



**ROSENBERG-KITAEN IBP CENTRAL INSTITUTE**

**INTEGRATIVE BODY PSYCHOTHERAPY  
PROFESSIONAL TRAINING PROGRAM**

**Catalogue**

**September 1, 2017 — August 31, 2018**

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**This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.**

## **STATEMENT OF IBP MISSION AND PURPOSE**

IBP integrates the best approaches from Eastern and Western psychological, physiological and spiritual body-mind theories and practices into a highly efficient and effective somatic implementation model. IBP offers training, workshops and weekend intensives for mental health professionals, allied professionals, associates and the general public. IBP highly values and therefore incorporates personal growth as integral to developing the skills necessary to provide excellent therapy and other interpersonal professional services.

IBP provides training in a non-invasive somatic model that treats the whole person, integrating body, mind, emotions, and spirit, enabling psychotherapists to do deeper more meaningful work in less time with more lasting results. It also provides a unique opportunity for allied professionals and associates — people outside the mental health fields — to develop an understanding of psychological complexity and compassion similar to that of psychotherapists. IBP experiential practices enable psychotherapists, allied professionals, associates — and their clients (as well as others with whom they apply their learning) — to break through archaic, somatically maintained dysfunctional behavior patterns by reawakening and establishing fully integrated states of wellbeing, constancy and sense of self in the body. As a voluminous amount of evidence is beginning to show, and many who have experienced this work can attest to, this can facilitate a transformation of consciousness at the core of our being.

## **FOUNDATIONS OF THE IBP TRAINING PROGRAM**

IBP is a body-mind system for awakening and presence, formulated to enhance mental, physical and emotional clarity and wellbeing. Wellbeing is an energetic experience felt in the body that arises from a state of somatic integration. Somatic integration or embodiment, and therefore wellbeing, can be achieved in several ways.

Old faulty beliefs, attitudes and fears emanating from emotional injuries create blocks or repetitive holding patterns in the body and mind. These somatic blocks sustain old patterns of thought, emotion, belief and behavior — bypassing new experience and growth. This can greatly limit personal choice, health and fulfillment.

Learning how to release these body-mind blocks is one aspect of self-support. Current events activate automatic responses to archaic triggers that cause the psyche to fragment. By learning steps out of fragmentation, you need not linger in this state or self-abandon at those times when you most need to be there for yourself.

IBP skills and concepts teach students and clients how to quickly identify, contain, and repair these interruptions to wellbeing. Working with the body and psychological issues simultaneously allows access to a deep experience of self that is differentiated from one's history, traumas, learned defensive patterns, and current event experiences.

The unique IBP breathing, movement, boundary, awakening core presence work helps heighten and sustain the experience of self, wellbeing, constancy and being fully alive. Yet, to sustain an experience of self we must also be able to release habitually disruptive body-mind holding patterns and see them as separate from who we are. IBP organizes these patterns into four simplified arenas. The arenas reveal habitual patterns that can cause interior, relational, and work problems.

IBP is a body-mind, energetic, and relational model that focuses on awakening the limbic system. Anxiety and depression are the first consequences of limbic omissions. (*A General Theory of Love*, Thomas Lewis, M.D., Fari Amini, M.D., Richard Lannon, M.D.) Our limbic system is the emotional, relational part of our brain that provides the capacity to love, feel empathy and compassion, to care for and attune to ourselves, others and to that which is larger than the self. Existentially, working with the body provides access to this core aliveness, our essence.

Our limbic system also holds the memory and ability to perpetuate the habitual, repetitive patterns formed in early childhood and through life trauma. These patterns unresolved can mechanically and unintentionally guide and form us now. Anxiety and depression most often result from a lack of limbic connection and attunement with self and other. The limbic system cannot be accessed by the mind alone. The underlying blueprint for our intimate relationships and sense of self is accessed through the body.

IBP is a way of approaching life that is both practical and transformational. This system teaches how to wake up and show up, to become connected, attuned, and stabilized in our somatic being. These practices create an integrated body-mind state.

We may know what an integrated or incorporated state feels like from the memory of special moments with body awakening experience such as with yoga, a good run, music, dance, intimacy or meditation. This feeling state is universal. It embodies a sense of heightened awareness, aliveness, mental and emotional clarity and wellbeing. There is also an embodied optimism that includes hope and trust. Problem orientation, fears, and defensive patterns diminish. Life becomes more supportive and simplified. Most people do not know how to inhabit and sustain this incorporated state on a regular basis. IBP teaches you how.

**When we look outside ourselves to find who we are,  
we miss the opportunity to build self-trust  
and inner knowing at our core.**

**Only with an awakening of our somatic core can we  
tolerate experiences of high intensity, act with true volition,  
and feel our life as our own.**

## PROGRAM DESCRIPTION

The Integrative Body Psychotherapy Training Program offers the same core curriculum with four tracks of study depending upon your specialization and/or interest. They are as follows:

- Track 1 – IBP Mental Health Practitioner
- Track 2 – IBP Allied Professional
- Track 3 – IBP Teacher
- Track 4 – IBP Associate

**Track 1 | IBP Mental Health Practitioner:** This training is for licensed or license-eligible mental health professionals. It is a three-year track, with each year consisting of seven 18-hour weekends. The third year of this track focuses on application of skills and concepts taught in the first two years of the program. The integration of these concepts and skills is critical to the practice of IBP therapy. Certification is awarded for those who complete all hours of training, who fulfill requirement of 100 hours of individual training therapy, who successfully demonstrate learning, and who are licensed in a mental health field.

**Track 2 | IBP Allied Professional:** This training is for individuals interested in continuing professional development. It is a two-year track that leads to certification. Track 2 offers the skills and integrity of IBP to professionals who want to attain more personal insight and awareness, greater presence and clarity of mind; and, in addition, increase their skills for working effectively with others, primarily in a professional capacity. To be eligible for acceptance in this track, students must have a master's degree or higher or be licensed in their chosen profession. Certification is awarded to those who complete class trainings, fulfill requirement of 50 hours of individual training therapy, and successfully demonstrate learning. While an Allied Professional is eligible for certification upon completion of two years of training and fulfillment of the above requirements, he or she has the option to apply to continue training for a third year before being certified, at the same annual cost and under the same terms as the three-year program. The Allied Professional must submit his or her written request thirty days prior to final Year 2 seminar together with a recommendation from an IBP teacher. Acceptance is at the discretion of the Executive Director or her representative.

**Track 3 | IBP Teacher:** A three-year track in which students learn how to teach the concepts and practices of IBP and deepen their skills. A prerequisite for this track is certification in Track 1 or Track 2 described above. Students in this track are called Teaching Assistants (TAs) and become part of the teaching staff and act as advisors. Certification is provided for those who complete training hours, demonstrate learning and who are licensed professionals.

**Track 4 | IBP Associate:** Training is a two-year track offered to those who wish to learn and apply IBP concepts and practices primarily for their own personal growth and development. They are seeking more aliveness, enhanced wellbeing, and skills that will help them to be more effective in their careers, as parents, and in their personal relationships. This track does not require an advanced degree, professional license or certification and requires a less rigorous demonstration of learning. Prerequisite is a high school diploma or the equivalent. Upon completion of two years of training, students in this track may participate in an additional third year of training by invitation from an IBP teacher, and, after providing a written request together with a statement that substantiates the benefit of the third year of training to their personal or professional development. Acceptance is at the discretion of the Executive Director or her representative. A Letter of Completion is provided for those who complete training hours, fulfill requirements for 50 hours of individual training therapy, and who successfully demonstrate learning.

A team comprised of two licensed, certified IBP Teachers with expertise in the course topic teaches each weekend training seminar. All IBP Teachers are qualified to teach any seminar in the three-year IBP Professional Training Program.

Instruction is a blend of didactic and experiential modules that include interactive discussion, role-playing, exercises and group process. Students learn IBP concepts and skills and then practice them to integrate learning. This is done with the guidance and support of teachers and TAs. Classes are deliberately kept small (typically, from 10 — 20 students) for maximum focused, individual attention and learning. Those who meet the eligibility requirements can earn 13 CE credits for each weekend seminar.

Requirements for completion of each weekend session include 18-hour attendance for the full weekend, active participation, demonstration of learning assimilation and reading material. Each weekend, students will receive teacher and teaching assistant written consensus of student competency. Requirements for student achievement include completion of each seminar as described above.

## **ENGLISH PROFICIENCY**

Students must have the ability to read and write English at the level of an American high school graduate as demonstrated by possession of a high school diploma, GED or passage of the California high school proficiency exam. All classes are taught in English. English language translators are not provided.

