

## Equitherapy SHP Compared to Other Forms of Equine Assisted Work Offered in Europe

Description	Equitherapist SHP-E-(NI)	EAT Equine Assisted Therapy	EAP Equine Assisted Psychotherapy	EAC Equine Assisted Coaching	EAA Equine Assisted Activities	EAL Equine Assisted Learning
Organization	Dutch foundation promoting science-based equitherapy Nederlandse Stichting Helpen met Paarden-Equithérapie HippoCampus training Centre Nederland	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)	600 hours of training 44 course days Distributed over 2 years	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.
Basic profession	Completed university or university of applied sciences course 2 years of professional experience working with clients within the process	Therapists, psychologists, special needs therapists, educators and social workers	'Licensed clinical professionals' No previous training required.	All professional groups accepted even if not therapy-based. No previous training or professional experience required.	No information available	No information available about any required previous training
Equestrian qualification	Expert vaulting trainer Trainer C Vaulting mandatory Trainer C Riding desirable	A-Brevet comparable to rider's certificate	"Horse professional" Experience with horses desirable, no requirements,	No requirements, previous training or experience with horses necessary	No information available	"Equine-assisted specialists" No requirements formulated
Therapeutic assistance during therapy	By the equitherapist him/herself	By EAT therapist	Frequently a combination of horse professional and therapist	No information available	Qualified therapist without more detailed description	No information available
Equestrian assistance during therapy	By the equitherapist him/herself	By EAT therapist	'Horse professional' assists the horse	No information available	No information available	Equine-assisted specialists
Supervision yes/no	Yes, individual and group supervision	No	Mentoring at advanced level	No	No specific information	No
Group process yes/no	Yes	No	No	No	No specific information	No
Practical project yes/no	2 projects of around 40 hours with intervision and supervision	No, work placements with therapists	No	No	No specific information	No
Theory exam yes/no	Yes	Yes	Yes	No specific information	No specific information	Yes
Practical exam yes/no	Yes	No specific information	No specific information	No specific information	No specific information	Yes
Code of ethics yes/no	Yes	Yes	Yes	No specific information	No specific information	Yes
Personal relationship between therapist and horse yes/no	Yes	Yes	No	No	No specific information	No specific information
Personal development, feedback yes/no	Yes	No specific information	No specific information	No	No specific information	No

Supervised work placement	Voluntary	Yes	No specific information	No	No specific information	No specific information
Preparatory seminar	Yes, two days	No	No	No	No specific information	No
Qualification of the main lecturers	SHP-trained equitherapists or other therapists (FATP organisations) with a relevant basic profession and at least 5 years of professional experience in therapeutic riding. Experience in group work and/or supervision training desirable.	No specific previous training in therapeutic riding required	No specific information	No previous training in therapeutic riding	No specific information	No specific information
Self-awareness yes/no	Yes	No	No	No	No	No
Therapeutic concept	Cyclic process model with defined key factors that are used to match the client's needs, resources and abilities	Therapeutic and remedial work with the help of the horse	Gaining experience with the horse that is oriented towards developing skills	No therapeutic concept. Equicoaching states that it does not offer any therapy as work is carried out in the here and now and there is no reference to the past	Riding for people with a handicap where a therapeutic effect is secondary. Is not intended to be a (psycho) therapy in itself.	EAL is conceived as a method of learning new skills with the horse.
Therapy model	Combined model of working in the therapeutic profession and in the equitherapy model	No specific information	No specific information	No specific information	Assumes that activities with and on the horse can have a therapeutic effect.	No specific information
Selection of the therapy horse	Individual horses are chosen according to the clients' needs and the requirements of the process. At least 7 years old and established in basic schooling according to classic principles and also socialised with people and horses	Based on symbolism. The client chooses the horse as this may give rise to opportunities for projection.	Any horse. Even problem horses are suitable.	May be any horse.	Character and health are given as criteria.	No specific information. Basically any horse as the "general natural characteristics" of the horse are used.
Schooling of the therapy horse	Schooled according to the guidelines of classical riding. Familiar with the therapy settings and the specific client groups	No specific information	No specific schooling required. The natural abilities of the herd animal are mentioned.	No specific information	Does not appear to be important.	No specific information, presumably not required
Training of the therapy horse	At least L-level (dressage) under saddle, on the lunge rein and long reins in addition to leading as set out by Klüwer. It is exercised between the therapy sessions and is given work to restore balance and time off. It is also supported on a mental level.	No specific information	No specific information	No specific information	No specific information	No specific information
Which of the horse's abilities are used	Movement characteristics, social skills, relationship with people. Symbolic significance. Analogue communication. Acceptance of people as	Stimuli for movement, symbolism The horse's nature.	Natural herd behaviour The horse as a mirror	The horse as a mirror All the horse's reactions	Primarily the three-dimensional movement	The hierarchical structure of the herd, dominance and leadership qualities

