

*Mindful Awareness In Body-oriented Therapy*

**Level 1 Training Program**

**Student Handbook**

**2025**

Center for Mindful Body Awareness

Therapeutic Training Center

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# Overview

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The purpose of this handbook is to give you an overview of the Mindful Awareness in Body-oriented Therapy (MABT) Level 1 Training Program requirements, logistics, and expectations. We hope that a thorough understanding of our guidelines will make things easy for you and allow you to participate fully in your training. As you read, please keep in mind that these requirements and guidelines have been created through time and experience. Our intention is to provide a clear foundation for learning in a safe and vibrant circle that promotes personal and professional development.

## Admittance

- Students applying for this program must be one of the following:
  - Licensed to do massage or licensed to touch, which includes the following professions: massage/manual therapy, naturopathy, chiropractic, acupuncture, midwifery, physical therapy, occupational therapy, nursing, osteopathy or medicine. If your profession is not listed, but you have the ability under your license to do massage, please contact us.
  - Mental health field licensure includes the following professions: social work, MA level clinician, PhD clinical psychologist. (Please note that while this is a hands-on course, we will address the translation of MABT to a seated approach using client self-touch that is appropriate and easily integrated into psychotherapy).
  - With permission from the teacher, people who are still students at the time of their application in any of the above professions, may also apply if they will have graduated and their license in effect by the time the MABT program starts.
- Enrolling students need to be physically able to complete classes and homework as assigned.
- Enrolling students need to have practical resources in place (time, financial, emotional, work, family, etc) to fully participate in these programs and to support the personal development work that often accompanies this training.
- Enrolling students need to maintain malpractice insurance during their program.
- Prior personal experience or professional training in mindfulness, yoga, or mental health is helpful but not required.
- With registration, you will be asked to complete an application form to describe your background and reasons for wanting to attend this MABT training program. This form is required for admittance, and we will do our best to get back to you quickly regarding acceptance to this training. If not accepted, you will receive a full refund of your registration fee.

## Overview of the MABT Level 1 Training Program

This course provides instruction and practice in the fundamental skills of teaching interoceptive awareness skills to your clients. Interoception involves sensory information or cues that facilitate regulation of the body, many of which are unconscious. Interoceptive awareness is

conscious awareness of sensory experience from inside the body, including the following types of examples: the movement of the diaphragm when we breath, the experience of an ache when a tight muscle is massaged, the experience of sadness that accompanies the release of muscle tension in the back. Interoceptive awareness is understood to be critical for nervous system and emotion regulation. Research has shown that people with high levels of experiential avoidance and stress, chronic pain, and mental health disorders have more difficulty processing sensory information compared to people who do not have such struggles. The MABT approach helps to develop and increase capacity for interoceptive awareness to improve self-awareness, care and emotion regulation.

An established protocol from MABT research will be used as a methodology for bringing this work into your practice. Students in this program will learn to be in presence, to assess presence in their clients, and to teach a sequential process for introducing and deepening the client's capacity for internal body/interoceptive awareness. Students practice activities to develop their communication skills, intuition, clinical reasoning and ability to perceive the client's overall learning process. Clinical vignettes and research results using this evidenced-based approach will also be presented. Students receive a certificate of completion upon satisfying the requirements of the program. This training consists of 6 days of class (46 clock hours). Advanced training toward certification is possible after completion of this initial course through the Center for Mindful Body Awareness.

The MABT approach was developed by Cynthia Price, PhD MA LMT, a research professor at the University of Washington, where she has studied MABT for improved health for the past 20 years.

# Curriculum

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This program introduces MABT methodology and techniques to facilitate development and increased capacity for interoceptive awareness. Following a protocol designed for implementation of MABT in research, this course teaches practitioners to introduce the fundamental skills of interoception using touch; mindfulness skills of presence, curiosity and self-compassion; and education.

This training approach is sequenced to facilitate learning and involves the following three stages that build on one another:

- The first stage focuses on the development of body literacy (the ability to identify and describe sensory awareness);
- The second stage focuses on facilitating client access to inner body sensations through exercises involving breath and inner attention.
- The third stage focuses on mindful attention to specific regions of the body with the goal of developing the capacity for sustained mindful attention and using a guided process to enhance awareness of inner sensations.

MABT is a trauma-informed approach that involves careful attention to presence and pacing to match the client's individual learning and experiential process. In addition to the specific aspects of MABT for teaching interoceptive awareness, students practice techniques to develop sensitive hands, an open heart, and the inner stillness needed to apply this work. This class is a prerequisite to advanced training components needed for MABT certification.

