Child and Adolescent Psychopathology

Psych 542

Fall, 2012

Thursday, noon-12:40

Todd 202

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Description

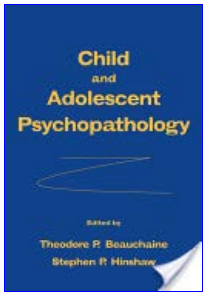
This is a 3 credit graduate course on empirical approaches to understanding the etiologies of different forms of psychopathology in children and adolescents. My primary objective in teaching the course is to acquaint graduate students with relevant literatures on biological vulnerabilities (e.g., genetic, epigenetic, neural, autonomic), environmental risk factors (e.g., early adversity, trauma, head injury, socioeconomic status), and Biological Vulnerability x Environmental Risk Factor interactions (e.g., gene-environment correlations, epigentics, allostasis) in conferring susceptibility to psychopathology. Please note that this is neither a treatment course nor a practicum. Thus, we will not cover treatment approaches or therapeutic processes. These are addressed in other courses.

The course will be organized around the developmental psychopathology perspective, which emphasizes complex transactions between individuals and their environments across development, at all relevant levels of analysis spanning genes to behavior. This approach will be juxtaposed with the more traditional 'medical model'. It is expected that you will complete all of the assigned readings before arriving for class, and that you will participate actively in discussions. Part of your grade will depend on this (see below).

Prerequisites

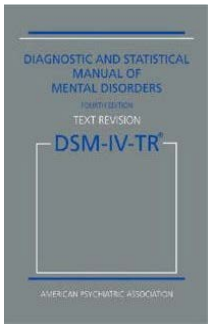
none

Required Texts



Beauchaine, T. P., & Hinshaw, S. P. (2008). *Child and adolescent psychopathology*. Hoboken, NJ: Wiley.

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text



revision). Washington, DC: Author.

Additional Required Readings

In addition to chapters from the Beauchaine and Hinshaw (2008) text, you will be assigned supplementary readings from the child psychopathology literature each week. These readings are posted below. I urge you to read both the book chapters and the supplementary readings before class, so you are prepared for discussion.

Tentative Schedule

(check back frequently for updates and new readings)

Week*	Day	Topic(s) and Tentative Reading List
1	8/23	**Base Rates, Clinical Judgment, and Psychodiagnosis**
		Baldessarini, R. J., Finklestein, S., & Arana, G. W. (1983). The predictive power of diagnostic tests and the effect of prevalence of illness. *Archives of General Psychiatry, 40*, 569-573.
		Dawes, R. M., Faust, D., & Meehl, P. E. (1989). Clinical versus actuarial judgment. *Science, 243*, 1668-1674.
		Meehl, P. E. (1973). *Psychodiagnosis: selected papers*. Chapter 4 (pp. 81-89). When shall we use our heads instead of a formula? New York: Norton.
		Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science, 185*, 1124-1131.
		Simon, D., Pham, L. B., Le, Q. A., & Holyoak, K. J. (2001). The emergence of coherence over the course of decision making. *Journal of Experimental Psychology, 27*, 1250-1260.
		Meehl, P. E. (1973). *Psychodiagnosis: selected papers*. Chapter 13 (pp. 225-302). Why I do not attend case conferences. New York: Norton.
2	8/30	**History of Classification and the DSM**
		Beauchaine, T. P., & Klein, D. N., Erickson, N. L., & Norris, A. L. (2013). Classification, diagnosis, and the DSM. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (2nd. ed., pp. xx-yy). Hoboken, NJ: Wiley.
		Winokur, G., Zimmerman, M., & Cadoret, R. (1988). 'Cause the bible tells me so. *Archives of General Psychiatry, 45*, 683-684.
		Feighner, J. P., Robins, E., Guze, S. B., Woodruff, R. A., Winoker, G., & Munoz, R. (1972). Diagnostic criteria for use in psychiatric research. *Archives of General Psychiatry, 26*, 57-63.
		The Developmental Psychopathology Perspective
		Hinshaw, S. P. (2008). Developmental psychopathology as a scientific discipline. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 3-26). Hoboken, NJ: Wiley.
		Cicchetti, D. (2006). Development and psychopathology. In D. Cicchetti & D. J. Cohen (eds.), *Developmental psychopathology. Vol. 1: Theory and method* (2nd ed., pp. 1-23). Hoboken NJ: Wiley.
3	9/6	**Genes, Environment, and Gene x Environment Interactions**
		Beauchaine, T. P., Hinshaw, S. P., & Gatzke-Kopp, L. M. (2008). Genetic, psychobiological, and environmental influences on behavior. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 58-90). Hoboken, NJ: Wiley.

