

<p><b>Adaptive Yoga</b> <i>YTT 300 Module Details</i></p>	 <p><b>Stanford</b>   Department of Psychiatry MEDICINE   and Behavioral Sciences</p>	 <p>YogaX science meets soul</p>
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## **Integrated Holistic Adaptive Yoga: Theory and Practice of Making Yoga Accessible and Tailored**

### **Syllabus**

*Christiane Brems, PhD, ABPP, ERYT500, C-IAYT and Geno Carvalho, MPH, ERYT500*  
September 8 - 11, 2023; 30 hours (Friday 1-6p; Saturday and Sunday 9a-8p; Monday 9a-12p)

### ***Target Audience and Instructional Level***

This is an intermediate-level course geared to students in the YogaX 300-hour Therapeutic Yoga Program (YTT300) and the following audiences:

- Healthcare and allied healthcare providers interested in bringing yoga principles and strategies into their clinical practice.
- Healthcare and allied health-program students, interns, or residents in postgraduate or medical programs interested in bringing yoga principles and strategies into their supervised clinical practice.
- Yoga teachers interested in offering yoga classes with sensitivity to physical and mental health concerns, especially but not only in healthcare settings.
- Yoga therapists providing yoga interventions with concern for physical and mental health, especially but not only in healthcare settings.

### ***Training Pragmatics***

- Cost: \$800 tuition for this 30-hour workshop **or** YogaX YTT300 prepaid enrollment
- This training is delivered via in-person instruction and with fulltime contact with one or both of the lead teachers, Chris Brems and Geno Carvalho
- (see Training Format below for specific details of training delivery)
- Yoga Alliance Continuing Education credits (30 hours) are included in the tuition cost; a CE certificate is issued upon request
- Participation implies that you have read and agreed to the Stanford Assumptions of Risk, Release of Claims, and Hold Harmless Agreement at <https://www.yogaxteam.com/healthandsafetyinformation>
- YogaX Refund and Payment Policy is available at [https://3de0fc17-ea21-4854-87c7-777a583c02cf.filesusr.com/ugd/37469f\\_73d3c9e8ebb14214a60e11d8b08baba1.pdf](https://3de0fc17-ea21-4854-87c7-777a583c02cf.filesusr.com/ugd/37469f_73d3c9e8ebb14214a60e11d8b08baba1.pdf)
- YogaX has no commercial support for this event and there are no disclosable conflicts of interest.

### ***Instructors***

*Christiane Brems, PhD, ABPP, ERYT500, C-IAYT*

Clinical Professor and Director of YogaX

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

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*Geno Carvalho, MPH, ERYT 500*

YogaX Program Manager

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

More information at <https://www.yogaxteam.com/team>

## *Training Content Summary*

This 30-hour advanced training helps yoga teachers and health professionals develop yoga skills that make a range of yoga practices optimally accessible and tailored to all students. It teaches principles and strategies for adapting physical practices, breathing practices, and interior practices to individual needs and histories of each student, regardless of health status, emotional needs, or other circumstances. All strategies taught honor equality, empowerment, and agency; all seek to reduce stigma and increase access. The basic premise underlying all adaptive practices is that it is important to teach classes in such a manner that students at various levels of participation feel fully included, not different, and able to express their needs and feel successful. The importance of helping students develop interoception and communication skills about their experiences in the moment is highlighted and exemplified across the various practices that are covered.

Participants learn adaptive skills across three primary yoga practices – physical form and movement, breathing, and interior skills (such as sense withdrawal, mindfulness, concentration, and meditation). As such, participants learn to develop principles, skills, and problem-solving related to the following applications of adaptive yoga:

- Use of props (such as blocks, straps, blankets, bolsters, and other tools) to help students find physical practices appropriate for their body
- Developing and guiding breathing practices that honor students' energetic, emotional, and nervous system needs
- Development of psychological and imagery practices that help students better understand and respond to the fluctuations of their minds
- Integration of yoga philosophy in all practices of yoga and emphasis on always practicing yoga with its ethical and lifestyle underpinnings in mind
- Designing flexible sequences that accommodate students with diverse needs
- Integrating cultural sensitivity and competence, including language skills, empowerment, collaboration, and interpersonal skills

