



SYLLABUS 2023 - 2025

THE SCHOOL OF
EMBODIED YOGA THERAPY



The School of
EMBODIED YOGA THERAPY



SEYT
2023-2025

SYLLABUS

SUBJECT 1.0: Yoga Foundations – Embodiment & Yoga Philosophy

Faculty:

Dr. Neil Dalal
Cassi Kitner
Dr. Marlysa Sullivan
Amy Wheeler
Matthew Remski
Dr. Theodora Wilcroft

Substitute Faculty:

Anne Pitman
Kimberly Mantas

Guest Speakers:

Dr. Theodora Wildcroft

Prerequisites:

None

Competencies:

1.1.1; 1.2.1; 1.2.2; 1.3.1

Learning Resources:

- SEYT Workbook: Faculty Lectures, handouts, and slides. Yoga Foundations – Embodiment and Yoga Philosophy
- Various handouts with excerpts from source texts (The Upaniṣad-, the Bhagavad Gītā, the Sāṃkhya Kārikā, and Patañjali's Yoga Sūtra-s).
- Bryant, EF, 2009, *The Yoga Sūtras of Patañjali*
- One choice from suggested reading list.

Course: 1.1

Embodying Yoga Philosophy & History

Course Description:

This course provides an overview of the philosophy of traditional yoga practice and the various teachings that inform yoga therapy in modern times. Initially, students will be introduced to a contemplative decolonized approach, utilizing yoga concepts/frameworks, to inform learning.

With this approach, students will learn about the historical roots of modern yoga and its relationship to classical Indian traditions, texts, and cultures.

Various excerpts from the Upaniṣad-s, the Bhagavad Gītā, the Sāṃkhya Kārikā, and Patañjali's Yoga Sūtra-s will be read and explored through lecture, discussion, and coursework as a means to understand yoga philosophy as the foundation for yoga therapy practice.

Philosophical concepts will also be explored through embodiment practices, providing the student an opportunity to personalize the concepts to one's own personal and professional practice. For example, when translating yama-s and niyama-s, (as defined in 2.30 & 2.32 of the Yoga Sūtra), students learn how Rukmani, Bryant, Legget Desikachar, Elgelid & Byron, and Adele define these concepts. Historic and cultural contexts, with considerations of decolonization, that inform the more modern perspectives are discussed. For example, students learn translations of yama-s and niyama-s as they are found further in history in texts such as Śāṅḍilya Upaniṣad. We ask students to reflect upon the differing viewpoints and consider how the yama-s and niyama-s inform their own embodiment, and ethically guide their work as a Yoga Therapist (YT). YT case studies are examined, both to reflect upon how the yoga therapist may be guided by yama-s and niyama-s, and where specific practices may be designed to help the client integrate their own understanding of these concepts. Student reflections are encouraged through creative expression (movement, journaling, prose or poetry and drawing).

Subject Matter:

Will include a historical overview from the Vedic periods through the ages, that contribute to yoga as we know it today, including traditional and post-lineage perspectives – through the lens of educators/academics such as Dr. James Mallinson (Roots of Yoga), Dr. Mark

Singleton, Prof. Dominik Wujastyk, Prof. David Gordon White, Dr. Jason Birch, Dr. Phillipp André Maas, and more (contributors to the Modern Yoga Research Project), along with Dr. Theodora Wildcroft and Prof. Neil Dalal.

Various concepts, models, and yoga perspectives will be explored within the context of a yoga therapist's work. For example, texts from Butera & Elgelid (Yoga Therapy: A Personalized Approach for Your Active Lifestyle), Finlayson & Hyland Robertson (Yoga Therapy Foundations, Tools, and Practice), Pearson, Prosko, and Sullivan (Yoga and Science in Pain Care), Sullivan (Understanding Yoga Therapy) will illuminate how yoga philosophy is currently being used by Yoga Therapists in practice. Various translations of yoga texts will be discussed with examples from Edwin Bryant, T.S. Rukmani, Trevor Leggett, Chip Hartranft, and Nicolai Bachman.

Flow of Presentation/Teaching Format:

This course is taught during the residential modules (in-person and synchronously), during quarterly meetings, through independent study, and with pre-recorded materials and/or evening workshops in between modules (choice of synchronous-Zoom or asynchronous-recordings) starting in January 2024. During the first gathering of each module the subject/concept/perspective will be introduced and interwoven into the other course subjects taught throughout the week. These philosophical threads teach students how traditional perspectives inform yoga therapy practice and how yoga philosophy remains relevant today. Subjects are explored through lecture, discussion, and practice. Coursework and readings are assigned between modules to allow materials to be studied with more time and in more depth. Quarterly meeting material will align to content from previous module.

Learning Outcomes:

- a) To understand the evolution and concepts of yoga philosophy as relevant to one's work as a yoga therapist.
- b) To understand and be able to discuss and apply yoga philosophy terminology.
- c) To gain knowledge about how yoga perspectives explore the mind, and how this may be applied to one's work as a yoga therapist.

