2011 PATH International
Equine Facilitated Psychotherapy & Learning
Pre-Conference

How to Build Sustainable and
Successful EFP/L Practices

Presented By:
The PATH International EFP/L Membership Task Force
Workshop Schedule

Title: How to Build Sustainable and Successful EFP/L Practices

Description
This one-day workshop is designed to provide professionals interested in Equine Facilitated Psychotherapy/Learning (EFP/L) with important information about building sustainable and successful practices. An interactive dialog will answer individualized questions that participants have in regards to creating or managing EFP/L Programs.

Learning Outcomes
Participates will learn:
- Terminology, definitions and guidelines for ethical practice
- Theoretical orientation
- Practical applications
- Program development

Tentative Schedule (9-4)
9:00AM Introduction to Workshop & Participant Survey – Leif
(Pass out cards/talk about)

9:30AM Terminology, definitions, professional competencies – Leif
(This will cover standards, ethics and the differences between EFP and EFL)

9:45-10:30AM The Difference Between EFP & EFL Role Play - Martha

10:30AM Break

10:45AM Guidelines for Successful Practice – Tanya, Blair, Martha
(This will be our guidelines document and include human-animal bond, equine partnership, collaboration between professionals, etc – This needs to be USEFUL and PRACTICAL – set in examples and tools that people can take home and implement)

12:00AM Interactive Discussion – Tracy & Shannon
(Q & A about what we have already covered)

12:30 Lunch

1:00-2:30 Program Development – 1st, 2nd, and 3rd rotation
- Business Plan - Shannon
- Staffing (qualifications, numbers, and includes both horse & human) - Leif
- Facility (space, confidentiality, messy bed-messy head concepts) – Leif
- Programming (clients, services, clients, demand first vs. qualifications and experience first models)- EFP(Tanya)/EFL(Tracy & Blair)

2:45-3:15 Program Development – 4th rotation (same as above)

3:15PM Interactive Discussion – Tracy & Shannon

4:00PM Closure - Leif

Who We Are
Leif Hallberg, M.A., LCPC  
Private Counseling Practice, Montana  
www.hallbergtherapy.com

Ms. Hallberg is a horse trainer turned licensed mental health professional who came into the field of equine assisted activities and therapies 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 of Arizona), the creation and oversight of three EFP/EFL programs in Arizona, New Mexico, and Montana, a 2003 Masters thesis entitled *Horses as Healers: Exploring the Psychological Implications of the Horse-Human Relationship*, and the publication in 2008 of her first book, *Walking the Way of the Horse: Exploring the Power of the Horse-Human Relationship*, which helps to define the theoretical and practical applications of equine facilitated mental health and education services. Leif was an EFMHA board member, and is currently the EFP/EFL advisor to PATH International’s Membership Oversight Committee, chair of the EFP/EFL Membership Task Force, and a member of PATH International’s Reinventing Certification Task Force. Leif’s experience includes an assistant professorship at Carroll College in the Human-Animal Bond Department and adjunct instructor responsibilities at Prescott College. Currently, Leif provides trainings, workshops, and lectures on the field of equine assisted activities and therapies across the country. Leif is a Licensed Clinical Professional Counselor in private practice in Bozeman, MT and provides clinical services both with and without horses.

Dr. Tracy Weber, M.A., Ph. D.  
Kaleidoscope Learning Circle, Michigan  
www.myklc.com

Tracy’s experience as a marketing director, researcher, and executive director of a non-profit offers her a deep pool of resources in addition to her education and facilitating programs throughout the US and abroad. She created Kaleidoscope Learning Circle, llc. (KLC) near Frankenmuth, which engages the whole person by designing customized learner-centered processes which achieve positive, transformational and lasting behavioral change for individuals, teams and communities. As an entrepreneur, farm owner, and pioneer in the field of Equine-Assisted Learning (EAL) her network of professionals and friends in the equine-assisted industry is far-reaching across disciplines and geography. She has presented at numerous conferences including the Lilly Conference on Higher Education and Teaching, EGALA, AEE, and ACA. Weber is an active volunteer, locally and nationally, serving as past Chair on the American Association of University Women, the Saginaw County Business & Education Partnership and the Frankenmuth Multiple Sclerosis Walk. In addition to facilitating increased awareness and healthy relationships for individuals and businesses at Kaleidoscope, she is on the faculty of Michigan State University, Northwood University, Prescott College, and Rochester Institute of Technology where her focus is on leadership and customer relationship management. She is also certified to deliver NEOS (Next Element Outcomes System). Tracy’s personal experience with higher education, in both her Master’s and Ph.D. programs, were learner-centered, competency based with limited residency requirements. Through living these educational journeys while working and raising a family, she recognized the potential for all adults to celebrate learning. This began her quest to help transform experiences, in education and in organizational development and training, from teacher-centered to learner-centered. She integrates experiential learning and a holistic worldview of humans & systems into her programs.

Who We Are

Tanya Welsch, MSW, LICSW  
Natural Connections Learning Center, Minneapolis  
naturalconnectionsclc.org
Tanya Welsch is a licensed school and clinical social worker with close to 20 years experience providing Animal-Assisted Interventions (AAI) in mental health and learning programs for individuals. As a multi-species practitioner, she provides AAI training and consultation and co-facilitates a graduate course in AAI at the University of Minnesota. She is the Education Director and founder of the nonprofit Natural Connections Learning Center, is a Pet Partners® team evaluator with the Delta Society, and a TTEAM Practitioner-in-training through the Tellington-TTouch. She was the Secretary of the Board for EFMHA and is a Graduate Advisor and Adjunct Faculty for the Master’s of Arts in Education with an emphasis in Equine-Assisted Learning (EAL) through Prescott College. Along with her horse, Viola, and registered therapy dog and chicken, she works with an amazing herd of horses, goats, llamas, and donkeys at NCLC’s program sites in the Twin Cities.

