

Consultation and Supervision of Yoga Service Providers in Healthcare

Syllabus

Christiane Brems, PhD, ABPP, ERYT500, C-IAYT
April 4 – June 13, 2024; 30 hours (Thursdays 4 to 7 pm)

Target Audience and Instructional Level

This is an advanced-level course *geared to experienced yoga services providers* with concurrent healthcare credentials and/or interest in healthcare applications. Trainees will learn how to provide feedback, consultation, and supervision to beginning and intermediate yoga services providers who are learning to apply integrated holistic yoga principles in physical and mental healthcare settings. The course is aimed at individuals with well-developed skills and applied experience in providing *integrated holistic yoga services in healthcare settings* who want to teach, supervise, and consult for other yoga service providers and/or healthcare professionals about how to do so in practical and applied settings.

Training Pragmatics

- Cost: \$800 tuition for this 30-hour workshop **or** YogaX program prepaid enrollment
- This training is delivered via online synchronous instruction and with full-time contact with the lead teacher, Chris Brems (see Training Format below for specific details of training delivery)
- This training is delivered via online synchronous instruction and fulltime contact with the lead teacher, Christiane Brems, PhD, ABPP, ERYT500, C-IAYT (see Training Format for training delivery details)
- Participation (by entering the zoom link and/or making payment) 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
- YogaX has no commercial support for this event and there are no disclosable conflicts of interest.
- Zoom links for all mentorship and experiential sessions are provided on the module's private webpage.

Prerequisites

- Acceptance into a YogaX advanced training program (e.g., IAYT-Question or 800-hour IH Therapy)
- Completion of at least five modules in the 300-hour YTT, including the following:
 - completion of the IHY Teaching Methods Module
 - completion of the IHY Mental Health Module
- Successful screening interview with the Module Lead Teacher

Module Lead Teacher

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

More information at <https://profiles.stanford.edu/christiane-brems>

Training Content Summary

This course provides advanced trainees with the learning necessary to serve as consultants or supervisors of (1.) yoga teachers who wish to become more integrated and holistic in their yoga teaching and services, particularly in healthcare settings and/or (2.) qualified healthcare professionals who seek to integrate therapeutic yoga principles and practices into their extant clinical practice.

Integrated holistic yoga offers a vision that honors the deep cultural tradition that dates yoga back thousands of years. It integrates modern neuroscience with ancient practices to demonstrate the profound wisdoms in the original teachings that we are relearning and rediscovering every day. Integrated holistic yoga embraces inclusiveness, access, diversity, health, wellbeing, and resilience for all. It is a practice of and for community; it honors interdependence and co-regulation. Integrated holistic yoga represents a return to yoga as it was traditionally practiced. Ancient yoga was physical only to prepare practitioners for the more important interior practices (such as concentration and meditation) and interpersonal applications of a thoughtful and deliberate code of life and discipline (Brems, et al., 2016; Freeman et al., 2017).

Modern integrated holistic yoga (as defined by Brems, 2022) is a practice that combines body, emotion, mind, spirit, and community through a comprehensive lifestyle with implications for individual and collective wellbeing (Feuerstein, 2013; Iyengar, 2005; White, 2007). It promotes self-compassion, introspection, and community that lead to insights that alter human physiology and anatomy, and – perhaps more importantly – emotions, cognitions, behaviors, and relationships. Integrated holistic yoga can be practiced by anyone who can breathe without assistance, almost anywhere, for little to no cost (Dittman & Freedman, 2009; Ross et al., 2013). Integrated holistic yoga motivates practitioners to adhere to the practice more so than a unidimensional posture practice (Dittman & Freedman, 2009) and is freed from Western media stereotypes that tend to limit who seeks access to yoga.

