



# Analyze This!



## The Official Newsletter of the San Gabriel Valley Psychological Association

SGVPA.org

AN OFFICIAL CHAPTER OF THE CALIFORNIA PSYCHOLOGICAL ASSOCIATION

September/October 2022

### BOARD OF DIRECTORS

#### President

Wayne Kao, PsyD  
(626) 940-8670  
dr.waynekao@gmail.com

#### Past President

Leine Delker, PhD  
(626) 577-4928  
drdelker@gmail.com

#### Secretary

Sharon Chen, PsyD  
(626) 298-8068  
drsharonchen@gmail.com

#### Treasurer

Alex Wong, PsyD  
(626) 500-7643  
dr.aswong@gmail.com

#### Newsletter Editor

Suzanne Lake, PsyD  
(626) 795-8148  
DrSuzanneLake@aaim.com

#### Membership Chair

Elisa Hernandez, PhD  
(562) 896-4319  
drelisah@gmail.com

#### Program & Continuing Education

Anthony Cecere, PhD  
(818) 806-9566  
anthonycecere@yahoo.com

#### Early Career Professionals

Mercy Huang, PhD  
(424) 440-3535  
mercyhuang@mednet.ucla.edu

#### Website Management

Ute Zimmerman, PhD  
(626) 869-8902  
UteZPhd@gmail.com

#### Special Interest Groups

Fernando Villegas, PsyD  
FER@frijol.net  
(213) 379-6642

#### Local Advocacy Network

Linda Bortell, PsyD  
Lbortellpsy@SBCglobal.com  
(626) 799-7941

#### Diversity Liaison to CPA

Amee Velasco, PsyD  
(626) 344-8758  
ameeevelasco@gmail.com

#### Disaster Response

Supatra Tovar, PsyD, RD  
(626) 674-2639  
connect@drsupatratovar.com

#### CARE

Open

#### Student Representatives to CPA

James Hamill, MA  
jhamill@healingrhythms.net  
(610) 393-0894

Cinthya Hernandez, MA  
chernandez@healingrhythms.net  
(310) 956-5857

## Upcoming Events

### Meet the President

On-going

President Wayne Kao, PsyD, will continue to organize informal coffee meet-and-greets to meet or reconnect with our wonderful membership. All are welcome!

*Watch the Listserve posts for times and places*

## Continuing Education

October 2022 - Training Event

Saturday, October 1, 2022

Online Live Event

10:00 am - 12:00 pm

### The Asian American Experience:

### Model Minority Stereotypes and the

### Illusion of Inclusion

Presenter: Kris Yi, PsyD., PhD.

Registration details to come

SGVPA supports Black Lives Matter and systemic social justice reform. We are making efforts to increase diversity representation in our organization, in our profession, and nationwide.

---

## PRESIDENT'S MESSAGE



As much as I hate admitting this, I am a big ball of anxiety and insecurity for the greater portion of most of my days. Although the anxiety is not debilitating in any way, if you know me, I do have a pension for pushing boundaries. As a result, the anxiety and insecurity are often magnified. After all, given the world that we live in, how can I not feel tense and uncertain much of the time? Throughout my day, I think:

**Will people agree with me?**

**Am I doing the right thing?**

**Am I going to get in trouble?**

**Will I be canceled?**

**Am I saying something offensive?**

**Will I be accepted?**

**Will it matter?**

And the list goes on.

Given this (partial) list of fears and anxieties, I fully understand peoples' desires, and choices, to stay safe and "play by the rules." In fact, I often ask myself *why* I choose to push boundaries, "rock the boat," etc. Doing so constantly brings all my fears and anxieties to the surface. However, in this era of contemplating multiple universes, possibilities, choices, and sass on, I also explore, *what if I did play it safe?* What if I made sure that I comply with the rules and boundaries set before me by my parents, my past professors, and the governing bodies that tell me what is safe and permissible behavior? Then, I remind myself of the friends that I would not have, and even the wife I may not have married, if I had not pushed limits. In fact, I may not have met my wife at all! I think of my students, clients, and trainees who would have fallen through the cracks, if I was stuck in playing strictly by the rules.

I realize that I myself would have fallen through the cracks if certain elders and educators had just played by the rules, and left me to flounder. I am grateful to my high school English teacher, who visited me in college on his road trip, just to catch up, when he certainly didn't have to. I appreciate the graduate school professor who stepped in to clarify certain confounding choices I had to make, to keep me from suffering through unnecessary disciplinary actions. I am grateful to my mother for realizing that she needed to be a different kind of mother to an otherwise "strange" child. If she decided to continue being a "traditional" mother, I may have continued not wanting to live the rest of my life at all.

