



**ROSENBERG – KITAEN IBP CENTRAL INSTITUTE**

**INTEGRATIVE BODY PSYCHOTHERAPY  
TRAINING PROGRAM**

**Catalogue**

September 1, 2014-August 31, 2015

1107 Abbott Kinney Blvd., Venice, CA 90291

Phone: 310-395-2117

Fax: 395-1313

Email: [info@ibponline.org](mailto:info@ibponline.org)

Website: [www.ibponline.org](http://www.ibponline.org)

## **LOCATION**

The IBP Central Institute is located on what GQ magazine called the coolest block in America. Built in the early 1900s, the Abbott Kinney craftsman style facility has housed IBP since 1980. Originally home to IBP's founder, Jack Lee Rosenberg, PhD, it embodies the warmth and casualness of the California beach lifestyle. Classes are held in four rooms with smaller areas used for breakout sessions. Just outside the primary teaching room, a wood deck leads to a koi pond surrounded by a Zen landscape and waterfall. Venice and neighboring Santa Monica offer a wide variety of restaurants and lodging. An auxiliary classroom is located at the Santa Monica Airport, converted space near a park and restaurants nearby. Equipment needed for class activities is provided by IBP.

## **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 in several ways. Old faulty beliefs, attitudes and fears emanating from emotional injuries create blocks or holding patterns in the body and mind. These blocks sustain old patterns of thought, emotion, belief and behavior bypassing new experience and growth. This can greatly limit personal choice and fulfillment. Learn how to release these blocks for self support. Current events activate automatic responses to archaic triggers that cause us to fragment. Learn the steps out of fragmentation so that you do not linger in this state.

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 a deep access to an experience of self that is differentiated from one's history, traumas, learned defensive patterns, and current event experiences.

The unique IBP breathing, movement, boundary, and presence work helps heighten and sustain the experience of self 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.) Existentially, working with the body provides access to this core aliveness, our essence. 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. Our limbic system also holds the memory and ability to perpetuate the habitual, repetitive patterns formed in early childhood and through early and later trauma. These are the patterns that can mechanically and unintentionally guide and form us now. Anxiety and depression most often result from a lack of limbic connection and attunement. 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. The sense of this 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. Our problem orientation, fears, and defensive patterns diminish. Life becomes more supportive and simplified. Most people do not know how to inhabit this incorporated state on a regular basis. IBP teaches how.

**PROGRAM DESCRIPTION:**

Integrative Body Psychotherapy Training offers four tracks within the program.

- IBP Mental Health Professional

- IBP Allied Professional
- IBP Associate
- IBP Teacher

*IBP Mental Health Professional Training* is for licensed or license eligible mental health professionals. This is a three-year track, with each year consisting of seven 19-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 provided for those who complete training hours, demonstrate learning and who are licensed in the mental health field.

*IBP Allied Professional Training* is a two-year track offered to those who have a masters degree or higher in their chosen field. It offers the skills and integrity of IBP to professionals who wish to become more personally awakened, present with a clarity of mind, and in addition, increasing their professional capacity for working with others. Students in this track may complete the third year by invitation from an IBP Certified Teacher and after providing a rationale in writing that substantiates the benefit of the third year of training to their professional development. Certification is provided for those who complete training hours, demonstrate learning and who and are licensed in their profession.

*IBP Associate Training* is a two-year track offered to those who wish to use IBP skills and awakening for personal growth and wellbeing and to increase their skills for their career, parenting, and/or personal relationships. Students in this track may complete the third year by invitation from an IBP teacher and after providing a rationale in writing that substantiates the benefit of the third year of training to their professional development. A Letter of Completion is provided for those who complete training hours and demonstrate learning.

*IBP Teacher Professional Training* is a three-year track. IBP certified graduates may apply to the teacher training program to deepen their skills. 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.

Each training weekend is taught by a team of two Licensed, Certified IBP Teachers with expertise in the course topic. Instruction is a blend of didactic and experiential modules, with students learning concepts and skills then practicing to integrate learning. This is done with the assistance of teachers and teaching assistants.

Requirements for completion of each seminar include 19-hour attendance for the 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.

### **TUITION**

\$3400 per academic year, paid in full by September 1st of each school year, or in ten (10) monthly installments, beginning September 1st, and then due the first week of each month, to be paid in full by June 5th.

Total cost of 3 required reading books: \$65.80

Total cost 3-year track: \$10,200 + books \$65 + STRF \$4.50 = \$10,265.80

Total cost 2-year track: \$6800 + books \$65 + STRF \$ 3.00 = \$6,865.80

Total cost 3-year teacher track: \$5,100 + STRF \$2.25 = \$5,103.50

\* (STRF) See Student Tuition Recovery Fund information on page 29.

Payment plans are available.

Application fee: \$100 non-refundable, applied to first-year tuition fee.