Given the benefits that can arise from integrated holistic yoga, it is important to develop systematic ways through which to impart its teaching principles and foundations to individuals who teach yoga, including yoga teachers who may have been trained in yoga systems that did not honor integrated holistic yoga model and principles. An essential aspect of such training is observation, consultation, and supervision of yoga teachers as they augment and refine their teaching skills to integrate this model into their instruction. This requirement has resulted in a need for advanced yoga service providers (preferably with concurrent healthcare credentials) who are already practiced in the integrated holistic model *to learn how to provide effective and holistic consultation and supervision.*

Integrated Holistic Yoga – A Definition and Commitment

- ***A practice of wholeness*** – an honoring of all layers of self, biopsychosociocultural context, interconnection, and community in all their complexity
- ***A practice of integration*** – the application of all eight traditional practices (aka limbs) of yoga, four noble truths, science and soul, and their interdependence and coordination
- ***A practice of accessibility and affiliation*** – a commitment to equity, inclusion, engaged action, and personal as well collective empowerment
- ***A practice of intentionality*** – a commitment to making the world a better place; living with intention
- ***A practice of beneficence*** – an understanding of yoga’s health and mental health benefits via several mechanisms of change and a commitment to beneficence

Learning Objectives

Learning Objective #1

Identify, assess, and provide feedback about the presence of all aspects of integrated holistic yoga; namely, attention to all koshas – wholism; integration of all limbs of yoga – integration; considerations of accessibility – equity and inclusivity; clarity and continuity of intention and purpose in the practice – intentionality; and inclusion of psychoeducation about the risk and benefits of the offered yoga practice

Evaluation Method for Learning Objective #1

- assess and provide reinforcing and formative feedback about observed attention to all koshas – wholism
- assess and provide reinforcing and formative feedback about observed integration of all limbs of yoga – integration
- assess and provide reinforcing and formative feedback about observed considerations of accessibility – equity and inclusivity
- assess and provide reinforcing and formative feedback about observed clarity and continuity of intention and purpose in the practice – intentionality
- assess and provide reinforcing and formative feedback about observed inclusion of psychoeducation about the risk and benefits of the offered yoga practice

Learning Objective #2

Define, assess, and provide feedback about the overall sequencing arc of an integrated holistic yoga class; including, opening and intention setting, centering or breathing practice, warm up and preparation, peak sequence, cool-down or counter practice, inner practice and savasana, and closing and gratitude

Evaluation Method for Learning Objective #2

- observe a yoga class sequence to assess the presence of an integrated holistic yoga sequencing arc
- provide reinforcing and formative feedback about the arc of the observed yoga class
- provide feedback that integrates the teaching and application of how to develop and apply an arc within an individual class
- provide feedback that integrates the teaching and application of how to develop and apply an arc within an individual class and – if applicable – across an integrated holistic series

Learning Objective #3

Define, assess the presence of, and provide feedback about the expressed understanding of the components of teaching yoga with intention – the SANKALPA model; namely, Student variables, Aim or intention, New learning, Koshas, Applied psychology, Limbs of yoga, Pedagogy, and Affiliation and safety

Evaluation Method for Learning Objective #3

- observe the presence of all relevant aspects of the model and delineate which ones were not attended to but could or should have been
- provide feedback about aspects of the model that were applied, giving reinforcing and constructive (or formative) feedback
- provide feedback about missed aspects of the model that would have been relevant but were overlooked

Learning Objective #4

Demonstrate an understanding of buckling, bracing, and resilience and how to observe these concepts and how to provide feedback about them, including defining all three concepts and explain how they might interact and manifest in students and teachers in all koshas

Evaluation Method for Learning Objective #4

- observe and provide reinforcing and formative feedback about how buckling may manifest in teacher demonstrations, offers of variations, and – if applicable – hands-on adjustments
- observe and provide reinforcing and formative feedback about how bracing or gripping may manifest in teacher demonstrations, offers of variations, and – if applicable – hands-on adjustments
- observe and provide reinforcing and formative feedback about how resilience may manifest in teacher demonstrations, offers of variations, and – if applicable – hands-on adjustments

Learning Objective #5

Demonstrate an understanding of other important teaching strategies, including but not limited to, establishing relationships and environments of safety and trust, scaffolding approaches to teaching, balancing effort and ease as well as commitment or discipline and non-attachment or striving, working with lines of energy, cuing mindfulness, attunement, and awareness (the 4 -ceptions), embracing trauma sensitivity and informedness when relevant and appropriate, making skillful language choices, and making skillful choices about demonstration

