Part 1

IAYT

2017 Education Standards for the Training of Yoga Therapists

Crosswalk to the

2019 Accreditation Standards for Yoga Therapy Educational Programs

v2.0 092019
<table>
<thead>
<tr>
<th>2017 Standards</th>
<th>Overview of Changes</th>
<th>2019 Revision/Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1. Minimum Admission Requirements</strong></td>
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<tr>
<td><strong>1.1</strong> To ensure that students have a basic foundation in yoga teaching, the minimum admission requirement for a yoga therapy training program is a 200-hour teacher training, such as a Yoga Alliance 200-hour registered school program (RYS 200) or its equivalent.</td>
<td>Standard remains consistent with a minimum of 200-hour RYT training or equivalent. Language refinements and explanation of “equivalent” training provided (1.1.1-1.1.5)</td>
<td><strong>1.1</strong> The minimum admission requirement for a yoga therapy educational program is a 200-hour yoga teacher training, such as a Yoga Alliance 200-hour registered school program (RYS 200) or equivalent. An equivalent training integrates the following categories: 1.1.1 yoga techniques, 1.1.2 anatomy and physiology (western and eastern), 1.1.3 yoga philosophy foundations, 1.1.4 teaching methodology, and 1.1.5 practicum (practice teaching).</td>
</tr>
<tr>
<td><strong>1.2</strong> In addition to minimum yoga teacher training, students must have completed the following, which can be accomplished concurrently: 1.2.1 one year of teaching experience, with specifics to be determined by the school; and 1.2.2 one year of personal practice, with specifics to be determined by the school.</td>
<td>No significant changes. Minor language refinements</td>
<td><strong>1.2</strong> In addition to the minimum yoga teacher training prerequisite, students must have completed the following, which can be accomplished concurrently: 1.2.1 one year of teaching experience, with specifics to be determined by the program; and 1.2.2 one year of personal practice, with specifics to be determined by the program.</td>
</tr>
<tr>
<td><strong>Section 2. Length of Program</strong></td>
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<tr>
<td><strong>2.1</strong> An entry-level yoga therapy training program must be at least 800 hours total and taught over a minimum of two years. Schools may choose to allow more time for completion of the 800 hours. 2.1.1 The 800 hours does not include the admission requirements.</td>
<td>No significant changes. Minor language refinements</td>
<td><strong>2.1</strong> An entry-level yoga therapy educational program must be at least 800 hours total and taught over a minimum of two years. Programs may allow more time for completion of the requirements at their discretion. 2.1.1 The 800 hours minimum does not include the prerequisite admission requirements.</td>
</tr>
<tr>
<td><strong>Section 3. Curriculum and Hours in the Program</strong></td>
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</tr>
<tr>
<td><strong>3.1</strong> The curriculum addresses all competencies in the Competencies Profile 3.1.1 The curriculum may draw upon a range of yoga perspectives from different lineages and/or</td>
<td>More details regarding the curriculum expectations of programs. The</td>
<td><strong>3.1</strong> The program documents that all required competencies are met through the curriculum by the submission of a completed competencies chart.</td>
</tr>
</tbody>
</table>
3.1.2 The curriculum is delivered in such a way that allows students to acquire knowledge and develop the skills outlined in the Competencies Profile in a progressive and systematic manner, enabling them to design individualized yoga therapy protocols.

3.2 The total program must have a minimum of 800 hours.

**3.2.1** Of the minimum 800 hours, a minimum of 500 hours must be residential hours in the accredited program’s curriculum.

**3.2.2** Of the minimum 800 hours, a maximum of 300 hours may be distance learning hours.

**3.2.3** The practicum portion of the program must be a minimum of 205 hours.

**3.2.3.1** Of the 205 practicum hours, practicum delivery hours must total a minimum of 150 hours in which the student provides one-on-one or group yoga therapy sessions.

3.1.1 The curriculum may draw upon a range of lineages and/or traditions; however, these various perspectives must be integrated into a unified, cohesive philosophy that supports the practical application of the yoga therapy approach taught in the program.

3.1.2 The curriculum is delivered in a way that allows students to acquire knowledge and develop the skills outlined in the competencies chart in a progressive and systematic manner.

