I. COURSE DOMAIN & BOUNDARIES

This course lays the foundation for understanding and applying the principles and practice of mental health policy. This course is designed to provide a broad substantive understanding of mental health policies – their history; the global, societal, and personal factors that affect policies; and their effects upon disadvantaged populations. It is also designed to expose you to the ambiguities and ethical issues in the practice of mental health policy, and to help you develop products directed toward policymakers making decisions under conditions of uncertainty. The emphasis in this course is on evidence-based policymaking – all of your policy solutions and recommendations are expected to be grounded in the best possible evidence.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ethical and professional behavior</td>
<td>C1</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice</td>
<td>C3</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice</td>
<td>C4</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
<td>Emphasized</td>
</tr>
</tbody>
</table>
III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

[Student Handbook 2017-2018](#)

**Accommodations:** If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The [Disability Resource Center](#), a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [English Language Program](#) (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](#) to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged
to arrange with their instructors to make up work missed as a result of religious observance, and
instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering
reasonable academic accommodations to students who are victims of sexual assault. Students
are eligible for accommodation regardless of whether they seek criminal or disciplinary
action. Depending on the specific nature of the allegation, such measures may include but are
not limited to: implementation of a no-contact order, course/classroom assignment changes, and
other academic support services and accommodations. If you need to request such
accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the
Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however,
requests for accommodations will be shared with the appropriate University administration and
faculty. The University will maintain as confidential any accommodations or protective
measures provided to an individual student so long as it does not impair the ability to provide
such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination,
sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or
become aware of such an allegation, I will keep the information as private as I can, but as a
faculty member of Washington University, I am required to immediately report it to my
Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX
Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at
(314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally,
you can report incidents or complaints to the Office of Student Conduct and Community
Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship
and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle
Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and
community members who have experienced or witnessed incidents of bias, prejudice or
discrimination against a student can report their experiences to the University’s Bias Report and
Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to
resolve personal and interpersonal difficulties, many of which can affect the academic
experience. These include conflicts with or worry about friends or family, concerns about eating
or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be
successful in your time at Brown, beyond the afore mentioned accommodations, please contact
Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in
navigating a myriad of concerns. Her office is in Brown Hall, room 320.
V. READINGS

Two books are required for this course. Additional required readings will be posted on Blackboard or may be assigned by the instructor and emailed to students.

A. Required Textbooks


VI. ORGANIZATION OF COURSE

The course is an applied mental health policy course. It contains both core content/individual learning opportunities, as well as group learning opportunities. We will cover content through a series of readings, internet and other electronic resources, peer-review feedback exercises, individual and group exercises, presentations, and discussions designed to stimulate an appreciation for the importance of mental health policy in your professional social work development.

An adult-learner model is the basis of the course. Active participation and full preparation by each student for each class is expected. Regular and on time attendance, peer review, timely submission of assignments, and discussions of research as current event topics relevant to mental health policy also count toward active participation. The instructor will call upon students to lead class discussion based on the readings or assignments for the week.

Most class sessions will follow this sequence and allocation of time:

- Recent events and discussion of projects and logistics (15 minutes)
- Lecture and discussion (30-45 minutes)
- Break, if time permits (5 minutes)
- Exercises, guest speakers, or continued lecture (30-45 minutes)

In all, learning will be structured around lectures, facilitated group discussions, student role play, and presentations.

VII. ROLE OF FACULTY AND STUDENTS

Instructor’s role

The instructor is responsible for the learning environment and course content. The instructor will grade assignments and provide appropriate feedback. The instructor will respond to student inquiries regarding the readings and the course project, both individually and in concert with the teaching assistant. The instructor is available by appointment.
**Co-Instructor’s/Teaching Assistant’s role**
The co-instructor/teaching assistance for this course will lead portions of lectures and class activities. The co-instructor/teaching assistant will provide students with support and guidance particularly in course assignments, group project and course readings. The co-instructor/teaching assistant will work with students by appointment and also assist with grading.

**Student role**

**Class attendance and participation:** The developmental nature of learning in this class requires students to keep up with readings, assignments, and attend class sessions. Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If a student is unable to attend class, the student should contact the instructor in advance, or failing that, immediately afterwards. It is the student’s responsibility to obtain class notes or updates from another student when class is missed. Students are expected to participate in class. It is the student’s responsibility to seek guidance and feedback from the instructor and teaching assistant as needed to assure progress. Students are expected to attend every class for the full length of the scheduled time. Excessive, unexcused absences from class may result in a failing grade. Students are expected to enhance the learning potential of the class by actively participating. Sharing questions, viewpoints, ideas, or concerns is strongly encouraged. Students are encouraged to draw upon their own experiences, non-required readings and current mental health policy issues in the media in their preparation. Students are expected to be respectful of the opinions and feelings of other students and guest speakers, even though they may differ from their own.

