



# Integrated Yoga Therapy Training Programme

Fully Accredited by the British Council of Yoga Therapy

A programme for yoga teachers

Background material

London

April 2014 – March 2016

Cathy-Mae Karelse

© Cathy Mae

# Table of Contents

<b>Background Information.....</b>	<b>3</b>
Recognition of Yoga Therapy .....	3
Compliance with CNHC guidelines .....	4
Course foundations .....	4
Why Integrated Yoga Therapy? .....	6
Course Philosophy .....	7
<b>Course Goals .....</b>	<b>9</b>
<b>The Qualification .....</b>	<b>9</b>
<b>Course requirements .....</b>	<b>9</b>
<b>Course Aims .....</b>	<b>10</b>
<b>General Information .....</b>	<b>11</b>
Course Structure .....	11
Modules.....	11
Time frames for modules .....	12
Mentorship .....	12
Home study and assignments.....	13
Professional Application.....	13
Case Study Report or Similar Production .....	13
Personal Practice .....	13
Journal .....	14
Readiness to practice as a Yoga Therapist .....	14
Final Course Assessment .....	15
Attendance and course completion.....	15
<b>Module Aims .....</b>	<b>16</b>
<b>Learning Strategies.....</b>	<b>18</b>
<b>Appendix A: Mentorship.....</b>	<b>19</b>
<b>Appendix B: .....</b>	<b>20</b>
<b>Group learning, networking and ethical production.....</b>	<b>20</b>

## Background Information

### Recognition of Yoga Therapy

The increase in the practice of yoga therapy is linked to the expansion in complementary and alternative (CAM) therapies witnessed over the past few decades. 46% of the UK population are reported to use CAM therapies; 10% visit a CAM therapist annually.<sup>1</sup>

Statutory regulation and incorporation of osteopathy and chiropractic and consideration of Ayurveda, Traditional Chinese Medicine and other 'herbal' medicines demonstrate shifts in the health sector with growing recognition of the value of these services alongside mainstream medicine. The health sector is becoming sensitive to the need for expanded services not only in primary care, but also particularly in supporting recovering and recuperating patients. It is in this latter regard that yoga therapy is becoming forged as a complementary therapy recognised by the health services and for which there is currently a register under the auspices of the Complementary and Natural Healthcare Council (CNHC).

The CNHC register is available to and utilised by the NHS so that doctors and other health care professionals may refer patients in need to yoga therapists. This echoes the sentiment expressed in Lord Darzi's 2008 NHS Report entitled *High Quality Care for All* which states: "*We will give patients more rights and control over their own health and care.*"<sup>2</sup> It also addresses the growing gap cited in the report between the need and demand for care and limited NHS capacity.

---

<sup>1</sup> Thomas, KJ & Coleman, P (2004) *Use of complementary or alternative medicine in a general population in Great Britain: Results from the National Omnibus survey*. Journal of Public Health, 26, 152-157.

<sup>2</sup> Department of Health: NHS Next Stage Review Final Report Summary, p4.

## Compliance with CNHC guidelines

CNHC is the national voluntary regulator for complementary healthcare practitioners<sup>3</sup>.

This course is devised in accordance with the Yoga Therapy Core Curriculum proposed by the CNHC. It takes account of the guidelines stipulated in the:

- Core Curriculum developed by the British Council for Yoga therapy (BCYT)
- National Occupational Standards (NOS) for Yoga Therapy CNH14, CNH1, CNH2 developed by Skills for Health

The course is thus designed to fit CNHC requirements and is now fully accredited by the BCYT. Graduates qualify for application to the CNHC Register.

## Course foundations

The course integrates yoga, Ayurveda, and mindfulness and highlights commonalities between western medicine and yoga therapy emphasising cooperation and complementarity. It encourages a close inter-relation with conventional medicine and national health systems seeking to integrate yoga therapy into these established healthcare streams through supporting patients in their healing process. Course participants are being trained to work in teams with other health care professionals bringing complementary services to those seeking care.