### *Key Concepts*

- Adaptive holistic yoga is suitable for individuals of all body shapes, physical abilities, ages, emotional states, cognitive capacities, and demographics. Once a practice has been established with a qualified, skillful teacher, yoga can be engaged in by anyone, anywhere, anytime, at low cost.
- Adaptive holistic yoga sets a stage for shared learning, seeks to teach insights and skills that facilitate home practice, and is grounded in equality, inclusivity, collaboration, enthusiasm, creativity, and empowerment.
- Adaptive holistic yoga requires teachers to be open-hearted, open-minded, creative, fully present, authentic, and aligned with a commitment to ethical and purposeful living and a sense of responsibility as a teacher.
- Adaptive holistic yoga honors each student as an individual with unique and specific needs, while being focused on teaching yoga in integrative, interactive, empathic, and joyful group settings.
- Adaptive holistic yoga integrates a wide range of principles and strategies (categorized into lifestyle and values-related commitments, physical practices, breathing practices, and interior practices) that can be tailored to any student's presentation to enhance resilience, self-understanding, and wellbeing.
- At its heart, adaptive yoga is tailored to individuals, accessible, and person-centered. It emphasizes self-agency and empowerment. It invites students, clients, and patients to take charge of their yoga practice in particular and of their healthcare in general.

## *Learning Objectives*

1. Describe and use yoga props to adapt, vary postures to needs and skills of students to create either greater ease or effort depending on students' needs.
  - Evaluation Method for Learning Objective 1
    - Define and provide examples of options of yoga props and their uses
    - Define and provide examples of creating greater ease in yoga postures
    - Define and provide examples of creating greater effort in yoga postures
2. Design and use breathing practices tailored to students' current physical, emotional, and nervous system needs (i.e., up- versus down-regulation).
  - Evaluation Method for Learning Objective 2
    - Define and provide examples of creating greater ease in breathing postures
    - Define and provide examples of creating greater effort in breathing postures
    - Define and provide examples of human reactivity and the causes of emotional suffering as defined by yogic traditions
    - Define and provide examples of energizing breathing practices, their usage, and contraindications
    - Define and provide examples of calming breathing practices, their usage, and contraindications
    - Define and provide examples of balancing breathing practices, their usage, and contraindications
    - Explain and apply the different types of breathing practices (energizing/calming/balancing) to meet students' needs (according to habitual reactivity)
3. Create and use concentration and meditation practices tailored to student's current physical, emotional, and nervous system needs (i.e., up- versus down-regulation).
  - Evaluation Method for Learning Objective 3
    - Define and explain the difference between mental patterns (vrittis)
    - Discuss and apply useful and unuseful mental habits for students/clients/self
    - Define and explain the difference between mind states
    - Apply knowledge of mental patterns and mind states into teaching techniques related to concentration, mindfulness, and meditation practices
4. Develop and apply yoga sequences and interventions that can be used with individuals of varying needs at the same time.
  - Evaluation Method for Learning Objective 4
    - Define intended population and be able to discuss teaching considerations related to symptomatology outlined in the koshas model
    - Develop sequences that are tailored and adapted and that include a clear theme and intention
    - Explain and provide a rationale for all choices (e.g., variations, props, etc.)
5. Describe and demonstrate language skills that allow for teaching individuals of varying needs at the same time, while remaining empowering, inviting agency, and highlighting a student-centered practice.
  - Evaluation Method for Learning Objective 5
    - Describe and explain language and cuing considerations for varying populations
    - Be able to apply language and cuing skills in practice-teaching scenarios

