

# Courtney D. Katzenberg, LGPC, M.Ed.

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## CERTIFICATION:

*Licensed Graduate Professional Counselor, Maryland*

**September 2023-Present**

## EDUCATION:

*Towson University, Towson, Maryland*

**August**

**2023**

***Masters in Clinical Psychology***

GPA:

3.91/4.0

Master's Thesis: The Effect of Self-Compassion, Reflective Functioning & Parental Burnout in Mothers

*Marymount University, Arlington, Virginia*

**May**

**2009**

***Master of Education***

GPA: 3.98/4.0

*Indiana University, Bloomington, Indiana*

**May**

***Bachelor of Science***

**2007**

Major: ***Psychology***, Minor: ***Human Development and Family Studies***

GPA: 3.6/4.0

## AWARDS

Outstanding Graduate Student – Clinical Psychology (2023) – Towson University Psychology Department

## PRESENTATIONS

Katzenberg, C. (2023, April). Mothers Matter - Self-Compassion, Reflective Functioning & Parental Burnout. 36th World Summit on Positive Psychology, Happiness, Mindfulness, and Wellness, Paris, France.

## WORK EXPERIENCE:

*Psychotherapist*

**Be. Psychotherapy, Baltimore, Maryland**

**January 2023 – Present**

- Provide individual psychotherapy to adults using Compassion-Focused Therapy to support clients working through shame, self-criticism, anxiety, and depression.
- Utilize mindfulness, imagery techniques, and psychoeducation to help clients build openness, curiosity, and empathy towards self.
- Apply trauma-informed, client-centered practices focused on building safety, trust, and therapeutic alliance.
- Continue to develop clinical skills and knowledge from CFT research, training opportunities, and clinical consultation.

*Adjunct Professor*

**Psychology Department, Towson University**

**January 2024 – December 2024**

- Designed and delivered undergraduate curriculum on Group Dynamics through lectures, small group discussions, hands on activities, and group experiences.
- Facilitated classroom discussions and experiential learning activities to explore concepts such as group cohesion, leadership, communication, decision-making, and conflict resolution.
- Evaluated student performance through written assignments, presentations, and quizzes to encourage reflection about student's growth in acquiring and applying knowledge of group dynamics.

*Graduate Research Assistant*

**Mommy & Me Research Study, Children's National Hospital**

**September 2022-August 2023**

- Recruited participants across two different DC health care sites and administered clinical interviews to study participants in person and virtually.
- Build rapport with participants and administered the QuickSCID to over 25 women enrolled in the study.
- Assisted with the development of Intervention and Prevention Fidelity forms. Listened to intervention sessions, completed fidelity forms, and compiled group fidelity form data.
- Participated in weekly group clinical consultation meetings with two Clinical Psychologists and other team members.

*Graduate Research Assistant*

**Attachment Lab, Towson University**

**January 2022-May 2023**

- Recruit professors and students to participate in a research project identifying faculty experiences and teaching approaches in the classroom and students' perception of faculty teaching approaches and their level of engagement.
- Analyze initial data and discuss potential reasons for the results.

*Graduate Assistant -*

**Clinical Psychology Master's Program, Towson University**

**April 2021-May 2023**

- Complete administrative duties for the program including phone and zoom calls with prospective applicants, facilitating communication between faculty and cohort, and organizing and leading the interview process.
- Planned 5 in person and virtual interview days. Coordinated schedules for 40 student interviewees.
- Plan activities on and off campus to build connections between cohort members.

*Inclusion Specialist & Instructional Coach*

**Baltimore Hebrew Congregation Religious School**

**August 2015 - May 2020**

- Conferenced with teachers to support and enhance their instruction to students with learning differences and provide feedback after in-class observations.
- Led trainings on the power of visuals, positive behavior strategies, and multi-sensory instruction.
- Provided modeling and support to staff shadowing students on the Autism spectrum.

*Special Education Teacher*

**Jemicy School**

**August 2013-June 2018**

- Designed and taught the 4th and 5th grade social studies curriculum using primary sources, Internet based resources, storytelling, maps, radio programs, family involvement, and read-alouds.
- Delivered multi-sensory reading instruction using the Orton-Gillingham method to students with Dyslexia and other language-based learning differences.
- Created engaging, hands-on math lessons that started with concrete learning and moved to abstract reasoning.
- Collaborated with teachers to discuss students' needs, gain a well-rounded picture of students' abilities across curriculum areas, and enhance cross-curricular instruction.

*English for Speakers of Other Languages (ESOL) Teacher*

**Baltimore City Public Schools, Highlandtown #215**

**August 2012-July 2013**

- Planned and created learning activities for English Language Learners in small groups from grades Kindergarten to 5th grade based on their level of English proficiency that aligned with Common Core State Standards.
- Collaborated with general education teachers by co-planning and co-teaching lessons in order for students to effectively meet language and content demands of grade level material.
- Served on the Arts Everyday Committee to enhance art integration, provide access to additional resources, and facilitate events that occurred outside of classroom instruction.

*1st Grade General Education Teacher*

**Fairfax County Public Schools, Glen Forest Elementary**

**July 2009-June 2012**

- Taught all academic areas through the use of modeling, centers, whole group instruction, small group instruction, and independent work aligned with the Standards of Learning and Program of Studies.
- Supported the needs of a diverse student population, including ESOL, SPED, and autistic learners through adaptations, one-on-one instruction, and small group teaching.
- Conducted Morning Meetings and facilitated a positive classroom environment by focusing on positive reinforcement as prescribed by the Responsive Classroom approach.
- Created and distributed weekly interactive homework that was translated into Spanish and Arabic.