Martha McNeil, M.A., LMFT, CEFIP-MH
NARHA Certified Therapeutic Riding Instructor, EAGALA Level 1 Certified
DreamPower Horsemanship, California
www.dreampowerhorsemanship.com

Martha is the Founder and Director of DreamPower Horsemanship in Gilroy, California. She is a Licensed Marriage and Family Therapist, a NARHA Registered Therapeutic Riding Instructor, a Certified Equine Interaction Professional in Mental Health (CEIP-MH) and was EAGALA Level 1 certified. Martha served on the Board of Directors of the Equine Facilitated Mental Health Association (EFMHA) from 2006-2010, and is a Professional Member of the California Association of Marriage and Family Therapists (CAMFT) and the North American Riding for the Handicapped Association (NARHA). From 1993-2010 Martha worked at the OMI Family Center in San Francisco, a Community Behavioral Health Services clinic and part of the City and County of San Francisco Department of Public Health. There she worked with seriously and persistently mentally ill adults, children in foster care and supervised graduate student clinicians. An accomplished rider, she wrote a column on "The Mental Side of Riding" for Equestrian Network Magazine (www.equestmagazine.com), has had articles published by the Bay Area Equestrian Network, Horse-Guide.com, USPC News, NARHA Strides, and Paso Fino Horse World, and serves as Director of the Ohlone Riders unit of the Backcountry Horsemen of California. In addition to her clinic work, Martha has worked in psychotherapy private practice from 1995 to the present. At DreamPower, she supervises Marriage and Family Therapy Interns and serves as Clinical Director for DreamPower’s equine facilitated psychotherapy and Horses for Heroes programs.

Blair McKissock, M.A.
NARHA Certified Therapeutic Riding Instructor, EAGALA Level 1 Certified
Member
Ehorseeducation
www.ehorseeducation.com

Blair McKissock, has been a horse professional for over 20 years. Her career began as a Recreation Therapist working in mental health with adventure therapy and animal assisted therapy. Her experience as a therapist includes work in dolphin human therapy, wildlife education and rehabilitation and adventure education working with many populations but primarily with youth at risk and children with Autism. She became certified as a therapeutic riding instructor in 1998 and has worked for some of the largest programs in Indiana most recently as the Director of Operations. Her desire to make continuing education more affordable and accessible to instructor and horse professionals led her to co-found ehorseeducation.com, the first online training resource for equine assisted professionals. She holds a Masters degree in Education with a research focus on human animal bond and motivation. Her passion is in studying the question of Why the Horse and our connection with nature. She has been trained and certified in various areas including: therapeutic riding, Equine Assisted Growth and Learning, Equine Guided Education, Sensory Integration, Diabetes Lifestyle Coaching, Wellness Coaching, and Pilates/Yoga. Most recently she launched Equiyo, a training and instruction tool utilizing yoga flow to improve the relationship between rider and horse as well as a method to reduce stress in clients. Blair is also a certified Wellness Coach focused primarily on obesity and diabetes prevention and education. Along with one-on-one coaching, she facilitates group workshops on many topics related to change, leadership and human/animal relationships. She has presented her work at several national conferences including three national NARHA conferences and is active professionally with
NARHA. You can read her column as the Indianapolis Horse Examiner on Examiner.com or see her other in many sources including curriculum guides, resource books and online magazines. She is also the creator Wellnessgal.com, a wellness based resource and coaching site for individuals and small businesses.

Shannon Knapp, M.A.
EAGALA Advanced, Parelli Level Two
Horse Sense of the Carolina’s and Horse Sense Business Sense – North Carolina
www.HorseSenseOtc.com
www.HorseSenseBusiness.com

Shannon Knapp is founder and president of both Horse Sense of the Carolinas, Inc., and Horse Sense Business Sense, LLC. Horse Sense of the Carolinas is a national provider of Equine Assisted Psychotherapy and Learning services, and a leading resource for equine facilitated therapy professionals worldwide. Horse Sense Business Sense™ provides equine assisted programs with the practical resources, information, and tools they need to build a successful business. Shannon has worked with and taught horses and people for over 25 years. After 10 years teaching in college, she left academia and began working with abused & neglected horses. She began pairing "rescued" horses with people in 2001, and Horse Sense was formed soon after. She and her husband Richard continue to work with horses through horse rescue organizations and local humane societies and law enforcement. Shannon is EAGALA Advanced Certified, a Parelli Level 2 graduate, and is the author of the book, Horse Sense Business Sense, Volume 1, an introduction to starting and running your own Horse Therapy & Learning practice, as well as numerous other resources for Horse Therapy & Learning practices. In addition, Shannon is a Graduate Advisor for Prescott College's Equine Assisted Learning program, & offers consulting services to those interested in starting their own Horse Therapy & Learning business. She is currently working on her second book, about the role of the horse, the horse professional & Natural Horsemanship in Equine Assisted Practices.

Who Are You?

Are you a licensed mental health professional? Are you an educator?
Are you a TRI? Are you an administrator? Are you a volunteer?
Are you a student? Are you an “other”? Do you currently provide EFP/L?

Do you make a “living wage” from providing EFP/L?
Do you want to provide EFP/L but aren’t yet?
Do you provide EFP/L in a private practice setting? In a NARHA Center? Other? For how long? 10+? 5+? 3-5? 0-3?
Do you consider yourself “savvy” when it comes to; Business planning? Management?
Volunteer organization? Grant writing?
Fund raising?  Third-party billing?
What is EFP and EFL?

**Equine Facilitated Psychotherapy**: EFP is defined as an interactive process in which a licensed mental health professional working with or as an appropriately credentialed equine professional, partners with suitable equine(s) to address psychotherapy goals set forth by the mental health professional and the client.

**You Know Your Doin’ It When…**
- You are a licensed mental health professional
- You have additional training, education, experience, and supervision in EFP
- Your client has signed a consent for psychotherapeutic treatment
- Your client is seeking counseling or psychotherapy and presents with clinically significant symptomology
  - Common Diagnoses Treated By EFP
    - Depressive Disorders
    - Grief & Loss
    - Anxiety Disorders
      - Stress
      - PTSD
      - Abuse
    - Bi-Polar Disorders
    - Somatoform Disorders
    - Eating Disorders
    - Substance-Related Disorders
- You are using the human-equine relationship to treat maladaptive patterns and behaviors caused by mental illness, trauma, or abuse
- You have a treatment plan for your client and the clients goals can be ethically, safely, and successfully addressed through an equine interaction
- You bill according to appropriate fee scales for your licensure
- Your relationship and work agreement with your equine partner ethically aligns with PATH International’s beliefs
- Your facility and business practices align with PATH International’s standards

**Equine Facilitated Learning**: EFL is defined as an educational approach to equine-assisted activities. EFL content is developed and organized by credentialed practitioners with the primary intent to facilitate personal growth and development of life skills through equine interactions.