Bergen, S. E., Gardner, C. O., & Kendler, K. S. (2007). Age-related changed in heritability of behavioral phenotypes over adolescence and young adulthood: A meta-analysis. *Twin Research and Human Genetics, 10*, 423-433.

O'Connor, T. G., Deater-Deckard, K., Fulker, D., Rutter, M., & Plomin, R. (1998). Genotype-environment correlations in late childhood and adolescence: Antisocial behavior problems and coercive parenting. *Developmental Psychology, 34*, 970-981.

Lahey, B. B., Van Hulle, C. A., Singh, A. L., Waldman, I. D., & Rathouz, P. J. (2011). Higher-order genetic and environmental structure of prevalent forms of child and adolescent psychopathology. *Archives of General Psychiatry, 68*, 181-189.

Gotttesman, I. I., & Gould, T. D. (2003). The endophenotype concept in psychiatry: Etymology and strategic intentions. *American Journal of Psychiatry, 160*, 636-645.

Culture and Context

Canino, G., & Alagría, M. (2008). Psychiatric diagnosis—is is universal or relative to culture? *Journal of Child Psychology and Psychiatry, 49*, 237-250.

Lynam, D. R., Caspi, A., Moffitt, T. E., Wikström, P. O., Loeber, R., & Novak, S. (2000). The interaction between impulsivity and neighborhood context on offending: The effects of impulsivity are stronger in poorer neighborhoods. *Journal of Abnormal Psychology, 109,* 563-574.

4 9/13 Early Adversity and Child Maltreatment

Perry, B. D. (2008). Child maltreatment: A Neurodevelopmental perspective. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 93-128). Hoboken, NJ: Wiley.

Caspi, A., McClay, J., Moffitt, T. E., Mill, J., Craig, I. W., Taylor, A., & Poulton, R. (2002). Role of genotype in the cycle of violence in maltreated children. *Science, 297*, 851-854.

Uher, R., & McGuffin, P. (2008). The moderation by the serotonin transporter gene of environmental adversity in the aetiology of mental illness: Review and methodological analysis. *Molecular Psychiatry, 13*, 131-146.

Pollak, S. D., & Tolley-Schell, S. A. (2003). Selective attention to facial emotion in physically abused children. *Journal of Abnormal Psychology*, *112*, 323-338.

5 9/20 Impulsivity and Vulnerability to Psychopathology

Neuhaus, E., & Beauchaine, T. P. (2008). Impulsivity and vulnerability to psychopathology. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 129-156). Hoboken, NJ: Wiley.

Tuvblad, C., Zheng, M., Raine, A., & Baker, L. A. (2009). A common genetic factor explains the covariation among ADHD, ODD, and CD symptoms in 9–10-year-old boys and girls. *Journal of Abnormal Child Psychology, 37*, 153–167.

Beauchaine, T. P., Hinshaw, S. P., & Pang, K. L. (2010). Comorbidity of attention-deficit/hyperactivity disorder and early-onset conduct disorder: Biological, environmental, and developmental mechanisms. *Clinical Psychology: Science and Practice, 17*, 327-336.

Beauchaine, T. P., Klein, D. N., Crowell, S. E., Derbidge, C., & Gatzke-Kopp, L. M. (2009). Multifinality in the development of personality disorders: A Biology × Sex × Environment interaction model of antisocial and borderline traits. *Development and Psychopathology, 21*, 735-770.

6 9/27 Behavioral Inhibition and Vulnerability to Psychopathology

Kagan, J. (2012). Behavioral inhibition as a risk factor for psychopathology. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 157-179). Hoboken, NJ: Wiley.

Woodward, S. A., Lenzenweger, M. F., Kagan, J., Snidman, N., & Arcus, D. (2000). Taxonic structure of infant reactivity: Evidence from a taxometric perspective. *Psychological Science, 4,* 296-301.

Moffitt, T. E., Caspi, A., Harrington, H., Milne, B., Melchior, M., Goldberg, D., & Poulton, R. (2007) Generalized anxiety disorder and depression: Childhood risk factors in a birth cohort followed to age 32. *Psychological Medicine, 37*, 441–452.

Corr, P. J. (2004). Reinforcement sensitivity theory and personality. *Neuroscience and Biobehavioral Reviews, 28*, 317-332.

Stein, M., Schork, N. J., & Gelernter, J. (2008). Gene x Environment (serotonin transporter and childhood maltreatment) interaction for anxiety sensitivity, an intermediate phenotype for anxiety disorders. *Neuropsychopharmacology, 33*, 312.319.

