

ESMHL Faculty/Evaluator Apprentice Evaluation Rubric

The apprentice will demonstrate to the ESMHL Faculty an understanding of the workshop and Skills Test learning objectives based on the following criteria. Additionally, the apprentice understands their role as Faculty would be to verify that the ESMHL workshop participant understands and demonstrates them.

The apprentice demonstrates these competencies in the Faculty Training Workshops through their conduct as well as through their practice teaching to other apprentices and participants.

Evaluations for apprentices' readiness to continue to apprenticeship will be based on:

1. ESMHL Faculty Apprentice Evaluation Rubric
2. Faculty and Apprentice reviews based on ESMHL Workshop Feedback (ESMHL Forms Workshop Participants and Host Site)

Faculty/Evaluator Apprentices will be rated in each category using the following scale:

Meets Expectation; Does Not Meet Expectation; Comments

Terminology:

Faculty: refers to current PATH Intl. ESMHL Lead Faculty/Evaluators instructing, advising and evaluating apprentices at the on-site PATH Intl. ESMHL Workshop and/or Curriculum Training

Evaluator: refers to current PATH Intl. ESMHL Faculty/Evaluators, evaluating apprentices at the on-site PATH Intl. ESMHL Workshop and/or Curriculum Training

Apprentice: the PATH Intl. ESMHL faculty apprentice attending, practice teaching and participating in the on-site PATH Intl. ESMHL Workshop and/or Curriculum Training

Participant: an attendee in a PATH Intl. ESMHL Workshop and/or Horsemanship Skills Test

Client/Student: refers to the person seeking EAAT services via ESMHL sessions at a PATH Intl. Center

NOTE: The faculty/evaluator apprentice is expected to provide the evaluating faculty with a blank copy of the following evaluation rubric for their apprenticeship evaluation.

Collaboration: The apprentice will explain and demonstrate the importance of the collaborative relationship between the Mental Health Professional/Educator and the ESMHL.

Meets Expectations: The apprentice understands the unique interaction that is required in this collaborative relationship. The apprentice demonstrates collaboration with co-faculty while teaching, as a model for the ESMHL work. Participants will recognize that each collaborator has his/her own sphere of knowledge and responsibilities to bring to the session, but can focus on the transcendent goal.

Does not meet expectations: Apprentice leaves the participants unsure as to the scope of their role as defined by the vocational profile (responsibilities and limitations) before, during and following the session. The apprentice responds without regard to the expertise of the other faculty member. The apprentice does not demonstrate collaboration with co-faculty.

	Meets	Does Not Meet	Comments
The apprentice demonstrates an understanding of the definition and purpose of the roles, the limitations of the roles, and the need to stay in their roles. The apprentice conveys that prior to and during the session the ESMHL is responsible for the interaction between the horse and the client, assuring both human and equine safety. The Mental Health Professional/Educator supports and engages in the psychosocial processing			
The apprentice demonstrates an understanding that in the ESMHL workshop the focus is on training the ESMHL in his/her role as described in the vocational profile			
The apprentice demonstrates an understanding of the need for the team members to step in and support each other.			
The apprentice shows a respect for the joint faculty member deferring to them questions on the teaching material related to their area of expertise.			
The apprentice demonstrates an understanding that the value of the over-arching goals takes precedence over individual "territories" (= There is no "I" in "team")			

Relationship: The apprentice will explain and demonstrate an understanding that the foundation of this work is the relationship between all members: the ESMHL, the horse, the Mental Health Professional/Educator, and the client/student, and possibly other staff or volunteers.

Meets Expectations: The apprentice facilitates the relationship among all of the participants in the workshop, attending particularly to the relationship with the horse.

Does not meet expectations: Apprentice does not demonstrate an understanding that this work is relationship-based. Apprentice does not demonstrate an awareness of the equine as sentient being.