**3.1.3** The curriculum is designed to enable students to develop and deliver individualized yoga therapy.

**3.1.4** The curriculum addresses various learning styles of students and includes didactic learning, experiential learning, practicum-based skill building, personal development through mentorship, and sangha within the educational program.

**3.1.5** The program demonstrates a process by which student learning is sufficiently assessed throughout the program to determine that learning objectives and competencies have been met.

3.2 All program hours must be part of an integrated educational curriculum.

**3.2.1** All program hours, including electives, must be documented in the syllabus and competency chart.

**3.2.2** The minimum 800 program hours must include:

**3.2.2.1** A minimum of 500 residential hours.

**3.2.2.2** A minimum of 150 mentored practicum delivery hours:

**3.2.2.2.1** In which a student provides one to one or group yoga therapy sessions as a lead therapist in an appropriate setting as determined by the program director.
### 3.2.3.2 Practicum documentation and mentorship hours

Of the 205 practicum hours, **practicum documentation and mentorship hours** must total a minimum of 55 hours.

**3.2.3.3 Practicum delivery hours** may be conducted in an in-house clinic/classroom, community setting, or other appropriate location.

### 3.2.2.2.2 Practicum mentorship hours

Which are documented by the student and reviewed by the practicum mentor.

### 3.2.2.3 Practicum mentorship hours provided to the student by the assigned practicum mentor.

A minimum of 30 practicum mentorship hours provided to the student by the assigned practicum mentor.

### 3.2.3 The minimum 800 program hours may include:

- **3.2.3.1 A maximum of 200 hours delivered as synchronous (real-time) distance learning** which are counted toward the residential hours minimum.

- **3.2.3.2 A maximum of 300 hours delivered as asynchronous distance learning.**

- **3.2.3.3 A maximum of 175 hours of integrated, competency-based elective coursework.**

### 3.2.4 Homework and personal practice may not be counted toward program hours.

Homework and personal practice cannot be counted toward program hours.

### 3.2.5 Up to 300 transfer hours from another school program or course may be transferred at the discretion of the school.

**3.2.5.1 Transfer hours** must apply directly to a required competency(ies).

Transfer hours moved to SECTION 5 of the 2019 Standards.

Significant details have been added related to Transfer Credits. (5.1)

The new standards provide more flexibility in defining transfer hours and increased hours of transfer from within a program’s affiliated school.

### 3.2.6.1 Transfer credit hours are ineligible as transfer hours.

### 3.2.6.2 If transfer hours are accepted, the program must submit a transfer policy that documents the following:
<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>3.3</td>
<td>All practicum delivery hours must be mentored by a faculty member or assigned mentor and assessed.</td>
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<tr>
<td></td>
<td>3.3.1 Mentoring for practicum delivery is accomplished through oversight by an assigned faculty member or mentor who provides guidance and feedback to the student throughout their practicum delivery experience.</td>
</tr>
<tr>
<td></td>
<td>3.3.2 All practicum delivery hours must be documented and reviewed by the mentor.</td>
</tr>
<tr>
<td></td>
<td>3.3.3 A faculty member or assigned mentor is not required to be present at yoga therapy delivery sessions.</td>
</tr>
<tr>
<td></td>
<td>3.3.4 All mentored hours must be related to yoga therapy, the preparation for and review of practicum cases, and the growth of the student's ability to deliver yoga therapy.</td>
</tr>
<tr>
<td>3.4</td>
<td>Schools must designate practicum documentation and mentorship hours that help a student actively develop a clinical practice through a mentored experience.</td>
</tr>
<tr>
<td></td>
<td>3.4.1 The practicum documentation and mentorship hours contribute to a student's development of</td>
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</tbody>
</table>
the competencies addressed in section 4 of the Competency Profile.

### 3.4.2 Practicum documentation and mentorship hours

A combination of residential hours and distance learning hours.

#### 3.4.2.1 Hours spent in communication

Between a student and assigned mentor regarding the student's yoga therapy, studies or yoga therapy cases must be documented.

#### 3.4.2.2 One-on-one practicum mentorship

Offered via web-based tools or telephone may be counted towards residential hours, so long as they are conducted in real time.

### Section 4. Distance Learning

#### 4.1 Distance learning

Is supervised and delivered by the program's faculty members.

