

Carolyn Rittenbach, Psy.D.

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EDUCATION

American School of Professional Psychology, Argosy San Francisco (APA accredited)

Doctorate- Clinical Psychology, 6/08

Dissertation: Normalizing psychological mindedness.

American School of Professional Psychology, Argosy San Francisco

Master of Arts in Clinical Psychology

San Diego State University, San Diego, CA

School Psychology Program, Pupil Personnel Credential

Boston University, Boston, MA

Master of Education, Counselor Education

University of Michigan, Ann Arbor, MI

Bachelor of Arts, Majors- Latin/ English; Minor- Social Studies; Teaching Credential

CLINICAL EXPERIENCE

7/2014 – present **Psychological Balance**, Independent psychotherapy practice, Portland, OR

- Adults, Adolescents, Children, Families, Couples
Strength based, integrative model, uniting traditional approaches with alternative ones.
Modalities include psychodynamic, brief, cognitive behavioral, solution focused, positivism, mindfulness, gestalt, guided imagery, hypnotherapy, behavioral issues, ADD/ ADHD, psycho-educational assessments, family / couple communications systems, EMDR.

9/2011 - 7/2014 **Western Psychological & Counseling Services**, Cornell West, Beaverton, OR

- Psychotherapy - Adults, Adolescents, Children, Couples, family; Strength based, Integrative model, uniting traditional approaches with alternative ones.
Psycho-educational assessment; Multicultural ethnic diversity

9/2008 -7/2011 **Gresham Barlow School District**

- Psycho-educational evaluations - multidisciplinary team process;
Preschool - age 21, e.g. ADHD, emotional disturbance, autism; learning disabilities; school risk/ threat assessments
- Provided teacher in-services on Positive Behavior Communication
- Provided administrator/ teacher/ parent/ community consultation services
- Provided therapeutic interventions- Brief, evidence based; crisis; group - students/ parents

8/07-7/08 **San Jose State University, Counseling Services**, San Jose, CA.(pre-doctoral intern)

- Intake, crisis intervention, brief and long-term counseling
- Co-lead therapy group for students with emotional issues and learning disabilities.

- Multicultural, ethnically diverse populations, as Middle Eastern, Asian, Native American, Indian (subcontinent), Latino, African, LGBT community.
- Provided workshops to students on topics as stress / time management, insomnia, perfectionism, ADHD/ ADD, eating disorders, normalizing psychological mindedness.
- Provided outreach on topics as:
 - “Tips for Surviving Stress,” at the *Bay Area Girls’ for a Change Symposium*, San Jose Convention Center, 3 workshops, grades 7 through 12.
 - Welcome Back Week; Student Success Faire; and Asian-American/Pacific Islander Caucus
 - Tabling throughout campus, to raise awareness of Counseling Services
 - ASPIRE (academic support program / increase retention), time-management presentation
 - Department of Engineering –workshops on stress/ time management

8/06-7/07 **West Marin, Health & Human Services**, Point Reyes, CA. (practicum 3 & 4)

- Provided Intake; Adult brief / long term therapy; Use of a Multi-disciplinary team process
- In-school interventions/ therapy services/ family work to Tomales Bay Elementary, Middle & High Schools

8/05-7/06 **Consolidated Tribal Health Project**, Calpella, CA. (practicum 1 & 2)

- Provided Intake; Brief / Long term therapy; Provided Neuropsychological assessment
- Native American and Latino mixed population, adults and adolescents.

ADDITIONAL PROFESSIONAL EXPERIENCE as a School Psychologist

1996-06 Ukiah Unified School District, Ukiah, CA &
Anderson Valley Unified School District
1995-96 Piner-Olivet Elementary School District, Santa Rosa, CA
1992-94 Ojai Unified School District, Ojai, CA
1989-92 Vista Unified School District, Vista, CA
1980-89 San Diego City Schools, San Diego, CA
1978-80 Solana Beach Elementary, Solana Beach, CA

Psychoeducational Assessments

- Multi-disciplinary, multi-cultural team assessments, preschool through grade 12, all disabilities (e.g. emotional disturbance, autistic spectrum disorders, ADHD, learning disabilities). Threat assessment screenings.

Behavioral Interventions

- Use of best practices in developing and implementing positive behavioral support plans.
- Functional analysis and collaboration to determine behavioral goals for students.

Case Management

- Coordination & facilitation of assessments including nonpublic school placements, multidisciplinary reports, eligibility processes, outside agency & hospitalization referrals.
- Facilitating parent understanding of special education and due process.
- Incoming toddlers and/ or preschoolers with special needs to the public school setting.

Consultation / Teaching

- Teachers, administrators, and parents on issues relating to child development, cognition, social skills, interventions, behavior management, ADHD.
- Consultation to outside agencies, such as Mental Health Services, the Police Department, Developmental Disability agencies.

