



## Starting a Program by Creating a Niche with Your Skills

by Priscilla Marden, CEFIP-ED, Horse Warriors™  
(Certified Equine Facilitated Interaction Professional—Education)

You have something to offer. You have passion. You have a dream. You have what it takes to make the world a better place. Whatever you have in your tool kit right now will become a building block for someone else. Along the way you can add to your skills and expand. But start where you are right now and make a difference.

### Start Where You Are

Horse Warriors™ started in 1998 with two women who loved horses, five adopted BLM mustangs, three middle schoolers (who brushed, led and socialized the mustangs) and a living room in a small house in the middle of town: bare bones.

### What We Had

- Endless patience
- 52 years of combined horse experience
- NARHA instructor certification
- Horses needing meaningful work
- A deep awareness that kids were unhappy - in school, at home, with peers
- A lifelong immersion in the arts and teaching
- A well publicized history of successful, creative curriculum development
- Lifetime backcountry experience
- Countless hands-on experiences of the healing/spiritual connection between humans and animals
- Belief in ourselves and the value of the work

### What We Did Not Have

- Our own facility
- An indoor arena
- Letters after our names
- A computer, copier, fax machine or filing cabinet
- A Sugar Daddy
- Any idea just how much time and effort this was going to take

### However, We Were Inspired

During that first year, we heard a presentation on National

Public Radio by two authors, K. Wind Hughes and Linda Wolf, who had written a remarkable book—*Daughters of the Moon, Sisters of the Sun*. In their interview, they stressed the importance of “circles” in our communities. They encouraged lay people to gather together and simply begin talking to share and discuss the transitions humans experience throughout their lives. Therapists and facilitators themselves, they stated that our culture was rapidly losing this resource, as “processing” became the exclusive realm of therapy.

We were inspired. I had taught art and writing to hundreds

*Continued on page 4*

*While a therapist coaches from the sidelines, a mother and daughter talk through the moves needed to navigate the obstacle blindfolded.*



## President's Letter



### Equine Specialists

Looking back on summertime this year, a personal highlight for me was teaching the Equine Specialist Workshop for the first time. Eighteen people attended our three days in Colorado Springs at Pikes Peak Therapeutic Riding Center. Leslie McCullough and I were lead teachers, offering basic training in how to work professionally as equine specialists with educators and psychotherapists for equine facilitated learning and psychotherapy sessions. Most gratifying to me were the three primary responses from participants. Some were thrilled to have equine facilitated work validated in a professional context that they had already begun to explore in their own centers. Others experienced a fundamental shift in realizing more possibilities for their horses' significant participation in their work with students and clients. A third group with many participants found that the underlying guidelines for working with educators and psychotherapists were invaluable in either initiating or deepening their own professional partnerships. It's inspiring to gather together with colleagues who are seeking standards for profes-

sionalism and safety in this work, who are willing and eager to explore as pilgrims the future and the frontiers of the horse/human connection. Ann Alden and Leslie taught the same workshop in south Texas in August; and more are being scheduled for future months as you can see in the schedule posted on page 3 of the *EFMHA News*. I hope you can join our explorations.

### Green Chimneys

We look forward to seeing you, too, at our pre-conference workshop on Tuesday, October 28 at Green Chimneys. We anticipate that this will be a rare and historic event for many of us who have heard about the benefits of Green Chimneys for many years. Green Chimneys is the nationally renowned, non-profit organization recognized as a leader in restoring possibilities for children with emotional, behavioral and learning challenges through animal assisted therapy. The Green Chimneys staff is presenting their overall program with an emphasis on the equine program and how its principles can be applied in programs run by EFMHA and NARHA members.

And too, we'll see you at the NARHA conference events that especially bring EFMHA members together. There's an update on NARHA/EFMHA activities on Wednesday, October 29 from 11am to 1 pm. And that evening at 6:30 you can join us at the Roundtables and talk with committee chairs and board members to

learn how to become more involved in the activities of NARHA and EFMHA. On Thursday and Friday you'll find many educational events for our members, and the Horse Expo offers several hands-on events specific to EFP and EFL.

### Social Artistry

As I write this, I have just completed ten days of intensive study here in Ashland with 70 people gathered from such far-flung places as Kuwait, Taiwan, India, Israel, Romania, Haiti, and all over the United States and Canada. We met at the Social

Artistry Leadership Institute to explore effective ways of catalyzing change in large systems, like cities, organizations, corporations and countries. The idea is to create positive social change based on genera-

tive, personal change from within individuals, so that the hard work of changing large systems can be sustained over the long haul. We worked under the guidance of, among others, Jean Houston and her pioneering human development methods; Penny Joy and Saul Arbes and their work in Canada with the Department of Peace initiatives; Don Beck and his Spiral Dynamics for understanding the evolution of complex social systems; and Monica Sharma, a powerhouse of vision and energy for world change from the United Nations. I was interested to find that work like ours in recognizing the power of horses to change people's lives is being claimed as one

**EFMHA, working  
for a world in  
which the  
wisdom of equus  
moves us to  
develop and  
deepen our  
highest potential.**

### EFMHA'S

#### Vision Statement

A world in which the wisdom of equus moves us to develop and deepen our greatest potential.

#### EFMHA 2007-08 Board of Directors

##### President

Trish Broersma, MA, LMT  
Ashland, OR  
epohna@aol.com

##### Past President

Ann Alden  
Sonoita, AZ  
aca@bmi.net

##### President Elect

Jody Enget  
Palmer Lake, CO  
jenget@msn.com

##### Vice President

Joseph Callan, LCSW  
Tampa, FL  
jandjcallan@juno.com

*Continued on page three.*

The Equine Facilitated Mental Health Association (EFMHA) is a section of NARHA. EFMHA's mission is to advance the field for individuals who partner with equines to promote human growth and development so that our members, clients and equines can succeed and flourish. Equine-facilitated psychotherapy (EFP) is experiential psychotherapy that includes equines. It may include, but is not limited to, a number of mutually respectful equine activities such as handling, grooming, longeing, riding, driving, and vaulting. EFMHA has its own board of directors and bylaws and operates within NARHA guidelines and standards. *EFMHA News* editor seeks unsolicited material. EFMHA Professional Membership is \$70 and includes NARHA membership and its benefits. Contact 1(800) 369-RIDE for address changes and membership requests.

