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Fifth Edition

Research Design in Clinical Psychology helps students to achieve a thorough understanding of the entire research process – developing the idea, selecting methods, analyzing the results, and preparing the written scientific report. Drawing examples from clinical research, health, and medicine, author Alan E. Kazdin offers detailed coverage of experimental design, assessment, data evaluation and interpretation, case-control and cohort designs, and qualitative research methods. In addition to new pedagogical tools that guide students through the text, the Fifth Edition offers expanded coverage of key topic areas, such as cultural issues, scientific integrity, and recent changes in the publication and communication of research.

Alan E. Kazdin is Sterling Professor of Psychology and Professor of Child Psychiatry (emeritus) at Yale University, as well as former Director of the Yale Parenting Center. Kazdin's 800+ publications include over 50 books that focus on methodology, interventions for for children and adolescents, parenting and child rearing, cognitive-behavioral treatment, and interpersonal violence. He has served as editor of six professional journals, and is a past president of the American Psychological Association.

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ALAN E. KAZDIN
Yale University, Connecticut

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Preface

The purpose of this text is to describe and explain research methods in clinical psychology but the issues and methods are relevant to other areas as well, such as counseling, educational, health, and school psychology, psychiatry, social work, and nursing. The topics within each of these areas span theory, research, and application. Consequently, many of the methodological challenges are shared. The text elaborates the methods of conducting research and the broad range of designs and practices for developing a sound knowledge base. The intended audiences are individuals who design and conduct research and who read research and wish to discern what can and cannot be concluded based on how that research was conducted.

Research in clinical psychology and other disciplines I have mentioned span well controlled laboratory settings as well as applications in clinic, community, and field settings where less control is allowed and the slings and arrows of everyday experience can interfere with drawing clear inferences. An in-depth understanding of methodology is of great importance because of the range of influences in clinical and applied research that can obscure the results. These influences cannot be used as an excuse for poorly designed research. On the contrary, the subject matter and the diverse ways in which research is conducted require a grasp of the underpinnings and nuances of design so that special arrangements, novel control conditions, and methods of statistical evaluation can be deployed to maximize clarity of our findings. Methodology, including the underlying tenets and specific practices, permit the combination of rigor and ingenuity as a defense against the multitude of influences that can obscure the relations among variables.

Clinical psychology encompasses a variety of topics including the study of personality, assessment and prediction of psychological functioning and positive adjustment, etiology, course, and outcome of various forms of psychopathology and their cognitive, social, and cultural neuroscience underpinnings, and the impact of interventions (treatment, prevention, education, and rehabilitation). Many issues of contemporary life have added to the range of research topics, as witnessed by the strong role that psychology plays in research on health, interpersonal violence, crime, trauma, homelessness, and substance use and abuse. Also, family life and demographic characteristics of the population have changed (e.g., increases in teenage mothers, single-parent families, blended families, and same-sex parenting; shift in population with more elderly who are physically active). Each of these and other changes has spawned rich areas of study directly related to understanding mental and physical health. Cultural and ethnic issues increasingly are recognized to play a central role in understanding variation in core psychological processes as well as adaptive and maladaptive functioning. These changes have made the substantive focus of psychological research in general very rich. Substantive foci and findings are very much intertwined to research methods and challenges to address these questions in an evolving society.

Methodology

Methodology as a broad overarching topic is divided in this text into five areas:

- Research Design,
- Assessment,
- Data Evaluation and Interpretation,
- Ethics and Scientific Integrity, and
- Communication of Research Findings.

These areas help organize many issues as they emerge in the planning and executing research from the developing the research idea, selecting methods, procedures, and assessment devices, analyzing and interpreting the data, and preparing the written report of the results. While there is an obvious sequence in planning and executing research, ethical issues in the treatment of participants and scientific integrity pervade all facets of methodology and before, during, and after a study is conducted. At each stage of research, underlying principles, options strategies, and guidelines are presented. Connections are made as well to convey how one facet of a study we have discussed (e.g., research design, assessment) influences another (e.g., ethical issues, communication of findings).