Coursework:

1. **Module Questions:** At the end of each module questions are asked to ensure philosophical concepts are able to be recalled and the meanings understood. These questions apply to learning outcomes a & b above.
2. **Philosophy Application Workbook:** At the end of each module an assignment is given that provides students a practical application of the philosophical concepts learned during the on-site module. This may be used for personal or professional practice. This assignment is applied to learning outcome c above.
3. **Final Exam:** Assesses the understanding of material in the Workbook

Assessment:

1. Rubric 1
 2. Rubric 2
-

Faculty:

Dr. Hemant Gupta
Dr. Shaila Vaidya
Madura Siva-Nandakumar

Substitute Faculty:

Anne Pitman
Cassi Kitner

Prerequisites:

None

Competencies:

1.3.1; 1.3.2

Learning Resources:

- SEYT Workbook: Faculty Lectures, handouts, and slides. Yoga Foundations – Embodiment & Philosophy

Course: 1.2

Embodied āyurveda

Course Description:

The course is both contemplative and practical and will leave students with a rich understanding of holistic resources and how to apply them in a therapeutic context (within their scope of practice as a yoga therapist). Students will explore the poetic language of one of the world's oldest wellness systems, contemplate constitutional differences in themselves and in their clients, and consider the balance of their relationships to seasons, time, food, family, work, and the life cycle. The approach is nondogmatic, interdisciplinary, practical and respectful of biomedicine.

Subject Matter:

Students will gain practical basic knowledge of āyurvedic perspectives on health and disease. Areas of focus include: the history and context of āyurvedic practices, the importance of non-essentializing constitutional co-assessment (the interpretive/therapeutic pathways the assessment offers), assessment of digestive function and dietary recommendations (within scope of practice), doṣa-s and guṇa-s as applied to health and disease, and the therapeutic application of the vāyu-s.

Flow of Presentation/Teaching Format:

This course is taught during the residential modules (in-person and synchronously) and at the in-between workshops (choice of synchronous-Zoom or asynchronous-recordings). During the first gathering the subject/concept/perspective will be introduced and interwoven into the other course subjects taught throughout the week. These philosophical threads, more specific to āyurveda, teach students how traditional perspectives inform yoga therapy practice and how yoga philosophy remains relevant today. Subjects are explored through lecture, discussion, and practice. Coursework and readings are assigned between modules/courses to allow materials to be studied with more time and in more depth. Quarterly meeting material will align to content from previous module. In-between workshops will either align to content from the previous module or prepare the student for the upcoming module.

Specific emphasis will be placed on how yoga therapists may employ āyurvedic concepts with clients. For example, students will learn about the cycle of dinacarya and how this can be used with clients to educate them about incorporating healthy lifestyle habits into their day. Students will also learn about doṣa/dhatū and how to work with clients based on this knowledge. Marma points and self-marma massage techniques will be explored - amongst other āyurvedic techniques that nourish prāna, tejas and ojas.

Learning Outcomes:

- Students will gain knowledge of the core āyurvedic wellness vocabulary (āyurveda's perspectives on health and disease), and the psychosomatic connections and narrative medicine techniques it affords.
- Students will learn to apply āyurvedic analysis and philosophical concepts for health and healing within the scope of practice of the yoga therapist.

Coursework:

1. Philosophical Application Assignment
2. Case Study Assignment



Assessment

1. Rubric 1
2. Rubric 4

SUBJECT 2.0:

Biomedical & Psychological Foundations

Faculty:

Anne Pitman
Staffan Elgelid

Substitute Faculty:

Cassi Kitner
Lisa Paterson

Guest Speaker:

Naomi Sparrow

Prerequisites:

None.

Competencies:

2.1.1

Learning Resources:

- SEYT Workbook: Faculty Lectures, handouts, and slides. Biomedical and Psychological Foundations.

Course: 2.1

Living Anatomy through Embodiment

Course Description:

This course allows for inquiry and discussion with regarding the lived experience of health, illness, and healing. Using a living anatomy approach, students will re-learn anatomy from an embodied perspective, enabling the material to be understood experientially, with the resulting knowledge directly applicable to Yoga Therapy practice. For example, in module 1, students learn about the nervous system (2.2), and explore their own nervous system (through sensation, biological reactions and psychological patterns). In turn, they learn to guide their clients to do the same. When learning about cancer in module 2, students explore the embodied experience of the lymphatic system, and the subtle continuum from healthy state to advanced lymphedema. Case study examples further help students understand the embodied experience of cancer (sensation, breath, posture, thoughts, beliefs and behavior), as well as the challenges presented by the side effects of medical treatment. Having the students experience their own anatomy (through palpation, partner work and visualization), in combination to studying a vast variety of other people's experience, sharpens their ability to guide clients to cultivate a sensitivity to the wide scope of their body experience.

Subject Matter:

The course will be introduced at the gathering of every module and will be interwoven with other subjects from other courses taught through the module. One half day each module presents the students with the opportunity to learn living anatomy through experimental practice, lecture, and case study examples.

Module 1 - Nervous system

Module 2 – Nervous System

Module 3 – Musculoskeletal System

Module 4 - Musculoskeletal System

Module 5 – Considerations for Subtle Anatomy

Module 6 - Digestive System

Module 7 – Lymphatic, Respiratory and Circulatory System

Module 8 – Endocrine System & Reproductive System

These systems will be explored through lecture, embodied practices, and case study examples. These subjects align to the module topic. For example, in module 4 when learning about musculoskeletal injury and disease, students learn the embodied experience of the musculoskeletal system and the variation of impact upon the physical, energetic, psycho-social- mental, intellectual, and spiritual self.

Faculty:

Anne Pitman
Neil Pearson
Shelly Prosko
Cassi Kitner
Staffan Elgelid
Rachel Krentzman
Leila Stuart

Substitute Faculty:

None.

