



Parise Carmichael-Murphy and Adam Danquah

# Hidden Histories: Black in Psychology

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## About the illustrator

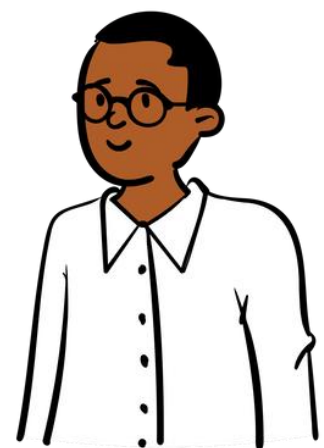


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# Preface

This booklet celebrates the contributions of Black scholars and Black practitioners to psychology. It is also a booklet about notable Black lives; as the title suggests, these lives and contributions have too often remained hidden in the history of psychology. Psychology is a subject that seeks to bring understanding to what we think and do. Despite its focus on working out who we are, psychology has not been immune to how racism shapes the way we tell stories about society. Indeed psychology, and academia more generally, has played a particular part in providing a home for 'scientific racism'. This is the idea that there are superior and inferior races and that this difference is based on biological facts. The idea that 'race' is something that can be measured biologically has long been debunked, but its narrative casts a long shadow and has hidden and devalued Black contributions to psychology and society more generally.

Things are changing and we are changing them. The Black Lives Matter movement has pushed people to work actively towards a more inclusive society. Further still, the global COVID-19 pandemic has highlighted racial inequalities in health and education across the globe. You would have to work very hard not to see or notice them. Parise and I hope to bring some of this light to psychology, to help us see how Black people have made, and continue to make significant contributions to the field. Most importantly, we want to help you see that *you* could have a place in psychology too.



Dr Adam Danquah

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# Glossary

<b>anti-racism</b>	Actively working to resist pervasive racism and promote racial justice and equality in society.
<b>Black</b>	'Black' with a capital 'B' is used in reference to a group of people who share African and/or Caribbean ancestry.
<b>colonialism</b>	The practice of settling in, claiming and taking control over land and people to set up a colony. Multiple colonies are referred to as an empire.
<b>cultural competence</b>	Having the knowledge, skills and abilities needed to understand, communicate and interact with people of different cultures or belief systems.
<b>discrimination</b>	The unfair and unjust treatment of an individual or group of people that prevents them from acting freely.
<b>disparity</b>	A great difference between people or things that might be considered unfair or unequal.
<b>ethnicity</b>	A social characteristic used to describe a group of people who share a common culture, religion or language etc.
<b>inequality</b>	Used to describe an unequal distribution of something and the absence of equality.
<b>pioneer</b>	Someone who is the first to do something or explore a field of activity or research.
<b>privilege</b>	A right or benefit that is given to only one individual or a specific group of people.
<b>race</b>	A social characteristic used to describe a group of people who share certain physical characteristics, such as skin colour or hair texture, and can be linked to common history, nationality, or geographic distribution.
<b>racism</b>	A type of discrimination where people are treated unfairly and unjustly because of their skin colour or other characteristics linked to race.
<b>systemic racism</b>	Systems of governance and society evident in laws, organisational institutional practices and customs that discriminate against people based on characteristics linked to race.

# Acronyms

**ABPsi** Association of Black Psychologists

**APA** American Psychological Association

**BPS** British Psychological Society

**Dr** Doctor

**DSM** Diagnostic and Statistical Manual of Mental Disorders

**EDI** Equality, Diversity and Inclusion

**HE** Higher education

**NHS** National Health Service

**PhD** Doctor of Philosophy

**UK ABPsi** UK Association of Black Psychologists

**IQ** Intelligence quotient

# Introduction

This booklet hopes to inspire the next generation of aspiring psychologists by providing them with some information that is not necessarily easy to access in traditional psychology learning materials. This booklet celebrates the contributions of 15 Black pioneers in psychology whose work, amongst many other hidden contributions, has pushed forward understandings and practice in psychology.

This booklet begins by highlighting some of the inequalities met by Black communities in higher education and psychology more specifically, whilst also recognising how students and staff across higher education have pushed for social change.

Erica McInnis, Akeem Sule, Dawn Edge and Iyabo Fatimilehin are four individuals currently working to champion Blackness, inclusivity and social justice across their work in psychology-related careers. We feature short question and answer sessions with them about tackling inequality in psychology, thinking about the future of Black psychology in Britain, and pursuing a career in psychology.



Parise Carmichael-Murphy

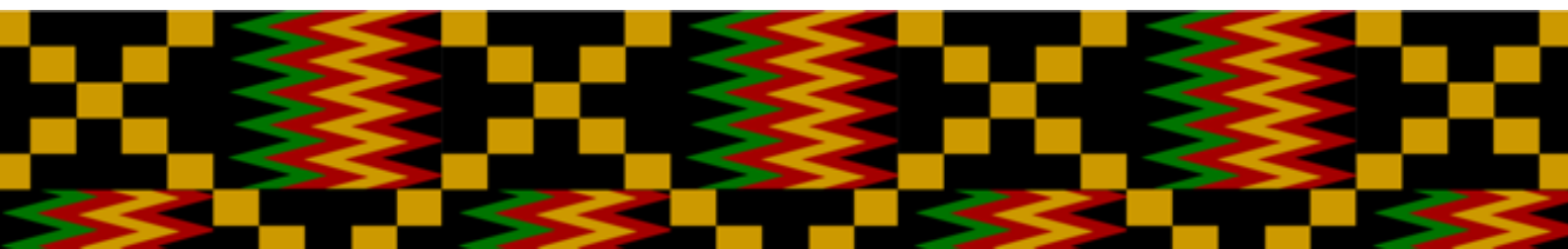


# Hidden Histories

Often, we use 'hidden histories' to describe parts of history that are not often spoken about or explored. When we think about the history of psychology, it is not very often that we read or learn about Black pioneers and their contributions to psychology as a field of study. Over the next seven pages, we will share brief stories of 15 Black pioneers and their hidden histories, to highlight their contributions to psychology.

Today, we are increasingly using the internet to learn about histories and less frequently relying on books only. This made it easier to find out information about the people included here. As their contributions have been somewhat hidden, these stories are not well known and information about these pioneers is sparse. This may mean that some of the information here has been mistaken or misreported. It is also important to acknowledge that people do not achieve things on their own; scientific and social endeavours are only possible because of the uncredited contributions of countless others (e.g., friends, family, colleagues, congregation, activists) who may never be named.

Still, this booklet is a reminder of the diversity that can be found across the field of psychology. Looking at the work of these pioneers, they come from a diverse range of disciplines including: human development, zoology, African studies, language, politics, home economics and medicine.





# Hidden Histories

## Albert Sidney Beckham (1897-1964)

Beckham was the first African American awarded the title of 'school psychologist'. He specialised in intelligence and behaviour disorders and helped to set up the first psychological clinic in a public high school. Beckham completed his undergraduate study under the supervision of Francis Sumner and later worked with Ruth Winifred Howard. Beckham established the first psychological laboratory on campus at his institution and offered consultations, counselling and intelligence testing.



## Alberta Banner Turner (1909-2008)

Turner was an advocate for equal rights who often challenged and pushed back against 'white only' spaces and events. She was the third Black woman to be awarded a doctorate in psychology in the US in 1937; her research specialised in juvenile rehabilitation. Turner was a professor of psychology and delivered public lectures, such as the one in 1946 on the history of and support for interracial marriage.

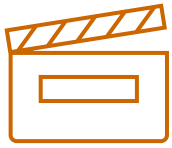


## Charles Henry Turner (1867-1923)

Turner was a zoologist who studied animal behaviour and cognition. His work contributed to the understanding of honey bee behaviour demonstrating that they can perceive colour and pattern vision. Turner used mazes to test the spatial learning and navigational abilities of ants; he identified behaviour in foraging ants later named 'Turner's circling' which referred to the circling movement observed when ants return to their nest.



