

**HDE 239: DEVELOPMENTAL PSYCHOPATHOLOGY (Spring Quarter 2023)**  
Mondays 1:00 PM–4:00 PM, Teaching & Learning Complex 2000E

**Contact Information**

<b>Instructor:</b>	Daniel Ewon Choe, Ph.D.	<b>Office Hours:</b>	By appointment only
<b>Office:</b>	1347 Hart Hall	<b>Zoom:</b>	<a href="https://zoom.us/my/danchoe">https://zoom.us/my/danchoe</a>
<b>Email:</b>	<a href="mailto:danchoe@ucdavis.edu">danchoe@ucdavis.edu</a>	<b>Mailbox:</b>	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 subdiscipline of developmental science 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 WIFI network):**

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, Discussions, and Files (e.g., PDFs of all assigned readings) on the course Canvas site at <https://canvas.ucdavis.edu>.

**Assignments and Grading**

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

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

- II. **Weekly Discussion Questions 20%:** Everyone is required to submit one discussion question per assigned reading to Discussions in Canvas no later than **Monday at 8 AM**. This will ensure there is time for whomever is leading discussion to organize questions and identify themes to facilitate discussion of assigned readings. I will deduct 10% from your Weekly Discussion Questions grade each week you fail to submit questions. Even when excused from class, I expect you to complete the assigned readings and to submit questions.
- III. **Facilitation as Discussion Leader 15%:** Students are required to select one week they would like to lead discussion. Responsibilities of discussion leaders include organizing discussion questions, providing an agenda for seminar, and actively facilitating discussion. Discussion leaders may also replace course readings with book chapters and/or articles fitting that 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 date to approve their plans.
- IV. **Mid-Quarter Paper Draft 5%:** Submit a 1-page proposal for your selected paper topic on Canvas by the start of seminar on **Monday, April 17<sup>th</sup>**. Submit your mid-quarter paper draft before the beginning of seminar on **Monday, May 8<sup>th</sup>**.
- V. **Final Paper 25%:** This assignment is an opportunity to create your own developmental psychopathology study or review paper 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 synthesizing their contents in a cogent review with a developmental psychopathology framework. Final papers are due by **Friday, June 9<sup>th</sup> at 10:30 AM**. For your final paper, select from the following options:
  - 1) Write a literature review on a specific form of psychopathology and its development during a specific phase of the lifespan (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 findings, if applicable, and end with future directions.
  - 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.
- VI. **Final Paper Presentation 5%:** During our scheduled final exam period, each student will present a 5-min overview of their final paper and answer questions during a 5-min Q&A. Students can use PowerPoint, paper handouts, videos, or any other medium for presenting the contents of their final paper. The goal is to teach us about the topics in your final paper.

## Course 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. If your written work shows signs of plagiarism, you will be reported to the Office of Student Support and Judicial Affairs and will receive a zero on the assignment if their investigation confirms academic misconduct. For the full University Code of Academic Conduct, see <http://sja.ucdavis.edu/cac.html>. Students must review their own Turnitin similarity reports for signs of plagiarism in major writing assignments.

**Student Accommodations:** Students often experience personal problems that impair their ability to work. If this happens to you, contact me as soon as possible to discuss solutions. For students requiring accommodations (e.g., religious holidays), please let me know by the second week of the term so arrangements can be made. Make-up assignments and deadline extensions are only offered with a doctor's note or other documentation of extenuating circumstances.

### University and Online Resources for Students

1. *Student Health and Counseling Services:* General information at 530-752-2300, [shcs.ucdavis.edu](http://shcs.ucdavis.edu)
  - a. For immediate mental health crisis assistance, call 530-752-2349 to speak with an advice nurse.
2. *National Domestic Violence Hotline:* 1-800-799-7233, <http://www.thehotline.org/>
3. *Yolo County Suicide Prevention* (available 24 hours every day): 530-756-5000
  - a. *Suicide Prevention and Crisis Services of Yolo County:* 1-888-233-0288
4. *National Suicide Hotline:* 1-800-273-8255, <https://suicidepreventionlifeline.org/>
  - a. *National Suicide Hotline in Spanish:* 1-888-628-9454
  - b. *988 Suicide and Crisis Lifeline:* dial or text 988, <https://988lifeline.org/>
5. *Student Academic Success Center:* Services in 111 South Hall (752-4475), 2205 Dutton Hall (752-2013), Educational Opportunity Program building (752-9366): <http://success.ucdavis.edu/index.html>.
6. *Free Resource for APA Style 7<sup>th</sup> Edition:* [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
7. *UC Davis Student Resources:* <https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>

### Reading List and Course Calendar

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

✓ = uploaded to Canvas Files

#### **April 3<sup>rd</sup> – Week 1 – Course Introduction and Theoretical Perspectives in Developmental Psychopathology**

Conway, C. C., Forbes, M. K., South, S. C., & the HiTOP Consortium (2022). A hierarchical taxonomy of psychopathology (HiTOP) primer for mental health researchers. *Clinical Psychological Science*, 10(2), 236–258. <https://doi.org/10.1177/21677026211017834> ✓

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. <https://doi.org/10.1080/15374416.2013.873981> ✓

#### **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 #

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

**April 10<sup>th</sup> – Week 2 – 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> ✓

### **April 17<sup>th</sup> – Week 3 – Genetics, Neuroimaging, Context, and Psychopathology**

**\*1-page proposal for selected final paper topic due on Canvas 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 ✓

#### **April 24<sup>th</sup> – Week 4 – 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 ✓

**May 1<sup>st</sup> – Week 5 – 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 ✓

Odgers, 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 ✓

Odgers, 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 ✓

### **May 8<sup>th</sup> – Week 6 – Childhood Maltreatment, Violence Exposure, and Trauma**

**\*\*Mid-quarter paper drafts due on Canvas before the start 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 ✓

Cicchetti, D., & Banny, A. (2014). A developmental psychopathology perspective on child maltreatment. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 723–741). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3\_37 #

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 ✓

### **May 15<sup>th</sup> – Week 7 – 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 #

### **Recommended Readings:**

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 ✓

### **May 22<sup>nd</sup> – Week 8 – 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 ✓

### **May 29<sup>th</sup> – Week 9 – Memorial Day Holiday**

### **June 5<sup>th</sup> – Week 10 – 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 ✓

Hostinar, C. E., & Miller, G. E. (2019). Protective factors for youth confronting economic hardship: Current challenges and future avenues in resilience research. *American Psychologist*, 74, 641–652. doi:10.1037/amp0000520 ✓

### **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 ✓

Cowan P. A., & Cowan, C. P. (2002). Interventions as tests of family systems theories: Marital and family relationships in children’s development of psychopathology. *Development and Psychopathology*, 14, 731–759. doi:10.1017/S0954579402004054 ✓

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., 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.

<https://doi.org/10.1002/9781118963418.childpsy307> ✓

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 ✓

**June 9<sup>th</sup> – Final Exam – Student Presentations**

**\*\*\*Final paper due on Canvas before the start of seminar.**