7 10/4 Allostasis, Epigenesis, and Biological Sensitivity to Context

Ellis, B. (2013). Beyond allostatic load: The stress response system as a mechanism of conditional adaptation. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (2nd. ed., pp. xx-yy). Hoboken, NJ: Wiley.

Beauchaine, T. P., Neuhaus, E., Zalewski, M., Crowell, S. E., & Potapova, N. (2011). The effects of allostatic load on neural systems subserving motivation, mood regulation, and social affiliation. *Development and Psychopathology, 23,* 975-999.

Fraga, M. F., Ballestar, E., Ropero, S., Setien, F., Ballestar, M. L., Heine-Suñer, D., …Esteller, M. (2005). Epigenetic differences arise during the lifetime of monozygotic twins. *Proceedings of the National Academy of Sciences, 102,* 10604-10609.

Brain Injury and Risk for Psychopathology

Shannon, K. E., & Gatzke-Kopp, L. M. (2008). Brain injury as a risk factor for psychopathology **.** In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 208-233). Hoboken, NJ: Wiley.

Mattson, S. (2008). Exposure to teratogenic agents as a risk factor for psychopathology. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 180-207). Hoboken, NJ: Wiley.

8 10/11 Emotion Dysregulation and Risk for Psychopathology

Cole, P. M. (2008). Emotion dysregulation as a risk factor for psychopathology **.** In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 265-298). Hoboken, NJ: Wiley.

Snyder, J., Schrepferman, L., & St. Peter, C. (1997). Origins of antisocial behavior: Negative reinforcement and affect dysregulation of behavior as socialization mechanisms in family interaction. *Behavior Modification, 21*, 187–215.

Beauchaine, T. P., Gatzke-Kopp, L., & Mead, H. K. (2007). Polyvagal theory and developmental psychopathology: Emotion dysregulation and conduct problems from preschool to adolescence. *Biological Psychology, 74,* 174-184.

Comorbidity

Merikangas, K. R., He, J.-P., Burstein, M., Swanson, S. A., Avenevoli, S., Cui, L., ...Swendsen, J. (2010). Lifetime prevalence of mental disorders in U.S. adolescents: Results from the national comorbidity survey replication—adolescent supplement (NCS-A). *Journal of the American Academy of Child and Adolescent Psychiatry, 49*, 980-989.

Angold, A., Costello, E. J., & Erkanli, A. (1999). Comorbidity. *Journal of Child Psychology and Psychiatry, 40*, 57-87.

Miller, G. A., & Chapman, J. P. (2001). Misunderstanding analysis of covariance. *Journal of Abnormal Psychology, 110*, 40-48.

9 10/18 Attention-Deficit/Hyperactivity Disorder

Nigg, J., & Nikolas, M. (2008). Attention-deficit/hyperactivity disorder**.** In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 301-334). Hoboken, NJ: Wiley.

Sagvolden, T., Johansen, E., Aase, H., & Russell, V. (2005). A dynamic developmental theory of attention-deficit/hyperactivity disorder (ADHD) predominantly hyperactive/impulsive and combined subtypes. *Behavioural and Brain Sciences, 28*, 397–468.

Castellanos, F. X., & Tannock, R. (2002). Neuroscience of attention-deficit/hyperactivity disorder: The search for endophenotypes. *Nature Reviews Neuroscience, 3*, 617-628.

Volkow, N. D., Wang, G.-J., Kollins, S. H., Wigal, T. L., Newcorn, J. H., Telang, F., ...Swanson, J. M. (2009). Evaluating dopamine reward pathway in ADHD: Clinical implications. *Journal of the American Medical Association, 302,* 1084-1091.

10 10/26 Oppositional Defiant Disorder, Conduct Disorder, and Antisocial Personality Development

Lahey, B. B. (2008). Oppositional defiant disorder, conduct disorder, and juvenile delinquency**.** In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 335-369). Hoboken, NJ: Wiley.

Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. *Psychological Review, 100*, 674-701.

Gatzke-Kopp, L. M. (2010) The canary in the coalmine: Sensitivity of mesolimbic dopamine to environmental adversity during development. *Neuroscience and Biobehavioral Reviews, 35,* 794-803.

Anney, R. J. L., Lasky-Su, J., Ó'Dúshláine, C., Kenny, E., Neale, B. M., Mulligan, A., ...Gill, M. (2008). Conduct disorder and ADHD: Evaluation of conduct problems as a categorical and quantitative trait in the international multicentre ADHD genetics study. *American Journal of Molecular Genetics, 174B*, 1369-1378.