**You Know Your Doin’ It When…**
- You are an educator, experiential educator, professional development coach, or other human development professional
- You have additional training, education, and experience in EFL
- You focus on life skills, personal growth, learning skills, relationship skills, or communication skills
- You are using the human-equine relationship to help clients
  - Increase self-esteem and self-confidence
  - Improve social skills
  - Address learning differences
  - Learn or improve life skills such as responsibility, respect, work ethic, self-motivation
  - Increase leadership skills or honing other relationship/communication skills
- You have a learning plan that you may have developed to support the student’s Individual Education Plan (IEP), or that you developed in concert with the student and/or student’s parents or counselor.
- You bill according to industry standards for an equine experience and/or for your profession.
✓ Your relationship and work agreement with your equine partner ethically aligns with PATH International’s beliefs
✓ Your facility and business practices align with PATH International’s standards
Terminology and Definitions

**Animal Assisted Activities:** "AAA provides opportunities for motivational, educational, recreational, and/or therapeutic benefits to enhance quality of life. AAA are delivered in a variety of environments by specially trained professionals, paraprofessionals, and/or volunteers, in association with animals that meet specific criteria." (From Standards of Practice for Animal-Assisted Activities and Therapy)

**Animal Assisted Therapy:** "AAT is a goal-directed intervention in which an animal that meets specific criteria is an integral part of the treatment process. AAT is directed and/or delivered by a health/human service professional with specialized expertise, and within the scope of practice of his/her profession. AAT is designed to promote improvement in human physical, social, emotional, and/or cognitive functioning [cognitive functioning refers to thinking and intellectual skills]. AAT is provided in a variety of settings and may be group or individual in nature. This process is documented and evaluated." (From Standards of Practice for Animal-Assisted Activities and Therapy)

**Equine Assisted Activities:** “Equine assisted activities are any specific center activity, e.g., therapeutic riding, mounted or ground activities, grooming and stable management, shows, parades, demonstrations, etc., in which the center’s clients, participants, volunteers, instructors and equines are involved” (PATH Intl. Website)

**Equine Assisted Therapy:** “Equine assisted therapy is treatment that incorporates equine activities and/or the equine environment. Rehabilitative goals are related to the patient’s needs and the medical professional’s standards of practice.” (PATH Intl. Website)

**Therapeutic Riding:** “Therapeutic riding uses equine-assisted activities for the purpose of contributing positively to cognitive, physical, emotional and social well-being of people with disabilities.” (PATH Intl. Website)

**Equine Facilitated Learning:** EFL is defined as an educational approach to equine-assisted activities. EFL content is developed and organized by credentialed practitioners with the primary intent to facilitate personal growth and development of life skills through equine interactions.

**Interactive Vaulting:** “Interactive Vaulting is an activity in which the students perform movements on and around the horse. Interactive Vaulting fosters teamwork, teaches respect for the horse, fosters independence, builds confidence, encourages social interaction, offers individualized instruction while mounted, and it introduces all gaits in a short period of time.” (PATH Intl. Website)

**Therapeutic Driving:** “Therapeutic Driving is about imparting knowledge of safety, horses, harnessing, and driving skills to children and adults using teamwork. Carriage driving gives participants a riding alternative, opening up the world of horses to those who may be unable to ride due to weight, balance, fatigue, allergies, asthma, fear of heights, the inability to sit astride, or other issues. It can also provide the student with a unique movement experience.” (PATH Intl. Website)

**Hippotherapy:** “Hippotherapy as a physical, occupational or speech therapy treatment strategy that utilizes equine movement.” (American Hippotherapy Association)
**Equine Facilitated Psychotherapy:** EFP is defined as an interactive process in which a licensed mental health professional working with or as an appropriately credentialed equine professional, partners with suitable equine(s) to address psychotherapy goals set forth by the mental health professional and the client.

**Equine Assisted Psychotherapy:** “Equine Assisted Psychotherapy incorporates horses experientially for emotional growth and learning. It is a collaborative effort between a licensed therapist and a horse professional working with the clients and horses to address treatment goals. Because of its intensity and effectiveness, it is considered a short-term, or "brief" approach.” (EAGALA Webpage)

**Experiential Learning:** “Experiential learning is the process of making meaning from direct experience. It is learning through reflection on doing, which is often contrasted with rote or didactic learning.” “Experiential learning requires no teacher and relates solely to the meaning making process of the individual's direct experience.” (Wikipedia)

**Experiential Education:** “Experiential education is a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.” (Association of Experiential Education)

**Assist:** To give usually supplementary support or aid to; to give support or aid: to be present as a spectator (Merriam-Webster Dictionary) Note: When used in the field of EAAT, this term may indicate that the horse is considered an assistant to the human professional.

**Facilitate:** To make easier: to help bring about <facilitate growth> (Merriam-Webster Dictionary) Note: When used in the field of EAAT, this term may indicate that the horse is considered an equal in the act of facilitation.
Professional Competencies

Equine Facilitated Psychotherapy Licensed Professional

✓ EFP is provided by a mental health professional who is appropriately licensed or credentialed in his/her state of practice, is dually trained (licensed mental health professional and equine specialist/therapeutic riding instructor) or is partnering with an equine specialist or therapeutic riding instructor, and skilled or certified to provide EFP.
✓ Dually trained EFP professionals may choose to provide EFP individually, or may use a team approach (licensed mental health professional, equine specialist, and/or other support staff). This treatment decision is be made by the professional based upon their comfort with the method and the therapeutic needs of their client(s).
✓ It is the responsibility of the EFP professional to obtain the necessary training, education, supervision, and experience prior to providing the service. EFP is developing rapidly and therefore requires continuing education.
✓ EFP professionals are trained to interpret the equine/client interactions and provide feedback regarding the equine’s behavior, and answering questions and/or assisting the client in the process of interpreting what the equine is communicating.
✓ If the needs of the client/participant exceed the training/practice of the EFP professional, procedures must be in place to refer the client to additional appropriate services.

Equine Facilitated Learning Credentialed Practitioner

✓ There should be a written document verifying the EFL practitioner is credentialed.
✓ EFL credentialed practitioners are able to design and facilitate curriculum that utilizes the input of the horse and its interaction with humans as a foundation of the learning process. They are able to identify the metaphoric teaching moments in a session that aid the participants self awareness through his or her interaction with the horse and session content. They can work one on one or with groups. The work can be done solely if dual certified or with other professionals.
✓ EFL credentialed practitioners have enough experience in the field of teaching that they can engage students in meaningful exchanges relative to the content and experiences generated in any particular lesson. They are able to see beyond the surface of a session. They help participants find the life relevant point to any activity while at the same time including the presence and participation of the equine in their teaching and discussion of information.
✓ EFL credentialed practitioners are educators and guides who integrate and correlate the equine sessions with broader life goals. Whether they are facilitating ground exercises, observations, or other equine assisted activities they help the participants integrate the learning into “whole life” awareness.
✓ Should have a clear understanding of the difference between EFL and EFP
✓ The center should have a written policy in place for Mandatory Reporting of child abuse or neglect that the EFL practitioner follows. See you state guidelines for assistance in developing this policy.
## Professional Competencies