Prerequisites:

None.

Competencies:

2.1.1; 2.1.2; 2.1.3

Learning Resources:

- SEYT Workbook: Faculty Lectures, handouts, and slides. Biomedical and Psychological Foundations.

Flow of Presentation/Teaching Format:

The course will be introduced on the first evening gathering of every module and will be interwoven with other subjects from other courses taught through the module. One half day each module presents the students with the opportunity to learn living anatomy through experimental practice, lecture, and case study examples.

Learning Outcomes:

- a) Gain knowledge of human anatomy through learning how to: be in the body, return to the body, and track sensation. Also, to learn the embodiment of disease/illness/trauma/etc.

Coursework:

1. Module Questions

Assessment:

1. Rubric 1

Course: 2.2

Anatomy and Physiology for the Yoga Therapist

Course Description:

This course builds upon the basic anatomy acquired in RYT 200 training and further explores physiology, biomechanics, and subtle anatomy. Using current scientific knowledge and self-inquiry, students will gain the necessary foundation to understand human form and function. Delving deeper into anatomy and physiology, students will learn to understand physical dysfunction including common pathologies and disorders of all the major systems through education, practice, and self-inquiry. Students will also learn contraindications to āsana and movement based on these individual differences, dysfunctions and pathologies.

Subject Matter:

Module 1 - Introduction To Neurophysiology and Anatomy
Module 2 – Nervous System
Module 3 – Musculoskeletal System
Module 4 - Musculoskeletal System
Module 5 – Considerations for Subtle Anatomy
Module 6 - Digestive System
Module 7 – Lymphatic, Respiratory and Circulatory System
Module 8 – Endocrine & Reproductive System/Considerations human development and aging from birth to death

All material is aimed at Yoga Therapists and considerations will be made for āsana, movement, mantra, mudra, and prāṇāyama. Contraindications and modifications will be included.

- Faculty Handouts and Slides
- Pearson, Prosko, and Sullivan (2019) Yoga and Science in Pain Care

Flow of Presentation/Teaching Format:

This course is taught during the residential modules (in-person and synchronously), during quarterly meetings, at workshops in between modules (choice of synchronous-Zoom or asynchronous-recordings), and through pre-recorded materials. During the first evening gathering the subject/concept/perspective will be introduced and interwoven into the other course subjects taught throughout the week.

Subjects are explored through lecture, discussion, and practice. Coursework and readings are assigned between modules to allow materials to be studied with more time and in more depth. Quarterly meeting material will align to content from previous module.

Learning Outcomes:

- Human anatomy and physiology including all major systems of the body as relevant to the work of a yoga therapist.
- Biomechanics as relevant to the work of a yoga therapist.
- Common pathologies and disorders of all the major systems as relevant to the work of a yoga therapist.
- Various perspectives of subtle anatomy relevant to the work of a yoga therapist.
To learn appropriate contraindications to āsana and movement based on individual anatomy and physiology.

Coursework:

- SEYT Anatomy and Physiology workbook** - pages assigned according to on-line lecture and module. This work-book addresses learning outcomes a, b, c, and d above.

Assessment:

- Rubric 5 and final exam that looks at all material in the workbook.

Faculty:

Anne Pitman
Cassi Kitner
Shawnee Thornton Hardy
Evan Soroka
Katherine Marr
Erin Byron

Course: 2.3

Foundations for Understanding and Exploration of Human Suffering

Course Description:

This course provides a comprehensive understanding of the most common diseases and conditions yoga therapists are likely to encounter. According to the WHO, the best intervention for Diabetes, Cancer, Cardiac and Respiratory disease are prevention and education, both well within the scope of yoga therapy. To quote Lori Rubenstein from SYTAR 2015, “Yoga therapists are lifestyle management experts”. Through this course, students will learn the skills necessary to become a “lifestyle management expert”.

In addition, they will learn about the interaction of body, breath, mind, intellect, and emotions - and how they will be able to support health and well-being through this understanding with yoga therapy. In addition, this course gives students an understanding of commonly occurring mental health conditions

Substitute Faculty:

Lisa Paterson

Guest Speakers:

Various speakers from community organizations such as the University of Ontario Heart Institute, Kickstart Mental Health, and Somerset West Community Health Centre

Prerequisites:

None.

Competencies:

2.1.3, 2.2; 2.3; 2.4; 2.5

Learning Resources:

- SEYT Workbook: Faculty Lectures, handouts, and slides. Biomedical and Psychological Foundations.
- Various articles from IJYT and YTT
- Handouts from the DSM-IV

(including psychological concepts and neurological impairments as they relate to the work of a yoga therapist).

Students will also become familiar with models of human development, including developmental stages and life cycles, and their importance to medical and psychological health and well-being.

Experts in the field will discuss symptoms and current approaches to common diseases and conditions, mental health concerns, and other issues relevant to living and dying. These approaches will include: commonly used drugs, surgical procedures, medical terminology, and how to reference current healthcare information. The influence of familial, social, cultural conditioning on health and well-being will be discussed. Overall, through this course, students will gain understanding of what is already being done to work with human suffering (medical and complementary treatments), and how to speak with other professionals in the field.

Subject Matter:

During this course, the following subjects will be explored: cancer, heart disease, respiratory disease, diabetes, mental health disorders, neurological impairments, pain, injury, trauma, grief, birth and dying. All subjects will be taught by health care professionals who specialize in the various areas; and then through the lens of the pañcamaya kośa model, with yoga therapists also working in the field.