### Chester Middlebrook Pierce (1927-2016)



Pierce was a professor of education and psychiatry in the US; his research centred around racism and media. He was a consultant for the children's educational TV show Sesame Street and saw the show as an opportunity to resist racial stereotypes. Pierce is known for coining two terms: 1) 'microaggression': the everyday discriminations that impact negatively on individual health and 2) 'childism': the assumed superiority of the adult over the child.

### Ellen Kitch Childs (1937-1993)

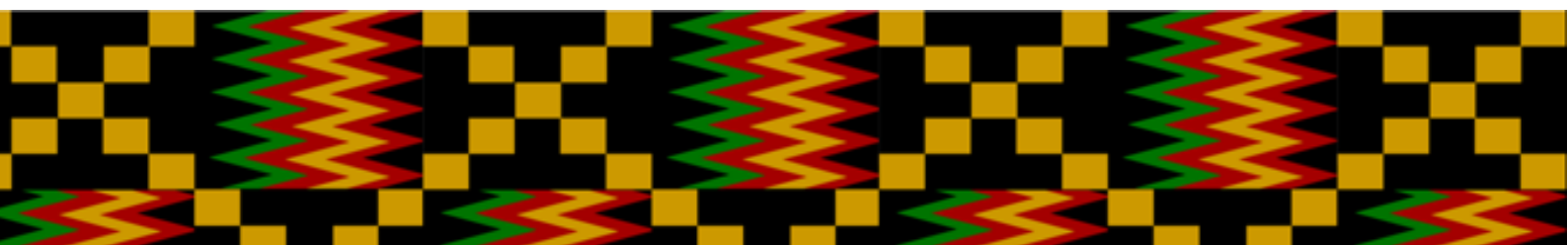


Childs was a Clinical Psychologist who earned her PhD in Human Development. She is considered a pioneer in Feminist Therapy and was a founding member of the Association for Women. Childs was a lesbian activist, well known for her contributions towards the dismantling of homosexuality as a psychological disorder as listed in the DSM. Childs worked to remove the barriers to accessing mental health treatments for minoritised communities, such as those who identified as Black, LGBT and Women.

### Francis Cecil Sumner (1895-1954)



In 1920, Sumner became the first African American to receive a PhD in psychology after his dissertation on psychoanalysis was accepted. Sumner had studied philosophy as well as English and worked closely with G. Stanley Hall, the first president of the APA. Sumner wrote about the discrimination against Black students in education and highlighted the lack of funding for Black research. He is often referred to as the 'Father of Black Psychology'.





### Joseph L. White (1932–2017)



In 1961, White was one of five African Americans to hold a PhD in psychology in the US. He is often referred to as the 'Godfather of Black psychology' and his 1970 'Toward a Black Psychology' article argued that applying white psychology to Black people contributed to deficit-based stereotyping. White was a professor in psychology and psychiatry who worked to improve educational access and opportunity for low-income students and a founder of the ABPsi.

### Mamie Katherine Phipps Clark (1917–1983)



Clark was a social psychologist whose work focused on identity development and self-esteem in Black children. Clark and her husband Kenneth Clark's work focused on the impact of racial discrimination on child development, contributing to an understanding of the psychology of race. Her 'Doll tests' showed that children often chose 'white' dolls over 'black' dolls, highlighting the negative impacts of segregation on children's racial self-identification. The results of this study were used in the 'Brown v. Board of Education' court case and were the first social science research to be used as hard evidence in court history.

### Marie Battle Singer (1910–1985)



Singer was born in America and moved to Germany after World War II. She later moved to England where she trained at Anna Freud's child psychotherapy training program in London. Singer is considered to be Britain's first Black psychoanalyst and the first Black member of the Association of Child Psychotherapists.





KENNETH CLARK & MAMIE PHIPPS CLARK



### Kenneth Bancroft Clark (1914-2005)



Clark was the first Black president of the APA and worked to develop education and job opportunities for Black students. He was an advocate for integration and highlighted the psychological harm of segregation to children. Clark was an expert witness in the 'Brown v. Board of Education' court case that used evidence from the 'Doll tests' conducted with his wife Mamie Clark. Their contribution led the US Supreme Court to rule that racial segregation in schools was unconstitutional.

### Robert V. Guthrie (1932-2005)



In 2000, Guthrie became the first Black psychologist to have their papers deposited in the National Archives of the American Psychology Association. His book, 'Even the Rat Was White: a Historical View of Psychology' highlighted the work of pioneers in Black psychology, challenged racial stereotyping in psychology and addressed the lack of Black psychologists' contributions to the field in university curricula.

### Robert Williams (1930-2020)



Williams was a professor of psychology and African and Afro-American studies, as well as a founding member of the ABPsi where he worked to improve recruitment and retention of Black graduate students in psychology across the US. He was critical of racial and cultural bias in IQ testing and developed the 'Black Intelligence Test of Cultural Homogeneity' that better represented African American speech and experience. In 1973, Williams coined the term 'ebonics', a combination of ebony and phonics to intentionally give a name to the language of African Americans.







### **Ruth Winifred Howard (1900-1997)**

Howard was an American psychologist who specialised in special needs in children and her dissertation focused on the development of triplets in a nature-nurture study. She had trained and worked in social work and later trained nurses. In 1934 she became one of the first African American women to complete a doctorate in psychology.



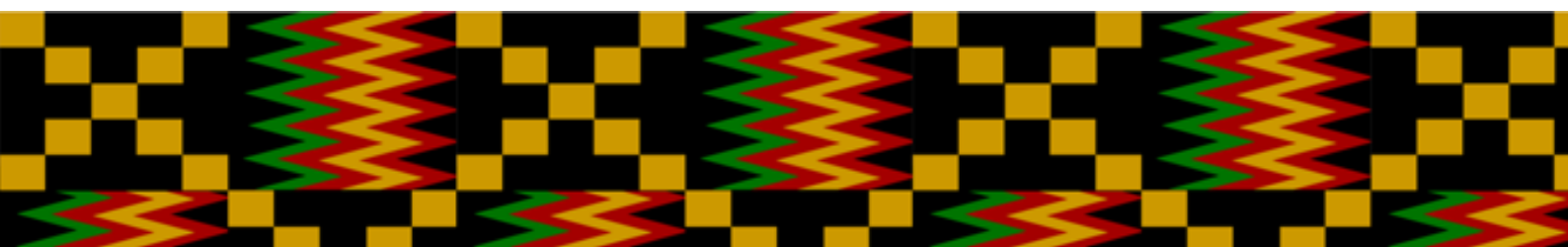
### **Solomon Carter Fuller (1872-1953)**

Born in Liberia, Fuller moved to the US where he became the first African American psychiatrist, contributing to an understanding of Alzheimer's disease. Chosen by Alois Alzheimer, Fuller conducted research in neuropathology and his research helped further understanding of the physical changes in the brain that lead to Alzheimer's disease. Fuller also trained others in effective diagnosis of the side effects of syphilis.



### **Thomas Adeoye Lambo (1923-2004)**

Lambo was a Nigerian psychiatrist who studied medicine and trained in psychiatry in the UK. He returned to Nigeria in 1953 as the first African psychiatrist trained in Western psychiatry and worked as a specialist in a psychiatric hospital; this contributed to an understanding of cross-cultural psychiatry. Lambo is known for his work in ethno-psychiatry and community approach to psychiatric treatment. During the '70s and '80s, he worked at the World Health Organization (WHO).