- **4.1.1 Distance learning** presents and addresses one or more competency in the core curriculum or fulfills hours within the practicum component of a program.

- **4.1.2** Distance-learning courses are facilitated by a faculty member.

- **4.1.3** Material for distance-learning courses is prepared in a logical sequence and delivered to the student in an academic format (e.g., reading assignments with study guides, instructional DVDs, online prerecorded material).

- **4.1.4** Distance learning hours are pre-determined.

- **4.1.5** Distance learning hours are assessed and evaluated.

- **4.1.6** The mechanism(s) by which students obtain feedback and/or interact with program faculty during distance learning must be documented.

4.1 A program may utilize distance learning as follows:

- **4.1.1** The format(s) utilized for distance learning must be identified and described.

- **4.1.2** Distance learning must address competencies and be included in the syllabus.

- **4.1.3** Documentation of distance learning must demonstrate how it is integrated into the curriculum and aligns with the philosophy, mission, and vision of the program.

- **4.1.4** Distance-learning hours must be predetermined like any other course.

- **4.1.5** Documentation of distance learning must demonstrate a logical sequence of content delivery in an academic format.

- **4.1.6** The mechanism(s) by which students obtain feedback and/or interact with program faculty during distance learning must be documented.
Section 5. Directors, Faculty Members, and Mentors

5.1 The **school director** determines educational objectives and activities of any **course** or **program** area, including, but not limited to, measures; assessments; records; reports or evaluation of students' attendance; and achievement or completion of lessons, **courses**, or training **program**.

5.1.1 The **school director** oversees the essential student records and data for which he or she is responsible, according to state law or school policy, and exercises technical and functional supervision over instructional staff, aides, or volunteers.

5.1.2 If there is no **school director**, the responsibilities of the **school director** may be met by the **program director**.

5.2 The **program director(s)** oversees the total training **program**, regardless of the amount of time in the classroom.

5.2.1 The **program director(s)** supervises and advises **faculty members** and assigned **mentors**, and is supervised by the **school director** when one exists.

5.2.2 The **program director(s)** is a C-IAYT.

5.2.3 The **program director(s)** has a thorough understanding of the range and depth of the subject.

Revised

Clarifications on the role of the school director explained to differentiate the role from the Program Director. (6.1)

6.1 Director(s): The school director oversees the essential student records and data for which he or she is responsible, according to state law or school policy, and exercises technical and functional supervision over instructional staff, aides, and/or volunteers.

6.1.1 If there is no school director, the responsibilities of the school director may be met by the program director(s).

6.2 The program director oversees the entire yoga therapy educational program. The program director may or may not be the school director. The program director must:

6.2.1 submit a curriculum vitae (CV) reflecting their qualifications to direct the program.

6.2.2 ensure that the educational program focuses on yoga therapy and that all educational objectives are met.

6.2.3 ensure curriculum integration throughout the entire program.

6.2.4 evaluate that student attendance, achievement, and completion of...
matter to be taught in the curriculum.

5.2.4 The **program director(s)** has the expertise with which to assess faculty qualifications for each course within the curriculum.

5.2.5 The **program director(s)** has a minimum of five years practical experience in yoga therapy.

<table>
<thead>
<tr>
<th>5.3 Faculty members</th>
<th>have well-established expertise and experience in the <strong>course(s)</strong> they teach, including training, certification, or a diploma in the field in which they teach, along with a minimum of three years practical experience in the field in which they teach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3.1 Faculty members</td>
<td>are employed or contracted by a school to provide either a classroom or <strong>distance-learning course/program</strong> for the purpose of delivering instruction or training necessary to meet the stated objectives of the <strong>course/program</strong>.</td>
</tr>
<tr>
<td>5.3.2 Faculty members</td>
<td>are supervised by the <strong>school director</strong> or the school’s <strong>program director</strong>.</td>
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</table>

