



Behavioral Health Services - *Communications*

Supporting our LGBTQIA+ Black Youth: Celebrating Pride at this time calls for Reflecting Back to its Roots

These are just a few stories from our youth clients who identify as Black/African-American and LGBTQIA+. Their stories underscore difficulties that cut across multiple marginalized intersected identities. This past week intensified the narrative that amidst the COVID-19 pandemic, we are also living in a racism pandemic. One can just imagine how this is taking a heavy psychological toll on these youth and the larger Black/African-American community. In fact, the [Trevor Project](#) has already reported that, over the last several days, ‘they have been supporting many Black LGBTQIA+ youth in crisis expressing a wide range of emotions over the senseless and unjust violence against Black/African-Americans.’

In celebrating Pride month this year, the LGBTQIA+ community is standing in solidarity with the Black/African-American community. More than a hundred LGBTQIA+ organizations have released [statements](#) in support of the #BlackLivesMatter protests. Many advocacy groups have also [re-envisioned](#) planned Pride programming. All of these efforts are bringing back the Pride Movement to its roots – on how it began with the Stonewall riots (1969) to combat police brutality and oppression. And noteworthy, how it was spearheaded by LGBTQIA+ people of color (i.e., Stormé DeLarverie, Marsha P. Johnson, Sylvia Rivera to name a few), and thus highlighting how intersectionality is at the heart of Pride from the outset.

If you are helping our Black/African-American LGBTQIA+ youth celebrate Pride, more importantly, be sensitive and respond to how the present events are impacting their multiple marginalized identities. Perhaps, [recommendations](#) by the Trevor Project are a good place to start in supporting them. For questions, reach out to ritchie.rubio@sfdph.org.

17-year old youth is comfortable identifying as a gay male... he does not have many gay associations in the community... struggles with his low socio-economic situation and is ashamed of his dark skin color.

13-year old teen’s family has been impacted by gentrification in the city... reports a lot of stress around the way her parents view her gender identification and sexual orientation... she identifies as female and lesbian... parents do not fully accept her identities.

15-year old’s family has been greatly impacted by institutionalized racism, oppression, and discrimination... he has previously struggled with feelings of ambivalence around his identity... currently client demonstrates increased pride and felt sense of safety around his sexual orientation and gender identity... caregivers are particularly supportive of client’s gender nonconforming expression and his process of self-affirmation.





Engaging Children and Youth in Conversations about Race and the Racism Pandemic

The events of the past week and months, with the tragic deaths of George Floyd, Breonna Taylor, Ahmaud Arbery, and many other Black/African Americans, make us realize that ‘we are living in a [racism pandemic](#) (Shullman, APA president).’ Many adults wonder whether to talk to children and youth about this at all, given that many are already struggling with fear, anxiety, and the uncertainty of the COVID-19 crisis. More than ever, this is the right time to do it. Racism persists because we keep avoiding these conversations. ‘Silence will not protect you or them ([Tatum](#), 2020).’

As behavioral health providers, we are in a unique position for efforts to interrupt and stop racism in our work with children, youth, and their families. ‘There can be no spectators. Addressing racism is a core part of everyone’s work ([Bennet](#), DPH Equity Director).’ Please find below some resources to strengthen your work on this:

- [Embracerace](#). (a) [I \[STILL\] can’t breathe”: Supporting kids of color amid racialized violence](#); (b) Supporting Kids of Color in The Wake of Racialized Violence [Part 1](#) and [Part 2](#); (c) [Tips for Talking to Your Child About Racial Injustice](#).
- [RESilience](#). (a) [Racial Stress and Self-care](#), and (b) [Engaging My Child](#).
- [Talking With Youth about Racism, Police Brutality and Protests](#) and [They’re Not too Young to Talk about Race](#).
- [Coming Together: Standing Up to Racism](#). CNN/Sesame Street Town Hall on Saturday, June 6.
- Bibliotherapy is a powerful medium to start these conversations. See [APA's RESilience](#); [Embracerace](#); [Social Justice Books](#); [Charis Books and More](#).
Example: [Something Happened in Our Town](#) with a recording [here](#).



For consult or other resources, contact Ritchie Rubio at ritchie.rubio@sfdph.org.



Mental Health Services Act (MHSA) FY2020-23 Program and Expenditure Integrated Plan Approval

The Mental Health Services Act (MHSA) FY2020-23 Program and Expenditure Integrated Plan was approved by the Behavioral Health Commission on May 20, 2020. MHSA Interim Director, Teresa Yu, presented a summary of the plan for the Commission, which was posted for a period of 30 days from February 6, 2020 to March 9, 2020 for public comment. A public hearing was initially scheduled on April 15, 2020 however, this Behavioral Health Commission Hearing was cancelled due to the COVID-19 pandemic. The Behavioral Health Commission reconvened on May 20, 2020 in order to provide a hearing for this plan.



