Educating Yoga Teachers
for Work in Healthcare and Allied Healthcare Settings

Training Manual and Syllabus for the
YogaX 200-Hour Yoga Teacher Training Program

Department of Psychiatry and Behavioral Sciences at the Stanford
School of Medicine

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Educating Yoga Teachers for Work in Healthcare and Allied Healthcare Settings – A 200-Hour Yoga Teacher Training Program

Table of Contents

PREAMBLE ........................................................................................................................................................................... 5

INTRODUCTION TO THE TRAINING MANUAL ........................................................................................................... 6

NAVIGATION OF THE TRAINING MANUAL AND CONTENT MANUAL ................................................................. 7

Description of the Training Manual ................................................................................................................................. 7

Description of the Content Manual ................................................................................................................................. 8

200-HOUR TEACHER TRAINING PRAGMATICS ...................................................................................................... 9

Basic Information ................................................................................................................................................................. 9

Important Things to Know about YogaX and the Team ................................................................................................. 10

Mission, Vision, and Values ............................................................................................................................................. 10

Scholarships ......................................................................................................................................................................... 10

Lead Teachers’ Backgrounds ......................................................................................................................................... 11

Training Description ............................................................................................................................................................ 12

Training Preparation Requirements ................................................................................................................................. 13

Recommended Yoga Practices .................................................................................................................................. 13

Required Pre-Training Readings and Activities ............................................................................................................. 13

Preparations for Required Readings ................................................................................................................................ 13

Training Experiences .......................................................................................................................................................... 14

Term 1 Experiences .......................................................................................................................................................... 14

Term 2 Experiences .......................................................................................................................................................... 14

Guidance for Optimizing Training Experiences ........................................................................................................... 14

Assessment, Attendance, and Participation .................................................................................................................... 16

Attendance and Participation .......................................................................................................................................... 16

Make-Up Requirements for Missed Attendance ............................................................................................................ 16

Adherence to Yoga Ethics and Life Choices for Purposeful Living ............................................................................. 17
Term 1 Reflections and Small Group Work – Exploring and Integrating Content and Meaning ......................... 17
  Reflection Guidance ............................................................................................................................................. 18
  Small Group Guidance ...................................................................................................................................... 18
  Topics for the Reflections and Small Groups by Week .................................................................................... 18
Term 2 Homework Assignments – Guidance Toward Becoming a Lead Teacher .................................................. 23
  Relationship of Homework Assignments to Lead Teaching ............................................................................. 24
  Relationship of Homework Assignments to Weekly Assigned Yoga Practices ................................................. 24
  Guidance for Completing the Ten Homework Assignments ............................................................................. 24
  YouTube Videos for the Ten Homework Assignments by Weekly Asana Category ........................................... 26
Practicum Experiences – Overview ..................................................................................................................... 28
Practicum Experiences – Personal Transformation ............................................................................................... 28
Practicum Experiences – Lead Teaching ............................................................................................................ 30
  Guidance for Lead Teaching ............................................................................................................................... 30
  Lead Teaching Hours .......................................................................................................................................... 30
  Receiving and Incorporating Feedback ............................................................................................................ 30

Required and Recommended Readings ................................................................................................................. 34
  Required Texts (in order of use) .......................................................................................................................... 34
  Recommended Readings ..................................................................................................................................... 34
  Helpful Journals .................................................................................................................................................. 35
  Fun Food-for-Thought Readings .......................................................................................................................... 36

TRAINING SCHEDULE DETAILS ........................................................................................................................... 37

Term 1 Schedule Overview .................................................................................................................................. 37
Term 2 Schedule Overview .................................................................................................................................. 37
Lead Teaching Dates by Asana Category ............................................................................................................ 37
Current Training Schedules for Terms 1 and 2 ..................................................................................................... 38

REQUIRED POLICY AND PROCEDURES .............................................................................................................. 40

YogaX Policy and Procedures Manual – Required Reading ............................................................................... 40
Yoga Alliance Policies and Procedures – Required Reading .............................................................................. 40
Preamble

*YogaX*, in delivering a 200-hour Yoga Teacher Training Program (YTT) in the Department of Psychiatry and Behavioral Sciences within Stanford University’s School of Medicine, is committed to the integration of science and spirituality in service of individual and communal health. The YogaX Team of Yoga Teacher Trainers inspires, supports, and implements scientifically informed yoga to promote the objective and subjective wellbeing of individuals and communities. YogaX teachers use qualitative and quantitative inquiry to assess YogaX’s innovative training methods to ensure continuous training and intervention improvement. The YogaX Team’s vision is to provide services that invite participants (yoga teachers, yoga students, and communities) to question, learn, grow, and contribute to personal, relational, and societal health and wellbeing. YogaX’s approach to yoga training and services is a science of transformation.

*YogaX* curriculum and pedagogy are grounded in modern neuroscience and psychology research, supported by a clear set of values based in yoga psychology reflected in all program components, including training curricula, service development, and ongoing program evaluation. These underlying values are:

- **Integration and Holism**: YogaX is committed to understanding, honoring, and working toward the integration of the psychological, biological, social, and cultural backdrops and contexts of all individuals serving in or being served through the program in all types of healthcare systems.

- **Growth**: YogaX is committed to facilitating personal and communal growth for the purpose of transcending non-optimal ways of personal and institutional responding, behaving, relating, and creating.

- **Community**: YogaX is committed to creating connection at the intrapsychic, individual, relational, and community level, acknowledging and honoring human and systemic interdependence and interbeing.

- **Service**: YogaX is committed to skillful action toward a greater good, rooted in our belief that we and the systems in which we work must act on behalf of others and in service of a greater purpose.

- **Equity, Accessibility, and Inclusion**: YogaX is committed to be inviting for everyone through skillful action, ongoing work on self-awareness, cultural consultation, cultural humility, and the embracing of diversity.

- **Inspiration**: YogaX is committed to inspire through honoring a wisdom tradition rooted in ancient yoga psychology and modern neuroscience, as well as through lifelong learning.
YogaX 200-Hour Teacher Training Manual

Introduction to the Training Manual

The YogaX 200-Hour Yoga Teacher Training Manual provides teacher trainees with information about the process, procedures, and content involved in obtaining a 200-hour yoga teacher training credential from YogaX. It provides a clear guidance for teacher trainees that can help trainees predict the depth, breadth, and time investment necessary to succeed in the teacher training program.

The Training Manual functions as the training syllabus and provides details about training pragmatics, including requirements, readings, timelines, learning objectives, and outcomes assessment in the 200-hour yoga teacher training. The Training Manual is accompanied by a Content Manual which provides didactic information about yoga humanities, professional practice principles for yoga teacher, anatomy as applied to teaching yoga, techniques for all limbs of yoga, and other essential information for new yoga teachers, aligned with Yoga Alliance Educational Categories. The Training Manual, combined with the Content Manual, ensures consistency in the presentation of the 200-hour yoga teacher training program across time and cohorts.

“Pay attention not only to the cultivation of knowledge but to the cultivation of qualities of the heart, so that at the end of your education, not only will you be knowledgeable, but you will also be a warmhearted and compassionate person.”

The Dalai Lama, Live in a Better Way, 1999, p. 156

Two different manuals accompany teacher trainees as they progress through the YogaX 200-hour teacher training program. The current manual represents the **Training Manual** that presents all the pragmatics of the training. The second manual, called the **Content Manual**, will be provided separately and contains (approximately 700 pages of) reading materials that accompany the training’s didactic sessions. Trainees are encouraged to have both manuals available during all training sessions and to use them as frequent references for scheduling, requirements, homework, and outcomes measurement (via this Training Manual), as well as to preview and review content (via the Content Manual).

Navigation is made easy by the structure of the two manuals. Each has distinct sections that are clearly delineated in the respective Tables of Content.

Description of the Training Manual

Broadly speaking this **Training Manual** includes the below-listed details, organized to provide easy navigation through relevant training specifics and procedures.

Training Pragmatics Covered in the Training Manual:

- **Syllabus**
  - Basic information about training logistics
  - Information about who we are
  - Training description
  - Training experiences
  - Overview of evaluation, attendance, and participation requirements
  - Details about Term 1 reflection assignments
  - Details about Term 2 homework assignments
  - Details about practicum experiences, including guidance for lead teaching and class observation
  - Required and recommended readings

- **Daily schedule for each training day and activity**
  - Times and dates
  - Content coverage
  - Types of activities
  - Hours by educational category

- **Codes of Conduct and Policies and Procedures for YogaX and Yoga Alliance**

“Every time we encounter new information, we have choice. We can attach our opinions to our identities and stand our ground in the stubbornness of preaching or prosecuting. Or we can operate more like the scientist, defining ourselves as people committed to the pursuit of truth – even if it means proving our own views wrong.”

*Adam Grant, Think Again, 2021, p. 76*
Description of the Content Manual

Broadly speaking this **Content Manual** (provided separately from this Training Manual) includes the following contents, organized to provide easy access to content aligned with all covered educational categories.

- Details about each educational category
  - Yoga Humanities
  - Anatomy and Physiology
  - Professional Essentials: Teaching Methodology and Professional Development
  - Professional Essentials: Practicum Experiences
  - Techniques, Training, and Practice: Asana
  - Techniques, Training, and Practice: Pranayama and the Subtle Body
  - Techniques, Training, and Practice: Interior Practices
- Handouts
- Experiential practice session outlines (Brems, 2015 10-Series Protocol)

Land Acknowledgement

YogaX’s home base in the School Medicine Department of Psychiatry and Behavioral at Stanford University sits on the territory of the **Ramaytush Ohlone** people. You can learn more about their conservation efforts that continue to this day at [https://www.amahmutsunlandtrust.org](https://www.amahmutsunlandtrust.org).