Patterson, G. R., DeGarmo, D. S., & Knutson, N. (2000). Hyperactive and antisocial behaviors: Comorbid or two points in the same process? *Development and Psychopathology, 12*, 91-106.

Meier, M. H., Slutske, W. S., Arndt, S., & Cadoret, R. J. (2008). Impulsive and callous traits are more strongly associated with delinquent behavior in higher risk neighborhoods among boys and girls. *Journal of Abnormal Psychology, 117*, 377–385.

11 11/1 Alcohol and Drug Abuse/Dependence

Brown, S. A. (2008). Prevalence of alcohol and drug involvement during childhood and adolescence. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 405-444). Hoboken, NJ: Wiley.

Kendler, K. S., Schmitt, E., Aggen, S. H., & Prescott, C. A. (2008). Genetic and environmental influences on alcohol, caffeine, cannabis, and nicotine use from early adolescence to middle adolescence. *Archives of General Psychiatry, 65*, 674-682.

Robinson, T. E., & Berridge, K. C. (2008). The incentive sensitization theory of addiction: Some current issues. *Philosophical Transactions of the Royal Society, 363*, 3137-3146.

Kreek, M. J., Nielsen, D. A., Butelman, E. R., & LaForge, K. S. (2005). Genetic influences on impulsivity, risk taking, stress responsivity, and vulnerability to drug abuse and addiction. *Nature Neuroscience, 8*, 1450-1457.

Edenberg, H. J. (2007). The genetics of alcohol metabolism: Role of alcohol dehydrogenase and aldehyde dehydrogenase variants. *Alcohol Research and Health, 30*, 5-13.

12 11/8 Anxiety Disorders

Weems, C. F., & Silverman, W. (2008). Anxiety disorders. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 447-476). Hoboken, NJ: Wiley.

Etkin, A., & Wager, T. D. (2007). Functional neuroimaging of anxiety: A meta-analysis of emotional processing in PTSD, social anxiety disorder, and specific phobia. *American Journal of Psychiatry, 164*, 1476-1488.

Tambs, K., Czajkowsky, N., Røysam, E., Neale, M. C., Reichborn-Kjennerud, T., Aggen, S. H., ...Kendler, K. S. (2009). Structure of genetic and environmental risk factor for dimensional representations of DSM-IV anxiety disorders. *British Journal of Psychiatry, 195*, 301-307.

Hovatta, I., & Barlow, C. (2008). Molecular genetics of anxiety in mice and men. *Annals of Medicine, 40*, 92-109.

Essex, M. J., Klein, M. H., Slattery, M. J., Goldsmith, H. H., & Kalin, N. H. (2010). Early risk factors and developmental pathways to chronic high inhibition and social anxiety disorder in adolescence. *American Journal of Psychiatry, 167*, 40-46.

13 11/15 Mood Disorders

Klein, D. N., Torpey, D. C., Bufferd, S. J., & Dyson, M. W. (2008). Depressive disorders. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 477-509). Hoboken, NJ: Wiley.

Moreno, C., Laje, G., Blanco, B., Jiang, H., Schmidt, A. B., & Olfson, M. (2007). National trends in the outpatient diagnosis and treatment of bipolar disorder in youth. *Archives of General Psychiatry, 64*, 1032-1039.

Holtman, M., Bölte, S., & Poustka, F. (2008). Rapid increase in rates of bipolar disorder in youth: "True" bipolarity or misdiagnosed severe disruptive behavior disorders? *Archives of General Psychiatry, 65*, 477.

Mattes, J. A. (2010). Bipolar Disorder? *Archives of General Psychiatry, 67*, 1198.

Levinson, D. F. (2006). The genetics of depression: A review. *Biological Psychiatry, 60*, 84-92.

Volk, H. E., Todd, R. D. (2007). Does the Child Behavior Checklist juvenile bipolar disorder phenotype identify bipolar disorder? *Biological Psychiatry,* 62, 115-120.

Karg, K., Burmeister, M., Shedden, K., & Sen, S. (2011). The serotonin transporter promoter variant (5-HTTLPR), stress, and depression meta-analysis revisited. *Archives of General Psychiatry, 68*, 444-454.

Craddock, N., & Forty, L. (2006). Genetics of affective (mood) disorders. *European Journal of Human Genetics, 14*, 660-668.

Hankin, B. L., Mermelstein, R., & Roesch, L. (2007). Sex differences in adolescent depression: Stress exposure and reactivity models. *Child Development, 78*, 279-295.