The FY2020-2023 Three Year Program and Expenditure Integrated Plan showcases MHSA program outcomes achieved in Fiscal Year 2018-2019 and gives an overview of future program plans for the coming three years. **Program improvements, implementation and evaluation plans were informed by community input and feedback, pictured here.**



The Mental Health Services Act has funded innovative and traditional mental health programs and services across San Francisco since its introduction in 2005. The principles that guide the MHSA program include community collaboration, recovery & wellness, health equity, client & family member involvement, and integrated client-driven services. **Services are provided in wellness categories such as prevention & early intervention, vocational, housing, peer-to-peer, workforce development, information technology, capital facilities, recovery-oriented treatment and intensive case management services.**

The FY2020-2023 Three Year Program and Expenditure Integrated Plan will be available online shortly. For more information, please contact MHSA@sfdph.org.



Behavioral Health Services' Training Unit Update



The following training materials and recordings have been uploaded to [BHS' COVID-19 public Google Drive](#)

- Information for Opioid Treatment Programs Regarding COVID-19 | Judith Martin, MD
- Telecare for Opioid Use Disorders | David Kan, MD
- Staff Wellness (Part 1) | Nia Hamilton-Ibu, LCSW
- Telehealth for SFDPH Behavioral Health Services: Essential Elements and Tips for Treatment | Hamilton Holt, MD
- Keeping You and Your Family Safe from COVID-19 | David Pating, MD and Michelle Truong, RN
- Law and Ethics for Public Entity Healthcare Providers (with a COVID-19 Update) | Linda Garrett, JD
- Culturally-Adapted Suicide Prevention in Age of COVID-19 | Brandon Hoeflein, MS
- Staff Wellness (Part 2) with a Focus on Sleep | Nia Hamilton-Ibu, LCSW
- *Coming Soon:* Revitalizing Interrupted Lives: Treating Trauma with Acceptance and Commitment Therapy | Robyn Walser, PhD (May 29 and June 4)

If you have feedback including future training suggestions, please contact Michelle Meier, LCSW, BHS Training and Internship Manager (Michelle.Meier@sfdph.org)



