Leonardo da Vinci Project first meeting
Presentation SHP -E(NL)

Dr.Ulrike Thiel



WHY DO WE NEED CERTIFICATION CRITERIA ?

- * What is Equitherapy, what is AMAT
- × A confusion of tongues
 - + Different models
 - + Different trainings
 - + Different certifications
- The FATP quality criteria

ANIMAL MEDIATED ASSISTANCE AND THERAPY

European cooperation within lifelong training

The horse seems to hold great appeal not just for clients but also for moderately well trained or self-proclaimed "helpers". This means that an often great enthusiasm, combined with little previous information and knowledge, leads to unprofessional provisions that lack expertise – often despite best intentions. Furthermore there are unfortunately also providers who, with the help of clients and horses, seek to come to grips with their own problems and who - in this sense - misuse both for their own purposes. In the course of my work I am myself often confronted with victims of a variety of irresponsible "horse therapies" or "self-discovery-, "fear-, or "management-workshops", who have been mentally or physically harmed. Fortunately this can mostly be reversed by expert use of the horse, but could have been prevented from the outset if the clients or workshop participants concerned had been better informed about the qualifications and working methods of the provider.

AMAT



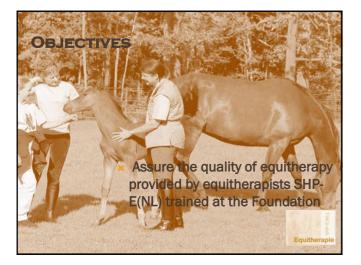
Animal Mediated includes measures for educational, social, therapeutical or rehabilitative activities being carried out by professionals with the help of the animal as subject within the triangular process (the client, the animal and the professional undergo a relation on which the process is based). The involvement of the animal is supposed to be a sort catalysator within the intended process.







SHP-E(NL) The Need of International Certification





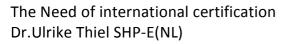


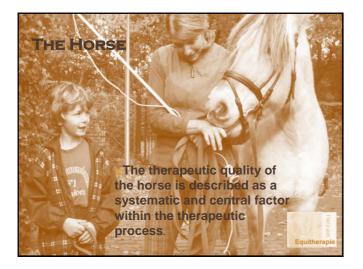
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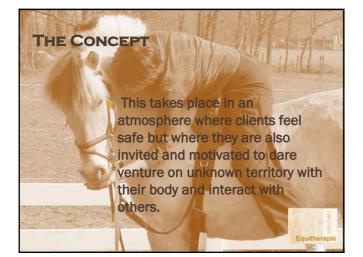






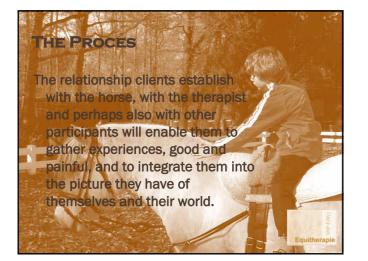


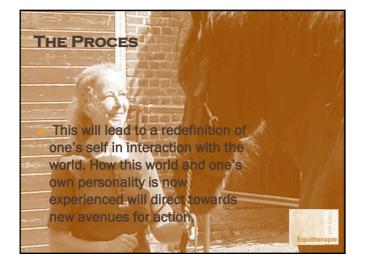




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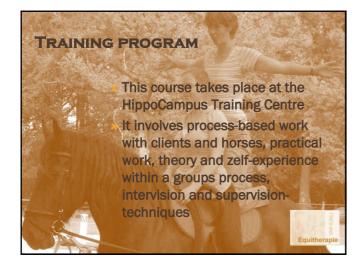




We presume that clients have needs which could not and cannot be (adequately) met in their previous and current life context, and which are now assigned a place in the therapeutic triangle formed by horse, client and therapist:

TRAINING EQUITHERAPISTS

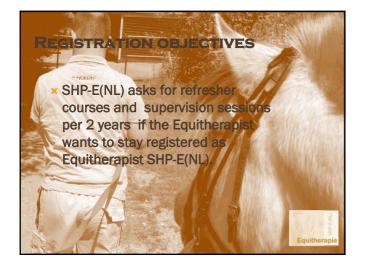
SHP-E(NL) offers a two-year post graduate-training in Equitherapy for mental health specialists with basic psychotherapeutic, psychosocial or educational and/or remedial background and working experience



EQUITHERAPIST SHP-E(NL)

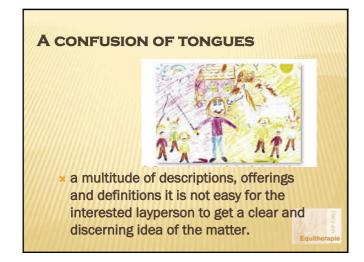
Therapists finish with certificate "Equitherapist SHP-E(NL) specialised in

> remedial work psychosocial work revalidation and reintegration developmental enhancement equine-facilitated psychotherapy rehabilitation and reintegration







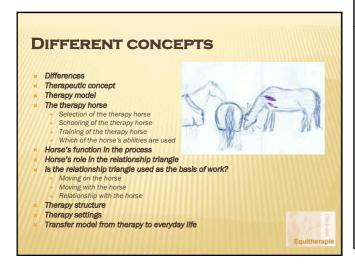


confusion of tongues In recent years an almost Babylonian confusion of tongues has developed around the pedagogic and therapeutic use of the horse, enabled in particular by the possibilities which the easy and sometimes unfortunately also "uncensored" and uncritical dispersion of information via the internet affords (with or without reputable source citation). With such a multitude of descriptions, offerings and definitions it is not easy for the interested layperson to get a clear and discerning idea of the matter. A search on the internet leads to a myriad of terms which more or less relate to the catch-all phrase "the horse" in the therapeutic context". This label may relate to a range of different concepts, depending on the origin, expertise and reputability of the source. Here a small selection:

A RANGE OF DIFFERENT CONCEPTS, DEPENDING ON THE ORIGIN, EXPERTISE AND REPUTABILITY OF THE SOURCE

therapeutic riding, hippotherapy, hippocoaching, hypotherapy, hyppotherapy, equitherapy, equine assisted therapy, equine assisted learning, equine assisted training, equicoaching, pedagogy with horses, equotherapy, therapeutic vaulting, remedial vaulting, equine assisted psychotherapy, equine facilitated development, natural horse therapy, esoteric horse therapy, horse sense therapy, motor therapeutic riding, equine therapy, horse sense learning

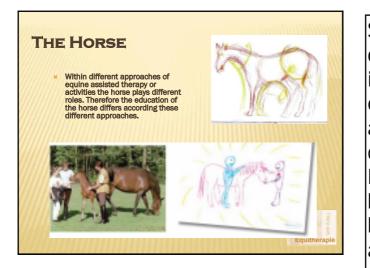


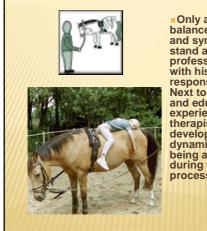


A closer analysis of the relevant internet sites, and in particular the providers behind them, seems to show that equine assisted therapy, in its widest sense, currently enjoys considerable market value. This is due to an apparent need for alternative choices for psychosocial, pedagogic and therapeutic methods in the field of psychological-pedagogical and sociotherapeutic services and support provision. A real "hit" at present seem to be equine assisted courses for management training, the development of personal abilities in leadership, and esoteric self-discovery seminars. "Specialists for horses and people", sometimes professionally trained but sometimes also self-proclaimed, offer their services on numerous homepages. Horse therapy centres introduce themselves, while horse projects are springing up all over. It appears that the horse "as helper" has been discovered.

