

APA RESOLUTION on Promoting Global Perspectives in U.S. Psychology

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WHEREAS the Resolution on Promoting Global Perspectives in U.S. Psychology (hereinafter “2017 Resolution”) was adopted as APA Policy by the APA Council of Representatives in February 2017; and

WHEREAS, although there is variability across subdisciplines, the psychology produced and taught in the United States of America remains primarily based on U.S. and European samples and theory in its traditions, theories, and evidence base and often does not incorporate perspectives, content, and data relevant to other perspectives (e.g. rural, minoritized, Indigenous, immigrant) or generated outside of the United States (APA, 2025; Arnett, 2008; Buchanan et al., 2021; Castillo, 2001; Cheon et al., 2020; Draguns, 2001; Henrich et al., 2010; Legare & Harris, 2016; Lin & Li, 2023; McGorray et al., 2023; Nagai, 2007; Rad et al., 2018; Segal et al., 1998; Thalmayer et al., 2021; Thong et al., 2025); and

WHEREAS most research studies published in U.S. psychology journals based on U.S. convenience samples (e.g., undergraduate students) are taken as representative of population demographics (Adair & Huynh, 2012; Arnett, 2008; Cheon et al., 2020; Henrich et al., 2010; Nielsen et al., 2023; Rad et al., 2018; Roberts et al., 2020; Roberts & Mortenson, 2023; Thalmayer et al., 2021) and samples with data from outside the United States are often dismissed as nonrepresentative (Canetto et al., 2003; Fine, 2012); and

WHEREAS psychologists outside the United States have generated frameworks, methods, practices, and research relevant to the United States and globally (Adair, 2006; Allwood & Berry, 2006; APA, 2004, 2017; Bullock et al., 2025; Cheung, 2012; Christopher et al., 2014; Hatzichristou & Rosenfield, 2017; Hatzichristou et al., 2024; Henrich, 2020; Kitayama & Cohen, 2010; Silbereisen, et al., 2014; Ting et al., 2025a; Van de Vijver, 2013); and

WHEREAS the majority of studies published in U.S. psychology journals and in international journals (e.g., Pepe et al., 2024) use quantitative methods, which in some cases is appropriate, but in others, participatory, or community-based approaches, which may employ qualitative, quantitative, or mixed methods, may be better suited for cross-cultural research (APA, 2023; Chowdhury et al., 2022; Collins et al., 2018; Den Hartog & Dickson, 2004; Denzin & Lincoln,

2001; Gone, 2021; Karasz, 2011; LaVela et al., 2025; Rodriguez Espinosa & Verney, 2021; Sparrow & Davis, 2000; Ting et al., 2025b; Tuck & Yang, 2014); and

WHEREAS assessment methods and interventions primarily developed and normed in English, with samples of convenience including participants from high-income countries, have often been used widely throughout the world without considering sociocultural differences that affect assessment and intervention validity and without the use of strategies to ensure fair use across groups (Achenbach, et al., 2008; Braun et al., 2010; Dana, 2000; Hambleton & Zenisky, 2011; Hill et al., 2010; Mezzich, 2002; Nakane & Nakane, 2002; Okazaki & Sue, 2016; Sundararajan et al., 2013); and

WHEREAS psychologists have an ethical responsibility to understand and consider the cultural values, mores, history, and policies of the societies and countries to which they apply U.S.-generated research, guidelines, or practices (APA, 2003, 2017; Berry, 2013; Bernal et al., 2009; Bernal & Domenech Rodríguez, 2012; Dadlani et al., 2012; Gauthier et al., 2010); and

WHEREAS U.S. psychology and APA would benefit from an expanded knowledge base through the inclusion of global perspectives, theories, research findings, and practices from outside the United States, including from the Global South (APA, 2025; Arnett, 2008; Brock, 2006; Henrich et al., 2020; Legare & Harris, 2016; Lutsky, et al., 2005; Marsella, 2009); and

WHEREAS it is important to recognize that a comprehensive global perspective combines worldwide, transnational, and intercultural themes; encompasses variety and diversity within and across societies, nations, and countries; and recognizes variety and diversity in individual and group experiences within those societies, nations, and countries (Bullock et al., 2025; Okorodudu & Bryant-Davis, 2023; Sundararajan, 2015; Sundararajan et al., 2020); and

WHEREAS many countries, including the United States, are becoming increasingly global on a societal level, contributed to by migration, creating mutual opportunities for learning and growth (Banks, 2004; Fearon, 2003; Fisher, 2013; Fisher & An, 2023; Hugo, 2005; Jensen et al., 2021; Woolf et al., 2002); and

WHEREAS partnerships across countries, cultural groups, and disciplines have promise for reciprocal benefit and increased synergy in solving global problems, promoting new discoveries, and building more equitable international relationships (APA Committee on International Relations in Psychology, 2011; Blume et al., 2022; Chin & Trimble, 2014; Chiu & Hong, 2005; International Project on Competence in Psychology, 2016; Kirkbride et al., 2024; National Research Council, 2014); and