# Recommended Reading, Homework, Grading & Feedback

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## Recommended Articles to be Read Prior to the Start of the Program

The following articles are available for free online through the links provided below.

- [Frontiers | Interoceptive Awareness Skills for Emotion Regulation: Theory and Approach of Mindful Awareness in Body-Oriented Therapy \(MABT\) \(frontiersin.org\)](#)
- [Frontiers | Facilitating Adaptive Emotion Processing and Somatic Reappraisal via Sustained Mindful Interoceptive Attention \(frontiersin.org\)](#)

## Homework and Grading

This program is a learning process, and practicing what you learn within the context of your clinical interactions with clients will help students integrate and deepen the material taught in the course. The course is designed to have two modules separated by several weeks to help provide the space for practice between the first and second modules. This program requires 1 hour of extracurricular homework, which involves reading 3 journal articles assigned between course modules. There are several quizzes administered over the program that are designed for review of key concepts and strategies used in MABT; these occur during class hours and are graded on a completed/not completed basis. Passing this program is based on meeting the attendance policy and participating in all classroom activities.

## Class Feedback Forms

Students receive a class feedback form to support the development of our program. We take these forms seriously as they are one of the primary tools, we have for getting information about the content, structure, and delivery of the material as well as the learning environment. Please reflect on the questions, respond in writing, and turn in the form at the end of class. Each feedback form is read by teachers and the Therapeutic Training Center staff and discussed. Much of the design of our trainings and guidelines are the direct result of past student feedback.

Students do not have to put their name on these forms, should they want their feedback to remain anonymous. The more specific and thorough the feedback, the more useful it is to us.

# Expectations of Conduct

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## Your Emotions

MABT is a powerful modality that engages the person on many levels. It is common that studying the work intensively evokes emotional content and/or personal issues. Recognize when this is happening and take responsibility for your own needs – physical and emotional. These courses are foremost a professional training and therefore limited in their ability to deal in-depth with therapeutic issues of students. If these interfere with student learning or your ability to participate in the educational community, we ask that students seek professional support.

## Communicating with Teachers and Assistants

Most student questions can be addressed during class time, as they are often valuable for the other students too. For personal questions, the teacher can be approached for a brief (5-minute) exchange during lunch. Keep in mind that there are other students and the teacher will need to balance instruction time, personal downtime during breaks, and time for other concerns. Should a student's issue take more than 5 minutes, the student can decide how to best address it. For example, see "Support Offered by Teaching Staff" on pages 9-10.

Assistants are valuable resources for students, as they have gone through the coursework and have knowledge and experience on professional and personal levels. Often they can be addressed in breaks more easily than the teacher, though they may also have tasks to attend during that time. Common courtesy applies, ask if the person has time to field a question – if not, don't take it personally. Often you can arrange a time or follow up with an email exchange after class.

## Sharing During Class

Sharing in class is an important learning tool, as it provides an opportunity for students to learn from each other and to hear answers for questions they did not even know they had. We share experiences during student hands-on exchanges, experiences with clients, and personal experiences between classes. For these sharing times, we developed two formats which are used throughout the training:

1. Each person shares in turn while others listen. There will be a limited number of minutes for each speaker and a timer will be used if needed.
2. Only those who wish, share. Please be considerate with regard to how often and how long you share in relation to other students.

There are two main considerations for this kind of sharing:

1. Time: We are all experienced professionals that have knowledge to share. Yet, as this is an MABT training; we assume students are here to absorb as much as possible about *this* modality. Therefore, we ask that students use breaks or out-of-class time to share from their 'outside' knowledge. To honor the class agenda, we ask students stay focused in their sharing to what comes from their hearts, or ask questions where the teacher's insight might be helpful.

2. Safety: We ask each student to please speak from their heart and use their own experience. Please refrain from indulging theories or expressing strong emotions toward another person during class time. Each student should own their own emotions, and if they cannot contain them, seek support. Even though what classmates share might inspire a student, or trigger helpful responses, please refrain from responding to what they say during class time. Please do not interrupt when others are speaking.

What students share in the classroom is considered confidential. Please do not take personal information outside the sacred space created within the classroom.

### *Questions During Lecture or Class Discussions*

Some people are quick to ask questions; others need more time to mull things over and/or for their questions to surface. If your mind moves quickly, try writing your questions down as a way of creating space for listening to others. If you generally hold back, try coming to class with questions already formed.