**Active team membership:** Students will be assembled in small teams to work on projects and build skills in mental health policy. Teams offer opportunities to develop ideas and gather feedback efficiently by maximizing the wisdom of the crowd. To be effective, team members must engage in key behaviors that include 1) making others feel comfortable and able to contribute, 2) dependably contributing quality work, and 3) assigning clear roles and tasks. Students are expected to contribute actively to teams to ensure high quality work of all members.

**Seeking assistance:** Proactive and creative problem solving is an essential social work competency. Prior to seeking assistance about an assignment, students are expected to A) have completed all the relevant readings; B) have attempted to frame the problem clearly and succinctly; C) have developed at least two alternative solutions with a list of the pros and cons for each; and, D) have a clear and concise question or request for assistance. I am available throughout the semester for additional guidance and support. I want all of you to learn as much as you can about mental health policy issues and hope you will find the experience surprisingly enjoyable. My expectation is that you will have reviewed the syllabus and ALL supporting documents posted on Blackboard prior to requesting a meeting or discussion with me in order to make the most of any time we spend together discussing these assignments. This is what an employer would expect of you in a professional setting.

**Writing requirements:** Use a professional style in all written communication (e-mail & class assignments). Please proofread all documents. Students should use the grammar and spell checking available in Microsoft Word before submitting papers. Students are encouraged to take advantage of the writing tutoring and assistance available at the Brown School and at the
University Writing Center. Use of other sources and references should be guided by the dictum: 
“If you did not write it, then you have to cite it.”

VIII. ASSIGNMENTS AND GRADING CRITERIA

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 1: Policy Brief</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 2: Comparative Analysis Paper</td>
<td>30</td>
</tr>
<tr>
<td>Assignment 3: Group Project: Thrive STL</td>
<td>40</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

1. **Policy Brief:** The goal of this assignment is to enhance students’ knowledge and skills in developing a policy brief related to a current mental health issue. A policy brief is a document which outlines the rationale for choosing a particular policy alternative or course of action in a current policy debate. It is commonly produced in response to a request directly from a decision-maker or within an organization that intends to advocate for the position detailed in the brief. The purpose of the policy brief is to convince the target audience of the urgency of the current problem and the need to adopt the preferred alternative or course of action outlined and therefore, serve as an impetus for action. Your policy brief should follow APA style, be double-spaced, one-inch margins all around, use 12-font, and include a minimum of 5 citations. The maximum length for the body of this paper should be **3 pages** (not including title page, reference page(s) and any appendixes or figures). Examples of a policy brief as well as the scoring rubric for this assignment will be posted on Blackboard and discussed in class.

2. **Comparative Analysis Paper:** The objective of this written assignment is for students to learn about current mental health plans and policy initiatives that are being used in different cities around the globe to transform the delivery, organization and impact of mental health services and improve the mental health and wellbeing of the people living in these cities. Students will conduct a comparative analysis of two recent mental health plans: **Thrive NYC** and **Thrive LDN**.

   The paper should follow APA style, be double-spaced, one-inch margins all around, use 12-font, and include a minimum of 7 citations. The maximum length for the body of this paper is 5 pages (not including title page, reference pages and any appendixes).

   A scoring rubric for comparative paper will be posted on Blackboard and discussed in class.

3. **Group Project: Thrive STL: Development of a Mental Health Plan for St. Louis City and County:** The final project for this class consists of two parts: 1) a group presentation
focusing on the development of a specific objective of a mental health plan for St. Louis City and County and 2) a public service announcement based on the group’s specific mental health objective

A scoring rubric for this final group project will be posted on Blackboard and discussed in class. We will also provide groups time in class to work on this assignment.

4. **Class Participation (10%):** Each student is expected to participate fully in the discussions and small-group activities that will be conducted in class. Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active class participation. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material.

As part of students’ participation grade, students will be asked to facilitate weekly class discussions related to assigned readings. During the first session, each student will be paired with a classmate and asked to choose one of the assigned discussion readings from sessions 2 to 11 to facilitate a 15-minute class discussion. In these short presentations, students will present a brief summary of the reading and formulate 2-3 open-ended questions to facilitate a class discussion on the designated reading.

**Letter Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>96 - 100</th>
<th>92 – 95.9</th>
<th>88 – 91.9</th>
<th>84 – 87.9</th>
<th>80-83.9</th>
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<tbody>
<tr>
<td>A</td>
<td>77-79.9</td>
<td>73-76.9</td>
<td>70 – 72.9</td>
<td>65 – 68.9</td>
<td>Below 64.9</td>
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<tr>
<td>A-</td>
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<td>C</td>
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<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td>D</td>
<td>F</td>
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</tbody>
</table>

Please be sure to review the section of your student handbook titled “Grading System.”

