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Best Practice in Equine Facilitated Interventions – Education

THE RESULTS OF COMPARISON OF DIFFERENT EDUCATION/TRAINING CURRICULA in Best Practice in Equine Facilitated Interventions – Education Partnership project.

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**FORM 1
GENERAL ASPECT**

This Form refers to the various EFI Course/s organized by an Association/ Agency/ University, etc.
Enter the name of the Course, the Organization and the Country: _____

TOPICS

TABLE 1: Basic information of EFI courses for comparison of the different curricula.

Type of Course and Education provider	Education/Training Course Level*	Entry criteria	Educational Organization Agency of the EFI Course	Duration
EFT (Equine Facilitated Therapy)	1 st Level or Beginning Level: <i>Assistant Therapist/Instructor</i>	Specify:	University Bachelor's Degree ECTS credit: specify the Faculty	Total hours: Theory/lectures Hours:
EFL (Equine Facilitated Learning)	2 nd Level or Intermediate Level: <i>Therapist/Instructor</i>		University Master's Degree ECTS credit: specify the Faculty	Practical Hours: Internship Hours:
Recreational Intervention/ Leisure/Sport	3 rd Level or <i>Advanced Level Therapist/Instructor or Master Therapist/Instructor</i>		Vocational college degree, Specify the specialization	
Other	Course for <i>Horse Handler</i>		Other, specify	
	Other (specify)		Associated with above mentioned	
			Independent Course	

COURSE LEVELS of the EDUCATION/TRAINING COURSES:

1st Level or Beginning Level Therapist/Instructor: Able to conduct a safe, basic lesson with limited responsibility usually under the supervision of Level 2 or 3 Therapist/Instructor. Goal: Acquisition of basic knowledge. Qualification: **Assistant Therapist/Instructor** or **Trainee Coach**

2nd Level or Intermediate Level Therapist/Instructor: Independent Therapist/Instructor with responsibility for all aspects of the session. He/she is able to conduct a safe, basic lesson for individuals with special needs. He/she takes care of the client during the lesson in order to achieve the planned aims, monitoring, and evaluation of the effectiveness of the intervention. Goal: Acquisition of advanced knowledge. Qualification: **Therapist/Instructor** or **Coach**

3rd Level or Advanced Level or Master Therapist/Instructor: All as above plus the possibly supervising of trainee Therapist/Instructor. Coordination and conduction of activities in collaboration with the team; collaboration in the training of professionals and in Courses. Usually, he/she sets up and organizes a Centre. Goal: acquisition of in-depth knowledge. Qualification: **Master Therapist/Instructor** or **Advanced Coach**.

TABLE 2: Topics within the EFI education/training courses.

For role specification: 2a neuromotor disabilities; 2b mental and social disorders.

Role of the person of the Team trained	Topics	Examinations	Certificate or diploma issued	How long is certification valid?	Continuous professional development
1. Assistant Therapist/ Instructor for EFT 2a 2b for EFL 2a 2b	A. General aspects	Quizzes	Specify	Specify	Yes
	B. Neurology and Psychiatry	Oral exam			No
	C. Rehabilitation/Methodology	Written exam Practical exam	National Accreditation		
2. Therapist/Instructor for EFT 2a 2b for EFL 2a 2b	D. Education-Learning/Methodology	Thesis	Yes		
	E. Monitoring tools and Assessment results		No	Specify	
3. Advanced-Master Therapist/Instructor for EFT 2a 2b for EFL 2a 2b	F. Equine				
	G. Veterinary				
4. Horse Handler					
5. Other (specify)					

FORM 2: TOPICS and DISCIPLINES

The comparison between different Education/Training Curricula of the Partners in this Erasmus + project was completed with *qualitative and quantitative* analysis assessing the topics according to the importance in the education:

- Each Partner assigned an item (in the current curricula) with a *qualitative value*: **M** (Main topic), **F** (Fair topic), **S** (Slight topic), **m** (minimal) or left empty if **None (=)**.
- Each qualitative value was attributed to a mathematical *value*: M= 10, F=7.5, S=5, m= 2,5. The sum of these values showed significance of each topic to current partner curricula. The values can be related to the importance of the topic in education as follows: **Top**= 40, **Almost the best**= 35-39, **Fair**= 30-34, **Slight**=25-29 and **minimal** ≤ 24

MAIN TOPICS for the comparison were:

- General Aspects
- Neurology (2a) and Psychiatry (2b)
- Rehabilitation
- Education/Learning
- Monitoring tools and Assessment of the Results
- Horse
- Veterinary

TABLE OF THE RESULTS OF THE COMPARISON: *Almost the best*: General Aspects (A), Rehabilitation (C), Monitoring tools and Assessment of the Results (E), Horse (F); *Fair*: Neurology and Psychiatry (B); *Slight*: Education/Learning (D), Veterinary (G).

A. General Aspects					
Definition of the main EFI disciplines	Multiprofessional team: role and responsibility	Indications and contraindications	Planning of therapeutic individualized project/intervention	Planning of an educational intervention	Organization and management of EFI Center
<i>Fair</i>	<i>Almost the best</i>	<i>Almost the best</i>	<i>Top</i>	<i>Fair</i>	<i>Fair</i>

Results: Planning of Therapeutic individualized project/intervention was the Main Discipline of curricula for every partner (Top). Also Multi-Professional Team, and Indications and contraindications represent very important Disciplines (Almost the best) in each curricula. The other Disciplines are represented but at a lower level (Fair) according to each education curricula.