- Workshops and community outreach on topics as parenting, learning disabilities, traumatic brain injuries, drug education, special education and “504,” behavior management, emotional disturbance, ADHD and more.

Counseling

- Individual / group counseling, e.g. anger management, grief and loss, social skills, academic performance techniques.

Supervisory

- Supervision of school psychology interns at San Diego State, United States International University, Chico State, Humboldt State.

OTHER TEACHING EXPERIENCE (examples)

- Middle school teacher, grades 7-9, English/ Latin, Detroit Michigan
Race/ Cultural/ low SES factors; Multi-sensory teaching approach used.
- Parenting/ teacher behavior management classes
- Teaching staff on positive behavior interventions/ communication; academic interventions based on educational needs of student; RTI (response to intervention).
- Instructing special education teachers on “How to write behavior support plans.”
- Teaching the use of the Southern California Ordinal Scales, based on Piaget to psychologists/ speech pathologists.

OTHER COUNSELING EXPERIENCE

- Boston University, counseling practicum- Massachusetts General Hospital, Walk-In Psychiatric Clinic & Dover Junior-Senior High School, Dover MA
- School counseling position, grades 7-12, Millis Junior-Senior High School

TRAININGS ATTENDED (examples)

Current – Ethics; Using Mirrors and/or EMDR for chronic pain; Exploring the Neurobiology of Attachment; Understanding Chemical Dependency, Opiates & Pain; Treating Pain with Hypnosis; Advanced Cognitive Behavior Therapy; Treating the Invisible Wounds of War, PTSD; Patterns of Strengths/ Weaknesses in Learning Disabilities; Vicarious Traumatization and Self-Care.

San Jose State University

Multi-cultural issues, ethnic diversity; Brief therapy model; Acceptance Commitment Therapy; Post Traumatic Stress; Vicarious trauma;
How to give a workshop; Ethics; Alcohol/ substance abuse;
Psychiatric symptoms most responsive to medications; Dealing with on the job stress; LBG and transgender factors in therapy; Issues of disability; Domestic violence; Couples and group counseling; Eating disorders; Sleep disorders;
Risk and Threat assessment; Suicide/ Homicide.

West Marin County Mental Health

Solution focused therapy; Jungian sand tray play; Brief strategic family therapy model; Dance therapy; Psychiatric medication interventions; Dialectical Behavior Therapy; Therapeutic interventions- clients in pain; Therapeutic interventions- seniors; Law and Ethics; Child and Adult Protective Services; Harm reduction/ substance abuse; Vicarious trauma; Nonviolent communication; Complex post traumatic stress disorder and other.

Consolidated Tribal Health Project

Bio-psychosocial intake process; Substance abuse in the Native American population; Harm reduction; Neuropsychology evaluations; Native American traditions; Sand tray play; Law and Ethics; Fetal alcohol syndrome; PTSD in Native American culture; Use of EMDR and Narrative Therapies.

MULTICULTURAL EXPERIENCE

- Consolidated Tribal Behavioral Health Project, Native Americans
- San Jose State, Counseling Services- multi-culturally diverse populations; examples, Asian, Middle East, Hispanic, African American/Black, Filipino, Caucasian, United Kingdom, Native American, subcontinent Indian.
- Within the public school systems, evaluated and counseled students/ families of multicultural, ethnic, SES diversity (very high to very low).
- Completion of many workshops on understanding and evaluating culturally and linguistically diverse students, including the original Systems of Multicultural Pluralistic Assessment (SOMPA).
- Universidad Autonoma de Guadalajara, Jalisco
1980- Grant recipient, California Department of Education- Spanish language skill development, Bilingual/ bicultural issues, Learning disability assessment and interventions.
- Spanish Language classes- San Diego Community College, San Diego State University, Converse School of Languages, San Diego, California

CERTIFICATIONS

National Association of School Psychologists (NASP), nationally certified

The Southern California Ordinal Scales (Test of Cognition),
Assessor & Trainer, Southern California Diagnostic School, Los Angeles CA

Behavior Intervention Specialist, Case Manager & Trainer
Special Education Local Plan Area (SELPA), Ventura County, CA

University of California Extension, Berkeley, CA
Neuropsychological Certificate

Hypnotherapy Training Institute of Northern California, Santa Rosa, CA
Clinical Hypnotherapist level, American Council of Hypnotist Examiners.

Alliant University, San Francisco, CA
Eye Movement Desensitization and Reprocessing (EMDR), Part I, II.

LICENSES/ CREDENTIALS

Oregon Board of Psychologist Examiners, Licensed Psychologist
Oregon Teacher Standards and Practices, School Psychology License
California, Pupil Personnel Service, School Psychologist Credential
California, Pupil Personnel Service, School Counselor Credential
California, Community College- Psychology Instructor & Counselor Credential

PROFESSIONAL AFFILIATIONS

American Psychological Association (APA)
Oregon Psychological Association (OPA)
National Organization of School Psychologists (NASP)