



Equine Assisted Psychotherapy Program  
Adult Mental Health & Addictions

## Background & Purpose

**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. Key features include specified goals and objectives for each individual and measured progress” (Kruger & Serpell, 2006, p. 23).

A 2015 systematic review of randomized control trials of AAT on psychosocial outcomes identified their benefit to a range of individuals, and the need for further research (Maujean, Peping & Kendall, 2015).

*This empirical fact sheet shares the history and findings of a pilot study of the Saskatoon Health Region, Adult Mental Health & Addictions Equine Assisted Psychotherapy (EAP) Program.*

The objectives of the Program are to provide adult clients who use Mental Health and Addiction Services (MHAS), as well as Nutana Collegiate students, with: 1) a unique therapeutic intervention option to advance their change goals, 2) a solution-focused brief therapy clinical approach experience, and 3) an opportunity for personal growth. The program also aims to decrease client wait times by linking slow to move clients with another treatment approach to attain their goals, and thus potentially freeing up counsellor time

As part of a multi-site project, the aim of this pilot study is to identify the outcomes/effects of the EAP Program during the therapy session.

Drawing from the AAT literature, the concepts of love and support are examined for if and how clients experience them, and key outcomes from past studies are measured (e.g., stress, anxiety, happiness, participation) as well. This study was not designed to measure the objectives of the program, although insight is offered from the findings. Feedback is collected from both clients and handlers/equine specialist professionals.



## SHR Equine Assisted Psychotherapy

The Saskatoon Health Region, Mental Health & Addictions Equine Assisted Psychotherapy (EAP) Program started in 2013 as a pilot program in partnership between Adult Mental Health & Addiction Services and Nutana Collegiate. The program is based on the Equine Assisted Growth and Learning Association (EAGALA) model.

The EAP program is a complementary service for adult MHAS clients who are not progressing on the Outcome Rating Scale (ORS) performance metric. The service is an option for these clients to assist in their change process and forward momentum on the ORS. The program is also provided to student

groups at Nutana Collegiate, a unique high school where students, staff and community partners work to create an innovative learning environment.

EAP incorporates horses experientially for emotional growth and learning. It is a collaborative approach between a licensed therapist and a horse professional to address client treatment goals (EAGALA, 2010). EAP is an intense, short term approach that does not involve riding or horsemanship. Facilitated by a therapist, EAP involves hands-on, side by side activities with the horse that require the client(s) to apply specific skills. These can include non-verbal communication, assertiveness, creative thinking and prob-

lem solving, leadership and responsibility, team work and relationships, confidence and attitude. EAP is applied to address a variety of mental health and human development needs including behavioural issues, attention deficit, substance abuse, eating disorders, abuse issues, depression, anxiety, relationship problems, and communication needs.

The EAP program is part of the SHR Pet Therapy Committee. Since this program is outdoors it is only offered in the spring, summer and fall. The facility and horses are provided by a licensed therapist (Dawn Rain) and horse professional (Karen Hart). There are six horses involved in the program.

Name of horse	Breed of horse	Age of horse	Horse in equine therapy program	How often does the horse work?
Casino	Appaloosa	22	3 years	1 or 2 days/week
Bobby	Quarter horse	17	3 years	1 or 2 days/week
Ferron	Quarter horse	13	2 years	1 or 2 days/week
Stanley	Thoroughbred	13	1 year	1 or 2 days/week
Jewel	Quarter horse	6 months	6 months	1 day week
Firecat	Quarter horse	13	1 year	1 or 2 days/week

## Research Methods

This pilot study was designed on a limited scale to gain insight into the session outcomes for the Program and to develop a future robust study.

The data collection was two-fold via a questionnaire. Qualitative, open-ended inquiry documented participant and handlers' subjective experiences, meanings and processes (Denzin & Lincoln, 2008). This approach recognizes that others' perspectives lend to the co-creation of individuals' stories such that they can collaboratively unfold (i.e., clients and handlers) (Creswell, 2013). Quantitative, Likert scales documented outcomes in areas identified from the literature.