**Schedule and Continuing Education Hours by YA Category**

<b>Friday September 8, 2023</b>							
<b>Time</b>	<b>Topic</b>	<b>TTP</b>	<b>TM</b>	<b>AP</b>	<b>YH</b>	<b>Prac</b>	<b>SPC</b>
1p-3p	Opening centering; Koshas-based adaptive framework				2		
3p-5p	Reading students - conceptual overview of buckling, bracing, and resilience		2				
6-8p	Exploring annamaya kosha Somatic consciousness and physical considerations			1	1		
<b>Saturday September 9, 2023</b>							
<b>Time</b>	<b>Topic</b>	<b>TTP</b>	<b>TM</b>	<b>AP</b>	<b>YH</b>	<b>Prac</b>	<b>SPC</b>
9a-10a	Exploring pranamaya koshas: vital/affective conscious and energetic considerations			1	1		
10a-12p	Practicum: Tailoring sequences for physical needs and expressions			1		1	
1p-3p	Practicum: Tailoring sequences for physical needs and expressions, continued			1		1	
3p-5p	Practicum: Tailoring sequences for energetic and emotional needs and expressions		1			1	
6p-8p	Exploring manomaya kosha: Mind consciousness and psychological considerations				2		
<b>Sunday September 10, 2023</b>							
<b>Time</b>	<b>Topic</b>	<b>TTP</b>	<b>TM</b>	<b>AP</b>	<b>YH</b>	<b>Prac</b>	<b>SPC</b>
9a-10a	Practicum: Tailoring sequences for energetic and emotional needs and expressions	1				1	
10a-12p	Practicum: Tailoring sequences for mental and emotional needs and expressions	1				1	
1p-3p	Psychological practices and adaptations (imagery, concentration, mindfulness)	1				1	
3p-5p	Application of psychological practices and adaptations (imagery, concentration, mindfulness)	2					
6p-8p	Discussion of applied teaching methods		2				
<b>Monday September 11, 2023</b>							
<b>Time</b>	<b>Topic</b>	<b>TTP</b>	<b>TM</b>	<b>AP</b>	<b>YH</b>	<b>Prac</b>	<b>SPC</b>
9a-10a	Exploring vijnanamaya kosha: wisdom, insight, and compassion				2		
11a-1p	Integrating the kosha model to develop adaptive, tailored, person-centered practices				2		
<b>30 hours of YA CE or YTT 300 in the following categories:</b>		<b>5</b>	<b>5</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>0</b>

Notes: YA=Yoga Alliance; CE=Continuing Education

TTP=Techniques, Training, and Practice; TM=Teaching Methodology; AP=Anatomy and Physiology; YH=Yoga Humanities; Prac=Practicum; Spc=area of program specialization

### ***Provided Handouts***

Several handouts and the slide set for the workshop will be provided to registered and paid enrollees on the day of the workshop. These materials are provided with the understanding that students will not duplicate, distribute, or otherwise publicly use these materials without express permission and proper attribution and referencing.

Handouts (possibly among others) to be provided include:

- *SANKALPA – Teaching with Intention*
- *Illustration of the Layers-of-Self (Koshas) Model*
- *The Eight Limbs of Yoga Briefly Defined*
- *Gunās as Fundamental Human Ways of Embodying Nature*
- *Interactions of the Kleshas and Vrittis*
- *Pathways of Sensory Processing Engaged in Integrated Yoga*
- *Principles of Trauma-Informed Yoga*
- *Guide to Observing and Assessing Yoga Professionals*
- *Slide Set and Video for the Training*

A training content manual will also be provided and will be made available before the beginning of the workshop. It will be helpful for participants to review the manual before the start of the weekend.

### ***Suggested Readings***

It is recommended that in preparation for the workshop you read all YogaX blogs, peruse YogaX webpage resources, and try out some of the offered free practices (asana, pranayama, meditation, and more) at [yogaXteam.com](http://yogaXteam.com) and on the YogaX Team YouTube channel.

It will be helpful to have familiarity with the *Yoga Sutras of Patanjali* prior to attendance (but it is not required). Many translations exist and you can choose any one. Several are available for free online (<http://www.swamij.com/yoga-sutras.htm> and <http://www.arlingtoncenter.org/Sanskrit-English.pdf>).

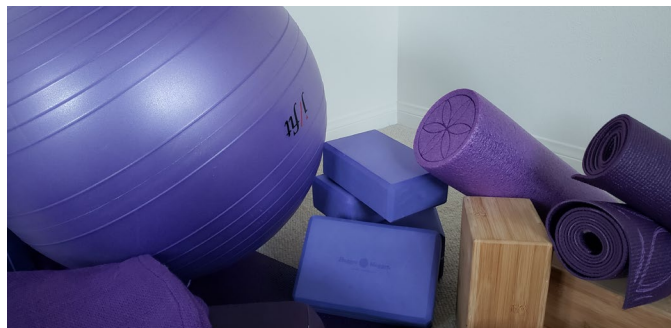
The following readings will be helpful as you deepen your journey once you have completed the workshop. Links to the articles will be made available on the webpage for this manual.

