



SFUSD Student Intervention Team (SIT)

February 2017 Newsletter

February Updates



- * SIT is full speed ahead with intern recruitment for the 2017-2018 school year! Current interns interested in continuing with SIT next year should email siteam@sfusd.edu by **March 3, 2017**.
- * Future informational interview sessions will be held at School Health Programs (1515 Quintara St.) on:
 - ⇒ **Thursday, February 23, 2-4 pm**
 - ⇒ **Thursday, March 9th, 2-4PM**
 - ⇒ **Friday, March 24th, 9-11AM**
 - ⇒ **Wednesday, April 12th, 1:30-3:30PM**
- * Please help us get the word out...SIT provides a wonderful school-based internship opportunity for those interested in working with youth and families!

Appreciations

- * A special thanks to Toni Heineman, PhD, Executive Director of a Home Within for delivering a presentation on Ambiguous Loss on January 18, 2017.

Upcoming Trainings...



SFUSD Trainings*:

February 2017

- **Facilitating Support Groups in School-Based Settings**, Michelle Fortunado-Kewin, LCSW, PPSC, Thursday, February 9, 2017, 2-4PM, 1515 Quintara Street.
- **Racial Equity Part 2**, Erik Martinez, SHPD Program Coordinator, Wednesday, February 22, 2017, 9-11AM, 1515 Quintara Street.
- **Spring Institute for SFUSD Interns**, Wednesday, March 15th and Thursday, March 16th, 8:15AM-12:45PM, 1515 Quintara St. *Interns are required to attend **one** of these days.*

***If you are interested in attending SFUSD trainings, please check your email for registration information.**

RAMS Trainings:

- **Clinical Considerations working with Asian Youth**, Rebecca Peng, MFT, Friday, February 10th 9:00AM-10:45AM.

If interested in attending a RAMS training, please register by emailing:

Kristin Chun, Director, Behavioral Health Services/RAMS Wellness Program kristinchun@ramsinc.org or calling (415) 309-4434.



Mark your Calendar!

- * **Monday, February 20th is President's Day...schools are closed!**

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SIT Mental Health Intern Corner and Resources

Exercise and Mental Health



Current research has shown that exercise has many benefits and may even be considered vital for mental health (Anxiety and Depression Association of America, 2014). Scientists have found that regular participation in aerobic exercise has been shown to decrease overall levels of tension, elevate and stabilize mood, improve sleep, and improve self-esteem (Otto and Smits, 2011). Further research has found that exercise alleviates symptoms such as low self-esteem and social withdrawal (Sharma et al., 2006). According to the ADAA (2014), even just five minutes of aerobic exercise can begin to stimulate anti-anxiety effects.

According to the National Alliance on Mental Illness (NAMI), people with mental illness often have a higher risk for medical illnesses and vice versa. Therefore, they suggest that by improving one's general physical health, an individ-

ual is less at risk of developing mental illness (NAMI, 2014).

The positive effects of aerobic exercise on mood are proposed to be caused by exercise-induced increase in blood circulation to the brain by an influence on the hypothalamic-pituitary-adrenal (HPA), which is directly related to the stress we experience physiologically. Other hypotheses explaining the benefits of exercise are related to the fact that exercise is a distraction, involves social interaction and self-efficacy (Sharman et al., 2006).

Studies show that exercise is also very effective at reducing fatigue, improving alertness, and at enhancing overall cognitive function (ADAA, 2014). Finally, studies suggest that exercise helps to improve energy, concentration and sleep (NAMI, 2014).

All of this research has tremendous implications to not only our mental

health community, but the general student population with whom we work in the schools.

By having a deeper understanding of the positive effects of exercise on mood, energy, and cognition we can begin to educate our students and parents about the importance of integrating exercise into daily routines.

References

<http://www.adaa.org>

<http://www.nami.org>

Otto, M. and Smits, J. *Exercise for Mood and Anxiety, Proven Strategies for Overcoming Depression and Enhancing Well-Being*. Oxford University Press, 2011.

Sharman et al. (2006) *Exercise for Mental Health*. J Clinical Psychiatry, Vol 8(2)



Intern Spotlight: Staci LaFortune, MFTI at George Washington High School



Staci is in her second year as a SIT Intern pursuing her license as a Marriage and Family Therapist. Staci recently graduated from the Wright Institute in the fall of 2016 with her Master's Degree in Counseling Psychology.

When Staci was in high school, she knew she wanted to become a therapist. She suffered from severe anxiety, and therapy helped her work through and manage her anxiety. From that point on, Staci knew she wanted to help young people overcome their challenges, as Staci's therapist had helped her.

Staci heard about the Student Intervention Team from her school's database on practicum sites in San Francisco. Staci

has always had a passion to work with youth, and heard that SIT offered outstanding supervision, making the choice to intern with SIT an obvious one.

Staci is currently interning at George Washington High School. Last year, Staci interned at Hoover Middle School. Staci's time at Hoover Middle School provided her with an excellent foundation in clinical work. Staci re-applied for a second year as a SIT intern to widen her clinical skills with an older population.

In the future, Staci plans to continue working with adolescents in school-based and community settings, focusing on trauma, social justice, and LGBTQ youth while pursuing her license.

Resource Corner

- www.health.gov
- www.cdc.gov/healthyyouth/physicalactivity/facts.htm
- www.medicalnewstoday.com/articles/7180.php
- www.fitness.gov/
- www.healthfinder.gov
- www.nih.gov
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1470658/>



February is Healthy Sexuality & Relationships month. See your site supervisor and www.healthiersf.org for information and resources.