Many methods are covered as for example illustrated with major design options (e.g., true experiments, quasi-experiments, observational studies, single-case experiments for clinical use, qualitative research) and modalities of assessment (e.g., objective and projective measures, behavioral measures, neuroimaging). The goal is to convey the range of options so that one can move from hypotheses to design in different ways but also to consider strengths, weaknesses, and trade-offs in electing specific strategies.

Overall, methodology is addressed from multiple perspectives or levels of analysis. First, methodology is a way of thinking, problem solving, and approaching substantive questions. This focus emphasizes the commitment

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to overarching principles that guide science and how we describe and explain data. Second and related, there are many specific concepts that direct our attention of what to consider and what facets of a study are likely to emerge as problems that interfere with obtaining clear information from our data collection. These concepts help us move from general abstractions of developing a research idea to considering the many conditions that form a study. Once these specific concepts are known, it is possible to evaluate virtually any scientific study. Also, the specific concepts we raise direct our attention to and anticipate a range of well-known biases and pitfalls.

Third, and as expected, methodology includes scores of specific practices from sampling, assigning subjects, matching, selecting data analyses, handling missing data, and so on. The text covers these in detail but in the process reflects back on underlying principles and specific concepts we are trying to address. It remains critical at each stage and with specific practices to keep in mind what we are trying to accomplish and why. That connection can open further options as to what we can do to strengthen the inferences we wish to draw from a study.

Finally, methodology is evolving within psychology and the sciences more generally. Of course, one can find stability in methodology. Random assignment of subjects to groups or conditions, when possible, is still wonderful. Yet, much of methodology continues to change. The standards for what constitutes a "good," "well controlled," and important study continue to evolve, the range of options for measurement, the use of technology and the Web in conducting studies and expanding beyond the usual range of participants, how participants in research subjects ought to be informed, treated, and protected, and what constitutes conflict of interest among investigators. The text covers many of the changes and the broader point that methodology is not at all static.

The text emphasizes the importance of methodological diversity in science and of course specifically psychological science. There are multiple methodologies in research and the focus, yield, and contributions of these vary. We usually learn in our training the importance of experiments based on groups, comparison of group differences, null hypothesis testing statistical evaluation, and so on. This is the emphasis of the present text because this is the dominant paradigm and students ought to master the strengths, methods, and weaknesses. There are other and methodologies and approaches; they are mentioned because they are important in their own right in relation to topics studied in clinical, counseling, educational, and other areas of psychology. Also, the methodologies convey and place into sharper focus many research practices we currently take for granted as the only paradigm for empirical science.

Methodological diversity is central to research for yet another reason. The methods we select among the many options available, how we frame the question, the groups we include, and the ways we decide to measure key constructs directly affect the answers we obtain. It is not the case that every answer to every question will change depending on our methods. Even so, it is important to understand that different answers can be readily achieved with different methodological tools and decisions. This is not a "problem." The different methods we use often reveal different facets of a phenomenon, a point illustrated as we present different methods.

Overview of the Text

Research includes several stages as an investigator moves from identifying the research question; translating that into a specific study; addressing potential sources of influence, which could obscure interpretation of the results, to obtaining, evaluating, and interpreting the data. Each of these and many intervening steps are points, and each decision has its own implications and trade-offs in terms of the final product. The principles of methodology tell us what we are trying to accomplish at the decision points and the procedures and practices help us concretely devise and implement the study.

The text describes and evaluates diverse research designs, methods of assessment, and many procedures and the rationale for their use. The goal is to be of concrete help to individuals who are designing studies and evaluating the studies that others have completed. This is not a recipe text with specific procedures and ingredients from which someone can simply select. Each practice serves a purpose, and it is important to understand what that is and what trade-offs there might be in selecting one practice versus another.

Chapter 1

This chapter provides an overview of the text and introduces the topic of research design as used in clinical psychology.