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<tr>
<th>5.4 Mentors</th>
<th>are approved by the school to supervise a student(s) in training, whether in person, on the telephone, or through other electronic media formats, such as computer, as determined by the school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4.1 Mentors</td>
<td>are appointed by the <strong>program director</strong>.</td>
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</table>

| More emphasis has been placed on the role of the Program director as a supervisor and advisor of faculty, curriculum. |
| Additional recognition of C-IAYT “equivalent” included. (6.2.8) |

| 6.2.5 supervise and advise faculty members and assigned mentors. |
| 6.2.6 have a thorough understanding of the range and depth of the subject matter taught in the curriculum. |
| 6.2.7 have the expertise with which to assess faculty qualifications for each course within the curriculum, including both residential and distance learning. |
| 6.2.8 be a C-IAYT or equivalent. Approval of equivalence is at the discretion of the Accreditation Committee. |
| 6.2.9 have a minimum of five years of practical experience in yoga therapy. |

2019 revision includes the submission of a CV identifying relevant experience to the teaching area. (6.3.2) - 6.3 Faculty members have well-established expertise and experience in the course(s) they teach, including training, certification, or a diploma in the field in which they teach, along with a minimum of three years practical experience in that field. |
| 6.3.1 Faculty members are supervised by the school director and/or program director. |
| 6.3.2 Faculty members who teach for more than 15 hours of a program must submit a CV documenting their education, experience, and expertise in the subject(s) they are teaching. |

| Revised to expand on the role of mentors. |
| Mentors may include curriculum mentors and must include practicum mentors. (6.4.2) |

| 6.4. All mentors are appointed and supervised by the program director. |
| 6.4.1 All mentors must have skills related to the program area they support. |
| 6.4.2 Mentors may be used throughout a program but are required for practicum supervision. |
| 5.4.2 Mentors are supervised by the program director or a faculty member. | Refines the CV requirements and qualifications for practicum mentors. (6.4.1, 6.4.3) | 6.4.3 Practicum mentors supervise, support development, and evaluate skills and abilities as identified in the competency chart.  
6.4.3.1 Practicum mentors must submit a CV that demonstrates their knowledge of the breadth of tools presented in the program and experience related to delivery of yoga therapy. |
Part 2

IAYT

2017 Competencies
Crosswalk to
2019 Competencies
## Competencies Profile

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<tr>
<th>2017 Competency</th>
<th>Overview of Changes</th>
<th>Revision/Addition</th>
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<tr>
<td><strong>Section I. Yoga Foundations</strong>&lt;br&gt; <strong>Suggested Guidelines:</strong> 120 hours minimum for this section</td>
<td></td>
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</tr>
<tr>
<td><strong>Category 1.1. Yoga Teachings and Philosophy</strong>&lt;br&gt; <strong>Suggested Guidelines:</strong> 35 hours minimum for this category</td>
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<tr>
<td><strong>1.1.1 Familiarity</strong> with the evolution of the teachings and philosophy of the yoga tradition and its relevance and application to yoga therapy, including teachings from Vedic and post-Vedic periods, Samkhya,Yoga,Tantra, and Ayurveda.</td>
<td>No Changes</td>
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<tr>
<td>Examples of concepts and models from the above teachings and philosophy relevant to yoga therapy, include but are not limited to,</td>
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<tr>
<td>a. tanmatra/bhuta/indriya (subtle element/gross elements/senses);</td>
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<tr>
<td>b. purusha/prakriti (consciousness/material world);</td>
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<tr>
<td>c. pancamaya kosha (dimensions of the human system);</td>
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<tr>
<td>d. guna fundamental forces of nature); and e. dukkha (suffering/discomfort).</td>
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<tr>
<td><strong>Category 1.2. Yoga and the Mind</strong>&lt;br&gt; <strong>Suggested Guidelines:</strong> 35 hours minimum for this category</td>
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<tr>
<td><strong>1.2.1 Knowledge</strong> of yoga perspectives on the structure, states, functioning, and conditions of the mind, including, but not limited to,</td>
<td>No Changes</td>
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<tr>
<td><strong>1.2.1.1 drashtr (seer), drshya (seen);</strong></td>
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<tr>
<td><strong>1.2.1.2 antahkarana citta (consciousness), buddhi (intellect), ahamkara (ego), manas (mind);</strong></td>
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<tr>
<td><strong>1.2.1.3 citta vrtti (activities of the mind), citta pariama (structural changes in the mind), vyutthana/nirodha (mind’s potential for distraction and focus);</strong></td>
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<tr>
<td><strong>1.2.1.4 artha (cognition), bhava (mood), svabhava (inborn nature), vasana (residue of experience), samskara (conditioned pattern of thinking and behavior); and</strong></td>
<td></td>
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1.2.1.5 states of mind: *mudha* (stupefied/dull), *kshipta* (disturbed), *vikshipta* (alternating between distraction and focus), *ekagrata* (one-pointed), *nirodha* (focus enveloped/held/restrained), *vaishvanara* (waking), *taijasa* (dream), *prajña* (deep sleep), *turiya* (beyond).

