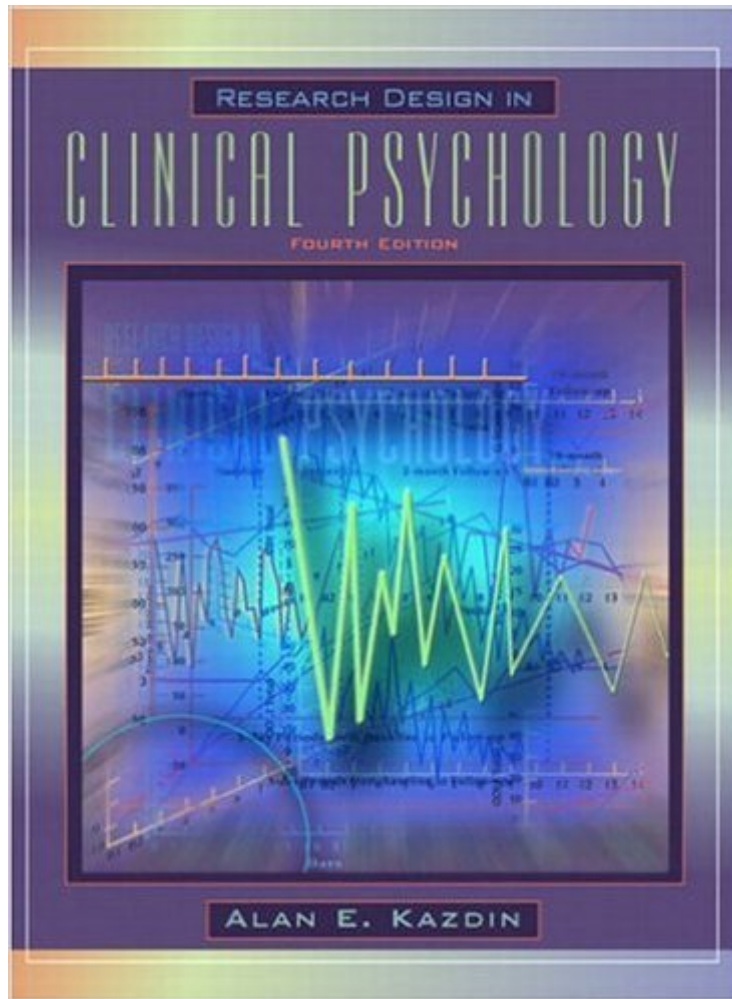


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# Research Design In Clinical Psychology (4th Edition)



## Synopsis

In this successful text, Kazdin describes research methods in psychology and provides criteria for conducting and evaluating clinical research. This text's emphasis is on clinical psychology, but the issues and methods it discusses are relevant to counseling, school psychology and psychiatry. The various stages of research are discussed, with an emphasis on the special demands that are placed on the investigator. Research Design in Clinical Psychology continues to explain how methodology is an approach toward problem solving, thinking, and acquiring knowledge. This revised edition includes several new topics, as well as an expansion of core topics from the previous edition, which reflect the evolving nature of methodology and the proliferation of clinical research into many topic areas. Students and clinicians will gain a thorough knowledge of the entire research process from developing the idea, selecting methods, analyzing the results, and preparing the written scientific report. To ensure that the book conveys practices concretely, many examples are presented both from research and from everyday life. More attention has been given to specific methodological practices intended to address principles and issues when designing a study.

## Book Information

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## Customer Reviews

Oh Kazdin. If there is one thing I have learnt, is that you can tell when he was drinking while writing certain parts of the chapters. As a graduate student this was a required text. I have taken 4 statistics courses throughout my collegiate education, but this textbook was by far the most tear-jerking. No, it didn't make me cry because I loved it. The initial chapters were alright, it was good information given the nature of an already dry topic. No one truly, personally, enjoys learning about threats to

validity. If you do, you're lying to yourself, or you're trying too hard. After a while, I took up my prof's advice and sipped some wine before reading to "develop an appreciation for K-man", as he said. Not a good idea. I threw my Chegg textbook on the floor, tipped the coffee cup, and watched as the binder ripped and the coffee stained some page on control and comparison groups. And that's how I ended up needing to buy another one here on . It might be helpful to note that this happened the week before midterms, and I was reading up on single operations and narrow stimulus sampling. I don't believe Kazdin was at fault, but sometimes it would be great if people on the term-creation team would come up with terms that match what they mean. Kazdin did a decent job at explaining it, but my take on it was that it could have been a lot more succinct. Many terms could have been better explained, with simpler anecdotes or even better, using a general case example with variations for better parallel construction. The portions that actually helped was the subsequent chapters explaining various research designs and possibilities.

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