Chapters 2 & 3

Methodology includes arranging the circumstances of the study so as to minimize ambiguity in reaching conclusions. Many of the factors that can interfere with drawing clear conclusions from research can be readily identified. These factors are referred to as *threats to validity* and serve as the basis for why and how we conduct research—psychological research specifically but all scientific research more generally. Types of experimental validity and the factors that interfere with drawing conclusions serve as the basis for Chapters 2 and 3.

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Chapter 4

The investigation begins with an idea that becomes translated into a specific question or statement. Yet, how does one develop an idea for research? Ideas come from many places. Chapter 4 discusses sources of ideas in different ways including the role of theory and types of research (e.g., basic, applied, and translational research). Also, the topics of what makes research interesting and important are discussed. Finally in this chapter is a guide for obtaining the research idea and then moving to the next steps to develop the study.

Chapter 5

The design or how conditions are arranged to test the hypothesis is an initial pivotal decision in moving from an idea to a study. Chapter 5 discusses different design options and arrangements including true-experiments and quasi-experiments and how they address the threats to validity. Also, group designs begin with deciding who will be the subjects or participants in research (e.g., college students, online sample from the Web, clinical population). This chapter considers different options and factors that guide participant selection and the critical role of diversity (e.g., ethnicity and culture) because of their influence on what is being studied.

Chapter 6

Control and comparison groups in a study obviously are pivotal and determine what can be concluded in a study. Different types of control groups, especially in the context of experiments and the evaluation of interventions, are presented. Each type of control or comparison condition is associated with the type of question the researcher wishes to ask but also may involve ethical and practical issues that guide the decision as well. Chapter 6 discusses several types of control and comparison groups and the considerations that dictate their use.

Chapter 7

A great deal of research is based on understanding variables that cannot be manipulated directly, as illustrated, for example, in the study of individuals with different characteristics (e.g., clinical disorders, experiences, and exposure to events—natural disasters such as hurricanes and human-made disasters such as war). Observational designs (case-control and cohort designs) in which individuals are selected and evaluated concurrently or longitudinally are presented in Chapter 7. These designs are quite powerful in identifying antecedents (e.g., risk factors to some outcome such as a mental or physical health problem, dropping out of school, criminality) and even possible causal relations. There are multiple design options, control procedures, and strategies to optimize the yield from designs in which variables of interest cannot be manipulated and controlled experimentally.

Chapter 8

Although experimental designs usually consist of group studies, causal inferences can be drawn from the study of individuals or a small number of individuals. Single-case experimental designs provide a methodology for drawing inferences that can be applied both to individuals and groups. The designs expand the range of circumstances in which can conduct evaluations, especially in circumstances where control groups are not available and one is interested in evaluating an intervention program. Chapter 8 presents special design and data-evaluation strategies that characterize single-case experimental research.

Chapter 9

The vast majority of research within psychology is within the quantitative tradition involving group designs, null hypothesis testing, assessment on standardized scales and inventories, and statistical evaluation in the form of null hypothesis testing. From a different tradition and approach, qualitative research methods alone but also in combination with quantitative research are enjoying increased use in psychology and social sciences more generally. Qualitative research is a scientifically rigorous approach and makes a special contribution to knowledge, usually by intensively studying a small number of subjects in depth. The goal is to capture the rich experience of individuals in special circumstances and to go well beyond the knowledge that can be obtained by questionnaires and fixed measures. Chapter 9 provides an overview of the qualitative research, conditions to which the designs are suited, and illustrations to convey the contribution to developing the knowledge base. Qualitative research, along with the prior chapter on single-case research, also places into perspective the dominant model of quantitative and hypothesis testing research and expands the range of options from those commonly used to address important research questions.