WHEREAS many U.S. psychological organizations, including APA, promote international engagement;

WHEREAS the issues identified in the 2017 Resolution remain current and the APA/APASI Strategic Plan (APA, 2019), revised and adopted by Council in February 2024, commits APA to “Embrace a global perspective” (Operating Principle 4) and to “Focus on outcomes” (Operating Principle 2); and

WHEREAS additional steps are needed to more fully implement the points of action identified in the 2017 Resolution;

THEREFORE, be it resolved that the American Psychological Association will:

- a. Endorse and communicate the importance of taking a global perspective, including intersecting with other important variables such as, but not limited to, culture, sex, gender, race, ethnicity, sexual orientation, age, socioeconomic status, and disability status;
- b. Practically implement a global approach as outlined in the domains of focus below;
- c. Actively ensure that this is implemented in processes and outcomes laterally throughout the Association.

DOMAINS OF FOCUS

1) Promote global perspectives

Taking practical action that will facilitate a global perspective in project planning and implementation.

- 1.1 Promote inquiry that includes comprehensive global perspectives and content in psychological theory, practice, education, research, policy, and advocacy, including to combat systemic inequities.
- 1.2 Recommend that APA boards and committees routinely and systematically incorporate comprehensive global perspectives in their work and develop criteria against which to evaluate this impact:
 - a. Strategies might include assessing whether a statement, policy, or guideline is intended to refer to the United States only or to be generalizable, asking whether statements have referenced the interna-

tional literature, or reflecting on whether U.S. definitions of populations or population dimensions (such as dimensions of diversity) are universally applicable to the issue at hand.

- b. Evaluation criteria might include attention to language (as noted in #4), source of references, or inclusion of examples from outside the U.S. context.

- 1.3 Promote comprehensive global perspectives across association activities including publication, public interest, science, education, and communication practices, convention, and professional initiatives.

2) Include global input

Drawing on globally diverse sources of data and lived experience to include a range of voices in projects.

- 2.1 Encourage critical reflection on the meaning and use of psychological constructs and definitions that are assumed to be universal and generalizable.
- 2.2 Suggest the development and dissemination of sound assessment and intervention methodologies and education that respect local communities and are grounded in ethical principles of psychology, for example as defined in the *Universal Declaration of Ethical Principles of Psychologists* (Gauthier et al., 2010).
- 2.3 Acknowledge and consider research findings, publications, training programs, guidelines, and regulatory processes developed outside the United States.

3) Situate in a global context

Acknowledging the greater context in which any locally focused work is situated in relation to other approaches globally.

- 3.1 Urge U.S. undergraduate and graduate psychology programs to promote opportunities for students and faculty for international collaboration, communication in other languages, and experience in other cultures.
- 3.2 Promote comprehensive globally informed curricula for high school, undergraduate, and graduate psychology.
- 3.3 Develop learning opportunities for psychologists in other contexts to consider the extent to which their work would benefit from a global perspective.

4) Use inclusive language

Avoid considering a given language, methodology, approach, or spokesperson to be normative in projects.

- 4.1 Recommend language changes in APA communications and publications to avoid U.S.-centric perspectives and

to include global and diverse perspectives. Examples of these language changes include:

- a. Use “in the United States” for research, tests, training curricula, and practices that are developed and tested with U.S. samples;
- b. Include “the global implications” of research findings, tests, and practices where relevant;

4.2 Suggest that psychologists use language that reflects awareness of global frameworks. For example:

- a. Evaluate language in statements of research findings, opinions, policies, and conclusions to ensure that these statements do not present U.S. perspectives as though they were universal and universally generalizable. Refer directly to a specific culture or context and restrict the use of general terms such as “Eastern” or “Western” to geographical location.
- b. Replace terms such as “exhaustive literature search” with a more precise description of which databases were searched. When databases in languages other than English are searched, provide information for accessing those databases.
- c. Be explicit about the national origin of the literature reviewed in literature summaries and note where the data were collected.
- d. Be cautious of claims of universality or generalizability beyond the specific populations studied. Make statements about “people in general” only when theory or evidence are about a representative global population.
- e. Be mindful of not assuming U.S. norms or U.S. readership when using terms such as “we” or “our” or “us.”

4.3 Propose that U. S. psychologists learn and use spoken and written local languages in conducting professional work in communities domestically and internationally.

5) Encourage global partnerships

Consider how projects can contribute to creating a positive impact globally in equitable collaboration with others.

5.1 Promote collaborative international partnerships grounded in a comprehensive global perspective; encourage initiatives that facilitate equitable international partnerships and global knowledge sharing, ensuring findings are shared with communities of focus in local languages; support training in global competencies; and learn from and develop guidance and best practices for ethically sound, culturally aware international collaborations.

5.2 Encourage psychologists to understand that international collaborations are often influenced by power hier-

archies and that dominant frameworks may marginalize subordinate frameworks on global and local levels.

5.3 Support psychologists’ practicing cultural humility, inclusion, and reflexivity when engaging in global partnerships such as research or training to avoid cultural myopia.

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