

II. Content Areas

This is not a list of courses, and it is liberally interpreted when applying it in an evaluation of a program.

1. General psychology:
 - (a) General, physiological, and comparative;
 - (b) History and systems or theory;
 - (c) Developmental or child psychology;
 - (d) Social psychology.
2. Psychodynamics of behavior:
 - (a) Theory of personality and motivation;
 - (b) Psychopathology.
3. Diagnostic methods.
4. Psychotherapy and counseling:
 - (a) Psychotherapeutic theory and methods, or
 - (b) Techniques of guidance and counseling.
5. Research methods:
 - (a) Experimental psychology;
 - (b) Advanced statistics and quantitative methods;
 - (c) Research in dynamic psychology;
 - (d) Dissertation, preceded by master's thesis or a research project.
6. Related disciplines. Not all of the following are necessary, but it is expected that the graduate program in psychology will be a part of a strong graduate school with graduate studies in supporting areas, such as—
 - (a) Physiological sciences;
 - (b) Study of social and economic environment, including occupational information. This is important for counseling psychologists.
 - (c) Cultural anthropology;
 - (d) Philosophy of science.

III. Facilities and Equipment

1. Offices and classrooms for effective instruction and personal conferences.
2. Laboratory space and equipment with shop for repairs and construction of apparatus; calculators for statistical work.
3. Practicum facilities:
 - (a) Ongoing clinic on campus or nearby for experience under intensive supervision at laboratory and clerkship levels; equipped with one-way vision observation rooms and recording equipment;
 - (b) Definite arrangements made for internships.
4. Library well-stocked for psychology and easily accessible to the students.
5. A student seminar or reading room and lounge where students can get together, educate each other, and learn to communicate.

IV. Overall Atmosphere of the Department

1. Faculty accessible to students, and the student-faculty ratio making it possible for the students to receive adequate counsel and supervision.
2. Ongoing research projects conducted by both faculty and by the students, providing an atmosphere that challenges the student to participate and undertake research; quality of research evidenced by list of research articles accepted and published in psychological journals.
3. Planning and growth in the department, giving evidence of vision and initiative on the part of the faculty, who do not wait for specific suggestions on what to do in order to develop a good department.

INTERNSHIPS

Standards for practicum training in clinical psychology were described in the *American Psychologist* (1950, Vol. 5, November, 594-609) and for counseling psychology in the *American Psychologist* (1952, Vol. 7, June, 182-188). These standards, with slight modification, will serve as criteria for evaluating internships or trainee assignments to be approved as adequate for doctoral training programs. These criteria are summarized briefly here to indicate what will be looked for; but persons applying for approval of an agency are urged to read the references cited above.