Today, my life is filled with "rule breakers," and in many ways, they have saved my life again and again. I wonder if they struggled with the same insecurity and fears that I have about pushing limits. I would be shocked if they didn't.

I know my disclosures here may seem uncomfortable or inappropriate to many readers, but I hope that we can all push limits to be more and more comfortable with ourselves. I have a sneaking suspicion that, even if you don't like me admitting them, you may also experience some of the same anxieties.

Not sharing my experiences makes me feel alone. I hope that in reading more about my inner workings, you don't feel as alone as you might. If you agree or disagree, please share your thoughts and reactions with me. Just don't be mean.

Respectfully,  
Wayne Kao

### Meet the President!

On-going  
President Wayne Kao, PsyD  
will continue to organize informal  
coffee meet-and greets to meet or reconnect with  
our wonderful membership.  
All are welcome!  
*Watch the Listserv posts for announcements of  
times and places.*

### Diversity Committee Meetings

If you are interested in being involved  
in our Diversity Committee where you  
can stay informed on the activities and events  
that are being planned in SGVPA  
as well as stay up to date on resources  
available to our larger community,  
please contact Diversity Chair Amee Velasco  
at [ameevelasco@gmail.com](mailto:ameevelasco@gmail.com)  
for more information.

---

*Disclaimer: The opinions and views expressed in this publication do not necessarily reflect those of the San Gabriel Valley Psychological Association.*

---

# On Being First

By Elisa Hernandez, PhD  
Membership Chair



November 8 is National First Gen Day. Many of you are aware of the growing movement to celebrate and support first generation college students. While institutions have been studying such students since the 1960s with initiatives like the TRiO programs (2011), the movement toward “First Gen” as an identity marker blossomed in the last few years.

Early research on First Gen students focused on deficits, obstacles, and shortcomings—placing responsibility on the student (and families) instead of recognizing institutional barriers and systemic injustices. Researchers have since moved toward a more holistic model that recognizes institutional barriers and academic and social challenges, as well as valuable strengths, knowledge, and perspectives that contribute to the First Gen experience. Today, we see First Gen student organizations flourishing on campuses nationwide, and exclamations of “I am First Gen!” and “First Gen Proud!” circulating on social media.

Decades of research have identified factors correlated with First Gen college success. Some are obvious—increased financial aid, academic support, social support, engagement, and mentorship. Others are less so—personal motivation, positive self-concept, and sense of belonging. Colleges and organizations are striving to provide access to higher education, educate faculty and staff on the First Gen experience, create opportunities for student engagement, and build community for First Gen students.

However, as I reflect on recent laudable efforts to support First Gen students on college campuses, I can’t help but also think about what’s next for these students. The realities of being a First Gen student don’t end after attaining a degree. They continue throughout one’s life and impact both personal and professional pursuits.

The most common definition—there are several, see below—for a First Gen college student is one whose parents do not have a bachelor’s degree. Whatever the definition, I myself am certainly First Gen. My parents did not attain more than a 6th grade education and yet, despite the odds, I was able to attain a doctorate degree.

However, I recognize no First Gen journey is alike. My path involved leaving home and living on-campus. I was fortunate that, though I missed my family, I did not have to balance familial responsibilities with academics, or explain why I wanted to attend campus events or get involved in student organizations. I am keenly aware that others are less fortunate, having to manage delicate family dynamics and the push and pull of what they want to do versus what they are allowed to do.

I embraced my First Gen identity before it was trendy. In college, my First Gen identity helped me expand the circle of people with whom I could relate and build community. I recognized the disadvantages of my educational background but also held a fierce conviction that I belonged, and had earned my place in college. Of course, there were challenges and missed opportunities—I struggled building relationships with faculty, and felt the need to solve issues on my own, which often led to unnecessary frustration. Nonetheless, my supportive family, persistence, commitment, and sense of purpose carried me through.

That earlier definition of a First Gen student doesn’t fully capture their essence: someone with limited information about and access to the professional world; someone navigating the cultural incongruity (and sometimes conflict) of professional settings and familial/social values; and someone with a continuing commitment to their families/communities. First Gen students, and later professionals, often deal with stressors like class jumping, imposter phenomenon, gaps in information (about wealth building, retirement planning, professional development, etc.), relationships with aging or ailing parents, intergenerational trauma, redefining success, and more. Many stem from having to deal with often incompatible individualistic professional values and the collectivistic working class values with which many First Gen students were raised and continue to hold dear.

That definition also fails to fully capture the trailblazer essence that imbues First Gen students—someone committed to “figuring it out” as they embark down an unknown path. Examples abound: the executive with incredible time management and decision-making skills who forged those skills by completing their college degree while working full-time and raising their children; the person who draws on their past experiences to propel them towards finding crucial solutions for their community; and the artist with the courage to pivot to that career after earning the engineering degree their parents wanted for them. First Gen journeys are full of struggle and success; they are heart-breaking and awe-inspiring.