IBP Training Therapy required or certification: 100 hours for 3 year track 50 hours 2-year  
\$75-250 per session. (See page 32.)

### **ENGLISH PROFICIENCY:**

The student must have the ability to read and write English at the level of an American high school graduate as determined by verbal communications with admissions staff and an understanding of the enrollment agreement. English language translators are not provided.

## **IBP MISSION AND PURPOSE STATEMENT:**

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, and allows allied professionals and associates to develop an understanding of psychological complexity and compassion similar to that of psychotherapists. IBP experiential practices enable psychotherapists, allied professionals, associates and clients 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. This can facilitate a transformation of consciousness at the core of our being.

*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.*

## **CURRICULUM AND TEACHING SCHEDULE: IBP WEEKEND TRAINING**

**SEPTEMBER 2014 - MAY 2015**

Classes meet Friday 3PM - 7 PM, Saturday 9:30 AM - 5:30 PM, Sunday 9:30 AM – 3:30 PM

**YR 1 - "M"**

<b>Class</b>	<b>Date</b>	<b>Course</b>	<b>Teacher</b>
1	September 12 - 14, 2014	Intro to IBP	Beverly Kitaen Morse
2	October 10 - 12, 2014	History I (Primary Scenario)	Beth Bardovi
3	November 14 - 16, 2014	Body I	Vera Dunn &
4	January 9 - 11, 2015	Development I	Beverly Ki
5	February 6 - 8, 2015	History II (Somatic)	Angela Mason
6	March 13 - 15, 2015	Arenas I / Beginning Sessions	Beverly Ki
7	May 1 - 3, 2015	Arenas II / Sessions	David Lindquist

#### YR 2 - "L"

<b>Class</b>	<b>Date</b>	<b>Course</b>	<b>Teacher</b>
1	September 12 - 14, 2014	Couples I	Riley Smith & R
2	October 10 - 12, 2014	Body II	Carolyn Marti
3	November 14 - 16, 2014	Sex I	Peggy Miller &
4	January 9 - 11, 2015	Advanced Body	Carolyn Martin
5	February 6 - 8, 2015	Existential Transpersonal	Susan Winfield &
6	March 13 - 15, 2015	Development II	Debi Fries &
7	May 1 - 3, 2015	Advanced Sessions	Beverly Kitaen Morse

#### YR 3 - "K"

<b>Class</b>	<b>Date</b>	<b>Course</b>	<b>Teacher</b>
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1	September 12 - 14, 2014	Body Mind Skills Integration	Debi Fries &
2	October 10 - 12, 2014	Couples II	Beverly Kitaen Mc
3	November 14 - 16, 2014	Existential II / End Zone	Beverly Ki
4	January 9 - 11, 2015	Sex II	Peggy Miller &
5	February 6 - 8, 2015	Case Study I	Beverly Kitaen Morse
6	March 13 -15, 2015	Case Study II	Beth Bardovi & Ba
7	May 1 - 3, 2015	Certification Session	Beth Bardov

## **IBP TRAINING SEMINAR ORDER AND COURSE CONTENT**

IBP Certified Teachers are qualified to teach all segments of the Integrative Body Psychotherapy Training Program.

### **YEAR I**

#### **YEAR 1: FIRST SEMINAR: EXPERIENTIAL OVERVIEW**

Objective: Students will demonstrate a basic understanding of the following concepts:

Experiential Introduction to IBP Somatic Psychotherapy

Overview of Basic Assumptions

Introduction to Object Relations

Energetic Body-Mind Process

Presence/Boundaries Group Exercises

Psychosomatic Illness

Identifying the Basic Fault

One/Two and Three person Themes

IBP Tools for Mental Health

Journal Work

Good Parent Message



Types of Fragmentation

Primary Process

IBP Basic Tracking: The Bug

Current Presenting Problems

Primary Scenario, Agency, Character Style

Boundaries, Containment, Sense Of Well Being

Transpersonal Arena and Transference Relationship.

Interactive Demonstration Sessions

### **YEAR 1: SECOND SEMINAR HISTORY I PRIMARY SCENARIO**

Objective: Students will demonstrate a basic skill level and an understanding of the following concepts:

History of Childhood/ Object Relations

Primary Scenario Themes

Basic Fault

Relationship Patterns, Developmental Injuries

Multi-Generational Transmission

Somatic Primary Scenario Fragmentation

Practice Sessions: Taking the Primary Scenario

Demonstration Sessions

### **YEAR 1: THIRD SEMINAR: BODY I SOMATIC HOLDING PATTERNS**

Objective: Students will demonstrate a basic skill level and an understanding of the following concepts:

Body Segments

Historical Perspectives

Containment Model

Tracking Charge and Release Graph

Autonomic Nervous System

Psychological Significance of Segments  
Energetic Body-Mind Blocks and Releases  
Body Tracking: The Core Bug  
Demonstration Sessions  
Physical Release Techniques  
Types of Release Techniques  
Major Muscles in Each Segment  
Practice Release Techniques for Each Segment  
Practice Sessions for Release Techniques  
Practice Sessions: Tracking Core Bug  
Demonstration Sessions

**YEAR 1: FOURTH SEMINAR: DEVELOPMENT I BODY MIND**

**INTERRUPTIONS**

Objective: Students will demonstrate a basic skill level and an understanding of the following concepts:

Developmental Themes  
Development of Self  
Basic Fault: Bonding and Attunement injuries  
Object Relations Projections  
Body Manifestations of Emotional Injury  
IBP Diagnostic Model  
Modalities of Mirroring  
Demonstration Sessions  
Practice Sessions: Integrating Mind and Body

**YEAR 1: FIFTH SEMINAR: HISTORY II PHYSICAL HISTORY**

Objective: Students will demonstrate a basic skill level and an understanding of the following concepts:

Physical/Medical History  
Primary Scenario Review  
Introduction to Body Segments

Basic Fault, One-person themes and the Body  
Psychological Evaluation  
Psychosomatic Illness Manifestations  
Practice Taking The Physical History  
Nutrition, Medication & Exercise Status  
Practice Sessions: Taking the physical history  
Demonstration Sessions

**YEAR 1: SIXTH SEMINAR: PSYCHOLOGICAL ARENAS I / BEGINNING SESSIONS**

Objective: Students will demonstrate a basic skill level and an understanding of the following concepts:

Defensive Character Styles and Agency Arenas  
Tracking Energy  
Tracking the Basic Fault and One-person themes  
IBP Protective Arenas, Fragmentation  
Steps for Emotional Maturity  
Transference and Counter Transference  
Energetic Charge Breathing  
Interiority  
Breathing and Movement Techniques  
Tracking Charge Levels  
Practice Sessions Integrating Mind, Body, with Charge Breathing  
Interruptions to Charging  
Identify Energetic Holding Patterns  
Splitting-Off, Presence, Grounding  
Emotional and Physical Discharge  
Speed Limits  
Demonstration Sessions  
Practice Sessions: Current Event, Primary Scenario and Body

**YEAR 1: SEVENTH SEMINAR: PSYCHOLOGICAL ARENAS II / SESSIONS**

Objective: Students will demonstrate a basic skill level and an understanding of the following concepts:

Working With The Arenas In Sessions

Practices for Working With Character Style

The Emotional Balancing Act

Observing Body Charge/Release Responses

Tracking the Basic Fault and One-person Themes Continued

Tracking Psychological Arenas and the Body

Demonstration Sessions

Practice Sessions: Current Event, Primary Scenario and Body

## **YEAR 2**

### **YEAR 2: FIRST SEMINAR: BODY ORIENTED COUPLES COUNSELING**

Objective: Students will demonstrate a basic skill level and an understanding of the following concepts:

IBP Therapy With Couple

Reframing to Energetic Body Awareness

Advanced Mirroring

Tracking Underlying Core Issues

Primary Scenarios Interacting

Battle Grounds, Fragmentation

As-If Style and Agency in Intimacy

The Balancing Act

Sexual Counseling

Somatic Implementations for Attunement and Mutuality

Dual Transference

Tracking Gender Prejudice

Demonstration Sessions

Advanced Sessions

**YEAR 2: SECOND SEMINAR: BODY II RELEASING HOLDING PATTERNS**

Objective: Students will demonstrate a basic skill level and an understanding of the following concepts:

Working with and Tracking Energy  
Movement of Energy  
High Charge Breathing  
Containment  
Charge/Discharge Cycle  
I Am – Sense of Well-Being  
Speed Limits  
Tracking Interruptions  
How to Deal with Interruptions  
Review Physical Release Techniques  
Tracking Basic Fault in the Body  
Practice Sessions with High Charge Breathing  
Practice Sessions Tracking Interruptions  
Practices Sessions for working with I Am  
Demonstration Sessions

**YEAR 2: THIRD SEMINAR: ENERGETIC/RELATIONAL MODEL OF SEXUALITY**

Objective: Students will demonstrate a basic skill level and an understanding of the following concepts:

Sexual Counseling  
Energetic-Containment Model  
Diagnosing Underlying Themes  
Using Diagnostic Chart  
Psychological Interruptions  
Physiological Interruptions  
Making Sex Better  
Sexual History/Development

Sexual Trauma (Incest, Rape, Abortion, Miscarriage, Etc.)

