

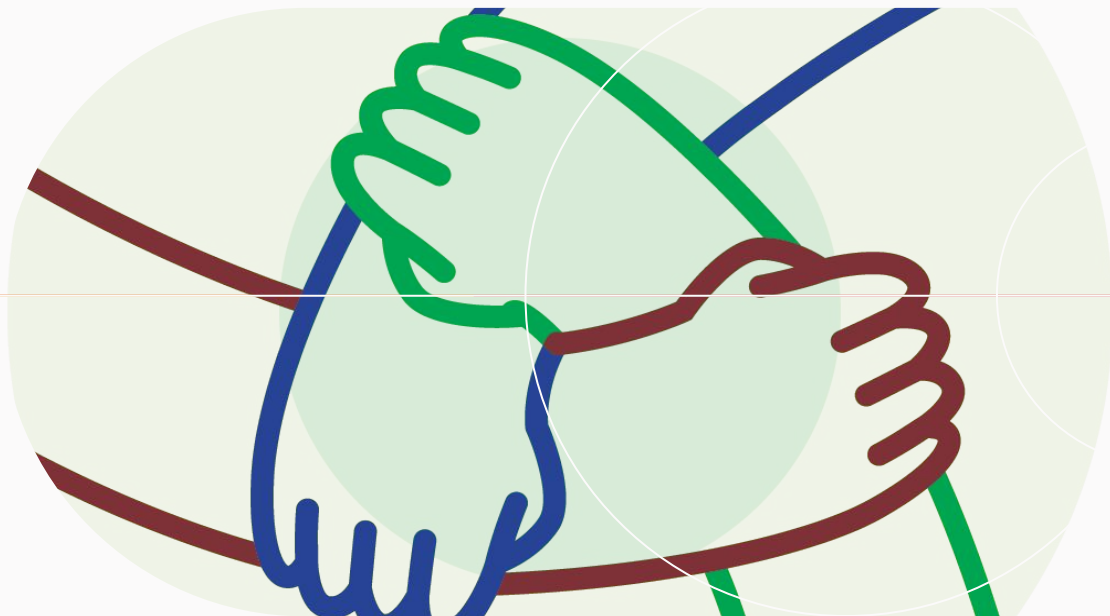
The Ecologically Bound *Therapist*

The Social Ecology of
Trailblazing Clinical
Leadership & Systemic
Inclusion

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About Me

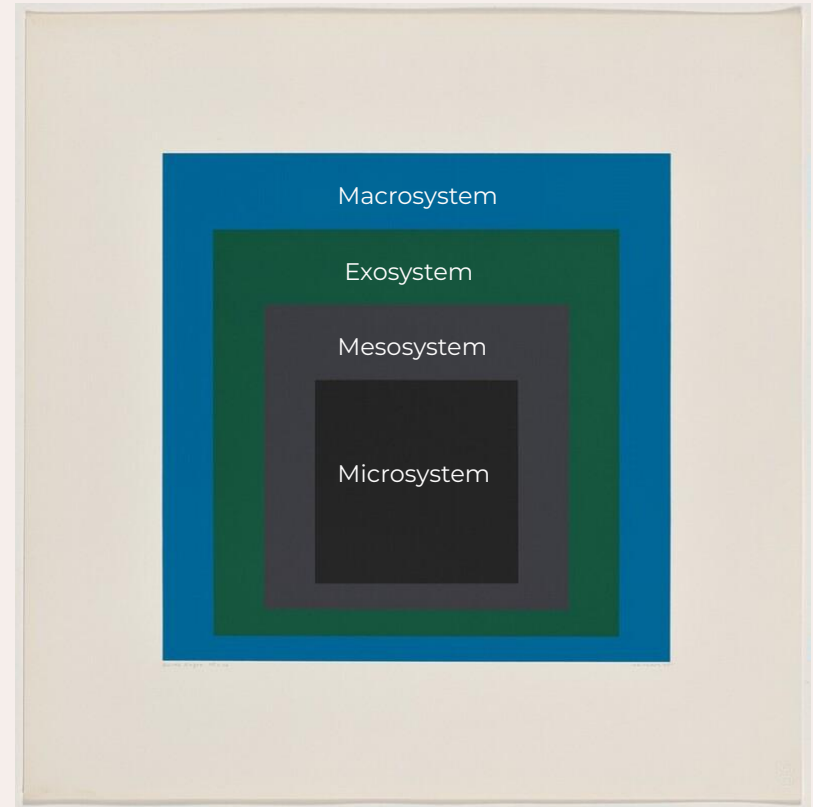


*Marsha D.
Banks-Harold*

- ❑ *Bronze Medal Awardee: 30 years of Outstanding Service*
- ❑ *Owner and Director of PIES Fitness Yoga Studio and PIES' Holistic Yoga Therapy and Yoga Teacher Training Programs*
- ❑ *Certified yoga therapist, trauma-sensitive yoga, energy, and sound healing facilitator*
- ❑ *Creator of "My Body Don't Bend That Way Yoga"*
- ❑ *Retired Executive engineering leader, coach, and change agent*
- ❑ *Published in Yoga Therapy Today*
 - ❑ *"Building the Business of Yoga Therapy"*
 - ❑ *"Reclaiming Humanity & Community: Healing the Trauma, Pain, & Suffering of Prejudice and Disparity"*
- ❑ *Contributing author in:*
 - ❑ *Yoga Therapy Foundations, Tools, and Practice: a Comprehensive Textbook*
 - ❑ *Yoga Therapy Across the Cancer Care Continuum*
- ❑ *Served on IAYT and YA Board of Directors*
- ❑ *Boris Lawrence Henson Foundation Integrative Wellness Ambassador, Educator, and Trainer*

The Social Ecology of Care

- 1. Microsystem (The Individual Core):** The Sovereign Patient/Student. Target: Somatic trauma-sensitivity using PIES*S Holistic Inclusive Compassionate Tools
- 2. Mesosystem (The Community Layer):** Training environments and cohorts. Target: Identity-aligned spaces (Awakening Yoga Spaces)
- 3. Exosystem (The Institutional Structure):** Boardrooms, healthcare administration, and accreditation bodies. Target: Engineering-driven policy change
- 4. Macrosystem (The Cultural Matrix):** Overarching societal values. Target: Dismantling the 3% representation gap and creating true belonging



Social Emotional Learning