### 1.2.2 Knowledge of yoga perspectives on distracted/disturbed conditions of mind and their expressions as expressed in such texts as the *Yoga Sutras*, the *Bhagavad Gita*, and other texts, including but not limited to,

1.2.2.1 *klesha* (affliction);
1.2.2.2 *lobha, krodha, and moha* (greed, anger, attachment);
1.2.2.3 *duhkha and daurmanasya* (suffering/discomfort and negative attitude/thinking), *sarupyam* (identification with the contents of the mind or seer taking the same form as the mind); and
1.2.2.4 *antaraya* (obstacles to progress in yoga).

**Category 1.3. Framework for Health and Disease**

**Suggested Guidelines:** 50 hours minimum for this category

### 1.3.1 Knowledge of the basic perspectives on health and disease from yoga and Ayurveda relevant to the practice of yoga therapy, including the concepts of

1.3.1.1 *panca maya (kosha)* (fundamental structure of the human system);
1.3.1.2 subtle anatomy;
1.3.1.3 *tri-dosha* (effect of the elements on the physical body);
1.3.1.4 *tri-guna* (effect of *sattva* (equilibrium), *rajas* (activity), *tamas* [inertia]);
1.3.1.5 *prakrti/vikrti* (*dosha* constitution at birth/imbalance of the *dosha* currently expressed in the body);
1.3.1.6 *ama* (undigested food, emotions, etc. accumulated in the body);
1.3.1.7 *agni* (internal fire(s) and their contribution to health);
1.3.1.8 *prana vayu* (*prana, apana, vyana, udana, samana*);
1.3.1.9 *prana prakopa* (disturbance of the vayu);
1.3.1.10 *surya/chandra* (sun/moon);
1.3.1.11 *brmhana/langhana* (expansion/contraction); and

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No Changes
1.3.1.12 vyuha model: *heya* (the symptoms), *hetu* (the causes), *hana* (the goal), *upaya* (the tools)

1.3.2 **Knowledge** of categorizing illness, including

1.3.2.1 Development/evolution of disease (*samprapti* [pathogenesis]), including but not limited to direction, intensity, onset, and duration and their influence on the ease or difficulty of healing and disease management.

1.3.2.2 Setting priorities: symptoms/pacification (*shamana* [short term]) and purification/strengthening (*shodhana* [long term]).

**Section 2. Biomedical and Psychological Foundations**

**Suggested Guidelines:** 155 hours minimum for this section

### Category 2.1. Anatomy and Physiology

**Suggested Guidelines:** 90 hours minimum for this category

2.1.1 **Knowledge** of human anatomy and physiology, including all major systems of the body and their interrelationships, as relevant to the work of a yoga therapist.

| No change |

2.1.2 **Knowledge** of biomechanics and movement as they relate to the practice of yoga and the work of a yoga therapist.

| No Change |

2.1.3 **Knowledge** of common pathologies and disorders of all the major systems, including symptoms, management, illness trajectories, and contraindications, as relevant to the work of a yoga therapist.

| No Change |

### Category 2.2 Additional Biomedical Knowledge

**Suggested Guidelines:** 15 hours minimum for this category

2.2.1 **Familiarity** with commonly used drugs and surgical procedures, as relevant to the work of a yoga therapist.

| No Change |

2.2.2 **Familiarity** with common medical terminology.

| Wording revised |

2.2.3 **Knowledge** of how to reference current healthcare information relevant to the work of a yoga therapist, including pathologies, disorders.

| No Change |
drugs, and surgical procedures, as relevant to the work of a yoga therapist.