	partners, relationship, attraction					
Horse's function in the process	Motivates, activates, updates and integrates experiences and processing thereof, in line with the process phase and led by the therapist's interventions. The natural biofeedback and all the horse's movement stimuli are also exploited in the motion and balance as are its relationship skills.	The horse is an intermediary and object in the therapeutic team.	The mirror function is used above all.	The mirror function is used.	EAA is not a therapy. The horse is a sports partner	The horse is a 'teaching tool', the horse is the teacher.
Horse's role in the relationship triangle	Function of the non-human co-therapist, in each case according to its function in the process, also as a medium for transmission, projection and as a role model that is relieved of this role again after each phase.	The horse is a partner, object and projection surface	No specific information	No specific information	Sports partner	The horse is a tool that automatically mirrors the client's behaviour.
Is the relationship triangle used as the basis of work?	Yes, work is carried on using the relationship triangle as a starting point. This is done in a safe but inviting atmosphere within a structured setting.	A triad of therapist/horse/client is mentioned (no specific information)	No, there are always four people involved at the same time: the client, the 'horse professional', the therapist and the horse No relationship triangle is aimed for.	No, there is no requirement for a relationship between coach and horse.	No	There is no relationship between horse and client or horse and therapist as the horse is seen merely as a 'facilitator'. The therapist merely translates the horse's behaviour during 'teachable moments'.
Moving on the horse	Yes, movement, perception of self-awareness and communication exercises and games either alone or with partner(s) during a movement dialogue with the horse.	Yes, in various ways, no more detailed information	No, only floor work	No, only floor work	Yes	No, mainly floor work
Moving with the horse	Yes, movement games and equine assisted exercises, movement dialogue within the framework of the process structure and phases	Yes, in various ways	No specific information	Sometimes	Yes, with floor work	No specific information
Relationship with the horse	Horse, client and therapist continue to develop their triangular relationship during the process. A basic relationship that works between the therapist and the horse is a requirement.	No, the horse's symbolism and as a projection screen for the client.	The horse is exclusively a mirror for the client. There is no relationship between therapist and horse. The horse is led by a third person during therapy.	No specific information	No specific information	The horse behaves as a horse and the client learns from this horse behaviour. No relationship between therapist and horse.
Therapy structure	Pass through various defined process phases and process levels	No specific information	No specific information	No specific information	No specific information	No specific information
Therapy settings	Pasture, paddock, grooming area, manege,	Various forms of work with the horse.	Floor work	Floor work, the client is given a job or a	Riding and the activities associated with it	The client is given a task such as "leading the horse over an

	lunging/vaulting, long-reining, running loose, leading during the process structure depending on the horse's level and function			task. The way in which the horse reacts to its accomplishment of the task provides information about the client.		obstacle". He must solve this task independently.
Transfer model from therapy to everyday life	The client - supported by therapist and horse - takes the experiences with him into his everyday life. The transfer process is part of the therapy process.	The result is said to be: Greater insight into one's own actions and development of social activities.	No specific information	The way in which the client deals with the horse mirrors the way he deals with problems in everyday life.	The skills developed while riding can also be used when dealing with people in everyday life.	The transfer model is not clearly described.
Information	<a href="http://www.equitherapie.org">www.equitherapie.org</a>	<a href="http://www.pegasuseurope.be">www.pegasuseurope.be</a>	<a href="http://www.eagala.org">www.eagala.org</a>	<a href="http://www.equicoaching.com">www.equicoaching.com</a>	<a href="http://www.indianahorsecouncil.org">www.indianahorsecouncil.org</a>	<a href="http://www.cartierequinelearningcenter.com">www.cartierequinelearningcenter.com</a>

## Equitherapy SHP and the Training Organisations Co-operating within the Framework for the FATP (Forum for Training Providers of an Equine Assisted Therapy)