Please consider a donation.

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*The real voyage of discovery consists not in seeing new landscapes, but in having new eyes.*

*Marcel Proust*
Educating Yoga Teachers for Work in Healthcare and Allied Healthcare Settings – A 200-Hour Yoga Teacher Training Program

200-Hour Teacher Training Pragmatics

Basic Information

- 200-hour yoga teacher training program
- YogaX is a Registered Yoga School (RYS200) with Yoga Alliance
- Maximum Enrollment per Cohort: 18-22 students
- Lead Trainers:
  - Christiane Brems (she/her/hers), PhD, ABPP, E-RYT500, C-IAYT – YogaX Director
  - Geno Carvalho (he/him/his), MPH, ERYT500, CPT, FNTP, HWC – YogaX Program Manager
- Small Group Leaders (as needed):
  - YogaX student mentors (names of assigned mentors are provided at the start of the training)
- Contact Information:
  - Email addresses: yogaXteam@stanford.edu
ebrems@stanford.edu
genotype@stanford.edu
  - Address: YogaX, Department of Psychiatry & Behavioral Sciences, Stanford School of Medicine
- Training Dates (see Training Schedule for complete details)
  - January 5, 2024 to June 21, 2024
  - First weekend of each month, for a total of six weekends, two of which (March and June) meet in person at the Stanford campus
  - 6 hours per week of synchronous online instruction: Monday, Wednesday, and Thursday 4:00-6:00p
- Training Location: YogaX virtual synchronous zoom meetings; Stanford campus for 2 weekends
- Cost: $3,500 for the full 200-hour training (paid in two installments of $1,750 each); additional tuition, payment, and refund policies are contained in the YogaX Policies and Procedures, available in the final section of the training syllabus.

NOTE: Tuition cost does not include transportation, room, or board for retreat-based training.
Important Things to Know about YogaX and the Team

Mission, Vision, and Values

YogaX is committed to the integration of science and soul in service of individual and communal health. Our work is grounded in modern neuroscience and psychology research, as well as in the ancient philosophy and psychology of yoga. Yoga as a lifestyle practice has many empirically validated health and mental health benefits and is sought after by a growing number of individuals as a form of integrative healthcare, psychological or emotional support, or physical practice. Our strong focus is to bring integrated, holistic yoga into healthcare, including allied healthcare and mental health care.

We are dedicated to inviting as many people as possible into the practice – especially those who have not typically been drawn to it because of perceived and real barriers to access. Our own research has revealed media and other biases that suggests that yoga is only for certain segments of our population. We strongly disagree with this bias and are dedicated to bringing yoga to everyone. Our own work has invited individuals with mental health and physical challenges; individuals in correctional settings and inpatient mental health settings; first responders and care providers at risk for secondary trauma; and many more. We teach accessible, integrated holistic yoga that promotes accessibility, equity, and diversity.

YogaX approaches yoga training and services as the science and practice of personal and collective transformation and change. All YogaX work is developed to inspire personal and societal self-assessment, growth, and betterment. All offerings are grounded in and defined by the following values to which we are deeply committed:

![YogaX Values Diagram]

Scholarships

We offer two types of scholarships: one is dedicated to supporting teachers who plan to bring yoga to underserved communities and represent diverse, oppressive, and under-resourced peoples; the other is dedicated to Stanford post-graduate trainees. Application materials are available on the YogaX team website (https://www.yogaxteam.com/scholarships)
**Lead Teachers’ Backgrounds**

We acknowledge that the two lead trainers are white, cis-gender individuals, with class and educational privilege. We uplift yoga teachers of color through incorporating BIPOC teachers’ work into our reading and resource list for trainees, providing scholarships to students who seek to serve under-resourced communities and those who have decreased access to yoga spaces. We encourage our trainees to seek out additional support and training from individuals who may better represent the populations they seek to teach or represent. We encourage our trainees to embody their inner power, practice with autonomy and self-determination, and embrace the process of unlearning in becoming more aware of the intersection of identities and respecting diversity. We are committed to ongoing personal growth as related to DEI and seek to be open-hearted and open-minded about input, feedback, and challenging conversations. We look forward to sharing this commitment with all trainees.

**Christiane Brems, PhD, ABPP, E-RYT500, C-IAYT; Clinical Professor, YogaX Director**

Dr. Brems integrates yoga, mindfulness, holistic interventions, and self-care in her work as a psychologist, teacher, researcher, mentor, supervisor, consultant, author, administrator, and service provider. As an integrated holistic yoga teacher and therapist, she is committed to creating accessibility for all, honoring the complex biopsychosociocultural backgrounds of students and teachers, and incorporating all eight limbs of yoga in her practice, teachings, and therapeutics.

She grounds her work in yoga psychology based on ancient and modern texts, as well as in current research, especially in psychology, neuroscience, and interpersonal neurobiology. She honors trauma-sensitive teaching practices and cultural sensitivity, inclusivity, and humility. She encourages individual tailoring of yoga to contexts and needs of practitioners, offering variations and adaptations that make yoga accessible to all.

**Geno Carvalho, MPH, E-RYT500, CPT, FNTP, HWC; YogaX Program Manager**

Geno is an experienced health educator working in clinical settings integrating yoga services with exercise and nutrition protocols for disease prevention, injury rehabilitation, and pain management. He is certified to provide services related to Functional Nutritional Therapy, Breath Coaching, Meditation Wellness Coaching, Fitness Training, Olympic lifting, TRX, and Physical Rehabilitation.

He is a community health educator working to address health equity through coalition building and policy innovation. His work is aimed to increase individual and collective access to integrative care and building capacity in communities to empower people to proactively embrace a healthy life informed by the collective experiences of the community.
Training Description

This 200-hour yoga teacher training (YTT) program is registered with Yoga Alliance and fulfills the criteria of YA as a 200-hour yoga teacher training. In compliance with Yoga Alliance requirements, the curriculum consists of five modules:

- Yoga humanities, including history, philosophy, and ethics for yoga teachers
- Anatomy and physiology, with attention to application to movement science
- Professional essentials, including teaching methodology and professional development
- Techniques, focused on analytical training as well as experiential practice
- Practicum experience, including mentored lead teaching

The YogaX YTT has a definite predetermined curriculum that covers the above-listed areas, drawing on yoga philosophy, yoga psychology, modern psychological research and principles, evidence-based practices, neuroscience, and social science. The curriculum is taught by well-versed teachers with many years of teaching experience, qualified and experienced to teach teachers and clinicians, and registered with Yoga Alliance. All teachers have advanced credentials as related to teaching yoga (i.e., a minimum of E-RYT500) as well as a healthcare specialization with an advanced degree.

The curriculum is taught with a focus on depth in the broad foundations of yoga teaching. It integrates deliberate foci on:
- preparing teachers for applying yoga practices in healthcare and allied healthcare settings,
- making yoga accessible to diverse student groups,
- honoring the wisdom traditions with deep cultural appreciation and humility,
- drawing on modern science – especially as related to the application of yoga in healthcare settings, and
- integrating all eight limbs of yoga, from ethics and disciplined lifestyles, to movement and breathing practices, to sensory withdrawal, concentration, meditation, and joyful union with a greater purpose.

It is dedicated to the principles of ahimsa (non-violence, do no harm) and satya (honesty and truthfulness).

The YTT can be delivered either
- in two intensive retreat sessions of 9 days each;
- via virtual synchronous instruction over the course of six months, including six weekend sessions and 6 hours of weekly instruction.

A total of 200 contact hours is required, delivered in-person or via online synchronous instruction with RYT-qualified lead trainers. The YTT uses a cohort model of teaching, with the same group of students participating in all training sessions to build group support, cohesion, and long-term community. Retreat intensives are taught at a retreat center to allow for a full immersion experience that helps participants be undistracted and single-pointed in their training setting. Weekend and online training options are still carefully designed to foster community and concentrated attention, though spread across more time and meetings.
Training Preparation Requirements

A few preparations are auspicious to maximize the success and efficiency of the teacher training experience. Specifically, it is recommended that before starting the YTT, trainees have:

- engaged in a committed daily yoga practice for at least a few weeks,
- completed all required pre-training readings and activities listed below, and
- located the required readings and perused the recommended readings list shown below.

Recommended Yoga Practices

- 15-20 minutes of consistent (multiple times a week to daily) integrated asana and/or pranayama practice (free full-length classes are available on the YogaX Team YouTube channel)
- 5-10 minutes of daily seated meditation practice (free meditations sessions are available on the YogaXteam.com website)
- daily mindfulness moments of the body (available on the YogaXteam.com website)
- daily mindfulness moments of the breath (available on the YogaXteam.com website)

Required Pre-Training Readings and Activities

- be fully prepared to access the training-specific Google Classroom by making sure that you have a gmail address before starting the YTT
- be fully prepared to use LinkedIn as required in training assignments by making sure that you have a LinkedIn account
- review the syllabus for the training and jot down questions you may have for the first training session
- read all blogs on the yogaxteam.com website, with special attention to the blogs about the koshas and the limbs of yoga (https://www.yogaxteam.com/blog)
- carefully peruse the YogaXteam.com website and use some of the practice resources
- attend at least 5-10 YogaX yoga classes as offered for free at the YogaX Team YouTube channel

Preparations for Required Readings

- review a source of the yoga sutras (do not worry if these do not make sense to you now, that is what the training is for…)
- choose a book that covers the eight limbs of yoga
- using the most recent edition of the Trail Guide to the Body, begin to review human anatomy
- peruse the YogaX Code of Conduct (appended to the Training Manual)
Training Experiences

The YogaX YTT uses mixed pedagogical methods, ranging from didactics/lectures to discussion to experiential work, including small group activities. Lecture/didactic time invites discussion throughout and is accented by experiential exercises and activities. The experiential work is yoga-based and includes asana, pranayama, meditation, and guided imagery.

