

HDE 239: DEVELOPMENTAL PSYCHOPATHOLOGY (Fall Quarter 2019)
Monday 10:00 AM–1:00 PM, 109 Wellman Hall

Contact Info

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| Instructor: | Daniel Ewon Choe, Ph.D. | Office Hours: | By appointment only |
| Office: | 1347 Hart Hall | Office Phone: | 530-752-9899 |
| Email: | danchoe@ucdavis.edu | Mailbox: | 1318 Hart Hall |

Email Policy: Write “HDE 239” in the subject line. I will try to respond within 24 hours.

Course Description and Objectives

Developmental psychopathology is an interdisciplinary perspective and a subdiscipline of developmental psychology that examines adversity, resilience, and mental health problems that originate in childhood or adolescence. A widely-held belief among psychologists is that knowledge of typical development and atypical development are complementary and mutually informative of one another. This course covers foundational principles and current issues in developmental psychopathology, such as heterotypic continuity, comorbidity, and appropriate methods for studying mental illnesses in children and adolescents. Discussions and exercises focus on assigned readings to help students consolidate course material, apply course concepts to their professional interests, and sharpen their ability to critique scholarly work. Course topics include autism spectrum disorders, disruptive behavior disorders, mood disorders, anxiety disorders, antisocial behavior, maltreatment, trauma, resilience, and prevention science.

As part of enrolling in this course, you are expected to attend each seminar having read all assigned readings for that week. The goals of discussion are to *review and clarify content* from readings and to *help you critically think about the concepts* you have learned so that you may apply this knowledge to your own interests and work. By the end of the quarter, you should understand the clinical features, etiological causes, correlates, developmental course, and prevention of major psychological disorders originating in childhood and adolescence.

Required Text and Class Resources

Required Text (can be downloaded for free on campus):

Lewis, M., & Rudolph, K. D. (Eds.) (2014). *Handbook of developmental psychopathology* (3rd ed.). New York, NY: Springer US. Retrieved from:
<http://link.springer.com/book/10.1007%2F978-1-4614-9608-3>

Course Websites: You will find announcements, assignments, and resources (e.g., PDFs of all assigned readings) on the course Canvas site at <https://canvas.ucdavis.edu>.

Grading and Assignments

- I. **Participation 30%:** Participation involves actively listening, contributing to class activities, and showing respect for others’ ideas. Engaging in irrelevant activities during seminar (e.g., internet browsing, emailing, texting) will lower your Participation grade. On-time attendance

is expected each week, so your Participation grade will be penalized if you arrive to seminar late on more than two occasions. Only one excused absence is offered without penalty, so please notify me of absences in advance, if possible. For every unexcused absence, I will deduct 10% from your Participation grade.

- II. **Weekly Discussion Questions 25%:** Everyone is required to submit one discussion question per assigned reading to Discussions in Canvas no later than 12 hours before each seminar (Sunday at 10:00 PM). This will ensure that there is enough time for whomever is leading discussion to identify common themes and organize topics to facilitate discussion of the assigned readings efficiently. I will deduct 10% from your Weekly Discussion Questions grade each week you fail to submit questions. Even when you are excused from class with a planned absence, I expect you to complete the assigned readings for that week.
- III. **Facilitation as Discussion Leader 15%:** Students are required to select two weeks they would like to lead discussion. Responsibilities of discussion leader include organizing discussion questions, providing an agenda for seminar, and actively facilitating discussion. Discussion leaders may also replace one to two course readings with an article(s) fitting the week's topic, as well as present handouts and media (e.g., videos). Discussion leaders must meet with me no later than the Friday before their chosen dates to approve their plans.
- IV. **Mid-Quarter Paper Draft 10%:** Submit a 1-page proposal for your selected paper topic to me via email by the start of seminar on **Monday, Oct. 14th**. Electronic and physical copies of your paper draft (in doc. or docx.) are due at the beginning of seminar on **Monday, Nov. 4th**.
- V. **Final Paper 20%:** This assignment is an opportunity to create your own developmental psychopathology study with knowledge attained in this course. Limit your paper to 10 to 12 pages of double-spaced text and follow APA style (no abstract needed). Your paper should illustrate your skill at critiquing studies and organizing their contents in a cogent review with a developmental psychopathology framework. Electronic copies of final papers are due by **Monday, Dec. 9th at 5pm**. For your final paper, select from the following two options:
 - 1) Write a literature review on a specific form of psychopathology and its development during a specific lifespan phase (e.g., aggression in early childhood, depression in early adolescence). Apply a developmental psychopathology perspective when summarizing what we know and do not know about your topic, identify relevant controversies among scholars and inconsistencies in their findings if applicable, and suggest future directions for research.
 - 2) Write an IRB research protocol for a study of psychopathology with a specific age group. You will need to create study objectives, a brief literature review for background, inclusion and exclusion criteria for participant recruitment, study timelines and endpoints, research procedures, privacy protection guidelines for data, and summaries of benefits and risks to participants. An IRB research protocol template is provided in Files on Canvas.