Bezeichnung	Equitherapist SHP	Riding therapist FÖRDERKREIS	Riding therapist, vaulting therapist OKTR	Riding therapist SGTR	Riding therapist, vaulting therapist DKTHR	
	Dutch foundation promoting science-based equitherapy Nederlandse Stichting Helpen met Paarden-EquithérapieHippoCampus training Centre Nederland	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 Stichting Helpen met Paarden-Equithérapie	Deutscher Förderkreis für therapeutisches Reiten	Österreichisches Kuratorium für therapeutisches Reiten	Schweizer Gruppe für therapeutisches Reiten	Deutsches Kuratorium für therapeutisches Reiten	Organisation
Duration of training (days/hours) 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 seminars each lasting several days, a guided work placement	250 training units x 50 mins (not including sports training), 2 x 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 unitsx45min., guided work placement  Period of 1 Year	Duration of training (days/hours) Period (years/months)
Basic profession	Completed university or university of applied sciences course in a pedagogical, psychological, therapeutic or paramedical basic profession. 2 years of professional experience in working with clients within the process	Completed pedagogical or psychological vocational training	Completed special needs, psychological, psychological or psychotherapeutic training	State recognised therapy/therapeutic vocational qualification (1 year professional practice)	Completed pedagogical or psychological education and professional experience	Basic profession
Equestrian qualification	Expert vaulting trainer (KNHS) Trainer C Vaulting mandatory Trainer C Riding desirable	Basic level: Riding certificate class III Advanced level: Trainer C	Vaulting instructor Riding instructor Riding instructor for the handicapped Western riding instructor Icelandic horse riding (Austrian Federal Association for Riding and Driving)	Minimum requirements optionally: CH:-SG-TR rider's brevet, rider's brevet II IPV-CH, silver; SWU silver CHD: Riding certificate IPZV (Association of Icelandic Horse Riders and Breeders) silver, young rider's performance certificate IPZV; riding certificate DRA III (German Riding Certificates) bronze, riding certificate IGV bronze, EWU (First Western Riders Union Germany) western riding certificate bronze, cross-country	Trainer C riding or vaulting (FN (EWU, IPZV, IGV, VDD,	Equestrian qualification

				and trail ride leader VFD (Association of Leisure Riders and Drivers in Germany). A: Icelandic horse riding certificate, rider's pin (FENA), Western-ÖWRAB (Austrian Western Riding Association).		
Therapeutic assistance during therapy	By the equitherapist him/herself	By the equine therapist	By the vaulting therapist or equitherapist	By the equitherapist, remedial equitherapist, practical trainer, mentors	By the equine and vaulting therapist (FATP recognized)	Therapeutic assistance during therapy
Equestrian assistance during therapy	By the equitherapist him/herself	By the equitherapist	By the vaulting therapist or equitherapist	By equitherapist, remedial equitherapist	Yes (as above)	Equestrian assistance during therapy
Supervision yes/no	Yes, individual and group supervision	Yes	Yes	Yes	Collegal help ofered	Supervision yes/no
Group process yes/no	Yes	Yes	Yes	Yes	Yes	Group process yes/no
Practical project yes/no	2 projects of client care x 40 hours with intervension and supervision	Yes, homework	Yes (10 - 15 hours)	Yes, homework	Practical oriented Homework	Practical project yes/no
Theory exam yes/no	Yes	Yes	Yes	Yes	Yes	Theory exam yes/no
Practical exam yes/no	Yes	Yes	Yes (practical reflection)	Yes	Reflexion of a lesson	Practical exam yes/no
Code of ethics yes/no	Yes	Yes	Yes	Yes	Yes	Code of ethics yes/no
Personal relationship between therapist and horse yes/no	Yes	Yes	Yes	Yes	Yes	Personal relationship between therapist and horse yes/no
Personal development, feedback yes/no	Yes	Yes	Yes	Yes	Yes	Personal development, feedback yes/no
Supervised work placement	Voluntary	Yes	Yes (by graduate vaulting therapist or equitherapist)	Yes	Yes	Supervised work placement
Preparatory seminar	Yes, two days	Not compulsory	Yes (duration: two days) prior to this, 30 hours of work shadowing	Min. 10 hours work shadowing	Yes	Preparatory seminar
Qualification of the Main lecturers	SHP-trained equitherapists or other therapists (FATP organisations) with a relevant basic profession and at least 5 years of professional experience in therapeutic riding. Experience of group work or supervision training desirable.	Trained equitherapists and/or trained equitherapists from other associations of the FATP, all with further qualifications	Trained people from the individual specialist fields (e.g. from psychology, special needs education, etc.) Vaulting therapist or remedial equitherapist	Trained equitherapist/remedial equitherapist with many years of professional experience in the basic profession and in therapeutic riding, remedial therapists/therapists of the FATP with relevant basic professions and years of experience.	Riding and vaulting therapists trained by DKTHR	Qualification of the Main lecturers
Self-awareness yes/no	Yes	Yes	Desirable	Yes	Yes	Self-awareness yes/no