PLEASE NOTE: because of the experiential components of this training, Stanford University requires that you sign the release form to be able to participate in the activities that are part of this YTT. All trainees are required to submit the signed consent prior to the first training session.

Training experiences are spread across two terms of 100 hours each (times shown in Pacific Coast time). Please be sure to review the training schedule at the end of the syllabus for exact dates and time of all training events. You are responsible for having perused and understood the information provided in this document. Feel free to ask us lots of questions if you are unclear about anything.

**Term 1 Experiences**

- two synchronous online 10-hour weekends (one per month), meeting from 4p-7p on Friday, and 9a-12:30p on Saturdays and Sundays
- one in-person weekend on the Stanford campus, meeting from Friday at noon till Sunday at 5p
- weekly 2-hour didactics meetings on Mondays from 4p-6p
- weekly 2-hour experiential practices on Thursday from 4p-6p
- weekly 2-hour mentored small group discussion meetings with an assigned mentor on Wednesdays from 4p-6p for 10 weeks

**Term 2 Experiences**

- two synchronous online 10-hour weekend, meeting from 4p-7p on Fridays, and 9a-12:30p on Saturdays and Sundays
- one in-person weekend on the Stanford campus, meeting from Friday at noon till Sunday at 5p
- weekly 2-hour didactics meetings on Mondays from 4p-6p
- weekly 3-hour practicum meetings on Thursdays from 4p-7p – these are the meetings during which all lead teaching takes place: review the Teaching Observation Schedule
- weekly 1-hour experiential practice in classes taught by one of the YogaX lead teachers – this is on students’ own time using pre-recorded YouTube sessions (listing below)

**Guidance for Optimizing Training Experiences**

To make sure that everyone can enjoy the yoga-based activities safely and with maximum comfort, please note the following (more personal) thoughts and requests.

- Required training activities start promptly every session. To make sure that we can start on time and that you have ample opportunity to get settled or ask questions, it would be lovely if you could arrive as much as 10 minutes early. Optional experiential activities may begin earlier.
  - YogaX provides all necessary props during onsite training sessions. If you do have your own mat, feel very welcome to bring it. We like to have our own mat because we appreciate its feel and like the particular surface that we chose. Please do what is best for you.
  - Participants have to provide their own props for virtual training sessions. Minimum prop equipment includes 2 yoga blocks, 1 yoga strap (10 feet is preferrable), 1 yoga bolster, 1-2 blankets, and a yoga
Access to a clear wall space is extremely helpful (a closed door works). Prop substitutes are fine (e.g., a stack of books instead of blocks; a scarf instead of a strap, sofa cushions instead of a bolster, etc.). Please have all props at the ready for each training session.

- We recommend you have a large and a small towel available. We use them (not for sopping up sweat – it’s not that kind of a yoga training) when we place our faces on bolsters and mats as you may be more comfortable spreading a towel first. We may also use them as props under our feet, neck, or head in a variety of poses.

- Yoga is best practiced on a relatively empty stomach but not starving. A sustaining but light meal prior to class will help you maintain your energy without having a full belly that makes bending and twisting difficult. You are well served to have a personal water bottle. If you need snacks, please bring what you need outside of breakfast, lunch, and dinner.

- Please ask questions about anything we do – before class, after class, and during class. If you are wondering about something – whether it’s the reason for a particular shape or movement, an alignment question, or a more healthful way of doing something – someone else is likely to ponder the same thing.

- We are active yoga teachers in that we demonstrate and walk through (onsite) class to offer assists. All hands-on assisting is optional, very light, and respectful; it is provided only with your explicit verbal consent and we ask every time we offer assistance. We never force you into a shape or alignment. If you prefer not to be touched, we open-heartedly honor that choice. We can offer verbal assists that do not require hands on your body.

- Please know that offered assists are never given in a spirit of criticism but always in a spirit of support and inviting a more healthful way. There is no wrong way to do yoga unless you force or misalign. Our assists are offered as gentle reminders to relinquish attachment to a particular outer shape or as supports to explore something new. Our utmost concern is ahimsa and satya, as well as the facilitation of interoception and personal agency.

- Always honor your own intuition and body wisdom – if something feels wrong, painful, or if you are not comfortable doing it, do NOT do it. We are all anatomically unique and we all express the same yoga shape, breath, or practice in different ways. What works for us, your teachers, or the person next to you, may not be optimal for you. Allow yourself the joy of using props and variations based on the feedback from your own body, breath, and mind. We offer both freely and demonstrate their use.

- Yoga practiced in a group is inspirational. It is never competitive. Work within your own body limits and preferences; give yourself permission not to strive to do what others are doing. Delight in the pleasure of expressing each pose or breath in uniquely your way. If something comes easily, celebrate this state of pure joy; if something is a struggle, embrace the moment of learning.

- Thank you in advance for making us aware of any medical conditions that may affect your yoga practice. It is helpful for us to know if you are modifying shapes for a particular reason or if you would like to have help in working with a particular concern.

- Thank for turning off all cell phones, beepers, or other noise-making or distracting devices before you settle in for any given training session.
Assessment, Attendance, and Participation

Graduation from the YogaX YTT requires successful completion of several assignments, listed here and detailed below:

- Regular and engaged training attendance and participation
- Adherence to yoga ethics and life choices for purposeful living
- Term 1 Reflections to introspect on content and meaning in the Wednesday small group discussion
- Term 2 Homework toward becoming a lead teacher for the Thursday teaching sessions
- Practicum experiences – Personal Transformation:
  - Participation in the 10-week therapeutic protocol (Brems, 2015)
  - Completion of 10 observations of non-YogaX teachers
- Practicum experiences – Lead Teaching:
  - Participation in 10 YogaX classes as assigned via the homework assignments for Term 2
  - 5 hours of lead yoga teaching, 3 hours of which have to be observed by a YogaX observer

Attendance and Participation

Attendance of all training sessions (total of 200 hours) is required. Absences need to be excused prior to the training session to be missed and make-up work will be assigned as appropriate (consisting of watching the video of missed class time and writing a comprehensive reflection about the material; see detail below). We record online training sessions and students can make up missed sessions by viewing the video. We nevertheless require in-person attendance whenever possible. Unexcused absences or too many absences from live sessions may result in delayed graduation and extra tuition cost. Please review the YogaX Policy and Procedures Manual for more information about attendance (and other) policies.

Make-Up Requirements for Missed Attendance

Missed sessions must be made up within 4 days via watching the YouTube recording or other arrangements with a YogaX lead teacher if no recording is available. For make-up work using YouTube, the student is required to review the full recording and must make comments in YouTube upon completion of the video review. These comments must address the following points:

- How does the content or experiential work align with and reflect the wholism of integrated holistic yoga?
- How does the content or experiential work align with and reflect the integration of integrated holistic yoga?
- How does the content or experiential work align with and reflect the intentionality of integrated holistic yoga?
- How does the content or experiential work align with and reflect the accessibility and affiliation of integrated holistic yoga?
- How does the content or experiential work align with and reflect the beneficence of integrated holistic yoga?

Participation is expected and can vary from student to student given personality, context, background, and other personal or collective factors. Assessment is based on quality, not quantity, of contributions. Minimally, the following factors are considered:

- Relevance and insightfulness of contributions, especially as related to personal differences, matters of diversity, topic or content, and context
• Appropriateness of contributions given topic, activity, context, diversity, other students present, and situation
• Professionalism and ethics in behavior and communication, with consideration of others, diversity, and context
• Cultural awareness, sensitivity, humility, skills, and attitudes expressed through all contributions
• Capacity for critical and integrative thought that shows depth and insight
• Evidence of having engaged in required readings ahead of the training session
• Evidence of having made up content of missed training sessions

In online session, participation also is related to presence in terms of being visible on video. **It is our request that video be on whenever possible and feasible given a student’s current situation in their physical location.** In other words, some time off camera is acceptable if there are compelling reasons. It is the expectation that video remains on during all small group work or other interactive experiences, especially during yoga practices. We deeply appreciate that it may be necessary at times to turn video off and trust that students will make wise choices for themselves. During Term 2 teaching sessions, video must be on to support the lead teacher’s efforts at observation and variation in cuing.