The course thus calls itself Integrated Yoga Therapy, hereafter IYT.

The IYT course is premised on the sister sciences of yoga and Ayurveda, inseparable systems when understanding ill health and promoting conditions for healing. The capacity to heal is seen as residing within the innate intelligence of each human being. Ayurveda draws a broad definition of health: *being able to remain comfortably within the Self*, promoting the notion that the capacity to heal resides deeply within each of us.

Health carers facilitate processes of healing which involves the restoration of wholeness and 'comfort' to a patient. This view accords with patient centred approaches to healing as outlined by Margaret Newman's work in nursing. Newman promotes the theory of *Health as expanding consciousness* which pertains to health of all humankind irrespective of disease.<sup>4</sup> Newman's theory supports the view held by Ayurveda and yoga, i.e. that when carers work with

---

<sup>3</sup> For information on CNHC, please see [www.cnhc.org.uk/page/index.cfm](http://www.cnhc.org.uk/page/index.cfm).

<sup>4</sup> For Margaret Newman's work, see [www.healthasexpandingconsciousness.or/home/](http://www.healthasexpandingconsciousness.or/home/)

presence, they provide patients with a kinder reflection of themselves. Mindfulness<sup>5</sup> is thus a key component of this course.

---

<sup>5</sup> Mindfulness, as encapsulated in the MBSR (Mindfulness-based Stress Reduction) programme, is a practice that cultivates compassion. The practice of mindfulness encompasses non-judgement, patience, acceptance, non-striving, trust and letting go, and allows the practitioner to expand gentleness and kindness toward self and others. This compassion is pivotal to the therapist both in their own healing and in their support of the healing process in others.

## Why Integrated Yoga Therapy?

The Integrated Yoga Therapy qualification models itself on Integrated Health as proposed by *The Prince's Foundation for Integrated Health*. In keeping with the ethos of yoga, Ayurveda, and mindfulness, Integrated Yoga Therapy integrates for:

1. **Patients**
  - a. Considering the whole patient and all their needs
  - b. Listening to the patient's consideration of their illness and life situation
  - c. Underlining the patient's wisdom and power in the healing process
2. **Therapy**
  - a. Bringing together conventional medicine and yoga therapy for a seamless approach that puts the patient at the centre of the healing process
  - b. Coordinating all levels of intervention: physical, emotional, psychological/mental, social and spiritual for a comprehensive approach
  - c. Promoting self-care and patients' active involvement in their healing
3. **Case coordination**
  - a. Ensuring that Integrated Yoga Therapy trains for participation in health care teams in which the patient, their needs and choices are at the centre
  - b. Working towards networking with other carers to establish optimal care for patients and their carers
4. **Integrated Yoga Therapists**
  - a. Promoting personal practice, self-reflection and life-long learning
  - b. Promoting team learning and respect
  - c. Cultivating compassion, self-care and mindfulness as pillars of care and service
  - d. Putting in place mentorship, guidance and professional development with opportunities for ongoing support and development

## Course Philosophy

The training in Integrated Yoga Therapy (IYT) is premised on the following philosophy and key principles:

1. **Patient empowerment.**
  - a. In various studies undertaken to understand why patients are 'pushed' away from conventional medicine and 'pulled' towards CAM therapies, the art of patient participation and empowerment in the healing process is highlighted. Listening to the patient and kindness are two of the most important factors signalled in the healing process (Foundation for Integrated Health).<sup>6</sup> According to the Darzi Report (2008), the public seek an NHS "that gives patients and the public more information and choice, works in partnership and has quality of care at its heart."<sup>7</sup>
  - b. The IYT course trains therapists to work with 'goals' and 'measurable outcomes' for healing programmes. This approach places the patient at the centre of the process and creates criteria for evolution of programmes and an assessment of appropriate shifts in and 'completion' of therapy.
  - c. Patients are empowered to become self-sufficient and ready to take their leave of the therapist.
2. **'Whole' Patient.**
  - a. The IYT course considers the whole person and emphasises their humanness and wholeness. The body-mind-spirit inter-relation is brought to bear at every level: what happens in the body is correlated to what is underway in the mind and vice versa.
  - b. Therapists are trained not only to consider the physical manifestation of distress but also to consider all levels of suffering in the system. The patient's mind, how they find themselves and how to work with this is central to the IYT process.
  - c. The self-healing potential of individuals is harnessed and the dignity, self-respect, control of the patient promoted. As far as possible, peoples' mastery, compassion and authenticity are restored.