	Meets	Does Not Meet	Comments
The apprentice demonstrates an understanding that every member of the team affects, and is affected by, all the other members of the team.			
The apprentice shows an awareness that self-assessment is critical as well as awareness and assessment of the			

participants.			
The apprentice is able to convey the value of the equine partner as a sentient being, with emotions and responsiveness that has value for the client/student. Additionally, the apprentice demonstrates that the equine partner as sentient being will be as respected as any human member of the team.			
The apprentice is able to verbally and through examples and exercises, convey that the primary goal of the work relates to treatment/educational goals, and not horsemanship skills.			
The apprentice supports the goals by evaluating activities, selecting equines for activities, providing feedback to participants etc., to facilitate the intended outcomes through relationship with the horse.			

Care of the Horse/Awareness of Equine Welfare: The apprentice has expert knowledge of equine physical and mental health, equine behavior, and communication, and understands that welfare of the equine is their primary responsibility.

Meets Expectations: The apprentice is able to convey that the care of the horse and equine welfare is a critical underlying principle that must dictate the equine choice, the activity planned, and the removal of any equine felt to be in jeopardy of harm.

Does Not Meet Expectations: The apprentice does not demonstrate knowledge of equine behaviors and needs and the importance of said behaviors and needs within EFP and EAL. The apprentice does not demonstrate an ability to protect the welfare of the horse, or to assess a participant's ability to protect the welfare of the horse.

	Meets	Does Not Meet	Comments
The apprentice can explain the measures by which he/she evaluates the horses prior to, during, and after all sessions. This evaluation includes assessment of the horse's emotional as well as physical state.			
The apprentice understands the obligation to alert the MHP/Educator that the equine is being impacted by the session and/or the client's behavior and give examples of all of the above.			
The apprentice gives examples of when an equine would be inappropriate for use, or should be removed from participation. The apprentice gives examples of behavior of the equine during the session indicating an intolerance of that which is being requested via stories or during the equine exercises.			
The apprentice is able to give examples of equine interactions that include consideration of the horse as sentient being.			
The apprentice is able to help participants assess activities for considering the horse as a sentient being relationship rather than tool and modify said activities if needed.			

PATH Intl. Standards: The apprentice demonstrates to the faculty their recognition of the importance of PATH Intl. Standards and the necessity of same in planning any activity at a PATH Intl. Center.

Meets Expectations: The apprentice is adequately familiar with PATH Intl. Standards to the degree that he/she can explain the reasoning behind PATH Intl. Standards and the need for compliance.

Does Not Meet Expectations: The apprentice is unfamiliar with or unsure of the value of and or need for an appreciation of PATH Intl. Standards

	Meets	Does Not Meet	Comments
The apprentice demonstrates familiarity with the Standards, and an ability to discuss specific application to an ESMHL session			
The apprentice demonstrates practical adherence to these Standards in all aspects of programming by pointing out standard applications throughout didactic and interactive exercises within the workshop.			
The apprentice understands and can explain the PATH Intl. standards process.			

Creating a therapeutic environment in the workshop: The apprentice understands, and demonstrates the understanding, that an emotionally safe environment in the workshop is to be maintained. The following are elements involved in creating a therapeutic environment.

Meets Expectations: The apprentice demonstrates awareness of the possibility of individual conflicts, disagreements with, and emotional reactions to the topics being considered in the workshop. The apprentice presents as leader of the workshop, and is able to address these issues professionally and effectively. The apprentice presents the material clearly and welcomes questions and discussion, and includes the input from others in the class and the other faculty member. The apprentice is able to create a feeling of physical and emotional safety for the participants by considering their needs when choosing participants for exercises, controlling criticism and creating a safe space when needed.

Does Not Meet Expectations: The apprentice rejects the voiced concerns of students. He/she is unable to address confrontational or emotional reactions from students. He/she attempts to eliminate a student from participation in the class discussions. Does not deal effectively with difficult students.