The data was collected from May to October, 2014. A total of 128 client encounters were analyzed, with 128 client and 12 handler/therapist questionnaires completed. Six horses were involved in the data collection in total with the youth and adult groups. Approximately 10 individuals were in each age group.

The clients were presented with a questionnaire at the completion of each session, and filled it in on-site and out of the presence of the therapist and handler. The therapist and

handler completed their questionnaires immediately after the session.

Client Demographics (N = 128)			
Gender	Male	57	45%
	Female	71	55%
Ethnicity	Aboriginal	34	27%
	Caucasian/Other	93	73%
Age	Youth	87	68%
	Adult	41	32%

Staff Demographics (N = 2)			
Education	RN (NP)	1	50%
	MSW	1	50%
Years in field (9 equine)	32		
	20 (8 equine)		
Years in SHR Mental Health &	16		
	18		

## Data Analysis

The data collected using the Likert scale were analyzed quantitatively for descriptive statistics (i.e., mean and frequency). Means and frequencies were compared to provide an indication of highest means and largest proportion of agreement on items. T-test mean comparisons were conducted on how a client felt before and after spending time with the horse.

The qualitative data was analyzed through an inductive thematic analysis. Such an analysis seeks to identify recurrent patterns, or themes, in textual data. These themes were compared with others and clustered based on similarity in meaning (Saldana, 2010). The frequencies presented here may not sum to the sample size because sentences can be thematically coded more than once. All data was reviewed and interpreted by our multi-disciplinary team. Two sample z-test proportional differences were examined for significance for each theme by gender and age group ( $p < .05$ ).



## Partnership & Ethics

This pilot study was initiated through a Project Collaboration Agreement between the Saskatoon Health region (SHR) Pet Therapy Program & the Research Chair in Substance Abuse at the University of Saskatchewan. The aim was to commit to a community-based research partnership that began to establish an evaluation of the Pet Therapy Program. This included the Research Chair providing guidance to the Program through *First Steps First: A Community-Based Workbook for Evaluating Substance Abuse & Men-*

*tal Health Programs in Saskatchewan* (Daschuk, Dell & Duncan, 2012).

The Saskatoon Health Region provided operational approval for the study, ethics exemption was granted from the Universities of Saskatchewan and Regina Human Research Ethics Board given the project's evaluative focus. Animal Research Ethics Board review was not required given the evaluation did not actively involve the researchers in direct animal use.

Animal Assisted Interventions (AAI) is the umbrella term used to describe the many ways animals are included in peoples' care. The AAI program in this Fact Sheet *cannot* be directly compared to others in the series as they vary in client presenting needs, therapeutic approaches and species (e.g., horses are prey animals and dogs are predator animals)

## Becoming a Therapy Horse & Handler

The horses have to be in good health on the day of the session. The handler, who is an expert in knowing the horses, watches for subtle signs to identify which specific horses or group of horses, based on their characteristics and behaviour, are suitable for sessions with particular goals.

The horse handler has to demonstrate competency in understanding horse behaviour and have extensive practical experi-

ence in accordance with the EAGALA guidelines. The handler requires 6,000 hours of hands-on experience with horses, 100 continuing education hours in the horse profession, and with 40 of those hours completed within the past 24 months.

The therapist requires a degree in a mental health field, must abide by their provincial scope of practice, and be registered with

their professional association.

Both the therapist and handler must complete the three day fundamentals course (part 1 and 2) with EAGALA, and submit a professional development portfolio. EAGALA requires renewal by the therapist and handler every two years.

More information on EAGALA can be found at: <http://www.eagala.org/Canada>

# Findings

## Client: Rated Items

The 128 clients (41 adult and 87 youth) were asked to rate ten items and the 63 adult clients were asked to rate 13 items, using a 5-point Likert scale ('Not at all' to 'Yes, a lot' OR Smiley/Sad Faces).

