



INTEGRATED
YOGA THERAPY

BCYT Accredited



Student Handbook
2014 - 2016

Contents

General Student Information.....	3
IYT – Overarching Ethos	3
The IYT Programme in brief	3
Assignments.....	4
Assessment measures for assignments	4
Case studies, internship and Reports.....	4
Course assessment and evaluation	5
Viva.....	5
Learner Agreement	6
Of the tutors, you may expect:	6
Of mentors, you may expect guidance on:.....	7
Learners are required to:.....	7
Attendance.....	8
Complaints Procedure	9
Complaints against trainers.....	9
Complaints against students	9
Recommended Resources	10
Journal	11
Course Assessment Form.....	12
Internship.....	15
Mentoring Time-frame Guide	16
Preparing for mentoring sessions & seeing clients	17
Gross	17
Subtle	17
Causal.....	17

General Student Information

IYT – Overarching Ethos

The Integrated Yoga Therapy course recognises that the capacity to heal resides within each human being and that we all have the right to live full, meaningful lives. Healing, distinct from curing, relates to becoming whole and to knowing ourselves fully. Each of us has insight, holding a key to our own healing. Yoga therapists, working with presence and awareness, facilitate a process through which we access this key, unlock the door to the stillness, peace and deep reservoir of compassion that resides deep within us. It is this empowering nectar that grants us the fullness of being human and serving others.

The IYT Programme in brief

The programme is designed to impart a sound theoretical basis and a strong empirical training in facilitating healing. Therapists will gain knowledge premised on their own practice and will acquire practical skills in working with groups and individuals in a yoga therapy context.

Theoretical knowledge includes insight into Ayurveda and yoga's views of the human organism, both in and out of balance, as well as numerous therapeutic tools and restoration of balance.

Practical application includes training in:

- Self-development, self-healing and growing self-awareness
- Cultivating presence and awareness through mindfulness
- Using various models to 'read' and guide patient healing
- Honing deep listening and responding skills
- Using dialogue as an approach to inquiry
- Various tools such as asana, pranayama, cakra, nadi, mudra, bandha, mantra and subtler practices such as meditation
- Establishing rapport with patients and working as part of a team
- Working with individuals and small groups of patients
- Working systematically and with integrity to bring empowerment and independence to the patient through the integration of appropriate practices and tools into their lives
- Documentation, research and setting up a practice including interfacing with the NHS

Assignments

Three assignments are due over the course of the first 12 months. These are based on teachings and presentations. These will include practice planning and progression of working with a patient over time and will feed into your Case Study Report.

The rhythm of the course is such that much of the foundational material will be covered in the first year, with the second year placing emphasis on professional application: internship and case study research and reporting.

Assessment measures for assignments

Assignments will generally be marked according to the following criteria:

General understanding	Are you answering the question and showing comprehension of the teachings?
Initiative and novelty	Does your approach display independent thinking or simply reformulating what you have accessed?
Evidence of secondary research	Is it evident that you have considered a range of sources?
Systematic presentation of ideas and coherence of argument	Is the delivery logical, clear and well organised?
Reflection and self-reflection	Have you processed the material and learnt anything about yourself in the process?
Authentic voice	How well does your own voice come through? Is your delivery rooted in your own practice and compassion?
Bibliography and referencing	Is your referencing professional?

Case studies, internship and Reports

Internship

Prior to undertaking case studies of your own, you attend yoga therapy consultations either with your mentor, or a yoga therapy practitioner. These include individual and/or group sessions. Attendance of a minimum of six such sessions constitutes an internship. Ideally you observe the same patient or group over 3-5 sessions to follow the progression of therapy and will have two such sets of observations. In the case of your mentor or a member of faculty, you will be granted the opportunity to pose questions following the consultation. An Internship Report summarises primary insights gained and affords the opportunity for reflection and consolidation.