NARHA • PO Box 33150  
Denver CO 80233  
(800) 369-RIDE (7433)  
(303) 452-1212  
Fax (303) 252-4610  
www.narha.org

## EFMHA News Editorial Board

**Design & Layout**  
Beckie Smith

**Text**  
Pam Kaster

**Spring Issue Feature:**  
Lisa Reeves

**Summer Issue Features**  
Kristin Mason

**Fall Issue Features**  
Jan Loveless

**Educational Opportunities**  
Eliza Love

**Advisory**  
Ann C. Alden  
Barbara K. Rector  
Maureen Vidrine

### President's Letter continued

of the important keys in effecting social change in a much larger context. Efforts at tackling large problems like HIV/AIDS and global climate change cannot survive without a solid anchoring in such personally sustaining practices as we have developed with our horses. It's something that many of us have intuited for years. Now it is coming into form for bettering our world in far-reaching ways. What a high ride we have before us.

**Trish Broersma**  
EFMHA President  
epohna@aol.com

## 2008 EFMHA EQUINE SPECIALIST WORKSHOPS

Laurinburg (near Fayetteville), North Carolina  
St. Andrews Presbyterian College, October 10-12

### Cost

\$450 EFMHA Members  
\$525 Non-EFMHA Members (The Non-Member fee includes a one year membership to NARHA and EFMHA.)  
Includes materials, lunches and a snack for the three days.

### Focus of Training

- Role of the Equine Specialist when assisting or collaborating with human service providers.
- Designing safe, mutually beneficial and effective activities to enhance participant outcomes.
- Determining specific horse handling methods.
- Understanding students with mental health and/or learning issues.
- Assessing the horse's response to student behaviors and needs.
- Helping prepare qualified participants to take the NARHA Equine Specialist Certification once available.

### Training is designed for

Equine professionals  
Therapeutic riding instructors  
Those who wish to enhance their ability to work with mental health and education professionals and their clients

### To Register

Application forms must be submitted two weeks before the date of the workshop you wish to attend.  
Mail in or fax registration forms. (download forms in pdf format at [www.NARHA.org](http://www.NARHA.org))

### Contact

Tara McChesney ([tmcchesney@narha.org](mailto:tmcchesney@narha.org))  
at the NARHA office for questions related to your application or the workshop.

### EFMHA THUMBNAIL GLOSSARY

EAA	equine assisted activities
EAT	equine assisted therapy
EAAT	equine assisted activities and therapies
EEP	equine facilitated psychotherapy
EFL	equine facilitated learning
ES	equine specialist
HPOT	hippotherapy
HPCS	hippotherapy clinical specialist
TR	therapeutic riding

More information on these terms and others is available at the EFMHA website page: <http://www.narha.org/SecEFMHA/Glossary.htm>

Secretary  
Susanne Haseman  
Wilders, VT  
[susanne.haseman@valley.net](mailto:susanne.haseman@valley.net)

Treasurer  
Suzen Dyslin  
Windsor, CA  
[sdyslin@sonic.net](mailto:sdyslin@sonic.net)

### EFMHA BOARD MEMBERS

**Leif Hallberg**  
Bozeman, MT  
[lhallberg@hotmail.com](mailto:lhallberg@hotmail.com)

**Miyako Kinoshita**  
New Milford, CT  
[miyako.kobe@gmail.com](mailto:miyako.kobe@gmail.com)

**Jan Loveless, PhD**  
Visalia, CA  
[jan@jbar.com](mailto:jan@jbar.com)

**Kristin Mason**  
Old Lyme, CT  
[kmason@highhopestr.org](mailto:kmason@highhopestr.org)

**Martha McNiel**  
San Martin, CA  
[dreampowerhorseman  
ship@hotmail.com](mailto:dreampowerhorseman<br/>ship@hotmail.com)

**Janalee Redmond**  
Bethesda, MD  
[Jan00red@gmail.com](mailto:Jan00red@gmail.com)

**Clare Thomas**  
Dover Foxcroft, ME  
[Clare.Thomas@umit.maine.edu](mailto:Clare.Thomas@umit.maine.edu)

**Tanya Welsch**  
St. Paul, MN  
[tanya@mnlinc.org](mailto:tanya@mnlinc.org)

Articles in *EFMHA News*  
do not necessarily reflect  
the opinions and/or  
standards of  
EFMHA or NARHA.



## 2008 EFMHA REGIONAL LIAISONS

### CHAIR

**Ann Alden**  
aca@bmi.net

### REGION ONE

Connecticut, Maine, Massachusetts, New Brunswick, Newfoundland, New Hampshire, Nova Scotia, Prince Edward Island, Quebec, Rhode Island, Vermont

EFMHA Region Liaison: **Boo McDaniel**  
boomcdaniel@ponyfarm.com

### REGION TWO

Delaware, Maryland, New Jersey, New York, Pennsylvania, Washington, D.C.