Evaluation Method for Learning Objective #5

- observe the presence of all relevant teaching strategies and delineate which ones were not attended to but could or should have been
- provide feedback about relevant teaching strategies that were applied, giving reinforcing and constructive (or formative) feedback
- provide feedback about missed teaching strategies that would have been relevant but were overlooked

Schedule and Educational Hours by IAYT and YA Category

Didactic Schedule

Date	Time	Topic
3.16.24	4p – 6p	Pragmatics of observation, consultation, and supervision
4.4.24	4p – 6p	Principles of integrated holistic observation, consultation, and supervision
4.11.24	6p – 7p	Principles of feedback – the sandwich method
5.11.24	9a – 10a	Debrief of observation experiences and reflections on feedback
6.20.24	6p – 7p	Wrap-up and final debrief

Observation and Clinical Teaching Schedule

Date	Time	Topic
Th 4.11.24	4p – 7p	Co-taught session (~20 min per teacher) – no specific shape/posture focus
Th 4.18.24	4p – 7p	Standing shapes
Th 4.25.24	4p – 7p	Arm standing shapes
Th 5.2.24	4p – 7p	Standing or arm standing shapes
Th 5.9.24	4p – 7p	Seats / seated shapes
Th 5.16.24	4p – 7p	Twists / rotational shapes
Th 5.23.24	4p – 7p	Forward folding shapes
Fr 5.31.24	1p – 6p	Backbending shapes ---- SUPERVISION provided by Heather and Geno on site
Th 6.6.24	4p – 7p	Inversions
Th 6.13.24	4p – 7p	Breath and movement
Make-up day	4p – 7p	As needed for the group

Specific details about which students are teaching and the rotation schedule for the supervisors is provided in the next page. This page is confidential and never listed in a public place (e.g., it is not provided in this syllabus on the YogaX webpage). This information, with zoom links, is provided in the Google classroom for this module for ease of access to any assigned session. **FOR NOW AN OLD SAMPLE IS SHOWN BELOW.**

30 hours of training total – Yoga Alliance categories:	TTP	TM	AP	YH	Prc	Spc
TTP=Techniques, Training, and Practice; TM=Teaching Methodology; AP=Anatomy and Physiology; YH=Yoga Humanities; Prac=Practicum; Spc=area of program specialization	0	7	0	0	23+	30

30 hours of training total – IAYT categories:	YF	BPF	TT	Prc	PP
YF=Yoga Foundations; BPF=Biomedical and Psychological Foundations; TT=Yoga Therapy Tools and Therapeutic Skills; Prc=Practicum; PP=Professional Practice	0	0	7	23+	0

Materials To Be Provided To Enrollees

Several handouts and two manuals will be provided to registered and paid enrollees. 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. All of the following materials and resources will be available in the Google Classroom for this module:

Materials to be provided include:

- *Syllabus* for the current module
- *Observation schedule* (Page 6 of syllabus as a separate link for ease of access)
- *Module Content Manual*
- *YTT200 Content Manual(s)*
- *YTT200 Handout for Practice Teaching*
- *Zoom links* for all Thursday evening teaching groups (identifying student teacher names)

Readings

Readings and Practices

Required Readings – Texts

- Brems, C. (2023). *Ancient wisdoms and science of yoga: A companion for 200-hour yoga teacher training for healthcare and allied healthcare settings*. Self-published: Santa Barbara, CA.
- Brems, C. (2023). *Consultation and supervision of yoga service providers in healthcare*. Self-published: Santa Barbara, CA.
- Brems, C. (2022). *Yoga for health and resilience: An evidence-based practice protocol for yoga in healthcare*. Santa Barbara, CA.
- Brems, C. (2024). *Integrated holistic yoga for mental health: Cultivating emotional resilience and fortitude*. Self-published: Santa Barbara, CA.