Class Policies and Other Information

****PLEASE BE COURTEOUS WHEN USING TECHNOLOGY IN CLASS****

Academic Misconduct: Plagiarism or any form of academic dishonesty will NOT be tolerated.

All completed assignments must be original work. For the full University Code of Academic Conduct, please see <http://sja.ucdavis.edu/cac.html>.

Special Circumstances: For students requiring special accommodations (e.g., religious holiday, letter of accommodation) please let me know **by Monday Oct. 7th** so arrangements can be made.

Helpful Resources: *UC Davis Student Health and Counseling Services (SHCS):* General information at (530) 752-2300 (shcs.ucdavis.edu); SHCS Counseling Services located at [219 North Hall](#) (shcs.ucdavis.edu/services/counseling.html); For urgent needs you can call (530) 752-2349 or walk in to speak with an [advice/triage nurse](#). For confidential Advice Nurse services when SHCS is closed, students can call the Student Health Advice Nurse at (530) 752-2349. The nurse will discuss your concerns and help you make informed decisions about your health.

UC Davis Internship and Career Center (ICC): Located on the 2nd and 3rd floors of South Hall, (530) 752-2855 (icc.ucdavis.edu). ICC provides comprehensive career services for UC Davis graduate students and postdoctoral scholars. Career advisors can assist you with all aspects of finding a career within or beyond academia. Services include confidential [one-to-one advising](#), individualized C.V., resume, and cover letter review, and a variety of [workshops and symposia](#), including the annual [Master's & PhD Career Symposium](#) designed for advanced degree holders.

National Suicide Hotline: 1-800-273-8255, <https://suicidepreventionlifeline.org/>

Chat Online: <http://chat.suicidepreventionlifeline.org/GetHelp/LifelineChat.aspx>

National Suicide Hotline in Spanish: 1-888-628-9454

Suicide Prevention and Crisis Services of Yolo County: 1-888-233-0288

Become a volunteer: http://www.dcn.davis.ca.us/~spyc/?page_id=36

Texting Hotline: Text "CONNECT" to 741741

READING LIST

= *Handbook of developmental psychopathology* (3rd ed.)

✓ = uploaded to Canvas Files

Sept. 30th: Course Introduction and Theoretical Perspectives in Developmental Psychopathology

Cummings, E. M., & Valentino, K. (2015). Developmental psychopathology. In R. M. Lerner (Ed.), *Handbook of child psychology and developmental science* (7th ed., pp. 1–41). Hoboken, NJ: John Wiley & Sons, Inc. ✓

Franklin, J. C., Jamieson, J. P., Glenn, C. R., Nock, M. K. (2015). How developmental psychopathology theory and research can inform the Research Domain Criteria (RDoC) Project. *Journal of Clinical Child and Adolescent Psychology*, 44, 280–290.
doi:10.1080/15374416.2013.873981 ✓

Before reading this article, review this website to learn about NIMH's RDoC framework:
nimh.nih.gov/research-priorities/rdoc/definitions-of-the-rdoc-domains-and-constructs.shtml

Sroufe, L. A. (2013). The promise of developmental psychopathology: Past and present. *Development and Psychopathology*, 25, 1215–1224. doi:10.1017/S0954579413000576 ✓

Recommended Readings:

Cicchetti, D., & Toth, S. (2009). The past achievements and future promises of developmental psychopathology: The coming of age of a discipline. *Journal of Child Psychology and Psychiatry*, 50, 16–25. doi:10.1111/j.1469-7610.2008.01979.x ✓

Gottlieb, G., & Halpern C. T. (2002). A relational view of causality in normal and abnormal development. *Development and Psychopathology*, 14, 421–435.
doi:10.1017.S0954579402003024 ✓

Marshall, P. J. (2013). Coping with complexity: Developmental systems and multilevel analyses in developmental psychopathology. *Development and Psychopathology*, 25, 1311–1324.
doi:10.1017/S0954579413000631 ✓