**Category 2.3. Psychology and Mental Health**  
**Suggested Guidelines:** 30 hours minimum for this category

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Description</th>
<th>Changes</th>
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<tbody>
<tr>
<td><strong>2.3.1 Basic knowledge</strong></td>
<td>of commonly occurring mental health conditions—from psychological distress to psychiatric conditions—their symptoms, and common approaches/interventions, as they relate to the work of a yoga therapist.</td>
<td>No Changes</td>
</tr>
<tr>
<td><strong>2.3.2 Basic knowledge</strong></td>
<td>of psychological concepts and terminology, including mood, cognition, behavior, and personality, as relevant to the work of a yoga therapist.</td>
<td>No Changes</td>
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</table>

**Category 2.4. Additional Knowledge**  
**Suggested Guidelines:** 10 hours minimum for this category

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Description</th>
<th>Changes</th>
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</thead>
<tbody>
<tr>
<td><strong>2.4.1 Familiarity</strong></td>
<td>with models of human development, including developmental stages, lifecycles, and personality, and their importance to medical and psychological health and well-being.</td>
<td>No Changes</td>
</tr>
<tr>
<td><strong>2.4.2 Familiarity</strong></td>
<td>with the influence of familial, social, cultural, and religious conditioning on mental and medical perspectives of health and healing.</td>
<td>No Changes</td>
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</table>

**Category 2.5. Body and Mind Integration**  
**Suggested Guidelines:** 10 hours minimum for this category

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>2.5.1 Knowledge</strong></td>
<td>of the interaction of the body, breath, mind, intellect, and emotions in health and well-being.</td>
<td>No Changes</td>
</tr>
</tbody>
</table>

**Section 3. Yoga Therapy Tools and Therapeutic Skills**  
**Suggested Guidelines:** 140 hours minimum for this section

**Category 3.1. Yoga Therapy Tools**  
**Suggested Guidelines:** 60 hours minimum for this category

<table>
<thead>
<tr>
<th>Subcategory</th>
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</thead>
<tbody>
<tr>
<td><strong>3.1.1 In-depth knowledge of the application</strong></td>
<td>of <em>yama</em> and <em>niyama</em> in the context of yoga therapy.</td>
<td>No Changes</td>
</tr>
<tr>
<td><strong>3.1.2 In-depth knowledge</strong></td>
<td>of the range of yoga practices and their potential therapeutic effects for common conditions. Practices may include, but are not limited to.</td>
<td>No Changes</td>
</tr>
</tbody>
</table>

**New competency 2.2.4**  
Added 2.2.4 Knowledge of how to access and utilize research, relevant to the work of a yoga therapist.
### 3.1 Yoga Techniques

1. **3.1.2.1 asana** (postures);
2. **3.1.2.2 pranayama** (regulated breathing);
3. **3.1.2.3** meditation and relaxation techniques such as *bhavana* (visualization), *mantra* (recitation), and ritualized activities such as *nyasa* and *mudra*; and
4. **3.1.2.4 vihara** (lifestyle modifications) including basic yogic dietary concepts.

### 3.1.3 In-depth knowledge of contraindications of yoga practices for specific conditions and circumstances.

No Changes

### Category 3.2 Basic Principles of the Therapeutic Relationship

**Suggested Guidelines:** 35 hours minimum for this category

1. **3.2.1 In-depth knowledge** of, and observed capacity for, well-developed communication skills: listening, presence, directive and non-directive dialogue.

No Changes

2. **3.2.2 Demonstrated ability** to recognize, adjust, and adapt to specific client/student needs in the evolving therapeutic/professional relationship.

No Changes

3. **3.2.3 Demonstrated ability** to recognize and manage the subtle dynamics inherent in the therapist/client relationship.

No Changes

4. **3.2.4 In-depth knowledge** of the scope of practice of yoga therapy and how to assess the need for referral to other professional services.

No Changes

### Category 3.3 Principles and Skills for Educating Clients/Students

**Suggested Guidelines:** 35 hours minimum for this category

1. **3.3.1 In-depth knowledge** of and demonstrated ability to implement effective teaching methods, adapt to unique styles of learning, provide supportive and effective feedback, acknowledge the client's/student's progress, and cope with unique difficulties/successes.

No Changes

2. **3.3.2 In-depth knowledge** of and demonstrated ability to transmit the value of self-awareness and self-responsibility throughout the therapeutic process.