Case studies

Case studies are undertaken in the second year and are informed by and grounded in your training. 40 hours of case studies are completed, seeing a minimum of 6 patients at least 5 times each, either weekly, fortnightly or monthly depending on need. Your mentor or someone from the faculty will oversee a one-to-one session. These sessions will be assessed using a standard format. You receive feedback directly following the case study, once the patient has left.

Case Study Report

You are encouraged to develop a special area of interest. This does not preclude your general training which prepares you to take on all manner of conditions. It merely gives you the opportunity to investigate an area in some greater depth as it is not possible to do this with all conditions during your training, on account of time. In keeping with this idea, three of your case studies will pertain to this specialist area.

Ayurveda and yoga presume that patients with the same condition may well present differently and require different treatment regimes honed to their individual needs and circumstances. The Case Study Report presents the opportunity to explore these discrepancies in treatment and healing, highlighting both commonalities and differences encountered.

The Case Study Report may well take an alternative form of production more suited to your professional needs, e.g. a conference paper or poster, a funding proposal or a presentation to commissioners. Your mentor will guide the production and delivery of your work. You will receive guidance on how to develop your research questions, and your caseload. You will also be guided in ethics, procuring and selecting cases, following procedure with regard to gaining consent for participation in research, processing of findings and write-up of your report. In addition, your Case Study Report will include a brief literature review and conceptualisation of the problem that you are investigating. In these sections you will apply your theoretical knowledge and insight gained through consultation of texts and experts. Some of this work will be undertaken in your early course assignments. You will be guided throughout.

Course assessment and evaluation

Students will assess the course once a year both through verbal feedback as well as the completion of a Course Assessment Form. This allows for changes to be made on the basis of need and for delivery to be adapted and honed. In some instances, where appropriate, content may be revisited to deepen training provided.

Viva

The final forms of assessment are the case study supervision, a written exam and a Viva taken by the course leader. During this meeting, you report on a meditation assignment set over a six-week period. In addition, you design a practice during this session in response to a model patient, and talk the examiner through your answer.

Learner Agreement

The Faculty of Integrated Yoga Therapy provides high quality training to enable students to become competent qualified yoga therapists.

This is a professional course that has an ethos of self-respect and respect for others. It follows a Code of Ethics based on inclusivity and empowerment.

Throughout their time of training students may expect the course to be:

Open, fair, non-discriminatory and free from partiality, prejudice, interference or distraction.
Delivered in a consistently thorough and structured way.

Students should also receive:

Education in the practical and ethical aspects of being a yoga therapist
Evidence of monitoring their progress throughout their period of training

These elements are held in high regard as the public requires a high standard of competence and professionalism from Yoga Therapists.

Of the Faculty of IYT you may expect:

- This Student Guide which outlines the steps involved in gaining a Yoga Therapy qualification
- A course delivered according to National Occupational Standards set by the CNHC and adopted by the accrediting organisation, the BCYT
- Regular in-service training opportunities

Of the tutors, you may expect:

- Delivery of a structured course to a professional standard in keeping with the requirements of the BCYT
- Didactic, Socratic teaching methods aimed to promote inquiry
- An emphasis on experiential learning and self-development
- Guidance on learning and assignments
- Information of expected standards regarding performance, attendance, achievement and attitude
- Regular monitoring of your progress and feedback
- Quality control of our delivery and your performance
- Details of an Appeals Procedure

Of mentors, you may expect guidance on:

- personal and professional development
- personal practice
- assignments (where appropriate)
- case studies
- approaching Commissioning and the NHS

Learners are required to:

- Undertake a commitment to the course, mentorship, fellow students and the standards set in relation to performance, attitude, attendance
 - Uphold the ethics of kindness, respect, gratitude and camaraderie upon which the IYT course is founded
 - Deliver work to a required standard within specified time scales
 - Ensure that your First Aid Certificate is valid and current
 - Inform the course leader of any discrepancies in levels of service delivered compared to those offered so that these may be addressed
 - Inform the course leader of any difficulties that may arise with members of the Faculty or fellow students
 - Uphold the policies of respect, self-respect and non-discrimination
-

I agree to the above principles and obligations:

Signed.....Student (kindly print name).....