Chapter 10

The chapters now move from design strategies to measurement. Chapter 10 focuses on the underpinnings of assessment to establish key considerations in selecting measures for research and interpreting the measures that are presented in articles we read. Core topics of assessment are included such as various types of reliability and validity, the use of standardized versus nonstandardized measures, and assessment issues that can influence the conclusions one can reach from research. Useful strategies (e.g., selecting multiple measures, measures of different methods) and their rationale for improving research also are discussed.

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Chapter 11

The varied options for measurement are discussed in Chapter 11. These options or assessment modalities include large families of measures such as objective, projective, observational, psychobiological measures, and other types as well. The chapter illustrates specific measures but is more concerned about conveying the different modalities and their strengths and limitations. In addition, the chapter encourages drawing from different types of measures in any one study to strengthen the conclusions that can be drawn.

Chapter 12

Special topics in assessment are covered in Chapter 12. The chapter begins by discussing ways on assessing or checking on the impact of experimental manipulations on the participant. These measures focus on whether the manipulation was perceived by or registered with the participants and are not primary outcomes or dependent variables. Assessment of the manipulation raises important issues to strengthen a study but also special considerations that can influence interpretation of the findings. Another topic in the chapter is measuring the practical or clinical significance of change that goes beyond the usual measures.

Chapters 13, 14, & 15

The next chapters turn to data evaluation. Null hypothesis and statistical testing serves as the dominant model in scientific research in social, natural, and biological sciences and of course including clinical psychology, counseling psychology, education, and other areas with basic and applied research questions. Mastery of the approach is essential. Chapter 13 evaluates the rationale of this approach and strategies to strengthen research within the tradition of null hypothesis testing. Common ways in which the results of research misinterpreted ("my results were almost significant; pretty please let me sort of say that they are significant") and failures to replicate the findings of others in light of statistical testing and binary decision making (significant or not) are also presented. Despite the dominance of null hypothesis testing, there is a long history continuing today firmly objecting to using the approach. Mastery of the approach requires knowing the objections and possible ways of addressing them. In addition, an alternative way of doing research (e.g., Bayesian analyses) is highlighted to convey another option from null hypothesis testing.

Data evaluation has many practical decision points related both to describe the sample and to draw inferences about the impact of the manipulation of interest. Chapter 14 discusses presentation of the data and using supplements to statistical significance testing (e.g., measures of strength of effect, confidence intervals) to elaborate the findings. Key decision points, multiple options, and sources of bias are highlighted in relation to such topics as handling missing data and deleting subjects from data analyses. Exploring one's data is also discussed to deepen one's understanding of findings but primarily as a guide to further hypotheses and studies. Chapter 15 focuses on interpretation of the findings of an investigation and common issues and pitfalls that emerge in moving from describing and analyzing the results to the interpreting of those results. This chapter also discusses so-called negative results, i.e., the absence of differences.

Chapters 16 & 17

Ethical issues and scientific integrity form the basis of Chapters 16 and 17, respectively. Although the topics overlap, I have treated them separately to permit their detailed treatment. For purposes of presentation, I have delineated ethical issues as the responsibilities of the investigator in relation to participants in research. The ethical issues chapter covers such key issues as deception, debriefing, invasion of privacy, informed consent and assent, withholding treatments, and presenting treatments of questionable effectiveness. Also, professional guidelines and codes along with federal regulations to guide protection of subjects are presented. Scientific integrity is delineated as the responsibilities of the investigator in relation to the research enterprise, science, and public trust. Issues that are covered include fraud, questionable practices that can distort findings, plagiarism, sharing of data, and conflict of interest, and jeopardizing the public trust. Here too there are professional guidelines and regulation to guide us. The chapters convey that ethical issues and scientific integrity are core features of research and emerge at the stage of developing the research proposal long before the first subject is run. In addition, ethics and scientific integrity are vibrant areas of activity in part because of greater public awareness of science and lapses in ethics or integrity but also because novel situations are emerging (e.g., "big data," findings that can be used for the public good or ill). These new situations raise the need for deliberation and new guidelines to ensure protection of subjects.