Social Emotional Learning, or SEL, is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop **healthy identities, manage emotions and achieve personal and collective goals; feel and show empathy for others; establish and maintain supportive relationships; and make responsible and caring decisions**

Core Competencies:

Self-awareness, Self-management, Social awareness, Relationship skills, and Responsible decision-making



Socio-Emotional Learning Competencies

Self-awareness

- The ability to **accurately recognize your emotions and thoughts and how they influence your behavior**. This includes understanding your strengths, developing a growth mindset, and building self-confidence.

Self-management

- The ability to effectively **regulate your emotions, thoughts, and behaviors in different situations**. Key skills include stress management, impulse control, self-motivation, and setting and achieving personal or academic goals.

Social awareness

- The ability to **take the perspective of and empathize with others, including those from diverse backgrounds and cultures**. It involves recognizing community and family resources, understanding social norms, and showing compassion

Socio-Emotional Learning Competencies

Relationship skills

- The ability to **establish and maintain healthy and supportive relationships**. This includes *clear communication, active listening, cooperating with others, resisting negative social pressure, and constructively resolving conflicts*.

Responsible Decision-Making

- The ability to **make constructive and ethical choices** about personal behavior and social interactions. This involves *evaluating the consequences of actions, considering the well-being of yourself and others, and solving problems*



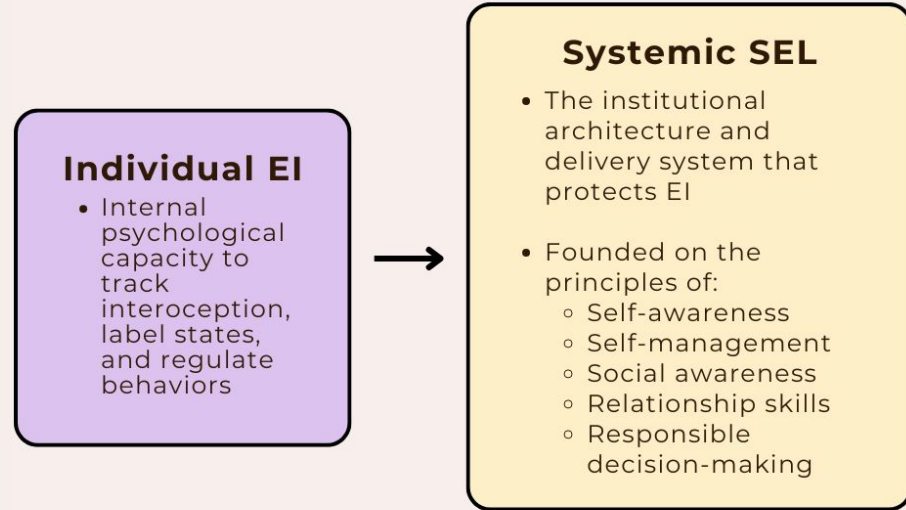
Emotional Intelligence vs. Social Emotional Learning