In the Netherlands an article with the headline "Doctor Horse" appeared in a daily newspaper just a few months ago. It compared various "equine therapists" and their qualifications and methods. Among them were so-called "empirical experts", who have neither therapeutic nor equestrian qualifications, but who have more or less trained themselves with much enthusiasm (for example via the internet . *The horse itself is not a therapist*

As gratifying as this development may be for the specialist (who has got to know and appreciate the value of the horse within the therapeutic process both from a scientific perspective and from personal experience as a therapist), it also gives justifiable cause for concern. This revival of the horse in its function as "man's helper" unfortunately also leads to the horse being used in a manner ranging from inappropriate or dangerous to ethically unjustifiable. Alongside pure economic reasons there are also other causes for the inexpert or unprofessional "use of the horse" in this context.





*Only a happy and wellbalanced horse literally and symbolically can stand and enjoy his profession as co therapist with his own responsibilities and tasks. Next to physical training and education being experienced together therapist and horse develop a deep and dynamic relationship being a fundamental factor during the therapeutic process.

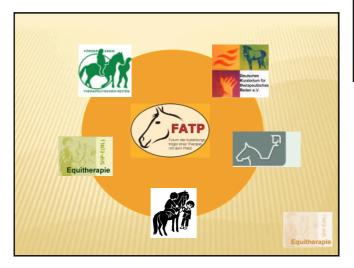


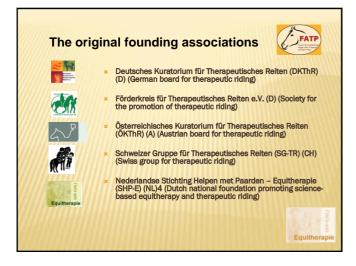
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SHP-E(NL) prefers the classical training of a horse in which the nature and individual personality of the horse in question is respected its resources are addressed and its abilities are developed in a joyful way. Next to training the treatment and housing of the horse as well as a good balance between "professional activities as therapy horse and leisure and other activities are essential to enable him to be open to the therapeutical triangle between client, therapist and himself.

Many who would like to work with people and horses feel a calling to become an equitherapist. Because of this training schemes for equitherapists appear to be a very sellable item. Some want to become an equitherapist even though their primary profession does not qualify them to support clients through therapeutic processes, and regardless of the fact that they not have enough equine knowledge and experience to involve the horse in this activity in a meaningful manner. As a result there are also many unprofessional training providers on the free market, with new ones developing continually while others disappear. Just as for clients, it is not easy for those seeking a gualification to sort the wheat from the chaff, and to critically examine the offers of training and further education.

and the	Equitherapist SHP	Riding therapist FÖRDERKREIS	Riding therapist, vaulting therapist OKTR	Riing therapist SGTR	Ridng therapist, vaulting therapist DKTHR
	Dutch foundation promoting science-based equitherapy Nederlandse Stichting Helpen met Paarden- EquitherapieHippoCampu s training Centre Netherland	Society for the Promotion of Therapeutic Riding	OKTR (Austrian Board of Trustees for Therapeutic Riding) Therapeutic vaulting/riding section	SGTR (Swiss Group for Therapeutic Riding)	German Board of Trustees for therapeutic riding
Organisation	Nederlandse Stichtinhg Helpen met Paarden- Equitherapie	Deutscher Förderkreis für therapeutisches Reiten	Österreichisches Kuratorium für therapeutisches Reiten	Schweizer Gruppe für therapeutisches Reiten	Deutsches Kuratorium für therapeutisches Reiten
Duration of training (dayshours) Period (years/months)	600 hours of training 44 course days Distributed over 2 years	475 training units x 45 min, at least two and a half years. At total of ten servirars each lasting several days, a guided work placement	250 training units x 50 mins (not including sports training), 2× 6 day courses 7 weekends, work placement (supervised) approx. 15 hours Sports training (approx. 10 - 14 days) Possible within approx. 2 years	550 training units x 45 mins Period of 2 years	190 UE training units/w5min., guided work placement Period of 1 Jear
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Description	EAT Equine Assisted Therapy	EAP Equine Assisted Psychotherapy	EAC Equine Assisted Coaching	EAA Equine Assisted Activities	EAL Equine Assisted Learning
Organization	PEGASUS Artevelde-Hogeschool Gent, Belgium	EAGALA (Equine Assisted Growth and Learning Association) USA, Europa	'Equicoaching' Belgien	Indiana Horse Council (USA)	Cartier Equine Learning Centre , Canada
Duration of training (days/hours) Period (years/months)	105 hours of training 12 - 15 course days Distributed over 2 years	2 levels having 3 course days each	9 training days	No information available	First level lasts 7 weeks. No information available about hours of training. Levels 2 and 3 are advanced courses