Demonstration Sessions

Practice Sessions Integrating Sexuality

**YEAR 2: FOURTH SEMINAR: ADVANCED BODY RELEASE SESSIONS**

Objective: Students will demonstrate a basic skill level and an understanding of the following concepts:

High Charge Breathing

Movement of Energy

Containment

Pelvis Segment – Blocks, Release

Charge/Discharge Cycle

I Am – Sense of Well-Being

Speed Limits

Tracking Interruptions

How to Deal with Interruptions

Review Segments and Physical Release Techniques

Review Sustaining Constancy Exercise Series

Practice Sessions with High-Charge Breathing

Practice Sessions Tracking Interruptions

Practices Sessions for working with Sustaining Constancy

Demonstration Sessions

**YEAR 2: FIFTH SEMINAR: EXISTENTIAL - TRANSPERSONAL**

Objective: Students will demonstrate a basic skill level and an understanding of the following concepts:

The Transpersonal

Transformation of Consciousness/Developing "The Witness"

Issues of Existence: Aliveness, Major Illness, Transitions, and Death

Traps in the Transpersonal

Fourth Way to Fragment

Working with Dreams, Meditations

Differential Diagnosis of Mystical Experience with Psychotic Features

Psychiatric Referral Process (Medication, Working with Psychiatrist)

Demonstration Sessions

Practice Sessions: Tracking Transpersonal Issues

Required Intermediate Session

## **YEAR 2: SIXTH SEMINAR: RESOLVING DEVELOPMENTAL INJURIES**

Objective: Students will demonstrate a basic skill level and an understanding of the following concepts:

Developmental injuries in the first four years of life

Development of character style defenses

IBP arenas

Basic fault and One-person themes

Relational autonomy

Transference and Counter-transference

Demonstration sessions

Practice sessions using primary scenario, integrating Mind and Body

## **YEAR 2: SEVENTH SEMINAR: ADVANCED SESSIONS**

Objective: Students will demonstrate a comprehensive skill level and understanding of the following concepts:

Review all previously taught skills and concepts.

Class reviews personal/professional growth and development

Advanced Demonstration Sessions

## **YEAR 3**

### **YEAR 3: FIRST SEMINAR: BODY MIND SKILLS INTEGRATION**

Objective: Students will demonstrate an advanced skill level and understanding of the following concepts:

Review of IBP Skills and Perspectives

Development and Integration of IBP Skills and Practices

Elimination and Correction of Misunderstood IBP Concepts or Practices

Advanced Sessions

**YEAR 3: SECOND SEMINAR: ADVANCED BODY ORIENTED COUPLES II**

Objective: Students will demonstrate an advanced skill level and understanding of the following concepts:

IBP Demonstration with Couple

Building a Limbic, Energetic Bond of Mutuality

Tracking Underlying Core Issues Continued

Resolving Emotional Betrayals,

Avoiding Mutual Fragmentations

Character Style Themes and resolutions

Agency Themes and resolution in Intimacy

Sexual Counseling Continued

Working a Transference and Dual Transference

Tracking Gender Prejudice

Demonstration Sessions

Advanced Sessions

**YEAR 3: THIRD SEMINAR: EXISTENTIAL II ISSUES OF AGING**

Objective: Students will demonstrate an advanced skill level and understanding of the following concepts:

Issues of Aging for 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

Health, Wellbeing and the Basic Fault

**YEAR 3: FOURTH SEMINAR: ADVANCED BODY ORIENTED SEXUALITY**

Objective: Students will demonstrate an advanced skill level and understanding of the following concepts:

Treatment of Sexual Dysfunction

Advanced IBP Diagnostic and Treatment Model (Diagnostic Implementation)

Advanced IBP Psychological and Somatic Implementations (Treatment Skills and Techniques)

Premature and Retarded Ejaculation

Pre-Orgasmus, Lack of Desire, Vaginismus

Gender Prejudice in the Body and Sex

**YEAR 3: FIFTH SEMINAR: CASE STUDY I AND SESSION PRESENTATIONS**

Objective: Students will demonstrate an advanced skill level and understanding of the following concepts and presentation:

IBP Case Presentations (Students present their knowledge and skills through a case presentation: Mental health students demonstrate knowledge of IBP theory and practices through case presentation describing treatment of therapy client, Allied professionals describe their use of IBP theory and practices with clients in their field, Associates demonstrate learning by presenting an assessment of their own growth and development through IBP.

Advanced IBP Diagnostic and Treatment Model

Advanced IBP Psychological and Somatic Implementations

Required Advanced Session Presentations for Certified Practitioner.