**Understand that a grade of “A” is only given for work that is “outstanding and exceeds the expected level of performance for graduate study.”**

Your expectations about the grade you receive should be wholly based on (1) your efforts, (2) the extent to which you respond to assignment objectives (an “A” is given for exceeding expectations, not merely for meeting baseline expectations), (3) the quality of your writing (to include grammar and spelling, organization, and clarity) and class participation, (4) your ability to demonstrate critical thinking and to make connections between class content and your career objectives in social work, and (5) how your work compares to the work of other students.

**Policy on late assignments:** As professionals, it is important to plan wisely, manage your time, engage field instructor and other key stakeholders, and build in time for unexpected delays. As such it is expected that all assignments are turned in on time. Except under extremely unusual circumstances, papers must be turned in at the due time on the due date. Drafts due for learning groups/in-class discussions or peer-review will be reflected in the
participation portion of the final grade as described above. Class activities and assignments preceding the final evaluation report are designed to facilitate completion of the graded assignment. You are strongly advised to turn in these assignments on time. **Grades will be significantly reduced for each day an assignment is late (i.e., one point will be deducted of the assignment grade for each day that it is late). Assignments cannot be missed.** Timely feedback cannot be guaranteed for late assignments.

Requests to reconsider a grade: If you feel that a paper or other work you submitted was improperly evaluated, you can ask to have it reviewed and the grade reconsidered. To do this, prepare a written statement (one or two paragraphs) explaining what you believe to be erroneous about the grade. While I am decidedly unreceptive to being asked to review work simply because a poor grade was received, I truly appreciate the opportunity to correct a mistake. Please recognize that a new grade could be lower or higher than the original grade.

**IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competencies</th>
<th>Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Brief Paper</td>
<td>C1, C2, C3, C4, C5</td>
<td>Knowledge, Skills, Cognitive &amp; Affective Processes, Values</td>
</tr>
<tr>
<td>Comparative Analysis Paper</td>
<td>C1, C3, C4, C5</td>
<td>Knowledge, Skills, Values</td>
</tr>
<tr>
<td>Group Presentation: Development of a Mental Health Plan</td>
<td>C1, C2, C3, C4, C5</td>
<td>Knowledge, Skills, Cognitive &amp; Affective Processes, Values</td>
</tr>
<tr>
<td>Discussion &amp; Attendance</td>
<td>C1, C5</td>
<td>Knowledge, Cognitive &amp; Affective Processes, Values</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Activities</th>
<th>Competencies</th>
<th>Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest Speakers</td>
<td>C3, C5</td>
<td>Knowledge, Values</td>
</tr>
<tr>
<td>Video Presentations</td>
<td>C2, C3, C5</td>
<td>Knowledge, Cognitive &amp; Affective Processes, Values</td>
</tr>
</tbody>
</table>
### X. Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic and Assigned Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td><strong>Introduction and Course Overview</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Required Readings</strong></td>
<td></td>
</tr>
</tbody>
</table>
  ○ Chapter 1 |            |
| 2    | 1/24 | **Mental Health Policy Analysis and Social Determinants of Mental Health** |            |
|      |      | **Required Readings** |            |
|      |      | • Mechanic, D., McAlpine, D., & Rochefort D. (2014). *Mental Health and Social Policy: Beyond Managed Care*  
  ○ Chapter 12 |            |
  ○ Chapter 1 |            |
|      |      | **Other Suggested Readings** |            |
|      |      | **Social Determinants of Mental Health Class Discussion** |            |
|      |      | • Compton, M.T. & Shim, R.S. (Eds.). (2015). *The Social Determinants of Mental Health*  
  ○ Chapter 4: Poor Education |            |
| 3    | 01/24| **History of Mental Health Policy: A U.S. Perspective** |            |
|      |      | **Required Readings** |            |
  ○ Chapter 3 |            |
|      |      | **Suggested Readings for a Deeper Understanding of Mental Health Policy in the U.S.** |            |

**Social Determinants of Mental Health Class Discussion**
- Compton, M.T. & Shim, R.S. (Eds.). (2015). *The Social Determinants of Mental Health*
  - Chapter 6: Economic inequality, poverty & neighborhood deprivation

**Financing and Managing Mental Health Care: Managed Care and Mental Health Parity in the U.S.**

**Required Readings**
  - Chapter 7
  - Chapter 8

**Suggested Readings for a Deeper Understanding of Mental Health Policy in the U.S.**

**Mental Health Parity: A Natural Experiment in the U.S.**

**Patient Protection & Affordable Care Act and Medicaid Expansion**

**Required Readings**
### Suggested Readings for a Deeper Understanding of Health Care Reform in the U.S.

### Social Determinants of Mental Health Class Discussion
- Compton, M.T. & Shim, R.S. (Eds.). (2015). *The Social Determinants of Mental Health*
  - Chapter 10 Poor Access to Health Care