---

<sup>6</sup> Prince's Foundation for Integrated Health, see [www.fih.org.uk/index.html](http://www.fih.org.uk/index.html)

<sup>7</sup> Department of Health (2008) High quality care for all: NHS Next Stage Review final report.

### 3. Mindfulness.

- a. The IYT training offers both a rigorous academic training and a programme of personal transformation. Students develop their professionalism and facility to care through their own dedicated practice.
- b. Therapists will learn about and cultivate mindfulness and their own healing/wholeness to ensure they have greater command of themselves as well as an ability to be fully present to their patients. The service of IYT flows out of practice: when therapists are well, they are better able to work therapeutically with others.

### 4. Health and healing for all: distinguishing healing and curing.

- a. Healing is related to wholeness, to being whole; curing refers to the recovery from a particular disease. The course is founded on the view that: *health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.*<sup>8</sup>
- b. IYT supports curing aiming to render all patients disease-free. However, while some diseases may be incurable, all people can heal and become whole, irrespective of a condition.
- c. Therapists work with the ethos of loving kindness, non-judgement, encouragement, presence and support to empower persons to foster their own healing and restoration of wholeness.

### 5. Root cause.

- a. Therapists seek to understand why there is suffering in the first instance. Where they are not able to address root cause and are only able to work symptomatically, they bring symptomatic relief.
- b. Therapists are trained to seek counsel on conditions from peers and mentors and to refer patients should they not have the requisite tools or ability to serve a patient well.

### 6. Team learning.

- a. Students commit to the course, their personal development and to each other in providing a safe, confidential environment for personal growth with respect for personal boundaries.
- b. Students commit also to maintain standards of practice that foster professionalism and optimisation of the group experience.
- c. Students further commit to fostering a robust Community of Practice among yoga therapists, upholding the Code of Professional Practice and promoting the highest levels of service and care.

---

<sup>8</sup> The World Health Organisation adopted this view of health based on the Ayurvedic notion of health: to be able to stay within the self (to be whole). It has not changed this definition since it's adoption in 1948.

## Course Goals

- To develop and deliver a high-quality programme of IYT for the effective delivery of yoga therapy to those who are ill, those who care for them and those who seek wellbeing
- To deliver training that places the patient at the centre of the healing process
- To advance effective integrated yoga therapy models that can be used in preventive care and taught to the general public
- To support participants in mapping out IYT career pathways
- To deliver a robust programme that suitably qualifies participants for the CNHC register

## The Qualification

The Certificate in Integrated Yoga Therapy constitutes a further qualification provided on the basis of a sound Yoga Teacher Training qualification.

This qualification is devised on the basis of the Core Curriculum outlined by the BCYT taking account of the Yoga Therapy National Occupational Standards (NOS) as developed by Skills for Health:

- CNH14 Deliver Yoga therapy to clients,
- CNH1 Explore and Establish the client's needs for complementary healthcare,
- CNH2 Develop and agree plans for complementary and natural healthcare with clients.

The IYT course is fully accredited by the BCYT. Accreditation means that the course complies with national standards and validates successful graduates for membership of the CNHC and placement on its register.

## Course requirements

The Ayurveda Module and mindfulness training are required to enhance understanding and performance. These are not pre-requisites, i.e. they do not have to be completed prior to the course, but are required for full completion of the programme.