**YEAR 3: SIXTH SEMINAR: CASE STUDY II AND SESSION PRESENTATIONS**

Objective: Students will demonstrate an advanced skill level and understanding of the following concepts and presentations:

Case Supervision

Advanced IBP Diagnostic and Treatment Model

Advanced IBP Psychological and Somatic Implementations

IBP Case Presentations Continued

Supervised Practice Advanced Session Presentations for Certified Practitioner

**YEAR 3: SEVENTH SEMINAR: CERTIFICATION SESSIONS**

Objective: Students will demonstrate an advanced skill level and understanding of the following concepts:

Advanced Supervised Sessions

Complete Requirements for Certification

Review and Process Therapeutic Implementations

**PROCESS GROUP:** All three classes meet together on Sunday for the last three hours for group process. Leaders help students process unfinished business, questions, concerns, fragmentations resulting from material content, process, teachers, other students etc. Demonstrations sessions and other learning opportunities are presented such as group interactive exercises, and skills for facilitating group process.

IBP Therapy With Groups

Facilitating Individual Work in Group and Group Process

Tracking the Group Scenario

Tracking Authenticity and Core Experience

Facilitating Authenticity and Body Experience in Group

Working with Defensive Character Style and Negative Transference and Projection and Transference Among Group Member

Transference and projection toward Therapist

Co-Leading Group Sessions

**INNER GUIDES**

On the inner journey there are three separate, yet interrelated qualities to guide us along

the way:

Psychological-emotional,  
Physical-energetic,  
Existential-spiritual.

When blocks between these systems are resolved, a state of heightened aliveness, or integration, is experienced. Bumps in the road are opportunities for growth and development. It is not what happens to us but how we deal with what happens to us that determines the quality of our life.

#### **IBP STAFF TEACHERS**

**Jack Rosenberg, Ph.D. MFT**

*Founder - Emeritus*

w. 310.396.1709

[drjack@ibponline.org](mailto:drjack@ibponline.org)

**Beverly Kitaen Morse, Ph.D. MFT**

*Executive-Clinical Director*

w. 310.458.1662

[bevjack@sprintmail.com](mailto:bevjack@sprintmail.com)

**Beth Bardovi, MA MFT**

*Director*

w. 310.393.4866

[bethbardovi@mac.com](mailto:bethbardovi@mac.com)

**Karen Bohan, MA MFT**

w.949.494.5858

[wheresspanky@yahoo.com](mailto:wheresspanky@yahoo.com)

**Vera Dunn, Ph.D. MFT**

w. 310.550.8591

[drveradunn@aol.com](mailto:drveradunn@aol.com)

**Barbara Kess Evarts, MA MFT**

w. 775.322.5502

[bkevarts@gmail.com](mailto:bkevarts@gmail.com)

**Frank “Sandy” Evarts, Ph.D.**

w. 775.323.5133

[sandyevarts@gmail.com](mailto:sandyevarts@gmail.com)

**Debi Fries, MFT**

w. 818.635.4204

[debifries@gmail.com](mailto:debifries@gmail.com)

**Jonna Fries, PsyD.**

w. 818.636.3026

[jonnafriespsyd@aol.com](mailto:jonnafriespsyd@aol.com)

**Margie Gayle, PsyD.**

w. 818.370.3902

[Margie@margiegayle.com](mailto:Margie@margiegayle.com)

**David Lindquist, MA MFT**

w. 310.541.1929 #3

[davidlindquist@cox.net](mailto:davidlindquist@cox.net)

**Nancy Lindler, MFT**

w. 775.453.5108

[nslindler@hotmail.com](mailto:nslindler@hotmail.com)

**Carolyn Martin, DC**

w. 818.884.2301

[carolynmartin@socal.rr.com](mailto:carolynmartin@socal.rr.com)

**Angie Mason, LCSW**

w. 310.433.4834

[masonangie@yahoo.com](mailto:masonangie@yahoo.com)

**Peggy Miller, MA MFT**

w. 310.454.5645

[psgmiller@msn.com](mailto:psgmiller@msn.com)

**Carol Polevoi, MA MFT**

w. 818.773.3383

[carolpmft@roadrunner.com](mailto:carolpmft@roadrunner.com)

**Rhoda Pregerson, MA MFT**

w. 310.391.2235

[rhodapregerson@gmail.com](mailto:rhodapregerson@gmail.com)

**Noah Rothschild, MFT**

w. 310.801.0995

[noahrothschild@aol.com](mailto:noahrothschild@aol.com)

**Riley Smith, MA MFT**

w. 310.390.1737

[rhodariley@gmail.com](mailto:rhodariley@gmail.com)

**Mitch Welch, L.Ac. MTOM**

w. 310.968.0444

[MCHDDIT@gmail.com](mailto:MCHDDIT@gmail.com)

**Susan Winfield, MFT**

w. 310.463.6906

[swinnyla@aol.com](mailto:swinnyla@aol.com)

*Wellbeing is an energetic somatic experience that comes with integration-embodiment. It is interrupted by psychological-relational means.*

#### **IBP STAFF TEACHERS: CLASSES**

<b>NAME</b>	<b>DATE/EMPLOYMENT</b>	<b>CLASS</b>
<b>Jack Rosenberg, Ph.D. MFT</b> Founder - Emeritus	1980	
<b>Beverly Kitaen Morse, Ph.D. MFT</b> Executive/ Clinical Director	1986	Intro to IBP Development I