## **LOCATION**

After decades of holding classes at the cozy California style house of IBP's founder, the late Jack Rosenberg, PhD on Abbot Kinney Boulevard in Venice, it became necessary to move to a larger space. The IBP Institute has leased classroom space and is currently teaching the IBP Professional Training Program at the modern and expansive campus of Otis College of Art and Graphic Design, located at 9045 Lincoln Boulevard, Los Angeles, CA 90045. Only a few miles from the old location, the campus is very accessible, close to several freeways as well as the Los Angeles International Airport, and offers ample parking.

All weekend seminars for Years 1 through 3 can now be held at a single location. Seminars are held in roomy, well-equipped classrooms, with additional indoor and outdoor areas available for breakout sessions. There are a wide variety of places to eat, both at on-campus cafes and restaurants in the neighboring Westchester area, as well as plenty of lodging options.

Equipment needed for class activities is provided by IBP and includes some mats, straps and inflatable balls used during body-mind exercises. Handouts for each seminar, including a syllabus, are available online for downloading. Each seminar is recorded; audio recordings of instruction are available in the event of absences.

## **HOUSING**

The IBP Central Institute offers a non-residential program. It has no dormitory facilities and has no responsibility to find or assist students in finding housing. However, there are numerous short-term rental accommodations available in close proximity to the Institute within a radius of 5 miles, with average prices ranging from \$150 to \$250 per night.

## ITEMIZED COSTS OF IBP TRAINING PROGRAM

### **Track 1: IBP Mental Health Practitioner (3 Years)**

Application Fee* (non-refundable)	\$ 100.00
STRF** (non-refundable)	0.00
Books	65.80
Tuition (Current period)	3,400.00
Total Tuition (3 years)	10,200.00
Est. Fees for Individual Training Therapy***	<u>15,000.00</u>
Total Charges	<b>\$ 25,265.80</b>

### **Track 2: IBP Allied Professional (2 Years)**

Application Fee* (non-refundable)	\$ 100.00
STRF** (non-refundable)	0.00
Books	65.80
Tuition (Current period)	3,400.00
Total Tuition (2 years)	6,800.00
Est. Fees for Individual Training Therapy****	<u>7,500.00</u>
Total Charges	<b>\$14,365.80</b>

### **Track 3: IBP Teacher (3 years)**

Application Fee (non-refundable)	\$ 100.00
STRF* (non-refundable)	0.00
Books	N/A
Tuition (Current period)	1,666.67
Total Tuition (3 years)	<u>5,000.00</u>
Total Charges	<b>\$ 5,000.00</b>

### **Track 4: IBP Associate (2 Years)**

Application Fee* (non-refundable)	\$ 100.00
STRF** (non-refundable)	0.00
Books	65.80
Tuition (Current period)	3,400.00
Total Tuition (2 years)	6,800.00
Est. Fees for Individual Training Therapy****	<u>7,500.00</u>
Total Charges	<b>\$14,365.80</b>

In accordance with school policy, IBP Central Institute does not extend credit nor loan money to an individual for any charges in connection with its education program. Payment plans are available. There are no assessment fees for transfer of credits or fees to transfer credits.

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\* The non-refundable Application Fee is applied to first-year tuition.

\*\* Student Tuition Recovery Fund (STRF) as required by California law.

\*\*\* Track 1 requires 100 hours (at \$150 per hour) of individual training psychotherapy with a certified IBP training psychotherapist who is paid directly. Reduced rates starting at \$75 per hour available in cases of financial need.

\*\*\*\* Tracks 2 and 4 require 50 hours (at \$150 per hour) of individual training psychotherapy with a certified IBP training psychotherapist who is paid directly. Reduced rates starting at \$75 per hour available in cases of financial need. The Rosenberg-Kitaen Central Institute can provide a list of certified IBP training psychotherapists from which to choose.

**CURRICULUM AND TEACHING SCHEDULE FOR IBP TRAINING WEEKENDS  
SEPTEMBER 2017— APRIL 2018**

Classes meet Friday 3:00 PM — 7:00 PM      Saturday 9:30 AM — 5:30 PM      Sunday 9:30 AM — 3:30 PM

Year 1			
Class	Date	Course	Teaching Team*
1	September 15 – 17, 2017	Intro to IBP	Beverly Kitaen Morse & Dana Halsted
2	October 13 – 15, 2017	History I (Primary Scenario)	Beth Bardovi & Debi Fries
3	November 17 – 19, 2017	Body I	Vera Dunn & Mitchell Welch
4	January 5 – 7, 2018	Development I	Jonna Fries & Hans Selvog
5	February 2 – 4, 2018	History II (Somatic)	Dana Halsted & Noah Rothschild
6	March 16 – 18, 2018	Arenas I / Beginning Sessions	Beverly Kitaen Morse
7	April 27 – 29, 2018	Arenas II / Sessions	David Lindquist & Karen Bohan

Year 2			
Class	Date	Course	Teaching Team*
1	September 15 – 17, 2017	Couples I	Riley Smith & Rhoda Pregerson
2	October 13 - 15, 2017	Body II	Carolyn Martin & Vera Dunn
3	November 17 – 19, 2017	Sex I	Peggy Miller & Angie Mason
4	January 5 – 7, 2018	Advanced Body	Beth Bardovi & Wendy Dingee
5	February 2 – 4, 2018	Development II	Beth Bardovi & Debi Fries
6	March 16 – 18, 2018	Existential / Transpersonal	Susan Winfield & Noah Rothschild
7	April 27 – 29, 2018	Advanced Sessions	Beverly Kitaen Morse

Year 3			
Class	Date	Course	Teaching Team*
1	September 15 – 17, 2017	Body-mind Skills Integration	Frank (Sandy) Evarts & Barbara Kess Evarts
2	October 13 – 15, 2017	Couples II	Beverly Kitaen Morse & Dana Halsted
3	November 17 – 19, 2017	Existential II / End Zone	Beverly Kitaen Morse & Hans Selvog
4	January 5 – 7, 2018	Sex II	Peggy Miller & Angie Mason
5	February 2 – 4, 2018	Case Study I	Beverly Kitaen Morse
6	March 16 – 18, 2018	Case Study II	Beth Bardovi & Debi Fries
7	April 27 – 29, 2018	Certification Session	Beth Bardovi & Debi Fries

\* Circumstances may sometimes necessitate substitution of another IBP Teacher.

## **IBP PROFESSIONAL TRAINING PROGRAM COURSE DESCRIPTIONS**

IBP Certified Teachers are qualified to teach any of the courses that comprise the Integrative Body Psychotherapy Training Program.

### **YEAR 1**

#### **YEAR 1 | SEMINAR 1: Introduction to IBP**

A theoretical and experiential overview of IBP methodology as a somatic-based therapeutic modality in the context of traditional and emerging approaches in the mental health fields. Key IBP concepts and tools are introduced for in-depth study and practice later in the program. Students are encouraged to develop a cohesive group, and to awaken somatic sense of self through presence, boundaries and object relations.

#### **YEAR 1 | SEMINAR 2: History I — Primary Scenario**

The uncovering through first family history of unconscious repetitive life themes, transmitted biologically, psychologically, socially and most often generationally. This provides the quintessential map for knowing self and others and what is brought to current events for resolution. This fundamental IBP tool, imparts a deep understanding of foundational beliefs and fears (Basic Fault) to guide therapeutic process.

#### **YEAR 1 | SEMINAR 3: Body — Somatic Holding Patterns**

Students are taught basic anatomy, the autonomic nervous system, and theoretical underpinnings related to the holistic nature of body and mind and to applications for therapeutic intervention. Utilizing Reichian organizational framework of body segments and their relationship to breath and psychological significance, students learn IBP concepts and tools that include the containment model, sustaining constancy series, and an energetic body-mind diagrammatic tracking system (the "IBP Bug") as well as how to release muscular and underlying psychological respiration restriction. Instructors demonstrate how to recognize types of psychological issues as they show up in various segments of the body, and class participants have the opportunity to practice appropriate application of release techniques.

#### **YEAR 1 | SEMINAR 4: Development I — Body-mind Interruptions**

Informed by Object Relations, Cognitive Behavioral, and Bowlby & Ainsworth Attachment theory, students are taught developmental themes about self and core beliefs (e.g., Michael Balint's Basic Fault) that arise from early infant and mother/parent interaction resulting from bonding and attunement injuries (e.g., lack or inadequate quality of attachment and/or attunement). Applying the IBP Diagnostic Model, students learn how to identify the development of the Basic Fault, and defuse any undermining body-mind false sense of self and others manifested by emotional injury. Applying modalities of authentic mirroring and other IBP techniques of therapeutic intervention interrupt the repetitive defensive patterns and foster integration of a core self and sense of wellbeing.