Required Readings – Blogs

It is recommended that in preparation for the workshop you **read all YogaX blogs**, especially the following:

- <https://www.yogaxteam.com/blog/innerlimbs>
- <https://www.yogaxteam.com/blog/physicallimbs>
- <https://www.yogaxteam.com/blog/lifestylelimbs>
- <https://www.yogaxteam.com/blog/koshas>
- <https://www.yogaxteam.com/blog/who-can-do-yoga>

Additional Recommended Readings

- Bondy, D. (2020). *Yoga where you are: Customize your practice for your body and your life*. Boulder, CO: Shambhala.
- Feuerstein, G. (2013). *The psychology of yoga: Integrating Eastern and Western approaches for understanding the mind*. Boston, MA: Shambhala.
- Hanson-Lasater, J. (2020). *Yoga myths*. Boulder, CO: Shambhala.
- Johnson, M.C. (2020). *Skill in action: Radicalizing your yoga practice to create a just world*. Boston, MA: Shambhala.
- McGonigal, K. (2015). *The upside of stress*. New York, NY: Avery.
- Rountree, S. & DeSiato, A. (2019). *Teaching yoga beyond the poses: A practical workbook for integrating themes, ideas and inspiration into your class*. Berkeley, CA: North Atlantic Books.

Recommended Personal Practice

It will be helpful to have cultivated a regular yoga practice for at least 3 years, but it is not required. Also, peruse YogaX webpage resources and **try out and evaluate some of the offered free practices** (asana, pranayama, meditation, and more) at yogaXteam.com and on the YogaX Team YouTube channel at youtube.com/c/yogaxteam. Observation of YogaX teachers and others may be particularly helpful in preparing for observation skills in this course and in translating observation into feedback that is reinforcing positive skills, supportive of ongoing skill development, and formative with regard to areas of teaching in need of improvement.

Requirements for Module Completion

Successful completion of the module is contingent on successful engagement in several assignments, summarized here and described in detail below:

- Attendance and participation in all learning sessions (didactic, peer debriefing, and observation and feedback with 200-hour trainees)
- Adherence to yoga ethics and life choices for purposeful living
- Skillful completion of assigned observation and feedback sessions
- Adherence to the principles of observation, consultation, supervision, and feedback covered in the didactics
- Openness to feedback about feedback from peers and the module lead teacher on your consultation skills

Attendance and Participation

Attendance is required of (1) all didactic sessions, (2) all peer debriefing session, and (3) all observation and feedback sessions with 200-hour trainees sessions. Unavoidable absences need to be excused prior to the session to be missed and make-up work will be assigned as appropriate (typically consisting of watching the video of missed class time and writing a brief reflection about the material). Most helpfully, at least 72 hours prior notice would be given, though it is understood that emergencies may not make this possible. Online didactic sessions will be recorded and, in case of unavoidable absences, can be made up by viewing the video before the next observation and feedback session that occurs after the missed didactic session.

Trainees are strongly encouraged to attend all didactic sessions in person whenever possible as participation is essential to the consolidation of didactic learning. It will be helpful to be prepared for each didactic session with questions about theory and application. Debriefing of observation and feedback session is integrated into the didactics and crucial to applying theory to practice.

General Attendance Policies

Trainees are strongly encouraged to attend all mentorship sessions in person whenever possible as participation is essential to the consolidation of practical learning based on the observation and clinical teaching session. It will be helpful to be prepared for each mentorship session with questions about clinical supervision issues encountered as well as about specific clinical applications. Debriefing of observation and clinical teaching session is integrated into the mentorship sessions and crucial to applying theory to practice.

Please review the YogaX Policy and Procedures Manual for more information about attendance (and other) policies. Also note that for successful completion of the module, trainees must be present for a minimum of 75% of all didactic and peer debriefing session and must be present for the first and last session with the Module Lead Teacher.

