

 Weill Cornell Medicine
Psychiatry
Psychology
Grand Rounds



Thursday, February 12, 2026
12:00pm-1:00pm



Where: Live Online
https://www.eeds.com/sign_in.aspx?Sign_in_Code=57fizz



*1 CE credit available to WCM Department of Psychiatry full time and voluntary faculty Psychologists, Social Workers and LMHCs, who attend the entire lecture, sign in via the EEDS system, and who complete an evaluation through EEDS within 30 days of lecture. Please contact wcmpsychiatryce@med.cornell.edu for additional CE information.



Please create a free EEDS account using your institutional email at least 24 hours before the lecture at https://www.eeds.com/hp_signup.aspx. Instructions for how to sign in to EEDS will be shared on the day of the event. Please contact WCMPsychiatryCE@med.cornell.edu for questions about setting up at EEDS account, or for additional CE information

Jane Mendle, PhD

Professor, Department of Psychology
Cornell University.



Financial Disclosure: Dr. Mendle has no relevant financial relationship(s) with ineligible companies to disclose and DOES NOT INTEND to discuss off-label or investigational use of products or services.

Dr. Jane Mendle is a professor in the Department of Psychology at Cornell University. She received her Ph.D. in clinical psychology from the University of Virginia and completed her clinical internship at the Payne Whitney Clinic of New York Presbyterian Hospital/Weill Cornell Medical College. Her research is focused on the transition from childhood to adolescence, when many youth experience steep increases in psychological problems. Dr. Mendle considers how different aspects of puberty – how it varies across people; how it aligns with other developmental milestones and life experiences; and how children, peers, and family member perceive and understand it – are related to these changes in mental health. Her most recent research investigates early adolescent menstrual cycles, combining hormonal assays with analyses of youths' own narratives about their experiences and body changes.

WHY PUBERTY MATTERS FOR PSYCHOPATHOLOGY

ABSTRACT

The psychology of puberty is not simply an issue of "growing pains." Longitudinal and cross-sectional studies show steep increases in psychological problems when children reach this transition, including spikes in depression, anxiety, aggression, rule-breaking, self-injurious behavior, substance use, disordered eating, school failure, and conflict with peers and parents. These patterns are clearly evident cross-culturally, documented on all inhabited continents, and poorly understood by reproductive health experts and psychologists alike. Despite this, puberty has been strikingly understudied relative to other psychological risks. This presentation will explore three interrelated questions: (1) who is most likely to experience difficulties at puberty; (2) why is puberty linked with distress; and (3) what potentially malleable factors may exacerbate or mitigate puberty's relationship with psychological challenges? The presentation will further highlight empirical research on depression and puberty, blending traditional survey research with computational text analysis of youths' narratives and an initial investigation of endocrine change across early adolescent menstrual cycles in females.

LEARNING OBJECTIVES

1. Describe epidemiological patterns of change in psychopathology at puberty.
2. Assess biological, social, and cognitive contributors to depression at puberty and identify youth who are most likely at risk.
3. Identify malleable transdiagnostic factors, linked with psychological response to puberty, that may be targeted in evidence-based interventions.

REFERENCES

1. Mendle, J., Beam, C. R., McKone, K. M. P., & Koch, M. K. (2020). Puberty and transdiagnostic risks for mental health. *Journal of Research on Adolescence*, 30(3), 687–705. <https://doi.org/10.1111/jora.12552>
2. Kahn, J. A., Ding, L., Huang, B., Zimet, G. D., Rosenthal, S. L., & Frazier, A. L. (2009). Mothers' intention for their daughters and themselves to receive the human papillomavirus vaccine: a national study of nurses. *PEDIATRICS*, 123(6), 1439–1445. <https://doi.org/10.1542/peds.2008-1536>
3. McCormick, K. C., Haraden, D., Davis, C., & Mendle, J. (2025). Growing Up in the Pandemic: Examining associations between reproductive development and depressive symptoms in pre- and pandemic girls. *Research on Child and Adolescent Psychopathology*, 53(7), 1077–1090. <https://doi.org/10.1007/s10802-025-01322-0>
4. Mendle, J., Beltz, A. M., Carter, R., & Dorn, L. D. (2019). Understanding Puberty and its Measurement: Ideas for Research in a New Generation. *Journal of Research on Adolescence*, 29(1), 82–95. <https://doi.org/10.1111/jora.12371>

Weill Cornell Medicine (WCM) Department of Psychiatry, 525 E 68th St. New York, NY 10065, is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0192. WCM Department of Psychiatry is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed mental health counselors #MHC-0302. Weill Cornell Medicine - Department of Psychiatry is approved by the American Psychological Association to sponsor continuing education for psychologists. Weill Cornell Medicine - Department of Psychiatry maintains responsibility for this program and its content. The New York Presbyterian Hospital Department of Social Work is recognized by New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW-0155.

This event is hosted by the WCM Academy of Behavioral Health and Continuing Education. Information regarding CE program please visit the WCM CE website: <https://psychiatry.weill.cornell.edu/education-training/continuing-education>. For additional questions contact wcmpsychiatryce@med.cornell.edu.