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Best Practice in Equine Facilitated Interventions – Education

Identification of key elements of:

Teaching students/ trainees to become EAS providers

The following have been identified as necessary key elements of the ‘Supervisor – Trainee’ relationship in the context of Equine Assisted Services (EAS)

1. A supervision model that focuses on a reflective and supportive process between the supervisor and trainee in order to foster personal and professional development.
2. A supervision model includes an open, supportive and safe environment with an agreement between the supervisor and trainee on the key elements of supervision. The supervision planning process will include the discussion and development of goals and agreement of expectations and methodology.
3. Timely support enables the best results for learning.
4. Supervision approaches may include supervisor feedback, peer feedback and/or trainee self-evaluation and self-reflection of the basic competencies needed to understand EAS’s in context.
5. The supervisor has both evidence-based knowledge and demonstrates a strong experience of the principles of supervision and of Equine Assisted Services (EAS).
6. It is acknowledged that supervision may vary between countries and supervision practices may require a blended approach such as cultural nuances.

Equine-assisted services in Groups

1. Group sessions are for conducting more than one participant in EAS sessions.
2. Group sessions require a specific methodology to keep all safe and effective.
3. Integration and socialization are key components to foster in a session. Empathy and behavioral indicators can be reinforced through group interactions. Future goals should include pursuing integration with able-bodied participants as well as the progression of skills toward independence.

Equine Assisted Therapies (EAT)

Equine assisted therapy (OT,PT,SLP) is evidence-based comprehensive habilitation and rehabilitation approach facilitated by equine movement (3D, rhythmic, regular, repeating), equine conformation and environmental factors that aim to improve sensory, neuropsychomotor and cognitive functions to influence performance, participation and quality of life.



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Equine assisted psychotherapy (EAP) is a treatment oriented interaction with equines that provides opportunities for psychological recovery and health through reconstructive emotional experiences.

Equine Assisted Learning (EAL)

The equine and its environment endorses the social-, cognitive-, motor-, and psychological domains of a person(s) receiving EFL individually or in a group.

HETI Ethical Guidelines

HETI Ethical Guidelines are a base integrated into the entire educational process (and to further education of the Service providers). They include the horse and service provider and are brought to the knowledge of the service user (and family + cooperating professionals). Ethical guidelines in EAS are supported by evidence based research.