## Course Aims

**In accordance with the CNHC Core Curriculum, this qualification aims to:**

- Provide a structured, comprehensive syllabus that generates competent, well-rounded yoga therapists in keeping with the very ethos and principles of yoga and healing
- Bring a deep and rich training to those keen to develop their yoga teaching further by moving towards the health and wellness sector
- Qualify yoga therapists with a deep sense of compassion, commitment and an interest in serving their patients in aiming to restore balance and harmony in their lives
- Harmonise the teachings of Ayurveda and yoga with a biomedical perspective so that students perceive the value in and are able to utilise the understandings of both systems in their work
- Provide a qualification with a sound basis for the integration of yoga therapy into health care services with yoga therapists suitably qualified for working alongside health care practitioners.

### **The role of the Integrated Yoga Therapist:**

By the end of the course, therapists will:

1. Appreciate and apply integrated yoga therapy principles
2. Have attained a quality of mindfulness in their practice and work
3. Offer in-depth understanding of the philosophical underpinnings of integrated yoga therapy, bringing a patient-centred approach to their work
4. Appreciate the complexity of reading an individual both in balance and out of balance at the levels of bodily and mental constitutions and come to appreciate the complexities of taking account of many variables in considering restoring harmony and wellness.
5. Have an advanced self-understanding and enhanced their own well-being by integrating yogic therapeutic perspectives on health restoration and maintenance in their daily lives, thus modelling the benefits of their work
6. Have honed their level of compassion and empathy and the delivery of these to their clients
7. Follow a well-rounded personal practice that informs their professional practice

## General Information

The Yoga Therapy Training Qualification is based on 1000+ hours of study spanning 24 months.

The course is structured into 7 modules with built in home study hours. This includes a 200-hour Case Study Report, which, in turn, includes 40 hours of case studies. Mentors will guide students as to how to utilise their assignments to develop their case study report. It is instructive for students to identify an area of interest in which to work early on in the course.

## Course Structure

The course is structured into seven modules varying in length and focus.

## Modules

<b>Module 1</b>	<b>The art, science and practice of IYT</b>
<b>Module 2</b>	<b>The human organism: wholeness, disease and healing</b>
<b>Module 3</b>	<b>Patient-therapist rapport, interface and assessment</b>
<b>Module 4</b>	<b>Therapeutic models and interventions</b>
<b>Module 5</b>	<b>Common conditions and matters pertaining to care</b>
<b>Module 6</b>	<b>Applications of IYT</b>
<b>Module 7</b>	<b>Professional clinical practice</b>

## Time frames for modules

The following table outlines hours per module as well as course hours.

Modules	1	2	3	4	5	6	7	TOT
Contact hours	30	40	25	55	40	50	20	250
Home study	40	50	30	50	40	50	20	290
Assignment	50		60		100			210
<b>Total</b>	<b>90</b>	<b>120</b>	<b>75</b>	<b>135</b>	<b>120</b>	<b>150</b>	<b>60</b>	<b>750</b>

The home study period (averaging 5 hours a week) is used to digest and further investigate course information independently, in liaison with fellow students and with mentors.

Over and above this timing, participants follow a daily personal practice of (at least) 30 minutes per day for 6 days a week over the 24-month period. This amounts to 250 hours (minimum), rendering this a 1,000+-hour course.

### 400+ contact hours will be made up of:

- 9 weekend sessions
- 16 retreat days
- course generated audio recordings
- webinars

## Mentorship

Mentoring is a process used on the IYT course to ensure that students have access to the necessary personal support required throughout the course. Mentors are practicing yoga therapists with extensive training experience and knowledge of the IYT course. Mentors will oversee, guide and monitor progress. They are a first 'port of call' should the student require direction, guidance or dialogue.