In response to whether they liked spending time with the horse, 56% responded 'Yes, a lot', 27% responded "Yes, a little", and 14% (mainly youth) responded "No, not at all", with an overall average of 4.1. Adults and Females were more positive about spending time with the horse (4.7 and 4.3 respectively).

Clients strongly rated how they felt in the time they spent with the horse. However, Youth and Males were less positive about their being comforted/loved by the horse (average 3.2 and 28% 'Yes, a lot' for Youth; average 3.3 and 18% 'Yes, a lot' for Males). The average youth and adult felt supported by the staff with the strongest agreement (average 4.5 and 64% 'Yes, a lot'). Note that on all other items Males and Females rated similarly.

1='Not at all' and 5='Yes, a lot'	Youth Average	Adult Average	All Average
Liked spending time with horse	3.8	4.7*	4.1
Horse helped me de-stress	3.8	4.3*	4.0
Felt comfortable/loved by horse	3.2	4.3*	3.5
Felt supported by handler	4.4	4.5	4.5

(\*Adult significantly higher at  $p < .05$ )

A large majority of Adult and Youth rated feeling calm after visiting with the horse (83% and 72% 'Yes, a lot /Yes, a little' respectively). Adults were more positive about feeling in better control of their feelings afterwards (average 4.1 and 76% 'Yes, a lot/Yes a little').

1='Not at all' and 5='Yes, a lot'	Youth Average	Adult Average	All Average
Feeling anxious	2.2	2.0	2.1
Feeling calm	3.9	4.1	4.0
Better control of feelings	3.6	4.1*	3.8
Unhappy	1.7		1.7
Stressed		1.9	1.9

On average, the youth rated their feelings as half a face happier after being with the horse (3.7 to 4.1). The adult rating was one face happier on average (2.9 to 4.0). Both were significantly higher after time with the horse ( $p < .05$ ).

1='Very Sad Face' and 5='Very Happy Face'	Youth Average	Adult Average	All Average
How felt before with horse	3.7	2.9	3.4
How felt after with horse	4.1*	4.0*	4.1*

## Client: Qualitative

**Question:** Did you like spending time with the horse today?

**Who responded:** Client: 116 of 128 (91%)  
**Themed frequency:** (reported by grouping only when different)  
 De-stress (peaceful, comforting, relaxing) (41%) [25%Y & 77%A]  
 Enjoy (cool, fun, nice) (16%) [5%F & 28%M]  
 Like horses (14%)  
 Love horses (12%)  
 Horses did not like them (8%) [10%Y & 3%A]  
 Indifferent (bored, unsure) (7%)  
 Do not like horses (4%) [6%Y & 0%A]  
 Learned something (4%)  
 Scared (4%)



**Question:** How did spending time with the horse make you feel?

**Who responded:** Client: 121 of 128 (95%)  
**Themed frequency:** (reported by grouping only when different)  
 Enjoy (amazing, awesome, cool) (41%) [49%Y & 26%A]  
 De-stress (safe, calm, peaceful, relaxed) (26%) [45%F & 26%M] [28%Y & 54%A]  
 Indifferent (bored, unsure) (10%)  
 Mad/Frustrated (awkward, horrible) (9%)  
 Scared (6%)  
 Powerful (challenged, confident, strong) (6%) [1%Y & 15%A]  
 Love (3%) [0%Y & 10%A]

**Question:** Other comments

**Who responded:** Client: 31 of 128 (24%)  
**Themed frequency** (reported by grouping only when different)  
 De-stress (calming, take care of myself) (32%) [42%F & 0%M] [6%Y & 60%A]  
 Enjoy (awesome, fun, great) (26%) [17%F & 57%M]  
 Dealing with pain (16%) [100%F & 0% M]  
 Thanks (13%) [25%Y & 0%A]  
 Indifferent (13%) [4%F & 43%M]  
 Love horses (10%)

## Staff: Rated Items

Although limited in number, the twelve staff responses included rating their observations of their client/s on three items using a 3-point Likert scale (Yes, Unsure, No).