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<thead>
<tr>
<th>Equine Assisted Activities</th>
<th>Qualifications</th>
<th>Equine Assisted Therapies</th>
<th>Qualifications</th>
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</table>
| Therapeutic Riding               | PATH Intl. or CHA Certified Therapeutic Riding Instructor | Hippotherapy                    | MD
|                                  |                                                          |                                 | Physical Therapist
|                                  |                                                          |                                 | Occupational Therapist
|                                  |                                                          |                                 | PATH Intl. Therapeutic Riding Instructor |
| Interactive Vaulting             | PATH Intl. Certified Instructor: Interactive Vaulting Specialty | Equine Facilitated Psychotherapy | Masters or Ph.D
|                                  |                                                          |                                 | Licensed Mental Health Professional |
|                                  |                                                          |                                 | PATH Intl. Certified CBEIP-MH |
| Therapeutic Driving              | PATH Intl. Certified Instructor: Therapeutic Driving Specialty | Equine Assisted Psychotherapy   | Masters or Ph.D
|                                  |                                                          |                                 | Licensed Mental Health Professional |
|                                  |                                                          |                                 | EAGALA Certified |
| Equine Assisted Learning         | PATH Intl. Certified Instructor Educator Coach           |                                 |                                                          |
|                                  |                                                          |                                 |                                                          |
Standards

EQUINE-FACILITATED PSYCHOTHERAPY STANDARDS

*EFP1 MANDATORY

Is there written evidence that the mental health professional who provides direct treatment services meets the following qualifications:

1. Is credentialed (licensed, certified, etc.) as a mental health professional who has met the criteria to legally and independently provide psychotherapy and/or mental health counseling in the state (or country) in which the services are being delivered?

2. Maintains current professional liability insurance?

3. During all EFP sessions, is a Professional Association of Therapeutic Horsemanship International Certified Equine Specialist in Mental Health and Learning (ESMHL) or is assisted by a PATH Intl. ESMHL; and when conducting mounted EFP sessions, is a PATH Intl. Certified Instructor and a PATH Intl. Certified ESMHL or is assisted by a PATH Intl. Certified Instructor and a PATH Intl. Certified ESHML.

   Yes    No

*Interpretation: Legal requirements for the practice of psychotherapy and/or mental health counseling vary from state to state in the United States. It is the responsibility of the center to provide the necessary documentation of the ability to independently provide services in order to comply with its state and country laws and this standard.

*Compliance Demonstration: Visitor observation of WRITTEN legal licenses/certifications, insurance documents, and visitor observation of EFP session.*
EFP2

Is there a written contractual agreement between the mental health professional and the center?

Yes  No

Interpretation: The mental health professional, whether a paid employee, a contractor or an unpaid provider, should have a written agreement that clearly delineates the relationship between the provider and the center. The contract may include performance expectations; compensation; who is responsible for professional and general liability coverage; length of employment, contract, or donation of services; tax responsibilities; termination guidelines (such as “at will”); reference to job description and other personnel policies.

Compliance Demonstration: Visitor observation of WRITTEN contracts.
EFP3

Is there a written consent for evaluation and treatment specific to psychotherapy available on site for each client?

Yes  No

Interpretation: The legal and ethical practice of psychotherapy/counseling requires formal, written agreements between the client (or his/her legal guardian) and the therapist prior to treatment being initiated.

Compliance Demonstration: Visitor observation of randomly selected WRITTEN documents.

EFP4

Is there a written procedure in practice for release of information specific to psychotherapy and/or mental health counseling to an outside source concerning a client receiving equine-facilitated psychotherapy and/or mental health counseling?

Yes  No

Interpretation: The mental health professional providing treatment to a client in equine-facilitated psychotherapy or mental health counseling may receive requests from outside sources requesting release of information. This information is considered confidential and must be treated as such. The mental health professional and the center need to have a procedure both written and in practice for dealing with such requests as well as a form (these forms should be HIPAA compliant) to facilitate the request. Such outside sources could include probation officers, other therapists or child and family caseworkers.

Compliance Demonstration: Center explanation of procedure; visitor observation of randomly selected WRITTEN release forms.
Is there a procedure in practice that requires written documentation for personnel and volunteers to be:

1. Assessed for ability to work with particular clients or client populations?
2. Consistently involved?
3. Oriented to the equine-facilitated psychotherapy program?
4. Oriented to the needs of the specific clients whom they assist?
5. Involved in post-session processing with the mental health professional, PATH Intl. Certified Instructor, PATH Intl. Certified Equine Specialist in Mental Health and Learning and other pertinent people?

Yes    No

*EFPS MANDATORY*

Interpretation: The practice of EFP may necessitate the inclusion of specially screened and trained volunteers or personnel. Because of the nature of EFP programs, it is necessary for the volunteers or personnel to be thoroughly knowledgeable and experienced to provide the standard of service required in an EFP program. This includes a maturity level that must be assessed for appropriate behavior and conduct during EFP sessions. To obtain and maintain this standard, personnel and volunteers must receive additional and ongoing training. They should be thoroughly oriented to the program’s philosophy, mission/vision statements, intake criteria, cancellation policies, administrative structure/lines of communication and other related program components.

EFP assistants should also receive very specific information related to client-centered issues, such as client behaviors, treatment plans and confidentiality policies. (Examples: treatment goals, behavioral modification programs, early signs of behavioral escalation, medication side effects, appropriate personal boundaries - physical, emotional, social). Consistency and commitment from the EFP assistants are necessary in order to provide stability of treatment to the clients. Post-session processing enables the team to review the session in order to address issues, concerns and plan for the future.

Compliance Demonstration: Visitor observation and interview; observation of randomly selected WRITTEN documents.

*EFPS*

Is there a procedure in practice to assess and address the supervision and consultation needs of the PATH Intl. Certified Instructor, PATH Intl. Certified Equine Specialist in Mental Health and
Learning, the mental health professional and the EFP assistants?

Yes  No

Interpretation: Clinical supervision provides all those involved with the treatment process an opportunity to share, explore and address issues related to countertransference (i.e., personal feelings that arise during client contact) as well as to process issues related to treatment provision (e.g., problem-solving to modify a treatment approach and to consistently implement the plan). The amount of supervision is left to the center and professional after the procedure to assess and address the clinical need for such supervision has been carried out.

Compliance Demonstration: Personnel description of procedure.
*EFP7 MANDATORY

Does the facility include a private area suitable for conducting a confidential interview or processing session with an equine-facilitated psychotherapy or mental health client?

Yes  No

Interpretation: In the circumstance in which a client is unable/unwilling to participate in equine activities, is decompensating psychiatrically or behaviorally, or just needs a confidential place to process or share feelings, it is essential that the mental health professional and client have a space in which to meet. The space does not have to be an office but should offer a place to sit down and have a private conversation.