Students are assigned mentors at the start of the course. Students consult mentors regularly throughout the duration of the course for a minimum of 10 60-minute sessions. These may be face-to-face, telephonic or online.

Mentors shall, through their own yoga therapy practices, also offer the facility for students to undertake some form of practicum or internship.

For further explanation of the Mentoring Programme, see Appendix A.

## Home study and assignments

These are based on course material, presentations, set texts and online learning research for an average of 5 hours per week. Mentors, through regular guidance support this process.

Reflective learning assignments, outlined at the start of the course, are generally conceptual and/or empirical and contribute to the overall assessment of student understanding and eligibility to practice.

## Professional Application – Case Studies (individuals or small groups)

Integration of the teachings comes about through practical application in case studies. Case studies comprise either individuals or small groups of patients who share a similar condition or need. Each student undertakes a minimum of 40 hours of case studies. This amounts to 6 case studies, seeing each patient or group for 5 hourly sessions. Again, the mentor oversees this work.

These cases form the empirical component of the case study report or dissertation thus providing a sound practical foundation for investigation of research questions the student poses.

Contact time in class is provided for case review.

## Case Study Report or Similar Production

The 200-hour report (or conference paper, conference poster or similar product) affords the opportunity to investigate a condition or practical issue pertaining to yoga therapy in depth. This results in a 10,000-word write up or a production reflecting special knowledge of the topic under investigation. The report offers an opportunity to weave together the learning from all modules cohering the learning experience as a whole. Mentors and the course leader provide guidance on the choice of topic as well as the structure and process of research, case studies and write-up.

During production, the report is presented as a project affording students the opportunity to engage in discourse with peers and other mentors.

The reports become part of an IYT database thus contributing to the field of yoga therapy generally.

For further information on the IYT database, please see Appendix B.

## Personal Practice

The personal integration of course principles arises through the discipline of a daily practice. Effective care and presence to patient needs arise through mindfulness. Participants undertake structured daily practices to ensure cultivation of practice and continued attention to personal development. Again, mentors oversee this process.

## Journal

A course journal is kept documenting the learning process, both on course and during mentoring sessions. This is also used to document experience of specific practices undertaken during the course. The journal provides the facility for self-reflection and for documenting matters arising from the course and through practice. It forms the basis for dialogue with mentors and the experience of being a protégé. The journal is of further value when starting the dissertation or case report as a 'memory' of course experience.

## Readiness to practice as a Yoga Therapist

Emphasis is placed on assessing the student's readiness (alongside their keenness) to practice. Both the course leader and the mentor consider the following factors:

- Compassion, wisdom, self-development, self-care
- Ethical living and patience
- A well-established personal practice, including a meditation practice
- Sound and effective communication skills
- The ability to establish good rapport and necessary boundaries with patients
- Sound assessment of integrated yoga therapy requirements
- Ability to apply therapeutic modalities appropriately
- Management, assessment and adjustment of healing programmes
- Ability to complete and round off interventions, ensuring that patients' are empowered to pursue their own course of self-care

Students are afforded the opportunity to practice yoga therapy knowledge and skills on course through paired work, teamwork, role-play and case taking. Experience of practice and feedback from fellow students and tutors is the primary means through which students hone skills and develop their readiness to practice. Case study reporting, discussion and feedback on course and with mentors provides a further means of monitoring progress and harnessing skill.

## Final Course Assessment

A viva is taken to ascertain comprehension, values, skills, knowledge and application of knowledge.

A final written exam is undertaken.

## Attendance and course completion

The four aspects of course completion are:

1. Attendance at sessions
2. Completion of home study and assignments to a required standard.  
These will be assessed throughout the course with feedback provided
3. A final report or product completed to a required standard
4. Satisfactory preparation for and performance at the viva

Should students miss any sessions due to unforeseen circumstances, these will be recovered through peer support and, where necessary, private tuition. Upon successful completion of the course, a certificate of completion will be issued allowing for full membership on the CNHC register.

