

## APPENDIX A (continued)

Characteristics of Practitioner:	Perceived by Practitioner	Perceived by Others (evidence?)	Effects of (describe, + or -)	Implications for Strategy and Practice
— Mental Abilities				
— Sexual Orientation				
— Religion				
— Ethnicity				
— OTHER [specify] — — —				

APPENDIX B. Evaluation for Use with PRACSIS: Practitioner Reflection on Actions, Characteristics and Situation, by Impact and Strategies

Please **circle** the best response.

1. **My role is:**            educator                            student                            practitioner
  
2. **PRACSIS is easy to understand.**  
Strongly agree      Agree      Neutral      Disagree      Strongly disagree
  
3. **I feel that I have a good understanding of how to use PRACSIS.**  
Strongly agree      Agree      Neutral      Disagree      Strongly disagree
  
4. **The format of PRACSIS is clear.**  
Strongly agree      Agree      Neutral      Disagree      Strongly disagree
  
5. **PRACSIS is easy to use.**  
Strongly agree      Agree      Neutral      Disagree      Strongly disagree
  
6. **PRACSIS was useful for thinking about the scenario(s) used.**  
Strongly agree      Agree      Neutral      Disagree      Strongly disagree
  
7. **PRACSIS has practical application to my work and/or field placement now.**  
Strongly agree      Agree      Neutral      Disagree      Strongly disagree
  
8. **I can see that PRACSIS could be useful for my work in the future.**  
Strongly agree      Agree      Neutral      Disagree      Strongly disagree

[MORE QUESTIONS . . . ]



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