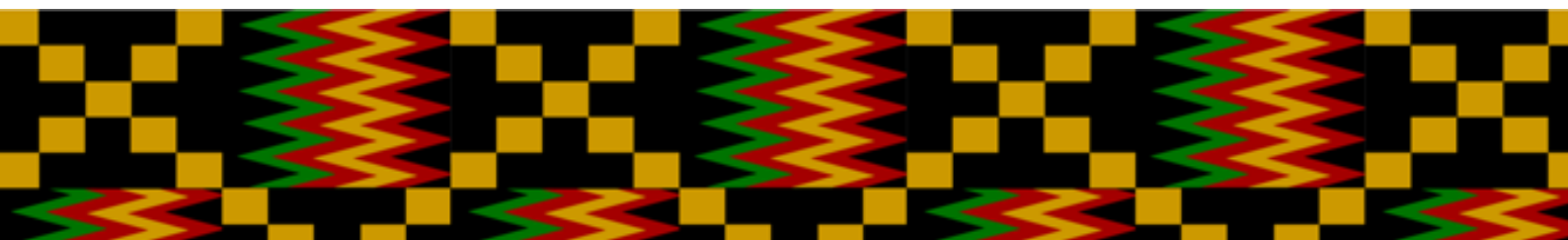




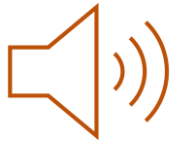
## Black in psychology today

Today, Black people continue to build on the great work that provided a foundation for psychology, in Britain and globally. Over the next three pages, we will share brief stories of 9 Black professionals and their contributions to the field of psychology. Looking at their work, they come from a diverse range of disciplines including: Africentric psychology, psychiatry, as well as forensic, education and clinical psychology.

Four of these professionals will feature in the following sections, they will answer some questions about their own work in and around psychology: [1\)](#) Dr Erica McInnis talks about Black psychology in Britain, [2\)](#) Dr Akeem Sule talks about the relationship between popular culture and mental health, [3\)](#) Prof Dawn Edge talks about tackling disparities in psychology, [4\)](#) Dr Iyabo Fatimilehin talks about pursuing a career in psychology, and [5\)](#) Kingsley Ogun talks about training and gaining qualifications for a career in psychology.



# Black in psychology today



## Akeem Sule

Sule is a co-founder of HIP HOP PSYCH and a Consultant Psychiatrist in General Adult Psychiatry. HIP HOP PSYCH draws connections between mental health and music to raise public awareness and destigmatise mental health. Sule has written about mental health themes in Eminem and Kendrick Lamar's music and lyrics.



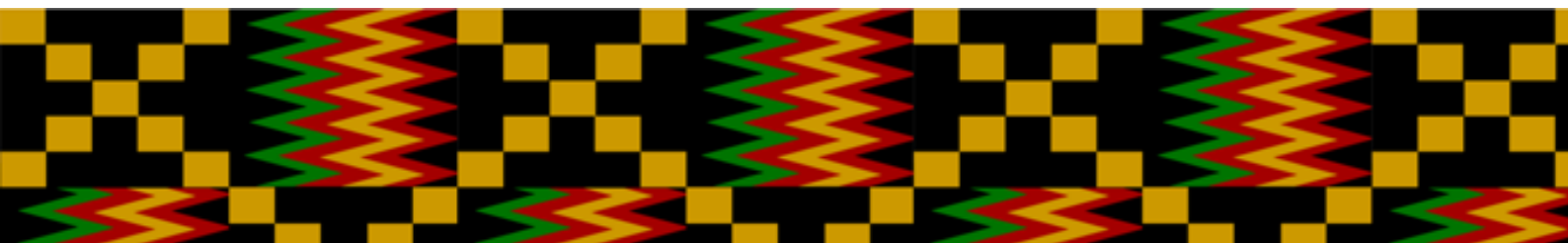
## Aggrey Burke

Burke specialised in transcultural psychiatry and was the president of the Transcultural Psychiatry Society. His work has highlighted how culture and race influence the delivery of British mental health services. Burke spent time training in Jamaica and the UK and became the first Black consultant psychiatrist to be appointed by the NHS. Burke was included in the 2020 poll of the 100 Great Black Britons.



## Chabani Manganyi

Manganyi became the first recognised Black psychologist in South Africa, working as a forensic psychologist in apartheid's courtrooms. His research focuses on institutional racism during and after the apartheid years and explores how identity develops in oppressive social contexts. He is a professor in psychology, education and government and has contributed significantly to the field of South African psychology.



## Daudi Ajani ya Azibo



Azibo is a professor of African American studies known for his Africentric approach to psychology. In 2014, he pioneered the 'Azibo Nosology II (ANII)' as an alternative to the DSM which was a revised edition of the 'Azibo Nosology' originally from 1989. The ANII consists of 55 disorders, constructed from theory about the African personality and is the only African-centred diagnostic system of mental disorders in African people.

## Dawn Edge

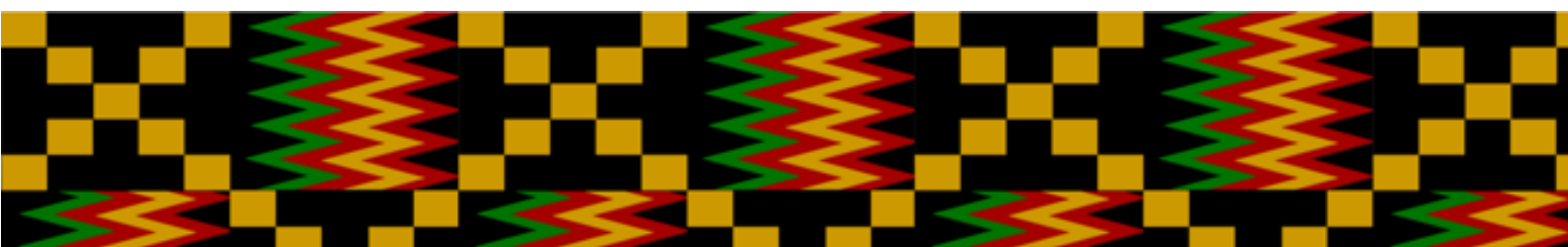


Edge is a professor of Mental Health and Inclusivity, promoting EDI across HE. She is one of around 40 Black women professors in the UK. Edge advocates for coproduction with communities to improve health and wellbeing and access to services and the importance of developing interventions that meet the differing needs of populations. She leads the 'Culturally-Adapted Family Intervention (CaFI)' Study which is an intervention for African and Caribbean people diagnosed with psychosis and their families.

## Erica McInnis



McInnis has a doctorate in Clinical Psychology and is trained as a Disability Psychotherapist. Her research works to develop an evidence base for psychological therapies that are beneficial to Black communities and she was involved in setting up the UK chapter of the ABPsi. McInnis is the Director of Nubia Wellness and Healing who specialise in African Centred approaches and Black Psychology to improve the wellbeing of adults and children.



### Frank Lowe



Lowe is a psychoanalytic psychotherapist at The Tavistock and Portman NHS Foundation Trust and became a Social Services Inspector with the Department of Health. He has worked to improve access to mental health services for young Black people. He developed 'Thinking Space' that draws on therapeutic principles and methods to promote conversations around race, culture and diversity.

### Iyabo Fatimilehin

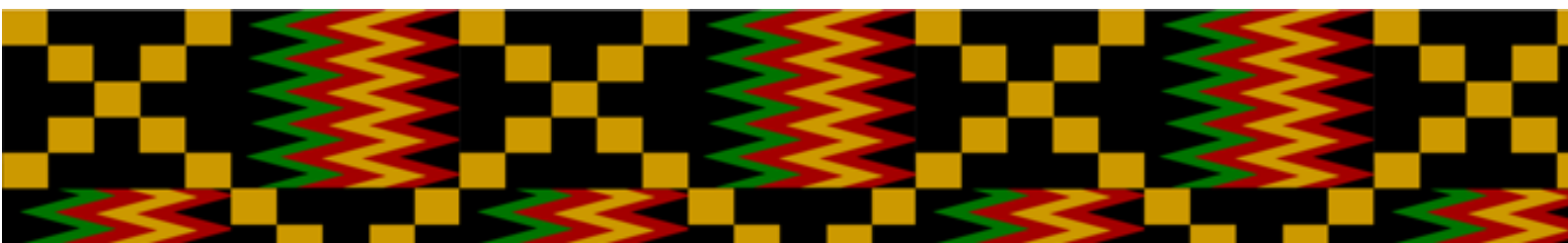


Fatimilehin is a Clinical Psychologist who founded Just Psychology, a social enterprise that emphasises cultural competence, cultural diversity and social justice when addressing the psychological and mental health needs of children, adults and families. Born in London and growing up in Nigeria, Fatimilehin believed that clinical psychology should reflect the multicultural society in the UK and highlights the significance of encouraging conversations on race and culture.