Compliance Demonstration: Visitor observation of the area that is used for interviewing/processing.

EFP8

Is there evidence of written documentation available at each activity site for each client:

1. A comprehensive intake assessment?
2. A treatment plan that includes specific psychotherapy/mental health counseling goals?
3. Periodic review?
4. Ongoing client progress notes?

Yes  No

Interpretation: Typically, a primary mental health professional’s documentation includes a comprehensive mental health assessment including chief complaint, psychosocial history, alcohol and drug history, symptom assessment and diagnostics. The treatment plan specifies the needs of the client, goals of treatment, therapeutic modality and time frames for achievement. The treatment goals and plans should indicate that reviews and updates are occurring on an ongoing basis. The file should indicate that a screening for possible
behavioral/psychiatric precautions/contraindications was done initially and is addressed on an ongoing basis as needed. Ongoing progress should be noted each visit. However, some mental health professionals see clients as an adjunct treatment and will have access to the above information through the primary mental health treatment provider/agency. If this is the case, a signed release of information should be present in the client’s file and there should be evidence of periodic liaison with the primary mental health professional. The licensed/credentialed mental health treatment provider documents the client’s status, therapeutic interventions employed, and client’s responses to the intervention, while the Professional Association of Therapeutic Horsemanship International Certified Instructor documents the equine’s status, responses and horsemanship skills addressed in the session. (Both of these responsibilities may be addressed by the same person, if that person is dually trained.)

Compliance Demonstration: Visitor observation of WRITTEN documentation in randomly selected client files of each mental health professional providing equine-facilitated psychotherapy.
Does the program have a written procedure in practice for conducting research efficacy studies involving the program’s participants, equines, personnel and personnel/volunteers?

Yes  No  DNA

*Interpretation:* Programs involved in investigative studies are advised that they should comply with federally recognized standards and requirements for the conduct of research efficacy studies involving human and/or animal subjects.

*Compliance Demonstration:* Visitor observation of WRITTEN procedure and personnel explanation.

**Ethics**

**PATH International Code of Ethics**

**Preamble**

This Code of Ethics sets forth ethical principles for all Association Members and Centers, and is binding on all Staff, Professionals, and Volunteers.

The exercise and preservation of the highest standards of ethical principles and integrity are vital to the responsible discharge of obligations, activities, and services provided by Association Members and Centers. All Members and Centers are responsible for maintaining and promoting ethical practice. The Association Code of Ethics is intended to be used as a guide for promoting and maintaining the highest standards of ethical practice, personal behavior, and professional integrity.

The guidelines expressed in the code are not to be considered all-inclusive of situations that could evolve under a specific principle, nor is the failure to specify any particular responsibility or practice a denial of the existence of such responsibilities or practices. The guidelines are specific statements of minimally acceptable conduct or of prohibitions applicable to all Members and Centers. This Code is
designed to be additive to such other Codes as may be applicable (such as: medicine, psychology, nursing, social work, etc.)

In recognition of the responsibility inherent in the delivery of services provided by equine assisted activities and therapies, the association asks all members and center personnel to subscribe to the following to the extent permitted by law:

**Principle 1**

The Member respects the rights, dignity, and well-being of all individuals* (human and equine) and promotes well-being for all involved.

**Guidelines:**

1.1 The Member shall be guided at all times by concern for the physical, mental, emotional, and spiritual health of all involved.

1.2 The Member shall be responsive to, and mutually supportive of, the individuals served including families, colleagues, and associates.

1.3 The Member shall recognize that each individual is different from all other individuals and shall be tolerant of, and responsive to, those differences.

1.4 The Member shall serve individuals regardless of race, ethnicity, gender, religion, age, creed, national origin, or sexual orientation.

1.5 The Member shall follow equal employment opportunity practices in hiring, assigning, promoting, discharging, and compensating staff.

1.6 The Member shall maintain in professional confidence participant and staff information, observations, or evaluations and shall adhere to all legal requirements, including HIPAA, with respect to same.
1.7 The Member, in community settings, shall use caution in forming dual or multiple relationships with participants or former participants in which there is a risk of exploitation or potential harm to the participant. The Member, in treatment settings, shall avoid dual relationships when possible. In situations where dual relationships are unavoidable, the Member shall be responsible for setting clear, appropriate, and sensitive boundaries.

1.8 The Member shall demonstrate an understanding of the sensitive nature of physical touch and shall insure that contact is mutually permissible and appropriate in order to avoid misinterpretation and minimize the possibility of emotional harm.

Principle 2
The Member accepts responsibility for the exercise of sound judgment and professional competence.

Guidelines:

2.1 The Member shall provide service only to those individuals he/she can competently serve and accurately represents his/her level of expertise, experience, education, and actual practice. The Member shall accurately represent to participants possible benefits, potential outcomes, expected activities, risks, and limitations of service.

2.2 The Member shall engage in the best practices in the field and shall only engage in those aspects of equine assisted activities and therapies that are within the scope of his/her competence, level of knowledge, training, and experience.

2.3 The Member shall engage in sound business, employment, and administrative practices.

2.4 The Member shall engage in continued personal growth, continuing relevant education, and professional skill development.
2.5 The Member shall engage in self-evaluation and agrees to address personal, medical, psychological, or legal problems which may interfere with judgment or performance. The Member shall seek consultation and take appropriate remedial action should judgment or performance become impaired.

2.6 The Member shall demonstrate objectivity and fairness by interacting with individuals in an impartial manner.

2.7 The Member shall accept responsibility for the exercise of sound judgement when interacting with individuals and animals.

2.8 The Member shall demonstrate openness to, and respect for, other colleagues and professionals.

Principle 3

The Member shall respect the integrity and well-being of program equines and animals.

Guidelines:

3.1 The Member shall recognize and respect the individual character, nature, and physical attributes of each program equine.

3.2 The Member engages in safe, mutually beneficial human and equine interactions, placing equines in activities suited to their temperament and physical ability.

3.3 The Member shall take responsibility for the highest standard of care, maintenance and selection of each program equine, understanding and responding to the equine’s need for socialization, play, turnout, time off, and retirement
3.4 When horses are borrowed or leased, the same high standards of equine respect, care, and maintenance apply.

3.5 The Member takes active steps to ensure that the barn environment and culture in which equines reside and services are taking place is compliant with standards and congruent with this code.

**Principle 4**

Members shall be truthful and fair in representing themselves and other members or centers by whatever medium of communication.

**Guidelines:**

4.1 The Member shall be responsible for providing each participant with accurate information regarding programs, services, professional training and credentials, as well as possible benefits, outcomes, expected activities, risks, and limitations of the service or program.