- Dana, D., & Porges, S. (2018). *Clinical applications of the polyvagal theory: The emergence of polyvagal-informed therapies*. New York: Norton.
- Feldman Barrett, L. (2017). *How emotions are made*. New York: Mariner.
- Heyman, J. (2019). *Accessible yoga: Poses and practices for every body*. Boulder: Shambala.
- Justice, L., Brems, C., & Ehlers, K. (2018). Bridging body and mind: Considerations for trauma-informed yoga. *International Journal of Yoga Therapy*, 28, 39-50.
- Parker, G. (2020). *Restorative yoga for ethnic and race-based stress and trauma*. London: Singing Dragon.
- Porges, S. W. (2017). *The pocket guide to the polyvagal theory: The transformative power of feeling safe*. New York, NY: W. W. Norton.
- Sullivan, M. B., Erb, M., Schmalzl, L., Moonaz, S., Taylor, J. N., & Porges, S. (2018). Yoga therapy and polyvagal theory: The convergence of traditional wisdom and contemporary neuroscience for self-regulation and resilience. *Frontiers in Human Neuroscience*, 12, 67-82.

## *Training Format*

The workshop 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. 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.

- Stanford University requires that you sign the release form (link above) to be able to participate in the activities that are part of this workshop. It assumed that you have agreed to this document when you pay or use the provided zoom link for the workshop.
- Required training activities start promptly. 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.
- Participants have to provide their own props for the virtual training sessions. Minimum prop equipment includes 2 yoga blocks, 1 yoga strap (10 feet is preferable), 1 yoga bolster, 1-2 blankets, and a yoga mat. 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.
- 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.
- Please ask questions – before class, after class, and during class. If you are wondering about something – whether it is 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.
- Always honor your own intuition and body wisdom – if something feels wrong, 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 throughout.
- 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 me aware of any medical conditions that may affect your yoga practice. It is helpful for me to know if you are modifying practices 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.
- Thank you for keeping your cameras on during virtual sessions to the degree possible and appropriate.