EFMHA Region Liaison: **Open**

### REGION THREE

North Carolina, South Carolina, Virginia, West Virginia

EFMHA Region Liaison: **Barbara Ford**  
eqkids@aol.com

### REGION FOUR

Indiana, Kentucky, Michigan, Ohio, Ontario

EFMHA Region Liaison: **Kathleen Pryde**  
kpryde@bmnts.com

### REGION FIVE

Alabama, Florida, Georgia, Mississippi, Tennessee, Puerto Rico

EFMHA Region Liaison: **Starla Raiborn**

### REGION SIX

Manitoba, Minnesota, North Dakota, Saskatchewan, South Dakota, Wisconsin

EFMHA Region Liaison: **Nikki Cohen-Wichner**  
healinghorseman@aol.com

### REGION SEVEN

Illinois, Iowa, Kansas, Missouri, Nebraska

EFMHA Region Liaison: **Open**

### REGION EIGHT

Arkansas, Louisiana, Oklahoma, Texas

EFMHA Region Liaison: **Leslie McCullough Moreau**  
legendsequestrain@yahoo.com

### REGION NINE

Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, Washington

EFMHA Region Liaison: **Heidi Howard**  
hrhoward@flash.net

### REGION TEN

Arizona, Colorado, New Mexico, Utah, Wyoming

EFMHA Region Liaison: **Lisa Reeves**  
Ssadvocate@bresnan.net

### REGION ELEVEN

California, Hawaii, Nevada

EFMHA Region Liaison: **Martha McNiel**  
dreampowerhorsemanship@yahoo.com

*Continued from page 1*

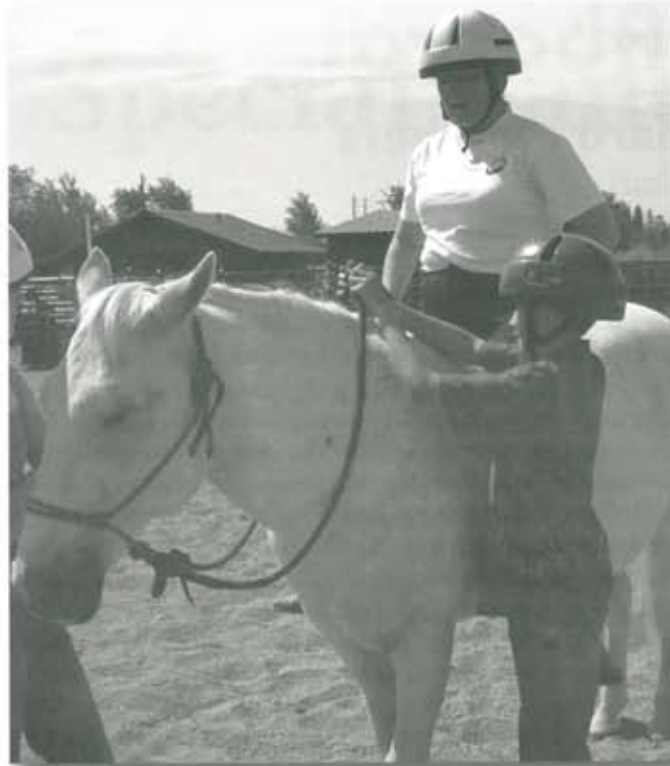
of young people who were frustrated with school, peers and family; and I knew many students eager to meet for quality mentoring and sharing. We opened up my living room to weekly gatherings for struggling teens. Our age group was 12-21, and it included both boys and girls. We simply let them talk. And we did art along with the talking.

As summer approached, we asked if any of them were interested in horses and riding. Many were eager to learn about horses and to continue their art in the backcountry on horseback. We launched our equine program with four middle schoolers and two high schoolers who rode two days a week.

We owned virtually nothing except a few horses and a little tack. Supportive friends had loaned us some riding horses as the mustangs were unsuitable for beginners. We borrowed a truck from one friend and a trailer from another. We kept the horses at three different homes and fenced off large grassy areas with electric fencing to provide summer pastures. We attended workshops and conferences and learned to write grants. We set ourselves up as a 501(c)(3) and learned 1,001 ways to ask people for money. EFMHA was a new organization and we were drawn to the philosophy, especially the part about partnering with horses and teaching that respect for equine participation.

*An upper level Horse Warrior mentors a father/son team learning saddling skills.*





*A mom listens closely to her son as he gives her concise instructions.*

### **Be Real**

We charged tuition for the programs. (It seemed like a sound business idea!) We accepted donations of time, equipment, free pasture and money. As the Executive Director, I drew a small annual salary of \$9,000. The office was in my house with all the equipment stored in the manger of the trailer and my garage. Much of our overhead was dealt with as in-kind donations. We have always operated as a low-budget but profitable business. In our grant proposals and donation solicitations we showed the actual costs of the program, the value of the in-kind support, and the true dollar needs of our requests. We took the work seriously, worked hard and earned our pay, just as we would have at any other "real" job.

Our goal at Horse Warriors™ has always been to work with the whole student. Horses are the hook, but not the prize, as we like to say. In the winter we continued the discussion groups, called CIREQUUS, for "circle" and "equus". We tutored struggling students in school. 75% of our students ended up attaining a spot on the honor roll. Teachers and counselors saw improvement in the grades of Horse Warriors™ students and also in their family dynamics. They recommended our program to other parents—as did child advocates, pediatricians, law enforcement officials and parents of participants. Our solid reputation grew largely by word of mouth.

### **Go For the Root of the Problems**

Discussions with local social services agencies revealed that prevention was becoming the most beneficial aspect of our program. We had a good reputation for success with teenagers. But often we could see the gains of the day start to deteriorate

when a child was picked up by the parents. How could we help change that?

We looked again at our tool kit. We had horses. Most people like horses. We had many families in crisis in our community. We had a great curriculum augmented by journal work, which included creative expression to help share feelings. We had experience helping others. And, by golly, we knew how to have fun on horseback.

Being a single mother, I had taken parenting classes and found them indispensable. Parenting instruction closely paralleled the Horse Warriors™ groundwork training. We were teaching boundaries, listening and acknowledgment every day in the arena. We were being "good parents" to our horses. Why not give moms and dads the same skills?