Flow of Presentation/Teaching Format:

This course is taught during the residential modules (in-person and synchronously) and at the workshops in between modules (choice of synchronous-Zoom or asynchronous-recordings), and through pre-recorded materials. During the first evening gathering the subject/concept/perspective will be introduced and interwoven into the other course subjects taught throughout the week.

Each module focuses on one area and invites health care professionals that specialize in that field to discuss all relevant information needed by a yoga therapist. Content will include:

Module 1: Pain (Chronic, acute, and related conditions)

Module 2: Nervous System

Module 3: Musculoskeletal Injury and Disease

Module 4; Understanding Research and more on Musculoskeletal Injury and Disease

Module 5: Mental Health and Trauma

Module 6: Digestive Health

Module 7: Diabetes, Cancer, Cardiac and Respiratory disease (including Covid-19)

Module 8: Grief, Human Development, Neurological Disorders, Dying, and Birth

In addition, in modules 4, students will learn how to access, utilize, and understand research as relevant to the work of a yoga therapist, particularly within the above topics.

Learning Outcomes:

- To become familiar with (as relevant to the work of a yoga therapist):
- Commonly used drugs, surgical procedures, medical terminology, and how to reference current healthcare information.
- Psychological concepts.
- Models of human development.
- The influence of familial, social, cultural, and religious conditioning on health and well-being. To obtain knowledge about:

The interaction of the body, breath, mind, intellect, and emotions in health and well-being

Coursework:

1. SEYT Intake
2. SEYT Lesson Plan
3. Understanding Research

Assessment:

1. Rubric 7
2. Rubric 6
3. Rubric 3

Subject 3.0: Yoga Therapy Tools & Therapeutic Skills

Faculty:

Anne Pitman
Staffan Elgelid

Substitute Faculty:

Cassi Kitner
Lisa Paterson

Guest Speaker:

Naomi Sparrow

Prerequisites:

None.

Competencies:

3.1.2; 3.2.1; 3.2.3

Learning Resources:

- SEYT Workbook: Faculty Lectures, handouts, and slides.

Course: 3.1

Embodiment Practices for the Yoga Therapist

Course Description:

This course focuses on embodiment practices for the yoga therapist. At SEYT, Students learn first through their own embodiment. They practice (through inquiry, introspection, sensing and tracking) developing their awareness of the kośas that layer the body and the learned patterns that become visible through self-study. An exploration of each season is conducted through daily āsana and prāṇāyāma practice based on natural elements (air, fire, ether, water and earth). Next, they learn the embodiment of various life experiences, everything from birth to death and how yoga allows the unfolding of presence to these experiences: to breathe (prāṇāyāma), to sit (āsana), to meditate (dhāraṇā), to be in relationship with self and others (yama-s & niyama-s) amidst all of life's happenings, no matter how difficult. As potential therapists, students then learn how to gage the embodiment of others and initiate the breadth of yoga therapy practices to support others in their human embodiment.

Subject Matter:

In this course students will explore presence, patterns and the felt-sense of being fully in the intelligent body, moment by moment, through interoceptive inquiry, somatic practices (sensing and tracking), integration of yoga philosophy, breath work, meditation, and slow subtle yoga. All practices learned support the path to embodiment for yoga therapy clients.

Flow of Presentation/Teaching Format:

This course is taught during the residential modules (in-person) and during our synchronous modules.

Learning Outcomes:

- a) To learn embodiment practices, within the context of yoga therapy, that can be applied in personal or professional practice.

b) To synthesize subjects learned through the week into embodied expressions.

Coursework:

1. Module Questions
2. Reflections

Assessment:

1. Rubric 1
2. Rubric 8

Faculty:

Anne Pitman
Neil Pearson
Shelly Prosko
Cassi Kitner
Staffan Elgelid
Rachel Krentzman
Katherine Marr
Shawnee Thornton Hardy
Uma Dinsmore-Tuli

Substitute Faculty:

Kimberly Mantas

Prerequisites:

None.

Competencies:

3.1.1; 3.1.2; 3.1.3

Learning Resources:

- SEYT Workbook: Faculty Lectures, handouts, and slides. Yoga Therapist Tools
- Pearson, Prosko, and Sullivan (2019) *Yoga and Science in Pain Care*
- Finlayson and Hyland Robertson (2021) *Yoga Therapy Foundations, Tools, and Practice*
- Choice from suggested reading list

Course: 3.2

Yoga Therapy Tools

Course Description:

This course focuses on developing a therapeutic toolbox used in professional practice. Students will learn a wide array of āsana, prāṇāyāma, meditation (and other relaxation practices), and vihāra to work with conditions such as: mental health, cancer, heart disease, diabetes, respiratory disease, chronic conditions, pain, injury, neurological conditions, developmental conditions, trauma, grief, birth, and dying. (See examples below in Flow of Presentation).

Students will explore, in sequence, how yoga therapy can be a catalyst for acknowledgment, recovery, and management in the above conditions. In addition, we explore how yoga therapy can be a preventative, complementary, and rehabilitative practice for pain, disease, and various injuries.

To hone their professional skills as a yoga therapist, students will discuss written case studies and receive supervised hands-on experience with client models. Recommendations will be made for appropriate referrals to other health care practitioners.