### **YEAR 1 | SEMINAR 5: History II — Somatic History**

Year 1 students assess the history of their body: prior physical injury, illness, dysfunctions, medical treatments, and a sense of physical self and defects. Students are taught about health (physical and psychological components of nutrition, medication, and exercise status). Building on the foundation of prior classes, additional history taking is provided relating to relationship, and its elucidation of developmental injuries, emotional responses, relationship patterns, and somatic manifestations. After reviewing Primary Scenario evaluation, which includes Basic Fault (e.g., core beliefs about self) and Reichian body-mind segment muscular-psychological holding patterns, students are reintroduced to an advanced IBP concept — The One-Person Theme, conceptually grounded within the IBP Containment Model. Instructors demonstrate the application of the One-Person Theme, both a problem definition and therapeutic intervention, and class participants have an opportunity for experiential learning as they are guided in conducting role-played therapy sessions.

### **YEAR 1 | SEMINAR 6: Psychological Arenas — Beginning Sessions**

Seminar has a dual focus: (1) integrate and assimilate the learning from the five previous Year 1 seminars and, (2) develop within the student an understanding of the basic fundamentals of a complete IBP body-mind psychotherapeutic intervention through supervised sessions in which students in turn act as therapist, client, and observer. After review of prior material, integration and assimilation is enhanced with additional advanced IBP concepts deepening the consciousness and practices for Primary Scenario, Defensive Character Styles, Emotional Agency; learning to track energy, the Basic Fault and One-Person Themes, Fragmentation and Steps for Emotional Maturity, Transference and Counter-Transference, Speed Limits, and Awakening the Body. By implementing IBP concepts and tools in a complete session (e.g., recognizing the interrelationship between early childhood themes, and how they are replayed in current events, the arenas, transference relationship, and the energetic reactive dynamics of the body-system and holding patterns), students will feel whole, seen and known and learn somatic mental health skills — the IBP body-mind psychotherapeutic process to awaken core aliveness, resolve current event issues, and develop a somatic sense of constancy and wellbeing.

### **YEAR 1 | SEMINAR 7: Psychological Arenas II — Advanced Sessions**

Building on the previous session, students are guided experientially as they enact roles of client and therapist, receiving advanced instruction on the transference relationship (e.g., therapist-client attunement, therapist presence and aliveness in the body) and working with the various manifestations of defensive body-psychological patterns (i.e., Character Styles). They also observe and then practice advanced breath work and building an energetic charge by breathing with student-as-client, observing his or her body charge/release responses, sharpening the connection of the Primary Scenario, Basic Fault, and One-Person Themes to Current Event, and supporting the client experience of connecting to presence and aliveness in the body.

**YEAR 2 | SEMINAR 1: Body Oriented Couples**

IBP couples therapy provides the means to an interior awakening of love, self-volition, are taught how to resolve the projections, upsets, longings, and anger, that interrupt love, sexual desire and collaboration, so that hope becomes fulfilled. Mental health tools are used to resolve battlegrounds, enhance intimacy, presence and aliveness in relationship. Basic IBP concepts and treatment are applied to couples work, specifically, 1) to reframe projections of blame into what each person brings to the, and 2) to understand and treat it as an energetic/Object Relations issue. With supervision, students practice specific techniques with couples, such as: taking a scenario, assessing the bond, stabilizing the relationship, developing a treatment contract, the Boundary Exercises.

**YEAR 2 | SEMINAR 2: Working with the Body II — Releasing Holding Patterns**

This is the second of three weekend seminars in the IBP Training Program focused on the body. It continues exploration of the psychological holding patterns in the body and anatomical functions of body segments introduced in Body I, and how to recognize the memory with associated beliefs, emotions and behaviors held in various segments. Students gain a deeper understanding of anatomy and inhibited function. In addition to interactive lectures, demonstrations and session work help students have a somatic experience of energetic holding patterns and release techniques. They will experience high charge breathing patterns and a greater experiential understanding of presence, splitting off, cutting off, containment and interruptions as they refine their skills for tracking energy in the body. Students learn and experience how the body and breath can provide access to the core self and a greater “I am” sense of wellbeing.

**YEAR 2 | SEMINAR 3: Sex I – A Psychological/Energetic Model of Sexuality**

This is first of two seminars on the energetic and relationship models of sexuality. The format is a combination of interactive lectures, demonstrations and practice sessions. Students learn to work with an approach to sexuality that focuses on the triangle between the patterns each person brings to the sexual relationship, patterns acted out in the relationship and how each individual builds, contains and releases energy. Students are taught how to use the Energetic Charge/Release Cycle and the Sexual Relationship Assessment Guide as tools for diagnosis and treatment. Students learn IBP tools such as the Sexual Scenario and Sexual Identity Charts and used for tracking and understanding a sexual development history. Students learn how to identify the somatic patterns of sexual function and about the interplay of the psychological and somatic in identifying sexual problems. Students increase their levels of comfort as well as that of their clients for discussing sexual issues, and the use of IBP skills to maintain presence with intimacy and charge. They also practice integrating sex counseling into therapy sessions.

## **YEAR 2 | SEMINAR 4: Advanced Body**

The third of three Body seminars in the IBP Training Program, this seminar offers an in-depth focus on the pelvic segment. Students gain a deeper knowledge of pelvic anatomy, the nervous system and pelvic segmentation as it relates to holding and release patterns registered in the body due to psychological events. They develop greater understanding of how the body, mind and emotions function synchronously, and how this may influence a person's capacity to build and contain high charge energy (particularly during sex). Students continue to practice tracking skills using IBP tools like the IBP Bug to identify specific themes (e.g., Basic Fault, Agency or Character Style) that arise as charge interruptions. They also get additional practice in using the Sustaining Constancy Series of exercises — a fundamental IBP tool developed by IBP Founder, Jack Lee Rosenberg, PhD and Beverly Kitaen Morse, PhD— for increasing energy and aliveness in the body, as well as enhancing a sense of core self and wellbeing.

## **YEAR 2 | SEMINAR 5: Resolving Developmental Injuries**

The focus of this seminar is developmental themes (or “developmental injuries”) that arise from childhood and can confiscate current reality and cause dysfunction in adulthood, particularly in intimate relationships. Through group discussion, role plays, exercises and practice sessions, students learn how to identify and classify the type of developmental injuries from the Primary Scenario of a person's early life that manifest as interruptions to a sense of wellbeing, constancy, clarity and fulfillment. They learn to recognize where in the body these “stuck places” reside and prevent us from having the authentic and core experiences that are possible in life. Students use IBP mental health skills to help themselves and others remain centered, present and grounded. They learn theoretically and experientially how to activate a disassociated or numbed sense of self in the body for authenticity that releases us from faulty life themes.

## **YEAR 2 | SEMINAR 6: Existential — Transpersonal**

Seminar embarks upon the issues of existence, states of consciousness and transformation of consciousness. Throughout the weekend, students are guided to experience and delve into a deeper place of self-inquiry, to confront existential issues of impermanence, authenticity, aloneness, attachments and the cycles of life. Through discussion and experiential learning, students explore their ideas of the transpersonal experience, an awakening to that which is beyond themselves. IBP's therapeutic model confronts these existential/transpersonal concepts. This training session teaches students how to better understand their own existential development; to become aware of their transformation during the process of consciousness; to realize their own level of aliveness and existence; and, how to develop and master tools that support somatic constancy when life is in flux. Students are also taught how to interpret and work with dreams from a psychological and transpersonal level.

## **YEAR 2 | SEMINAR 7: Advanced Student Sessions**

This seminar completes Year 2 of the IBP Training Program and prepares students to either graduate or advance to Year 3. Each student experiences a full IBP somatic based psychotherapy session with one or both seminar instructors. All students observe the series of sessions and are encouraged to process each session to assess their knowledge and their need of further development. They learn to identify their own personal themes and to participate in active professional inquiry and resolutions. Due to the unknown nature of emerging client material, this is an opportunity to teach material experientially. Because the fundamentals or underlying principles and structure of effective body-mind psychotherapy are consistent, students learn how to develop fluency with therapeutic process and gain a body-mind sense of the nature of effective in-depth sessions. Having completed two years of the IBP Training Program and the required psychotherapy hours, students are introduced to advanced breath and body process. With personal support and internal experience they advance to another level of development.