Signed.....Tutor (kindly print name).....

Attendance

Attendance on this course is an essential way of maintaining a rhythm and pace of learning. Group work and practice sessions form a hands-on course component allowing for application and exploration of various topics taught. These interactions and experiences are usually not repeatable and irreplaceable. For this reason, full attendance is emphasised. However, in the event that a student misses a day or a weekend, provision is made for recovery in the following ways.

1. A 'study buddy' system through which students will form dyads or small working groups of 3 or 4 persons. This will be your first reference point for anything missed so that you receive all information, handouts, perspectives etc. If you know that you will miss a session, please ensure that a fellow student who is happy to collect handouts and share their notes with you is notified. On the basis of the nature of the material missed, and should this prove an insufficient route through which to catch-up, you can opt for point 2 below.
2. Days missed will ideally be packaged into three hour slots per day which you will be able to recover with the course leader at a cost of £50 per hour. We resort to this measure if it is necessary and helpful to ensure that neither you nor the group are in any way disadvantaged by missing pertinent sessions.
3. There may be situations where more than one student misses a day or weekend in which case a shared catch up session will be held to distribute the additional cost.

During these recovery sessions, students will also be advised on further reading to support their accelerated learning and will be guided on how best to gain practical experience missed.

Complaints Procedure

Respect and kindness to all concerned will be the primary approach adopted in dealing with complaints. The greater good of the course as a whole will guide decisions. Insofar as possible, faculty members will attempt to resolve all matters that may arise as sensitively, efficiently and as speedily as possible to allow the course to proceed smoothly.

Complaints against trainers

Should a student have a complaint against one of the trainers on the course:

1. They should, in the first instance, talk to the trainer concerned if they feel able to
2. If this is not possible, they should write down their complaint and talk to another member of the faculty
3. If it is felt necessary, the trainer concerned will be asked for their side of the story.
4. Some or all of the other students may be sent a questionnaire, if appropriate.
5. If the matter is not resolved to everybody's satisfaction, it will be referred to the BCYT.
6. A report should be kept on file of all proceedings.

Complaints against students

7. A tutor or student has a right to complain about a student who is consistently disruptive, or who does not fulfil the course obligations, as set out in the learner agreement, despite verbal or written warnings from the tutor or faculty.
8. The faculty has the right to ask the student to leave the course.
9. However, before this action is taken, the faculty should consult the BCYT, who will be the final arbiters.
10. A report should be kept on file of all proceedings.

Recommended Resources

Texts:

David Frawley (1999) *Yoga and Ayurveda: self-healing and self-realisation*. Lotus Press

Vasant Lad (2006) *Textbook of Ayurveda: fundamental principles of Ayurveda, volumes 1 and 2*. Ayurvedic Press

Vasant Lad (1987) *Ayurveda, the science of self-healing: a practical guide*. Lotus Press

Geshe Michael Roach (2005) *How yoga works*. Diamond Cutter Press.

Geshe Michael Roach and Christie McNally (2005) *The Essential Yoga Sutra: Ancient Wisdom for your Yoga*. Double Day: New York

Geshe Michael Roach and Christie McNally (2009) *Karmic Management* Double Day: New York

Irini Rockwell (2002) *The Five Wisdom energies* Shambhala: London

Saki Santorelli (1999) *Heal Thy Self*. Crown Publications.

Mukunda Stiles (2008) *Ayurvedic Yoga Therapy*. Lotus Press.

Recommended DVDs:

Paul Grilley (2007) *Chakra Theory and Meditation with Paul Grilley*. Pranayama Inc.

Paul Grilley (2004) *Anatomy for Yoga*. Pranayama Inc.