14 11/22 Thanksgiving Break

15 11/29 Self-Injurious Behavior and Borderline Personality Development

Crowell, S. E., Beauchaine, T. P., & Lenzenweger, M. F. (2012). The development of borderline personality disorder and self-injurious behavior. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 510-539). Hoboken, NJ: Wiley.

Crowell, S. E., Beauchaine, T. P., & Linehan, M. (2009). A biosocial developmental model of borderline personality: Elaborating and extending Linehan's theory. *Psychological Bulletin, 135,* 495-510.

Goldstein, T. R., Ha, W., Axelson, D. A., Goldstein, B. I., Liao, F., Gill, M. K., ...Birmaher, B. (2012). Predictors of prospectively examined suicide attempts among youth with bipolar disorder. *Archives of General Psychiatry*.

Childhood-Onset Schizophrenia

Asarnow, R. F. (2008). Childhood schizophrenia. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 614-642). Hoboken, NJ: Wiley.

Allen, N. C., Bagade, S., McQueen, M. B., Ioannidis, J. P. A., Kavvoura, F. K., Khoury, M. J., ...Bertram, L. (2008). A systemmatic meta-analysis and field synopsis of genetic association studies in schizophrenia: the SzGene database. *Nature Genetics, 40*, 827-834.

Walsh, T., McClellan, J. M., McCarthy, S. E., Addington, A. M., Pierce, S. B., Cooper, G. M., ...Sebat, J. (2008). Rare structural variants disrupt multiple genes in neurodevelopmental pathways to schizophrenia. *Science, 320*, 539-543.

16 12/6 Autism Spectrum Disorders

Dawson, G., & Faja, S. (2008). Autism spectrum disorders: A developmental perspective. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 575-613). Hoboken, NJ: Wiley.

Neuhaus, E., Beauchaine, T. P., & Bernier, R. (2010). Neurobiological correlates of social functioning in autism. *Clinical Psychology Review, 30,* 733.748.

Abrahams, B. S., & Geschwind, D. H. (2008). Advances in autism genetics: On the threshold of a new neurobiology. *Nature Reviews Genetics, 9*, 341-355.

Eating Disorders

Stice, E., & Bulik, C. (2008). Eating disorders. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (pp. 643-669). Hoboken, NJ: Wiley.

Klump, K. L.., Suisman, J. L., Burt, S. A., McGue, M., & Iacono, W. (2009). Genetic and environmental influences on disordered eating: An adoption study. *Journal of Abnormal Psychology, 118*, 797-805.

17	**12/14**	**Take Home Final Exam Due**

*click on the week number for lecture notes, when available.

Learning Objectives

Students who compete this course should be familiar with (1) major forms of psychopathology in child and adolescent populations, (2) the role of genes, environment, and Gene x Environment interactions in the expression of psychopathology, (3) compromises in major neural systems that give rise to psychopathology, (4) differences between traditional approaches to diagnosis and more recent developmental psychopathology perspectives, (5) the history of psychiatric diagnosis, and (6) limitations of human judgment in the diagnostic process.

Reaction Papers

Two 3-4 page reaction papers are required in response to the Week 1 and Week 2 readings. These are due at the beginning of the class after the readings are discussed. In these papers, you should describe your understanding of the readings, what you learned from them, and your reaction to class discussion.

Take Home Final Exam

There will be one exam–a take home final that is due the last day of finals week (Friday). The exam will consist of 4-5 essay questions that require you to demonstrate your understanding of concepts presented in class, the readings, and class discussions. Any student caught cheating on an exam will be assigned a score of 0 and be referred to the Office of Student Standards and Accountability.

Grading

Your grade will be determined by your score on the reaction papers (15%), your participation class discussions (35%), and your score on the final exam (50%). Grades will be determined on a curve, not according to predetermined percentages.

Students with Disabilities

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building 217) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Safety

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the

responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, http://safetyplan.wsu.edu. It is highly recommended that you visit this web site as well as the University emergency management web site at http://oem.wsu.edu/emergencies to become familiar with the information provided.

Emergency Notification System: WSU has made an emergency notification system available for faculty, students and staff. Please register at Zzusis with emergency contact information (cell,email, text, etc). Students may have been prompted to complete emergency contact information when registering for classes on RONet. In the event of a Building Evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver webpage and/or http://www.flashalert.net/. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for his or her personal circumstances, taking safety into account.

Academic Integrity

Academic Integrity is the cornerstone of the University and will be strongly enforced in this course. Any student found in violation of the academic integrity policy will be given an “F” for the course and will be referred to the Office of Student Standards and Accountability. See Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions: http://apps.leg.wa.gov/wac/default.aspx?cite=504-26.