### **A Parenting Program with a Twist**

In 2002 we started Power Ponies™, a parenting program with a twist: kids teach the parents. Power Ponies™ children stay a week ahead of parents in skill development. Every time they work with their parents we have a family therapist as a facilitator. Parents learn about energetics and authentic leadership. They practice compassionate boundaries and love it. Kids say things like, "I really like being the teacher. My mom is always teaching me, and now I get to teach her!" Parents say, "Wow, I had a really hard time keeping my mouth shut so I could listen!" Kids and parents share a journal, process their experiences in the arena, and draw and share with the group.

In 2006 after the success of Power Ponies™, we added "Family Fun Days" for Horse Warriors™. Our teenagers teach their parents how to work with the horses, how to be a "safe predator" and how to ride. Exercises are set up to challenge the communication skills of both partners. Students and parents spend the days working together, playing games, developing better listening and speaking skills, and having some rare, one-on-one fun time.

### **Build Longevity by Addressing a Broad Community**

Our programs build on each other. When needs open in our community, we dovetail our skills and programs to be of help. We work with one program for single mothers learning to become employable. We work with a juvenile residential program, incorporating their students in transition in with our regular program students who live at home. We collaborate with other animal organizations to educate the public about animal assisted therapy and activities. Our annual fundraiser, featuring horse painting and build-your-own ice cream sundaes, is geared towards families and youth and is always an alcohol-free event.

Burnout is a killer. Professionals and lay persons working with at-risk youth and families need recharging. We created "Horses of the Goddess" for continuing education and self-nurturing for women working in our field. It's one of our favorite programs as we get recharged, too!

### **Showcase Student Success**

Our students speak to service groups about how Horse Warriors™ helps them overcome struggles. They give public

*Continued on page 11*

# Welcome Aboard!

## New EFMHA Board Members



**Leif Hallberg** A horse trainer turned mental health professional, Leif Hallberg came to this field in 1996. Her experience includes a 1997 efficacy study of emerging Equine Facilitated Psychotherapy (EFP) and Equine Facilitated Learning (EFL) programs across the U.S. within pre-existing therapeutic riding programs (supported in part by the Animal Therapy

Association), the creation and oversight of three EFP/EFL programs in Arizona, New Mexico, and Montana, a 2003 thesis entitled *Horses as Healers: Exploring the Psychological Implications of the Horse-Human Relationship*, and most recently, writing her first book, *Walking the Way of the Horse* which helps to define the theoretical and practical applications of equine facilitated mental health and education services. Leif is also an instructor for Carroll College's Human-Animal Bond Program and is designing the equine component of that program.

Leif can be contacted at: [lhallberg1@hotmail.com](mailto:lhallberg1@hotmail.com) and (406) 600-4022.



**Janalee Redmond** Hello EFMHA! I am so pleased to become involved with this organization as my primary interest these days is creating training programs that endure and help to carry the message to many layers of listeners.

I grew up riding in Nebraska and was lucky enough to be sent to Lowell Boomer for dressage instruction. That lit a life-long passion. I spent my college years sandwiching semesters and working horses with different trainers. The result was being named to the Long List for the Moscow games and being invited to come and work with Col. Bengt Ljungquist, at Linda Zang's Idlewilde Farm in Maryland

The next ten years involved riding and training at both a large lesson stable (with 17 instructors to manage) and a small private stable with just my students. That career was followed by managing a bio-tech firm. I spent the next several years in bio-tech and then medical informatics. I continued to ride and teach in my spare time. I often marvel at how riding translated into teaching scientists about private enterprise and then computers to doctors and medical institutions and now, after marriage and a family, it fuels a personal quest to understand the many alternative approaches to training horses and riders.

I am working to translate the wonderful work being done with horses to other venues, including parent and teacher training at private schools and a conflict resolution program for NASA. I am attracted to EFMHA because of its affiliation with NARHA and the concern for safety and credentials. Horses represent an opportunity for humans to re-connect to the natural world and stay in touch with simple skills that have far more importance than we often recognize. As urban environments come to dominate our lives, we risk losing those skills for self awareness and balance at our peril.

I look forward to my affiliation with EFMHA as I feel that these are exciting times to be sharing the many wondrous qualities that the horse brings to our lives. Janalee can be contacted at: (301) 366-7801 or [www.hnhfarm.com](http://www.hnhfarm.com)



**Tayna Welsch** Tanya Welsch is a licensed social worker and co-founder of the nonprofit MN LINC—Minnesota Linking, Individuals, Nature & Critters, Inc. She is a life-long investigator of animal and nature rhythms and why these relationships have been so inspiring and healing for people throughout history. For the past fifteen years, Tanya has incorporated the therapeutic benefits of the human-animal-nature bond in her work with children and youth, individuals, and families.

Furthermore, Tanya provides consultation and training for human service agencies, school districts, and professionals who desire further training in the field of animal-assisted therapy (AAT).

Tanya is co-author of four manuals that provide animal- and nature-based activities. She teaches a year-long professional development course in animal-assisted therapy and education, is a Pet Partners® team evaluator with the Delta Society, and is a TTeam Practitioner-in-training through the Tellington-Touch.

Tanya credits her first childhood pony, Maude, as her inspiration to explore and question the world. In 2003, a very special and wise Norwegian Fjord, Viola, joined Tanya in her work at MN LINC and together, they have shared many lessons in patience, persistence and peace. Tanya resides in St. Paul, MN, with her husband, Matt and two border collies, Sophie and Torie. Tanya works with one dog, Torie, who is a registered Delta Society Pet Partner®; Woodstock, a Pet Partner® Silkie chicken; and an amazing herd of horses at MN LINC's farm site in the western metro of the Twin Cities. Tanya can be contacted at: [tanya@mnlinc.org](mailto:tanya@mnlinc.org) or (952) 472-2422.

# Special Land Use Permits

by Jan Butler Loveless, PhD

Thinking about "Laura" still gives me chills. I had been going over my checklist for setting up my equine-facilitated learning business when I heard the news via e-mail from a friend. The county had shut down Laura's operation—a pristine boarding stable in Tulare County, California at which she taught kids to ride.