Rutter, M. (2014). Nature–nurture integration. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 45–65). New York, NY: Springer.
doi:10.1007/978-1-4614-9608-3_3 #

Sameroff, A. J. (2014). A dialectic integration of development for the study of psychopathology. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 25–43). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_2 #

Oct. 7th: Current Issues and Future Directions in Developmental Psychopathology

Beauchaine, T. P., & Cicchetti, D. (2019). Emotion dysregulation and emerging

psychopathology: A transdiagnostic, transdisciplinary perspective. *Development and Psychopathology*, 31, 799–804. doi:10.1017/S0954579419000671 ✓

Bush, N. R., & Boyce, W. T. (2014). The contributions of early experience to biological development and sensitivity to context. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 287–309). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_15 #

Chen, X., Fu, R., & Leng, L. (2014). Culture and developmental psychopathology. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 225–241). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_12 #

Review the 1-page brief on Canvas that summarizes new Cultural Concepts in the DSM-5

Nigg, J. T. (2016). Where do epigenetics and developmental origins take the field of developmental psychopathology. *Journal of Abnormal Child Psychology*, 44, 405–419. doi:10.1007/s10802-015-0121-9 ✓

Recommended Readings:

Achenbach, T. M. (2014). Developmental, quantitative, and multicultural assessment of psychopathology. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 67–85). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_4 #

Berry, D., Palmer, A. R., Distefano, R., & Masten, A. S. (2019). Autonomic complexity and emotion (dys-)regulation in early childhood across high- and low-risk contexts. *Developmental Psychopathology*, 31, 1173–1190. doi:10.1017/S0954579419000683 ✓

Canino, G., & Alegria, M. (2008). Psychiatric diagnosis: Is it universal or relative to culture? *Journal of Child Psychology and Psychiatry*, 49, 237–250. doi:10.1111/j.1469-7610.2007.01854.x ✓

Garcia-Coll, C., & Akerman, A., & Cicchetti, D. (2000). Cultural influences on developmental processes and outcomes: Implications for the study of development and psychopathology. *Development and Psychopathology*, 12, 333–356. doi:10.1017/S0954579400003059 ✓

Kaplan, B. J., Rucklidge, J. J., Romijn, A., & McLeod, K. (2015). The emerging field of nutritional mental health: Inflammation, the microbiome, oxidative stress, and mitochondrial function. *Clinical Psychological Science*, 3, 964–980. doi:10.1177/2167702614555413 ✓

Laceulle et al. (2019). The wide-ranging life outcome correlates of a general psychopathology factor in adolescent psychopathology. *Personality and Mental Health*. Advance online publication. <https://onlinelibrary.wiley.com/doi/full/10.1002/pmh.1465> ✓

Oct. 14th: Genetics, Neuroimaging, Context, and Psychopathology

***1-page proposal for selected final paper topic due via email to instructor before seminar.**

- Caspi, A., Houts, R. M., Belsky, D. W., Goldman-Mellor, S. J., Harrington, H., Israel, S., . . . Moffitt, T. E. (2013). The p Factor: One general psychopathology factor in the structure of psychiatric disorders? *Clinical Psychological Science*, 2, 119–137. doi:10.1177/2167702613497473 ✓
- Di Martino, A., Fair, D. A., Kelly, C., Satterthwaite, T. D., Castellanos, F. X., Thomason, M. E., . . . Milham, M. P. (2014). Unraveling the miswired connectome: A developmental perspective. *Neuron*, 83, 1335–1353. doi:10.1016/j.neuron.2014.08.050 ✓
- Duncan et al. (2018). Largest GWAS of PTSD (N = 2,0070) yields genetic overlap with schizophrenia and sex differences in heritability. *Molecular Psychiatry*, 23, 666–673. doi:10.1038/mp.2017.77 ✓
- Swartz, J., & Monk, C. S. (2014). Functional magnetic resonance imaging in developmental psychopathology: The brain as a window into the development and treatment of psychopathology. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 265–286). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_14 #

Recommended Readings:

- Addington, A. M., & Rapoport, J. L. (2012). Annual Research Review: Impact of advances in genetics in understanding developmental psychopathology. *Journal of Child Psychology and Psychiatry*, 53, 510–518. doi:10.1111/j.1469-7610.2011.02478.x ✓
- Belsky, J., Bakermans-Kranenburg, M. J., & van IJzendoorn, M. H. (2007). For better and for worse: Differential susceptibility to environmental influences. *Current Directions in Psychological Science*, 16, 300–304. doi:10.1111/j.1467-8721.2007.00525.x ✓
- Belsky, J., Pluess, M., & Widaman, K. F. (2013). Confirmatory and competitive evaluation of alternative gene-environment interaction hypotheses. *Journal of Child Psychology and Psychiatry*, 54, 1135–1143. doi:10.1111/jcpp.12075 ✓
- Caspi, A., Hariri, A. R., Holmes, A., Uher, R., & Moffitt, T. E. (2010). Genetic sensitivity to the environment: The case of the serotonin transporter gene and its implication for studying complex diseases and traits. *American Journal of Psychiatry*, 167, 509–527. doi:10.1176/appi.ajp.2010.09101452 ✓
- Caspi, A., & Moffitt, T. E. (2006). Gene-environment interactions in psychiatry: Joining forces with neuroscience. *Nature Reviews Neuroscience*, 7, 583–590. doi:10.1038/nrn1925 ✓
- Choe, D. E., Shaw, D. S., Hyde, L. W., & Forbes, E. E. (2014). Interactions between monoamine oxidase A and punitive discipline in African American and Caucasian men's antisocial behavior. *Clinical Psychological Science*, 2, 591–601. doi:10.1177/2167702613518046 ✓

- Dick, D. M., Latendresse, S. J., & Riley, B. (2011). Incorporating genetics into your studies: A guide for social scientists. *Frontiers in Psychiatry, 2*, 1–17. doi:10.3389/fpsy.2011.00017 ✓
- Gottesman, I. I., & Gould, T. D. (2003). The endophenotype concept in psychiatry: Etymology and strategic intentions. *American Journal of Psychiatry, 160*, 636–645. doi:10.1176/appi.ajp.160.4.636 ✓
- Hunt, R. H., & Thomas, K. M. (2008). Magnetic resonance imaging methods in developmental science: A primer. *Development and Psychopathology, 20*, 1029–1051. doi:10.1017/S0954579408000497 ✓
- Kim et al. (2019). Childhood poverty and the organization of structural brain connectome. *NeuroImage, 184*, 409–416. doi: 10.1016/j.neuroimage.2018.09.041
- Meaney, M. J. (2010). Epigenetics and the biological definition of gene x environment interactions. *Child Development, 81*, 41–79. doi:10.1111/j.1467-8624.2009.01381.x ✓
- Monahan, K. C., Guyer, A. E., Silk, J., Fitzwater, T., & Steinberg, L. (2015). Integration of developmental neuroscience and contextual approaches to the study of adolescent psychopathology. In D. Cicchetti (Ed.), *Developmental psychopathology, Vol. 2: Developmental neuroscience* (3rd ed., pp. 1–46). Hoboken, NJ: John Wiley and Sons, Inc. doi:10.1002/9781119125556.devpsy219 ✓
- Monk, Christopher S. (2008). The development of emotion-related neural circuitry in health and psychopathology. *Development and Psychopathology, 20*, 1231–250. doi:10.1017/S095457940800059X ✓
- Ripke, S., Sanders, A. R., Kendler, K. S., Levinson, D. F., Sklar, P., Holmans, P. A., ... Visscher, P. M. (2011). Genome-wide association study identifies five new schizophrenia loci. *Nature Genetics, 43*, 969–976. doi:10.1038/ng.940 ✓
- Rudolph, K. D. (2014). Puberty as a developmental context of risk for psychopathology. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 331–354). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_17 #
- Steinberg, L., Dahl, R., Keating, D., Kupfer, D. J., Masten, A. S., & Pine, D. S. (2006). The study of developmental psychopathology in adolescence: Integrating affective neuroscience with the study of context. In D. Cicchetti & D. J. Cohen (Eds.), *Developmental psychopathology, Vol. 2: Developmental neuroscience* (2nd ed., pp. 710–741). Hoboken, NJ: John Wiley and Sons, Inc. ✓
- Suomi, S. J. (2006). Risk, resilience, and gene x environment interactions in rhesus monkeys. *Annals of the New York Academy of Sciences, 52–62*. doi:10.1196/annals.1376.006 ✓