Subject Matter:

Students will learn a wide array of embodied practices, āsana, prāṇāyāma, meditation (and other relaxation practices), and vihāra to work with conditions such as: mental health, cancer, heart disease, respiratory disease, diabetes, chronic conditions, pain, injury, neurological conditions, developmental conditions, trauma, grief, birth, and dying. All material is aimed at yoga therapists and considerations will be made for āsana, movement, mantra, mudra, and prāṇāyama. Contraindications and modifications will be included.

Flow of Presentation/Teaching Format:

This course is taught during the residential modules (in-person and synchronously), during quarterly meetings, and during in-between workshops (choice of synchronous-Zoom or asynchronous-recordings). The course will be introduced in the first gathering of every module and will be interwoven with other subjects from other courses taught through the module. Students learn through lecture and practice. Practices learned are based on the subject of the module.

Here are some examples for each module from our previous training:

Module 1: Waking: Embodiment and Pain; human embodiment and the embodiment of pain, interoceptive tools (ex. identifying sensations and emotions), āsana (ex. patterned and non-patterned movement),

prāṇāyāma (ex. natural breath, abdominal diaphragmatic breath), meditation practices (mindfulness and body scan), and mantra are all used to help understand the concept of embodiment as it relates to yoga therapy and to work with people who have acute and chronic pain.

Module 2: Sourcing: Lifestyle/Chronic Disease/Condition; the embodiment of disease, āsana (ex. modified for all disease conditions), prāṇāyāma (specific to heart and respiratory conditions/bhramarī), and meditation (ex. looping practice for awareness and pain) are used to work with individuals facing cancer, heart disease, cardiorespiratory problems and diabetes.

Module 3: Mobility: Mental Health/ Trauma: the embodiment of mental distress, āsana (restorative yoga, postures and movement aimed at PFM dysfunction, “mind” of the pose), yoga nidra, prāṇāyāma (ex. trauma sensitive breath practice /and pelvic floor breath/TATD breath/ śitali & nāḍī śodhana) and meditation aimed at addressing pelvic floor muscle (PFM) awareness.

Module 4: Stability: Structure and Injury; embodiment of injury, āsana (modifications for common injuries, postures and movements aimed at increasing strength/stability of the lumbopelvic area, somatic concepts of identification/differentiation/integration when doing postures/movement), prāṇāyāma (further practice in stabilization focused breath: Rib breath/Ujjayi) and self-awareness as applied to supporting both stability and mobility for those suffering from injury.

Module 5: Seeding: Professional Practice and Therapeutic Relationship; embodying the “therapist”, listening and communication techniques, the use of prāṇāyāma (ex. mirroring breath, restorative breath), āsana (ex. chair yoga), and meditation (ex. safe boundary practice between yoga therapy clients to be energetically cleared and prepared for the next client).

Module 6: Blooming: Trauma; embodiment of trauma, āsana (ex. trauma informed yoga), prāṇāyāma (ex. counting techniques) and meditation (ex. safe space).

Module 7: Harvesting: Āyurvedic Intensive: embodying the doṣas, āsana, prāṇāyāma (depending śitali, nāḍī śodhana, ujjayi, bhastrikā, bhramarī) and meditation for the balancing doṣas.

Module 8: Spiraling: From Birthing to Dying; embodiment of birth and death, āsana (specific to birth practices and assisting in dying, expanded śavāsana), prāṇāyāma (ex. following the breath) and meditation (visualizing birth and the closing off cakras in death).

Learning Outcomes:

- a) Human anatomy and physiology including all major systems of the body as relevant to the work of a yoga therapist.
- b) Biomechanics as relevant to the work of a yoga therapist.
- c) Common pathologies and disorders of all the major systems as relevant to the work of a yoga therapist.
- d) Various perspectives of subtle anatomy relevant to the work of a yoga therapist.
- e) To learn appropriate contraindications to āsana and movement based on individual anatomy and physiology.

Coursework:

1. SEYT Lesson Plan - based on the subject of the module.
2. SEYT Intake - based on the subject of the module. For 1:1 yoga therapy sessions.

Assessment:

1. Rubric 6
2. Rubric 7

Faculty:
Anne Pitman
Cassi Kitner
Staffan Elgelid

Course: 3.3 Therapeutic Relationship Course Description:

Students will learn how to support clients therapeutically through the pañcamaya kośa model, supporting healing and/or growth during times of difficulty, injury or illness. Students will use the tenets of yoga (yama and niyama) to develop the foundations of compassionate relationship, to learn

Marlysa Sullivan
Uma Dinsmore-Tuli

Substitute Faculty:

Lisa Paterson

Guest Speakers:

Rachelle Lamb

Prerequisites:

4 modules complete.
IAYT Scope of Practice read
and understood.

Competencies:

3.2.1; 3.2.2; 3.2.3; 3.2.4

Learning Resources:

- SEYT Workbook: Faculty Lectures, handouts, and slides. Therapeutic Skills
- Various articles from IJYT and YTT
- Handouts from the DSM-IV

communication and therapeutic skills, and to develop self-care practices to ensure the health of the therapist. Students are introduced to Anne Pitman's model, *The Embodiment of Yoga Therapy in Clinical Practice: Seven Part Model* to consider and use in practical application. A review of embodiment practices from 2.1 and Yoga Tools from 2.2, further solidify the relationship between the therapist and client to support a client's relationship to themselves.

Considerations will be made for the Scope of Practice (SoP) of yoga therapists and students will learn when it is appropriate to refer to other professionals.