Websites:

International Association of Yoga Therapy. Available at: <http://www.iayt.org/>
Accessed on 25 September 2013

Mind and Life Institute. Available at: <http://www.mindandlife.org/> Accessed on
25 September 2013

Mukunda Stiles. Available at:
http://www.yogatherapycenter.org/structural_yoga_therapy.html Accessed on
25 September 2013

Phoenix Rising Yoga Therapy. Available at: <http://www.pryt.com/> Accessed on
25 September 2013

Journal

The journal is a tool through which to document your experience of the course. It provides a facility to consider how models, methods and techniques you are learning may be integrated into your personal practice and/or applied to patients. This appropriate application of knowledge is key in the therapeutic context and these reflections are thus a further means of ensuring an inter-relation of theory and practice. You may wish to record actual practices taken on course as well as concepts and other aspects of the delivery. You may also wish to document matters arising during the course and through practices taken.

Aside from feeding into the mentoring process, the course will provide space for these reflective comments to be shared with fellow students at regular intervals: two to three times per annum.

In setting up this process of probing and enquiry, it is suggested that you consider the teachings on a daily basis so that your recollections and comments relate closely to direct experience. As you make regular notes, perhaps after each session or each weekend, the following may be useful questions to consider:

Practical, appropriate application

How will I use what I have learned?

Consider two or three specific cases in which you might use the theory or practices taught on a particular day, for instance:

- Would this technique or understanding address the needs of any of my current students, either in general classes or on a one-to-one basis?
- Would any of these teachings be useful to hypothetical students or patients?

Personal development

Do these teachings fit with where I am as a teacher?

- How much of the material is new to me?
- How much of the approach/es adopted are new to me?
- Do I feel confident about today's content?
- Would I be comfortable practicing this myself?
- Would I be happy using today's 'material' in my teaching?
- Would I be comfortable using and adapting the teachings to patients?

Course coherence

Do the various teachings support the course emphasis on holistic therapy?

Do the different techniques and models support each other?

Are there any conflicts between different aspects of what I am learning?

Course Assessment Form

Name: _____

Date: _____

Personal Practice

What is the nature and emphasis of your practice? Has this changed since you commenced this course or since your last appraisal?

Are you cultivating self-reflection and self-compassion?

Do you attend a regular class? If so, what is the influence on yoga therapy?

Are there aspects of your practice that would benefit from a change of focus, and if so, could you identify areas where you would appreciate support?

Integration of yoga therapy into your teaching

Have any aspects of your teaching changed since starting this course or since your last appraisal? Could you elaborate please?

How much time do you spend teaching 1:1 or small groups? Has yoga therapy influenced the nature of this work?

Please note how you think you have developed as a yoga therapist since starting the course or your last appraisal?

Are there aspects of yoga therapy in which you require further training?

Education

Have you attended any extra-curricular courses, workshops or retreats since starting the course or since your last appraisal and have they served your training?

Which books and DVDs have you referred to during this last period in relation to your training? Were they useful?

Internship

Have you been able to observe a yoga therapist at work? If so, kindly provide details.

Have you found this useful and if so, in what ways?

Reflecting on your development as a yoga therapist

What are the most important teachings you have learned since starting the course or your last appraisal in relation to:

Caring for yourself

Caring for your patient

Caring for the success of your work as a yoga therapist

Thank you for completing this form. Kindly submit it to your mentor.

Internship

The internship will include close observation of at least six yoga therapy sessions conducted either by your mentor or a member of faculty. In cases where this is not possible, you may, with a letter from the IYT course leader, approach a yoga therapist to observe their session/s.

Arranging an observation

Kindly approach your mentor, member of faculty or yoga therapist in sufficient time to secure the appointments and to be guided on conduct during the session.

Conduct during the session

- Take your guidance from the yoga therapist who may wish to invite your comment or ask you to observe certain symptoms or features during the session.
- Be mindful to greet the patient when introduced, to be deeply respectful of their space and to remain an observer, reserving any questions for after the consultation.
- Take as few notes during the session as possible so that you may focus on what you are observing without distraction, and so that the patient is not disconcerted or distracted in any way.
- Pay due attention to:
 - The manner in which the therapist greets the patient
 - The interaction between the therapist and patient
 - The therapists manner and tone
 - The use of questioning, the senses and dialogue
 - Taking of case history
 - Monitoring of progress
 - Documentation (recording of information)
 - The design of the practice taken during the session and how this is adapted, if at all, for home, and taught or delivered
 - The manner in which diet and lifestyle are addressed
 - Compliance: how is the patient motivated?
 - How problems that may arise are addressed
 - Any matters arising for you.