		Arenas I Sessions Advanced Sessions Couples II Existential II / End Zone Case Study I
<b>Beth Bardovi, MA MFT</b> Director	1998	History I Scenario) Advanced Body Case Study II Certification Session
<b>Katie Black, LCSW</b>	2012	<i>(Pregnancy Leave)</i>
<b>Karen Bohan, MA MFT</b>	2000	Arenas II / Sessions
<b>Vera Dunn, Ph.D. MFT</b>	1992	Body I Body II
<b>Barbara Kess Evarts, MA MFT</b>	2004	Case Study II
<b>Frank "Sandy" Evarts, Ph.D.</b>	2005	<i>(Leave of Absence)</i>
<b>Debi Fries, MFT</b>	2010	Development II Skills Integration Certification Session
<b>Jonna Fries, Psy.D.</b>	2010	History I (Scenario) Development I Development II
<b>Margie Gayle, Psy.D.</b>	2014	Sexuality I

		Sexuality II
<b>Lindquist, MA MFT</b>	2000	Arenas II / Sessions
<b>Nancy Lindler, MFT</b>	2014	History II (Somatic)
<b>Carolyn Martin, DC</b>	2006	Body II Advanced Body
<b>Angie Mason, LCSW</b>	2012	History II (Somatic) Skills Integration
<b>Peggy Miller, MA MFT</b>	1993	Sexuality I Sexuality II
<b>Rhoda Pregerson, MA MFT</b>	1995	Couples I
<b>Noah Rothschild, MFT</b>	2010	Existential Transpersonal
<b>Riley Smith, MA MFT</b>	1995	Couples I
<b>Jillian Sullivan, LCSW</b>	2011	<i>(Maternity Leave)</i>
<b>Mitch Welch, L.Ac. MTOM</b>	2011	Body I
<b>Susan Winfield, MFT</b>	2010	Existential Transpersonal

*Due to relevant circumstances teachers may not always teach the same class as listed above. See website for IBP teacher photographs and additional information.*

[info@ibponline.org](mailto:info@ibponline.org).

**ADMISSION REQUIREMENTS:**

Applicants for the three-year Certified Practitioner Training will 1) provide documentation of license to practice psychotherapy, or 2) provide documentation of current engagement in an educational program which leads to a license to practice psychotherapy. Allied professionals must provide documentation of a master's degree or equivalent. To complete the third year of training Allied 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.

**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.

Any class missed 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 makeup material missed so as not to undermine his or her learning or the progress of the class.

An IBP school year consists of seven weekend classes of 19 hours each. Any class time missed is to be made up by listening to an audio recording of the class and writing a short summary of what was presented and learned. This is due before the next weekend class. The summary should be handed to the teacher or teacher's assistant for evaluation. It is beneficial to obtain a copy of the notes from a classmate. A failure to make up a missed class will result in having to repeat the class.

If two weekend classes (or significant portions of the classes) are missed, the teacher and teacher's assistant must evaluate the student's learning. If the student's learning is lagging, make-up classes with a teacher or teacher's assistant is necessary. Payment will be required for any extra time that you request from a teacher or a teaching assistant. Cost will be determined by the teacher or teaching assistant.



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 opening of the class is structured to set the tone of the class. Those that are late miss a great deal.

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

### **CANCELLATION POLICY:**

The student has the right to cancel the enrollment agreement and obtain a refund at any time during the duration of the enrollment agreement. Notice of cancelation must be in writing. If student withdraws before first class begins, institute will refund 100 percent of amount paid for institutional charges minus \$100 non-refundable deposit fee and for any books or other materials purchased or if cancelation is made through attendance at the first class session or the seventh day after enrollment whichever is later. If notice of cancelation is submitted after student has attended seminars, student will be responsible for full payment for these seminars if not already paid in advance, but not for future seminars.

Students have the right to withdraw from the program at any time. Students may cancel or withdraw and request a refund by emailing [info@ibponline.org](mailto:info@ibponline.org). A withdrawal may be effectuated by the students written notice or by the students conduct, including, but not necessarily limited to a students lack of attendance.

### **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 each student seeks. Additionally, the IBP staff members strive to maintain an environment conducive to learning. The 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 it is deemed inappropriate for a student to be in the current IBP training year, IBP reserves the right to ask students to leave their current cohort and address the problem in personal therapy. If the problem is adequately addressed, the student will be invited to join the training the following year. Student may appeal in writing to the IBP Institute 1107 Abbot Kinney, Venice CA, 90291 or [info@ibponline.org](mailto:info@ibponline.org).