### Waveny Bushell



Bushell is a teacher and activist, considered to be the first Black educational psychologist in the UK. Bushnell was born in Guyana and travelled to Britain to teach during the 1950s. Through her work, she exposed racism in the British educational system and how IQ tests were used to discriminate against Black children in schools. Bushell founded and was the first chair of the Caribbean Education and Community Workers Association (CECWA).



# The future of Black psychology in Britain



**Erica McInnis** is Director and Principal Clinical Psychologist with Nubia Wellness and Healing (NWAH). You can find out about NWAH here: [www.nubiawellnessandhealing.co.uk](http://www.nubiawellnessandhealing.co.uk)

In 2013, Erica and Rameri Moukam published an article called **Black Psychology for Britain Today?** In this article, McInnis and Moukam highlight the:



Lack of Black/African psychology across doctoral courses in clinical psychology in Britain.



Need to appreciate the psychological impacts of colonialism on Black British people.



Importance of celebrating African self-image, spirit and culture.



Inequalities in British mental health services for Black people.

## What does Black psychology mean or look like to you?

Since we wrote the article in 2013, a lot has happened. I've written several other pieces as my thinking moved on. I now tend to refer to Black Psychology as African Psychology, but it is basically the same thing. African Psychology is about using the best of African culture, practice and thinking for the betterment and wellness of people in constant exchange

with the real world. It draws on Africa as a point of reference. African Psychology talks about experiences from the point of view of people of African ancestry and how it affects them. African Psychology refers to people of high skin pigmentation with ancestors from Africa, however, the theories and concepts can be applied to all people. I have developed tools to help people put African psychology into practice at Nubia Wellness and Healing (NWAH).

## **What, if anything, do you think has changed since you originally wrote the 2013 article about Black Psychology in Britain with Rameri Moukam?**

A lot has changed, in particular, the Black Lives Matter movement has brought to people's minds that ignoring Black people is not a good look. I am now seeing more people of African ancestry (e.g., Caribbean, West Indian and African) entering professions in Psychology. I think the next step is to create environments where Black people want to speak, feel valued, and be able to achieve our highest potential. Improving access to qualifications, supporting Black people to want to stay in the profession, and enabling Black people to access promotion in Psychological professions would be the next step beyond that.

## **How do you embrace and champion Black psychology in your work?**

I make no apology for taking an African-centred approach. Too many of us have to spend our energy just maintaining what we have. That does not mean I can only think from an African-centred approach, as I needed to demonstrate that I can

think from a Eurocentric approach to qualify as a Clinical Psychologist. However, some situations lend themselves more easily to an African-centred approach that I feel can lead the profession to places more useful to Black people, our existence and our thriving.

## **What do you hope for the future of Black psychology in Britain?**

That Black Psychology stops being considered an optional extra and becomes more well recognised; our collective education is not complete without it. People of African ancestry should not have to pay twice for their education in terms of gaining a qualification from a university in psychology which is purely from a Eurocentric perspective, and then needing to fund themselves a course which helps them understand themselves and the dynamics between their own and others experiences of being Black. Given the over-representation of people of African ancestry at lower level jobs in Psychology and under-representation in higher roles and more permanent employment, there is a valid argument for teaching a psychology that liberates and optimises people of African ancestry. This is needed for a more fair society; humanity has not arrived until we have all arrived.

**Dr Erica McInnis**







## Social change and activism in psychology

Social change involves changes in human relations and social systems.

Pushing for social change might work to address: the physical environment, experiences and relationships across populations, belief and value systems in society, access to rights and resources, and reworking unequal power structures.

Psychology can support social change by incorporating different cultural perspectives into the field. Insights from academic psychology can inform how we address racial biases and promote more inclusive environments. Insights from psychology in practice can help the push to provide appropriate and meaningful services and care to a greater range of people and their families.



### How can psychology help us achieve social change?

Psychological discoveries can and should be used to help us achieve social change. Look at how the results of the 'Dolls tests' by Mamie and Kenneth Clarks informed part of the legal case against racial segregation in schools.

## Popular culture and mental health



Akeem Sule is a Consultant Psychiatrist in General Adult Psychiatry and Research Associate with Wolfson College at Cambridge University. He is a co-founder of Hip Hop Psych who use rap lyrics to educate the public about mental health.

**You previously won a Public Communication Prize from the British Association for Psychopharmacology for your work with Hip Hop Psych, why is it important for you to communicate with the public?**

If you think about the public when it comes to strokes or cancer, they are really hot on it. But when it comes to mental health, on a superficial level there's a lot more talk about mental health now and the stigma but I don't think people grasp how enormous the difficulties are and how much money needs to go into it in terms of providing therapy, therapists, doctors, psychologists, occupational therapists and nurses. And so, I think we need to inform people and, having these discussions really helps improve the lives of people with mental health problems because as

I'm sure you can appreciate, it could be any one of us.

**How does popular culture help you to better understand mental health?**

I think popular culture tells us stories and in those stories, we can learn more about mental health. I think things like TV shows, movies and music are things that help us relate to human experiences. Listening to hip hop music taught me more about the African American experience including the hardships, social adversities and resilience there, more than any textbook can. I think there seems to be this idea that people should only get their information from an authoritative figure, but for me, popular culture became the inroad to my understanding of Black experiences. It helped define me in terms of my Pan-Africanism because it opened me up to a world that I hadn't experienced. I grew up in Nigeria where

my identity wasn't Nigerian, it was more about me being a Yoruba man, which is my tribe.

### **How does popular culture help you challenge mental health stigma?**

I'm particularly interested in Black mental health and racial trauma and movies sometimes discuss this. Listening and watching, you start to notice hidden messages in music and film that might not come across in the diagnostic classification, for example, rappers showing vulnerability when talking about substance abuse and mental ill-health on stage. Whether it's Juice WRLD or XXXTentacion, they're talking about mental health challenges in their music. In UK drill, they're talking about the environment and what it's like growing up in a specific area or environment. Sometimes films portray caricatures of mental health problems and when working with a patient that myth can get played up. But you can have those discussions about what's true and what's not true – but at least these references open up conversation and that helps me. I think these are really important conversations to have; I just think more representation, more documentaries, more movies better help us to understand, you know, those, those sorts of things.

### **How do use popular culture to engage your students?**

Some students tend not to want to do psychiatry because of mental health stigma, so you have to come up with something fresh and innovative. So, whenever I'm talking to students about Tupac Shakur or referencing a movie that they have probably watched, I can connect with them. They get excited about it when I use an example from a Tupac or Kendrick Lamar song. I've taught psychiatry in The Republic of Ireland, UK, Hong Kong, Singapore, India, Egypt and Nigeria - and when you bring music into the room, it just changes things and people engage better.

### **In your work, how do you communicate or collaborate with psychologists or psychotherapists?**

With psychologists and psychiatrists, the main difference is that psychiatrists have a medical degree. Psychiatrists can prescribe medication and they are trained in psychological therapies like Cognitive Behavioural Therapy. I do work with psychologists, we discuss things like formulations (i.e., a way of describing problems and ways out of them), whether someone is experiencing depression or psychosis and trying to develop an understanding beyond chemical imbalances in the brain such as making sense of early experiences.