In my clinical work, it has been helpful to consider how the correlates of First Gen college success can be transferred to personal and professional growth post-graduation. I create space with First Gen clients to explore their self-concept, build a sense of belonging, cultivate the types and sources of social support that would be most helpful, and examine how they might engage in their communities and professional spheres. Being first can be hard, but it can also be exciting, fulfilling, and empowering. This November 8th I invite you all to join me and celebrate the First Gen people in your life.

*Dr. Elisa Hernandez can be reached at [elihernz@gmail.com](mailto:elihernz@gmail.com).*

---

# VOICES OF INCLUSION

## Achieving Success in Graduate School - Despite the Pandemic



By Dominique Lloyd, PsyD  
Student Representative to SGVPA Board

As an African American woman, I never would've imagined achieving something as great as graduating with my doctoral degree in Clinical Forensic Psychology. As I reflect upon my journey to this very moment, I realize I was able to navigate through so many difficulties to get here. I endured a host of personal challenges and financial issues. Out of all the adversities, however, I found that living through the pandemic, and dealing with Coronavirus, was the most shocking and unforeseen experience I believe we all faced as students. The transition from in-person classes to virtual courses for four hours a week, via Zoom, was the only option to continue learning our class material. Nevertheless, it was tremendously hard to focus, and truly grasp, the concepts when the professors were reading off PowerPoint presentations to the class. I feel now as if I missed so many opportunities to dig deeper into understanding various psychological theories, because I became so fatigued from being on Zoom for such long periods of time. I missed out on the opportunity to socialize with my colleagues, and further develop relationships with my peers. Core classes that were offered during the pandemic—that I was ecstatic about, such as group processes and mental health law—no longer seemed as interesting or exciting, due to it being presented virtually.

Prior to the pandemic, going to class on the weekends had already been a challenge. Envision being on Zoom from eight o'clock in the morning until seven o'clock at night. The modified teaching styles of my professors helped me stay engaged. I feel that professors had to learn a different method of teaching in order to try keep students involved. No matter how hard the professors tried, however, eventually you could see their exhaustion, and the students' engagement decreasing and becoming almost nonexistent, by as early as the fall of 2020. Nonetheless, I was able to benefit from the shift in teaching styles, as well as the additional workloads. Triumphantly, I was also able to complete my dissertation, even without the guidance I would have had, of seeing my chair in person during the pandemic.

Throughout it all, I believe the support from my professors, family, and training supervisors really helped me stay on the course to complete the degree on time. Professors had to take a different approach to help support us

as students. There was an increase in email, phone calls, and Zoom meetings, instead of in-person office hours. My family had to navigate with occupying more space at home, and also helped me find the motivation to continue when I got discouraged. Not only did I find myself having to be more intentional with my time, but I also had to maintain my mental health while dealing with a pandemic. I noticed an increase in feeling depressed due to missing social involvement and realized that being away from my colleagues made learning harder than it normally would have been. If I had to change anything, I would really have appreciated it if there had been more opportunities from my school for mental health treatment, i.e., to help us with the crisis of Covid-19. I believe the added support could not only help me steer through my school workload, but it will allow me to feel encouragement from the administration of my school.

The beginning stages of the pandemic were a learning experience, though. It was shocking, to see the world on a pause, and not know what the state of our world would be in the future. It was stressful to focus on studies while learning about a great number of people passing away from Covid, and well as witnessing the spiking of racial tension throughout the United States during that time.

As a black woman, the wish to seek therapy is unusual. More commonly, within the black community, we turn towards prayer for strength and support. Speaking to a therapist is not as comfortable within my community. I know, though, that as a future psychologist it is important for me to seek therapy for myself—if I want to be able to be a good clinician to my future clients/patients. I have learned that I must keep my mental health intact in order to help others! Additionally, being a black woman and earning a graduate degree is a phenomenon all by itself. In the black community, there are not a lot of role models for becoming a doctor of psychology, but I was able to create my own path.

In sum, I believe succeeding as a graduate student during the pandemic demonstrates my ability to be dedicated, motivated, consistent, disciplined, and resilient. I also would say the pandemic also helped me to strengthen those qualities. Unfortunately, the pandemic also brought about a confrontation with in mental health issues; but to say that I completed a doctorate degree during a pandemic is precious beyond words, and priceless.

*Dr. Dominique Lloyd can be reached at [dlloyd@ego.thechicagoschool.edu](mailto:dlloyd@ego.thechicagoschool.edu).*

# ADVERTISEMENTS

## OFFICE SPACE

Office Space available in Dr. Beebee's gorgeous Victorian psychotherapy office building. Many amenities. One full-time office at \$1250. Other part-time space available prorated. Contact: dralexbeebee@gmail.com or 626-577-1305 x1.