Emotional Intelligence is an internal framework of self-awareness, allowing us to **regulate better internally**, allowing us to **make better decisions** regarding the emotions of others

Social Emotional Learning is an external framework that seeks to **increase emotional intelligence** and relationship skills

The Shift:

- Increasing emotional intelligence by embedding SEL **directly into the community infrastructure**
 - Creating more collaborative relationships, and a more inclusive environment

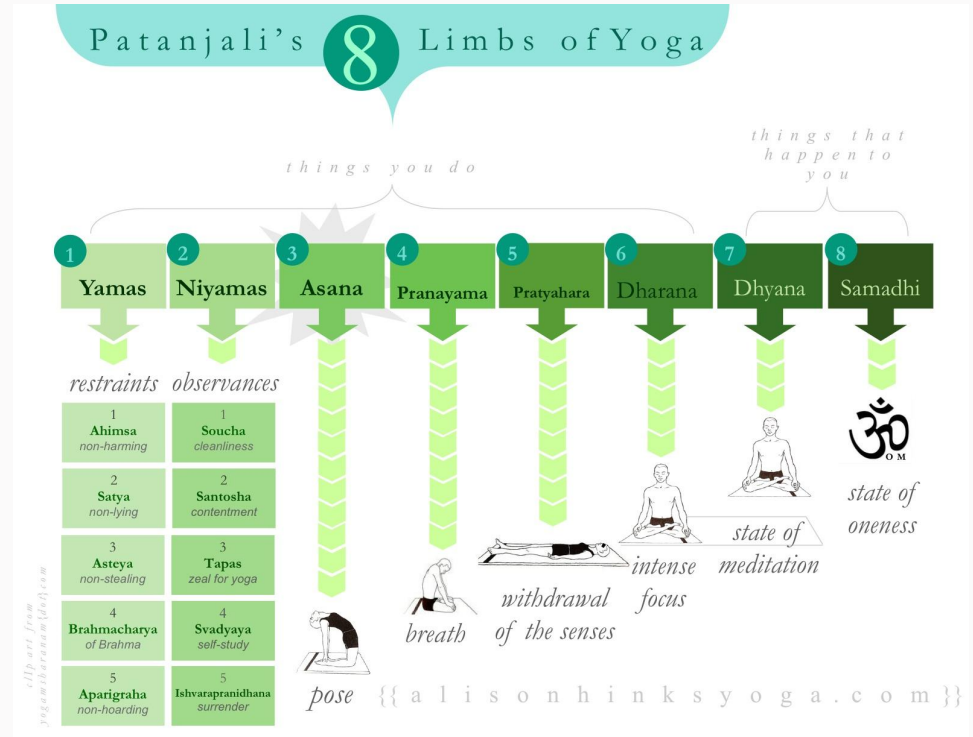


Ancient Philosophy Meets Adult Learning: Limbs vs. SEL

There are **direct parallels** between the *eight limbs of yoga* and the *core competencies of SEL*:

- Yamas & Niyamas → Responsible decision-making & Relationship skills
- Asana & Pranayama → Self-management
- Pratyahara, Dharana, Dhyana, Samadhi → Self-awareness
- All of these lead to heightened Social Awareness

These frameworks can be used to bring an experience of **empathy, relief, inclusion belonging, success**, and **support** to the client



*The Foundational PIES*S Compassion Model*



PHYSICAL COMPASSION

Providing somatic tools to de-escalate trauma and protect bodily autonomy



INTELLECTUAL COMPASSION

Disrupting academic gatekeeping and complex medical jargon through transparent knowledge sharing.



SOCIAL COMPASSION

Using SEL and Emotional Intelligence to create collaborative relationships that foster healing through deep connection



EMOTIONAL COMPASSION

Creating unshakeable containers that validate intersecting identities and lived experiences.



SPIRITUAL COMPASSION

Fiercely protecting an individual's right to align with their authentic purpose and inner divinity.