# Race and racism in psychology

If psychology can help us to understand behaviour, it can shed light on racism. Racism is a social process of people mistreating those viewed as different. Racism takes place within and between people.

Race is a social construct; there is no fixed, clear scientific definition of 'race', but we organise much of society around this idea. Often, we forget race is an idea and not a biological fact.

Psychology too often separates people from the world they live in.

Psychological approaches to understanding racism need to incorporate the social context. Anti-racist psychology looks at human behaviour from different perspectives to understand the full complexity of humanity. Anti-racist psychology works to understand how power is used to categorise some people as 'other' and inferior.



## How can we work toward anti-racist practice in psychology?

Question how and why people are placed into racial categories and question the use of 'race' anytime you see it. Consider what the definition of race in a study is and how researchers differentiate one group from another. Next, try to ask what purpose racial categories serve in a study and who might benefit from defining and grouping people in such a way.

# Racial disparities

Disparity is a term used to describe a great difference between two things.

When we consider disparities across and between groups of people, we might work to understand how the difference impacts their access to support, income, opportunities, outcomes, treatment, care and services.

Racial disparities can be considered as significant differences between people who are categorised by race. When a disparity is considered to be unfair, this is often described as an inequality. Sometimes inequalities are described as 'gaps'.



## How can we change the way we think about inequality gaps?

If we reconsider how we think and talk about inequalities, we might be able to address them more effectively. For example, we might choose to talk about the 'attainment gap' as an 'awarding gap'. This could help draw our attention away from differences in individual scores in exams, toward discriminatory processes in grading and assessment. We might also choose to talk about the 'earnings gap' as a 'payment gap'. This could help draw attention toward the discriminatory process in employment and earnings that sustain income inequality.

Over the next few pages, we want to highlight existing racial disparities in higher education and mental health. We believe that these contribute to the lack of representation of Black people in psychology today.

# Tackling disparities across psychology



**Dawn Edge** is Professor of Mental Health and Inclusivity in the Division of Psychology & Mental health and Academic Lead for Equality Diversity & Inclusion at The University of Manchester.

## Why do we need to promote inclusivity in psychological research?

It is important to recognise and acknowledge how structural and 'scientific racism', including claims about racial differences, have shaped mental health theories, service provision, and the treatment that Black people receive in mental healthcare. Structural inequalities in funding influences who does research and who benefits from it. We need funders and funding panels to recognise their role in supporting or restricting health research that is meaningful and purposeful for diverse communities. We need greater diversity in academia, particularly at 'Red Brick' Russell Group universities, to help address the lack of diversity across psychology in clinical practice, academic roles, education and training. Today's students are tomorrow's academics and future professors, so we need to make our universities places where people of all backgrounds are welcome and can thrive.

## What are some of the challenges to promoting inclusivity in psychology?

Change will not happen overnight, but current value and belief systems that underpin existing policies make changes difficult. We need intentionality, transparency, and long-term commitment for the structural and cultural change needed to enable equity. We need to take bold and courageous steps. We need to work actively to develop diverse and inclusive curricula and environments that equip students, as future leaders, to address issues like the relationships between ethnicity, culture, health disparities and inequalities in access to healthcare.

## What are some of the steps you are taking toward the change you want to see?

I am passionate about social justice. I am committed to removing barriers on the

pathway to academic success and career progression for underrepresented groups; this is integral to achieving equity in health and care. This is why I am proud that The University of Manchester is supporting the Women in Higher Education Network (WHEN) '100 Black Women Professors NOW!' pilot. As the University's first Black woman professor and one of a handful nationally, it is rewarding to promote equity of opportunity for Black and other minoritised women, to attain senior leadership roles across universities. This is not for the fainthearted, but I am committed to working with others to make the changes. This includes challenging systematic biases and changing institutional processes to make universities fairer places that better enable Black women and others to navigate their careers.

### **How do you try to address mental health disparities in your work?**

My research involves working with under-served communities and people who experience marginalisation to address inequalities in access to care, quality of service and care outcomes. I am particularly interested in addressing disparities linked to mental health, ethnicity, gender and other Protected Characteristics (such as those listed in the Equality Act, 2010). I am currently leading a national Randomised Control Trial

(RCT) to evaluate the effectiveness of Culturally-adapted Family Intervention (CaFI). CaFI is a psychosocial intervention to address the needs of people of African and Caribbean descent experiencing psychosis and their families. There is significant evidence that Black and Mixed heritage people of African descent are less likely to be offered evidence-based psychological therapies. It is intriguing to consider why racism and discrimination as triggers for mental ill-health, their role in suboptimal psychological care, and the development of culturally informed care remains relatively underdeveloped. This underscores the need for greater diversity in academic and healthcare professions, collaboration with people whose lived experience of mental ill-health and service could transform approaches to mental healthcare and service provision.

### **A lot of your work is with Black communities; what are the benefits of a community-focused approach?**

My research involves working with under-served communities and people who experience marginalisation to address inequalities in access to care, quality of service, and care outcomes. For example, working with people who experience mental health difficulties and/or incarceration. In working with people from Black and other marginalised groups, I



adopt a Community-partnered Participatory Research approach. The main benefit is developing research and interventions *with* rather than *for* people. This helps to build trust with historically marginalised groups, which is considered to be a significant barrier to engaging with statutory services such as social services, schools and hospitals. This collaborative approach works to address power imbalances by eradicating hierarchies to identify problems and co-produce solutions. This type of participatory working appreciates the assets of Black and other marginalised groups, rather than a deficits model.

**You encourage people to work with kindness and compassion, how can this help us address mental health disparities?**

Disparity in mental health care is a societal issue; this requires action beyond

individual people or organisations. I think it is important that professionals approach research and clinical practice with humility. One in four of us will experience some form of mental ill-health in our lifetimes, so chances are that we will know and care about someone who is in that place, or need help and support ourselves. I think that mental health training should equip psychologists and others to prioritise treating people with kindness, compassion, open curiosity and humility. Respecting diversity and difference, as well as developing the cultural competence and confidence to work with people with whom we may not share a lot in common is more important than ever given the changing UK demographics and globalisation.

**Prof Dawn Edge**

# Psychology careers

**Academic** psychologists tend to study, research and teach psychology. They might work in schools and universities.

**Animal** psychologists are concerned with interactions and social relations between animals. They might work in animal sanctuaries or zoos.

**Behavioural** psychologists study human behaviour and can support individuals to understand and change behaviour. They might work in an education or workplace setting.

**Clinical** psychologists work with people who experience psychological and behavioural difficulties in mental and physical health. They might work in hospitals or social care services.

**Cognitive** psychologists work to understand mental processes and human thought. They might work in a neuroscience laboratory or education setting.

**Community** psychologists work to understand the individual's context and their relationship with their community and wider society. They might work in a community setting.

**Comparative** psychologists study animals to learn about behavioural diversity to make generalisations or comparisons across species. They might work in a research laboratory.

**Consumer** psychologists usually work with businesses to analyse buying trends and product selection to improve services. They might work in marketing and product design.

**Counselling** psychologists examine a person's experience and how this is connected to underlying issues. They might work in hospitals and mental health services.

**Cyber** psychologists investigate how humans interact with technology and how technology influences human activity. They might work in a digital organization.

**Developmental** psychologists work to understand human growth across the lifespan. They might work in health care or assisted living settings.

**Educational** psychologists work with children and young people, schools and local authorities to improve learning experiences and outcomes. They might work in schools and colleges.

**Environmental** psychologists focus on the relationships between individuals, their surroundings and the world. They might work in a non-profit or design organization.

**Forensic** psychologists consider how psychological problems are associated with criminal behaviour and the treatment of those who have committed offences. They might work in secure mental health settings or the criminal justice system.

**Health** psychologists promote wellbeing and healthy behaviours, typically at the population level. They might work in community spaces or public health services.

