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SUBMITTING ARTICLES FOR PUBLICATION

Preparation and submission of articles

The aim of the Journal is to promote global dialogue, collaboration and action toward the advancement of training, practice, research and policy in school mental health promotion.

Articles submitted to the journal must be original work (not published or simultaneously submitted to another journal) and must be copyrighted to this journal unless the authors reserve the rights to themselves, before publication, by agreement with the editor.

Further information concerning submissions

Papers should normally be no more than 5,000 words in length. They should be accompanied by a covering letter detailing permissions to reproduce any previously published material or to use illustrations that may identify individuals.

Manuscripts should be typed in the English language double-spaced with a minimum of 3cm-wide margins. The following information should also be included: name, address, status of author, e-mail address and address for correspondence. Formatting and layout should be kept to a minimum.

Tables should not repeat data that are available elsewhere in the article e.g. in a figure.

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Articles should be prefaced with an **abstract**, of between 100 and 150 words in length, summarising the main points discussed

in the article. This will greatly help the speed and accuracy with which the article can be included on major library databases.

All **references** cited should be included in full at the end of the article and give the following information: author, date, title of book or title of article and journal, journal volume, page numbers, place of publication and publisher. Example:

Emerson, E., Beasley, F., Offord, G. & Mansell, J. (1992) An evaluation of hospital-based specialised staffed housing for people with seriously challenging behaviours. *Journal of Intellectual Disability Research* **36** 291–307.

In the text, refer to references by name and date; for example: (Smith, 1994) or (Emerson *et al*, 1992). Where there is more than one reference by the same author, add a, b or c to distinguish them: (Smith, 1994a).

Submissions should be sent to: mweist@psych.umaryland.edu

Photographs should be tif or jpg files.

Figures (drawings and photographs) should be placed at the end of the article, together with appropriate captions.

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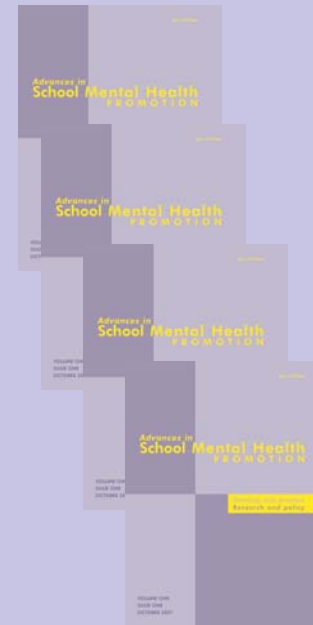
ANNOUNCEMENT

A new academic journal to be published in October 2007

Advances in School Mental Health PROMOTION

Training and practice
Research and policy

The quarterly journal for all those with a clinical, professional, academic or personal interest in promoting mental health in schools



Advances in School Mental Health Promotion is published by The Clifford Beers Foundation in collaboration with the University of Maryland School of Medicine



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ABOUT THE JOURNAL

The Journal aims to promote global dialogue, collaboration and action toward the advancement of training, practice, research and policy in school mental health promotion. It will publish articles that stimulate progress in each of these realms, recognising the interconnections between them. The emphasis is therefore on studies that reflect a shared agenda, with schools, youth and families, mental health and other child serving systems collaborating toward the improvement and expansion of school mental health promotion initiatives.

The Journal will reflect the full continuum of school mental health promotion, including efforts to assess and improve school environments; school-wide social and emotional learning, mental health promotion, and youth development; prevention; early identification and intervention; and intervention for youth in general and special education.

Advances in School Mental Health Promotion emphasises the connections between high quality and empirically supported school mental health promotion efforts; outcomes valued by families, schools and community members; and policy development and advocacy; all working together and gaining strength to enable growing numbers of schools and community initiatives to remove barriers to student learning and promote their school and life success.

Advances in School Mental Health Promotion will be essential reading for those with a clinical, professional, academic or personal interest in promoting mental health in schools, including:

- Administrators
- Policy makers
- School Principals
- Sociologists
- Advocates
- Psychologists
- Social Workers
- Youth and Families
- Counsellors
- Psychiatrists
- Teachers

International coverage

Peer-reviewed by an expert international editorial board and other leading professionals in the field, the journal provides information to enable the selection, evaluation and dissemination of models of good practice. In particular the journal:

- Provides an international forum for debate
- Identifies useful indicators of quality
- Includes features on accessible programs supportive to practitioners and researchers
- Disseminates the results of scientific research.

Each issue of this multi-disciplinary journal offers quality articles and features written by clinical/medical staff, health service researchers, managers, health promoters, educationalists and practitioners from a wide field involved in promoting mental health in schools.

CONTACT INFORMATION

Websites:

Journal: www.schoolmentalhealth.co.uk

Clifford Beers Foundation: www.cliffordbeersfoundation.co.uk

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Forthcoming articles include:

Advancing School Mental Health Promotion Globally

Mark Weist, University of Maryland, USA and Michael Murray, Clifford Beers Foundation, UK

School-Based Interventions for Students with or At-Risk for Depression

Alexandra Hilt-Panahon, Lee Kern, Anuja Divatia, & Frank Gresham, Lehigh University, and Louisiana State University, USA

Teachers' Thinking about Classroom Management: The Explanatory Role of Self-Reported Psychosocial Characteristics

Heather K. Alvarez, Ohio University, USA

School Mental Health: Politics, Power and Practice

Louise Rowling, University of Sydney, Australia

ABOUT THE EDITORS

Mark Weist is a professor in the Division of Child and Adolescent Psychiatry at the University of Maryland Baltimore and director of the Center for School Mental Health, a federally funded policy and program analysis center which is seeking to improve and expand school mental health initiatives in the United States and globally. He has published extensively in the field and helped to found the International Alliance for Child and Adolescent Mental Health and Schools (Intercomhs), which includes over 400 people from over 35 nations involved in school mental health promotion.



Michael Murray is Chief Executive of the Clifford Beers Foundation and founder of the Centre for Mental Health Promotion and Research at the University of Central England in Birmingham. He has acted as a member of the Experts Committee of the European Commission, has played a key organizing role in three World Conferences on the Promotion of Mental Health and the Prevention of Mental Disorders, and is actively involved in numerous national and international advisory bodies, including Intercomhs.

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