## **YEAR 3**

### **Year 3 | SEMINAR 1: Body-Mind Skills Integration**

Students demonstrate an integrated understanding of IBP mental health concepts and skills. Critical in attaining therapeutic intervention ability, therapist-client attunement (i.e., the transference relationship) — the cornerstone of IBP therapy — requires students to demonstrate accurate use of IBP mental health skills in understanding their personal lives and achieving a heightened, strengthened, authentic sense of self. Students are expected to visually and narratively present a cohesive, personal Primary Scenario that includes Basic Fault development; themes of childhood Abandonment, Inundation, Secret Themes, and Gender Prejudice; and how Character Style and Emotional Agency defenses were utilized in childhood and currently employed. In addition, IBP therapists-in-training (i.e., students) are assessed, via their presentations and demonstration sessions, for the quality of their personal growth, their application of IBP mental health skills that include sustaining constancy (e.g., breath work and energetic containment), steps out of fragmentation (e.g., self-care process), and self-observation through journal writing and personal IBP therapy.

### **YEAR 3 | SEMINAR 2: Advanced Body Oriented Couples II**

Following a review of Couples I, students are taught advanced IBP body-mind couples psychotherapy that includes the following: (1) to resole common battlegrounds for couples including stages of life and relationship; (2) how the IBP therapist keeps their own center, and avoids being unconsciously drawn into the couple's presenting problem and Primary Scenarios, and (3) communication skills for somatic authenticity and truth involving components of intimacy, trust, and resolving emotional betrayals. Using

IBP tools, students learn how to unearth the underlying themes (e.g., Primary Scenario material) of each partner that are brought to the surface and processed (e.g., tracking underlying core issues, tools for avoiding fragmenting a partner or the relationship, Character Style themes and resolutions, Emotional Agency themes and resolution toward intimacy, sexual counseling, working transference and dual transference, and tracking gender prejudice). They also learn how to help couples get past set ideas and defensive patterns and instead, build limbic/energetic bonds of mutuality between partners. The implementation of advanced IBP couples work included personal and relational developmental tasks, which include themes that become intensified in older age.

### **YEAR 3 | SEMINAR 3: Existential II — Issues of Aging**

Students are engaged in an experiential, interactive seminar. Existential, spiritual, transpersonal awakening cannot be taught. It can only be explored and opportunities for awakening provided. This seminar explores the differences between growth, development, healthy aging, and a transformation of consciousness. It also delves into the effects produced by our human awareness of our own mortality and examines the psychological/spiritual aspects often felt with the loss of parents, children and spouses. Discussions of impermanence lead to the revealing of personal and archetypal life values—and an awareness that life is short, at best. Given this, students are encouraged to consider that they cannot afford to indulge in undermining habitual themes of the past (e.g., Primary Scenario or family-of-origin assumptions and defensive patterns that interrupt aliveness and lead to mental and physical illness and relationship problems). Content offerings include: Issues of Aging in a New Era; The Maturing Body, Mind, and Spirit; Sensitivities of Age; The Importance of Presence; Eldering Attitudes for the End Zone; Existential Themes for the End Zone; Medical Care and Medication; Healing and Cure; Recycled Memories; and Health, Wellbeing, and the Basic Fault. (I didn't remove any of these but some on this list are not familiar to me)

### **YEAR 3 | SEMINAR 4: Sex II — Advanced Understanding of the IBP Psychological/Energetic Model of Sexuality**

Session builds upon the foundation established in Year 2 | Session 3: Sex I. Begins with a review of material presented in Sex I including the Sexual Relationship Assessment Guide, Sexual Scenario, Sexual Identity chart, and the Energetic Charge/Release Cycle. Students learn how to differentiate physical and emotional functioning and how to work with both simultaneously. The effects on the psychological and sexual functioning of sexual trauma and early childhood abuse are addressed, so that students are aware of how this type of early history reflects adult sexual behavior patterns. This session also includes pharmacology for treating sexual functioning, translation of the DSM-V Sexual Dysfunctions into the IBP model, sexuality throughout the lifespan including exploration of the myths and possibilities of sexuality in the latter stages of development. Class also explores the effects of the Basic Fault and existential issues on sexuality.

### **YEAR 3 | SEMINAR 5: Case Study I and Session Presentations**

This class begins the culmination of the IBP three-year Professional Training Program. In an atmosphere for advanced learning, each student must show their competence with IBP concepts and skills by presenting a case study and leading a psychotherapy demonstration session. The case study should include a concise presentation of Primary Scenario themes, the Basic Fault and its relationship to core self and somatic constancy experience, the presenting problem reframed in IBP energetic-arena terms, an outline of IBP therapeutic interventions applied in context, the transference relationship, as well as Agency and Character Style themes and their relationship to Primary Scenario and energetic body responses. The demonstration session provides students another opportunity to reveal their competence by applying IBP interventions and use of self in real time. Each student identifies strengths and aspects of the case study that are not fully understood or resolved. Instructor feedback and the class experience serve as a primer and aid in helping students prepare for certification.

### **YEAR 3 | SEMINAR 6: Case Study II and Session Presentations**

A continuation of Case Study I. In presenting their case studies, students are expected to demonstrate an advanced understanding and mastery of IBP concepts and skills. As in the previous seminar, Students in the Mental Health Professional track demonstrate their knowledge of IBP theory and practices through a case presentation describing treatment of a therapy client. Allied Professionals present examples of how they use IBP theory and practices with clients in their fields (e.g., how a divorce attorney might use this knowledge with his clients; a business coach might use IBP methods to understand and resolve workplace conflicts; a massage therapist in “reading” her client’s body; or an actor in creating the role of a character). Students in the Associate track demonstrate learning by presenting assessments of their own personal growth and development through IBP. Focus of class is on helping students prepare for certification sessions.

### **YEAR 3 | SEMINAR 7: Certification Sessions**

Each student conducts a complete 50-minute advanced IBP demonstration-of-learning session, providing the certifying teacher with evidence of competence as follows: (a) show an understanding of the IBP tracking and diagnostic system, (b) make evident skills of observation that form the nexus to appropriate intervention utilizing clients’ body energy, (c) effect the intervention in a professional, authentic, and present manner, (d) demonstrate ability to recognize core self and basic fault, (e) reveal an understanding and use of primary scenario and track its connection to the body and defenses of agency and character style, (f) make evident the ability to work with holding patterns of the body, and (g) display ability to close the session. The certification demonstration is the basis for qualification as an IBP Certified Practitioner or Allied Professional.

## ROSENBERG-KITAEN IBP CENTRAL INSTITUTE FACULTY

For more detailed biographical information, visit our website at <http://ibponline.com>. Click on the **Training Program** tab and then click **Faculty** on the drop-down menu.

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### **Beverly Kitaen Morse, PhD, MFT** **Executive Director/Clinical Director**

Antioch University, BA and MA; Ryokan College, PhD; Licensed Marriage and Family Therapist; Certified IBP Practitioner; Certified IBP Teacher. Early in her career, Dr. Morse facilitated weekly couples seminars on sexuality and received advanced training and supervision in Self-Psychology and Gestalt therapy. After receiving her doctorate at Ryokan College, taught Human Sexuality. Since the late 1970's, has functioned in several key roles at the Institute, as Executive Director, Clinical Director and founding member of the IBP Advisory Council. For 30 years, co-led the popular Couples seminars at Esalen Institute in Big Sur, California. Since 1986, she has taught IBP Training Program weekend seminars, including: Introduction to IBP, Psychological Arenas I: Beginning Sessions, Advanced Sessions, Development I, Couples II, Existential/Transpersonal I and II, and Case Study I. Together with her late husband, Dr. Jack Rosenberg, Founder of Integrative Body Psychotherapy, Dr. Morse co-developed the IBP methodology and Practice and developed the IBP Training Program. In addition to running the Institute and maintaining a private practice in Los Angeles, she continues to lead IBP seminars and process groups at the Institute and worldwide. Publications: *The Intimate Couple* (co-author).

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### **Beth Bardovi, MA, MFT – Director (IBP Central Institute)** **and Executive Director of IBP Italy**

Antioch University, MA, Clinical Psychology; Licensed Marriage and Family Therapist; Certified IBP Practitioner; Certified IBP Teacher. Involved with IBP since 1982. Since 1989, has taught IBP methodology in the United States, Canada and Europe. Member of the IBP Central Institute Advisory Council. In 2014, assumed position of Executive Director of the IBP Institute in Cesena, Italy where she teaches weekend seminars each summer. Currently teaches several classes at the IBP Central Institute including: Primary Scenario, Advanced Body, Transpersonal, Sexuality, Development II and Certification Sessions for graduation eligibility. In private practice since 1985, with offices in Santa Monica and Malibu Canyon, CA. Publications: 2010 USABP Proceedings: *Integrative Body Psychotherapy and the Treatment of Trauma* by Beth Okun-Bardovi, MFT and Margaret Fichter, PsyD (aka Margaret Gayle).

