



PRAIRIE IBP INSTITUTE

**INTEGRATIVE BODY PSYCHOTHERAPY
PROFESSIONAL TRAINING PROGRAM**

Catalogue

September 1, 2017 — August 31, 2018

Website: www.ibponline.org

Institute Director: Dr. Margaret Gayle

Email: drmargie@margiegayle.com

Phone: (403) 971-3902

Institute Administrator: Katherine Harriman

Email: katherine.b.harriman@gmail.com

Phone: 306-321-4595

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 well-being, 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 well-being. Well-being is an energetic experience felt in the body that arises from a state of somatic integration. Somatic integration or embodiment, and therefore well-being, 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 body-mind blocks sustain old

patterns of thought, emotion, belief and behaviour, which in turn, create automatic ways of being and undermine new experience and growth. This can greatly limit personal choice, health and fulfillment. Current events that feel familiar or similar to old experiences activate automatic responses that cause the psyche to fragment.

Learning how to release these body-mind blocks is one aspect of the training and leads to an enhanced self-supportive life practice. 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 body-mind blocks which interrupt well-being and mental clarity. 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, and awakening core presence work helps heighten and sustain the experience of self, well-being, 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 internal, relational, and work problems.

(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 body-mind, energetic, and relational model that focuses on awakening the limbic system. Anxiety and depression are the first consequences of incomplete development of the limbic system.

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 well-being. 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.

THE IBP TRAINING PROGRAM

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 session 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 (TA's) 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.

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 | SESSION 1: Introduction to IBP Three Days| 21 Hours of Instruction

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 | SESSION 2: History I – Primary Scenario

Three Days| 21 Hours of Instruction

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 | SESSION 3: Body & History II – Somatic History & Holding Patterns

4 Days | 28 hours

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.

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 | SESSION 4: Development I – Body-mind Interruptions

Three Days | 21 Hours of Instruction

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 well-being.

YEAR 1 | SESSION 5: For Students in the Mental Health Professional Track Only

Psychological Arenas – Beginning Sessions

Three Days | 21 Hours of Instruction

Session has a dual focus: (1) integrate and assimilate the learning from the four previous Year 1 sessions 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 well-being.

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 | SESSION 1: Body Oriented Couples

4 Days| 28 Hours

IBP couples therapy provides the means to an interior awakening of love and self-volition. Students 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, relationship 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.

Students are taught advanced IBP body-mind couples psychotherapy that includes the following: (1) Resolving 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 includes personal and relational developmental tasks, and themes that become intensified in older age.

YEAR 2 | SESSION 2: Working with the Body II – Releasing Holding Patterns

Three Days | 21 Hours of Instruction

This is the second of three weekend sessions 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 well-being.

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

Three Days | 21 Hours of Instruction

This is first of two sessions 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 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 | SESSION 4: Advanced Body & Resolving Developmental Injuries

Four Day| 28 Hours of Instruction

The third of three Body sessions in the IBP Training Program, this session 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 well-being.

This session will also focus on 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 well-being, 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 | SESSION 5: For Students in the Mental Health Professional Track Only
Psychological Arenas – Advanced Sessions

Three Days | 21 Hours of Instruction

This session 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 session 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 | SESSION 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 | SESSION 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 resolve 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 | SESSION 3: Existential & Transpersonal I & II

Four Days | 28 Hours of Instruction

Session 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

Issues of Aging

Students are engaged in an experiential, interactive session. Existential, spiritual, transpersonal awakening cannot be taught. It can only be explored and opportunities for awakening provided. This session 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; Health, Well-being, and the Basic Fault.

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

Three Days | 21 Hours of Instruction

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 | SESSION 5: For Students in the Mental Health and Allied Professional Tracks Only (Associate Students - By Invitation Only)

Case Studies, Demonstration Session Presentations, and Certification Sessions

Five Days | 35 Hours of Instruction

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.

Case Studies:

In presenting their case studies, students are expected to demonstrate an advanced understanding and mastery of IBP concepts and skills. 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. 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. 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). Each student identifies strengths and aspects of the case study that are not fully understood or resolved. 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 and leading a psychotherapy demonstration session.

Demonstration Session Presentations: The demonstration session provides students another opportunity to reveal their competence by applying IBP interventions and use of self in real time. Instructor feedback and the class experience serve as a primer and aid in helping students prepare for certification.

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 defences 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.

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 well-being.

- 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.