<table>
<thead>
<tr>
<th>6</th>
<th>2/21</th>
<th>Children and Adolescents Mental Health: Local and Global Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Required Readings</strong></td>
</tr>
</tbody>
</table>
  - Executive Summary
  - Chapter 1 and 2 |
| | | - McGorry et al (2013). Designing youth mental health services for the 21st century: Examples from Australia, Ireland and the U.K. |

### Social Determinants of Mental Health Class Discussion
- Compton, M.T. & Shim, R.S. (Eds.). (2015). *The Social Determinants of Mental Health*
  - Chapter 3: Adverse early life experiences

<table>
<thead>
<tr>
<th>7</th>
<th>2/28</th>
<th>Mental Health Policy, Law &amp; Criminal Justice System (Chris)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Required Readings</strong></td>
</tr>
</tbody>
</table>
  - Chapters 11 |
| | | - Fond J. Q. et al. (2002). The impact of mental health advance directives on patient perceptions of coercion in civil commitment |

| Lecture: | Christopher Weatherly |


**Social Determinants of Mental Health Class Discussion**

- Compton, M.T. & Shim, R.S. (Eds.). (2015). *The Social Determinants of Mental Health*
  - Chapter 5: Unemployment, underemployment and job security

<table>
<thead>
<tr>
<th>8</th>
<th>3/7</th>
<th><strong>Early Interventions Services for Psychosis and Reducing the Duration of Untreated Psychosis: Local and Global Perspectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Readings</strong></td>
<td></td>
<td><strong>Comparative Analysis Paper:</strong> Bring a printed copy to class</td>
</tr>
</tbody>
</table>

**Suggested Readings for a Deeper Understanding of Early Intervention for Psychosis**


**Social Determinants of Mental Health Class Discussion**

- Compton, M.T. & Shim, R.S. (Eds.). (2015). *The Social Determinants of Mental Health*
  - Chapter 9: Adverse Features of the Built Environment

<p>| 9 | 3/14 | <strong>NO CLASS – SPRING BREAK</strong> |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Suggested Readings</th>
</tr>
</thead>
</table>

**Social Determinants of Mental Health Class Discussion**

  - Chapter 2: Discrimination

12 4/04  **Substance Abuse & Mental Health Policy**

**Required Readings**


**Social Determinants of Mental Health Class Discussion**

  - Chapter 7: Food Insecurity

13 4/11  **Global Mental Health Policy Part 1:** Psychological and Social Treatments in Low- and Middle-Income Countries

**Required Readings**

• TED Talk. (2012). Mental Health for All by Involving All https://www.youtube.com/watch?v=yzm4gpAKrBk

**Examples of Global Mental Health Interventions**

• Balaji et al. (2012). The development of a lay health worker delivered collaborative community based intervention for people with schizophrenia in India. BMC Health Services Research, 12:42.

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<tbody>
<tr>
<td>14</td>
<td>4/18</td>
<td>Global Mental Health Policy Issues Part 2: Latin America Perspective</td>
</tr>
</tbody>
</table>

**Required Readings**


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</thead>
<tbody>
<tr>
<td>15</td>
<td>4/25</td>
<td>Final Project Group Presentations</td>
</tr>
<tr>
<td>16</td>
<td>5/02</td>
<td>Final Project Group Presentations</td>
</tr>
</tbody>
</table>

**Please Note:** Additional required, supplemental readings for each week will be posted in Blackboard.

**Helpful On-Line Resources**

1. Mental Health America: [http://www.mentalhealthamerica.net/](http://www.mentalhealthamerica.net/)

2. MHA Policies: [http://www.mentalhealthamerica.net/go/action/policy-issues-a-z](http://www.mentalhealthamerica.net/go/action/policy-issues-a-z)


7. StateScape: Legislative & Regulatory Tracking
   http://www.statescape.com/resources/legislative/session-schedules.aspx


9. Missouri Department of Mental Health: https://dmh.mo.gov/

10. Missouri Mental Health Foundation: http://www.missourimhf.org/


Other Useful Mental Health Policy Resources:
- Achieving the Promise: Transforming Mental Health Care in America. This is available online and can be accessed at:


- Of interest also for review is the National Strategy for Suicide Prevention: Goals and Objectives for Action and Youth Violence: A Report of the Surgeon General. Both of these are available for your review at https://www.surgeongeneral.gov/library/reports/national-strategy-suicide-prevention/index.html