How could that be? Laura had been in business for decades. She had a well-earned positive reputation among both horse boarders and parents of kids. The reason, I learned, was simple. Laura had never sought and received a Tulare County Special Land Use Permit (SLUP).

## At The Top of the List

I don't know what prompted the county to look into Laura's business after so many years. But I can tell you that a Special Land Use Permit instantly rose to the top of my equine facilitated learning business checklist. Research on whether you need a SLUP should be at the top of yours, too, if you are just starting out.

A Special Land Use Permit, granted by the Planning Commission of a city or county, is a variance to zoning ordinances that does exactly what the name implies—grants permission for your business to be conducted on that parcel of land. It's at least as important as getting training to do equine facilitated learning/psychotherapy, locating perfect horses and tack, securing business insurance and finding the right property. In fact, it's an integral part of finding that property. If you don't tend to this particular "red tape," the rest of your preparations may be wasted.

Once granted, a SLUP stays with land even when it is sold. In Tulare County, California, where I live, an SLUP becomes null and void after two years if new owners do not continue the enterprise for which the permit was granted.

*Arenas, round pens and pens require special plans for dust and manure management as well as access for emergency vehicles.*



## Don't Fly Under the Radar

Far too many people, however, try to do business the way Laura did—without going through the proper authorities. "Basically, the 'norm' here in Minnesota seems to be...just 'do the work' and 'fly under the radar' around getting permits or zonings to operate a business," said Tanya Welsch, MSW LGSW, Education Director of MN LINC (Minnesota Linking Individuals, Nature and Critters). Welsch should know. She and partner Molly DePrekel, psychologist, co-founder and Clinical Director of MN LINC, ran into permitting challenges because of complaints from neighbors when they moved to their currently leased location.

Nothing really specific seemed to spark the neighbors' fears. In fact, one neighbor told Welsch that she was impressed with MN LINC's mission. She just didn't think that business should be conducted on that particular property—even though the MN LINC property is 80 acres, surrounded by trees, at the end of the road. "Another equine professional worked here before we arrived, and she never filed her business activities with the city," said Welsch. The previous occupant of the property had conducted brief, minimal sessions—probably outside the neighbors' awareness. But somehow, the residents of the area believed that MN LINC would be working with "released convicts and child molesters," according to Welsch.

## Educate Neighbors and Authorities

DePrekel and Welsch were, however, planning to work with at-risk kids, some of whom may have histories of "perpetration and abuse." But hiding that fact isn't the answer, according to Welsch. Instead, Welsch believes that EFL/EFP (Equine Facilitated Learning/Equine Facilitated Psychotherapy) businesses should befriend and educate their neighbors and be up front with city or county authorities.

"The fact is that many people start to do this work out of their homes/farms (or a neighbor's, family member's, etc.) and never consider," said Welsch, "that once they take money or offer a professional service, they have ceased being a 'residential' property and have now become a 'business' property. Even land that is zoned as agricultural has rules around what types of industries can happen and most often, an EFP/EFL business is not one of them."

This doesn't mean that getting a permit is impossible. It just means that an applicant will have to make sure that authorities understand what the EFL/EFP business entails and how, if at all, it will impact the environment.

## An Example: Tulare County, California

Our own property, 23.3 acres surrounded by orchards, falls within Tulare County, California's "Agricultural Preserve." We'd bought the property with the business in mind, but we'd

*Continued on page 8*

# Zoning Issues for Equine Businesses

*Ann Alden, MA, CEFIP-ED*

As Jan Loveless' article so clearly describes, making sure you have the proper zoning and permits is a critical part of establishing an EAAT program. Talk to your local Planning and Zoning Committee before you buy or lease a horse facility. Here in Arizona, requirements can vary even within the same county. Tucson is in Pima County, and the city requires ten acres for a commercial horse property, but outside the city limits, Pima County requires a minimum of 20 acres in order to operate a commercial horse business. You can apply for a variance if you have fewer than 20 acres, but it's an expensive and time-consuming process with no guarantee of having your variance approved.

In Santa Cruz County, Arizona, the minimum lot size is just over eight acres for any kind of riding school, and they don't even require a business license. In Oro Valley, a suburb of Tucson, commercial horse businesses are not allowed at all no matter how much land you have. It's also important to find out how many horses per acre each zoning allows and whether or not the property you are considering has any deed restrictions. What are the setbacks? It won't do much good if there isn't enough room to add the facilities you need to have a functional business.

## What's in a Name?

What your program is named can play a part in determining what zoning applies to your land, too. I named my NARHA program in Pima County "The Riding and Rehabilitation Center," and that put it into a different zoning category as a rehabilitation center than as a horse business. It also enabled us to get reimbursement for therapeutic riding services from the State of Arizona.

The way you describe your program can also affect the insurance coverage you get. Riding lessons fall under the agricultural and livestock divisions of insurance companies. If you label the same services as equine assisted/facilitated learning/education, then your insurance company may look at the program as an educational one and a different type of insurance may apply.

## Do your Homework

Who are your potential neighbors? What is the long term development plan for your area? What is now a private, rural property could be designated for high density housing in the near future. Population growth has pushed many equine facilities farther out into the country. Even if you were there first, new developments can force you to relocate. In the worst case scenario, which happened to my NARHA Center, the local government can exercise the right of eminent domain to force you to sell because they need your land "for the greater good." In my case it meant a new road going to a major new development which was not even in the planning stages when I first bought my ten acres.

If you try to start a program without all the zoning requirements taken care of, you can quickly and easily be shut down. It only takes one person to complain about the smell or the flies, or to report you for a zoning violation. Check with your state, county and city governments to make sure you have all the permits and licenses that you need and keep all those documents in a safe place. If a question arises you will be prepared. With proper planning, stable management and documentation you can have a successful, legal EFL or EFP practice.