**Adherence to Yoga Ethics and Life Choices for Purposeful Living**

All trainees are assessed on whether they demonstrate yoga values in their interpersonal relationships as noted during training sessions, small group activities, lead teaching, and on-site weekends. Most relevant is adherence to the ethics and lifestyle disciplines of yoga philosophy (Limbs 1 and 2). Participants evidence success if they demonstrate the behavioral expression of the yoga yamas and niyamas:

1. **Nonharming** – nonviolence and peacefulness toward self, other, and everything
2. **Truthfulness** – honesty with oneself and in all relationships and contexts to create authenticity and integrity in day-to-day life
3. **Non-stealing** – not taking what is not freely offered
4. **Moderation** – wise use of personal life energy
5. **Non-possessiveness** – not being greedy about possessions, relationships, actions, and other aspects of life

1. **Purity** – simplicity and authenticity in action, speech, and thought
2. **Contentment** – meeting every moment from a peaceful center that allows for discernment about how to take calm, appropriate action
3. **Disciplined use of energy** – leading an impassioned life of determined effort and engaged practice
4. **Self-reflection** – exploring personal reactions, habits, motivations, and intentions to guide toward self-knowledge, insight, and growth
5. **Devotion to a greater good** – creating meaning for self and others through wise discernment

*Adapted from Lao-Tzu’s teaching on the importance of being open to life and change.*

**Term 1 Reflections and Small Group Work – Exploring and Integrating Content and Meaning**

During Term 1, students continuously reflect on offered content via personal reflection and the discussion of these reflections in the small groups. Reflections are requested to support the deepening and internalization of covered contents. There will be 10 reflections over the course of the first term of the training, aligned with didactic content and ten small group meetings in Term 1. Reflections do not have to be completed in writing, though students may benefit from doing so as they prepare to discuss the relevant content in their small groups. It may even be helpful to use art, poetry, or other means of self-expression.
reflection in addition to reflecting and/or writing. Guidance for the individual reflection assignments for each weekly small group meeting follow below. Due dates for completing the personal reflections align with the small group meeting schedule (see training schedule).

**Reflection Guidance**

In their reflections, students are asked to ponder contents explored, impact on the student, cultural context, and conceptual links to teaching and practice of yoga. They need to reflect on session content, depth of introspection, and insightfulness about personal process. For each reflection, review relevant session notes, the Training Content Manual section, and perhaps even review relevant YTT recordings. Accessing other publicly available other resources may also be helpful as long as they are reputable and evidence-based. Reflections serve as the basis for discussions in the small group meetings. It is crucial to have completed each reflection (preferably having written notes, prepared questions, noted ponderings, or other creative ways of capturing the reflections) before the small group meeting to be able to apply the learning via discussion and applied practices.

To demonstrate that reflections were completed, students will prepare a brief LinkedIn post (3- to 5-sentences or a minimum of 150 words) about that week’s content matter. They will post their ponderings on LinkedIn by Wednesday morning of the relevant week. In this post, students will tag YogaX. Students will also use appropriate hashtags, including #yogax, #yogaxteam, #yogaxstanfordpsy, and #stanfordpsychiatry.

**Small Group Guidance**

The first and last small group meeting of Term 1 will be started by the assigned mentor for guidance (first meeting) and debriefing (last meeting). For all other small group meetings, one group member is to be designated by the small group (at least one week prior) as being in charge of the opening centering and the facilitation of the meeting. This leadership role will be rotated through the 10 weeks of meetings in such a manner that each student leads the group at least twice during the term. In other words, the majority of small group meetings are self-led although a YogaX mentor will be present for at least one of the two hours of scheduled meeting time. The YogaX mentor is present for Q&A, guidance, support, and any needed didactic content. The process of the small group is in the hands of the small group members and must include the following two aspects (as well as additional points noted in the following table topic-by-topic):

- Discussion of observations and engagement in critical analysis of the topic (more guidance below topic by topic)
- Discussion of the integration of the specific content area into personal yoga practice and lifestyle as well as its meaning for yoga teaching

**Topics for the Reflections and Small Groups by Week**

The following table provide an overview of each weekly topic with questions to guide reflection and discussion points for the small groups. Topics are presented in the order in which they are presented in the didactics and discussed in the small groups. Due dates for each topic are shown in the training schedule. It is the students’ responsibility to review the schedule to be knowledgeable about when to complete each reflection and when to be prepared to discuss a given topic in the small group.
**Topics for the Reflections and Small Groups**

**Topic One: Yoga History**
Reflect on the following questions:
1. What is your understanding of the type/lineage and history of the yoga you are studying with YogaX?
2. How do you define and translate the term “yoga” in the context of the YogaX lineage?
3. What aspects of the ancient and modern history of yoga are relevant to you?
4. What are your reactions to the idea of cultural appropriation and colonization of yoga?
5. How will you prevent becoming complicit in cultural appropriation and colonization of yoga?
6. How will you actively work against the colonization and appropriation of yoga?

Be prepared to discuss with your small group:
- your observations and engage in critical analysis of the history of yoga and the charges that modern western yoga has engaged in cultural appropriation and colonization
- how you will actively work toward acknowledging yoga’s roots, honor its history, and integrate its ancient wisdoms in a respectful way

**Topic Two: Koshas as the Underpinnings of Yoga Philosophy**
Reflect on the following questions:
1. Which of the koshas feels most familiar to you and why do you think that is?
2. Which of the koshas feels most foreign to you and why do you think that is?
3. Which of the koshas, if any, was news to you?
4. In which kosha do you spend most of your day-to-day life? Is this different for your home versus work/public life?
5. How would you describe the developmental concepts underlying the notion of the koshas? How would you explain this to your students or clients?

Be prepared to discuss with your small group:
- your observations and engage in critical analysis of the developmental nature of the koshas
- languaging of the koshas in your yoga classes and how you will draw in multiple aspects of the self in the design of and cuing during your class sessions

**Topic Three: Eight Limbs of Yoga**
Reflect on the following questions:
1. How aware were you of the limbs of yoga before this training?
2. To what degree have you practiced each of the limbs consciously and intentionally?
3. What, if anything, surprised you about the eight limbs of yoga?
4. How will you integrate eight limbs into your personal yoga practice?
5. How will you integrate eight limbs into your use of yoga as a teacher or care professional?

Be prepared to discuss with your small group:
- your observations and engage in critical analysis of how recognition of the eight limbs may change your approach to your personal practice of yoga. Which of the limbs seem more intuitive and manageable in terms of integrating them into your life and practice?
- if and how you will commit to being an eight-limbs-based teacher. Which of the limbs seem more intuitive and manageable in terms of integrating them into your teaching of yoga?
**Topics for the Reflections and Small Groups**

**Topic Four: Ethical and Intentional Lifestyle Limbs of Yoga**

Reflect on the following questions:

1. Which of the yamas feels easiest for your and why? Does this differ for your personal versus work/public life?
2. Which of the niyamas feels easiest for you and why? Does this differ for your personal versus work/public life?
3. What, if anything, about the yamas and niyamas, will likely be most useful to you personally and/or professionally?
4. How will you integrate the yamas and niyamas into your personal yoga practice?
5. How will you integrate the yamas and niyamas into your use of yoga as a teacher or care professional?

In your small group, be prepared to:

- As a group, pick one of the five ethical principles and talk about how each of you successfully applied or navigated this yama in the past week.
- As a group, pick one of the five ethical principles and talk about how each of you may have not fully lived this yama on at least one occasion in the past week.

**Topic Five: Inclusivity and Accessibility**

Recommended additional preparation:

- Review and analyze the YogaX Code of Conduct.
- Review and analyze the Yoga Alliance Code of Conduct, Scope of Practice, and Equity in Yoga Statement.

Reflect on the following questions:

1. What does accessible, inclusive yoga mean to you?
2. Have your definitions and understandings of inclusivity, equity, and accessibility in yoga changed based on what you learned this week?
3. How might your own practice change based on what you have learned about inclusivity, equity, and use of props and variations?
4. How will you use props, variations, and principles of inclusivity and equity as a yoga teacher or care professional to make yoga accessible, inclusive, and safe?
5. How will you introduce the use of props and variations to your students or clients?

In your small group, be prepared to:

- debrief your definitions of accessible, inclusive yoga
- define accessibility and inclusion based on a variety of dimensions and discuss the importance of these various dimension – in other words, create accessibility not just based on physical body dimensions, but also based on race, ethnicity, socioeconomics, emotional development, and so on (hint: consider the koshas)
Topics for the Reflections and Small Groups

**Topic Six: Codes of Conduct**

Recommended additional preparation:
- Review and analyze the YogaX Code of Conduct.
- Review and analyze the Yoga Alliance Code of Conduct, Scope of Practice, and Equity in Yoga Statement.

Reflect on the following questions:
1. How are YogaX and YA documents similar?
2. How do they differ?
3. What surprised you about each organization’s code of conduct?
4. What feels important for you to integrate and consider in your own professional life and practice?
5. How do the two yoga-related codes of conduct align with the ethics and lifestyle practices of yoga (yamas and niyamas)?
6. How do they align with codes of conduct in other professions (healthcare, fitness, business, etc.) with which you are familiar?

In your small group, be prepared to:
- discuss your observations and engage in critical analysis of the codes of conduct and their application to your role as a yoga teacher
- develop a commitment statement about how you plan to commit to and implement the YogaX and Yoga Alliance Codes of Conduct in your (emerging) role as a registered yoga teacher

**Topic Seven: Safety in the Yoga Room**

Reflect on the following questions:
1. What were your responses to the discussion about creating cues of physical safety in the yoga room?
2. Have you had experiences of lack of physical safety in a yoga class? What happened? How did you respond?
3. What were your responses to the discussion about creating cues for psychological safety in the yoga room?
4. Have you had experiences of lack of psychological safety in a yoga class? What happened? How did you respond?
5. What are the big takeaways for you as a yoga teacher or care professional from this discussion?