June 2020 BHS Trainings

	Time	Training	Location	Trainer	CE's Offered
Wed 6/3	8:45am – 12:00pm	ASAM Criteria Training: Understanding the ASAM Criteria in the Context of the California Treatment System (ASAM - A)	https://ucla.zoom.us/meeting/register/tJkCOutpzkvH92XrnRmXgMoxr6GQymRB_DsE	Grant Hovik, MA	3 CE available for LMFT, LCSW, LPCC, and drug counselors
Wed 6/3	10:00am – 11:30am	Telehealth with Traumatized Children and Adolescents	https://attendee.gotowebinar.com/register/1171987442765169163	Jennifer Wilgocki, MS, LCSW	Pending
Thu 6/4	10:00am – 12:00pm	Advanced Motivational Interviewing	https://www.eventbrite.com/e/advanced-motivational-interviewing-sfdph-hrti-online-training-tickets-106810862164	Charles Hawthorne	2 CE available for RN, LMFT, LCSW, LPCC, LEP
6/4 6/11 6/18 6/25	3:00pm – 5:00pm	Supporting & Learning about the MH Needs of LGBTQIA+ Community during COVID-19 Webinar Series	https://tinyurl.com/y7bf3cuz	Tuquan Harrison	N/A
Thu 6/4	1:30pm – 4:45pm	Revitalizing Interrupted Lives: Treating Trauma with ACT- Part 2	https://bit.ly/367P8b9	Robyn Walsler, PhD	3 CME/CE (MD/DO, Nurses, Pharm, PhD. PsyD, LMFT, LCSW, LPCC, CCAPP)
6/8 6/11 6/16 6/19 6/24	Consults by Appt.	Strengthening Supervision in the Midst of a Global Health Emergency	https://bit.ly/3g4Ohowe	Scott Migdole, MSW	N/A
Mon 6/8	11:00am – 12:00pm	Making Zoom Sessions Trauma-informed, Engaging, and Playful for CYF clients	https://bit.ly/3drvv0C	Ritchie Rubio, PhD	3 CME/CE (MD/DO, Nurses, Pharm, PhD. PsyD, LMFT, LCSW, LPCC, CCAPP)
Mon 6/8	1:00pm – 3:00pm	Dismantling Drug-related Stigma	https://www.eventbrite.com/e/dismantling-drug-related-stigma-sfdph-hrti-online-training-tickets-106815770846	Charles Hawthorne	2 CE available for RN, LMFT, LCSW, LPCC, LEP
Mon 6/8	5:00pm – 6:30pm	The State of Reentry During COVID-19	https://forms.gle/jbAJsMsNV5htfhDBA	Susan Burton Lexus Bowmen Eleanor Reed	N/A
Tue 6/9	1:30pm – 4:45pm	Improving Skills and Systems to Implement the ASAM Criteria: Part 1	https://bit.ly/36j4Gc7	David Mee-Lee, MD	3 CME/CE (MD/DO, Nurses, Pharm, PhD. PsyD, LMFT, LCSW, LPCC, CCAPP)
Wed 6/10	10:00am – 11:30am	Effective Suicide and Crisis Intervention Using Telehealth	https://attendee.gotowebinar.com/register/2614509315011952395	Kristin Dempsey, EdD, LMFT, LPCC	Pending
Tue 6/16	1:30pm – 4:45pm	Improving Skills and Systems to Implement the ASAM Criteria: Part 2	https://bit.ly/36j4Gc7	David Mee-Lee, MD	3 CME/CE (MD/DO, Nurses, Pharm, PhD. PsyD, LMFT, LCSW, LPCC, CCAPP)
Wed 6/17	10:00am – 11:30am	Self-Management Supports in a Virtual Setting	https://attendee.gotowebinar.com/register/1073161138637437707	Kellie Spencer, EBP	Pending
Thu 6/18	10:00am – 12:00pm	Safer Drug Use in the COVID-19 Era	https://www.eventbrite.com/e/safer-drug-use-in-the-covid-19-era-sfdph-hrti-online-training-tickets-106816852080	Charles Hawthorne	2 CE available for RN, LMFT, LCSW, LPCC, LEP
Wed 6/24	10:00am – 11:30 am	Harm Reduction in a Virtual Environment	https://attendee.gotowebinar.com/register/5655688108696225035	Eric Haram, LADC	Pending
Wed 6/24	8:45am – 12:00pm	ASAM Criteria-(B) Integrated Treatment Planning and Documentation	UCLA Zoom link to be posted on www.sfdph.org/training	Grant Hovik, MA	3 CE available for LMFTs, LCSWs, LPCCs, and drug counselors
Fri 6/26	12:00pm – 1:00 pm	Drumming for Staff Wellness	Virtual- link to be posted on www.sfdph.org/training	Sal Nunez, PhD	N/A
Tue 6/30	9:00am – 10:30am	ELS Latinx Community Wellness: Sugerencias para su Bienestar y Salud	Virtual- link to be posted on www.sfdph.org/training (Will be held in Spanish)	Sal Nunez, PhD	N/A



From the Frontlines: Providing Behavioral Health Essential Services During the COVID-19 Pandemic

The Edgewood Therapeutic Behavioral Services (TBS) program serves the most vulnerable populations by providing in home intensive therapeutic behavioral services. When the shelter in place started, the addition of the Telehealth option to provide services challenged us as a team to grow and get creative. We have several very young clients (4-6 years old). How would we get the little ones to sit still in front of a screen?



It occurred to us that Sesame Street has been engaging young children in social emotional learning through a screen for over 40 years. With Kermit serving as inspiration, coaches engaged our youngest clients by making it fun with interventions like picking up a guitar and playing/teaching songs about feelings and copings skills. Teaching “sharing” to a child who struggles with physical aggression by asking him to share his snack. Imagine a tiny four-year old’s hand holding up a cookie to the screen offering to share and the coach taking the imaginary cookie and enjoying it with the gusto of Cookie Monster (positive reinforcement accomplished!).

With the older kids, we found inspiration from places they already like to go on their devices, such as YouTube. Coaches created “challenges” for clients to complete during the week which involved trying new coping skills, practicing them IRL and reporting back. Some coaches shared their screen on Zoom and went on “outings” connecting their clients to soothing places to take space, such as the live jellyfish feed from Monterey Bay Aquarium and museum tours. The clients we were most surprised about were the clients that had been historically resistant to in person services but responded very positively to Telehealth. The sessions through a screen actually allowed enough of a buffer for some clients with attachment challenges to feel safer, open up, and build trust.

These are just a few examples of how the TBS team has been able to meet the moment. I’m hopeful and excited to see what innovations and new tools these challenging times will bring.



For more information please contact Angela Buelow at AngelaB@edgewood.org.