On average, the staffs' strongest agreement was that the clients felt supported by the horses (average 2.8 and 83% 'Yes') as compared to loved by the horse (average 2.5 and 58% 'Yes').

3= 'Yes' Client felt...	Average Rating
Loved by horse	2.5
Supported by horse	2.8
Supported by handler	2.7

## Staff: Qualitative

**Question:** What did you see or experience that made you think that spending time with the horse made the client feel loved?

**Who responded:** Staff 12 (100%)  
**Themed frequency:**  
 Physical connection with horse/hug/talked to horse/horse approached (75%)  
 Emotional connection with horse/comforted/brought memories (58%)  
 Unsure (25%)

**Question:** Do you think that spending time with the horse made your client feel supported?

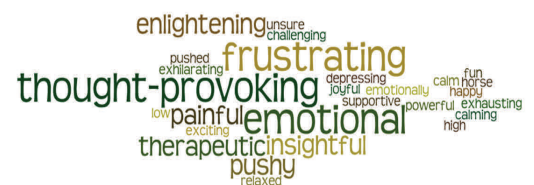
**Who responded:** Staff 10 of 12 (83%)  
**Themed frequency:**  
 Physical connection/horse approached/connected to horse behavior (60%)  
 Emotional connection/comfort/cried/enjoyed (40%)  
 Learned something/saw parallels to life/verbalized observations of horses (40%)

**Question:** Do you think that spending time with the horse handler made your client feel supported?

**Who responded:** Staff 12 (100%)  
**Themed frequency:**  
 Learned something/benefits/insights (58%)  
 Want to come back (42%)  
 Saw emotional connection (33%)  
 Sharing with handler (25%)  
 More instruction/had questions (25%)

**Question:** What words would you use to describe your client's experience with the horse today?

**Who responded:** Staff 12 (100%)  
**Themed frequency:**  
 Thought-provoking (50%)  
 Challenging/Painful (50%)  
 Calming/Supportive (42%)  
 Enjoy (25%)  
 Unsure (8%)



The following is an unsolicited comment from a Nutana Collegiate teacher who observed her students in the program:

*"We have truly appreciated the opportunity to be part of the Equine Assisted Psychotherapy Program this year. Those who embraced the program left feeling engaged, energized and excited. They were happy to "connect" with the horses and were impressed with the progress they had felt they made. As a staff, we noticed that students were much calmer after participating in EAP and were more likely to be focused and motivated in the afternoon. We also noticed that students were (for the majority) engaged throughout the whole hour session. This is a significant finding, as we generally find it difficult to keep students focused for longer than 30-45 minutes. Few students attempted to talk to staff during the sessions, and were generally cooperative with each other. We look forward to participating next year".*

# Discussion

The outcomes/effects of the EAP Program as an option for adult clients receiving mental health and addictions services and youth at Nutana Collegiate are discussed within the objectives of the program (decreasing wait times was not reviewed in this pilot study).

Support for each of the program's reviewed objectives was identified, as follows:

## **1. To provide adult clients who use MHAS, as well as Nutana Collegiate students, with a unique therapeutic intervention option to advance their change goals.**

### Clients

The vast majority of clients very much enjoyed the time spent with the horses and felt better because of it, with adult and female ratings slightly higher. Adults and females also rated higher that they liked spending time with the horses and that they felt comforted/loved by them. Adults indicated a greater change in their feelings over the course of the session compared to youth.

### Staff

The staff strongly agreed that the clients felt supported by the horses as well as by the staff. This finding is supported by both youth and adult clients, who were also in strong agreement that they felt support from the horse handler and therapist.

While uncommon, it is worth noting that 1 of 10 youth were either scared or did not like horses. These feelings were not expressed by the adult clients.

Also 1 of 10 youth and 1 of 35 adults did not think that the horses were interested in them or the horses did not like them.