In your small group, be prepared to:
- design the perfect, ideal, optimal yoga space for inviting or optimizing the experience of physical and psychological safety
- be creative and totally idealistic: design the space, the rules, the ambience, the integration of the neighborhood, aspects of inclusion and equity – and anything else that is relevant to creating physical and psychological safety.
Topics for the Reflections and Small Groups

**Topic Eight: Body Anatomy**

Reflect on the following questions:

1. How familiar are you with your own anatomy?
2. What are your superficial and deeper feelings about your body, especially as related to its health, stability, mobility, reliability, and more?
3. What, if anything, about your body anatomy was news to you?
4. Based on your learning so far, are there any changes you might want to make to treat your body better or differently?
5. How will this knowledge and experience guide your work as a yoga teacher or care professional?

In your small group, be prepared to:

- As a group, pick a common yoga posture. All but one member in the group will assume the posture as it unfolds naturally and without instruction in their bodies. The one group member not in the posture, will carefully observe the manifestations of unique different body anatomy and will discuss these observations with the group.
- Repeat this exercise taking turns being the observer – perhaps choosing a different posture for each turn.

**Topic Nine: Bodies in Motion**

Reflect on the following questions:

1. How do you feel about your body when you move it?
   a. Where are your physical challenges, if any?
   b. Where is your greatest physical ease?
2. Which guna is most prevalent in your body?
   a. What does this mean for your attitude about or propensity for movement?
   b. What does this mean for your use of yoga as a teacher or care professional?
3. How might the gunas express themselves in your clients or students?

In your small group, be prepared to discuss:

- how the gunas are reflected in your own personal movement practices – do you tend to be rajasic, tamasic, or sattvic?
- whether this way of moving is habitual (i.e., not intentional but more reflective of your unconscious physical style) versus adaptive (i.e., intentionally working with or against your guna habit)
Topics for the Reflections and Small Groups

**Topic Ten: Personal Professional Development**

Reflect on the following questions:

1. What are the ethical commitments for a yoga teacher? What do these ethical commitments have to say about scope of practice, conduct, and equity and inclusion?
2. What will be your scope of practice? How will you prepare for this scope and how will you commit to lifelong learning as related to your desired scope of practice?
3. What does equity and inclusion mean to you? How will you contribute to making sure that yoga is accessible to all? How will you support BIPOC, LGBTQ, disabilities, and aging inclusion?
4. What are your plans related to Yoga Alliance registration and continuing education?
5. Realizing you are still very new to this and things might change, what do you anticipate your teaching style to be? Or not to be?

**Note – writing is required for the following:**

- Based on these reflections, **write a yoga teacher bio** for you as an emerging yoga teacher. Consider teachers and classes that have inspired you as you write your bio. Let this be an exploratory exercise in which you use your imagination to create who you might be as a yoga teacher.

In your small group, be prepared to:

- Discuss your planned scope of practice with the group and gather input and feedback. Explain how this scope fits within your current profession and where it may conflict. Discuss how you will resolve or work with any conflicts.
- Explore together what the best strategies will be for you if you want to expand your scope of practice.
- Share your bios with one another for feedback and input.
- Gently help each other recognize any blind spots or oversights – both good and challenging…

**Term 2 Homework Assignments – Guidance Toward Becoming a Lead Teacher**

During Term 2, homework assignments guide trainees (individually or as small groups) toward becoming lead teachers and interface with the practicum experiences in lead teaching outlined in additional detail below. Specifically, the homework assignments prepare student teachers to plan and teach their own full-length class. As such, the homework assignments require a range of activities, including but not limited to class design, posture sequencing, theme development, eight-limbs-based class sequencing, lead teaching, and more. The homework assignments are designed to give trainees the opportunity to practice and apply concepts and teaching principles on their own and in real-life small groups settings.

There is a total of ten required homework assignments across Term 2 of the 200-hour training. A listing of each of the ten Term 2 homework assignments is provided below. While this listing offers a focus on a specific type of asana (e.g., standing, backbending, twisting), the class needs to be sequenced with a focus on integration, wholism, accessibility, intentionality, and beneficence. This means the class will neither consist only of asana, nor only of the asana that is the point of focus for the peak shape. Students designed a well-rounded class that honors integrated holistic yoga principles.
Relationship of Homework Assignments to Lead Teaching

The homework assignments are also used to help trainees prepare for their assigned sessions of YogaX-supervised lead teaching. Trainees can locate the dates of their assigned lead teaching in the lead teaching schedule that will be provided on the private YTT-200 webpage and in the Google classroom. Students are responsible for identifying their lead teaching slots via careful perusal of the lead teaching schedule. No changes to the schedule are possible after the official posting of the schedule has been made, approximately 1 month prior to the start of Term 2. All students must complete the homework assignment, regardless of whether they are also lead teaching for that particular type of asana practice.

The homework assignments are the basis for the live supervised teaching practicum. The student listed in the teaching observation schedule is responsible not only for the development of the class as outlined in the homework assignment, but is the lead teacher for that specific class on that date. Each homework assignment (i.e., practice sequence) must be completed and posted to the Google classroom at least one day prior to the scheduled class to be considered passed by all trainees – not just by the lead teacher. In Thus, by the end of the training, each student will have developed 10 usable sequences for their intended audience and is ready to offer 10 sessions to their community. For more information about the homework, teaching, and sequencing, also refer to the “Practicum Experiences - Lead Teaching” section and the training schedule below for details about required teaching sessions.

Relationship of Homework Assignments to Weekly Assigned Yoga Practices

Each homework assignment covers one type of asana teaching. To help students prepare for their development of sequences and for lead teaching, each homework assignment is supported by several YogaX-taught sample classes with the same asana focus. Thus, each homework assignment is corrected with YogaX classes students need to take and reflect on for any given week in Term 2. These YogaX classes are demonstrations (by YogaX lead teachers) of the particular type of asana foci that were covered in the didactics during the prior week and that will be taught via the live supervised lead teaching practicum by an assigned trainee. Trainees are urged to limit themselves to YogaX-taught classes and not to use classes from non-YogaX teachers to prepare for the homework assignment and lead teaching.

Guidance for Completing the Ten Homework Assignments

For each of the ten homework assignments, students develop an integrated, holistic practice sequence based on didactics for the specific asana category assigned for that week. Sequences for the practices are developed adhering to the integrated, holistic model endorsed by the YogaX training. That is, they integrate all parts of the SANKALPA teaching spiderweb (Student needs/resources, Aim or intention, New learning, Koshas, Applied yoga psychology, Limbs of yoga, Pedagogy, and Affiliation for safety), either explicitly or implicitly.

In preparation for developing their sequences, students are advised to:
1. review their notes from the relevant sessions (i.e., related to the asana category of the week)
2. read the relevant section of the Content Manual, and
3. watch the recommended YogaX-taught YouTube video for the assigned category of asana
4. review information about the SANKALPA spiderweb of teaching and
5. use as guidance for their own sequence the structure presented for sequences taught in the didact sessions, outline in the Content manual and exemplified in the protocols for the 10-session integrated yoga protocol (Brems, 2015)

This review should help students observe and take notes about the ways in which teachers ground the class in the teaching methodology spiderweb, including the effects on the koshas. The students should be
clear about the following concepts in reviewing and observing practices so that they may have clarity about how to include all of these aspects of successful teaching in the development of their own sequence:

1. consideration of Student needs/resources
2. clear development of Aims or intentions
3. incorporation of New learning for the intended audience of the session
4. attention and cuing related to all Koshas
5. incorporation of Applied yoga psychology principles
6. integration of all Limbs of yoga
7. Pedagogy
8. consideration of Affiliation for safety, accessibility, and beneficence

To develop their sequences, students are required to engage in the following steps:

1. choose an audience that reflects a likely type of student body the trainee is planning to teach upon graduation from the YTT200 – this audience must also be in line with the YogaX YTT mission to bring yoga to healthcare or otherwise vulnerable or under-resourced communities
2. choose a peak posture from the assigned asana categories
3. with the peak posture in mind, develop a 45-minute integrated, holistic, accessible, intentional, and beneficial sequence
4. focus the teaching to the needs and safety of the intended audience, rather than your peer group and rather than reflecting your own personal practice
5. use the sequence outline provided in class and in the Content Manual to develop a sequence that addresses all of the above and that has a theme; provides a clear opening, a warm-up, a lead-up to the peak pose; and successfully achieves closure for the session

On the day of lead teaching or class participation:

1. students assigned to lead teach will teach their class either online or in person (as assigned via the lead teaching schedule)
2. lead teaching students can choose to record the session if so desired
3. students not assigned to be lead, attend the class taught by the lead teacher and leave their video on to give the lead teacher opportunity to observe and adapt cuing
4. after completion of the session, all group members debrief the session with the assigned YogaX observer, using the following order of debriefing:
   a. the lead teacher goes first, reflecting on their teaching and their experience with taking the teacher’s mat
   b. then peers follow one-by-one with their feedback to the lead teacher (NOTE: details about how to provide feedback are provided in the didactics and in the Practicum Experiences Sections below)
   c. finally the YogaX observer offers their feedback

NOTE: By the end of the YTT, each student will need to have been the lead teacher for a minimum of 5 hours of yoga classes, preferably all five hours involving the small group. Three of the hours are observed by an assigned YogaX observer.
### YouTube Videos for the Ten Homework Assignments by Weekly Asana Category