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**Katie Black, MA, LCSW**

Tulane University, BA, Psychology; University of Southern California, MA, Social Work; Certified Yoga Instructor; Certified IBP Practitioner; Certified IBP Teacher. Licensed Clinical Social Worker in private practice, specializing in somatic psychotherapy. Also provides group supervision. Combines meditation, yoga, Body-Mind Centering® and IBP techniques in her work, with an emphasis on finding solutions to anxiety and depression without medication. Teaches at USC School of Social Work. Clinical Consultant to Social Work research. Currently working on USC research study evaluating therapeutic session for adolescents identifying as LGBT. Joined faculty of IBP Central Institute in 2012. Teaches first-year weekend seminar, History II (Somatic History).

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**Karen Bohan, MA, MFT**

Licensed Marriage and Family Therapist; Certified Gestalt Therapist; Certified IBP Practitioner; Certified IBP Teacher. Pioneering researcher in studying use of Gestalt therapy and transpersonal psychology in a psychiatric setting. Taught Gestalt theory and group process at Department of Psychiatry at UC Irvine. In private practice since 1975, leading groups and workshops as well as working with individuals. Treats full range of individual and relationship issues, with special emphasis on high conflict couples. Currently in private practice in Laguna Beach, California with her husband, David Lindquist, MFT who is also a certified IBP teacher. Both are on the faculty at the IBP Central Institute since 2000, and they co-teach Arenas II.

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**Vera Dunn, PhD, MFT**

University of Southern California, BA; University of Southern California, MA, Special Education and Learning Disabilities; Ryokan, PhD, Clinical Psychology; Certified Gestalt Therapist; Certified IBP Practitioner; Certified IBP Teacher. In private practice in Beverly Hills since 1975. Extensive experience with cancer patients, substance abuse clients and couples. Has been involved with the IBP Central Institute since its inception. Since 1992, has been teaching Development II, Body I and Body II at the IBP Central Institute.

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**Wendy Dingee, MS, LCPC, LCADC**

University of Las Vegas (UNLV), BS in Secondary Education; UNLV, MS in Counselor Education. Certified IBP Practitioner; Certified IBP Teacher. Licensed Clinical Professional Counselor, Licensed Clinical Alcohol and Drug Counselor, National Certified Counselor and Board Certified Coach. Private practice therapist and owner of Nevada-based Live Well Counseling & Life Coaching. Worked 6 years as counselor for University of Nevada School of Medicine; Associate Faculty in Counseling & MFT programs, University of Phoenix. Faculty member at IBP Central Institute, Los Angeles California, where she teaches Advanced Body seminar for Year 2 students.

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**Barbara Kess Evarts, MA, EdS, MFT**

Simmons College, BA, Publishing and Graphic Design; University of Nevada, MA, Nonverbal Communication; University of Nevada, EdS, Education Specialist in Counseling Psychology; Certified IBP Practitioner; Certified IBP Teacher. Has studied body, sensory and spiritual approaches to growth and consciousness for over 30 years. In private practice in Reno, NV and incorporates body awareness and mindfulness into her individual and relationship counseling. Co-teacher with her husband, Frank (“Sandy”) Evarts, PhD, of IBP Couples workshop at Esalen Institute, Big Sur, California and teaches Body-Mind Skills Integration, with her husband, Dr. Evarts, at IBP Central Institute.

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**Frank “Sandy” Evarts, PhD**

Trinity College, BA, Psychology; Vanderbilt University, PhD, Clinical Psychology; Vanderbilt University; Licensed psychologist; Licensed Alcohol and Drug Abuse Counselor; Certified IBP Practitioner; Certified IBP Teacher. Adjunct Professor at the University of Nevada graduate level Clinical Psychology students. Board member and counselor of Northern Nevada Center for Independent Living, helping people with disabilities. In private practice in Reno, Nevada. Co-instructor with his wife, Barbara, of IBP Couples Workshop at the Esalen Institute and Body-Mind Skills Integration at the IBP Central Institute since 2005.

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**Debi Fries, MA, MFT**

Phillips Graduate Institute, MA, Counseling Psychology; Licensed Marriage and Family Therapist; Certified IBP Practitioner; Certified IBP Teacher. Clinical Director of Somatic Psychotherapy for the Elemental Family, Los Angeles. Also in private practice. Works with teenagers, families, individuals and couples using training in interpersonal neurobiology, mindfulness, and somatic psychotherapy. Joined the faculty of IBP Central Institute in 2010. Teaches Development II, Body Mind Skills Integration and Certification Sessions.

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**Jonna Fries, MA, PsyD.**

Phillips Graduate Institute, MA, Psychology and PsyD. Certified IBP Practitioner; Certified IBP Teacher. Associate Adjunct Professor at The Chicago School of Professional Psychology. Faculty member at California State University, Los Angeles where she provides psychological services in the Counseling and Psychological Services Department (CAPS). Serves on the Risk Management team, the Continuous Quality Improvement team and on the CARE team, CSULA’s behavioral and psychological threat assessment and management committee. In private practice in Los Angeles where she implements IBP, EMDR, psychodynamic, and CBT interventions. As an IBP instructor since 2010, she has taught Introduction to IBP, Development I and II, Advanced Couples, and Primary Scenario as well as leading IBP introductory workshops. She is also Diversity Scholarship Chair for the IBP Central Institute.

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**Margaret Gayle, MA, PsyD.**

Royokan College, MA, Psychology; Royokan College, Psy.D.; Certified IBP Practitioner; Certified IBP Teacher. Developed a private practice as psychological assistant to Dr. Andrew Yellen, licensed California psychologist. Worked three years as psychological assistant at Northridge Hospital Family Practice Center, treating patients with a broad range of psychological disorders. For several years, directed Marketing and Admissions efforts at the IBP Central Institute. Since 2006, has been a member of the IBP Central Institute Advisory Council. A licensed psychologist in the State of California as well as a Registered Professional Counsellor in Canada, she divides her time leading workshops and teaching at IBP Central Institute and at the IBP Institutes in Canada. Currently teaching Introduction to IBP and Advanced Sessions of the IBP Professional Training Program. Publications: 2010 USABP Proceedings: *Integrative Body Psychotherapy and the Treatment of Trauma* by Beth Okun-Bardovi, MFT and Margaret Fichter, PsyD (aka Margaret Gayle).

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**Dana Halsted, MA, MFT**

Northwestern University, BS, Speech; Phillips Graduate Institute, MA, Counseling Psychology with a focus on school based child therapy; University of Santa Monica, MA, Spiritual Psychology with an emphasis on Consciousness, Health and Healing; Certified IBP Practitioner; Certified IBP Teacher. Led Conscious Parenting workshops at Well Baby Center and Early Childhood Parenting Center, also individual therapy sessions with adults and children. Background in addiction recovery. Licensed Marriage and Family Therapist in private practice in Mar Vista, California. Leads workshops on how to combat the impact of pornography and social media on children. Currently teaching Intro to IBP, Couples II and History II (Somatic) at the IBP Central Institute.

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**David Lindquist, MA, MFT**

MA; Licensed Marriage and Family Therapist. Certified IBP Practitioner; Certified IBP Teacher. Extensive training in Gestalt therapy. Twenty years' prior experience as teacher and school administrator in Orange County, California. Former owner of consulting business for teacher training, presenting workshops in Singapore, Moscow, and throughout the US. In private practice in Laguna Beach and Palos Verdes, CA. Sees adults and couples, but specializes in young adults, adolescents, and children. Subspecialties are working with oppositional defiant adolescents, attention deficit disorder, Asperger's Syndrome, and Tourette's Syndrome. Since 2000, together with his wife, Karen Bohan, MFT, he teaches Arenas II at the IBP Central Institute.

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**Carolyn Martin, DC**

University of Redlands, BS, Chemistry; Los Angeles College of Chiropractic, BA, Human Biology; Los Angeles College of Chiropractic, Doctor of Chiropractic Medicine. In private practice in Woodland Hills, California. Joined the faculty of IBP Central Institute in 2006, where she teaches the Body I, Body II and Advanced Body seminars in the IBP Training Program curriculum.

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**Angela Mason, MPH, LCSW**

Tulane University, MSW, Social Work, MPH, Public Health. Certified in Forensic Social Work; Certified IBP Practitioner; Certified IBP Teacher; Advanced training in Eye Movement Desensitization and Reprocessing (EMDR), and Defense Initiated Victim Outreach. Has 16 years' experience in state and federal capital cases as a mitigation specialist, social historian, and defense victim outreach liaison. Since 1999, has owned and operated a clinical and forensic social work practice in Los Angeles. Specializes in treatment of trauma and PTSD, relationship and identity issues, substance abuse, anxiety and depression, children and adolescents. On the faculty of IBP Central Institute since 2012; teaches Sex I and Sex II seminars.