*"I didn't feel that the horses wanted people to be there - didn't feel like I could get close to the horses"* (Adult client)

*"The horses seemed uninterested today"* (Youth client)

The horse can appear as large and imposing and so a child or youth may be apprehensive or fearful (Bachi, Terkel & Teichman, 2012). During the session they must build a relation with the horse to overcome their uncertainty. By doing this, they gain confidence and problem solving skills (Adams et al., 2015; Carlsson, Ranta & Traeen, 2014).

Client perceptions of the therapy horse's disinterest or distance is found in the literature and can be attributed to the horses' sensitivity to subtle changes in body language, whether intended or not on the part of humans (Fey, 2005; Goodwin, 2002). Individuals are often unaware of their behaviour and can begin to understand it through the way in which a horse reflects it back to them. Thus, if an individual is aloof the horse may not provide "unconditional acceptance" (Siporin, 2012, 460). The individual will learn that for the horse to be different they will have to act differently toward the horse (Trotter, Chandler, Goodwin-Bond & Casey, 2012).

## **2. To provide a solution-focused brief therapy clinical approach to adult clients who use MHAS, as well as Nutana Collegiate students.**

### Staff

The staff described that in a very short period of time the program permitted clients to develop relationships with the horses and to experience a range of associated emotions—from challenging to rewarding—that is often indicative in therapy of a breakthrough, change, or meaningful insight.

*"[E]xhilarating then exhausting, emotionally high and low, frustrating, depressing"* (Adult client)

The staff felt that the clients made emotional and physical connections with the horses. They shared that the horses offered emotional affection by approaching the client. The horses also offered physical affection through touch and the staff shared that one client laid down by the horse when it laid down. Support was also interpreted as the relationship that was established between the horse and client, a client's time with horses/or a horse, and clients verbalizing what they saw in the horses behaviour that reflected their own feelings. In the process, clients were able to share insightful information, receive comfort, and mirror observations to their own lives.

*"[The] client saw how she needs to work on other friendships through the horses. She had other horses approach her and at the end she said this helped her to see she needs to make a change"*.

### Clients

Some clients also expressed that the emotional connection with the horses contributed to an understanding of their own emotions and feelings.

*"I feel like I'm getting a strong bond with the spotted horse, emotions and feelings are beginning to make more sense"* (Adult client)

*"In nature, non-human connection, I didn't have to speak, felt connected, fell in love with the horse and felt it loved me back"* (Adult client)

*"I felt calm and felt like the horses could tell I was calm"* (Youth client)

EAP programs emphasize interactive processes between the individual and the horse with the goal of relationship development (Karol, 2007; Lentini & Knox, 2015). For example, horses provide a non-threatening form of biofeedback that can help clients figure out how to change things within themselves. A client's psychological or emotional response such as fear, anxiety, depression or anger may be presented, or mirrored, through the horse's body language. The client is thus cued to change their behavior in their interactions with the horse with the intent that this learning transfer to other aspects and relationships in their life (Kane, 2007).

It is important to point out that a client's perceived rapport with a horse may influence and parallel the therapeutic alliance with their therapist (Yorke, Adams & Coody, 2008). This sense of connection can create an environment of safety and trust and thus permit clinical goals to progress more quickly (Maujean et al., 2015).

## **3. To provide an opportunity for personal growth to adult clients who use MHAS, as well as Nutana Collegiate students.**

### Clients

On average, both youth and adult clients rated their feelings significantly more positive after their time with the horses. Both youth and adults strongly agreed that they felt calm after their time with the horses, while adult clients also indicated that they felt more in control over their emotions.

The most common reason for adult clients liking their time with the horses and describing their experience was in reference to feeling more calm/peaceful/relaxed.

*"I come anxious but am leaving feeling more calm"* (Adult client)

*"I think I'm learning with help from Dawn and Karen and looking at real deep issues"* (Adult client)

The most common reason for youth clients liking their time with the horses and describing their experience was in reference to feeling happy/good.