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<tr>
<th>Shapes</th>
<th>Teacher</th>
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| **Standing** | Chris | “Compassionate Service to Self and Others”  
Warrior II: | [https://www.youtube.com/watch?v=JhsngWnlaYs&feature=youtu.be](https://www.youtube.com/watch?v=JhsngWnlaYs&feature=youtu.be) |
| | Chris | “Compassion as engaged action”  
Warrior Lunge and Warrior III: | [https://www.youtube.com/watch?v=GOG8_wFJrhg](https://www.youtube.com/watch?v=GOG8_wFJrhg) |
| | Chris | “Exploring the Layers of Self: Session 1 of Yoga for Health and Resilience”  
| | | | [https://youtu.be/6JLJsYkJUMBs](https://youtu.be/6JLJsYkJUMBs) |
| | Chris | “Exploring the layers of self through standing postures” | [https://youtu.be/zLm59ws4RBQ](https://youtu.be/zLm59ws4RBQ) |
| **Standing Balance** | Chris | “Breathing into the Fluctuation of Mind to Cultivate Wide Choices”  
Tree/Vrksasana: | [https://www.youtube.com/watch?v=A_kud2rZI8k&feature=youtu.be](https://www.youtube.com/watch?v=A_kud2rZI8k&feature=youtu.be) |
| **Arm Standing** | Chris | “Lovingkindness that arises from grounding, expansion, and strength”  
Table Top | [https://www.youtube.com/watch?v=5kbJbphOlzA](https://www.youtube.com/watch?v=5kbJbphOlzA) |
| | Heather | “Practicing tapas through working with plank pose” | [https://youtu.be/m1_eIolDSCU](https://youtu.be/m1_eIolDSCU) |
| | Heather | “Building strength and discernment through arm balances”  
Crow/Bakasana | [https://youtu.be/QMd1k5CKTME](https://youtu.be/QMd1k5CKTME) |
| **Seated** | Heather | “Self-study practice in seated postures”  
Cow-faced/ Gomukasana | [https://www.youtube.com/watch?v=rz5oWuvaSvM](https://www.youtube.com/watch?v=rz5oWuvaSvM) |
| **Forward Folding** | Chris | “Breathing into our Bodies to Connect to Lifeforce” | [https://www.youtube.com/watch?v=6laTBb1FEkI&t=6s](https://www.youtube.com/watch?v=6laTBb1FEkI&t=6s) |
| | Chris | “Moving Inward into Lovingkindness” | [https://www.youtube.com/watch?v=6laTBb1FEkI&t=6s](https://www.youtube.com/watch?v=6laTBb1FEkI&t=6s) |
| | Heather | “Dedication through Forward Folds”  
Yin/Restorative Sequence: | [https://www.youtube.com/watch?v=Fi4PxEQbKo](https://www.youtube.com/watch?v=Fi4PxEQbKo) |
| | Chris | “Appreciative joy as a transformation of challenge” | [https://www.youtube.com/watch?v=a87kXPrv48&feature=youtu.be](https://www.youtube.com/watch?v=a87kXPrv48&feature=youtu.be) |
| | Heather | “A Firmly Grounded Yoga Practice”  
Revolved Triangle/ Parvritta Trikonasana: | [https://youtu.be/zfebJsEQHs4](https://youtu.be/zfebJsEQHs4) |
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<td>Inversions</td>
<td>Chris</td>
<td>“Breathing Life into Our Self and Out Relationships” Shoulder Stand</td>
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<td>“Recognizing our Essential Nature and Temperament: Session 4 of Yoga for Health and Resilience”</td>
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<td></td>
<td>Heather</td>
<td>“Remembering our inner resilience” Forearm balance</td>
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<td>“Practicing nonattachment and letting go through inversions” Candlestick:</td>
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<td>Restorative</td>
<td>Chris</td>
<td>“Winter Solstice Practice”</td>
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<td>Heather</td>
<td>“Being with What is Essential”</td>
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<td>“Essential Ingredients of Yoga (1.12 and 1.13)”</td>
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<td>Chris</td>
<td>&quot;Joy, equanimity, compassion, and lovingkindness embodied in yoga kriyas”</td>
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<td>“Committing to the Ethical Practices of Yoga: Session 2 of Yoga for Health and Resilience”</td>
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Practicum Experiences – Overview

YogaX practicum experiences are designed to ensure and assess knowledge, skills, and experience across all core competencies for 200-hour yoga teacher training as outlined by Yoga Alliance. As such, practicum experiences provide trainees the opportunity to demonstrate mastery appropriate to level of training in the following categories:

- asana, kriyas, and movement
- pranayama and the subtle body
- interior practices, including meditation
- anatomy, physiology, and biomechanics
- history of yoga
- philosophy of yoga
- ethics of yoga
- teaching methodology
- professional development
- successful application of skill in teaching practice

The YogaX YTT integrates two crucial aspects to practicum experiences:

(a) the personal transformation that develops through practical application of yoga principles, and
(b) the professional transformation of students into teachers.

Students’ personal transformation begins immediately during and alongside the didactic training sessions through observation in Term 1. Students’ professional transformation into teachers begins in Term 2 of the training when students begin to teach.

*The real voyage of discovery consists not in seeing new landscapes, but in having new eyes.*

*Marcel Proust*

Practicum Experiences – Personal Transformation

**Personal transformation** through application that requires class attendance and observations is demonstrated via successful completion of the following requirements:

- **Term 1:** Alongside the first 100 training hours, students are required to **take and debrief 10 yoga classes taught by one of the YogaX Lead Teachers**, based on a 10-session therapeutic yoga protocol (cf., Brems, 2015). Debriefing and Q&A immediately after class provides opportunity to dissect these protocol classes for personal transformation and professional development.
Term 2: Alongside the second 100 training hours, students are required to **take and evaluate in writing 10 full-length (at least 45-minute) non-YogaX yoga classes** at a location of their choice to observe the teacher, using integrated holistic teaching principles as the lens for observation. Students are asked to write an observation reflection for each class, including a critique of the teaching methods used by the teacher, an account of the effect of the class on the student, and comments about what the student themselves may have done the same as or differently than the teacher they observed.

A guide for Term 2 class observations (of non-YogaX teacher) is included in the handout section of the Training Manual. Students are responsible for perusing these materials and following their guidance. To summarize, trainees observe:

- the level of integration (eight limbs) and holism (5 koshas) in the yoga class,
- the accessibility, intentionality, and beneficial nature of the yoga class, and
- the student’s personal response to the attended practice
- the student’s reflection on positive and negative take-aways for their own teaching

Within these categories shown in the observation guidance below, students need to integrate attention and comments related to the YogaX teaching methodology spiderweb (taught in Term 1). Additionally, students focus on the primary characteristics of integrated holistic yoga (koshas, eight limbs, accessibility, intentionality, and beneficence). This means that, minimally, trainees explore and comment on the following:

- Is the practice grounded in the five koshas?
- Are the 8 limbs integrated?
- Is an intention present and is a theme woven through the class?
- Are accessibility, equity, and inclusion evident? Were student needs and resources carefully considered throughout?
- Are strategies of creating community and a holding environment integrated?
- Are yoga philosophy or psychology and yoga ethics integrated?
- Is yoga science addressed? Are risks and benefits adequately addressed?
- Are intentional, accessible, and beneficial practice principles employed?
**Practicum Experiences – Lead Teaching**

**Professional transformation** through lead teaching and observation of lead teaching is demonstrated via successful completion of the following requirements:

- **Term 2**: Students attend at least one YogaX class per week taught by one of the YogaX lead teachers. Weekly class options are provided in the YogaX YouTube Class List by Asana Categories (see table below) and are content-matched to the homework and lead teaching assignments.

- **Term 2**: Students participate in all classes led by fellow trainees in their assigned small group and provide appropriate formative feedback to their peers. They apply yoga’s ethical principles in this feedback, especially ahimsa and satya. In their feedback, students focus on the primary characteristics of integrated holistic yoga (koshas, eight limbs, accessibility, intentionality, and beneficence).

- **Term 2**: Students to spend a minimum of 5 hours as lead teacher for a class observed by fellow student teachers, including at least 3 hours observed by a YogaX observer. Students receive feedback from the YogaX mentor and their peers for their required lead teaching activities. They are asked to respond to the feedback to show what they learned from input they received and how it will transform their practice as a teacher. **Students’ assigned time slots for lead teaching are noted in the training schedule.**

**Guidance for Lead Teaching**

Through several homework assignments (described in detail in the homework section of the manual, trainees develop full-length session outlines that reflect all core competencies of the integrated holistic yoga model, are grounded in all koshas, and integrate all aspects of the SANKALPA teaching methodology spiderweb (presented in the training). By the end of the training, all trainees will have developed session outlines in each of the integrated holistic lineage asana categories, always integrating specific breathing techniques, and incorporating interior practices. These session outlines guide each trainee’s lead teaching sessions. More details about the development of the session outlines and planning is provided in the Term 2 Homework Assignment section above.

**Lead Teaching Hours**

Students are required to spend a total of 5 hours as lead teacher for classes attended and observed by fellow student teachers within their assigned small group for Term 2. At least 3 hours of lead teaching are attended and observed by a YogaX observer. These 3 hours are noted in the Teaching Observation Schedule provided on the YTT200 private webpage and in the Google Classroom. The other 2 hours preferably are fitted into the teaching schedule by the trainees in collaboration within their assigned small groups or, if necessary, can be completed (including with a video-recording) on students’ own time with a selected audience (non-clinical!).

**Receiving and Incorporating Feedback**

Students will receive feedback from the YTT lead teachers and their peers for their required lead teaching activities. They will be asked to respond to the feedback provided to show what they learned from a given comment and how it may transform their practice as a teacher. Through this experience, trainees learn how to receive and provide feedback in a manner that allows for integration of input, non-defensiveness, and transformation of attitudes, skills, and knowledge. Feedback is most helpfully framed...
if grounded in keen and careful observation. The table that follows provides a frame work for observation that is in keeping with integrated holistic yoga and can be applied in many contexts.