Chapter 18

Completion of a study often is followed by preparation of a written report to communicate one's results. Communication of the results is not an ancillary feature of research methodology. The thought and decision-making processes underlying the design of a study and the specific methods that were used have direct implications for the conclusions that can be drawn. Preparation of the report is the investigator's opportunity to convey the interrelation of the conceptual underpinnings of the study and how the methods permit inferences to be drawn about those underpinnings.

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Chapter 18 discusses the written report and its preparation in relation to methodological issues presented in previous chapters. The special role that methodological issues and concerns play in the communication and publication of research is highlighted. Questions are provided to help guide the write-up of research on a section-by-section basis. Also, the journal review process and the different fates of manuscript will be of interest to those who develop research or read published articles.

Chapter 19

The text ends with closing comments that discuss the interplay of the five areas of methodology covered in prior chapters, namely, research design, assessment, data evaluation, ethical issues and scientific integrity, and communication of findings. The chapter conveys that substantive and conceptual issues and methodology are deeply intertwined. Methods used to study a phenomenon actually can contribute to the specific findings and conclusions. Consequently, the chapter underscores the importance of methodological diversity, i.e., the use of different methods (e.g., designs and measures) because different methods often elaborate different facets of a phenomenon of interest and produce different findings. The student who has completed and mastered the text will not need any simple, summary, nutshell rendition of how to develop and design the almost perfect study. Even so, at the very end of the chapter, there are simple guidelines for applying all that has been learned in a format that, hopefully, will assist any person designing his or her first study, or planning a project or grant.

New to the Edition

The revised edition of the text includes scores of additions and changes to reflect the evolving and dynamic nature of psychological science and methodology and ways of carrying out studies. Many such changes of this type addressed in this text, compared to prior editions, include greater attention to:

- How to develop a research idea and what makes a research study interesting and important;
- Use of technology and Web-based methods to conduct studies;
- Cultural and ethnic issues and how and why they are essential to integrate into research;
- Decision making in analyzing the results and points where bias often is introduced;
- Ethical issues and scientific integrity and their pervasive role in the research process from beginning to end;
- Publication bias, "negative" results, and current priorities related to replication; and
- Changes in the publication and communication of research that can affect both researchers and consumers of research.

I mentioned technology and its role in research design. Novel and emerging topics related to technology including secondary data analyses on a large scale, "big data," tracking individuals and connecting data (e.g., social network, GPS tracking of smart phones, monitoring purchases on the Internet), and the nature of publication of research (e.g., predatory journals, ghost authors) raise all sorts of new opportunities (e.g., assessment in real time, feedback to subjects in their everyday life) and problems. Several such topics have been expanded in the revised edition along with the many of the challenges (novel ethical issues, ways of reducing fraud).

Apart from additions, each chapter was revised and updated. An effort was made to retain classic references and references to leaders in statistics and methodology whose names ought to be known and recognized because of their roles in developing methods that we currently use. Also, many key topics of research were retained (e.g., moderators, mediators, and mechanisms) but updated in light of changes in research. Throughout the text examples are provided to illustrate key points. The examples draw from classic (old) but mostly new studies and from clinical and other areas of psychology.

For the illustrations of all components of methodology, I have drawn examples from natural, biological, and social sciences, in addition to psychological and clinical psychological research. The purpose in drawing from diverse fields is four-fold. First, psychology is recognized as a hub science, i.e., a field from which many other disciplines draw including education, medicine, law, economics, and public health. Our substantive findings as well as our methods routinely are drawn upon. This allows illustrations of what is important in methodology to connect with other areas of research. Many of the central issues and concerns specific to areas of this text (e.g., clinical, counseling, educational psychology) are common among many disciplines. Seeing a methodological issue or practice in different contexts can lead to better understanding as well as increase options for how we address the matter in our studies.