Before asking a question, please consider: is this question in keeping with the central topic being discussed, or is it a side-road or a leap of topic? Is it likely to be applicable to many (all?) or just to me?

There are different types of questions: seeking information, seeking clarification, seeking reflection on a thought (am I on the right track?), and/or others that require a refined body of knowledge (that others may not possess). If you can identify the type of question as you ask it, that helps the teacher know what kind of response you're looking for.

Teachers may postpone answering a question until a later point in the class, as a way of managing class time and flow of curriculum. At times, teachers will take the liberty to respond specifically to an individual's reflection to offer learning opportunities for all. This is not favoritism or targeting, simply a teaching strategy.



# Resources

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## **Personal Support**

These trainings provide an educational experience that is both personally and professionally transformative and that requires a commitment to the healing/therapeutic process. Because MABT is so powerful, personal issues are bound to surface for class participants. While there are modest structures within the classes for addressing these, many require further exploration and work with professionals outside of class time. Our experience is that students benefit from an on-going pursuit of personal exploration and healing.

We also recommend that students develop and commit to various forms of self-care: for body, emotions, psyche and spirit. Simple meditation based on mindfulness, body awareness and presence is taught in classes and can be adopted. Being intentional about diet, sleep, and exercise will support your student experience and practice of this work. Strategies for managing stress and work/family commitments are also essential during your training. Often previous practices and strategies will need to be refreshed or adjusted to meet the new demands of this work. Teachers are a well of information in this regard.

We strongly recommend that all students have access to more experienced professionals for on-going supervision and support for the direct work they do with clients. This helps to expand the available toolbox and is most helpful when personal issues are triggered by our clients, which happens all the time. Counselors, pastors, formal peer supervision as well as other health care providers (MD, ND, DC, etc.) provide a web of support that allows us to remain healthy while we help others.

## **Support Offered by Teaching Staff**

Students sometimes find themselves needing academic or personal support outside of class. Students are welcome to seek such support in the form of phone/internet consultations, supervision sessions, or tutorials from the teacher or assistants. We trust students to know when such support is needed and fully encourage students to acquire it.

### *Email*

In between classes students may contact the teacher to ask questions or raise concerns related to the study and practice of MABT. This is free of charge; if the questions become excessive, the instructor will discuss time/financial boundaries with the student. Please leave a 7-10 day turnaround for responses.

### *Individual Supervision Sessions*

Supervision sessions are 30-60 minutes in length and are prorated at a rate of \$125/hour, to be paid to the teacher. These sessions are designed to address issues that arise in practice. This is indicated by strong emotions that a student has in regard to certain clients or aspects of their role as practitioner (e.g., confidence, competence, boundaries, etc.). Achieving clarity in these personal issues opens the doorway to regain focus, self-acceptance and effectiveness. Supervision can also be used to broaden one's technical approach toward certain clients or a

broad range of professional issues. Supervision is a wonderfully supportive resource for those wanting to ease the burden of any struggle in which the student finds himself or herself.

### *Tutorials*

Tutorials are available to students who need to make up missed class time. Missed class time must be completed in a timely manner at \$140/hour rate. The length of tutorials is determined according to the content missed. Time is billed at \$140/hour for 1-2 students; and is paid directly to the tutor at the time. *(Please note that the prices may vary according to who conducts the sessions; clarifying the fee is a mutual responsibility at the time of scheduling the tutorial.)*

## **Practicing Your New Skills with Clients**

Many students wonder when it is appropriate to begin using what they learn with their clients. While Washington requires licensing to touch in order to charge for bodywork, there is no state or national standard pertaining to the practice of MABT. Students who take our MABT Level 1 Training Program are not prepared to identify themselves as MABT therapists or as certified in MABT.

Practitioners who have completed MABT Level 1 can apply what they've learned in their own practice *as beginners*. Advanced training and completion of the Internship is needed for certification, details are available at <https://www.cmbaware.org/advanced-mabt-trainings/>.

Generally speaking, our recommendation is that students begin incorporating their new skills immediately. Some may feel comfortable practicing this work with friends and family members for free or trade, and with select clients at a reduced fee. We expect that students who have completed certification will change their marketing materials (business cards, brochures, website) to reflect their new skills: for example, *Certified in Mindful Awareness in Body-oriented Therapy (MABT)*.

# Administrative Information

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## 2025 Class Schedule

This class occurs in two 3-day sessions about a month apart for a total of six days of class. All six days of class must be completed.