**Please consider submitting your “From the Frontlines” stories to alicia.st-andrews@sfdph.org about how services have changed as a result of COVID-19, including the adversities and resilience experienced by clients and staff who are adapting and responding to this evolving crisis.*

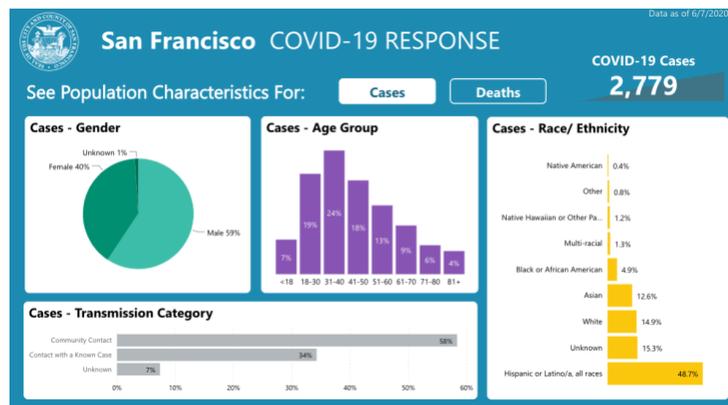


Staff Shout Out to Dr. Tom Bleecker

Dr. Tom Bleecker is the Assistant Director of the BHS Quality Management Research and Evaluation Unit. As a clinical and research psychologist, Tom has led program evaluation studies and outcomes management over the 18 years he's been with BHS. During COVID-19, his expertise in developing data dashboards for management decision making has been drawn on in two separate deployments. He was first deployed for 4 weeks to the Epidemiology and Surveillance Branch, where he helped develop the [SF Data Tracker](#) dashboard displaying the metrics the city uses to monitor the number of COVID-19 tests and other key metrics. His tremendous data skills were then tapped by the Containment Branch, where he has been deployed for the past 4 weeks helping to develop a dashboard for tracking referrals and bed use at the Isolation and Quarantine sites.



While still deployed, Tom has developed a Tableau dashboard for BHS leadership to monitor trends in service utilization and numbers of clients served (in person and via telehealth/phone) prior to and during the COVID-19 emergency. These data have been instrumental in helping BHS leaders plan for the next phase of system recovery. Tom's excellent data skills are matched by his humility, kindness and genuine desire to be of service to BHS and the clients we serve.



Thank you, Tom, for all you do to enable leaders to have accessible data on which to base their decisions during this uncertain time!



Mental Health Leader Draws on His Immigrant Experience to Serve California’s Diverse Communities

Imo Momoh, our former Director of BHS Office of Equity, Social Justice, and Multicultural Education (OESM), recently transferred to Alameda County Behavioral Health Care Services to serve as Deputy Director, and is featured in [California State of Mind](#).



Here is an excerpt:

Imo Momoh was just a teenager when he came to the United States from Nigeria to attend college and join his older sister, a student at Golden Gate University in San Francisco. Three months later, in the Fall of 2000, his sister left, and Imo was on his own. “It was hard,” he says. “I was by myself...”

...He stuck it out through those tough times, and has used those experiences — and the trials of coming from another country and culture — to create a well of empathy and understanding that has informed his work as a leader in community mental health programs up and down the state.

[Full story here.](#)





Welcome to the Newest Member of the BHS Family!

Naomi Wahyudi Lara

May 29, 2020, 8:51am

6 pounds, 6 ounces

Daughter of Kristalia Wahyudi Williams Lara
BHS Office of Equity, Social Justice, and Multicultural Education



Naomi is the first born of Borys Edwardo Lara and Kristalia Wahyudi Williams Lara.

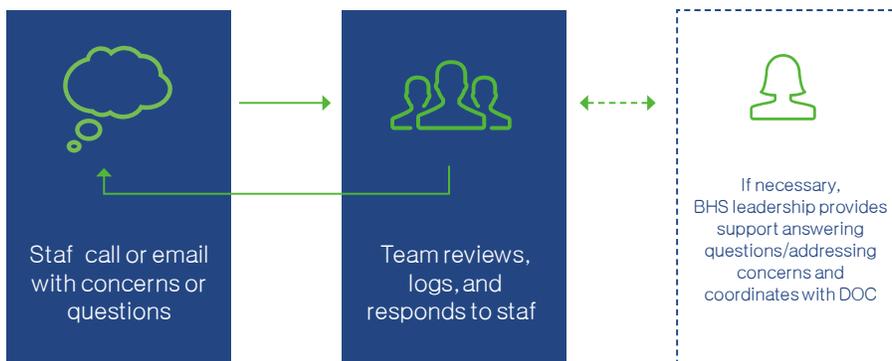
Naomi is Salvadorian, Chinese, Indonesian, and Black/African American.
She is strong, healthy and loves music.



BHS Civil Service and Contractor Staff

Do you have general questions about being a Disaster Service Worker (DSW) or are you currently deployed and have concerns you need help getting answers for?

The BHS Clearinghouse team is available to support you regarding your deployment needs.



415-255-3427



bhsclearinghouse@sfdph.org



San Francisco Health Network
Behavioral Health Services

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