**Music** psychologists investigate music behaviour and experience including how music is created and perceived. They might work with people across performance, education and health.

**Neuropsychologists** work to develop understandings of the relationship between the brain and behaviours. They might work in clinics and rehabilitation services.

**Occupational** psychologists focus on individual and group behaviour at work and how organisations function. They might work in the business sector or employment settings.

**Peer Support Worker** has lived experience of mental health challenges and uses this to support a peer through recovery. They might work in community spaces or recovery services.

**Psychiatrist** is a medical doctor who specialises in mental health. They might work on a hospital ward or a community health setting.

### **Psychological Wellbeing**

**Practitioners** support people with common mental health challenges to self-manage their recovery. They might work in health and psychological treatment centres.

**Psychotherapist** uses talking therapy to support people with emotional and mental health challenges. They might work in health centres or therapeutic services.

**Social** psychologists study group dynamics and social interactions, as well as the factors that influence these. They might work in an education or business setting.

**Sport and exercise** psychologists work with athletes and coaches to improve performance in relation to training and competition. They might work as part of a sport or coaching team.

## Pursuing a career in psychology



**Iyabo Fatimilehin** is a Consultant Clinical Psychologist and director of Just Psychology CIC who worked for the NHS for 20 years. She works as a trainer, therapist and consultant, and is passionate about community development.

### Who or what inspired you to pursue a career in psychology?

My stepmother trained and worked as an Educational Psychologist in the UK before moving to Nigeria where she was a lecturer in Psychology at the University of Lagos. I was inspired by her stories of working with children and the limitations of psychometric tests when used cross-culturally. My career choice was also strongly supported by lecturers on my undergraduate course at the University of Reading; Dr Rex Stainton-Rogers and Dr Elizabeth Gaffan. They both encouraged me and validated my dream of working with children and families in marginalised communities.

### How did you develop your interests and specialist areas of work?

Although I trained as a Clinical Psychologist, I have always been very

interested in understanding the research that forms the basis of our practice. I was fascinated by issues of ethnic and racial identity that were being described to me by professionals making referrals of children and young people. I became aware of the work of Professor Ann Phoenix and her ground-breaking psychological research that promotes intersectionality and disrupts notions of fixed identities. After qualifying as a Clinical Psychologist, I undertook a PhD on the topic of Racial and Ethnic Identity in Adolescence under the supervision of Professor Lena Robinson at the University of Birmingham. Professor Ann Phoenix's research on ethnic identities, masculinities and parenting gave me the courage to develop my thinking in this area and I would strongly recommend this to any aspiring psychologist! This research and my PhD have underpinned my approaches to working with young people from Black and Minority Ethnic communities both in terms of considering

the context of the development of their identities but also the importance of taking account of the range of influences without pathologising their views.

### **What is something that you are proud of about your career?**

I am proud of the work I have done with families from Black and minority ethnic communities, and the systemic approach that I take in my work. No one is an island and it is important to work with people in the context of their families and communities. I have worked with colleagues to deliver services that are preventative and that strengthen family and community relationships. These include a Fathers and Sons project aimed at strengthening relationships between fathers and sons in Somali, Yemeni and Black British communities, and a Family Reunion and Parenting Project aimed at strengthening relationships between children and parents who were separated during their migration to the UK. I am also proud of having supported and mentored young people from diverse ethnic backgrounds into careers as psychological practitioners.

### **What are your hopes for the future of psychology and how are you working toward that?**

My hope is that the curriculum will be decolonised within my lifetime!

Psychological research and practice will no longer be biased toward Western values. We will recognise non-Western values and belief systems as legitimate whilst being mindful of the harmful effects of imposing Western, individualistic values and beliefs on non-Western collectivist societies. I have been working towards that for many years by providing training and consultation for health and social care professionals. I have also placed co-production at the centre of my work. This means that I have led and developed services in which we have listened to and worked alongside families and communities to understand their strengths and needs. This understanding shaped the services that we delivered.

### **What advice would you share with your younger self when pursuing a career in psychology?**

Believe in yourself and do not be discouraged! Find psychologists who are knowledgeable and trustworthy to help you develop your career. Try different things. Be prepared to make mistakes, and have a plan B.

**Dr Iyabo Fatimilehin**

# Choosing a career in psychology



## Getting started

Psychology is a broad field that can lead to a variety of careers. Working in psychology can be highly satisfying as it contributes to improving opportunities and circumstances for people and wider society.

It is important to be aware of differences and distinctions in psychology so that you can consider: **1)** what kind of service a psychologist is providing for you and what qualifications they have, and **2)** what kind of psychologist you want to be as well as what it will take for you to fulfil that role.

To become a practising psychologist you must gain Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (BPS). The BPS act as the representative body for psychology and psychologists in the UK. To gain GBC Membership, you need to complete a degree course that is accredited by the BPS. Next, you can gain a further qualification in the branch of psychology you want to practise.



## Practitioner psychologist careers

The knowledge and influence that comes with being a practitioner psychologist come with responsibility. 'Practitioner psychologist' titles are protected by law, which means they can be used only by people who have gone through intensive training and achieved the relevant qualifications.

The Health and Care Professions Council (HCPC) regulate practitioner psychologists, to ensure they are working for the good of the public.

The **7** 'practitioner psychologist' titles that are protected by law are:

- |                                    |   |
|------------------------------------|---|
| <b>1)</b> Clinical Psychologist    | <b>5)</b> Health Psychologist             |
| <b>2)</b> Counselling Psychologist | <b>6)</b> Occupational Psychologist       |
| <b>3)</b> Educational Psychologist | <b>7)</b> Sport and Exercise Psychologist |
| <b>4)</b> Forensic Psychologist    |   |

Some people work in roles that apply psychology but those roles are not legally protected. There is also a range of jobs and professions that are not called 'psychology' but are very closely related. One example is in healthcare, where we have the 'psychological professions' and psychiatry.



## The 'psychological professions'

Psychological professionals' roles focus on helping tackle mental distress and improving wellbeing, but in slightly different ways. The main psychological professions include counsellor, psychotherapist, CBT therapist and the different kinds of wellbeing practitioner. Each of these roles requires a different training route.

Counsellors, psychotherapists and wellbeing practitioners use one particular therapeutic approach or model, e.g. person-centred, psychoanalytic or Cognitive Behavioural Therapy (CBT), to help people change. The approach that professionals use tends to depend on what kind of training they have completed. These professionals usually work with individuals or families in therapy.



## Psychiatrists

Psychiatrists are medical doctors who went to medical school. adopt a medical approach to understanding mental health and wellbeing. They can prescribe medication for certain difficulties, or make recommendations for different treatments. Counselling, clinical and educational psychologists adopt an academic and therapeutic understanding of mental health and wellbeing. They use therapeutic approaches to address difficulties.



## Gaining qualifications for work



**Kingsley Ogun** is a High Intensity Psychotherapist in Primary Care Psychology and previously worked as a Mental Health Nurse. He is thinking about training to become a Clinical Psychologist.

### When did you first develop an interest in psychology?

I think my first experience with psychology was when I did a Child Development GCSE in high school which introduced me to the study of learning and development. I achieved a high grade in Child Development and I think that was because I really enjoyed it. At college, I did a BTEC Extended Diploma in Health and Social Care that introduced me to behavioural awareness and behaviourism. During college, I also resat some of my GCSEs to help me prepare for university.

### How did your interest in psychology develop?

During my undergraduate studies, I developed an interest in challenging clinicians' negative attitudes towards people with borderline personality disorder (BPD) or emotionally unstable personality disorder (EUPD). I think this is really

important because negative attitudes can impact diagnosis, treatment, and access to services for people. I had the opportunity to develop my interests in attitudes toward diagnosis further during my postgraduate studies and spent some time exploring mental health promotion and mental illness prevention in minoritised groups and communities. Now, I am particularly interested in cultural adaptations for psychological therapy; for example, cultural adaptations to Cognitive Behavioural Therapy (CBT) or Cognitive Analytic Therapy (CAT).