## Bibliography

Evidence-Based Benefits of Yoga for Mental Health – Clinical Symptoms and Disorders	
Anxiety	<p>Keller, A. (2017). <i>Systematic review of scientific evidence supporting yoga as an alternative treatment for generalized anxiety disorder</i>. Wright State University, Dayton, Ohio.</p> <p>Khalsa, M. K., Greiner-Ferris, J. M., Hoffman, S. G., &amp; Khalsa, S. B. S. (2015). Yoga-enhanced cognitive behavioral therapy (Y-CBT) for anxiety management: A pilot study. <i>Clinical Psychology &amp; Psychotherapy</i>, 22, 364-371.</p> <p>Li, A. W., &amp; Goldsmith, C. W. (2013). The effects of yoga on stress and anxiety. <i>Alternative Medicine Review</i>, 17, 21-35.</p> <p>Satyapriya, M., Nagarathna, R., Padmalatha, V., &amp; Nagendra, H. R. (2013). Effect of integrated yoga on anxiety, depression and wellbeing in normal pregnancy. <i>Complementary Therapies in Clinical Practice</i>, 19, 230-236.</p>
Anger	<p>Kanojia, S., Sharma, V. K., Gandhi, A., Kapoor, R., Kukreja, A., &amp; Subramanian, S. K. (2013). Effect of yoga on autonomic functions and psychological status during both phases of menstrual cycle in young healthy females. <i>Journal of Clinical and Diagnostic Research</i>, 7, 2133-2139.</p> <p>Nogge, J. J., Steiner, N. J., Minami, T. &amp; Khalsa, S. S. (2012). Benefits of yoga for psychosocial well-being in a US high school curriculum: A preliminary randomized controlled trial. <i>Journal of Developmental &amp; Behavioral Pediatrics</i>, 33, 193-201.</p> <p>Lavey, R., Sherman, T., Mueser, K. T., Osborne, D. D., Currier, M., &amp; Wolfe, R. (2005). The effects of yoga on mood in psychiatric inpatients. <i>Psychiatric Rehabilitation Journal</i>, 28, 399-402.</p>
Depression	<p>Butler, L. D., Waelde, L. C., Hastings, T. A., Chen, X., Symons, B. Marshall, J.J., ... Spiegel, D. (2008). Meditation with yoga, group therapy with hypnosis, and psychoeducation for long-term depressed mood: a randomized pilot trial. <i>Journal of Clinical Psychology</i>, 64, 806-820.</p> <p>Chandratrya, S. (2011) Yoga: An evidence-based therapy. <i>Journal of Mid-Life Health</i>. 2, 3.</p> <p>Kanojia, S., Sharma, V. K., Gandhi, A., Kapoor, R., Kukreja, A., &amp; Subramanian, S. K. (2013). Effect of yoga on autonomic functions and psychological status during both phases of menstrual cycle in young healthy females. <i>Journal of Clinical and Diagnostic Research</i>, 7, 2133-2139.</p> <p>Kinser, P. A., Bourguignon, C., Whaley, D., Hauenstein, E., &amp; Taylor, A. G. (2013). Feasibility, acceptability, and effects of gentle Hatha yoga for women with major depression: Findings from a randomized controlled mixed-methods study. <i>Archives of Psychiatric Nursing</i>, 27, 137-147.</p> <p>Lavey, R., Sherman, T., Mueser, K. T., Osborne, D. D., Currier, M., &amp; Wolfe, R. (2005). The effects of yoga on mood in psychiatric inpatients. <i>Psychiatric Rehabilitation Journal</i>, 28, 399-402.</p> <p>Lavretsky, H., Epel, E. S., Siddarth, P., Nazarian, N., Cyr, N. S., Khalsa, D. S., ... Irwin, M.R. (2013). A pilot study of yogic meditation for family dementia caregivers with depressive symptoms: Effects on mental health, cognition, and telomerase activity. <i>International Journal of Geriatric Psychiatry</i>, 28, 57-65.</p> <p>Shahidi, M., Motjahed, A., Modabbernia, A. Motjahed, M., Shafiabady, A., Delavar, A., &amp; Honari, H. (2011) Laughter yoga versus group exercise program in elderly depressed women: A randomized controlled trial. <i>International Journal of Geriatric Psychiatry</i>, 26, 322-327.</p> <p>Sharma, V.K., Das., S., Mondal, S., Goswami., U., &amp; Gandhi, A. (2005). Effects of sahad yoga on depressive disorders. <i>Indian Journal of Physiology and Pharmacology</i>, 49, 462-468.</p> <p>Uebelacker, L. A., Tremont, G., Epstien-Lubow, G., Gaudio, B. A., Gillette, T., Kalibatseva, Z., &amp; Miller, I.W. (2010). Open trial of Vinyasa yoga for persistently depressed individuals: Evidence of feasibility. <i>Behavior Modification</i>, 34, 247-264.</p> <p>Woolery, A., Myers, H., Sternlieb, B., &amp; Zeltzer, L. (2004). A yoga intervention for young adults with elevated symptoms of depression. <i>Alternative Therapies in Health and Medicine</i>, 10, 60-63.</p>
Attention Deficit & Cognition	<p>Chaya, M. S., Nagendra, H., Selvam, S., Kurpad, A., &amp; Sirinvasan, K. (2012). Effect of yoga on cognitive abilities in schoolchildren from a socioeconomically disadvantaged background: A randomized controlled study. <i>Journal of Alternative &amp; Complementary Medicine</i>. 18, 1161-1167.</p> <p>Jensen, P. S., &amp; Kenny, D.T. (2004). The effects of yoga on the attention and behavior of boys with attention-deficit/hyperactivity disorder. <i>Journal of Attention Disorders</i>, 7, 205-216.</p> <p>Telles, S., Singh, N., Bhardwaj, A. K., Kumar, A., &amp; Balkrishna, A. (2013). Effect of yoga or physical exercise on physical, cognitive and emotional measures in children: A randomized controlled trial. <i>Child &amp; Adolescent Psychiatry &amp; Mental Health</i>, 7, 37.</p>
Eating Disorders	<p>Carei, T. R., Fyfe-Johnson, A.L., Breuner, C. C., &amp; Brown, M. A. (2010). Randomized controlled trial of yoga in the treatment of eating disorders. <i>Journal of Adolescent Health</i>, 46, 346-351.</p> <p>Mitchell, K. S., Mazzeo, S. E., Rausch, S. M., &amp; Cooke, K. L. (2006). Innovative interventions for disordered eating: Evaluating dissonance-based and yoga interventions. <i>International Journal of Eating Disorders</i>, 40, 120-128.</p>
Trauma Spectrum	<p>Carter, J. J., Gerbarg, P. L., Brown, R. P., Ware, R. S., D'Ambrosio, C., Anand, L., ... Katzman, M. A. (2013). Multi-component yoga breath program for Vietnam veteran Post Traumatic Stress Disorder: Randomized controlled trial. <i>Journal of Traumatic Stress Disorders &amp; Treatment</i>, 2:3. doi:http://dx.doi.org/10.4172/2324-8947.1000108</p> <p>Emerson, D., &amp; Hopper, E. (2011). <i>Overcoming trauma through yoga: Reclaiming your body</i>. Berkeley, California: North Atlantic Books.</p> <p>Mitchell, K. S., Dick, A. M., DiMartino, D. M., Smith, B. N., Niles, B., Koenen, K. C., &amp; Street, A. (2014). A pilot study of a randomized controlled trial of yoga as an intervention for PTSD symptoms in women. <i>Journal of Traumatic Stress</i>, 27, 121-128.</p> <p>Porges, S. (2017). <i>The pocket guide to the polyvagal theory: The transformative power of feeling safe</i>. Norton.</p> <p>Staples, J. K., Hamilton, M. F., &amp; Uddo, M. (2013). A yoga program for the symptoms of post-traumatic stress disorder in veterans. <i>Military Medicine</i>, 178, 854-60.</p>