4.2 The Member shall meet commitments to participants, colleagues, equines, agencies, the equine assisted activities and therapies community and the community at large.

4.3 The Member shall use the Association logo only in accordance with the Association brand policy.

**Principle 5**

The Member shall seek to expand his/her knowledge base related to the field of equine assisted activities and therapies.
Guidelines:

5.1 The Member shall maintain a high level of professional competence by continued participation in educational activities that enhance basic knowledge and provide new knowledge.

5.2 As possible, the Member shall seek to demonstrate commitment to sharing and disseminating information and/or research through teaching, supervision, consultation, mentoring, presentations, and publications to benefit the equine assisted activities and therapies community.

5.3 The Member shall demonstrate commitment to quality assurance by regular peer review and/or self-assessment. The Member in treatment settings shall engage in providing and receiving individual, or peer supervision, and/or staffing consultation.

Principle 6

The Member shall honor all financial commitments to participants, personnel, vendors, donors, the Association, and others.

Guidelines:

6.1 The Member shall negotiate and clarify the fee structure and payment policy prior to the initiation of service, and charges only for services rendered.

6.2 The Member shall not misrepresent in any fashion services rendered or products dispensed.

6.3 The Member shall be truthful and fair in representing itself in fundraising activities.

6.4 The Member shall honor all debt obligations.

6.5 The Member shall maintain membership in the Association and pay the appropriate fee as determined by the Board of Trustees. Instructors shall remain in good standing with the annual Compliance Process for Instructors.
**Principle 7**

The Member shall abide by Association Standards and Guidelines and all State, Local, and Federal laws.

**Principle 8**

The Member accepts the responsibility to protect participants, equines, the public, and the profession from unethical, incompetent, or illegal practice.

**Guidelines:**

8.1 The Member shall present this Code of Ethics to all participating staff and personnel, outlining their collective obligation to support it and address any questions or concerns pertaining to it.

8.2 The Member accepts the responsibility to discuss suspect unethical behavior directly with the parties involved.

8.3 The Member accepts responsibility to report alleged and unresolved, unethical, incompetent, or illegal acts to the Association. Failure to report is a violation of the ethical principles of the Association.
The Difference between Equine Facilitated Psychotherapy and Equine Facilitated Learning

Elements of Equine Facilitated Psychotherapy

Please rank the following elements in the order of importance in a typical EFP session. Put “NA” if the element is “Not Applicable” to a typical EFP session.

_____ Mounted horsemanship instruction
_____ Unmounted horsemanship instruction
_____ Building a relationship with a horse
_____ Building a relationship with a psychotherapist
_____ Building a relationship with a riding instructor/equine specialist
_____ Building a relationship with an educator
_____ Building relationships with peers/other clients
_____ Improving social skills
_____ Improving boundaries/respecting limits and authority
_____ Addressing personal or familial psychotherapy issues or goals
_____ Addressing personal growth goals
_____ Addressing educational goals
_____ Learning life skills
_____ Other (please describe) ________________________________
_____ Other (please describe) ________________________________
Elements of Equine Facilitated Learning

Please rank the following elements in the order of importance in a typical EFL session. Put “NA” if the element is “Not Applicable” to a typical EFL session.

_____ Mounted horsemanship instruction
_____ Unmounted horsemanship instruction
_____ Building a relationship with a horse
_____ Building a relationship with a psychotherapist
_____ Building a relationship with a riding instructor/equine specialist
_____ Building a relationship with an educator
_____ Building relationships with peers/other clients
_____ Improving social skills
_____ Improving boundaries/respecting limits and authority
_____ Addressing personal or familial psychotherapy issues or goals
_____ Addressing personal growth goals
_____ Addressing educational goals
_____ Learning life skills

_____ Other (please describe) ________________________________________________

_____ Other (please describe) ________________________________________________
Guidelines for Providing Equine Facilitated Psychotherapy: PATH International’s Unique Approach

Purpose

The purpose of this document is to inform PATH International members, health care professionals, and education professionals about Equine Facilitated Psychotherapy (EFP).

EFP is a popular and emerging service provided by hundreds of PATH International centers and thousands of professionals in the United States and increasingly in other countries around the world. Evolution and growth has resulted in a wide variety of EFP approaches, methods, and programs.

PATH International’s unique approach to EFP provides support for a diverse group of professionals serving an increasing range of clients. Services include clinical interventions conducted by licensed mental health professionals, as well as long-term psychotherapy.

The common denominator in all PATH International EFP services is the interaction with and participation by the equine.

The following information helps professionals interested in EFP interpret some of the key characteristics of the service.

EFP is defined as an interactive process in which a licensed mental health professional working with or as an appropriately credentialed equine professional, partners with suitable equine(s) to address psychotherapy goals set forth by the mental health professional and the client.

I. About EFP

a. EFP is an interactive process in which individuals of all ages participate in clinically-structured equine activities to improve and enhance mental, emotional, and social functioning.

b. Through relationships with equines, humans may recognize maladaptive behaviors. In order to feel safe throughout the process of healing and growth, it is essential that trust and respect are developed between the human and the equine. Therefore, teaching clients about equines is beneficial in order to provide a deeper understanding and awareness of the equine partners.

c. EFP professionals must obtain a signed “informed consent” from their client. This document describes the professional’s services, goals, credentials and philosophy for including equines in psychotherapeutic treatment.

d. EFP differs from Equine Facilitated Learning (EFL) as it is a form of psychotherapy and thus involves the processing of experiences, feelings, and thoughts while EFL involves discussion and educational content. EFP is client driven and the goals may vary where EFL usually has an end goal in mind at the start of the lesson.

e. The goals for EFP range from making the unconscious conscious to treating maladaptive patterns and behaviors caused by mental illness, addiction, trauma, or abuse.

f. Currently insufficient research evidence exists to substantiate best practice or evidence-based practice in EFP. Nonetheless, EFP professionals strive to implement evidence-
based interventions when possible and seek to contribute accurate data to the growing research and literature in the field.

II. The Professional
   a. EFP is provided by a mental health professional who is appropriately licensed or credentialed in his/her state of practice, is dually trained (licensed mental health professional and equine specialist/therapeutic riding instructor) or is partnering with an equine specialist or therapeutic riding instructor, and skilled or certified to provide EFP.
   b. Interns in the mental health profession or unlicensed mental health professionals must be directly supervised by a licensed mental health professional to provide EFP.
   c. It is the responsibility of the mental health professional to obtain the necessary training, education, supervision, and experience in any specialty area of practice.
   d. EFP is developing rapidly and therefore requires continuing education.
   e. EFP professionals may choose to provide EFP individually, or may use a team approach (licensed mental health professional, equine specialist, and/or other support staff). This treatment decision is be made by the professional based upon their comfort with the method and the therapeutic needs of their client(s).
   f. EFP professionals are trained to interpret the equine/client interactions and provide feedback regarding the equine’s behavior, and in answering questions and/or assisting the client in the process of interpreting what the equine is communicating.
   g. If the needs of the client/participant exceed the training/practice of the EFP professional, procedures must be in place to refer the client to additional appropriate services.