### How did you decide what to study at university?

When choosing what to study at undergraduate level, one side of my family really wanted me to choose a degree that would allow me to gain professional qualifications and prepare me for a job such as mental health nursing whilst the other side of my family really wanted me

to work in medicine. Since then, I have completed two postgraduate qualifications, which are also referred to as 'Masters degrees'. I have completed a Psychology conversion Masters and a Masters in Educational Psychology. I have also completed a postgraduate diploma in Cognitive Behavioural Psychotherapy and training in Eye Movement Desensitization and Reprocessing (EMDR) am now a practicing psychotherapist.

### **What kind of work experience have you gained?**

I have gained work experience in a range of different roles across the field of mental health. When I qualified as a mental health nurse, I worked in a forensic medium secure mental health service, which meant that I supported children and adults who encountered the criminal justice system or had been imprisoned. I next moved into a role as a community psychiatric nurse which meant that I worked with people outside a hospital; for example, in their home or a doctors surgery. After that, I worked as part of a mental health liaison team in Accident & Emergency department in a hospital. After that, I moved into a role as a senior practitioner as part of a home treatment and crisis care team. I was also fortunate to spend some time working in Brazil, on a mental health and wellbeing awareness

project. Now, I am a psychotherapist, and my work is mostly focused on delivering therapy.

### **What do you enjoy most about your work?**

I currently work part-time in the NHS and part-time in private practice as a psychotherapist. I am really passionate about supporting the NHS and working to keep it going. I have experience of living in countries that do not have access to national healthcare, and I think it is really important for addressing disparities in access to mental health services and care. I do enjoy working in private practice because I have some more control over my workload.

### **Do you have plans to undertake any more training?**

I am currently interested in pursuing a career as a clinical psychologist so that I can build on my research knowledge and practice. I have previously applied for clinical psychology training a few times but so far I have been unsuccessful. In the last round of applications, I was invited to a couple of interviews and I felt really positive that I had been invited to interview from a pool of around 500 applicants. I have been placed on some reserve lists and I have another interview coming up, so fingers crossed!

# Studying psychology in education

## Qualifications



Most people get their first opportunity to study psychology as an A-Level at further education but some people have the opportunity to do psychology as a GCSE qualification at secondary school. Having a GCSE or A-Level in psychology can be beneficial because it will introduce you to core psychology topics that are covered at university level.

Many people will study psychology for the first time at university; this can be at undergraduate or postgraduate level. Undergraduate is used to describe the first level of study you can take in higher education. Postgraduate refers to study undertaken after the completion of a first degree.

## Subject knowledge



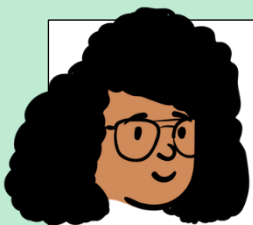
To study psychology at university, you do not need to have a GCSE or A-Level in psychology. However, you should check the entry requirements for each university which can differ. It might be likely that some universities will require you to have a maths or science A-Level; some universities might require you to have English and maths GCSEs.

In addition to psychology, maths and science, a wide range of subjects can help you develop skills to study psychology at university level. For example, studying a social science or humanities subject can help you develop essay writing skills.

## Personal journeys



Over the next two pages, you will find examples from people who are studying, researching and working in psychology. They tell us about how their interest in psychology developed and when they began studying the subject.



**Parise Carmichael-Murphy**

PhD Researcher in Education

I studied Psychology at A-Level and was really interested in child development, but I also had the opportunity to learn about child language acquisition at English language A-Level. Both subjects informed my interest in psychology, childhood, and language. I chose to study a Psychology conversion course at postgraduate level after working in early years settings.



**Jana Hoyte**

Trainee Counselling  
Psychologist

I became interested in psychology at a young age and initially wanted to study child psychology. I was able to study psychology at A-Level and I thought about a career in clinical psychology. I studied Psychology with Professional Placement at undergraduate level and my interests were torn between clinical and counselling psychology. My course offered the opportunity to take part in a professional placement which was really helpful because it allowed me to gain an awareness of the duties of a clinical psychologist and to get some experience working in the role. The professional placement was really helpful because it made me realise that counselling psychology is more closely aligned with my personal values and who I hope to be as a professional working in the field of psychology.



**Esther Omotola Ayoola**

PhD Researcher in Psychology &  
Social Policy

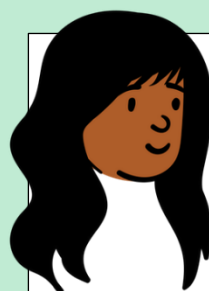
I developed a love for psychology when I started studying it at A-Level. I was so fascinated by social and developmental psychology in particular. I initially wanted to become a clinical psychologist but realised I was more passionate about research, advocacy and policy. I did a Master's degree in Child and Adolescent Psychology which then helped me get onto a Psychology-focused PhD.



**Dr Adam Danquah**

Senior Lecturer in Clinical  
Psychology

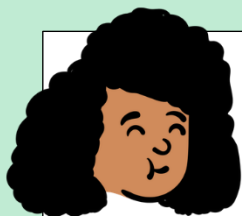
I studied undergraduate psychology because it sounded interesting, and I continued it at masters and doctoral level. I feel like university opened unexpected doors for me because straight after qualifying as a clinical psychologist, I had the opportunity to work in Ghana. This was because a friend I met while studying had links with the clinical psychology community there. Although it was not part of my initial plan, my experience working in Ghana had a really positive impact on my development as a psychologist.



**Keisha Kirby**

Psychology Teacher &  
Head of Department

I first studied Psychology at undergraduate level because Psychology wasn't available at my sixth form college at the time. I studied Sociology A-Level and this helped to inform my understanding of people and culture. Whilst at university I really enjoyed the developmental and social branches of Psychology. I got into teaching after working with adults and young people with a range of mental health disorders in residential and secure unit settings.



**Indiana Montaque**

Trainee Clinical Psychologist

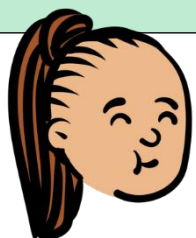
I love being creative and I love psychology, but there was a time when I thought I would have to keep these separate from each other. When I was studying psychology at school and university, I enjoyed learning about it but there was so much reading and writing. I couldn't see where creativity would fit into this. As I started working with people in hospitals, schools and the community, I realised that psychology can be approached creatively. I draw on my creative skills in my work as a trainee Clinical Psychologist by drawing out psychological concepts and theories that I often share as resources. I also draw on creativity in therapy sessions to think outside the box and solve problems. I think that being creative really helps make psychology fun, accessible and relatable!



**George Obolo**

Medicine Student

I have always had an interest in behavioural science since I can remember. Behavioural science draws on different disciplines such as psychology, sociology, and neuroscience to explore human interactions. I work at a technology platform that builds and runs business applications. We draw on behavioural science to help start-up companies and projects embed diversity and inclusion across their work. This has helped me to appreciate how behavioural science can be used to effectively reduce racial inequality. I now recognise how my knowledge of behavioural science influences the work I do to develop strategies and implement support to better support Black students in higher education.



**Rayah Carmichael**

Psychology Student

I studied Psychology, Maths and Physics at A-Level and chose these subjects because I was interested in working in research. I really enjoyed learning about research methods in Psychology, but I think that Maths and Physics has also helped me develop my confidence to work with quantitative data and statistics. Later this year, I am going to start an undergraduate degree in Psychology. Right now, I am thinking about pursuing a career in neuroscience because I like biopsychology and different ways of studying the brain.