Oct. 21st: Neurodevelopmental Disorders

- Campbell, S. B., Halperin, J. M., & Sonuga-Barke, E. J. S. (2014). A developmental perspective on attention-deficit/hyperactivity disorder (ADHD). In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 427–448). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_22 #
- Hirschler-Guttenberg, Y., Golan, O., Ostfeld-Etzion, S., & Feldman, R. (2015). Mothering, fathering, and the regulation of negative and positive emotions in high-functioning preschoolers with autism spectrum disorder. *Journal of Child Psychology and Psychiatry*, 56, 530–539. doi:10.1111/jcpp.12311 ✓
- Tager-Flusberg, H. (2014). Autism spectrum disorder: Developmental approaches from infancy through early childhood. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 651–664). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_33 #
- Uchida, M., Spencer, T. J., Faraone, S. V., & Biederman, J. (2018). Adult outcome of ADHD: An overview of results from the MGH longitudinal family studies of pediatrically and psychiatrically referred youth with and without ADHD of both sexes. *Journal of Attention Disorders*, 22, 523–534. doi:10.1177/1087054715604360 ✓

Recommended Readings:

- Anastopoulos et al. (2011). Self-regulation of emotion, functional impairment, and comorbidity among children with ADHD. *Journal of Attention Disorders*, 15, 583–592. doi:10.1177/1087054710370567
- Baron-Cohen, S., Leslie, A. M., & Frith, U. (1985). Does the autistic child have a “Theory of Mind”? *Cognition*, 21, 37–46. doi:10.1016/0010-0277(85)90022-8 ✓
- Budimirovic, D. B., & Kaufmann, W. E. (2011). What can we learn about autism from studying fragile X syndrome? *Developmental Neuroscience*, 33, 379–394. doi:10.1159/000330213 ✓
- Cortese, S., Kelly, C., Chabernaud, C., Proal, E., Di Martino, A., Milham, M. P., & Castellanos, F. X. (2012). Toward systems neuroscience of ADHD: A meta-analysis of 55 fMRI studies. *American Journal of Psychiatry*, 169, 1038–1055. doi:10.1176/appi.ajp.2012.11101521 ✓
- Dawson, G., Roger, S., Munson, J., Smith, M., Winter, J., Greenon, J., . . . Varley, J. (2010). Randomized, controlled trial of an intervention for toddlers with autism: The Early Start Denver Model. *Pediatrics*, 125, e17–e23. doi:10.1542/peds.2009-0958 ✓
- Frick, P. J., & Nigg, J. T. (2012). Current issues in the diagnosis of attention deficit hyperactivity disorder, oppositional defiant disorder, and conduct disorder. *Annual Review of Clinical Psychology*, 8, 77–107. doi:10.1146/annurev-clinpsy-032511-143150 ✓

- Lord, C., Luyster, R., Guthrie, W., & Pickles, A. (2012). Patterns of developmental trajectories in toddlers with autism spectrum disorder. *Journal of Consulting and Clinical Psychology, 80*, 477–489. doi:10.1037/a0027214 ✓
- Mandy, W., & Lai, M. C. (2016). Annual Research Review: The role of the environment in the developmental psychopathology of autism spectrum condition. *Journal of Child Psychology and Psychiatry, 57*, 271–292. doi: 10.1111/jcpp.12501 ✓
- Mischel, W., Shoda, Y., & Rodriguez, M. I. (1989). Delay of gratification in children. *Science, 244*, 933–938. doi:10.1126/science.2658056 ✓
- Moffitt, T. E., Arseneault, L., Belsky, D., Dickson, N., Hancox, R. J., Harrington, H. L., . . . Caspi, A. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceeding of the National Academy of Sciences, 108*, 2693–2698. doi:10.1073/pnas.1010076108 ✓
- Nikkelen, S. W. C., Valkenburg, P. M., Huizinga, M., & Bushman, B. J. (2014). Media use and ADHD-related behaviors in children and adolescents: A meta-analysis. *Developmental Psychology, 50*, 2228–2241. doi:10.1037/a0037318 ✓
- Pine, D. S., Guyer, A. E., Goldwin, M., Towbin, K. A., Leibenluft, E. (2008). Autism spectrum disorder scale scores in pediatric mood and anxiety disorders. *Journal of American Academy of Child and Adolescent Psychiatry, 47*, 652–661. doi:10.1097/CHI.0b013e31816bffa5 ✓
- Posner et al. (2007). Clinical presentation of ADHD in preschool children. The Preschoolers with ADHD Treatment Study. *Journal of Child and Adolescent Psychopharmacology, 17*, 547–562. doi:10.1089/cap.2007.0075. ✓
- Schoemaker, K., Bunte, T., Wiebe, S. A., Espy, K. A., Deković, M., & Matthys, W. (2012). Executive function deficits in preschool children with ADHD and DBD. *Journal of Child Psychology and Psychiatry, 53*, 111–119. doi:10.1111/j.1469-7610.2011.02468.x ✓
- Taylor, E. (2009). Developing ADHD. *Journal of Child Psychology and Psychiatry, 50*, 126–132. doi:10.1111/j.1469-7610.2008.01999.x ✓
- Wolff, J. J., Gu, H., Gerig, G., Elison, J. T., Styner, M., Gouttard, S., . . . Piven, J. (2012). Differences in white matter fiber tract development present from 6 to 24 months in infants with autism. *American Journal of Psychiatry, 169*, 589–600. doi:10.1176/appi.ajp.2011.11091447 ✓