*Continued from page 7*

fallen in love with the place, purchased it and moved our horses here four years before I began final preparations for our equine-facilitated learning business. Admittedly, we lucked out. Because our land is part of the Ag Preserve, I had to prove that our business would be agricultural in nature; in fact, I had to apply to run a school with an agricultural slant. Ultimately, the county granted our permit.

But the process was arduous. The filing fee cost more than \$800—just a first installment, I learned. The resource management research team in Tulare County charges \$100 an hour for their work. When they run through the deposit made with the application, they send monthly invoices. The county's investigation eventually cost us approximately \$1,600.

Along with the application, we were required to submit ten copies of an exact site plan of the property with measurements of the height of every building; distances between structures; fences and gates drawn to scale, with identification of construction materials; distances of all structures from property lines and main road; locations of our two ponds; off-street parking; signs, with explanation of construction material and illumination; sources of energy; access for vehicles and pedestrians; direction and method of disposal of on-site drainage; contour and topographic information; location of landscaping and other irrigation systems; septic system leach fields; location of wells; location of existing and proposed easements; even future locations of structures to be built for the business. And of course the drawing needed a legend to abbreviations—just like any good map. If my husband hadn't had a master's in industrial technology with experience in doing such detailed drawings, I'd have had to hire an engineer.

In California, the SLUP application includes a lengthy environmental assessment questionnaire, completed by the applicant, that requires detailed answers to questions about the purpose of the enterprise, hours of proposed operation, sizes of anticipated customer groups, equipment, number of anticipated deliveries, number of employees or subcontractors, seating, and other information. If the operation includes raising animals, the county requires supplemental information. In Tulare County, residents are especially suspicious of animal enterprises. Our county produces more milk than any other in the US; and new dairies, some of which house more than 20,000 cows, have the most challenging permitting process.

My husband and I care deeply about the environment. We were perfectly willing to comply with all regulations. I chose to add more information than asked for. I attached information on how and why horses can facilitate learning, and I attached an early middle school literacy and horses lesson plan I'd written, called "Two Gray Horses."

## The Investigation Begins

About two weeks after submitting the completed application and filing fee, we received a post card with the county's project number and the name of a contact person. The investigation began. I could have produced a child in less time than it took for the county's research, but I knew I could not legally launch my business until after the process was finished.

I had an interview call from the county early in that process, with follow-up calls later on. But most of their work



*Zoning authorities require client parking areas to be large enough that access for emergency vehicles is not obstructed.*

went on without additional input from me. The Resource Management Agency conducted an extensive environmental impact study that included potential air, water and soil pollution; manure management; noise pollution; access for emergency vehicles; and an analysis of whether the potential business would disturb the habitats of endangered wildlife. In our case, the most sensitive wild species identified was the San Joaquin Kit Fox, though no Kit Fox had been seen in this area for more than 20 years. County environmental experts wanted to be sure that our fences wouldn't restrict movement of the Kit Fox or other wildlife. A traffic impact study on adjacent roads and an aerial inspection completed the county's research.

The Resource Management Agency report, which we received just prior to our assigned public hearing date, indicated that our business would have no significant environmental impact. That was joyful news, but we weren't done yet. The Resource Management Agency suggested a number of restrictions, including size of groups that could attend programs and a requirement that we serve only catered meals, packaged snacks and bottled water, unless we wanted to install a permanent restaurant-style kitchen subject to regular county inspection.

### Public Hearing

In California, Minnesota and elsewhere, the SLUP application process culminates in a public hearing. All neighbors are contacted and notified 30 days in advance so that they can raise any issues they have with the permit and attend the hearing if they choose to. The county assigns the date for that hearing. We rearranged our schedules to be present. Our contact person suggested that we submit, well in advance, photographs of all aspects of the property, including the barn classroom, set up for a class. She prepared a packet of those photos for all the Planning Commissioners.

When our hearing date arrived, I carried my lucky "pocket horse" and tried to look calm as we awaited our turn on the Planning Commission agenda. We have no residential neighbors, but we saw no adjacent landowners in the audience. As it turned out, none appeared. Commissioners asked me to come to the podium and explain the project to the Commission. After I sat down, Commissioners discussed the project and asked me to return to the podium to answer additional questions. To our surprise and delight, the Commissioners praised our business plan and communicated their enthusiasm, especially for the literacy aspects of our proposed work with kids.

The Commission approved our permit with certain specific limitations—no sound enhancement for events; a limit of 40 mature animals; county permits required of all caterers; dust, odor and vector management; all weather surfacing for emergency vehicle approach; specifics on manure handling and daily cleaning of pens and stalls; frequent inspection of water troughs by the Mosquito Control District; limits on hours of operation; limits on class sizes; limits on decibels of noise; and so on. We could live with all their restrictions.

The county will physically inspect our facility and business annually for compliance to the permit. However, compliance is subject to county review at any time, and we may request amendments as needed.

When my husband and I slipped out of the ongoing Commission meeting to hug one another in the lobby of the county building, we were congratulated by our contact person in the Resource Management Agency. She told us that she'd known all along that the Commission would love our business. I certainly hadn't been so sure. But I saw one of the Commissioners within a week, when I had a portable pen of miniature horses at a local high school career day. The Commissioner went out of his way to tell me how glad he was that we'd decided to locate our equine facilitated learning business in Tulare County. The additional \$400 it cost us to file the approved permit in county records and make a down payment on the first inspection did not dampen our elation that the process had ended so positively.

### Permit Process Demonstrates Commitment

Even if we'd encountered resistance, like MN LINC, I agree with Tanya Welsch that the Special Land Use Permit process itself is critical for those of us committed to careers in EFL/EFP. "If we are trying to help people examine their lives and work out the "disconnects" they experience, how can we operate our business in the same (disconnected) way?" said Welsch. "I believe we cannot and should not, no matter how difficult, painful, expensive and possibly business-ending it might be." The critical thing is that you check zoning ordinances, find out what permits are required, and submit the proper application as early in your business planning as you can.