Feedback by observers for the lead teachers is framed according to the sandwich method of providing comments and debriefing:

- **Step One**: provide overall comments about the session, highlighting what was positively received by the observer
- **Step Two**: provide constructive and formative feedback that gives the lead teacher concrete ideas and examples how teaching can be improved in the future
- **Step Three**: close with appreciation, highlighting a positive take-away

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**Guide to Observing and Assessing Yoga Professionals**  
Christiane Brems, PhD, ABPP, ERYT500, C-IAYT

**Exploring the Level of Integration of a Yoga Class**

Look for teachers who offer access to all eight limbs of yoga:
- The psychology and lifestyle practice of yoga via attending to ethics, dedication to practice, setting intentions, making a commitment to practice, finding a clear purpose in life
- Posture practices that are mindful and carefully adapted to your needs (more about this below)
- Breathing practices with particular attention to the teaching of mindful breathing in all postures
- Concentration practices such as imagery, focusing on an object of attention (e.g., your breath), or being mindful of a particular part of your body
- Meditation practices – either guided or silent

Look for teachers who incorporate mindfulness skills by inviting their students to:
- Explore how each posture feels in their body, directing them to important sensations that may arise
- Explore how the breath moves through the body
- Notice all sensations that arise in body, mind, breath, or emotions with curiosity
- Notice what is happening inside their body, breath, and mind without judgment
- Differentiate for themselves which sensations are ‘good’ or manageable and can be endured versus which sensations are danger sign that suggest that they may want to move out of a posture or away from a particular breath or interior practice
- Experience internal sensations – perhaps using the words interoception (feeling their body from the inside out) and proprioception (learning where body parts are in space)
Experience external sensation – perhaps using the word exteroception (sensing stimuli that arise from outside the body, perhaps attending to temperature, air flow, the ground underneath)

- Be fully aware of every moment of their practice and be present for every movement and breath

Look for teachers who are most concerned *not* about the outer appearance of a physical posture, but how the posture feels in the practitioners’ body by:

- Using props to make the pose accessible to your body shape and needs
- Inviting postures to be modified, skipped, or adapted in any way that feel optimal to their body, breath, mind, and emotional needs
- Adapting the posture to their personal needs, not adapting postures to a particular concept of how a posture *should* look
- Offering multiple ways to do each posture that allows them to choose the variation that feels best for them in any given moment
- Practicing with mindfulness so that they are fully aware of every movement as they move into a posture, are in a posture, and move out of a posture

**Exploring the Appropriateness and Atmosphere of the Physical Space**

Look for venues that create a conducive atmosphere for integrated yoga:

- Adequate room size given the size of the average class
- Natural or adjustable lighting
- Quiet atmosphere, perhaps using some soft music (but no loud activating exercise music)
- Thoughtfulness about chemical sensitivities by being scent-free
- Few or no mirrors on the wall – unless teachers can articulate the mirrors’ purpose
- Privacy during classes (rather than large windows that invite onlookers)
- Easy access to restrooms and changing rooms

Look for venues that are inviting to a variety of yoga practitioners as evidenced by:

- Sliding fee scales that invite anyone to participate
- A varied and diverse student body who comes regularly
- Small classes or large classes only with multiple teachers and assistants
- Therapeutic class offerings that may include adaptive topics such as trauma-sensitive yoga, yoga for aging bodies, yoga for individuals with physical challenges, yoga for particular health conditions

Look for venues that can accommodate a range of personal needs as evidenced by:

- Yoga props for adapted or modified physical posture practice, such as mats, foam blocks or bricks, bolsters or pillows, blankets, chairs, and straps (if not contraindicated by the clientele), TheraBands, and other items that can serve to help practitioners’ body be more comfortable
- Yoga props for breathing practices, such as bolsters and blankets
- Yoga props for interior practices, such as bolsters or meditation cushions, blankets, eye pillows, mala beads, or similar items that may be used for meditation, concentration, or introspection
Exploring the Personal Response To the Offered Practice

Practitioners are encouraged to assess how they respond to the offered practice by conducting a self-assessment after the first few classes at a new venue or with a new teacher. The following questions are offered as a guide to this self-assessment. There are not definitive answers to the questions below. They are offered to foster an exploration of whether the practitioner felt protected, safe, cared for, and seen as a human being. Yoga classes aim to develop community and support. Yoga classes aim to adapt to individual bodies and needs, not the other way around.

1. How do you feel physically? Do you feel as though you worked too hard? Are you sore in a way that is comfortable? Was your body challenged without being hurt?
2. How do you feel emotionally? Did you feel safe? Did you feel vulnerable or unprotected? Do you feel calm and settled at the end of class?
3. Did you connect to other students in the class? Were there positive interactions with others in the class – including students, teacher, or assistants? Do you have a sense of community?
4. Did you feel heard and seen? Were you greeted by the teacher? Was there a farewell? Did the teacher or assistant acknowledge your presence and efforts?
5. Did you receive the support you wanted or needed from the teacher or assistant? Were you offered adaptations or props? Did you receive encouragement? Were you pushed into anything you did not really want to do?
6. Did you feel pushed into anything you did not really want to do? Were you invited to test your own appropriate boundaries? Were you given options about how far to move into your practice? Did you receive invitations not to overdo or overeffort?
7. Were you kept physically safe? Did you receive physical adjustments without invitation (against your wishes)? Did the teacher ask for permission to touch before doing so? Did you have the option to decline physical contact?
8. Did you feel encouraged to adapt poses and breathing to your needs? Were you given help to do so? Were you offered props? Were you invited to explore various expressions of the same pose to find the one that fit you best?


I slept and dreamt that life was joy.
I awoke and saw that life was service.
I acted and behold, service was joy.

Rabindranath Tagore
Required and Recommended Readings

Required Texts (in order of use)


*Yoga Alliance Code of Conduct* – see Training Manual or check the Yoga Alliance website

*Yoga Alliance Scope of Practice* – see Training Manual or check the Yoga Alliance website


Recommended Readings


Wilber, K. (2016). *Integral meditation: Mindfulness as a path to grow up, wake up, and show up in your life*. Boston, MA: Shambhala.

**Change is at the very core of the brain’s nature.**

Simpkins & Simpkins, 2010, p. 93

**Helpful Journals**

Rather than listing specific articles, we are offering you a selection of journals that may be of particular interest. Since the specific topics to which you may apply the contents of this course can vary widely, this seems to be more useful guidance than a listing of articles.

Read widely and read often. 😊

- *Alternative Therapies in Health and Medicine*
- *Complementary Therapies in Clinical Practice*
- *Frontiers in Human Neuroscience*
- *International Journal of Yoga*
- *International Journal of Yoga Therapy*
- *Journal of Alternative and Complementary Medicine*
Fun Food-for-Thought Readings

Training Schedule Details

The training schedule below outlines major dates and due dates. Contents may shift slightly based on cohort engagement and needs. Students are advised to rely mostly on the training Schule provided on the private YTT200 webpage and in the Google classroom, where it is updated regularly. To summarize the major components of the schedule, the following overview is offered.

Term 1 Schedule Overview

Term 1 begins on January 5, 2024 and ends on April 7, 2024. The January 5 session will include a review of the syllabus and training orientation.

• Mondays 4-6p – didactic sessions by a YogaX Lead Teacher
• Wednesdays for 2 hours scheduled after 4p – small groups with YogaX mentorship for at least one of the two hours
• Thursdays 4-6p – experiential sessions (90 minutes) and debrief (30 minutes) led by a YogaX Lead Teacher based on the 10-series evidence-based protocol developed by Brems (2015)
• Two online weekends (Fridays, 4-7p; Saturdays and Sundays 9a-12:30p)
• One in-person weekend at Stanford (typically the third weekend, covering anatomy)

Term 2 Schedule Overview

Term 2 begins on April 8, 2024 and ends on June 21, 2024. The graduation ceremony for the program is on June 21, 2024 at 6p.