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**Peggy Miller, MA, MFT**

UC San Diego, BA, English History; MA; Licensed Marriage and Family Therapist. Certified IBP Practitioner; Certified IBP Teacher. Extensive training in somatic psychotherapies, Gestalt, and Jungian psychotherapy. Has worked for the H.O.P.E. Foundation counseling widows and widowers, families experiencing loss, and cancer patients and their families. In private practice since 1980. Works with clients who have drug and alcohol problems and with their partners and families. Specializes in IBP sex therapy. Joined the faculty at IBP Central Institute in 1993. Teaches Sexuality I and II at the IBP Central Institute and Canadian IBP Institutes.

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**Rhoda Pregerson, MA, MFT**

University of Michigan, BA; Antioch University, MA, Clinical Psychology; Licensed Marriage and Family Therapist; Certified IBP Practitioner; Certified IBP Teacher; specialized training in Family Systems, Gestalt therapy, Solution Focused Brief Therapy, Intersubjective Self Psychology, and Object Relations. Certified IBP Practitioner; Certified IBP Teacher. Former clinical supervisor at the Southern California Counseling Center and at Family Services of Santa Monica. Teacher, lecturer, group leader for more than thirty years in a wide array of settings—schools, universities, corporations, non-profits and mental health centers—on a range of topics including codependence, stress management, wellness, meditation, and spirituality. In private practice in West Los Angeles since 1988. Since 1995, has been on the faculty at the IBP Central Institute where she teaches History II and Couples I seminars.

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**Noah Rothschild, MA, MFT**

Loyola Marymount University, MA, Counseling Psychology; Licensed Marriage and Family Therapist. Certified IBP Practitioner; Certified IBP Teacher. Trained at the Maple Center's Family Adolescents and Child Therapy Program (FACT) and worked in residential treatment with teens. Was lead family therapist at Passages | Malibu, an acclaimed drug and alcohol rehabilitation center. Conference presenter and public speaker on a broad range of topics including adoption, substance abuse, mindfulness, breath work and somatic psychotherapy. In private practice in Santa Monica, California, working with full spectrum of clients; as an adoptee, has a special sensitivity for early loss issues and working with the adoption triad. Since 2010, has been teaching the Existential/Transpersonal seminar of the IBP Professional Training Program.

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**Hans Selvog, PhD, LCSW**

Bethel College, BA, Social Work; Virginia Commonwealth University, MSW, Social Work; PHD, Social Work; Certified IBP Practitioner; Certified IBP Teacher; Adjunct Professor of Research Methods for Social Work, Graduate Level, University of Southern California. In 2009, established a private consulting practice in forensic social work; as criminal defense consultant has expertise in all aspects of capital cases and is a qualified expert witness. Also has private social work psychotherapy practice for individual clients, couples, and families, dealing with issues such as substance abuse, violent/aggressive and sexual offense behaviors, juvenile delinquency. Since joining the faculty of IBP Central Institute, has taught Sex I and II, Development I, Advanced Couples, Existential II/End Zone as well as led Intro to IBP workshops.

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**Riley Smith, MA, MFT**

Goddard College, MA, Marriage and Family Therapy; Licensed Marriage and Family Therapist; Certified Supervisor; American Association of Marriage and Family Therapists; Certified Instructor of Somatic Psychotherapy; Certified Eye Movement Desensitization and Reprocessing Therapist; Certified IBP Practitioner; Certified IBP Teacher. For eight years, was Clinical director and training therapist at Do It Now, an outpatient drug program. Currently, a provider for Aetna. In private practice since 1976, working with adults, individuals, and couples, with areas of emphasis including body-mind connection, anxiety, depression, post-traumatic stress, addictions, relationship problems, as well as adult survivors of sexual and physical abuse. In 1995, joined the faculty of the IBP Central Institute and currently teaches Couples I. Publications: Co-author of *How To Be A Couple and Still Be Free*, a problem-solving manual for couples and *True Partners*; a workbook for building a lasting, intimate relationship.

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**Mitchell E. Welch, L.ac. MTOM**

Emperor's College of Oriental Medicine, Master's in Traditional Oriental Medicine, Licensed Acupuncturist; Certified IBP Practitioner; Certified IBP Teacher. In Private Practice in Portland, Oregon. Combines somatic IBP concepts and techniques with his knowledge and training in Traditional Oriental Medicine. Joined the faculty of IBP Central Institute in 2011. Teaches Body I seminar of the IBP Training Program.

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**Susan Winfield, MA, MFT**

Antioch University, MA, Clinical Psychology; Licensed Marriage and Family Therapist; Certified IBP Practitioner; Certified IBP Teacher. Extensive training in Early Childhood Development and Somatic Therapy. Also has specialized training in female pelvic dysfunction. Prior to her career in the mental health field, was a corporate executive and business owner doing business in the US and abroad. Currently, a staff member at The Early Childhood Parenting Center and a senior group leader for psycho-educational, attachment based infant and toddler groups. Also in private practice in Venice, CA. On the faculty since 2010, she teaches Existential/Transpersonal seminar at the IBP Central Institute.

**Breath is the bridge which connects life to consciousness,  
which unites your body to your thoughts.**

**~ Thich Nhat Hanh**

## **ADMISSION REQUIREMENTS**

Applicants for the three-year Certified Practitioner Training will provide 1) a copy of their license(s) to practice psychotherapy, or 2) documentation that they are currently enrolled in an educational program that leads to a license to practice psychotherapy. Allied professionals must provide a copy of their master's degree or equivalent. To complete the third year of training, Allied Professional students must 1) be invited by an IBP teacher to participate in the third year, and 2) provide a rationale in writing that substantiates the benefit of the third year of training to their professional development. Associates must provide documentation of high school degree or equivalent.

## **STUDENT ACHIEVEMENT AND ATTENDANCE POLICY**

Student achievement is measured by satisfactory completion of each seminar, participation in class showing an understanding of IBP theory and practices and the demonstration of personal, interpersonal and professional growth and development gained through IBP reading materials and implementation of IBP theory and practices. Missing any class can make it difficult to build a foundation and to master the IBP process. Each class is built upon another. It is the student's responsibility to quickly make up a missed class so as not to undermine his or her learning or the progress of the class.

An IBP academic year consists of 7 weekend classes of 18 hours each. Any missed class time must be made up by listening to an audio recording of the class and writing a short summary of what was presented and learned. This make-up assignment is due before the next weekend class. The summary should be handed to the teacher or TA for evaluation. Obtaining a copy of the notes from a classmate is recommended. A failure to make up a missed class will result in having to repeat the class.

If a student misses two weekend classes (or a significant portion of an individual class) the teacher and TA of these classes must evaluate his or her learning. If the student's learning is lagging, make-up classes with a teacher or TA will be necessary. A student who needs extra tutoring from a teacher or TA will have to pay for their time, at a cost that they shall determine.

If three weekends (or significant portions of the classes) are missed, the student may be required to enter the next year's class the following school year. Recurrent tardiness is disruptive to the class and will be discussed between the student and the teacher. The beginning of each class is structured to set the tone of the class. Those who are late miss a great deal.

Students are required to contact their advisor or the IBP Central Institute at (310) 395-2117 if they are going to be late or unable to attend a class.

## **CANCELLATION AND REFUND POLICIES**

### **Student's Right to Cancel**

The IBP Central Institute does not participate in federal student financial aid programs. A student has the right to cancel their enrollment agreement and obtain a refund at any time during the duration of the agreement. Notice of cancellation must be in writing.

If the student withdraws prior to commencement of the first class session, IBP Central Institute will refund 100% of amount paid for institutional charges, minus \$100 non-refundable deposit and for any books or other materials purchased; or, if cancellation is made through attendance at the first class session or the seventh day after enrollment, whichever is later. The amount retained for the registration fee may not exceed \$100.

In addition, the student may withdraw from the course after instruction has begun and receive a pro rata refund for the unused portion of the tuition.

Example:

\$ 3,400. total paid minus \$ 100. registration fee = \$ 3,300. refund amount

\$ 3,300. divided by 7 seminars = \$ 471.43 charge per seminar

\$ 471.43 multiplied by 4 seminars attended = \$ 1,885.72

\$ 3,300. minus \$ 1,885.72 = \$ 1,414.28

Student must submit a written withdrawal request to IBP 30 days prior to the next scheduled session. For example, if a student completes 4 seminars out of the total 7 seminars, and has paid for the whole year, the student would receive a refund of \$ 1,414.28.

If a student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds.

If a student obtains a loan to pay for the IBP Training Program, Student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If a student is eligible for a loan guaranteed by the federal or state government and Student defaults on the loan, both of the following may occur:

1. The federal or state government or a loan guarantee agency may take action against student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
2. Student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

IBP Central Institute makes every effort to issue refunds promptly. Refunds are made no later than 30 days after the student's request for cancellation of the enrollment agreement has been approved. Student is also invited to reapply for the program at any time in the future.