**Editor's Note:** *A follow-up article will make specific suggestions about ways to educate neighbors about EFL/EFP businesses and gain support from county and city authorities.*



Jan Butler Loveless is a life-long student of horses and humans and is president of J-Bar Ranch, LLC in California. She has a Ph.D. in English Education; an M.S. in landscape horticulture; a B.A. in English and biology, and Equine-Assisted Psychotherapy (EAP 1) certification from Equine-Assisted Growth and Learning Association. She is a member of NARHA, the Equine Facilitated Mental Health Association and the Equine Guided Education Association. She writes regularly for Texas Horse Talk magazine, Equus Spirit, and Blaze magazine: the magazine for Horse-Crazy Kids. She can be contacted at [jan@jbar.com](mailto:jan@jbar.com) or (559) 798-1510.

# The Ins and Outs of Internships Setting Up a Win/Win

By Michael E. Kaufmann

Might an internship program be a worthwhile undertaking for your organization? Before accepting interns at your equine assisted activity center, here are the basics.

According to Wikipedia: "An intern is one who works in a temporary position with an emphasis on on-the-job training rather than merely employment, making it similar to an apprenticeship. Interns are usually college or university students, but they can also be high school students or post graduate adults seeking skills for a new career."

## Why Have Interns at Your Organization?

- Interns can supplement staff and volunteer ranks. They can be dependable extensions of the staff. Interns can fill a human resource gap and can be a mainstay of horse care, equine training, facility maintenance and even center administration.
- Training and supervising interns requires you to have benchmarks for everything from leading a horse to how to address clients. Interns can only learn "your way" of doing things, if you and your staff know what the standard way is.
- Having interns come into your organization brings in new sets of eyes every few months. They will let you know what they think of your place. It can be very helpful to take note of the aspects that are pointed out as positives and to address the areas that are seen as flaws.
- If interns have a positive experience, the positive PR will spread. Other interns may follow and you will build a network of future friends and supporters.

The biggest mistake an intern program can make is to throw interns into a program with minimal direction and supervi-

sion. The golden rule is that one must be willing to designate one person to train, supervise, motivate and track the program. While interns bring a lot to the organization, in return they require, expect and deserve a time investment.

## Top Ten Reasons Why People Intern

### 1. Experience

Employers value experience. But getting the "foot in the door" in any profession or field can be challenging. An internship provides a low risk entry into a professional arena. Once an intern has successfully completed their internship, they can always point to this experience. Few barns would ever pay anyone to work with their horses who did not have experience, yet the opportunity to be a "barn rat" is becoming scarce.

### 2. Moving Up

Talented interns are always in a good position to move into open full time jobs. Having shown themselves to be a good fit with the organization often gives interns a decided advantage over more experienced applicants from the outside. This certainly is true at NARHA Centers. Interns (and volunteers) often are the first to be tapped when a paid position comes open.

### 3. Finding One's Calling

Many people are unhappy in their current career. A time limited internship can quickly lay to rest any illusions about a "dream career" in another profession. Many people believe that working with horses and people would be "cool"—most do not see the hidden challenges and the hardships this career choice can bring with it. An internship can clue them in.

### 4. Building Contacts

Getting a job can depend on who you know. Interns can

## What exactly do interns do at NARHA Center? What are their expectations and how does one keep their days varied and structured to offer a variety of different experiences?

- **Class/Session Support:** Interns can be taught to skillfully apply animal assisted education and activities to groups of clients as teaching assistants in equine assisted riding classes or ground work sessions. Assisting in structuring and supervising groups who have special psychological needs often is the first step to becoming more familiar in the role of equine specialist, therapeutic riding instructor or mental health professional.
- **Animal Husbandry:** Many interns have never experienced the day-to-day routine of caring for equines. Being immersed in the reality of animal husbandry, barn management and the hands-on business of running a center is an important aspect of the internship.
- **Program Administration:** Many individuals dream of starting an equine assisted therapy or activity program. Part of the challenge is to understand that a successful program must be administered like a business. Interns learn that a program must incorporate passion for the work with concrete fundraising, maintenance, quality control, risk management and lots of insurance.

build relationships and have access to top professionals in the organization where they work. These contacts can be valuable as professional references and over time, become part of a career building network of contacts.

### 5. From Theory to Practice

The gritty reality of any profession can't be discovered in books. Students who have gained insight into a field through academic studies must supplement their learning with hands-on experience. An internship can be the first attempt to take theoretical learning and apply it in practice. Working with living equines and people puts theoretical knowledge to a test.

### 6. Just For the Heck of It

Many people reach a transition point in their life when they just want to do something different temporarily. Students who just finished school, people past retirement age, people who are able to take some time off and others who just want to take a break from their regular career, may be candidates for a short term internship. For these individuals, the intern experience may just be a perfect interlude.

### 7. A Personal Journey

Many people have a career that does not fulfill them emotionally or spiritually. Interns like this often choose charitable or even faith based organizations that work toward a greater cause. This is especially true in equine assisted activities, where many come to the "work" with a calling and a special affinity to the beneficial interaction between equines and people.

### 8. Academic Credit

Many colleges, universities and even some high schools provide academic course credit for internships. Generally this kind of intern is under the supervision of an academic advisor who together with the internship site ensures that the work during the internship corresponds with a set requirement. Students in psychology, teaching, equine science and related fields might be perfect candidates for credit based internships.

*Editor's Note: Students doing a clinical practical must do their work at a site approved as a clinical training site. This often requires that a facility offering the supervised clinical experience has direct service staff with certain credentials/disciplines and is willing to offer a specific number of hours per week of clinical supervision. It is also important to note that NARHA standards require that a NARHA certified instructor be present in the sessions of students training for a psychotherapeutic discipline at a NARHA accredited center. Additionally students must show proof of their own liability insurance coverage.*

### 9. Apprenticeship Requirement

Interns who are seeking to complete a specific professional education may have to complete a set amount of field work. For example, in order to become a NARHA certified instructor, one has to mentor under an existing instructor and must demonstrate a certain number of hours of teaching prior to attending a certification workshop. This can be done during an internship.