Subject Matter:

During this course, the following subjects will be explored: cancer, heart disease, respiratory disease, diabetes, mental health disorders, neurological impairments, pain, injury, trauma, grief, birth and dying. All subjects will be taught by health care professionals who specialize in the various areas; and then through the lens of the pañcamaya kośa model, with yoga therapists also working in the field.

Flow of Presentation/Teaching Format:

This course is taught during the residential modules (in-person and synchronously). Concepts of therapeutic relationship are introduced through initial modules to open the discussion about Scope of Practice (SoP), making referrals, and the applicability of therapeutic relationship in Yoga Therapy. In further modules, students learn how both embodied inquiry and prāṇa vāyu-s concepts may be layered with motivational interviewing to inform the yoga therapy intake. This course is taught more in-depth during Module 6 (after 1 year attendance in the program), previous to beginning the practicum. Materials are taught through lecture, observation, practice, role-playing, and journaling. In module 6: the first day focuses on self-awareness and communication skills needed to work in therapeutic relationship with yoga therapy clients. Students learn to manage subtle dynamics and appropriate boundaries. Day 2 focuses on learning to recognize, adjust, and adapt to specific client/student needs in the evolving therapeutic/professional relationship. In Module 7 students adapt what they learned in previous modules translates into practice: first observing live yoga therapy sessions, then in practice with each other and volunteer clients.

Learning Outcomes:

- a) Develop the skills of therapeutic relationship and how to modify one's skills to the needs of a student/client.
- b) Develop skills of self-awareness and self-care when working in a therapeutic context.
- c) Gain a clear understanding of the scope of practice as a yoga therapist and how to assess the need for referral to other professionals.

Coursework:

1. SEYT Therapeutic Relationship and Scope of Practice Assignment

Assessment:

1. Rubric 10
-

Faculty:

Anne Pitman
Cassi Kitner

Substitute Faculty:

Lisa Paterson

Learning Outcomes:

During 1:1 sessions or in group yoga therapy sessions be able to:

- a) Apply teaching methods to a diversity of populations with varying needs.
- b) Provide appropriate education, feedback, and information about success/difficulties to clients/students.
- c) Translate self-awareness throughout therapeutic process.
- d) Acquire flexibility with programming and adjust education and practice as needed during sessions/classes.

Prerequisites:

None.

Competencies:

3.3.1; 3.3.2; 3.3.3; 3.4.1; 3.4.2

Learning Resources:

- SEYT Workbook: Faculty Lectures, handouts, and slides. Therapeutic Skills.

Course: 3.4

Principles & Skills for Educating Clients & Working with Groups

Course Description:

This course focuses on practices for clients, individually and within small groups. This includes the use of co-assessment, note-taking and cultivation of relevant practices for 1:1 therapy, as well as skillfully modifying general classes to the needs of a small, unified group. The disciplines of Restorative Yoga, Chair Yoga and Yoga Nidra provide a framework to explore the subtle dynamics inherent in yoga therapy sessions. Students learn ways to share earlier content (philosophy, anatomy & physiology, tools & practices) in ways that are appropriate and accessible for individual clients or small groups. In addition, they explore ways to modify how they communicate and educate their clientele, based on different learning styles and abilities.

Subject Matter:

Students gain in-depth knowledge of and demonstrated ability to implement effective teaching methods, adapt to unique styles of learning, provide supportive and feedback, acknowledge client progress, and become creative in the face of unique challenges. Student also consider ways to transmit the value of self-awareness/responsibility throughout the therapeutic process. Students practice modifications to programming in order to meet specific client needs. Specific modalities, such as restorative, yoga nidra, and chair yoga will be explored.

Flow of Presentation/Teaching Format:

This course is taught at the end of most modules to support students on adjusting material to specific clients/small groups. Content aligns to module topic and theme. In future modules, in-depth teachings are taught over the course of three days through the modality of restorative yoga. In Module 8, there is one day allocated to specific group teaching through chair yoga and yoga nidra.

Coursework:

1. Group Assignment
2. Lesson Plan – Individual
3. Report Writing Assignment parts 1 & 2

Assessment:

1. Rubric 9
2. Rubric 6
3. Rubric 11

Course 4.0: Practicum

Faculty:

Anne Pitman
Cassi Kitner

Prerequisites:

- First 6 modules of SEYT complete.
- Module 1-6 course work complete.
- Completion of suggested extra reading, education, etc. (if applicable).
- Readiness Meeting with Director (s) complete.
- Session Notes writing approval complete. Note: may be done while beginning practicum but must be complete before doing second mentorship session is scheduled.

Competencies:

4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5;
4.1.6; 4.1.7; 4.1.8; 4.1.9;
4.1.10; 4.1.11; 4.1.12; 4.1.13

Learning Resources:

- SEYT Workbook: Faculty Lectures, handouts, and slides. Practicum.

Course: 4.1

Practicum

Course Description:

The practicum component is a mandatory component for all SEYT students to develop the skills of a clinical practice through mentored experience. Students will be mentored by a professional already working in the field of yoga therapy. This practicum position may transition into a career and build bridges in healthcare by collaborating with other health care professionals in multidisciplinary settings. The practicum helps them develop a potentially sustaining and nourishing professional practice. Skills learned will include: learning to conduct client intake/history/co-assessment/ongoing co-assessment (via the pañcamaya kośa model and other yoga therapy co-assessments learned in 1.1 Embodying yoga philosophy, and 1.2 Embodied āyurveda), create focus/goals/ aspirations, apply yoga therapy tools, apply therapeutic relationship/environment, create short/long term individualized lesson plans, provide client feedback, and all other necessary components work with yoga therapy clients.