- Session 1: April 10-12, 2025 (Thursday – Saturday) from 9:00 am to 5:30 pm (22.5 clock hours)
- Between Sessions – 1 hour of homework (assigned readings).
- Session 2: May 15-17, 2025 (Thursday – Saturday) from 9:00 am to 5:30 pm (22.5 clock hours)

## Training Expense

Tuition: \$1,800

- Additional Expenses: Psychotherapists and CA RNs may choose to receive 42 hours of SCA approved credit. Psychotherapists pay an additional \$100 fee and CA RNs pay an additional \$75 fee for this certificate. This is an optional choice. See page 16 in “Approvals and Accreditations” for more details.
- Students who have previously taken the MABT Level 1 Training Program may review it at the reviewer’s rate of \$1,000 and require teacher approval to do so. Acceptance is based on the availability of space in the class.

## Payment Plans

Initial Deposit*:	\$ 250.00	Due: deposit due upon registration; \$100 non-refundable
Remaining Tuition	<u>\$1,550.00</u>	Due: On or before April 10, 2025
Total Tuition	\$1,800.00	

Any student may ask the Therapeutic Training Center to create an individual payment plan, as long as payment is made in full on or before April 10, 2025.

## Where to Make Payments

Payment for tuition can be made by check or credit/debit card (Visa, Mastercard or Discover). Payment can be set up to be made automatically by credit card or they can be called in to 206.853.6875.

Checks should be made out to the *Therapeutic Training Center* and can be mailed to:

Therapeutic Training Center  
PO Box 66864  
Seattle, WA 98166

## MABT Cancellation Policy

1. Cancellation of Class: If a class is canceled for any reason, participants will be sent a 100% refund within 30 days of the class being cancelled.
2. Student Not Accepted: If the applicant is not accepted for a class, the applicant will be sent a 100% refund within 30 days of the decision not to accept the student.
3. Cancellation Within Five Business Days of Application: In the event that a participant cancels within five business days (excluding Sundays and holidays) of registering, the participant will be sent a 100% refund within 30 days of receipt of written notice of the cancellation.
4. Cancellation After Five Business Days of Application but Prior to the First Day of Class: The applicant will be sent a refund less a \$100 administrative fee within 30 days of receipt of written notice of the cancellation.
5. Termination of Training on or after the first Day: If training is terminated after the student enters classes, the Center has the following cancellation policy:

If the LDA falls within:	The Student Retains	The School Retains:
0.0-10% of hours	90% of Tuition	10% of Tuition
10.1-25% of hours	75% of Tuition	25% of Tuition
25.1-50% of hours	50% of Tuition	50% of Tuition
50.1-100% of hours	0% of Tuition	100% of Tuition

6. When calculating refunds, the official date of a student's termination is the last day of recorded attendance (LDA):
  - When the school receives notice of the student's intention to discontinue the training program; or,
  - When the student is terminated for a violation of a published school policy which provides for termination; or,
  - When a student, without notice, fails to attend class for 30 calendar days.
7. Students may withdraw from the program at any time throughout the program. Students must notify the school in writing of their decision to withdraw.
8. All refunds will be paid within 30 calendar days of the student's date of determination for the termination.

## Attendance, Tardiness, and Participation

*Students are required to attend all days of the program.* In the event that a student must miss some portion of class, the student must notify the instructor as soon as they know they will be absent and create a make-up plan in order to receive continuing education credit.

Students who are absent *more than 2-hours* of any day of class or *up to 7 total hours* during the program, must make up the time missed via a tutorial at the student's additional expense. Students who miss more than 7 hours in the course will be expelled from the program.

## **Religious Accommodation**

We will make good faith efforts to provide reasonable religious accommodations to students who have sincerely held religious practices or beliefs that conflict with a scheduled course/program requirement. Students requesting a religious accommodation should make the request, in writing, directly to their instructor with as much advance notice as possible. Being absent from class or other educational responsibilities does not excuse students from keeping up with any information shared or expectations set during the missed class. Students are responsible for obtaining materials and information provided during any class missed. The student shall work with the instructor to determine a schedule for making up missed work.

Examples of religious accommodations may include: requesting a class date be rescheduled, rescheduling of an evaluation or arranging for an increased flexibility in assignment due dates.