### 10. International Experience

For many people living abroad, it is a dream to come to the United States for an immersion experience in our culture. A time limited internship is ideal. There are special international visas that allow students to intern with organizations and there even are organizations that help to match internationals with internship sites.



*Michael E. Kaufmann is the Farm and Wildlife Director at Green Chimneys Children Services/Green Chimneys, a NARHA Premier Accredited Center. Michael has served various national organizations as a key program director and spokesperson and has led and facilitated workshops and seminars internationally. Green Chimneys Farm operates a thriving five month long internship program for people seeking to learn about animal assisted activities.*

*mkaufmann@greenchimneys.org*

## Starting a Program by Creating a Niche with Your Skills

*Continued from page 5*

demonstrations of trust-building with their horses. Student artwork and writing is the bulk of our annual newsletter. Horse Warriors™ students each donate 30 hours of volunteer service annually. Not only does this benefit the community, but it increases awareness of the progress our students make.

The expansiveness of our program—discussions, academic tutoring, community service, mentoring opportunities—has made us survive and thrive. It has given us a wide umbrella within the equine facilitated mental health arena. We use both an educational approach and a clinical approach and we have a licensed family therapist present for all sessions in which kids are working with their parents. We stress the word "health" in mental health in an effort to remove the stigma about having mental health issues. To get the kids into our program who need our help, we use the term "empowerment program" instead of "at-risk" so parents don't feel threatened. The end result is the same: kids feel good about themselves; families build bridges and develop better communication; horses are appreciated; and the world spins just a little bit better.



*Priscilla Manden is a Certified Equine Facilitated Interaction Professional-Education (CEFIP-ED) and Co-Founder (with Lorna Miller) of Horse Warriors™. She is a NARHA registered level instructor and professional artist. She has spent 48 years being taught by horses. She lives with her husband, Corgis and an uppity mustang (among others)*

*in Jackson Hole, WY. She can be reached through the Horse Warriors™ website: [www.horsewarriors.com](http://www.horsewarriors.com).*

# No Internships Available? Follow Sheri Flum's Lead

By Jan Butler Loveless, PhD

EFMHA member Sheri Flum, 57, has been a social worker in a variety of medical settings her entire career. In January 2006, however, she had an experience that changed her career goal. She was doing personal growth work at an InnerPath Retreat which included a half-day "Taste of Adventures in Awareness" with Barbara Rector.

## Self Designed Curriculum

Flum had no horse experience at the time, with the exception of occasional "nose-to-tail" trail rides on rented horses. The session with Rector and horses inspired her to buy her own horse within the next year and to embark on a self-designed curriculum of workshops and internships that continues to this day.

Though Flum had completed a dozen workshops by June of 2008, the internships really fueled her new career goal. Since no internships were advertised at facilities near her home in Flagstaff, Arizona, she designed the opportunities herself. Why? Because she believes that one learns the most from seeing an equine facilitated psychotherapy (EFP) program in action, even if it's a program in which people are mandated to participate through court or other required therapy. "It's one thing to attend a workshop with others who have the same career goals," said Flum. "It's something else altogether when the participants don't know what they're getting into." Flum's internships would show her the full range of EFP and EFL.

## Hands On Experience

Flum decided to offer herself as an intern to a number of programs during 2007. "I was lucky," she said. "I'm single, have no family at home, and could arrange the logistics of care of my house, horse, and cats. I was in a situation in which I temporarily had the time and the money to support myself while I learned."

She composed a list of learning goals for herself, brushed off her resume, and sent those, with a letter offering her services, to a handful of programs that fit her criteria. They had good reputations in EFP, appealed to her and were within reasonable driving distance.

"There was nothing really scientific about my plan," said Flum. "I did a Google search, looking for facilities close to Flagstaff that were doing EFP or EFL. First, I found the Hunkapi Horse Program in Tempe." The Arizona State program was so enthusiastic about Flum's offer that

she found herself managing horse powered learning groups as well as a half-day summer camp.

Next, she worked 200 hours as an intern at Cottonwood de Tucson. Her duties ranged from mucking stalls to observing, co-facilitating, and eventually guiding equine-facilitated counseling groups.

A third experience evolved. She made a visit to Buffalo Woman Ranch, in Dove Creek, CO, for a late November equine facilitated integrative healing intensive. She stayed a portion of the winter to assist with managing the herd.

## Internship: The Inside View

The internships helped Flum feel ready to enter the field. "Seeing (a program) in action is a whole lot more than theoretical. You learn a lot at a workshop, but you don't get the inside view. I've been a field instructor for grad programs before and know there's a gulf between what you learn in school and in the real world."

Flum is now armed with letters of recommendation from well-known facilities and experience she couldn't have gained from study alone. When she adds a bit more experience, she plans to sit for the Commission for Equine Facilitated Mental Health and Education Professionals certification exam. She recommends the internship route to anyone new to EFP or equine facilitated learning (EFL). "How else can someone like me, who's starting out with no horse experience, gain the 1000 hours necessary just to take that certification exam? Besides," she added, "I doubt that anyone would have hired me (without the internships). I certainly didn't have enough of a background to just hang out a shingle."



.....

*Sheri Flum has accepted a new position as a clinician at Sierra Tucson, beginning October 1. She worked for seven years as a social worker for Flagstaff Medical Center, a hospital and trauma center serving multiple Arizona cultures. Sheri's adventures with her gaited Rocky Mountain gelding, Jazz, along with her studies and internships, have convinced her of the tremendous power of equine-facilitated psychotherapy and learning. She can be contacted at [sheri@yahoo.com](mailto:sheri@yahoo.com).*