No Changes
<table>
<thead>
<tr>
<th>3.3.3 In-depth knowledge of and demonstrated ability to develop and adjust appropriate practice strategies to the client/student.</th>
<th>No Changes</th>
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</thead>
</table>
| **Category 3.4 Principles and Skills for Working with Groups**  
**Suggested Guidelines:** 10 hours minimum for this category |  |
| **3.4.1 Basic knowledge of and demonstrated ability to design, implement, and evaluate group programs.** | No Changes |
| **3.4.2 Familiarity with group dynamics and techniques, including communication skills, time management, and the establishment of priorities and boundaries, as well as techniques to address the specific needs of individual participants, to the degree possible in a group setting.** | No Changes |
| **Section 4. Practicum**  
**Suggested Guidelines:** 205 hours minimum for this section | Suggested guidelines changed  
**Suggested Guidelines:** 180 hours minimum for this section |
| **Category 4.1 Providing Yoga Therapy**  
**Suggested Guidelines:** 55 minimum practicum documentation and mentorship hours for this category, plus a minimum of 150 hours of practicum delivery | Guideline hours changed to require reporting of practicum delivery and mentorship hours only.  
Documentation hours are assumed part of Section 4 competencies  
**Category 4.1 Providing Yoga Therapy**  
**Suggested Guidelines:** 30 hours minimum of practicum mentorship plus 150 hours minimum of practicum delivery. |
| **4.1.1 Demonstrated ability to conduct intake and assess the client/student, including**  
4.1.1.1 Taking a history of the client and his/her condition(s); and  
4.1.1.2 Assessing the current condition using the tools relevant to the yoga therapist, including an evaluation of the physical, energetic, mental, emotional, and spiritual dimensions of well-being. | No Changes |
| **4.1.2 Demonstrated ability to elicit the goals, expectations, and aspirations of the client/student.** | No Changes |
| **4.1.3 Demonstrated ability to integrate information from the intake, evaluation, and observation to develop a working assessment of the client's condition, limitations, and possibilities.** | No Changes |
| 4.1.4 **Demonstrated ability to apply knowledge** of how to determine which aspects of the client/student’s conditions, goals, and aspirations might be addressed through yoga therapy. | No Changes |
| 4.1.5 **Demonstrated ability** to identify priorities and set both long- and short-term goals with the client/student. | No Changes |
| 4.1.6 **Demonstrated ability to apply knowledge** of pacification, purification, and strengthening strategies. | No Changes |
| 4.1.7 **Demonstrated ability to apply knowledge** of strategies that address common disorders and pathologies of the major human systems and common mental health conditions, as well as other goals and aspirations of the student as relevant to the work of a yoga therapist. | No Changes |
| 4.1.8 **Demonstrated ability to apply knowledge** of how to combine intake, evaluation, observations, and working assessment to develop an appropriate practice or session strategy for individual clients/students as well as group classes, taking into consideration the holistic nature of the individual. | No Changes |
| 4.1.9 **Demonstrated ability to apply knowledge** of how to choose and prioritize the use of yoga tools and techniques, including selecting, sequencing, adapting, and modifying yoga practices appropriate to the needs of clients. | No Changes |
| 4.1.10 **Demonstrated ability** to teach or deliver the appropriate practices for individuals as well as groups, taking into consideration the assessment of their conditions, limitations, possibilities, and the overall practice strategy. | No Changes |
| 4.1.11 **Demonstrated ability** to facilitate the client/student's experience of the practice, including:  
  4.1.11.1 providing instruction, demonstration, education of the client/student using multimodal strategies of education such as auditory, visual, and kinesthetic learning tools; and  
  4.1.11.2 providing supportive strategies for the client/student to actively participate in his/her practice, such as a | No Changes |
means to remember his/her practice (e.g., auditory and visual tools).

### 4.1.12 Demonstrated ability to develop and maintain therapeutic relationships including

- **4.1.12.1** fostering trust by establishing an appropriate therapeutic environment through privacy, confidentiality, and safety; and

- **4.1.12.2** practicing effective, client/student-centered communication based upon a respect for, and sensitivity to, individual, familial, cultural, social, ethnic, and religious factors.