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STRUCTURE OF THE ADDITIONAL QUALIFICATIONS IN THERAPEUTIC VAULTING AND RIDING

The aim of the course modules is to bring specific topics together with the trainee's knowledge and abilities stemming from their primary profession and their equestrian training. This prepares the course participants for independent work in the field of equine assisted therapy. All training providers expect the participants to complete some periods of practical training during the course. This practical training takes place before and in between the study modules of the training course, under the guidance of qualified equitherapists. The main aim of the periods of practical training is the actual implementation of the acquired theoretical knowledge into working practice. Furthermore critical reflection on the practical work is expected. All training providers ask for a written seminar paper or thesis. The subject matter varies from the discussion of set questions or issues to the exposition of the trainee's own practical work. The extent of the complete training depends on the respective admission requirements of the training providers and their curricula. MUTUAL RECOGNITION AGREEMENT OF THE FATP MEMBERS In recognition of the internationalization of qualifications in a unified Europe and of the growing mobility of people with a gualification in therapeutic riding the FATP members have decided in favour of a comprehensive cooperation. They reciprocally recognize qualifications of other training providers in therapeutic riding in their own country, subject to indication of the specific individual training conditions. As a joint cooperation arrangement the FATP provides its own universal labelling on the basis of the qualification provided by the respective association.

This has also led to a joint provision of training. What all FATP members have in common is that the therapist is at the same time also the equine expert. They all emphasize the triangular relationship and the movement dialogue with and on the horse as a holistic humanist concept that binds together psychomotor, sociomotor and cognitive elements. Within this framework the horse should have a central role as an individual within the relationship triangle. Providing horses with appropriate habitation and training is seen as a requisite. The therapist furthermore has a duty to conform to an ethical code in relation to the client, the horse and his or her own training. The training for "equine assisted therapist" is seen as an additional qualification on top of the therapist's supporting primary profession and equine qualification. The equitherapist trains his therapy horse, keeps it fit and maintains a relationship to it. The therapist's holistic humanist approach forms the backbone of the therapy concept, with continuous attention being paid to the progression of the therapy, the function of the horse and the equitherapist's own function. Within this approach the relationship between (the individual) horse and the (individual) person, supported by the pedagogue or therapist, is an essential factor in all the training models. The differences lay in the directional focus and the equine technique being used. Today the FATP has shared ethical standards, definitions of the therapeutic models, and of the function of the horse in the context of these models, as well as minimal quality criteria for the training courses. open to other organizations that offer training, provided they meet the required standards for quality, ethics, content and organization.

THE SHARED FATP - QUALIFICATIONS



The forum of training providers of an equine assisted therapy (FATP) encompasses the associations named below. These associations offer additional qualifications for an equine assisted therapy, in differing forms and with different priorities. The additional qualifications awarded by members of the FATP are seen as "a tool for equine assisted pedagogical and/or psychosocial and/or neurophysiological rehabilitation and/or equine assisted developmental support and/or psychotherapy". In 2009 the forum was established as a corporate body with all the associated legal and organizational consequences. The FATP is also open to other organizations that offer training, provided they meet the required standards for qu ality, ethics, content and organization.