Subject Matter:

Students will work alongside their mentor to:

1. Meet with a client using generous listening, subtle observation and compassionate embodied inquiry, and complete an intake/co-assessment.
2. Discern scope of practice, deciding to refer to other professionals where appropriate.
3. Curate practices or a sustained program in collaboration with the client. Program will be comprised of various resources from SEYT course content and other research approved by mentor.
4. Review the program with mentor and make adjustments where necessary.
5. Discuss, evaluate and adjust for your client(s) as needed.
6. Implement program whether it be in 1:1 format or in small groups.
7. Co-assess protocol as needed. Then re-assess and refine again.
8. Document process and experience of the client.
9. Share practicum process via SEYT session notes, threads, and progress/process notes with mentor. Session notes may also be shared with health care team, or others as needed, and with the client's written/signed consent.

Students create their own practicum:

It is up to the student to choose where and with whom to do their practicum. Support in the decision process may be provided by SEYT director(s), if needed, in consideration of student's strengths/limitations, interests, previous work experience, yama-s and niyama-ss, and dharma. It is the student's choice to decide on the placement they feel is most suitable for them.

Students may:

- Create practicum at Clinic/Association/Community Organization):

- Submit a proposal (see below).
- If proposal is approved, mentor may, in some cases, contact supervisor to discuss logistics and view location. This can be done virtually student lives in another city or if unable to visit due to pandemic protocols.
- If supervisor & location is approved, the student may proceed with the practicum.
- Complete practicum with an SEYT community partner:
 - Student must complete a proposal to ensure all details of practicum are documented.
 - Student will either need to submit a resume and, in some cases, have an interview with the organization. Students may also be assigned a community partner by SEYT
 - If resume, interview, and/or assignment of community partner are approved by SEYT, the student may proceed with the practicum.
- Complete practicum in their own private yoga therapy practice:
 - Students must complete written proposal, filling in applicable fields.

Flow of Presentation/Teaching Format:

Practicum may only begin after completion of 6 modules of SEYT residential courses (in-person and synchronous via Zoom). The schedule of the practicum delivery (providing 1:1 or small group yoga therapy sessions) will be determined by the requirements of the student's chosen practicum. Meetings with mentor will occur monthly, and more frequently as needed for a maximum of 30. These are mandatory. Please see practicum template for more details.

Learning Outcomes:

- a) Demonstrated ability to conduct intake and assess the client/student, including
 - Taking a history of the client and his/her condition(s); and
 - Co-assessing the current condition using the tools relevant to the yoga therapist, including an evaluation of the physical, energetic, mental, emotional, and spiritual dimensions of well-being.
- b) Demonstrated ability to elicit the current focus, expectations, and aspirations of the client/student.
- c) Demonstrated ability to integrate information from the intake, evaluation, and observation to develop a working co-assessment of the client's condition, limitations, and possibilities.
- d) Demonstrated ability to apply knowledge of how to determine which aspects of the client/student's conditions, current focus, and aspirations might be addressed through yoga therapy
- e) Demonstrated ability to identify priorities and set both long- and short-term focus with the client/student.
- f) Demonstrated ability to apply knowledge of pacification, purification, and strengthening strategies.
- g) Demonstrated ability to apply knowledge of strategies that address common disorders and pathologies of the major human systems and common mental health conditions, as well as aspirations of the student as relevant to the work of a yoga therapist.
- h) Demonstrated ability to apply knowledge of how to combine intake, evaluation, observations, and working assessment to develop an appropriate practice or session strategy for individual clients/students as well as group classes, taking into consideration the holistic nature of the individual.
- i) Demonstrated knowledge of how to choose and prioritize the use of yoga tools and techniques, including selecting, sequencing, adapting, and modifying yoga practices appropriate to the needs of clients.
- j) Demonstrated ability to teach or deliver the appropriate practices for individuals as well as groups, taking into consideration the co-assessment of their conditions, limitations, possibilities, and the overall practice strategy
- k) Demonstrated ability to facilitate the client/student's experience of the practice, including:
 - Providing instruction, demonstration, education of the client/student using multimodal strategies of education such as auditory, visual, and kinesthetic learning tools; and
 - Providing supportive strategies for the client/student to actively participate in his/her practice, such as a means to remember his/her practice (e.g., auditory and visual tools).
- l) Demonstrated ability to develop and maintain therapeutic relationships including:
 - Fostering trust by establishing an appropriate therapeutic environment through privacy, confidentiality, and safety; and
 - Practicing effective, client/student-centered communication based upon a respect for, and sensitivity to, individual, familial, cultural, social, ethnic, and religious factors.
- m) Demonstrated ability to provide follow up and re-planning, including:

- Gathering feedback, re-assess, and refine the practice and to determine short-term and long-term aspirations and priorities;
- Addressing new and changing conditions, goals, aspirations, and priorities of the student/client and to provide appropriate support; and
- Providing appropriate closure for the therapy sessions.