*"[I]t made me happy I enjoyed it"* (Youth client)

*"I love animals and horses remind me a lot about myself"* (Youth client)

### Staff








The staff shared about growth in their observations of and work with their clients. The therapist and horse handler both felt that the clients reporting they felt supported by them was in part due to the opportunities for learning and insights provided through EAP, and which in turn contributed to their clients' personal growth. They also felt that the clients were eager to come back to participate in EAP.

*"A client shared how they had begin this journey last year and gained a great deal of insight so wanted to return"*. (Staff)

*"[s]he shared many emotions, etc. that were triggered by interaction with the horses"*. (Staff)

It is very empowering for an individual to recognize that when they change their outer reactions to match their inner emotions, this changes their interaction with the horses. Clients gain a sense of control as they realize that they can change things in their environment by changing things within themselves (Kakacek & Ottens, 2008). This often results in increased self-esteem, assertiveness, happiness, and reduced anxiety and stress (Haylock & Cantril, 2006; Meinersmann, Bradberry & Roberts, 2008). When participants interact with horses they learn from the immediate, physical and transparent feedback horses offer. Through this unique method of self-discovery, the development of confidence, empowerment, compassion, independence and inner healing can take place in a non-threatening and even fun environment (Burgon, 2011; Porter-Wenzlaff, 2007).

# Practice & Research Recommendations

-  The data provides a description and outcomes of the program that can be used to explain how the EAP program is implemented.
-  Continue to develop the EAP program, paying attention to how the client-horse connection within each session is supported. This includes the concepts of love and support provided by both the horses and program staff.
-  Explore innovative approaches to enhance youth engagement with a focus on emotional constructs and tasks with the horses.
-  Further examine the role that horses play in the establishment of the therapeutic alliance between the client and therapist.
-  Follow-up to determine if client skills and changes are maintained at 6 months and one year post program participation.
-  Undertake future research with a larger sample and ideally conduct a randomized control trial.
-  Explore the healing properties of connecting with horses and nature.

## PILOT STUDY CONCLUSION

The outcomes/effects of the Equine Assisted Psychotherapy program support its three objectives, and this should be fully explored in a future, robust study.

This Fact Sheet is one in a series. The findings of the Facts Sheets cannot be directly compared to one another because the AAI programs vary in clients, approaches and species.

Visit our website:

[www.tinyurl.com/OneHealthAAI](http://www.tinyurl.com/OneHealthAAI)

Department of Sociology  
Arts 1109 - 9 Campus Drive  
University of Saskatchewan  
Email: [colleen.dell@usask.ca](mailto:colleen.dell@usask.ca)  
Phone: (306) 966-5912



## Acknowledgements

This project was funded by the U of S Centennial Enhancement Chair in One Health and Wellness