III. The Client
   a. There should be a written treatment plan in place that supports the use of EFP as a clinically appropriate intervention and includes criteria for discharge.
   b. Use of EFP as a clinically appropriate intervention should be adapted to the client’s goals, personality, and diagnoses. Clients should be screened for precautions and contraindications (see Standards for Accreditation and Certification Manual)
   c. The EFP professional should make informed decisions about when a client is suited and emotionally ready for such an interaction and when it would be contraindicated. Continued re-evaluation of the EFP service is critical to ensure ethical use of the method.
   d. The professional is responsible for maintaining HIPPA compliant records.
   e. EFP professionals should be educated, familiar, and experienced in understanding equine behavior and the psychological and physiological factors that influence equines.

IV. The Equine
   a. There should be a procedure in practice to select appropriate equines for EFP and to periodically reevaluate each equine for suitability.
   b. EFP professionals should be highly attuned to and aware of their equine partners. When the equine is responding to stimuli, these reactions and responses can facilitate a therapeutic or learning experience for the client/participant. In this manner, the EFP professional and the equine work together in partnership to facilitate the experience.
   c. The welfare of the equine should be assured at all times and the EFP activity must cease in the event that an equine displays unhealthy stress, fear or discomfort. Continued re-evaluation is critical to ensure that both client and equine needs are met.
   d. An EFP session should count towards the work day limit for an equine.

V. The EFP Session
a. EFP can be delivered using a variety of approaches including but not limited to; ground work activities, mounted activities, driving, or vaulting.
b. If the EFP professional uses mounted work, he or she must be certified as a PATH Intl. Therapeutic Riding Instructor.
c. If the EFP professional chooses to use only ground work, he or she can be certified only as a PATH Intl. Equine Specialist.
d. If driving or vaulting are utilized, the EFP professional must be certified in those areas.
e. There must be written documentation available to support b, c, and d.

VI. The Equipment
a. The EFP professional should consider the possible psychological impact of using certain equipment with or around clients. Such equipment could include lunge whips and lunge lines, wands, chains, and activities equipment like blindfolds, masks, etc.
b. The EFP professional needs to consider the appropriateness of the equipment for his/her equine partners.

VII. The Location
a. EFP must be provided in a confidential setting that is both physically and emotionally safe for clients.
b. The EFP professional must ensure that the facility’s practices align with safety and health guidelines as outlined by PATH Intl. standards.

VIII. Personnel
a. The use of a support team can be helpful to mental health professionals in some situations. Support staff may be certified therapeutic riding instructors, equine specialists, or may have other training and skills that make them appropriate in supporting an EFP provider. The responsibilities of the support team will vary with the needs of each provider, client, and equine.
b. Paid and unpaid personnel involved with EFP sessions should go through orientation training specific for the EFP service.
   i. The training should specifically address confidentiality and basic counseling skills.
   ii. It should address mental health diagnoses that the personnel might encounter as well as potential goals that might be addressed through the EFP service.
   iii. It should cover roles and responsibilities for all personnel.
   iv. There should be a pre and post session briefing/debriefing to ensure that personnel are supported in their efforts.
Guidelines for Successful Practice

1. Overview of HAB (human-animal bond) and Why The Horse?

A. Being a part of the bigger picture of Nature Based therapies and learning or Animal-Assisted Activities (AAA).
B. Underlying foundation- Biophilia Hypothesis, Experiential Education- A Powerful Combination
C. Two sides of the same coin- Therapy and Learning- not Therapy VS Learning, continuum of care.
D. Education, self growth, counseling, treatment or management of a disease
E. Recreational riding, therapeutic riding, recreational therapy, hippotherapy
F. So Why the Horse?- Boiling it down without over simplifying so we are on a common page.
   - Unique Relationship- Predator and Prey
   - Domestication time line
   - Physical awareness, emotional awareness
   - Sensitivity to body language- Human Lie detector
   - Life or death vulnerability
   - Creates opportunity to shift

2. “Dual relationship” nature of this work, ethical dilemmas for practitioners, getting ego involved in process.

A. Criteria for Selection of Activities in an EFP or EFL session
   - Allowing for tension between psychotherapy or educational treatment goals and horsemanship skills or goals
   - Walking the tightrope between competing goals (don’t fall off on either side)
   - Managing staff expectations re: “their” goals for a session
B. Selection of Appropriate Equines
   - Miniatures, Ponies, Horses and Long-ears (donkeys and mules)
   - Your own horse, a program horse, a leased horse?
   - Including varieties of personalities, ages, training levels of equines
C. Ethical dilemmas for practitioners/Monitoring the welfare of the equine partners
   - Common ethical dilemmas
• Monitoring equine mental health
• Monitoring equine physical health
D. Getting ego involved in the process
• Risks and benefits of working with a horse that you own or are very attached to
• What happens when a practitioner has strong feelings about a particular animal

3. How to support your work via research, evaluation and measurement, and collaborative concepts

A. Tri-Balance Model™
B. 5 domains of human health and wellness
C. What current studies align with this field?
   • Neurobiology and sensorimotor
   • Hormones – Oxytocin
   • NBT (Nature-Based Therapy or ”Green Care” in Europe)
D. What questions does EFP/L attempt to address

4. Presentation of three different program “diagrams” and the networks and collaboration present to help each program succeed, and a further discussion of the financial “realities” present when providing these services.

A. Supporters – donors/board/community/funders/referrals
B. Animals – equines/adjunct animal support
C. Participants – clients/students/patients/families
D. Environment – facility/milieu/nature
E. Staff – paid/volunteer

5. Resources

1. Adele Von McCormick – “Horse sense for the Human Heart”
2. Allan Schoan, PhD – “Affect Regulation and the Origin of the Self”
3. Aubrey Fine, PhD (Ed) – “Handbook on Animal-Assisted Therapy” (3rd Ed.)
5. Chris Irwin – “Dancing with your Dark Horse”
6. Daniel Amen, MD – “Change Your Brain, Change Your Life”
13. Hal Herzog – “Some We Love, Some We Hate, Some We Eat: Why It's So Hard to Think Straight About Animals” (2010)
16. Marco Iacoboni – “Mirroring People: The New Science about How We Connect with Others”
17. Meg Daley Olmert – “Made for Each Other”
18. Paul Ekman- “Emotions Revealed: Recognizing Faces & Feelings to Improve Communication & Emotional Life”
Program Development Notes

Job Description

Lead Facilitator: Mental Health Professional

Description: To provide safe, ethical, and professional equine facilitated psychotherapy services to clients and to provide oversight for equine facilitated learning services.