Coursework:

1. SEYT Session Notes Review
2. SEYT Threads Review
3. SEYT Progress/Process Notes Review

Assessment:

1. Rubric 13
2. Rubric 14
3. Rubric 15

Course 5.0: Professional Practice

Faculty:

Anne Pitman
Cassi Kitner
Guest speakers from all
faculty above

Learning Outcomes:

- a) To gain knowledge of yoga practices & self-inquiry methods to establish and maintain practices for ethical principles.
- b) To gain knowledge of generally accepted ethical principles of health care codes of conduct and yoga's ethical principles.

Course: 5.1

Professional Practices

Course Description:

In order for yoga therapy to advance as a credible and reliable health care discipline, it is imperative that yoga therapists have a high standard of professional practice in place, similar to other health care professionals. Professional practices may include standards for ethics, legalities, regulations, continuing education, and relationship building with peers, colleagues, and others in healthcare.

Proposed standards have been suggested by the International Association of Yoga Therapists (IAYT), with input from the yoga therapy community. Individuals entering the field must have knowledge about the present standards and be active in giving input as the Yoga Therapy profession evolves.

Also important, is to be aware of the increasing influence and impact of Yoga Therapy. What does research say about yoga? How is yoga therapy being used to work with various conditions in a student's community, or world- wide? How does yoga complement other health care practices? As such, one can learn to be an advocate for the profession; to continue to propel the field of practice into the awareness and respect it deserves alongside main- stream healing modalities.

Material learned during the on-site modules will lay the foundation required for students to begin building their own professional practice. Throughout their independent study, students will apply this knowledge with the support of a mentor already working in the field of Yoga Therapy.

- c) Demonstrate ability to apply knowledge of generally accepted ethical principles and related concepts from the yoga tradition to professional interactions and relationships.
- d) To know the scope of practice of yoga therapy and be able to discern the need for referral to other modalities.
- To have knowledge of one's own individual training, skills, and evolving experience in yoga therapy, and understand the importance of working within those parameters.
- To know current local, provincial, and national laws and regulations impacting the work of the yoga therapist.
- To know how to maintain appropriate business practices such as record keeping, planning, and financial management.
- Have knowledge of other healthcare fields and their potential role in and the relevance to the work of a yoga therapist.
- To know how to develop and maintain ongoing collaborative relationships.
- To understand the fundamental value of ongoing personal practice, long-term mentorship, and skills maintenance/development through continuing education.
- To know when to seek advice and support for case consultation, educational advancement, and personal practice.

Subject Matter:

Part 1:

The purpose of this course is for student to become comfortable with the standards of professional practices, and to have them in place before taking on yoga therapy clients. Students will be taught how to develop and maintain relationships with peers, mentors, clinicians, and other community organizations. Also, discussed will be: the importance of continuing education, including research literacy and critical analysis of current research and education. Students will also learn basic skills such as: maintaining records, acquiring insurance, writing case notes and reports, and managing financial records.

Part 2:

After studying the content during on-site module 6, further learning is applied through a mentored independent study. This format provides the opportunity for students to learn the foundations of professional practice in the classroom and subsequently receive support from an established yoga therapist to strengthen the practical foundation for their own yoga therapy practice. An independent study proposal must be submitted for approval by a mentor. The subject matter for all parts 1 through 10, must be specific to the work the Student of Yoga Therapy (SYT) chooses to focus on.

Components of the Independent Study include:

1. Part 1: Forms: Intake/Waiver & Consent/Session Note/Progress/Process Note
2. Part 2: Research Subject for Practicum
- Part 3: Branding: Bio/Photo/Resume/Business Card/Website/Social Media
3. Part 4: Promotions: Social Media ad & marketing/Pamphlet/Poster/Other Promotional Materials
4. Part 5: Liability materials & Record Keeping (maintenance of client/student records & finances)
5. Part 6: Resource Kit
6. Part 7: Lesson Plans
7. Part 8: Case Studies
8. Part 9: Community Connection (including establishing, maintaining, and utilizing a referral network with peers, organizations, and healthcare practitioners)
9. Part 10: SEYT Presentation (pronounced, "Say It").

Flow of Presentation/Teaching Format:

Part 1:

This course is introduced in module 2 to open the discussion about professional practices and provide students with a framework with which to understand yoga therapy as a profession, and the course is taught in depth during module 5&6. The first day focuses on ethical principles and legal, regulatory, and business issues pertaining to Yoga Therapy through the lens of Yama-s and Niyama-s. IAYT's Code of Ethics and Scope of Practice will be reviewed. Also discussed are practical basics in maintaining a yoga therapy practice; the nuts and bolts of record keeping, insurance, scheduling, etc. There's a continued focus on personal and professional development, continuing education, relationships with peers, mentors, clinicians, and organizations. Yoga Therapists from the Ottawa community attend as guest speakers to discuss their experience and share their perspectives. SEYT directors will share relevant perspectives.

Prerequisites:

Modules 1 to 6. All Coursework completed with a grade over 75%.

Competencies:

5.1; 5.2; 5.3; 5.4

Learning Resources:

- SEYT Workbook: Faculty Lectures, handouts, and slides. Professional Practices.
- IAYT Code of Ethics and Scope of Practice Documents

Part 2: Independent Study

Learning continues through the mentored independent study. Each part is completed with support from a mentor. The time frame for completion will depend on the student's proposal. (See components under subject matter above).

Coursework:

1. See Independent Study Parts 1 through 10
2. Module Questions
3. Philosophical Application Workbook

Assessment:

4. See Rubrics 12a through 12 J, specifically for Independent Study 1 through 10
5. Rubric 1
6. Rubric 3