• Mondays 4-6p – didactic sessions by a YogaX Lead Teacher
• Thursdays 4-7p – lead teaching sessions led by a trainee lead teacher and supervised by a YogaX observer; small group attendance with video on is required of all members
• At least one YogaX teacher-led class from the provided YogaX YouTube list – on your own time
• Two online weekend (Fridays, 4-7p; Saturdays and Sundays 9a-12:30p)
• One in-person weekend at Stanford (typically the second weekend, covering inversions)

Great knowledge grasps the whole; small knowledge only a part.
Zhuang Zi (Daoist sage)

Lead Teaching Dates by Asana Category

Term 2 includes lead teaching and observation in small groups every Thursday from 4p to 7p. Each week, one or two lead teachers will be designated on the lead teaching schedule. These individuals are tasked with teaching a 45-minutes class (as describe in the Homework Assignment and Practicum Experiences sections in the Training Manual). The final lead teaching schedule with lead teacher assignments will be provided with ample time before the start of Term 2 to help students prepare for their lead teaching. The dates for the small group teaching and observation are as follows:
Current Training Schedules for Terms 1 and 2

**Dates for the First 100 Hours of Online Instruction**

<table>
<thead>
<tr>
<th>Weekend 3</th>
<th>Day</th>
<th>Topic</th>
<th>Hours</th>
<th>A&amp;P</th>
<th>PS</th>
<th>TP</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>3-11 Jan</td>
<td>1</td>
<td>Yoga History: Roots, YogaX Universe</td>
<td>3</td>
<td>2</td>
<td>54</td>
<td>26</td>
<td>106</td>
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<tr>
<td>11-17 Jan</td>
<td>2</td>
<td>Yoga History: Roots, YogaX Universe</td>
<td>3</td>
<td>2</td>
<td>54</td>
<td>26</td>
<td>106</td>
</tr>
<tr>
<td>17-23 Jan</td>
<td>3</td>
<td>Yoga History: Roots, YogaX Universe</td>
<td>3</td>
<td>2</td>
<td>54</td>
<td>26</td>
<td>106</td>
</tr>
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</table>

**Weekly Day Topic**

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Hours</th>
<th>A&amp;P</th>
<th>PS</th>
<th>TP</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>5</td>
<td>6:00-6:30</td>
<td>teaching standing postures</td>
<td>1</td>
<td>1</td>
<td>54</td>
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<tr>
<td>12</td>
<td>6:00-6:30</td>
<td>teaching standing postures</td>
<td>1</td>
<td>1</td>
<td>54</td>
<td>26</td>
</tr>
<tr>
<td>19</td>
<td>6:00-6:30</td>
<td>teaching standing postures</td>
<td>1</td>
<td>1</td>
<td>54</td>
<td>26</td>
</tr>
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</table>

**Recommended Readings**

- P1: Chapter 1
- P2: Chapter 2
- P3: Chapter 3
- P4: Chapter 4
- P5: Chapter 5
- P6: Chapter 6

**Related Homework Assignment**

- #1 upload to Google classroom Apr 10
- #2 upload to Google classroom Apr 17
- #3 upload to Google classroom Apr 24
- #4 upload to Google classroom Apr 21
- #5 upload to Google classroom Apr 28
- #6 upload to Google classroom May 15
- #7 upload to Google classroom May 22
- #8 upload to Google classroom May 30
- #9 upload to Google classroom Jun 5
- #10 upload to Google classroom Jun 12

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**Weekend Three - In Person on Stanford Campus**

<table>
<thead>
<tr>
<th>Weekend 3</th>
<th>Day</th>
<th>Topic</th>
<th>Hours</th>
<th>A&amp;P</th>
<th>PS</th>
<th>TP</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-10 Mar</td>
<td>1</td>
<td>Teaching: Joints and muscular actions</td>
<td>3</td>
<td>1</td>
<td>54</td>
<td>26</td>
<td>106</td>
</tr>
<tr>
<td>11-17 Mar</td>
<td>2</td>
<td>Teaching: Joints and muscular actions</td>
<td>3</td>
<td>1</td>
<td>54</td>
<td>26</td>
<td>106</td>
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<tr>
<td>18-24 Mar</td>
<td>3</td>
<td>Teaching: Joints and muscular actions</td>
<td>3</td>
<td>1</td>
<td>54</td>
<td>26</td>
<td>106</td>
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</table>

**Related Homework Assignment**

- #5 upload to Google classroom Apr 10
- #6 upload to Google classroom Apr 17
- #7 upload to Google classroom Apr 24
- #8 upload to Google classroom Apr 21
- #9 upload to Google classroom Apr 28
- #10 upload to Google classroom May 15
- #11 upload to Google classroom May 22
- #12 upload to Google classroom May 30
- #13 upload to Google classroom Jun 5
- #14 upload to Google classroom Jun 12

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**Total**

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<thead>
<tr>
<th>Hours</th>
<th>A&amp;P</th>
<th>PS</th>
<th>TP</th>
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<tr>
<td>106</td>
<td>30</td>
<td>30</td>
<td>36</td>
<td>106</td>
</tr>
</tbody>
</table>

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**Notes**

- P1: Chapter 1
- P2: Chapter 2
- P3: Chapter 3
- P4: Chapter 4
- P5: Chapter 5
- P6: Chapter 6

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**Yoga Alliance Broad Category**

- Yoga History: Roots, YogaX Universe
- Teaching: Joints and muscular actions
- Teaching: Breathing and Movement
- Teaching: Backbends In Person
- Teaching: Inversions
- Teaching: Arm and Shoulder
- Teaching: Twists
- Teaching: Forward Folds
- Teaching: Shoulder and Arm
- Teaching: Inversions
- Teaching: Arm and Shoulder

---

**Recommended Readings**

- P1: Chapter 1
- P2: Chapter 2
- P3: Chapter 3
- P4: Chapter 4
- P5: Chapter 5
- P6: Chapter 6

---

**Related Homework Assignment**

- #1 upload to Google classroom Apr 10
- #2 upload to Google classroom Apr 17
- #3 upload to Google classroom Apr 24
- #4 upload to Google classroom Apr 21
- #5 upload to Google classroom Apr 28
- #6 upload to Google classroom May 15
- #7 upload to Google classroom May 22
- #8 upload to Google classroom May 30
- #9 upload to Google classroom Jun 5
- #10 upload to Google classroom Jun 12
### Dates for the Second 100 Hours of Online Instruction

<table>
<thead>
<tr>
<th>Weekend</th>
<th>Day</th>
<th>Topic</th>
<th>Yoga Alliance Broad Category / Hours</th>
<th>Reflection</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>Day 1</td>
<td>4th &amp; 5th Indo Yoga Anatomy</td>
<td>33</td>
<td>A&amp;P = 17</td>
<td>PE = 17</td>
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<tr>
<td>Week 6</td>
<td>Day 2</td>
<td>6th - 10th Practice</td>
<td>40</td>
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<td>11th - 15th Practice</td>
<td>40</td>
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<td>Week 6</td>
<td>Day 4</td>
<td>16th - 20th Practice</td>
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<td>PE = 17</td>
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<td>Week 6</td>
<td>Day 5</td>
<td>21st - 25th Practice</td>
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<td>A&amp;P = 17</td>
<td>PE = 17</td>
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<td>Day 6</td>
<td>26th - 30th Practice</td>
<td>40</td>
<td>A&amp;P = 17</td>
<td>PE = 17</td>
</tr>
</tbody>
</table>

### Weekly Day Topic

| Week 7 | Day 1 | 1st & 2nd Week | 33 | A&P = 17 | PE = 17 | TTP = 16 | Homework Focus |
| Week 7 | Day 2 | 3rd & 4th Week | 33 | A&P = 17 | PE = 17 | TTP = 16 | Homework Focus |
| Week 7 | Day 3 | 5th & 6th Week | 33 | A&P = 17 | PE = 17 | TTP = 16 | Homework Focus |
| Week 7 | Day 4 | 7th & 8th Week | 33 | A&P = 17 | PE = 17 | TTP = 16 | Homework Focus |
| Week 7 | Day 5 | 9th & 10th Week | 33 | A&P = 17 | PE = 17 | TTP = 16 | Homework Focus |

### Weekend 6 - In Person on STANDFORD CAMUS

| Weekend 6 | Day 1 | 31st - 35th Practice | 33 | A&P = 17 | PE = 17 | TTP = 16 | Homework Focus |
| Weekend 6 | Day 2 | 36th - 40th Practice | 33 | A&P = 17 | PE = 17 | TTP = 16 | Homework Focus |
| Weekend 6 | Day 3 | 41st - 45th Practice | 33 | A&P = 17 | PE = 17 | TTP = 16 | Homework Focus |
| Weekend 6 | Day 4 | 46th - 50th Practice | 33 | A&P = 17 | PE = 17 | TTP = 16 | Homework Focus |

### Total

<table>
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<th>Yoga Alliance Broad Category / Hours</th>
<th>33</th>
<th>A&amp;P = 17</th>
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<th>TTP = 16</th>
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<td>33</td>
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<td>33</td>
<td>33</td>
<td>33</td>
<td>94</td>
<td>217</td>
</tr>
</tbody>
</table>

**6/21/2024 GRADUATION CEREMONY - starts 6p**
Required Policy and Procedures

YogaX Policy and Procedures Manual – Required Reading

The YogaX Policy and Procedures Manual are provided on the private webpage for the YogaX 200-hour teacher training program. The Policy and Procedures Manual is required reading for all students. A brief quiz related to the manual will be required for students to demonstrate mastery its contents. The below-listed topics are covered in the YogaX Policy and Procedures Manual. All students must access this manual via the provided webpage and are responsible for locating, reading, and proving mastery of the manual.

- Anti-Harassment Policies
- Admission and Attendance Policies
- Tuition and Refund Policies
- Code of Conduct
- Grievance Policies
- Anti-Retaliation Policies

Yoga Alliance Policies and Procedures – Required Reading

In addition to YogaX policies and procedures, there are documents provided by Yoga Alliance that all YogaX trainees need to peruse and gain mastery over. Specifically, students are required to read and be fully familiar with the below-listed documents published by Yoga Alliance. The documents are best accessed online at Yoga Alliance. Current links, retrieved in 9.15.2023, are provided below; however, should YA move these documents to other online locations, students are responsible for locating them.

- Yoga Alliance Code of Conduct
  [https://www.yogaalliance.org/AboutYA/OurPolicies/CodeofConduct](https://www.yogaalliance.org/AboutYA/OurPolicies/CodeofConduct)
- Yoga Alliance Scope of Practice
  [https://www.yogaalliance.org/Our_Standards/The_Ethical_Commitment/Scope_of_Practice](https://www.yogaalliance.org/Our_Standards/The_Ethical_Commitment/Scope_of_Practice)