## **Dismissal From the Program**

We have never had to dismiss a student, but we take the learning environment seriously. Therefore, we will take necessary measures to protect its integrity and safety. The teachers and the Therapeutic Training Center will work with individual students to address problematic circumstances and avoid dismissal, but the teachers and the Therapeutic Training Center reserve the right to dismiss students at any time, for reasons including, but not limited to:

1. Harmful, destructive, or disruptive behavior
2. Financial delinquency
3. Lack of participation during the program to include both giving and receiving during practice sessions
4. Tardiness or lack of attendance/make-up
5. Breach of confidentiality
6. Inability to perform MABT in a safe, appropriate manner

## **Complaints, Suggestions, or Problems**

It is the responsibility of the individual experiencing the problem to pursue resolution. Students may explore problems and seek resolution with professional resources outside the classroom while maintaining confidentiality. We encourage students to address their problems with others (including classmates, teachers, or staff) directly and in a timely and respectful manner. A consenting, mutually-agreed upon third party can be invited to witness the conversation. Avoid triangulation and gossip. However, students are encouraged to discuss the issue with an assistant, the teacher, or a staff member in order to strategize a resolution.

Formal written complaints may also be used and are expected to be done respectfully, clearly, and with the intent of finding resolution. Written complaints should be delivered to teachers or the Therapeutic Training Center. The teachers and the Therapeutic Training Center will seek to address the complaint by bringing the appropriate parties together for a supervised resolution process. Expenses are the responsibility of the student.

If the student is dissatisfied with the results of the process, the student may put the issue in writing and submit it to: Workforce Training and Education Coordinating Board Private Vocational School Licensing at PO Box 43105, Olympia, WA 98504.

Nothing in the policy prevents the student from contacting the Workforce Board at 360-709-4600 at any time with a concern or complaint.

## **Re-enrollment**

Should a student not be able to finish the program, the student may reenter with the next MABT Level 1 Training Program with permission from the teacher. The student is required to repeat the days of class previously completed at the reviewer's rate and will pay full price for the days of class not previously taken. Contact the Therapeutic Training Center or the teacher for more details.

## **Faculty**

*Cynthia Price, PhD MA LMT*

Cynthia completed her massage therapy training in 1981 and was in private practice as a bodyworker until 2001. During this time she developed Mindful Awareness in Body-oriented Therapy (MABT) to facilitate body awareness, particularly for those who were experiencing disconnection from their bodies or experiential avoidance. In 1999, Cynthia sought doctoral training to research the MABT approach and graduated in 2004 with a PhD in Nursing Science. Her research over the past 20 years as a professor at the University of Washington has focused on MABT for improving physical and mental health and overall well-being. Dr. Price's clinical and research expertise is with people who are struggling with chronic pain and/or mental health concerns such as interpersonal trauma and addiction. Findings from research of this evidenced-based approach consistently show MABT to improve interoceptive awareness, emotion regulation, and symptoms of mental and physical distress. Dr. Price has over 20 years of experience teaching beginning and advanced students in this approach. She brings a balance of careful attention to therapeutic process, curiosity and humor to the classroom.

## **Classroom Space and Location**

Classes are scheduled to be held at St. John United Lutheran Church - 5515 Phinney Ave N, Seattle, WA 98103. Up to 12 students may be taught in this classroom which is ADA accessible. The maximum students taught per cohort is 16. In the event we have more than 12 registered students we will move this class to a larger classroom and notify registered students in writing.

Massage tables are provided. Students provide writing utensils, a journal/notebook, and a set sheets with a face cradle cover – only a single sheet is needed, but for students who want to bring a set of sheets, they may do so. For non-massage therapists that join the class, the sheets should be twin-sized and a pillowcase can be substituted for a face cradle cover. If you do not have the required massage table linens, let the Therapeutic Training Center know and massage table linens will be provided for the student.

- **Parking:** The St. John United Lutheran Church is set into a hill. The classroom floor is located on the "top" floor which is ground floor level from Phinney Ave N. The

classroom is on the Phinney Ave N level and parking is behind the church accessible from N Argyle Pl or N 55th St. There are two parking lots. Please park in the lower long lot as the upper lot is reserved for the "Earth Ministry".

- **Bringing Food:** A refrigerator and microwave are available. Please bring any food in sealed containers either marked with your name or in bag marked with your name.
- **Water:** Please bring your own water container.
- **Food:** There isn't food available within walking distance. Students have in-and-out parking privileges and may drive to lunch--there are numerous food options within a few miles of the classroom location. There are also multiple food delivery services.