### 4.1.13 Demonstrated ability to provide follow up and re-planning, including

- **4.1.13.1** gathering feedback, re-assess, and refine the practice and to determine short-term and long-term goals and priorities;

- **4.1.13.2** addressing new and changing conditions, goals, aspirations, and priorities of the student/client and to provide appropriate support; and

- **4.1.13.3** providing appropriate closure for the therapy sessions.

### Section 5. Professional Practice

**Suggested Guidelines:** 30 hours minimum for this section

**Category 5.1. Ethical Principles**

**Suggested Guidelines:** 15 hours minimum for this category

- **5.1.1** *In-depth knowledge* of yoga practices and methods for self-inquiry related to establishing, practicing, and maintaining ethical principles.

- **5.1.2** *In-depth knowledge* of generally accepted ethical principles of health care codes of conduct and yoga’s ethical principles.

- **5.1.3** *Demonstrated ability to apply knowledge* of generally accepted ethical principles and related concepts from the yoga tradition to professional interactions and relationships.
### 5.1.4 In-depth knowledge of the scope of practice of yoga therapy, resulting in the demonstrated ability to discern the need for referral to other modalities.

No Changes

### 5.1.5 Knowledge of the extent of one’s own individual training, skills, and evolving experience in yoga therapy, and knowledge of the importance of practicing within such parameters.

No Changes

### Category 5.2. Legal, Regulatory, and Business Issues Pertaining to Yoga Therapy

**Suggested Guidelines:** 5 hours minimum for this category

#### 5.2.1 Knowledge of current relevant local, state, and national laws and regulations impacting the work of a yoga therapist.

No Changes

#### 5.2.2 Basic knowledge of business practices relevant to the work of a yoga therapist, including record keeping, planning, and financial management.

No Changes

### Category 5.3. Relationships with Peers, Mentors, Clinicians, and Organizations

**Suggested Guidelines:** 5 hours minimum for this category

#### 5.3.1 Basic knowledge of other healthcare fields and their potential role in and relevance to the work of a yoga therapist.

No Changes

#### 5.3.2 Basic knowledge of how to establish, maintain, and utilize a referral network of peers and related healthcare practitioners and organizations.

No Changes

#### 5.3.3 Basic knowledge of how to develop and maintain ongoing collaborative relationships.

No Changes

### Category 5.4. Personal and Professional Development and Continuing Education

**Suggested Guidelines:** 5 hours minimum for this category

#### 5.4.1 Knowledge of the fundamental value of ongoing personal practice, long-term mentorship, and skills maintenance/development through continuing education.

No Changes

### Additional Notes

#### Hours Beyond the Minimums

To bring a program to the required minimum total of 800 hours, all hours beyond the minimums suggested in this document should expand upon one or more of the competencies included herein. For programs currently consisting of more than 800 hours, the hours beyond 800 may expand on the competencies or include other competencies relevant to the practice of yoga therapy.

Removed (All program hours must correspond to competencies)
<table>
<thead>
<tr>
<th>The Use of Electives in Yoga Therapy Training Programs Considered for Accreditation</th>
<th>Removed</th>
<th>Electives are accounted for in the new Standards (See Section 3 of 2019 Educational Standards)</th>
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<tbody>
<tr>
<td>A School that applies for accreditation of its yoga therapy training program is not required to offer electives as part of its curriculum. When a School chooses to provide electives as part of its curriculum, these electives may not be used to fulfill hours within the suggested guidelines hours (650 hours) in the Competencies Profile. Electives may be used to fulfill hours beyond the suggested guidelines hours. Elective courses offered must support graduating entry-level yoga therapists as competent generalists and must be aligned with all IAYT accreditation standards, policies, and procedures. It is further understood that any elective course offered addresses competencies in the Competencies Profile, is consistent with the mission of the School, and is integrated into the complete curriculum. Any elective course offered must be so identified in the School's syllabus and in any curriculum information provided to students or prospective students in print or electronic form. For the purposes of the accreditation application, the School is expected to provide all required syllabus information for any elective course, as it would for any other course in the curriculum.</td>
<td>Removed</td>
<td>All terms moved to IAYT 2019 Definitions and Terms</td>
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<td>Terms Used in the Competencies</td>
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<td>The terms below are used in the competencies outlined above.</td>
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