Second, disciplines often approach topics somewhat differently. For example, there are currently new and evolving guidelines regarding the use of placebos in medicine. The ethical issues and new guidelines developed to address them raise critical points in psychological research in relation to the various control and comparison groups we use (e.g., in evaluating the effects of psychotherapy or a community intervention to improve nutrition). In fact, guidelines and regulations often drawn for research in one area or discipline spill over into other areas as well. Seeing

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emergent issues in other areas can deepen our understanding of many practices that are required in our research.

Third, psychologists (and scientists in general) increasingly are involved in collaborative arrangements with researchers from other disciplines. Indeed, many of the examples are drawn from just such instances. Thus methodologies from varied disciplines move back and forth to influence each other. Drawing examples from diverse disciplines helps to convey the methodological diversity, the range of options are available in research, and some of the advantages of collaborating to study phenomena of interest.

Finally, many fascinating examples from diverse areas can illustrate key points to bring methodology to life. For example, methodology is illustrated with examples on such topics as sports, sexual attraction, bullying in the schools, the effects of wine and religion on health, what stress can do to our immune system, cancer cures that could not be replicated, abstinence programs in the schools and their effects on sexual activity, racism and discrimination in research, interpersonal violence, and self-injury, so on. The purpose goes beyond the effort to make methodology engaging. Methodology is the core of key topics of our daily lives and is relevant. Stated another way, methodology is not merely a text on how to do or interpret studies. Methodology underlies the knowledge that we and others (e.g., policy makers, legislators) rely on to make decisions for ourselves, family members, or some group for which we have input or responsibility. Understanding the strengths and weaknesses of research and nuances are pivotal. Although there is an ivory tower feature of methodology, as scientists we are in the world and it is important to keep the relevance of what we do in mind as we design, complete, and write-up our research. Stated more dramatically but also accurately, methodology can be a matter of life and death and that point demands illustration and support. It is coming later in the text.

Although many examples draw on topics important to everyday lives that is not the only dimension on which current examples were selected. The range of research from laboratory to applied studies is addressed in separate ways. These include the role and importance of nonhuman animal studies and their contributions. Research projects designed to be a proof of concept, for example, convey how critical methodology is to see what can happen in principle. Also the range of translational research is discussed that include the extension of research from the laboratory to person or patient care ("bench-to-bedside" research) and from individual person care to community level intervention ("bedside-to-community" research).

This edition includes teaching aids for the reader and instructor. First, throughout the text, I have added tables to provide summaries and aids for the reader. When there are multiple points that require elaboration (e.g., how to increase power, types of relations among variables the investigator may wish to study), it is easy to lose sight of the key points. The tables are useful study guides once the individual entries have been elaborated. Second, at the end of each chapter there is a chapter summary to assist the reader in reviewing key concepts. Third, there is a list of readings included at the end of the text that directs the interested reader to more in-depth presentations of topics; this listing is organized by chapter. Finally, a Glossary is included at the end of the text to centralize and define briefly terms introduced throughout the chapters. Special terms italicized within the text are usually covered in the glossary as well. Although the text is not overabundant in terminology, there is value to providing a quick reference to terms and practices.

Available Instructor Resources

The following resources are available for instructors. These can be downloaded at http://www.pearsonhighered.com/irc. Login required.

- **PowerPoint**—provides a core template of the content covered throughout the text. Can easily be expanded for customization with your course.
- **Instructor's Manual**—includes a description, in-class discussion questions, a research assignment for each chapter.
- **Test Bank**—includes additional questions beyond the REVEL in multiple choice and open-ended, short and essay response, formats.
- **MyTest**—an electronic format of the Test Bank to customize in-class tests or quizzes. Visit: http://www.pearsonhighered.com/mytest.