Oct. 28th: Disruptive Behavior Disorders, Antisocial Behavior, and Violence

- Bierman, K. L., & Sasser, T. R. (2014). Conduct disorder. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 466–485). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_24 #
- Cauffman, E., Fine, A., Thomas, A. G., & Monahan, K. C. (2017). Trajectories of violent

behavior among females and males. *Child Development*, 88, 41–54.
doi:10.1111/cdev.12678 ✓

Conger, R. D., Martin, M. J., Masarik, A. S., Widaman, K. F., & Donnellan, M. B. (2015). Social and economic antecedents and consequences of adolescent aggressive personality: Predictions from the interactionist model. *Development and Psychopathology*, 27, 1111–1127. doi:10.1017/S0954579415000711 ✓

Thomas, R., Abell, B., Webb, H. J., Avdagic, E., & Zimmer-Gembeck, M. J. (2017). Parent-child interaction therapy: A meta-analysis. *Pediatrics*, 140, e20170352. ✓

Recommended Readings:

Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575–582.
doi:10.1037/h0045925 ✓

Broidy, L. M., Nagin, D. S., Tremblay, R. E., Bates, J. E., Brame, B., Dodge, K. A.,...Vitaro, F. (2003). Developmental trajectories of childhood disruptive behaviors and adolescent delinquency: A six-site, cross-national study. *Developmental Psychology*, 39, 222–245.
doi:10.1037/0012-1649.39.2.222 ✓

Dishion, T. J. (2014). A developmental model of aggression and violence: Microsocial and macrosocial dynamics within an ecological framework. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 449–465). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_23 #

Dodge, K. A. (1980). Social cognition and children's aggressive behavior. *Child Development*, 51, 162–170. doi:10.2307/1129603 ✓

Dodge, K. A., Coie, J. D., & Lynam, D. (2008). Aggression and antisocial behavior in youth. In W. Damon, R. M. Lerner, D. Kuhn, R. S. Siegler, & N. Eisenberg (Eds.), *Child and adolescent development: An advanced course* (Part VII: Prosocial behavior, antisocial behavior, and moral development, pp. 437–472). Hoboken, NJ: John Wiley & Sons, Inc. ✓

Hinshaw, S. P. (2002). Process, mechanism, and explanation related to externalizing behavior in developmental psychopathology. *Journal of Abnormal Child Psychology*, 30, 431–446.
doi:10.1023/A:1019808712868 ✓

Ogders, C. L., Milne, B. J., Caspi, A., Crump, R., Poulton, R., & Moffitt, T. E. (2007). Predicting prognosis for the conduct-problem boy: Can family history help? *Journal of the American Academy of Child and Adolescent Psychiatry*, 46, 1240–1249.
doi:10.1097/chi.0b013e31813c6c8d ✓

Ogders, C. L., Moffitt, T. E., Broadbent, J. M., Dickson, N., Hancox, R. J., Harrington, H., . . . Caspi, A. (2008). Female and male antisocial trajectories: From childhood origins to adult

outcomes. *Development and Psychopathology*, 20, 673–716.
doi:10.1017/S0954579408000333 ✓

Shaw, D. S., & Shelleby, E. C. (2014). Early-starting conduct problems: Intersection of conduct problems and poverty. *Annual Review of Clinical Psychology*, 10, 503–528.
doi:10.1146/annurev-clinpsy-032813-153650 ✓

Nov. 4th: Childhood Maltreatment, Violence Exposure, and Trauma

****Electronic and physical copies of paper drafts due by beginning of seminar.**

Keller, S. M., & Feeny, N. C. (2014). Posttraumatic stress disorder in children and adolescents. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 743–759). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_38 #

Lavi, I., Katz, L. F., Ozer, E. J., & Gross, J. J. (2019). Emotion reactivity and regulation in maltreated children: A meta-analysis. *Child Development*, 90, 1503–1524.
doi:10.1111/cdev.13272 ✓