*Implementation Strategy: PIES*S Compassionate Action Model*

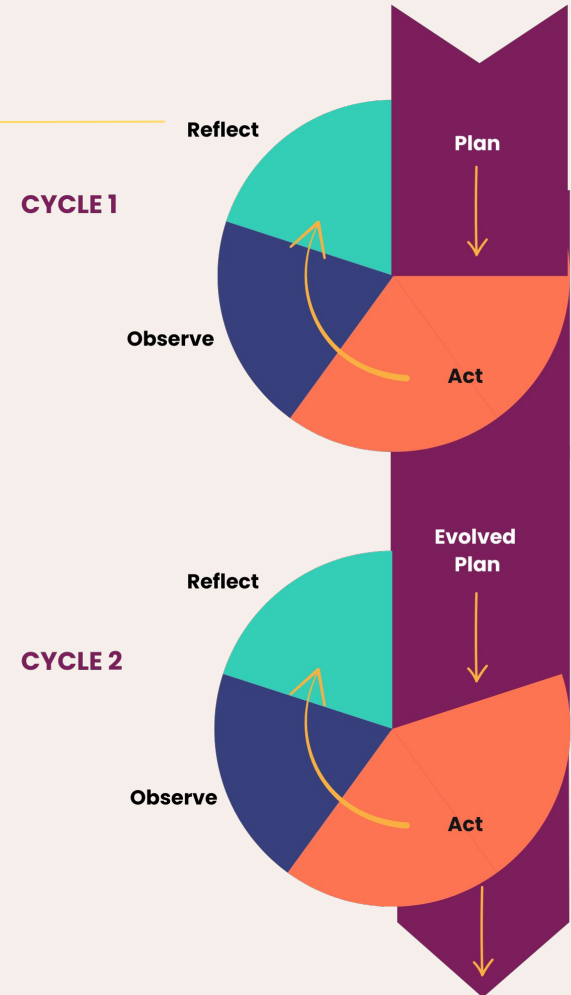
Compassionate Action Steps

1. Implementing Self-Study
2. Building Relationships
3. Amplifying Resilience
4. Fostering Compassionate Action



Action Research Cycle: 5 Steps

1. **Plan:** Designed a trauma-sensitive belonging-centered yoga therapy training
2. **Act:** Led PIES*S inclusive and success focused training program
3. **Observe:** Gathered well-being, belonging, and agency data
4. **Reflect:** Analyzed collected data to assess impact and identity growth areas
5. **Evolve:** Refined initiative to deepen healing, representation, and empowerment



Research Findings: Baseline Measurements

Quantitative Baseline:

Establishing baseline mental health metrics, alignment with authentic purpose, and the ability to flourish in a yoga therapy career

Qualitative Baseline:

Participants feeling explicitly excluded, unseen, unheard, and devalued in wellness spaces. Feeling a lack of purpose and a lack of confidence in being able to succeed in yoga pathways



Research Findings: Outcomes

Quantitative Outcomes:

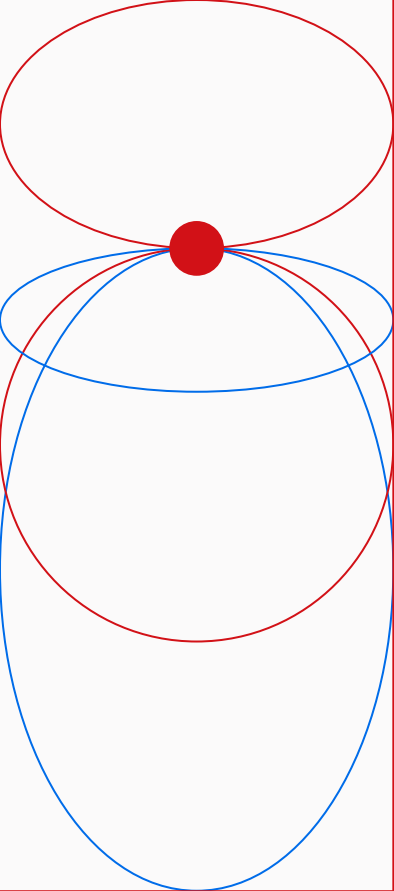
Verifiable, significant improvements in mental health metrics, alignment with authentic purpose, and the ability to flourish in a yoga therapy career

Qualitative Outcomes:

Participants verified feeling explicitly "seen, valued, and capable." Cultivated strong leadership presence and clear career direction

This shows ***Our Impact***





Thank you

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