Therapeutic concept	Cyclic process model with defined key factors that are used to match the client's needs, resources and abilities.	Self-determination and involvement in one's own therapy process are the requirement for growth-oriented pedagogical and therapeutic work. Allowance is made for every creature's quest for growth. The therapy groups are assembled with integrative and co-educational aspects in mind. Emphasis is placed on the needs and protection of each individual and one-to-one work is also offered for this purpose.	When dealing with the horse and while vaulting/riding the person is encouraged holistically: physically, emotionally, mentally and socially. The focus is not on training to ride but rather on individual support through the medium of the horse which means favourably influencing development, health and behaviour.	Contact with the animal- a human need - building of a relationship. When dealing with the horse and while riding the person is addressed holistically: physically, emotionally, mentally and socially. The focus is not on equestrian training but rather on individual support and encouragement with close reference to the horse; the aim is to positively affect health, social behaviour and personality development by employing a holistic form of therapy.	: Concept of process based relationship, with themes addressed: role identification, definition of targets, involving the social system ,relational triangle horse,therapist,client  The therapeutic dialogue, interventions and methods	Therapeutic concept
Therapy model	Combined model of working in the profession and in the Equitherapy model	-----	The remedial vaulting/riding unit is delivered in the form of a phase model that is guided by the structured provision of personality-oriented concepts and sensitive observation.	Basic profession plus additional qualification as equitherapist/remedial equitherapist (working with clients/patients from the basic profession)	Client-centered integrative model, system therapy and body oriented models transferred to the work with the horse	Therapy model
Selection of the therapy horse	Individual horses are selected according to the clients' needs and the requirements of the process. At least 7 years old and established in basic schooling according to classic principles and also socialised with people and horses	We focus on a self-confident, attentive and safe horse in our pedagogical and therapeutic work	The requirement is for good physical and mental health (good rearing, posture, socialisation), affinity with people or suited to the clientele. Minimum age over 6 years. Breed and sex not specified	It must be physically and mentally healthy and be dependable. It must trust people. It must meet the requirements (for the work carried out with the clients) and be trained. Adapted to the needs of clients and the process.	There are criteria for horses within the specific settings	Selection of the therapy horse
Schooling of the therapy horse	Schooled according to the guidelines of classical riding. Familiar with the therapy settings and the specific client groups	It is carefully prepared in its schooling for its duties, has solid basic schooling and is encouraged purposefully in its personality.	Is schooled along classical lines to at least L-level, solid lungeing and floor work. Sensitive introduction to individual and group settings and special clients	Is schooled along classical lines, schooling as a led horse (led horse riding), schooling as a therapy horse with special aspects in mind (adult, children, one-to-one and group therapy...)	Is schooled along classical lines to at least L-level, solid lungeing and floor work.  Trainings targets: relaxation, trust ;" Losgelassenheit" , cooperation with	Schooling of the therapy horse
Training of the therapy horse	At least L-level (dressage) under saddle, on the lunge rein and long reins in addition to leading as set out by Klüwer. It is exercised between the therapy sessions and is given work to restore balance and time off. It is also supported on a mental level.	Keeping appropriate to the animal's needs, exercise under saddle and on the lunge rein, double lunge rein, floor work, free work, cross-country training, use according to the animal's needs in therapy, riding to signals	Regular corrective work on the lunge rein and under saddle, hacking in the surrounding area, new learning content (e.g. circus lessons)	Exercising under saddle and on the lunge rein/double lunge rein/long reining work, floor work, leading exercises, led horse riding as led horse/ridden horse, time off from a physical and mental point of view.	Look above	Training of the therapy horse
Which of the horse's abilities are used	Movement characteristics, social skills, relationship with people. Symbolic significance. Analogue	Scope of movement, analogue communication, encounter with human neutral and impartial, ability to carry	Range of movement typical of the breed (movement dialogue), willingness to make contact with the human	Movement characteristics, social skills, communication partner, contact partner	Movement quality and movement dialogue, nonverbal communication motivation to act concretely mirror, contact,	Which of the horse's abilities are used