**LEAVE OF ABSENCE POLICY:**

Students have the right to a leave of absence from the program. Reasons may include taking time for personal therapy, the birth of a child, financial difficulties, work that prevents attendance, or illness. To request a leave of absence, students may email [info@ibponline.org](mailto:info@ibponline.org). 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 <http://www.ibponline.org/library.php> or at the school. Other reading materials are available at no fee on the school's website. 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**

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

*All prices are plus shipping.*

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

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

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.

“Notice concerning transferability of credits and credentials earned at our institution: The transferability of credits you earn at the IBP Training Institute is at the complete discretion of an institute you may seek to transfer. Acceptance of the certificate you earn at the IBP Training Program Is also at the complete discretion of the institution to which transfer. If the credits or certificate that you earn at this institution are 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 conducting an institution to wish you may seek transfer after attending the IBP Training Institute to determine your certificate will transfer.”

- 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 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.

- IBP does not offer placement services.
- IBP has no responsibility to find or assist a student in finding housing.
- Student records of completion and certification will be kept for a minimum of 10 years. Verification of completion and certification may be obtained by contacting [info@ibponline.org](mailto:info@ibponline.org).

## **Grievances**

Students may file a grievance in writing or verbally. This can be accomplished through teaching assistants, advisors, directors, teachers or in the process group. Written grievances must be emailed to [info@ibponline.org](mailto:info@ibponline.org) or mailed to IBP Director, 1107 Abbott Kinney Blvd., Venice, CA, 90291. Verbal grievances may be communicated to the student’s teacher (contact information available at [www.ibponline.org](http://www.ibponline.org)) or advisor whose (contact information may be found in the student’s class roster).

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 by 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

## **Student Tuition Recovery Fund (STRF):**

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment of the Student Tuition Recovery Fund. “You must pay the state imposed assessments for the Student Tuition Recovery Fund (STRF) if all the following applies to you:

1. You are a student in an educational program, who is a California resident, enrolled in the 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 a third-party payment such as an employer, government program or other payer unless you have a separate agreement to repay the

third-party. You are not eligible for protection from STRF if you are and you're not required to pay the STRF assessment, if either of the following applies: 1. You are not a California resident, or not enrolled in a residency program, or your total charges are paid by third-party such as employer, government program or other payer, and you have no separate agreement to pay the third party."

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

You may be eligible for STRF if you are a California resident and are enrolled in the residency program, Prepaid tuition, paid the STRS process, and suffer from economic loss As a result any of the following:

1. The school closes before the course of instruction was completed.
2. The school's failure to pay funds or charges on behalf of a student with third party for license fees or any other purpose, or to provide equipment for materials from which the 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 of this division within 30 days before the school closes or, the material failure began earlier than 30 days prior to the closure, the. 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 that Act."

However, no claim can be paid to any student without a social security number or taxpayer identification number.

"As a prospective student you are encouraged to review this catalog prior to signing and an enrollment agreement. You are also encouraged to review the School

Performance Fact Sheet, which must be provided to you prior to signing enrollment agreement.”

“A student or any member of the public may file a complaint about this institution with the bureau for private postsecondary education by calling toll-free: (888)-370-7589 or by completing a complaint form, which can be obtained on the bureau’s Internet Website (www.be.ppe.ca.gov).”

*Wellbeing is an energetic somatic experience that comes with integration-embodiment. It is interrupted by psychological-relational means.*

School Performance Fact Sheet  
2013 & 2014 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	2014	4	4	4	100%
Allied Professionals	2014	4	4	4	100%
Teacher Training	2014	1	1	1	100%
Mental Health Professionals	2013	5	5	1	20% *
Allied Professionals	2013	3	1	1	33% *
Teacher Training	2013	3	3	3	100%

\*Pending Demonstration of Learning.

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

Zero students completed in this category in calendar years 2014 & 2013.

**PLACEMENT RATES**

IBP students demonstrate learning competencies specific to the clinical framework of Integrative Body Psychotherapy and are certified as proficient in this somatic-psychological therapeutic modality. Most students are already employed in their respective fields (e.g., either Mental Health Professionals and Allied Professionals) and train in the IBP program to become competent in the modality. In addition, Teacher Training track students become certified as competent to teach IBP skills and concepts within the IBP training program.

**EXAMINATION PASSAGE RATES**

IBP does not specifically prepare students for licensure examinations.

**SALARY and WAGE INFORMATION**

Please refer to PLACEMENT RATES section (see above).

**TRAINING THERAPY**

To be eligible for IBP Practitioner Certification, students must have two years (100 hours) of therapy with a certified IBP training therapist, IBP Certified Allied professionals must have one year (50 hours). Associates must have one year (50 hours). Below is a list of IBP training practitioners who specialize in working with IBP students. Please feel comfortable contacting any of these IBP therapists.