## Primary Investigators:

Drs. D. Chalmers, C. Dell & J. Gillett

## Data Input & Analysis:

Dr. B. Rohr, E. Bulai, A. Husband, S. Price

## Saskatoon Health Region Project Members:

D. Rain & K. Hart

## References

- Adams, C., Arratoon, C., Boucher, J., Cartier, G., Chalmers, D., Dell, D.,...Wuttunee, M. (2015). The helping horse: How equine assisted learning contributes to the wellbeing of First Nations youth in treatment for volatile substance misuse. *Human Animal Interactions Bulletin*, 1(1), 53-75.
- Bachi, K., Terke, J., & Teichman, M. (2012). Equine-facilitated psychotherapy for at-risk adolescents: The influence on self-image, self-control and trust. *Clinical Child Psychology and Psychiatry*, 17, 298-312.
- Burgon, H. (2011). 'Queen of the world': Experiences of 'at-risk' young people participating in equine-assisted learning/therapy. *Journal of Social Work Practice: Psychotherapeutic Approaches in Health, Welfare and the Community*, 25(2), 165-183.
- Carlsson, C., Ranta, D., & Traeen, B. (2014). Equine assisted social work as a means for authentic relations between clients and staff. *Human Animal Interaction Bulletin*, 2(1), 19-38.
- Creswell, J. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). California: Sage.
- Daschuk, M., Dell, C.A. & Duncan, R. (2012). *First steps first: A community-based workbook for evaluating substance abuse and mental health programs in Saskatchewan*. Saskatoon: University of Saskatchewan.
- Denzin, N.K., & Lincoln, Y.S. (2008). Introduction: The discipline and practice of qualitative research. In N.K Denzin & Y.S Lincoln (Eds.), *The Landscape of Qualitative Research* (3rd ed., pp. 1-43). California: Sage.
- Equine Assisted Growth and Learning Association (EAGALA). (2010). *The EAGALA model*. Retrieved from <http://www.eagala.org/about/model>
- Fey, C. (2005). Relationships and communication in socially natural horse herds. In D. Mills & S. McDonnell (Eds.), *The domestic horse: The origins, development and management of its behaviour* (pp. 83-93). Cambridge, UK: Cambridge University Press.
- Goodwin, D. (2002). Horse behaviour: Evolution, domestication and feralisation. In N. Waran (Ed.), *The welfare of horses* (pp. 1-18). Secaucus, NJ: Kluwer Academic Publishers.
- Haylock, P., & Cantril, C. (2006). Healing with horses: Fostering recovery from cancer with horses as therapists. *Explore: The Journal of Science and Healing*, 2(3), 264-268.
- Kakacek, S., & Ottens, A. (2008). An arena for success: Exploring equine-assisted psychotherapy. *Michigan Journal of Counseling*, 35(1), 14-23.
- Kane, B. (2007). *The manual of horsemanship and medicine. Transforming the doctor-patient relationship with equine-assisted learning*. Bloomington, IN: AuthorHouse.
- Karol, J. (2007). Applying a traditional individual psychotherapy model to equine-facilitated psychotherapy (EPP): theory and method. *Clinical Child Psychology and Psychiatry*, 12(1), 77-90.
- Kruger, K. & Serpell, J. (2006). Animal-assisted interventions in mental health: Definitions and theoretical foundations. In A. Fine (Ed.), *Handbook on animal-assisted therapy: Theoretical foundations and guidelines for practice* (2nd ed., pp. 21-38). San Diego: Academic Press.
- Lentini, J., & Knox, M. (2015). Equine-facilitated psychotherapy with children and adolescents: an update and literature review. *Journal of Creativity in Mental Health*, 10(3), 278-305.
- Maujean, A., Pepping, C., & Kendall, E. (2015). A systematic review of randomized control trials of animal-assisted therapy on psychosocial outcomes. *Anthrozoos*, 28(1), 23-36.
- Meinersmann, K., Bradberry, J., & Roberts, F. (2008). Equine-facilitated psychotherapy with adult female survivors of abuse. *Journal of Psychosocial Nursing*, 46(12), 36-42.
- Porter-Wenzlaff, L. (2007). Finding their voice: Developing emotional, cognitive, and behavioral congruence in female abuse survivors through equine facilitated therapy. *Explore: The Journal of Science and Healing*, 3(5), 529-534.
- Saldana, J. (2010). *The coding manual for qualitative researchers*. California: Sage.
- Siporin, S. (2012). Talking horses: Equine psychotherapy and intersubjectivity. *Psychodynamic Practice: Individuals, Groups and Organisations*, 18(4), 457-464.
- Trotter, K., Chandler, C., Goodwin-Bond, G., & Casey, J. (2008). A comparative study of the efficacy of group equine assisted counseling with at-risk children and adolescents. *Journal of Creativity in Mental Health*, 3(3), 254-284.
- York, J., Adams, C., & Coady, N. (2008). Therapeutic value of equine-human bonding in recovery from trauma. *Anthrozoos*, 21(10), 17-30.



# NOTES

---



# NOTES

---



# NOTES

---