	Meets	Does Not Meet	Comments
The apprentice is versed in public speaking skills, and speaks in a tone which is clearly understood. The apprentice is clearly the leader of the workshop, and holds the attention of the participants.. The apprentice is respectful of learning styles, energy fluctuations of the class, and individual needs.			
The apprentice makes an effort to get to know the students prior to and during the workshop. The apprentice uses this information in offering relevant talking points, and in tailoring role assignments.			
The apprentice welcomes questions from the students and			

strives to understand the question asked. The apprentice invites students to share their experiences when appropriate, while remaining respectful of the schedule.			
The apprentice prevents one applicant from dominating the needs of the class as a whole. The apprentice is able to address the expressions from a student who has conflicting opinions about the teaching material. The apprentice is able and willing to dismiss a participant from the workshop for disruptive behavior.			
The apprentice sets up the role play feedback to be positive and supportive rather than critical or insulting.			
The apprentice is able to identify and support a participant who is becoming triggered by any of the workshop material or experiences.			
The apprentice addresses participant concerns and issues with the workshop materials, staff, host site, etc.			

Knowledge Base: The apprentice demonstrates material knowledge as well as familiarity with the process of EFMHL. The apprentice has the experience as a member of an EFMHL team in order to relate to and answer participant questions, give pertinent examples and offer constructive feedback to participants. The apprentice demonstrates a thorough understanding of the role of an ESMHL working in a collaborative team using PATH Intl. standards.

Meets Expectations: The apprentice comes to the workshop prepared with knowledge of the materials to be taught and the process anticipated so that he/she will be an asset rather than an impediment to the success of the workshop.

Does not meet Expectations: The apprentice demonstrates an unfamiliarity with the field in general, and specifically an unfamiliarity with the workshop material

	Meets	Does Not Meet	Comments
The apprentice demonstrates that he/she is comfortable enough with his/her knowledge of the subject that he/she can teach in a relaxed manner.			
The apprentice is prepared to direct the appropriate role plays and other activities so they proceed as anticipated.			
The apprentice demonstrates receptivity to being questioned on the material and providing answers. If a student voices confusion about something being expressed by the apprentice, he/she tries to give examples or defer to the other faculty member for further explanation.			
The apprentice describes <u>relevant</u> experiences to demonstrate concepts being taught, and illustrate with <u>relevant</u> examples.			
The apprentice demonstrates familiarity with requirements for collaboration with host site prior to, during, and after the workshop.			

Timeliness: The apprentice respects the structure of the schedule, while maintaining needed flexibility.

Meets Expectations: The apprentice arrives at the host site on time with a solid grasp of the needed materials and the procedures anticipated. The apprentice is willing and able to adjust to accommodate events requiring change from the other faculty, the host site, horses or the teaching situation.

Does Not Meet Expectations: The apprentice arrives unprepared or late. The apprentice cannot adjust to changes in the teaching plan or the anticipated event schedule. The apprentice does not stay on schedule or assist co-faculty in staying on schedule

	Meets	Does Not Meet	Comments
The apprentice arrives on time for all aspects of the workshop			
The apprentice assumes personal responsibility for staying on schedule and helping their co-faculty stay on schedule.			
The apprentice keeps to the subject being discussed or questioned and does not expand upon the discussion needlessly.			
The apprentice is able to adjust to unanticipated changes in the format of the workshop, or the needs of the participants.			
The apprentice demonstrates the ability to discuss the workshop schedule with the participants.			

Apprentice demonstrates awareness of and responsiveness to:

ESMHL Evaluation of Faculty by Host Site [attached]

ESMHL Evaluation of Faculty by Participants [attached]

Meets Expectations: Apprentice able to discuss each Evaluation Item and describe their participation in successfully/unsuccessfully meeting them. Evaluator identifies Apprentice's success in meeting them.

Does Not Meet Expectations: Apprentice demonstrates lack of self-awareness regarding successful/not successful meeting of Evaluation Items. Evaluator identifies Apprentice as unsuccessful in meeting them.

	Meets	Does Not Meet	Comments
<u>ESMHL Evaluation of Faculty by Host Site</u>			
<u>ESMHL Evaluation of Faculty by Participants</u>			

Signature of Faculty/Evaluator: _____ Date: _____

Signature of Apprentice/Associate: _____ Date: _____