

Teaching resources on Equality Diversity and Inclusion for Psychology



Reporting standards for psychological studies

[The Journal Article Reporting Standards for Race, Ethnicity, and Culture \(JARS-REC\)](#) are new standards within APA style JARS that address the discussion of race, ethnicity, and culture in scientific manuscripts in the field of Psychology. These were released in 2023 and have been theoretically informed by a team of Scholars.

Some of the terminology is USA specific, but this is still a very useful resource to check when writing manuscripts, or sharing with students to encourage inclusive writing and thinking about studies contextualised in Equality, Diversity, and Inclusion (EDI) issues. The guidance is also useful for study reviewers.

Some key aspects of the guide include:

- Ensuring that if a study highlights constructs of race, ethnicity and culture, then they are pertinent to the actual study.
- That authors of studies focused on particular ethnic groups are themselves members of that group or have consulted members of that particular community. Authors may also wish to co-create research with that community and/or invite them to be co-authors.
- Authors must be mindful about generalisability of psychological theory towards people of colour, and review the literature accordingly. Similarly, authors must be mindful of systems of oppression and colonialism and potentially discuss how these systems intersect with their research findings.
- When collecting data, authors should include a '*self describe*' option for participants to define their identity wherever possible.

Using bias free language

Similarly, the APA also has a [useful guide on Bias Free language](#). This guide helps to ensure language used to talk about racial and ethnic identity is bias free and promotes inclusivity and respect. Here are some useful pointers:

- **Ethnicity:** shared cultural characteristics such as language, ancestry, practices, and beliefs.
- **Race:** refers to physical differences that groups and cultures consider socially significant. This is generally considered to be a socially constructed term, and wherever possible staff and students should try to use ethnicity when considering group differences .

The APA guide says it is fine to refer to race but it shouldn't be used as a way to impose racial labels on ethnic groups. Generally, it's always best to ensure you use language that participants use to describe themselves. Similarly, if you're collecting data on ethnicity, you may wish to include a free text box, rather than use a list of prescribed labels so that participants can self-define their identity.

- **Capitalise racial and ethnic terms:** for example, "Black", "White" instead of "black" and "white". The capitalisation refers to proper nouns, indicating a social construct. Similarly, capitalise terms used for a specific group of people e.g. "Indigenous People", but use lowercase for *people* when describing persons who are from that group e.g. "the authors were all Indigenous people"

Please be aware that once again, the guide is Americanised in its language, for example, in the UK the term "Black" is used over "African American".

- **Avoid essentialist language:** For example phrases like "the Black race" are essentialist and portray groups monolithically, often perpetuating stereotypes.
- **Avoid writing about "minorities":** Generally, there is growing preference to avoid using the term "minorities". This is because on its own, it may be viewed pejoratively as it is equated with being less than. However it is acceptable to refer to a "minority group" - a population subgroup with ethnic, racial, social, religious or other characteristics. Terms such as underrepresented or underserved are also acceptable. *Please note however, that terms like this are constantly evolving. When talking collectively about non-White populations, the term "global majority" is often preferred.*

Inclusive Language

The APA have released their [second edition of inclusive language guidance](#). This is a very useful glossary of terms written to raise awareness, direct learning and teaching and support the use of culturally sensitive terms and phrases that focus on the perspectives of those who have historically been marginalised. Once again, the guide concentrates on language used in the US context. There are current plans from the BPS to release a version focused on the UK context so watch this space!

equity

"An ongoing process of assessing needs, correcting historical inequalities, and creating conditions for optimal outcomes by members of all social identity groups" (APA, 2021c, p. 12). Equity also consists of providing resources according to the need to help diverse populations achieve their highest state of health and other functioning and identifying and breaking down barriers to achievement of fair outcomes.

generalization

"The process of deriving a concept, judgment, principle, or theory from a limited number of specific cases and applying it more widely, often to an entire class of objects, events, or people, which can lead to mischaracterizations and stereotypes" (APA, n.d., Generalization Definition 1).

global citizenship

The umbrella term for "social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale" (United Nations, n.d., para. 1). The term may also refer to "the belief that individuals are members of multiple, diverse, local and non-local networks rather than single actors affecting isolated societies" (United Nations, n.d., para. 1).

global majority

Also known as people of the global majority (PGM), a collective term that encourages those of African, Asian, Latin American, and Arab descent to recognize that together they comprise the vast majority (around 80%) of people in the world. Understanding the truth that Whiteness is not the global norm has the power to disrupt and reframe conversations on race (Maharaj & Campbell-Stephens, 2021). Countries that tend to have less economic power and wealth are also sometimes referred to as "majority world" nations instead of "third world" or "developing" countries, terms that are no longer accurate in categorizing countries (Machado, 2016).

Global South

"Refers broadly to the regions of Latin America, Asia, Africa, and Oceania that are mostly (although not all) low-income and often politically or culturally marginalized. The use of the phrase 'Global South' marks a shift from a central focus on development or cultural difference toward an emphasis on geopolitical relations of power" (Dados & Connell, 2012, p. 12). "It has been used to discuss systemic inequalities stemming from the 'colonial encounter,' the continuing reverberations of (mostly) European colonialism and imperialism, and the potential of alternative sources of power and knowledge" (Haug et al., 2021, p. 1928).

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