THE FATP DEFINITION

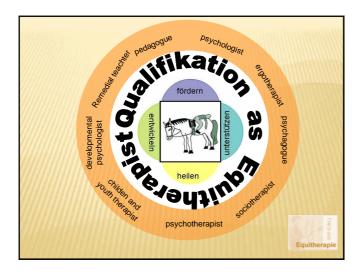
Equitherapy is defined by the ideals of a humanist holistic approach and by the methodical and process oriented manner in which the work is undertaken. The therapist has a vital responsibility towards his clients and the therapy horse, which is awarded a special role in the process



THE SHARED REQUIREMENTS:



As a rule the professional requirement for admission to the additional qualification is a completed professional training in a pedagogical, psychosocial and/or rehabilitation-related field. Furthermore, the additional qualification is tied to hippological and equestrian qualifications in theory and practice, which are defined by the associations.



THE TOPICS TAUGHT IN THE TRAINING

COURSES OF THE FATP

ORGANIZATIONS:



•Relationship building human - horse •Self-awareness with and on the horse •Planning, execution of and reflection on practical work

Introduction to target groups of therapeutic

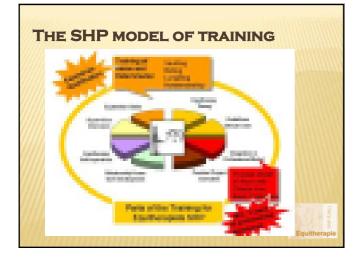
Reflection on pedagogue / therapist conduct
Selecting, training and maintaining the health
of the therapy horse
Purpose and role of the therapy horse

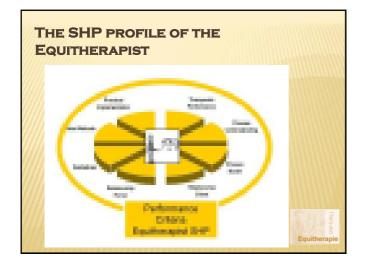
•Accident prevention and insurance matters •Continuing education opportunities

•The aim is mutual understanding, collaboration

and the opportunity for exchange of speakers in the respective training and further education courses.









the professional ethics •the extent and content of the training •the professional and hippological conditions •the shared public image •cooperation, collaboration and mutual support •the quality criteria and quality assurance •continuing education and certification •the continuing development of the training courses •the documentation of the training courses •the admission criteria for training courses •the contact to groups with a similar outlook •the cross-border standards and recognition

MUTUAL RECOGNITION AGREEMENT OF THE FATP MEMBERS

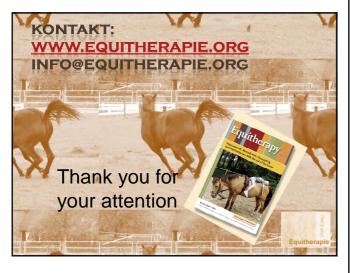


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PLANNED EU PARTNERSHIP PROJECT

Our objectives are to build a multidimensional framework of contents, legal and organizational aspects of quality criteria . So we will also assist mental health organizations by giving them tools to compare different forms and competences in Animal Mediated Assistance (AMA) in the different European countries.







According to the outcomes of the former Pegasus project dating from 2003 to 2005 and other studies there is no discussion about the efficiency of AMAT, if properly done according to well defined quality criteria. But because of the lack of an official framework for teaching an practice of AMAT in European countries and means of official quality control we cannot exploit those opportunities efficiently. Furthermore this deficiency disables the upcoming generation of well educated specialists in AMAT to establish themselves as professionals and to enable cooperation between specialists in practice, training and quality control within Europe. On the other side the outcomes of this project could be profit to the financial deciders an clients themselves making them able to distinguish between the different offers of practice in AMAT.