Acknowledgments

Several persons have contributed to the thrust and focus of this text over the last several years. It is usually gracious for an author to convey to the reader that any errors that remain in the text after extensive input from others are his or her responsibility alone. That is not how I feel. For errors, short-sightedness, limitations, and non-brilliant ideas in this text, I hold most people in my life responsible! My early upbringing in the forest, in utero fast foods fed to me over which I had no control, a maladaptive polymorphism here and there, and crushing judgmental frowns by an influential high school teacher or two are just some of the influences that account for the lapses that the reader may find in my thinking. Also, my peer group in the other incubators in the maternity ward the few days after my birth were not exactly positive influences—many other infants were slackers (they slept most of the time); others seemed to whine (e.g., cry when they did not get fed or

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changed). In that environment, I did the best I could but the limitations cannot be eliminated. Who knows what of those influences entered this text.

As to the positive influences, I have been blessed with remarkable colleagues and students who through direct discussion or exemplary work have inspired me to think about methods, how important they are, and what they can accomplish at their best. Insofar as this revision excels and is helpful, interesting, or important, I am pleased to share the credit. A few mentors deserve especial credit for their influence and include Richard Bootzin, Donald Campbell, and Lee Sechrest. Long ago but also in an enduring way, they inspired my interest in methodology and its importance. Fast forward to now, graduate and undergraduate students at Yale University who have taken course on the topic of this text also have provided detailed input and comment. I am especially grateful to those few students who did not demand refunds for the text halfway into the course.

Finally, although many years have passed since my dissertation, I owe a special debt of gratitude to my dissertation committee. In addition to the laugh track they played after I summarized my study at my dissertation oral exam, committee members made subtle, nuanced comments that linger in their influence on me (e.g., "Alan, find another career." "Research isn't for everyone." "When we said, 'use a pretest,' we did not mean omit the posttest.") These pithy comments raised the prospect that understanding methodology may be rather important. (Not wanting to be identified with my study, all my committee members entered the Dissertation Committee Witness Protection Program immediately after my oral exam, and unfortunately cannot be identified by their original names. But, thank you "Cody," "Billie Sue," "Thaddeus," and most of all the chair of my committee, "Mygrane." I am grateful to you all wherever you are.)

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Kazdin's research has focused primarily on the treatment of aggressive and antisocial behavior in children (inpatient and outpatient) and parent, child, and contextual influences that contribute to child dysfunction and processes and outcomes of child therapy. His work has been supported by the National Institute of Mental Health, the William T. Grant Foundation, the Robert Wood Johnson Foundation, Rivendell Foundation of America, the Leon Lowenstein Foundation, the Humane Society of America, the Laura Niles Foundation, and Yale University. His work on parenting and child rearing has been featured on NPR, PBS, the BBC, and CNN, and he has appeared on *Good Morning America*, *ABC News*, *20/20*, and *Dr. Phil*.

Kazdin has been editor of various professional journals (*Journal of Consulting and Clinical Psychology*, *Psychological Assessment*, *Behavior Therapy*, *Clinical Psychology: Science and Practice*, *Current Directions in Psychological Science*, and *Clinical Psychological Science*). He has received several professional awards, including the Outstanding Research Contribution by an Individual Award, and Lifetime Achievement Awards (Association of Behavioral and Cognitive Therapies); Outstanding Lifetime Contributions to Psychology Award, and Distinguished Scientific Award for the Applications of Psychology (American Psychological Association); and the James McKeen Cattell Award (Association for Psychological Science). In 2008, he was President of the American Psychological Association.

Kazdin's 800+ publications include 50 books that focus on methodology, interventions for children and adolescents, parenting and child rearing, cognitive-behavioral treatment, and interpersonal violence. Some of his recent books include:

Parent Management Training: Treatment for Oppositional, Aggressive, and Antisocial Behavior in Children and Adolescents

Evidence-based Psychotherapies for Children and Adolescents (3rd edn.) (with John R. Weisz)

Violence Against Women and Children: Volume I: Mapping the Terrain; *Volume II: Navigating Solutions* (with Jacqueline W. White and Marry P. Koss)

Innovations in Psychosocial Interventions and Their Delivery: Leveraging Cutting-Edge Science to Improve the World's Mental Health

Single-Case Research Designs: Methods for Clinical and Applied Settings (3rd edn.)

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