B. Neurology (2a) and					
Semeiology: Spasticity, Dystonia, Ataxia, Mixed forms, Dyspraxia, Clumsiness <i>Top</i>	Progressive and Non-Progr. Forms: CP, Post-traumatic Disorders etc. <i>Slight</i>	Spinal Disorders <i>Slight</i>	Neuromuscular Disorders <i>minimal</i>	Sensoryneural Disorders <i>Slight</i>	Orthopedics <i>minimal</i>
B. Psychiatry (2b)					
Child and Adolescent Psychopathology <i>Slight</i>	Adult Psychopathology <i>minimal</i>	Intellectual Disorders <i>Fair</i>	NLD and SLI <i>Slight</i>	Social Difficulties and Deviance <i>Slight</i>	

Results: Semeiology in Neurology represents the Main Discipline of each curricula (Top) as the other disciplines are slightly or minimally represented in the section, except for Intellectual Disorders (Fair).

C. Rehabilitation						
Principles of rehabilitation	Rehabilitation project/plan	Observation techniques	Methodology: general aspects	Application of the EFI methodology to Neuromotor Disorders	Application of the EFI methodology to Mental Disorders	Application of the EFI methodology to Social Difficulties and Deviance
<i>Fair</i>	<i>Fair</i>	<i>Top</i>	<i>Fair</i>	<i>Fair</i>	<i>Fair</i>	<i>Fair</i>

Results: Observation Techniques are considered as the Main Discipline of all partner curricula (Top), while the other topics are well represented, but assessed to lower level (Fair).

F. Education and Learning				
Principles of Education/ Learning	Education/ Learning project/ plan/ process	Observation techniques	Methodology Education/ Learning general aspects	Application of the EFI methodology in education/learning program
<i>Slight</i>	<i>Slight</i>	<i>Slight</i>	<i>minimal</i>	<i>minimal</i>

Results: These Disciplines were not largely represented within the partner curriculum, only slightly or minimally.

E. Monitoring Tools and Assessment of the Results				
Monitoring tools of the sessions	in Neuromotor Disorders	in Mental Disorders	in Education/ Learning	in Social Difficulties and Deviance
<i>Almost the best</i>	<i>Slight</i>	<i>Fair</i>	<i>minimal</i>	<i>minimal</i>

Results: The topic of Monitoring tools of sessions was found almost the best and for the Mental Disorders Fair.

F. Horse					
Horse behavior	Horse biomechanics and biodynamics	Horse management and welfare	Safety	Schooling/ training/ teaching	Tack and special equipment
<i>Almost the best</i>	<i>Almost the best</i>	<i>Almost the best</i>	<i>Almost the best</i>	<i>Fair</i>	<i>Almost the best</i>

Results: For all topics within the curricula part F. Horse was assessed to Almost the best, except for schooling/training/teaching for a lower level (Fair).

G. Veterinary			
Principles of Anatomy and Physiology <i>minimal</i>	Morphology <i>minimal</i>	Diseases of the digestive, musculoskeletal, cardiorespiratory system <i>minimal</i>	«Vices»; preventions of behavioral disorders <i>Fair</i>

Results: Section G.Veterinary topics were not much represented within the partners curricula, only minimally, the exception was for the Prevention of behavioral disorders (Fair).

CONCLUSION

The **Analysis of the results of the Education/Training Curricula for each Partner Association in the project** can reveal the following:

- **the main topic dealt** with, and the assessment of each topic and,
- **the main content of the curriculum of** each partner and its **curriculum orientation**.

Specifically, the results reveal the following for each partner curricula:

Festina Lente (Ireland): The main target of Festina Lente curriculum is the Education/Learning, especially for subjects with Social Difficulties and Deviance, with particular attention to the clinical semeiology, observation techniques and monitoring; particular attention is aimed at General Aspects of EFI activity and Horse. Minimal involvement in neuromotor disorders and child/adolescent or adult Psychopathology

The Finnish Association of Equine Facilitated Therapies (Finland): The main targets of the Finnish curriculum are the Rehabilitation of Neuromotor and Mental disorders and the related General Aspects (Team, individualized plan). Particular attention to the horse and its management. No topic for Education/Learning.

Lapo Association (Italy): The main topics are General Aspects, Neurology and Psychiatry, Rehabilitation, Monitoring and Assessment, and Horses.
The topic for Education/Learning and Veterinary is fair.

Polish Equine Facilitated Therapy Association PEFTA (former Polish Hippotherapy Association, Poland): The main target of the curriculum is the Rehabilitation of Neuromotor disorders, particularly for Sensorineural disorders, child and adolescent Psychopathology, the related observation techniques and EFI methodology together with planning of an individualized project, and indications and contraindications. Fair topic in Education/Learning and Horses, particularly safety.

HETI: As the HETI education is under redesign the comparison of curricula items could not be executed.

Conclusion

The application of this Matrix could reveal the importance and weighing of different topics in each partner's curriculum. This method could be applied to other EFI curriculums as well to get a sense of different Education/Training Curricula that are available in the world.