Toth, S. L., & Manly, J. T. (2019). Developmental consequences of child abuse and neglect: Implications for intervention. *Child Development Perspectives*, 13, 59–64.
doi:10.1111/cdep.12317 ✓

Tyrka, A. R., Ridout, K. K., & Parade, S. H. (2016). Childhood adversity and epigenetic regulation of glucocorticoid signaling genes: Associations in children and adults. *Development and Psychopathology*, 28, 1319–1331. doi:10.1017/S0954579416000870 ✓

Recommended Readings:

Cicchetti, D. (2016). Socioemotional, personality, and biological development: Illustrations from a multilevel developmental psychopathology perspective on child maltreatment. *Annual Review of Psychology*, 67, 1878–2111. doi:10.1146/annurev-psych-122414-033259 ✓

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Levey, E. J., Gelaye, B., Bain, P., Rondon, M. B., Borba, C. P. C., Henderson, D. C., & Williams, M. A. (2017). A systematic review of randomized controlled trials of interventions designed to decrease child abuse in high-risk families. *Child Abuse and Neglect*, 65, 48–57. doi:10.1016/j.chiabu.2017.01.004 ✓

Nov. 18th: Depression, Anxiety, and Other Internalizing Problems

Garber, J., & Rao, U. (2014). Depression in children and adolescents. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 489–520). New

York, NY: Springer. doi:10.1007/978-1-4614-9608-3_25 #

Michl, L. C., McLaughlin, K. A., Shepherd, K., & Nolen-Hoeksema, S. (2013). Rumination as a mechanism linking stressful life events to symptoms of depression and anxiety: Longitudinal evidence in early adolescents and adults. *Journal of Abnormal Psychology, 122*, 339–352. doi:10.1037/a0031994 ✓

Toenders et al. (2019). Neuroimaging predictors of onset and course of depression in childhood and adolescence: A systematic review of longitudinal studies. *Developmental Cognitive Neuroscience, 39*. Advance Online Publication. doi:10.1016/j.dcn.2019.100700 ✓

Vasey, M. W., Bosmans, G., & Ollendick, T. H. (2014). The developmental psychopathology of anxiety. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 543–560). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_27 #

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Campbell, S. B., Matestic, P., von Stauffenberg, C., Mohan, R., Kirchner, T. (2007). Trajectories of maternal depressive symptoms, maternal sensitivity, and children's functioning at school entry. *Developmental Psychology, 43*, 1202–1215. doi:10.1037/0012-1649.43.5.1202 ✓

Goodman, S. H. (2007). Depression in mothers. *Annual Review of Clinical Psychology, 3*, 107–135. doi:10.1146/annurev.clinpsy.3.022806.091401 ✓

Lewis, G., Rice, F., Harold, G. T., Collishaw, S., & Thapar, A. (2011). Investigating environmental links between parent depression and child depressive/anxiety symptoms using an assisted conception design. *Journal of the American Academy of Child and Adolescent Psychiatry, 50*, 451–459. doi:10.1016/j.jaac.2011.01.015 ✓

Natsuaki, M. N., Shaw, D. S., Neiderhiser, J. M., Ganiban, J. M., Harold, G. T., Reiss, D., & Leve, L. D. (2014). Raised by depressed parents: Is it an environmental risk? *Clinical Child and Family Psychology Review, 17*, 357–367. doi:10.1007/s10567-014-0169-z ✓

Nov. 25th: Substance Abuse and Dependence Disorders

Cerdá, M., Moffitt, T. E., Meier, M. H., Harrington, H., Houts, R., Ramrakha, S., . . . Caspi, A. (2016). Persistent cannabis dependence and alcohol dependence represent risks for midlife economic and social problems: A longitudinal cohort study. *Clinical Psychological Science, 4*, 1028–1046. doi:10.1177/2167702616630958 ✓

Hicks, B. M., & Zucker, R. A. (2014). Alcoholism: A life span perspective on etiology and course. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 583–599). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_29 #

Schulenberg, J., Patrick, M. E., Maslowsky, J., & Maggs, J. L. (2014). The epidemiology and etiology of adolescent substance use in developmental perspective. In M. Lewis & K. D.

Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 601–620). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_30 #

Tang, Y., Posner, M. I., & Rothbart, M. K., & Volkow, N. D. (2015). Circuitry in self-control and its role in reducing addiction. *Trends in Cognitive Sciences*, *19*, 439–444. doi:10.1016/j.tics.2015.06.007 ✓

Recommended Readings:

Abar, C. C., Jackson, K. M., & Wood, M. (2014). Reciprocal relations between perceived parental knowledge and adolescent substance use and delinquency: The moderating role of parent–teen relationship quality. *Developmental Psychology*, *50*, 2176–2187. doi:10.1037/a0037463 ✓

Casement, M. D., Shaw, D. S., Sitnick, S. L., Musselman, S. C., & Forbes, E. E. (2015). Life stress in adolescence predicts early adult reward-related brain function and alcohol dependence. *Social Cognitive and Affective Neuroscience*, *10*, 416–423. doi:10.1093/scan/nsu061 ✓

Dec. 2nd: Resilience and Prevention Science

Brody, G. H., Yu, T., Chen, E., Miller, G. E., Kogan, S. M., & Beach, S. R. H. (2013). Is resilience only skin deep? Rural African Americans' socioeconomic status-related risk and competence in preadolescence and psychological adjustment and allostatic load at age 19. *Psychological Science*, *24*, 1285–1293. doi:10.1177/0956797612471954 ✓

Dodge, K. A., Bierman, K. L., Coie, J. D., Greenberg, M. T., Lochman, J. E., McMahon, R. J., & Pinderhughes, E. E. (2015). Impact of early intervention on psychopathology, crime, and well-being at age 25. *American Journal of Psychiatry*, *172*, 59–70. doi:10.1176/appi.ajp.2014.13060786 ✓

Hanson et al. (2019). A family focused intervention influences hippocampal-prefrontal connectivity through gains in self-regulation. *Child Development*, *90*, 1389–1401. doi:10.1111/cdev.13154 ✓

Luthar, S. S., Crossman, E. J., & Small, P. J. (2015). Resilience and adversity. In R. M. Lerner (Ed.), *Handbook of child psychology and developmental science* (7th ed., pp. 1–40). Hoboken, NJ: John Wiley & Sons, Inc. ✓

Recommended Readings:

Calkins, S. D., Blandon, A. Y., Williford, A. P., & Keane, S. P. (2007). Biological, behavioral, and relational levels of resilience in the context of risk for each childhood behavior problems. *Development and Psychopathology*, *19*, 675–700. doi:10.1017/S095457940700034X ✓

- Campbell, F., Conti, G., Heckman, J. J., Moon, S. H., Pinto, R., Pungello, E., & Pan, Y. (2014). Early childhood investments substantially boost adult health. *Science*, *343*, 1478–1485. doi:10.1126/science.1248429 ✓
- Compas, B. E., & Reeslund, K. L. (2009). Processes of risk and resilience during adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed., Vol. 1, pp. 561–588). Hoboken, NJ: John Wiley & Sons, Inc. doi:10.1002/9780470479193.adlpsy001017 ✓
- Conduct Problems Prevention Research Group (2011). The effects of the Fast Track preventive intervention on the development of conduct disorder across childhood. *Child Development*, *82*, 331–345. doi:10.1111/j.1467-8624.2010.01558.x ✓
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- Dishion, T. J., Shaw, D., Connell, A., Gardner, F., Weaver, C., & Wilson, M. (2008). The Family Check-Up with high-risk indigent families: Preventing problem behavior by increasing parents’ positive behavior support in early childhood. *Child Development*, *79*, 1395–1414. doi:10.1111/j.1467-8624.2008.01195.x ✓
- Heckman, J. J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science*, *312*, 1900–1902. doi:10.1126/science.1128898 ✓
- Luthar, S. S., & Barkin, S. H. (2012). Are affluent youth truly “at risk”? Vulnerability and resilience across three diverse samples. *Development and Psychopathology*, *24*, 429–449. doi:10.1017/S0954579412000089 ✓
- Luthar, S. S., Lyman, E. L., & Crossman, E. J. (2014). Resilience and positive psychology. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 125–140). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_21 #
- Sandler, I., Wolchik, S. A., Cruden, G., Mahrer, N. E., Ahn, S., Brincks, A., & Brown, C. H. (2014). Overview of meta-analyses of the prevention of mental health, substance use, and conduct problems. *Annual Review of Clinical Psychology*, *10*, 243–273. doi:10.1146/annurev-clinpsy-050212-185524 ✓
- Werner, E. E. (2013). What can we learn about resilience from large-scale longitudinal studies? In S. Goldstein and R. B. Brooks’ (Eds.), *Handbook of resilience in children* (2nd ed., pp. 87–102). New York, NY: Springer. doi:10.1007/978-1-4614-3661-4_6 ✓