

(6) Examinations in two foreign languages or one foreign language and statistics.

(7) Second year level research: original piece of experimental research suitable for Master's Thesis or journal article.

(8) Doctoral Dissertation: original piece of experimental research at the doctoral level. Includes a final oral examination in defense of the dissertation.

COURSE CURRICULUM FOR CLINICAL STUDENTS

(Does not include electives from other subfields)

Psych 202: Psychological Research Methods and Procedures.

Psych 203-4: Experimental Foundations of Psychology.

Psych 211: Assessment of Cognitive Functioning.

Psych 212: Personality Assessment by Projective Techniques.

Psych 215: Personality Assessment by Multiple Procedures.

Psych 218: Seminar: Systems of Psychotherapy.

Psych 219A: Community Mental Health.

Psych 219B: Professional and Ethical Issues.

Psych 220: Seminar: Abnormal Psychology.

Psych 226: Clinical Psychology of Childhood and Adolescence.

Psych 227-28: Variations in Psychotherapeutic Approach (4 semesters).

Psych 229: Principles of Behavior Change.

Psych 206: Methods of Clinical and Personality Research.

Psych 272: Theories of Personality.

Psych 290: Seminar: Special Problems in Personality Research.

Stat. 105: Statistics in the Behavioral Sciences and Education.

CRITERIA FOR EVALUATING TRAINING PROGRAMS IN CLINICAL OR IN COUNSELING PSYCHOLOGY

The original statements from which this summary was prepared were published earlier in various places, but questions coming to the Education and Training Board and to the Committee on Evaluation indicate that these statements are not familiar to many or are vague in the minds of many members of the APA. Therefore, the standards used in evaluation are repeated here in brief outline.

UNIVERSITY PROGRAMS

Standards for university training programs in clinical psychology were described in two articles in the *American Psychologist* (1947, Vol. 2, June, 199-205; and 1947, Vol. 2, December, 539-558) and in *Training in Clinical Psychology* (New York: Prentice-Hall, 1950). For counseling psychology, the standards were published in the *American Psychologist* (1952, Vol. 7, June, 175-181). These standards serve as criteria for evaluating programs submitted for approval as doctoral training programs. These criteria are summarized briefly here, but persons applying for approval of a training program are urged to read the references cited above. Since many of the requirements for training are the same in both clinical and counseling psychology, they will be treated together, with the differences noted.

I. Staff

The quality of the staff is the most important factor in any doctoral program. There must be a minimum of seven qualified (PhD or Diplomate) persons on the staff.

1. Basic staff. At least four different persons must contribute to graduate non-clinical and noncounseling teaching, and their total time assigned to this teaching must be the equivalent of at least 2.0 full-time graduate teachers.

2. Clinical or counseling staff.

(a) Three persons for regular teaching of graduate students in clinical (or counseling) psychology. One of these must be primarily in clinical or in counseling psychology and cannot be counted for both, and must be on the department budget for at least half-time.

(b) Their combined graduate teaching load is the equivalent of not less than one full-time graduate teacher in clinical or in counseling psychology.