**Olivia Joseph**

PhD Researcher in  
Patient Safety

I have always asked 'why' questions about human bodies, behaviours and interactions. I chose A-Level Psychology and Applied Science to explore this further. I was interested in social influence and intergroup processes between individuals, groups and communities. I studied Biomedical Science at undergraduate level and Inflammation as a postgraduate. My PhD focuses on experiences and consequences of negative interactions between hospital staff from different racial and ethnic backgrounds and potential impacts on patient care. My work draws on concepts from health and social psychology, as well as patient safety science to contribute to safer and better care for everyone.

## What next?

We often hear people talking about ‘traditional routes’ into psychology, where someone follows a predetermined pathway to achieve the qualifications and accreditation needed to work in a specific job role. We hope that this booklet highlights how there is no ‘typical’ route into psychology and that people working across psychology have a range of experiences, interests and qualifications.

Psychology can be a diverse field of study, research and work. Individually, we can draw on our own personal interests and lived experiences that inform our engagement with psychology.

If you think you might want to pursue a career in psychology, it can be difficult to know what to do next. We have compiled a list of some links to websites that we think might be able to support you to develop your interest in, and knowledge of what has been introduced to you in this booklet.

We end the booklet with a poem by J Chambers that encourages us to look toward our shared future. We wish you the best of luck as you figure out what kind of change you want to see and be in the world.



## Useful links

### [African-American Pioneers in Psychology](#)

Brief biographies and photographic index of early African-American psychologists.

### [African and Caribbean Mental Health Service](#)

Community-based organisation providing culturally appropriate services to African and African Caribbean communities as well as other minority groups.

### [Aziz Foundation](#)

Increasing access to postgraduate education and supporting British Muslims to bring positive change to their communities and beyond.

### [BAATN Network](#)

The Black, African and Asian Therapy Network aims to address inequality in access to psychological services for Black, African, South Asian and Caribbean people.

### [BiPP Network](#)

The Black and Minority Ethnic in Psychiatry & Psychology Network aim to advance the representation of Black and Minority Ethnic (BME) backgrounds within psychiatry and psychology.

### [The Black Curriculum](#)

Run programmes to schools, young people and corporations to promote the importance of Black history.

### [Black Excellence Network](#)

Challenges racial disparities within UK higher education and competitive courses. Working to increase participation of Black students in top universities, apprenticeships and careers

### [Black Health and Humanities Network](#)

Interdisciplinary research initiative exploring the role of the arts and humanities in understanding and improving the health of Black people in 21st century Britain.

### [Black in Psych](#)

Platform to promote visibility, community and networking opportunities between Black professionals and trainees across the field of psychology.

### [BLAM UK](#)

Working to improve the wellbeing and self-esteem of people of African descent and strengthening links between the Black diaspora in the UK and worldwide.



### [British Psychological Society](#)

Representative body for psychology and psychologists in the UK supporting the development and application of psychology for the greater public good.

### [Do it Now Now](#)

Open innovation organisation committed to empowering Black people through access to financial inclusion, entrepreneurship and employment.

### [I'm a Scientist, Get me out of here! \(Psychology Zone\)](#)

Online, student-led. science engagement activity where school students connect with working scientists.

### [In2Science](#)

Offer opportunities for young people to gain practical insight into working in STEM careers for progress to university.

### [Just Psychology](#)

Team of psychologists, therapists and social workers with specialist Black and minority ethnic expertise supporting children, adults and families.

### [Kids of Colour](#)

Platform for young people of colour to explore race, identity and culture and challenge institutionalised racism.

### [Leading Routes](#)

Beginning an open and honest dialogue with HE institutions to shift the narrative for Black students, driving real and sustainable change.

### [Nubia Wellness and Healing](#)

Nubia Wellness and Healing specialise in African Centred approaches (Black Psychology) to improving emotional well-being.

### [National Union of Students](#)

Champion students to shape the future of education through collective and democratic representation.

### [Prospects](#)

Student information, guidance and opportunities relating to graduate and postgraduate study options.

### [Psychological Professions Network](#)

Free membership network for psychological professions in NHS commissioned psychological healthcare.

### [Psychologists for Social Change](#)

Network of psychologists, academics, therapists, psychology graduates and others interested in applying psychology to policy and political action.



### [Race Reflections](#)

Community rethinking inequality, injustice and oppression and their impact on psychological and physical worlds.

### [Runnymede Trust](#)

Challenge race inequality in Britain through research, network building, leading debate and policy engagement.

### [The Ubele Initiative](#)

African Diaspora led intergenerational social enterprise supporting communities, community-based organisations and groups with their community assets.

### [UK Association of Black](#)

### [Psychologists](#)

Organisation that spearheads community initiatives to bring African research-based healing to the Black community.

### [With Insight Education](#)

Mentoring that empowers black-heritage pupils across high school and further education to apply to top-ranked universities.

### [Young Black Psych](#)

Social enterprise spreading awareness and supplying useful, easy-to-use resources for children and young people's mental health.

# Letter to Self

I write this 20 years your senior  
with the demeanour of making a change  
now that the light in you is the spark  
to make adults see the error of ways

Funny thing about history  
is being the change that you want to see  
the chains are now broken, though hate is  
still spoken  
what's the difference between you and me?

Every struggle is overcome  
with focus and with poise  
so walk tall with pride and with purpose  
and make use of your voice

Knowing where you come from  
can help you see where you're headed  
and though we can learn from old mistakes  
we must never forget it

Know your skin is sealed  
with the promise of a brighter day  
from the tear of every ancestor  
who fought for freedom along the way

Know your history is more than slavery  
there were empires, dynasties  
a whole world to explore  
eclipsed by a momentary struggle that we had  
to endure

You see the future is yours  
with an open mind and heart  
though I have to pass on the heavy baton  
for you to continue to fight

For the simple freedoms for which we marched  
be street smart  
as power is abused  
but it can be used to support

When captured through the lens  
it can defend your friends  
and disprove judgemental thoughts

One of the qualities of equality  
is that we all play a part  
and so we all have to speak up  
for change to really start

Acknowledge each other in spaces  
with a nod to put a smile on your elders'  
faces  
trust in your instinct and I promise  
it will always take you to better places

I may be Black history  
But you are Black future  
More than a month, though less than a year  
Change is coming and that's what some fear

Black is Beautiful

**J. Chambers**

J. Chambers is a spoken word artist whose work is inspired by his Jamaican heritage, Black British experiences and the fight for equality.

J. was invited to write and perform a poem for Black History Month 2021 on Blue Peter.

[Click here](#) to watch Chambers perform

'Letter to Self' on the show.



# Acknowledgements

This booklet came together because of the time, energy and contributions of many people and we would like to thank them here.

Thank you to:

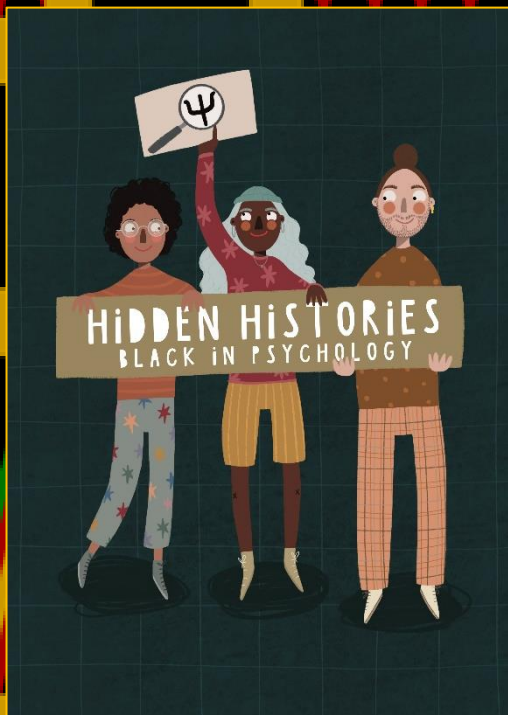
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## Hidden Histories: Black in Psychology

*I'm a  
Scientist  
Get me OUT of here*

MANCHESTER  
1824

The University of Manchester