## Module Aims

### Aims of Module 1

#### The art, science and practice of integrated yoga therapy

Introduces the theory, principles and practices of IYT, outlining what makes it work, and what detracts from success

Provides the philosophical backdrop and introduces the critical debates with regard to healing and caring

Presents a whole model of the human being taking account of mind-body-spirit inter-relations

Provides a comprehensive overview of the physical, energetic, emotional, psychological, environmental and spiritual factors, their inter-relation and their relation to health and healing

Introduces research methodology and information literacy, teaching critical appraisal and independent learning skills

Creates the space for the cultivation of a personal practice

### Aims of Module 2

#### The human organism: wholeness, disease and healing

Provides an overview of the human organism

Considers human anatomy and physiology from a western perspective

Considers human anatomy and physiology from an Ayurvedic and yogic perspective with an appreciation of the 'winds', channels and blockages

Considers the organism in good health and in a diseased state

### Aims of Module 3

#### Client-therapist relationship, interface and assessment

Introduces the fundamentals of how to establish and maintain a professional relationship with a patient

Introduces various yoga therapy approaches and case or screening tools with knowledge of their theory and experience of their application

Introduces a variety of diagnostic tools and assessment measures with knowledge of adaptation and experience of implementation

Explores the use of yoga therapy's four stage model and Ayurveda's line of treatment as tools for developing healing programmes with opportunities for monitoring progress

Explores the role of the yoga therapist, skilful means, and the Yoga Therapy National Occupational Standards

Cultivates the practice of mindfulness as a primary means of enhancing compassion and care both for self and others

### **Aims of Module 4**

#### **Therapeutic models and interventions**

Introduces and advances knowledge of the theory, application and evaluation of yoga therapy modalities and interventions (asana, pranayama, cakra, seeds, etc.)

Explores a variety of tools and practices that can be adapted to individual cases and imparted to patients

Explores the existing yoga therapy resource-base and how best to add to this

### **Aims of Module 5**

#### **Common conditions and matters pertaining to care**

Introduces a number of conditions considered from both mainstream and Ayurvedic medical perspectives

Considers existing yoga therapy responses and explores new possible interventions

Explores patient ability to undertake the programme: care networks

Guides and facilitates case study research to add to IYT databases

### **Aims of Module 6**

#### **Applications of integrated yoga therapy**

Introduces the way in which yoga therapy can be used not only to bring relief to suffering but also to promote preventative self-care

Considers the suitability and applicability of different modalities in different settings and the issue of patient compliance

Provides knowledge in formulating an integrated healing programme that facilitates patient compliance

Provides knowledge and skill in guiding and changing patient practices and programmes organically and in relation to patient need

Provides the framework within which to conduct a range of practice consultations to enhance readiness to practice

### **Aims of Module 7**

#### **Professional clinical practice**

Introduces and considers ethical practice, patient confidentiality and professional conduct

Considers issues of patient suitability and the possible need for and knowledge about patient referral

Provides knowledge on setting up an IYT practice

Explores matters of working as part of a team

Considers patient consent and patient compliance

Maps pathways for future avenues for yoga therapists

## Learning Strategies

Through the process of mentoring and ongoing assessment, the attributes of a yoga therapist are honed. As Confucius says: "**tell me and I will forget, show me and I may remember, involve me and I will understand**". This can be explained as: "**You teach some by what you say, teach more by what you do, but most of all, you teach most by who you are**". So it is with empowerment of both the therapist and patient.

The contact sessions are designed to foster a community of practice through which all participants are engaged to deepen knowledge and generate a programme of higher learning. The principle of empowerment upheld for the patient is echoed in the learning environment: students are encouraged to learn both didactically through presentation and lecture, and through direct experience, exploration with fellow students, and, importantly, using themselves as a laboratory of investigation.