Following the session

Be as efficient as possible in recording your key points in a manner that allows you to expand on this after the session.

Put your questions clearly to the therapist, mindful of having only half an hour in which to de-brief.

Mentoring Time-frame Guide

2014	Task	Work set	Work Due
Jun	<ol style="list-style-type: none"> 1. Establishing rapport 2. How you find yourself 3. Personal practice 4. Your broad course plan and goals 	Assignment 1: June 2014	September 2014
Jul	<ol style="list-style-type: none"> 1. Finalising specialist area/s and enquiry into existing work 2. Checking in on assignments 3. Practice and self-care 4. Time-tabling plan for course 	Assignment 2: October 2014	December 2014
Oct	<ol style="list-style-type: none"> 1. Checking in (self-care, home study, assignments, progress, matters arising personally and from course) 2. Consolidating speciality: talking through ideas for Case Studies 3. Arranging internship 	Assignment 3: February 2015	April 2015
2015			
Dec / Jan	<ol style="list-style-type: none"> 1. Preparing for case studies, identifying research questions, methodology, plan 2. Literature review to be completed 	Internship Report: Feb 2015	May 2015
Mar	<ol style="list-style-type: none"> 1. Case studies preparation 2. Personal development 	Case Study Outline: Apr 2015	May 2015
May	<ol style="list-style-type: none"> 1. Case study plan 2. Guidance 3. Personal development 	Case Study Plan	
Jul	<ol style="list-style-type: none"> 1. Case Study progress 2. Guidance 3. Personal development 	Case study progress	
Sept	<ol style="list-style-type: none"> 1. Case Study Report 2. Personal development 3. Setting up Practice 	First ideas for Case 'Report'	
Oct	<ol style="list-style-type: none"> 1. Case Study Report 2. Links with NHS & Groups 	Devt Case 'Report'	
Nov	<ol style="list-style-type: none"> 1. Finalisation of training 2. Sustainability of practice 3. Ongoing development 	Viva prep	Case Report Jan 2015

This proposal covers ten sessions. You may wish to make changes on the basis of your requirements and agreed programme with your mentor, allowing for flexibility while being guided by the progress required to meet due dates. An additional session (and there could be more) is allotted for case study supervision: one hour with the patient/group and an hour de-briefing with your mentor.

Preparing for mentoring sessions & seeing clients

The pancamaya (five bodies) model is a well-utilised tool to understand the multiplicity of bodies that function as part of the whole human being. The following sections consider how we find ourselves in relation to these bodies and pose questions to guide us more deeply into coming to know ourselves.

Gross <i>Waking</i>	Subtle <i>Dreaming</i>			Causal <i>Deep sleep</i>
Physical Sensorimotor	Vitality Emotions	Mind Thought	Special insight	Bliss Spirit
Do I feel healthy & light in my body? Is there any pain, discomfort or disease? Non-virtues?	How is my breath & emotions? Are any mental afflictions present colouring my experience?	Is my mind busy & overactive or still and focused? Is my perspective coloured or not? What thoughts ride the winds?	Is wisdom arising freely? Am I directing the flow of the winds?	Am I joyful & still inside? Do I understand correct world view and how my seeds arise? Do I understand how to plant the causes for healing?
Are there measures of adjustment I could take?	How do I best attend to or maintain these?	Are there patterns that no longer serve me & stop me from being happy?	Is there a need for refinement & attunement?	Are compassion and kindness being cultivated?
Are these strategies possible and achievable? Do they need to be refined in any way?				
Is there additional help and resources required? If so, can I identify these and act upon them?				

Over time, you should be better positioned to attend to these areas for yourself, taking care of the whole being and tapping into your inner resources.