### **IBP Central Institute's Right To Cancel**

The IBP Central Institute has a right to cancel a student's enrollment agreement at any time if it deems necessary. A withdrawal may be initiated due to student's conduct, including, but not necessarily limited to, a student's lack of attendance or if this training is deemed unsuitable for the student or student violates IBP Code of Ethics. Refunds of tuition will be in accordance with procedures described above.

## **NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION**

The transferability of credits you earn at IBP Central Institute is at the complete discretion of an institution to which you may seek transfer. Acceptance of the certificate you earn in the IBP Training Program is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending IBP Central Institute to determine if your certificate will transfer.

### **OTHER NOTICES**

- IBP does not accept transfer credits from other institutions. IBP accepts transfer credits from IBP institutes.
- IBP does not accept credits through challenge examinations or achievement tests.
- IBP has not entered into an articulation or transfer agreement.
- IBP does not provide English translation services and does not provide ESL courses.
- IBP does not accept financial aid. IBP is non-accredited and does not participate in federal and state financial aid programs. If a student obtains a loan to pay for the IBP program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund in the case of a student's withdrawal. If a student received federal student financial aid funds, and withdrew from IBP, the student is entitled to a refund of the money not paid from federal financial aid funds.
- IBP does not have a pending petition in bankruptcy, has never filed for bankruptcy, and has never had a petition of bankruptcy filed against it.
- IBP does not grant credit for prior experiential learning.
- Non-U.S. citizen student policy: IBP admits students from other countries. IBP does not provide visa services and does not vouch for student status.
- Student services include assistance in reaching out to the IBP community for ride sharing, free workshops, and a list of training therapists. This is the full extent of student services offered.
- IBP does not offer placement services.
- IBP assumes no responsibility to find or assist a student in finding housing.
- Student records of completion and certification will be kept permanently. Verification of completion and certification may be obtained by contacting [info@ibponline.com](mailto:info@ibponline.com).

## **GRIEVANCE POLICY**

Students may file a grievance verbally or in writing. Students are encouraged to voice any grievance they may have with the Executive Director, Program Administrator, a teacher, teaching assistant or student advisor, and/or during process groups.

Written grievances must be emailed to [info@ibponline.com](mailto:info@ibponline.com) or mailed to IBP Executive Director, 12500 Cloud Lane, Los Angeles, CA 90049. Verbal grievances may be communicated to the student's teacher (contact information available on the website ([www.ibponline.com](http://www.ibponline.com)) or to the advisor (whose contact information may be found in the student's class roster).

IBP Central Institute makes every effort to respond to all grievances in a reasonable, ethical and timely manner. IBP has established a deadline of 45 calendar days for resolving complaints and grievances. Oral complaints that are successfully resolved within the initial meeting(s) are not recorded. However, formal grievances and processes, as well as resolutions, are stored in written form in the individual students' files permanently, as well as in the IBP office files for a minimum of five years.

All grievances shall be reported to the California Association of Marriage and Family Therapists (CAMFT) by IBP in its annual reports and subsequent renewal applications. Copies of IBP's Grievance Policy are available upon request. Promotional materials such as advertisements and fliers shall include information regarding how to contact IBP in order to file a grievance.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website [www.bppe.ca.gov](http://www.bppe.ca.gov).

## **STUDENT RECORDS**

Student records will remain on site for a minimum of five years. Student transcripts will be kept permanently.

## **PROBATION AND DISMISSAL POLICY**

As apprentices of Integrative Body Psychotherapy, students are holistically evaluated by all teachers and teaching assistants so that the training staff can continuously guide students toward the learning and growth. Students are required to attend and participate in class activities and demonstrations of learning. As stated in the Program Description section (pp. 6-7), students also required to attend private therapy sessions with an IBP training therapist to deepen self-understanding and support mental and emotional stability. Additionally, students are expected to help maintain an environment conducive to learning, including upholding the Code of Ethics and confidentiality that each student agrees to upon entering the program. IBP teachers and Teaching Assistants offer continuous evaluation and support and are committed to helping each student overcome any obstacles that might impede their success. However, if a student fails to uphold these performance and conduct standards, he or she may be subject to probation or dismissal.

IBP teaching staff hopes that through the study of IBP, students will work toward authenticity, compassion, and interpersonal effectiveness. Students who do not appear to be able to contribute appropriately to the learning environment will be addressed by IBP staff in a compassionate and patient manner with the intention to increase interpersonal effectiveness and greater insight into the self and challenging patterns.

If, despite these efforts, it is deemed inappropriate for a student to be in the current IBP training year, IBP reserves the right to ask the student to leave their current cohort and address the problem in personal therapy. Subsequently, if the student can demonstrate through interviews with the IBP Central Institute Executive Director and Director that the problem has been adequately addressed, the student will be invited to re-join the training the following year. After careful evaluation and review of a student's performance and subsequent remedies and consultation with the teaching staff, ultimately, it is at the discretion of the Executive Director to allow a student to continue with or return to the program.

A student facing probation or dismissal may appeal in writing to the IBP Institute 12500 Cloud Lane, Los Angeles, CAS 90049 or [info@ibponline.com](mailto:info@ibponline.com).

## **LEAVE OF ABSENCE POLICY**

Students have the right to take a leave of absence from the Program. Reasons may include taking time for personal therapy, birth of a child, financial difficulties, illness or work that prevents attendance.

To request a leave of absence, students may email [info@ibponline.com](mailto:info@ibponline.com). Depending on the length of the leave of absence, students may re-enter the program with a new cohort the following year or may be asked to attend missed seminars with other cohorts. The logistics of make-up seminars is at the discretion of the IBP teaching faculty.

## **IBP DOES NOT OPERATE A LIBRARY**

There are three books required by curriculum and two may be purchased online or at the school at <http://www.ibponline.org/library.php>. Other reading materials are available at no fee online. Cohort passwords are provided prior to the first day of class. Additional recommended reading materials are also available at <http://www.ibponline.org/library.php>.

## IBP BOOKSTORE PRICE LIST

<i>Intimate Couple</i> (Soft Cover)	\$ 22.00
<i>Intimate Couple</i> (Hard Cover)	\$ 32.00
<i>Body Self &amp; Soul</i> (Hard or Soft Cover)	\$ 21.00
<i>Ten Poems To Change Your Life</i>	\$ 14.00
Jack Lee Rosenberg ( <i>Celebrating Master Therapist</i> )	\$ 25.00
<i>10 Poems To Save Your Life</i>	\$ 15.00
<i>A General Theory Of Love</i>	\$ 13.00
<i>Oneness And Separateness</i>	\$ 14.00
Straps	\$ 20.00
Steps Out Of Fragmentation (Laminated) 5 Sets/2 Double Sided Cards	\$ 45.00
Sustaining Constancy (Laminated)	\$ 10.00
Primary Scenario Cards (Laminated) 20 Cards	\$ 35.00
Orgastic Pattern Chart	\$ 20.00
Blank Journals	\$ 10.00
IBP Arena Pillow Set	\$ 300.00

All prices are plus shipping.

See website for more information. [info@ibponline.com](mailto:info@ibponline.com).

**Wellbeing is an energetic somatic experience that becomes  
accessible through integration-embodiment.  
It is interrupted by psychological-emotional-relational events.**

## **THE STUDENT TUITION RECOVERY FUND (STRF)**

Pursuant to California law (Education Code Section 94944), each student, upon enrollment, is assessed \$.0 in relation to the cost of tuition (e.g., \$.0 per \$1,000 of tuition) that is non-refundable. These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California Legislature to reimburse students who might otherwise experience a financial loss as a result of untimely school closure, or if the school fails to live up to its Enrollment Agreement. Institutional participation is mandatory. This fund is administered by the State of California's Bureau for Private Postsecondary Education.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans,  
AND
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program,  
OR
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act. However, no claim can be paid to any student without a Social Security number or a Taxpayer Identification Number.

**It is important that enrollees keep a copy of any enrollment agreement, contract, or application to document enrollment; tuition receipts or cancelled checks to document the total amount of tuition paid; and records that will show the percentage of the course which has been completed. Such records would substantiate a claim for reimbursement from the STRF, which to be considered, must be filed within 60 days following the school closure.**

## SCHOOL PERFORMANCE FACT SHEETS

2014 & 2015 Calendar Years

Three-Year Educational Program

### ON-TIME COMPLETION RATES

Track	Calendar Year	# Students who Began Program	Students Available for Graduation	Graduates	Completion Rate
Mental Health Professionals	2015	3	3	2	66%
Allied Professionals*	2015	3	3	0	0%
Teacher Training	2015	2	2	2	100%
Mental Health Professionals	2014	4	4	3	75%
Allied Professionals*	2014	4	4	4	100%
Teacher Training	2014	1	1	1	100%

\*Allied Professional Track is a Two-Year certification program, but eligible students have option of taking a third year and completing the program within 150% of published program length.