	<p>Thordardottir, K., Gudmundsdottir, R., Zoega, H., Valdimarsdottir, U. A., &amp; Gudmundsdottir, B. (2014). Effects of yoga practice on stress-related symptoms in the aftermath of an earthquake: A community-based controlled trial. <i>Complementary Therapies in Medicine, 22</i>, 226-234.</p> <p>van der Kolk, B. A., Stone, L., West, J., Rhodes, A., Emerson, D., Suvak, M., &amp; Spinazzola, J. (2014). Yoga as an adjunctive treatment for post-traumatic stress disorder: a randomized controlled trial. <i>Journal of Clinical Psychiatry, 75</i>, 559-565.</p>
<i>Evidence-Based Benefits of Yoga for Mental Health – Wellbeing, Coping, and Stress Perception</i>	
Stress	<p>Brems, C. (2015). A yoga stress reduction intervention for university faculty, staff, and graduate students. <i>International Journal of Yoga Therapy, 25</i>, 61-77.</p> <p>Kauts, A., &amp; Sharma, N. (2009). Effect of yoga on academic performance in relation to stress. <i>International Journal of Yoga, 2</i>, 39-43.</p> <p>Luu, K., &amp; Hall, P. (2015). Hatha yoga and executive function: A systematic review. <i>Journal of Alternative and Complementary Medicine, 22</i>, 125-33.</p>
Coping Skills	<p>Chong C. S., Tsunaka M., Tsang H. W., Chan E. P., &amp; Cheung W. M. (2011) Effects of yoga on stress management in healthy adults: A systematic review. <i>Alternative Therapy in Health and Medicine, 17</i>, 32-38.</p> <p>Colgan, D., Christopher, M., Bowen, S., Brems, C., Hunsinger, M., Tucker, B., &amp; Dapolonia, E. (in press). Mindfulness-based wellness and resilience training among interdisciplinary primary care teams: A mixed-methods feasibility and acceptability trial. <i>Primary Health Care Research &amp; Development</i>.</p> <p>Noggle, J. J., Steiner, N. J., Minami, T. &amp; Khalsa, S. S. (2012). Benefits of yoga for psychosocial well-being in a US high school curriculum: A preliminary randomized controlled trial. <i>Journal of Developmental &amp; Behavioral Pediatrics, 33</i>, 193-201.</p> <p>Sethi, J. K., Nagendra, H. R., &amp; Ganpat, T. S. (2013). Yoga improves attention and self-esteem in underprivileged girl student. <i>Journal of Education and Health, 2</i>, 55.</p>
Emotional Wellbeing	<p>Sethi, J. K., Nagendra, H. R., &amp; Ganpat, T. S. (2013). Yoga improves attention and self-esteem in underprivileged girl student. <i>Journal of Education and Health, 2</i>, 55.</p> <p>Telles, S., Singh, N., Bhardwaj, A. K., Kumar, A., &amp; Balkrishna, A. (2013). Effect of yoga or physical exercise on physical, cognitive and emotional measures in children: A randomized controlled trial. <i>Child &amp; Adolescent Psychiatry &amp; Mental Health, 7</i>, 37.</p>
<i>Evidence-Based Benefits of Yoga for Overall Health Outcomes</i>	
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<i>Relevant Yoga Psychology and Yoga Mechanisms Readings</i>	
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