

**Using Social GRRRAACCEEESSS to discuss similarities and differences**

Social GRRRAACCEEESSS is an acronym for a number of domains to consider when discussing similarities and differences between two people.

Burnham initially described 11 domains which would be used as a framework to discuss similarities and differences with therapists in group supervision, however he has subsequently developed these further to include another four (geography, appearance, employment and sexual orientation) (Burnham 2008, 2012).

The extended GRRRAACCEEESSS stand for:

- Geography
- Gender
- Race
- Religion
- Age
- Appearance
- Ability
- Culture
- Class
- Education
- Employment
- Ethnicity
- Sexuality
- Spirituality
- Sexual orientation

When students start in placement, it is important for Practice Educators to explore similarities and differences with them. Although the above domains were developed for use in group supervision, they can also be used for use in a one to one situation, or between the student, on-site supervisor and practice educator, if applicable.

There are various ways these can be used to explore similarities and differences, and practice educators can use their creativity. It is hoped that through these discussions the practice educator will be able to enable the student to explore the domains and the impact these have on both the student and practice educator. The aim is for the student and practice educator to be able to gain a better understanding of each other, both personally and professionally, and how the domains also impact on the service users that the student will be working with.

Examples of ways the domains can be used are described below:

- Practice educators have a list of the domains written down on a piece of paper, and ask the student to pick a domain to discuss how this relates to them. The practice educator would then share how that domain relates to themselves, before choosing the next domain to discuss.

Depending how much time is available will depend how many domains are discussed. This way enables the student to choose domains pertinent to them, and also allows the practice educator to choose domains that they feel may be important to explore given the role of social workers in that team.

#### Variation

The practice educator could choose all the domains to be discussed based on common characteristics of service users that the student will be working with.

- Practice educators can use the idea of a scale to begin the discussion on each domain, i.e. how visible/invisible and / or how advantageous/disadvantageous the characteristics from the domain are felt to be for the student. (There are many other scales that could be used).

For example, a scale can be created in the form of a line(s) drawn on a piece of paper, and the domains can be made into small tokens (these tokens can be made to be different colours for each person participating - see below). The student is then asked to choose a domain, and so takes that token with the domain name on. The student is then

asked to place the token on the line, to indicate how they feel that characteristic has impacted on them. This should start a more in depth discussion around this domain. They may feel the domain impacts on them differently both personally and professionally, which means they do not know where to place the domain on the scale. This is fine, as the aim is to stimulate the discussion. (There is an example of tokens and a scale at the end of this document).

#### Online variation

A jamboard (or equivalent document that can be shared) could be used if working virtually. The practice educator would need to prepare a jamboard, writing on the scale, and writing a list of the domains. The student can then pick the domain and write in on a square, which they can place on the scale.

- A practice educator can ask a student to pick out 3 (or more depending on time) domains that have the most impact on their lives, and to make a new acronym with the first letters of each of these domains. The discussion then explores these domains and the intersectionality between them for both the student and the practice educator.
- A practice educator can cut out card/paper, so that they have each domain written on a single square. The practice educator then holds the cards in their hands, shuffles them and turns them upside down. The student then randomly picks 3 (or more depending on time) domains that both the practice educator and student discuss.

#### Reference

Burnham, J. (2012) Developments in Social GRRRAACCEESSS: visible – invisible and voiced – unvoiced. In I.-B. Krause, (ed.) Culture and Reflexivity in Systemic Psychotherapy: Mutual Perspectives (pp. 139–160). London: Karnac.

<b>Gender</b>	<b>Geography</b>	<b>Race</b>	<b>Religion</b>	<b>Age</b>
<b>Ability</b>	<b>Appearance</b>	<b>Class</b>	<b>Culture</b>	<b>Ethnicity</b>
<b>Education</b>	<b>Employment</b>	<b>Sexuality</b>	<b>Sexual orientation</b>	<b>Spirituality</b>

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**Visible**

**Disadvantageous**

**Advantageous**

**Invisible**