### STUDENTS COMPLETING AFTER PUBLISHED PROGRAM LENGTH (101-150% COMPLETION RATE)

Track	Calendar Year	# Students who Began Program	Students Available for Graduation	Graduates	150% Completion Rate
Allied Professionals	2015	3	3	3	100%
Allied Professionals	2014	4	4	3	75%

Zero students completed in this category in calendar years 2015 and 2014.

## **PLACEMENT RATES**

The certificate earned at the Rosenberg-Kitaen Central Institute is unique and specialized and can be characterized as continuing personal or professional education and development. IBP students demonstrate learning competencies specific to the clinical framework of Integrative Body Psychotherapy and are certified as proficient in this somatic-based psychotherapy modality. The majority of students are already employed in their respective fields (e.g., Mental Health Professional or Allied Professional), and take the IBP Program to become competent in the modality. As such, the Rosenberg-Kitaen Central Institute cannot predict a position a graduate might eventually earn or attain and therefore, tracking of this data is not applicable. IBP Central Institute makes no claims, expressed or implied, that participation in the IBP Professional Training Program will in any way lead to employment.

## **EXAM PASS RATES**

The IBP Training Program offered by the Rosenberg-Kitaen Central Institute does not prepare nor qualify students to sit for any licensing exam, and IBP Central Institute makes no claims, express or implied, to the contrary. Students in the IBP Mental Health Professional Track of the IBP Training Program need to be licensed prior to receiving an IBP certificate.

## **SUMMARY**

The Rosenberg-Kitaen Central Institute makes no claims, express or implied, as to the annual starting wages or salaries earned by graduates of the IBP Training Program. Furthermore, the Institute makes no claims regarding the local availability of jobs in the field and offers no employment placement assistance beyond providing documentation of training. The same is true with respect to passing any State licensing exams.

This Fact Sheet is filed with the Bureau for Private Postsecondary Education. Regardless of any information you might have relating to completion rates, placement rates, starting salaries or license exam passage rates, this Fact Sheet contains the information as calculated pursuant to state law. .

Any questions a student may have regarding this Fact Sheet that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at: P.O. Box 980818, West Sacramento, CA 95798-0818, [www.bppe.ca.gov](http://www.bppe.ca.gov), (888) 370-7589 or by fax (916) 263-1897.

Information on School Performance Fact Sheets is posted on the IBP website: [2014 and 2015 IBP Performance Fact Sheets.pdf](#). Applicants for any track in the IBP Professional Training Program will be given a paper copy of the most current School Performance Fact Sheets that should be reviewed and signed prior to signing the IBP Enrollment Agreement. These, together with the enrollment agreement and deposit should be returned to the IBP Central Institute as soon as possible prior to commencement of the Fall semester.

## TRAINING THERAPY

To be eligible for IBP Practitioner Certification, students must have 100 hours of therapy with a certified IBP training therapist. To be certified, Allied professionals must have 50 hours. IBP Associates must have 50 hours. Below is a list of IBP training practitioners who specialize in working with IBP students. Please feel free to contact any of these IBP therapists.

### IBP TRAINING THERAPISTS FOR STUDENTS

NAME	CITY	PHONE # EMAIL
Beverly K. Morse, PhD MFT	Los Angeles	(310) 458-1662 <a href="mailto:drbeverly@ibponline.com">drbeverly@ibponline.com</a>
Beth Bardovi, MFT	S.M./ Malibu	(310) 393-4866 <a href="mailto:bethbardovi@mac.com">bethbardovi@mac.com</a>
Katie Black, LCSW	Ojai	(310) 994-3949 <a href="mailto:katieblack@ktblack.net">katieblack@ktblack.net</a>
Karen Bohan, MFT	Laguna Beach	(949) 494-5858 <a href="mailto:wheresspanky@yahoo.com">wheresspanky@yahoo.com</a>
Wendy Dingee, LCPC	Las Vegas	(702) 604-5579 <a href="mailto:wdingee@yahoo.com">wdingee@yahoo.com</a>
Vera Dunn, PhD MFT	Beverly Hills	(310) 550-8591 <a href="mailto:drveradunn@aol.com">drveradunn@aol.com</a>
Barbara Foley, PhD MFT	Santa Monica	(310) 395-3739 <a href="mailto:rama961@aol.com">rama961@aol.com</a>
Debi Fries, MFT	Los Angeles	(424) 245-5050 <a href="mailto:debimft@elementalfamily.com">debimft@elementalfamily.com</a>
Jonna Fries, PsyD	Sierra Madre	(818) 636-3026 <a href="mailto:jonnafriespsyd@aol.com">jonnafriespsyd@aol.com</a>

Margie Gayle, PsyD	Vancouver, BC	(403) 971-3902 <a href="mailto:margie@margiegayle.com">margie@margiegayle.com</a>
Diane Gudermuth, PhD	Westlake Village	(805) 499-7969 <a href="mailto:dianegudermuth@yahoo.com">dianegudermuth@yahoo.com</a>
Dana Halsted, MFT	Mar Vista	(310) 710-6096 <a href="mailto:dhalsted@me.com">dhalsted@me.com</a>
David Lindquist, MFT	Laguna Beach	(310) 541-1929 #3 <a href="mailto:davidlindquist@cox.net">davidlindquist@cox.net</a>
Julie Madwick, LCSW	Las Vegas	(702) 947-4841 <a href="mailto:Juliem1960@aol.com">Juliem1960@aol.com</a>
Alexia Maroun	Los Angeles	(213) 400-5257 <a href="mailto:amaroun@gmail.com">amaroun@gmail.com</a>
Angie Mason, PhD, LCSW	Los Angeles	(310) 433-4834 <a href="mailto:masonangie@yahoo.com">masonangie@yahoo.com</a>
Peggy Miller, MA MFT	Pacific Palisades	(310) 454-5645 <a href="mailto:pgsmiller@msn.com">pgsmiller@msn.com</a>
Carol Polevoi, MA MFT	Agoura Hills	(818) 889-3905 <a href="mailto:carolpmft@gmail.com">carolpmft@gmail.com</a>
Rhoda Pregerson, MA MFT	West Los Angeles	(310) 391-2235 <a href="mailto:rhodapregerson@gmail.com">rhodapregerson@gmail.com</a>
Noah Rothschild, MA MFT	Santa Monica	(310) 801-0995 <a href="mailto:noahrothschild@aol.com">noahrothschild@aol.com</a>
Riley Smith, MA MFT	West Los Angeles	(310) 390-1737 <a href="mailto:rhodariley@gmail.com">rhodariley@gmail.com</a>

## SOMATIC INTEGRATION

Integrating psychological practices with energetic breath work heightens aliveness, and breaks through the false-self facade to uncover authenticity. In our modern culture we have learned to become distant from our core. To become joined and attuned to others

in our personal and professional lives, it is imperative that we begin by becoming embodied, attuned and integrated within. We must learn what we are thinking, feeling and doing that causes us to recreate the same old problems again and again. We must develop body-mind skills for sustaining a sense of self, constancy, attunement, clarity and wellbeing.

- IBP reveals a clear body-mind understanding of how childhood injuries are affecting us now and how we keep the patterns going through our defenses.
- IBP initiates a reawakening of aliveness and the authentic self in which body, mind and spirit interact in concert.
- IBP teaches its own unique energetic and relational model for heightened sexuality, making sex better.
- IBP practices its own highly effective energetic-relational model for couples to heighten the experiences of intimacy, love, mutuality, trust and fulfillment.
- IBP teaches effective mental health skills and somatic practices including breath and movement.
- IBP facilitates in becoming a compassionate guide with professional competence and tolerance for intense experiences.
- IBP has a firm theoretical base and effective methods of implementation, yet it is a flexible system in which the individuality of each practitioner is given full expression.
- IBP provides the practitioner with a highly workable map leading directly to the underlying authentic self.
- IBP ignites a sense of constancy and comfort within to better embrace the unanswerable existential questions and spiritual depths encountered on life's journey.

**Working with the body and psychological issues simultaneously allows a deep access to an experience of self that is differentiated from one's history, traumas, learned defensive patterns and current event experiences.**

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalogue that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capital Oaks Dr., Suite 400, Sacramento California, CA 95833 or PO Box 980818, West Sacramento, CA 95798-0818, [www.bppe.ca.gov](http://www.bppe.ca.gov), (888) 370-7589 or by fax (916) 263-1897.