### The learning methods include:

- Tutor presentation
- Interactive learning methodologies
- Mentoring
- Student preparation and presentation
- Role play
- Case study
- Written and appraised work
- On-site feedback
- Group work
- Paired work
- Learning through doing, observation, feedback
- Plenary discussion
- Self-study, reflection and discussion

The IYT course combines theory and practice so that all theory, insofar as possible, is grounded in practical application and coursework. Practice, group work, paired work, case study and role-play are employed to aid this interactive pedagogical approach.

Experiential learning, valued by the ancient traditions of yoga and Ayurveda for the direct experience it brings the learner, requires the following ingredients:

- a. the learner must be willing to be actively involved in the experience;
- b. the learner must be able to reflect on the experience;
- c. the learner must possess and use analytical skills to conceptualize the experience; and
- d. the learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience<sup>9</sup>.

---

<sup>9</sup> David Kolb, in Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: a comprehensive guide*. San Francisco: John Wiley & Sons.

## Appendix A: Mentorship

"Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development. Mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)"<sup>10</sup>

In the context of the IYT course, mentoring is a process of empowerment for the protégé much as yoga therapy empowers the patient. In keeping with this ethos and the above definition, mentors facilitate the development of the mentee or protégé in the following ways.

1. Mentors provide the role of guidance, supervision and expert opinion based on experience.
2. The mentor provides support, exploratory dialogue and precise feedback.
3. Through cultivating a close working relationship with protégés, mentors oversee the personal development of the student providing opportunity to explore relationships with self and others.
4. Mentors guide the process of experiential learning by ensuring that the learning wheel of goal setting, experimenting and observing, reviewing and action planning are in place.
5. Mentors ensure that the processes of self-initiative, self-reflection and self-evaluation are underway and, most importantly, that protégés are supported through processes of self-learning and transformation.
6. The mentor provides the space in which the protégé is able to explore matters arising out of self-reflection about becoming a therapist.
7. Mentors encourage consideration and exploration of unexamined habits and patterns of behaviour such as that of the saboteur that may hinder effectiveness as a therapist.
8. In each session, mentors check protégé 'progress', taking account of the student's physical, emotional, mental, social and spiritual wellbeing.
9. Consideration is given to how protégés are faring in relation to course values, knowledge and skills, and application of IYT approaches.
10. Mentors guide on home study, assignments, projects, dissertation and course work generally.
11. Mentors, as far as possible, arrange for protégés to observe consultations with patients (using an apprenticeship model).

Protégés:

1. Utilise this facility of mentoring to ensure that they have the necessary support to guide their development as yoga therapists.
2. Undertake this process with awareness of how it models, grants experience and paves the way for their own working with patients.

---

<sup>10</sup> Bozeman, B. and Feeney, M. K. (2007). Toward a useful theory of mentoring: A conceptual analysis and critique. "Administrative and Society." 39 (6), 719 - 739.

## Appendix B:

### Group learning, networking and ethical production

#### Group Learning

The course emphasises team learning among participants. Students often work in pairs or teams to produce work that is project-based and shared. Working with and learning from their peers encourages students to uphold standards of academic rigour and integrity. This approach fosters a community of reflexive learning in which standards are maintained through opening oneself to critique and learning how to review the work of others. This sets the tone for participation in the broader yoga therapy and health care communities.

#### The IYT database

The proposed database will publish electronically the dissertations and case study reports produced on the course. These works will be guided throughout the process of production from the stage of research proposal through that of empirical case study research, to that of production. The database will enable a sharing of works beyond the course with the yoga therapy community specially and with the health care community generally. This level of sharing is designed to promote collaboration and debate within the yoga therapy community and to cultivate a 'community of practice' within the yoga therapy field.

#### Accessibility

The database will be a public domain resource comprised of works that are passed, upholding the standards of IYT.

#### Plagiarism, referencing and citations

Students agree at the outset of the course to avoid plagiarism and to follow proper standards of referencing and citation. In order to uphold individual and institutional integrity, students ensure that their own and others' work will not be compromised.