Therapist-friendly, part-time office space available in Pasadena's serene Evergreen Office Complex. Contact Dr. Enrico Gnaulati: egnaulatiphd@gmail.com or 626-321-7961.

## COME ADVERTISE WITH US!

Members and others are encouraged to take advantage of the opportunity to advertise to nearly 200 SGVPA folks!

Members receive 1 complimentary basic classified ad in the newsletter per calendar year!

### Advertising Rates for our Bi-monthly Newsletter

|                                             | 1 Edition | 3 Editions<br>(Half year) | 6 Editions<br>(Full year) |
|---------------------------------------------|-----------|---------------------------|---------------------------|
| Quarter-Page or<br>Copy of Business<br>Card | \$30      | \$75                      | \$150                     |
| Half-Page ad                                | \$60      | \$150                     | \$300                     |
| Whole-Page ad                               | \$100     | \$250                     | \$500                     |
| Insert                                      | \$120     | \$300                     | \$600                     |

### *Classified Ads are \$.50 per word*

Be sure to include your license number. Ads should be emailed to Mary Hannon at maryhannon123@gmail.com. Payment must be made before publication and mailed to: Mary Hannon, 1122 Avon Pl., South Pasadena, CA 91030, phone (626) 354-0786.



**Dr. Jim Graves**  
Clinical Psychologist  
PSY1816  
Medicare Provider

## Cognitive Screening & Consultation

### A consultation includes:

- A 15-minute screening assessment of cognitive functions
- An answer to concerns about cognitive impairment
- A survey of lifestyle practices related to cognitive health
- An Action Plan with potential referrals, if warranted
- Follow-up assistance in implementing the Action Plan

James S. Graves, PhD, PsyD  
The Memory Doctor in Pasadena

[www.memorydoctor.net](http://www.memorydoctor.net)

626-844-0212



# institute for *girls'* development®



## flourish

therapy + wellness center

**20+ weekly therapy groups for girls, teens, young adults + adults  
plus workshops + professional training**

InstituteForGirlsDevelopment.com \* FlourishTherapy.care \* Melissa J. Johnson, PhD (PSY 13102)

## DIVORCE MEDIATION

*Avoid Costly Fees and Court Appearances*

### Mediation can...

- \* Save money - up to 80% of a two attorney battle
- \* Save time - average case settles within six sessions
- \* Benefit children - by reducing conflict

### Mediation works for...

- \* Separation and divorce
- \* Custody and visitation
- \* Child and spousal support
- \* Domestic partnership



Lydia Glass, Ph.D.

PSY13464

## Lydia Glass, Ph.D.

Psychologist and Mediator

200 E. Del Mar Blvd., Suite 210 Pasadena, CA 91105  
(626) 792-4153 [www.lydiaglass.com](http://www.lydiaglass.com)

**Over 30 years Experience as a Mediator  
CALL FOR FREE CONSULTATION**



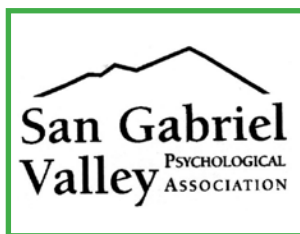
# ENRICO GNAULATI PH.D.

**psychoeducational testing services**

- ☒ Cognitive, academic, and psychosocial assessments  
(learning disorders, ADHD, autistic spectrum)
- ☒ Accommodations and modifications  
(SAT accommodations, curriculum modifications, 504 plans)
- ☒ Learning style evaluations
- ☒ Family-school liaison services
- ☒ Developmental/humanistic perspective
- ☒ In-depth parenting consultation on test results
- ☒ Identifying study conditions/teaching style/tutoring approach  
to optimize learning
- ☒ Identifying cognitive/academic strengths/weaknesses  
for optimal curriculum choices

**200 E. Del Mar Blvd.  
Suite 206  
Pasadena, CA 91105**

**626.584.9968  
dr.gnaulati.net**



c/o Suzanne Lake, PsyD, Editor  
2810 E. Del Mar Blvd., Suite 10A  
Pasadena CA 91107

## Upcoming Events

### Meet the President

On-going

President Wayne Kao, PsyD, will continue to organize informal coffee meet-and-greets to meet or reconnect with our wonderful membership. All are welcome!

*Watch the Listserve posts for times and places*

### Continuing Education

October 2022 - Training Event

Saturday, October 1, 2022

Online Live Event

10:00 am - 12:00 pm

**The Asian American Experience:  
Model Minority Stereotypes and the  
Illusion of Inclusion**

Presenter: Kris Yi, PsyD., PhD.

Registration details to come