To ensure quality instruction and a healthy learning environment, a low teacher-to-student ratio is maintained. For hands-on technique, a ratio of 1 teacher to 8 students is maintained and for lecture, a ratio of 1 teacher to 16 students is maintained.

### **COVID-19 Accommodations**

Masking is recommended, but optional in this program, each person can choose to wear a mask, or not. If you choose to wear a mask you can wear whatever mask style you prefer. Surgical masks will be available in the classroom if you want one. For full details about our masking policy, please click <https://stores.theratraining.com/covid-19/>. Any changes to the policy will be conveyed through reminder emails for each 3-day portion of the program.

### **Verification of Continuing Education Credit**

We maintain class records for fifty years. Upon completion of the MABT Level 1 Training Program, each student is provided with a certificate of completion. If this becomes lost and proof of credit or a duplicate is required, a written request for verification is needed. There is a \$10 processing fee. A written request may be made by mail, fax or email. Please provide:

- Student name (current and name at the time the class was taken)
- Course title
- Name of instructor
- Date of class
- Address where the verification is to be sent

Please contact the Therapeutic Training Center at 206-853-6875 or [info@theratraining.com](mailto:info@theratraining.com).

### **Limitations of Liability**

The Center for Mindful Body Awareness (CMBA) and the Therapeutic Training Center (TTC) are not responsible for any loss or damage to participant personal property. While participants are on CMBA/TTC premises or at any contracted facility of CMBA/TTC, CMBA/TTC are not responsible for any personal injury, loss or damage to property suffered by participants. Participants are responsible for maintaining their own professional liability insurance throughout the training.

## **Financial Aid**

Financial Aid is not provided.

## **Job Placement Assistance**

Job Placement Assistance is not provided.

## **Non-Discrimination Policy**

CMBA and the Therapeutic Training Center do not discriminate against students or potential students on the basis of race, creed, color, national origin, veteran or military status, sex, gender, sexual orientation, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability.

CMBA and the Therapeutic Training Center acknowledge that information pertaining to an applicant's disability is voluntary and confidential and will be made on an individual basis. If this information is presented, CMBA and the Therapeutic Training Center will reasonably attempt to provide an accommodation to overcome the effects of the limitation of the qualified applicant. All inquiries about accommodations should be made to the Therapeutic Training Center along with application of the program. Because of the rigors of the curriculum, medical documentation may be required to ensure that a student is safe to learn and practice MABT.

## **Statement of Ownership**

CMBA is a non-profit organization and Cynthia Price is the Director. The Therapeutic Training Center is an S-corporation and its sole shareholder is Robbin Blake.

## **Approvals and Accreditations**

National Certification Board for Therapeutic Massage and Bodywork

- Center for Mindful Body Awareness is approved by the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB # 1000903) as a continuing education provider.

Spiritual Competency Academy (CEs for Psychotherapists and Nurses)

- Center for Mindful Body Awareness is approved by the Spiritual Competency Academy (SCA). The SCA is approved by the American Psychological Association to sponsor continuing education for psychotherapists (additional \$100 fee). SCA is also approved by the California Board of Registered Nursing (BRN Provider CEP16887) for licensed nurses in California (and is typically transferrable to other states (additional \$75 fee). The documentation for these professions is optional and handled directly by the teacher.

Workforce Training and Education Coordinating Board

- The Therapeutic Training Center is licensed by the Workforce Training and Education Coordinating Board.



## Contact Information

*Office Address:*

Center for Mindful Body Awareness  
4244 University Way NE # 45551  
Seattle, WA 98145

*Contact:* Cynthia Price

*Phone:* (206) 375-7678

*Email:* [info@cmbaware.org](mailto:info@cmbaware.org)

*Web:* [www.cmbaware.org](http://www.cmbaware.org)

*Office Address:*

Therapeutic Training Center  
929 N 130th St Suite 12  
Seattle, WA 98133

*Contact:* Robbin Blake

*Phone:* (206) 853-6875

*Fax:* (206) 243-5185

*Email:* [info@theratraining.com](mailto:info@theratraining.com)

*Web:* [www.theratraining.com](http://www.theratraining.com)

This school is licensed under Chapter 28C.10. Inquiries or complaints regarding this or any other private career school may be made to the Workforce Training and Education Coordinating Board, 128 10<sup>th</sup> Ave SW, Olympia, WA 98504-3105. (360) 709-4600. [wtecb@wtb.wa.gov](mailto:wtecb@wtb.wa.gov)