Attendance of Observation and Clinical Teaching Sessions

Attendance of all observation and feedback (OCT) sessions is *crucial and required*. Absences need to be excused at least 72 hours prior to the OCT session to be missed, as a replacement observer will need to be arranged. Make-up work for missed OCT sessions will be assigned as appropriate (typically consisting of watching the video of the missed OCT and writing a brief feedback summary for each trainee who taught a yoga class). We do not typically record OCT sessions; we will only do so if an observer has to miss a session.

Although another observer will cover your missed session, you will still be asked to view the session and provide feedback for the teachers. You will have one week to view the OCT video. Trainee feedback (via a scheduled session or in writing) has to be provided before that individual is scheduled to teach again (see the Observation and Clinical Teaching schedule for this information).

Adherence to Yoga Ethics and Life Choices for Purposeful Living

In addition to the above, all trainees are assessed on whether they demonstrate yoga values in their interpersonal relationships as noted during didactic and OCT sessions. 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:

- *Nonharming* – nonviolence and peacefulness toward self, other, and everything
- *Truthfulness* – honesty with oneself and in all relationships and contexts to create authenticity and integrity in day-to-day life
- *Non-stealing* – not taking what is not freely offered
- *Moderation* – wise use of personal life energy
- *Non-possessiveness* – not being greedy about possessions, relationships, actions, and other aspects of life
- *Purity* – simplicity and authenticity in action, speech, and thought
- *Contentment* – meeting every moment from a peaceful center that allows for discernment about how to take calm, appropriate action
- *Disciplined use of energy* – leading an impassioned life of determined effort and engaged practice
- *Self-reflection* – exploring personal reactions, habits, motivations, and intentions to guide toward self-knowledge, insight, and growth
- *Devotion to a greater good* – creating meaning for self and others through wise discernment

Skillful Completion of Assigned Observation and Feedback Sessions

Observation class periods may include one or two lead teacher and/or one or two observers. If two observers are assigned to a class period, they will each be assigned as the primary observer for one of two lead teachers. If there are two lead teachers, time management is crucial to maintain the overall 3-hour limit for the class period. Time management is the responsibility of the observer assigned to the first lead teacher (more detail below). **In the case of two observers, only the assigned observer will give feedback to the lead teacher. The other observer's role is to observe the debriefing and give feedback to the observer.** (see Openness to Feedback Section below). Observers need to record at least three debriefings over the course of the 10 weeks and be ready to present portions of these videos in the group sessions with their peers and the Module Lead Teacher.

The observer who is assigned to a first lead teacher in a class period needs to be prepared to help structure the class period, opening the class for the group, making sure timeframes are maintained (including stopping trainees who goes way over time with their teaching session), maintaining a consistent structure across each observed teaching session (see next section), and bringing closure to the teaching session.

Structure of Each Observed Teaching Session

Each observed teaching session will follow the same structure to create a consistent and predictable environment for the 200-hour trainees. During assigned observations, the observer needs to be prepared with a practice set-up, in case it becomes necessary to demonstrate physical teaching principles during the debrief and feedback portion of the observation session. The observer needs to be prepared with a note-taking method and plan for how best to capture and code the most essential aspects of what is observed and what needs to be commented on during the debrief. A method for note-taking will be discussed in the didactic session and it is strongly encouraged that new observers follow this method for the duration of this module.

It is the responsibility of the assigned first observer to make sure that the following structure is implemented for each observed teaching session to help with predictability and continuity for the lead teachers:

1. *Welcoming the group* – acknowledge all who are present; minimal introductions as needed (be mindful of time pressures)
 - a. identify the current session teachers and asks them to identify who goes first and who goes second
 - b. check in about readiness of the first assigned 200-hour trainee who is lead teaching
2. *Opening Questions to the Lead Teacher* – the observer takes charge of asking the following questions before a given student starts teaching:
 - Who is your intended clinical or under-resourced audience?
 - How long is your session? (minimum is 45 minutes; maximum is 60 minutes)
 - If unknown: Have you submitted your planned sequence via google classroom as required?
3. *First Session Teaching* – the observer now puts the lead teacher in charge to start the session
 - the lead teacher starts the session and is now in charge of time management
 - the observer turns off their video to be free to take notes and move without disrupting the lead teacher's flow and concentration
 - when the lead teacher has closed the session, the observer comes back to video and offers a brief bio break if needed by the group or lead teacher
 - if the lead teacher goes far over time, the observer needs to break in if the integrity of the overall class period is in question (i.e., if too little time is left for the second teaching session and/or the debriefing)
4. *Debrief Portion* – the observer takes charge to let the debrief session unfold in the following order:
 - lead teacher debriefs their experience first – make sure they address positives, negatives, and their emotional experience of the teaching session
 - next, peers are invited to provide feedback using the sandwich method of starting with an overall positive piece of feedback, then offering formative and supportive comments about possible improvements, and finally closing with positive and encouraging summary (more detail below and in the Content Manual)
 - lastly, the assigned observer provides feedback, using a modified sandwich method, where the middle (formative) portion walks the lead teacher through the session in detail with comments on structure, content, cuing, language, and more

If there are two lead teachers during the observed class period, the process for the second session will be exactly the same as for the first session. Thus, the observer(s) are responsible to make sure that sufficient time is left in the class period for the second session and debrief.

Adherence to Integrated Holistic Principles of Observation, Consultation, Supervision, and Feedback

Feedback is most helpfully framed if grounded in keen and careful observation. The material that follows provides a *summary of the framework* for observation that is in keeping with integrated holistic yoga. This framework can be applied in many contexts and *more detail is provided in the module's Content Manual*. Ample additional guidance can be gleaned for the Content Manual for Integrated Holistic Teaching Methods.

Skillful Observation

Skillful observation is rooted in attention to the five characteristics of integrated holistic yoga and the principles underlying the SANKALPA spiderweb of teaching with intention. With regard to the five characteristics of integrated holistic yoga, observers focus on noticing and taking notes about the presence and skillful incorporation of the following principles:

- explicit and implicit attention to *wholism* (i.e., all five koshas) throughout the yoga experience
- level of *integration* of all eight limbs, explicitly and implicitly
- skillfulness in creating an air of *accessibility and affiliation* in cuing, demonstration, use of props, language and other verbal and nonverbal communication
- clarity of *intentionality* and follow-through with the theme throughout the session
- overall *beneficence* of the yoga experience that was offered

Observers will also make note of the ways in which lead teacher grounds the class in the teaching methodology spiderweb, including the effects on the koshas. Observers need to attend to the following concepts in observing practices so that they may have clarity about how to address all of these aspects of successful teaching in their offered feedback:

1. consideration of **S**tudent needs/resources
2. clear development of **A**ims or intentions
3. incorporation of **N**ew learning for the intended audience of the session
4. attention and cuing related to all **K**oshas
5. incorporation of **A**ppplied yoga psychology principles
6. integration of all **L**imbs of yoga
7. **P**edagogy
8. consideration of **A**ffiliation for safety, accessibility, and beneficence

Format for Skillful Provision of Feedback

Feedback by observers for the lead teachers is framed according to the sandwich method of providing comments and debriefing. A summary is provided here; detail is contained in the module's Content Manual.

- *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

Observer Openness to Feedback about Feedback from Peers and Lead Teacher

On their own, for class periods that included two observers, these two individuals will provide feedback to each other about the other individual's provision of feedback to the 200-hour trainees. Observers will receive feedback from their peer for their observations, structure-building, and feedback to the lead teacher. 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 an observer, consultant, or supervisor. Through this experience, observers learn how to receive and provide feedback about their consultation/supervision skills in a manner that allows for integration of input, non-defensiveness, and transformation of attitudes, skills, and knowledge.

In addition to receiving feedback from a second observer sharing the same class period, feedback opportunities will also be created in the didactic and debrief sessions for the module with peers and the Module Lead teacher. For that purpose, observers need to record at least three debriefings over the course of the 10 weeks and be ready to present portions of these videos in the didactic sessions with their peers and the Module Lead Teacher.

*Pay attention not only to the cultivation of knowledge
but to the cultivation of qualities of the heart,
so that at the end of 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

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 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 maintain 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 be pondering 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.