**IBP TRAINING THERAPISTS FOR STUDENTS**

NAME	CITY	PHONE #	EMAIL
Jack L. Rosenberg, Ph.D. MFT	Los Angeles	310.396.1709	<a href="mailto:drjack@ibponline.org">drjack@ibponline.org</a>
Beverly K. Morse, Ph.D. MFT	Los Angeles	310.458.1662	<a href="mailto:bevjack@sprintmail.com">bevjack@sprintmail.com</a>
Beth Bardovi, MA MFT	S.M./ Agoura	310/393-4866	



[bethbardovi@mac.co](mailto:bethbardovi@mac.co)

Darlene Basch, LCSW      Los Angeles      323/937-4974  
dbasch@aol.com

Karen Bohan, MA MFT      Laguna Beach      949/494-5858  
[wheresspanky@yahoo.com](mailto:wheresspanky@yahoo.com)

Marti Briscoe, Psy.D.      Fairfield, CA      415/389-1073  
[drmartibriscoe@yahoo.com](mailto:drmartibriscoe@yahoo.com)

Patricia Curtis, MA MFT      Los Angeles      310/480-8327  
[patrcurtis@sbcglobal.net](mailto:patrcurtis@sbcglobal.net)

Vera Dunn, Ph.D. MFT      Beverly Hills      310/550-8591  
drveradunn@aol.com

Barbara Evarts, MA MFT      Reno      775/322-5502  
[bkevarts@gmail.com](mailto:bkevarts@gmail.com)

Sandy Evarts, Ph.D.      Reno      775/849-2915  
[sandyevarts@gmail.com](mailto:sandyevarts@gmail.com)

Barbara Foley, Ph.D. MFT      Santa Monica      310/395-3739  
[rama961@aol.com](mailto:rama961@aol.com)

Margie Gayle, Psy.D.      Oak Park      818/370-3902  
[margie@margiegayle.com](mailto:margie@margiegayle.com)

Debi Fries, MFT      Oak Park      818/342-9175

[debifries@gmail.com](mailto:debifries@gmail.com)

Jonna Fries, Psy.D.                      Sierra Madre                      818-636-3026  
[jonnafriespsyd@aol.com](mailto:jonnafriespsyd@aol.com)

Diane Gudermuth, Ph.D                      Westlake Village                      805/499-7969  
[dianegudermuth@yahoo.com](mailto:dianegudermuth@yahoo.com)

Nancy Lindler, MFT                      Reno                      775/453-5108  
[nslindler@hotmail.com](mailto:nslindler@hotmail.com)

David Lindquist, MA MFT                      Laguna Beach                      310/541-1929 #3  
[davidlindquist@cox.net](mailto:davidlindquist@cox.net)

Angie Mason, LCSW                      Los Angeles                      310/433-4834  
[masonangie@yahoo.com](mailto:masonangie@yahoo.com)

Peggy Miller, MA MFT                      Pacific Palisades                      310/454-5645  
[pgsmiller@msn.com](mailto:pgsmiller@msn.com)

Kara Morgan, MFT                      Mar Vista                      310/391-9588  
[singursng@aol.com](mailto:singursng@aol.com)

Carol Polevoi, MA MFT                      Agoura Hills                      818/773-3383

[carolpmft@adelphia.net](mailto:carolpmft@adelphia.net)

Rhoda Pregerson, MA MFT                      West Los Angeles                      310/391-2235  
[rhodapregerson@gmail.com](mailto:rhodapregerson@gmail.com)

Marjorie Rand, Ph.D.	Manhattan Beach	310/937-0053 <a href="mailto:dr.m.rand@verizon.net">dr.m.rand@verizon.net</a>
Noah Rothschild, MFT	Santa Monica	310-801-0995 <a href="mailto:noahrothschild@aol.com">noahrothschild@aol.com</a>
David Sawyer, LPC	Boulder, CO	303/440-9725 <a href="mailto:davidsawyer@attglobal.net">davidsawyer@attglobal.net</a>
Victoria Sciarra, MFT	Long Beach	562/461-0886 <a href="mailto:sciarra4@verizon.net">sciarra4@verizon.net</a>
Julianne Searles, MFT	Marina Del Rey	310/289-5645 <a href="mailto:jasearles@yahoo.com">jasearles@yahoo.com</a>
Riley Smith, MA MFT	West Los Angeles	310/390-1737 rhodariley@gmail.com
Jillian Sullivan, LCSW	Bloomfield, MI	248/467-9112 <a href="mailto:jsullivan729@yahoo.com">jsullivan729@yahoo.com</a>
Susan Winfield, MFT	Venice	310/463-6906 <a href="mailto:swinnyla@aol.com">swinnyla@aol.com</a>

### **SOMATIC INTEGRATION**

Integrating psychological practices with energetic breath work heightens aliveness, and breaks through the false-self façade 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 helps you to become 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.*