	communication. Acceptance of people as partners, attraction	the human (also in the symbolic sense), willingness to make contact, communication	(social competence), analogue communication, willingness to learn,	relationship		
Horse's function in the process	Motivates, activates, updates and integrates experiences and processing thereof, in line with the process phase and led by the therapist's interventions. The natural biofeedback and all the horse's movement stimuli are also exploited in the motion and balance.	Stimulative nature, activates, invites one to enter into communication, mirrors the human, reliability, pack animal,	Companion, "load-carrying element", "facilitator, medium, mirror, co-therapist adapted to each therapeutic process event	The horse has a highly stimulative nature which initiates the therapy process and guides through the various phases.	Is a contact person for trying out alternatives in acting , partner in dialogue mirror of own actions and feelings	Horse's function in the process
Horse's role in the relationship triangle	Function of the non-human co-therapist, in line in each case with its function in the process, also as a medium for transmission, projection and as a role model that is relieved of this role again after each phase.	Co-therapist	Companion and supporter, medium and co-therapist in the individual client-oriented settings	The horse is at the centre of the process/relationship triangle.  Role of co-therapist	Partner in exercising, defining borders and developing trust	Horse's role in the relationship triangle
Is the relationship triangle used as the basis of work?	Yes, work is carried on from within the relationship triangle in a safe but inviting atmosphere within a structured setting.	Yes	Yes, client-oriented in respect of structure, setup, setting, environment	Yes: construction and development of a relationship triangle in the "protected space"	Partner in the dialogue who gives feedback and opens new themes and questions helping to try out alternatives in action	Is the relationship triangle used as the basis of work?
Moving on the horse	Yes, movement, perception of self-awareness and communication exercises and games either alone or with partner(s) during a movement dialogue with the horse in the course of the process.	Yes	Range of movement (movement dialogue) process-oriented and target-oriented using vaulting and riding, enabling (self) perception and self-awareness	Yes: movement dialogue by means of mounting and "allowing oneself to be carried"	Yes	Moving on the horse
Moving with the horse	Yes, movement games and equine assisted exercises, movement dialogue within the framework of the process structure and phases	Yes	Range of movement (movement dialogue) process-oriented and target-oriented using the floor, enabling (self) perception and self-awareness ("freedoms", nature)	Yes: Movement dialogue by means of leading exercises, games, "walks" in the open air	Yes	Moving with the horse
Relationship with the horse	Horse, client and therapist continue to develop their triangular relationship during the process	Yes	Facilitate and support the triangular relationship between client/therapist/horse	The horse is at the centre of the process/relationship triangle.	Yes	Relationship with the horse
Therapy structure	Pass through various defined process phases and process levels	Individual	Individually adapted to client and therapy or support concept	Progressive processes from a "relationship" aspect	Target development Working out Reflexion	Therapy structure
Therapy settings	Pasture, paddock, grooming area, manege, lunging/vaulting, long-reining, running loose, leading during the process structure depending on the horse's level and function	The horse's environment	Facilitate contact in the horse's environment (such as Sensory and contact training, self-perception and the perception of others)	Pasture, paddock, grooming area, stable, outdoor arena, indoor arena, therapy track, labyrinth, round pen, nature. Riding, vaulting, work, work with the free horse, led horse riding, leading, floor work.	Individual and grous settings with the horse moving freely, lunging, vaulting riding Manege and outdoor	Therapy settings



Transfer model from therapy to everyday life	The client - supported by therapist and horse - takes the experiences with him into his everyday life. The transfer process is part of the therapy process.	-----	Translate experience (feelings, behaviour, dialogue) into everyday life, facilitate and support	The transfer of behaviours, experiences and feelings into everyday life is an important aim of the therapy process.	Reflexion during the proces working with parents iand working together with other specialistst (teacher, doctor...)  Focusing on transfer of the learned behaviours to every day life	Transfer model from therapy to everyday life
Information	<a href="http://www.equithérapie.org">www.equithérapie.org</a>	<a href="http://www.foerderkreis-therapeutisches-reiten.de">www.foerderkreis-therapeutisches-reiten.de</a>	<a href="http://www.oktr.at">www.oktr.at</a>	<a href="http://www.sgtr.ch">www.sgtr.ch</a>	<a href="http://www.DKThR.de">www.DKThR.de</a>	Information