Qualifications:

- Masters degree in counseling/psychology or a related field
- Either is licensed in their state of practice, or is supervised as per state supervision requirements
- Has three or more years of experience providing counseling services to a diverse group of clientele
- Has one or more years providing EFP or EFL and has obtained training, education, and supervision to provide the method
  - Or is obtaining that training, education, and supervision currently
- Has strong horsemanship skills including stable management, ground work, and mounted work
- Demonstrates competency in understanding equine communication, psychology, and behavior
- Demonstrates competency in facilitating EFP without direct supervision
- Has group facilitation experience and training
- Has staff or volunteer management experience or internship supervision experience
- Demonstrates good interpersonal relationship skills and can work well with a team that could consist of therapeutic riding instructors, EFL facilitators, interns, and volunteers

Responsibilities:

- Provides EFP services to individuals, families, and groups
  - Conducts clinical documentation including treatment planning, session notes, discharge summaries, and crisis reports
  - Uses a wrap around services approach which includes communicating with parents, additional service providers, schools, etc.
  - Consults with supervisor or peer supervision group on a regular basis
  - Handles all crisis interventions or responses
- Provides on-site or on-call therapeutic support for EFL services
  - Provides one-on-one sessions to EFL participants if necessary
  - Provides therapeutic interventions during EFL sessions if necessary
- Provides on-site therapeutic support for the EFL team
  - Assists with curriculum design to meet student needs
  - Assists with session de-briefing
  - Assists and/or provides volunteer and intern training

Reimbursement:

- Reimbursement is specified in the contractual agreement between the mental health professional and the program
Job Description

Lead Facilitator: Equine Facilitated Learning Professional

Description: To provide safe, ethical, and professional equine facilitated learning services to therapeutic students

Qualifications:
- Over 18 years of age and eligible for insurance coverage as an instructor
- Has education, experience, and/or credentialing as an experiential educator or special educator teacher
- Has three or more years experience facilitating EFL or teaching therapeutic riding
- Has strong horsemanship skills including stable management, ground work, and mounted work
- Demonstrates competency in understanding equine communication, psychology, and behavior
- Has staff or volunteer management experience
- Has curriculum development experience
- Demonstrates competency in facilitating EFL without direct supervision

Responsibilities:
- Create or co-create lesson plans and curricula
- Work closely with the Licensed Mental Health Professional or Mental Health Intern to understand presenting therapeutic issues
- Work with teachers, parents, and the IEP team to ensure that EFL session, lesson, or group content enhances or supports educational and learning goals
- Facilitate sessions, lessons, and groups in EFL or other specialty areas of programming
- Supervise and manage volunteers and/or interns
- Develop a relationship with all equine partners to ensure safe and ethical equine experiences

Reimbursement:
- Reimbursement is based upon experience, duties assigned, and the number and length of sessions, lessons, or groups.
Job Description
Volunteer – Client Support Staff

Description: To support safe, ethical, and professional equine services for therapeutic clients/students

Qualifications:

✓ Willingness to commit to scheduled times/days
✓ Willingness to help others
✓ Willingness to help create a safe, compassionate, and fun equine experience
✓ Basic equine knowledge and skills
✓ Willingness to learn

Responsibilities:

✓ Attend all mandatory trainings
✓ Commit and adhere to agreed upon schedule
  o Be on time to all groups or sessions
  o Unless it’s an emergency, be present at all scheduled groups/sessions
    ▪ If you have to miss, contact other volunteers to attempt to find coverage
    ▪ Give 24 hours notice if you are not going to be present and let the Lead Facilitator know who is covering for you
    ▪ If you cannot find a volunteer replacement, give 36 hours notice (unless it’s an emergency)
✓ Provide safety support for a team of one equine and one or two clients/students
✓ Develop a professional, supportive, and caring relationship with the clients/students you work with
✓ Participate in the pre-group briefing and the post-group debriefing
✓ Communicate any issues that arise to the Lead Facilitator
  o Determine if the information is urgent and must be communicated immediately or can wait until the debrief
✓ Concentrate on your client/student and your equine during your volunteer hours

Reimbursement:

✓ This is a volunteer position and therefore is unpaid. We do offer trainings and workshops to continue the educational development of our volunteer. Volunteers will be notified of such opportunities as they arise.
Psychological Implications of Facility Care & Management

*Messy Bed, Messy Head Concept*
Many people believe in the idea that one’s exterior environment mirrors one internal landscape. In the case of EFP and EFL, the way a facility appears to the participant can affect how comfortable they feel and thus how open they will be. If the participant perceives that the facility is messy, unsafe, uncared for, or otherwise in disrepair, he or she may make a subconscious connection to the service he or she will receive, assuming that the service will mirror how the facility looks and feels. If the facility is obviously cared for and loved, the participant tends to assume that he or she will also receive similar attention. Feeling safe, nurtured, and cared for helps participants to open up, trust, and face the challenges of change more readily and comfortably.

Facilities that are safe but sterile may have similar affects on participants. It’s always a good idea to not only ensure that your facility is well cared for and safe, but also that it has personal touches that demonstrate to clients how much you love the work that you do and the humans and horses who participate.

*Confidentiality*

If you are offering EFP, your facility must be able to provide confidential spaces for clients and mental health professionals to work. These spaces must be completely off-limits to any and all other individuals for the duration of an EFP session.
Suggested Reading List

**Books that inform us about equine behavior.....**

Hill, C., *How to Think Like a Horse.* (Story Publishing, 2006)

**Books that inform us about the field of EAAT.....**

Broersma, P., & Houston, J., *Riding into Your Mythic Life: Transformational Adventures with the Horse* (New World Library, 2008)
Rector, B., *Adventures in Awareness.* (Bloomington, IN.: Authorhouse, 2005)

**Books that inform us about Experiential Learning, Education, or Psychotherapy ......**

Books that inform us about Ecopsychology or Biophilia.....

Glendinning, C., My Name is Chellis and I’m in Recovery from Western Civilization. (Boston, MA.: Shambhala Publications, 1994)
Kanner, A.D., Roszak, T., & Gomes, M.E., Ecopsychology: Restoring the earth, healing the mind. (New York: Random House, 1995)
Metzner, R., Green Psychology: Transforming our Relationship to the Earth (Vermont: Park Street Press, 1999)