

HARPER'S HEALING WITH HORSE THERAPY

Harper's Healing with Horse Therapy
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HARPER'S HEALING WITH HORSE THERAPY

Abstract

Non-suicidal self-injury (NSSI) is a significant issue among adolescents in the United States affecting 13% to 25% of young adults. In 2012, Arizona saw over 12,000 adolescents in emergency rooms due to self-injury. Approximately 50% to 85% of self-injuring adolescents will attempt suicide at least once during their lifetime. Adolescents self injure for several reasons, typically as coping mechanisms from child trauma, sexual or emotional abuse or low family warmth. **Harpers Healing with Horse Therapy** will offer adolescents a safe place where they feel comfortable to open up and share with others who are going through the same situation. **HHHT** will provide life-skill classes to develop positive characteristics and skills they can use in difficult situations, same gender support groups where they feel safe to disclose information and understand they are not alone, and individual horse therapy to give a sense of control, responsibility, accountability and confidence to adolescents. Together these programs will aid in intervention and prevention for further self-injury, depression and/or suicide tendencies.

Problem Statement

Non-suicidal self-injury (NSSI) is a significant issue among adolescents in the United States. NSSI refers to a broad range of behaviors that are deliberate, direct and self-inflicted destruction of body tissues including, but not limited to; cutting, or carving words or symbols into the skin, banging or punching objects or oneself to the point of bruising or bleeding, pulling out hair or eyelashes, burning or embedding objects into the skin (Whitlock, Eckenrode, & Silverman, 2006). Thirteen to twenty-five percent of young adults have some history with self-injury (Rodham & Hawton, 2009). In 2013 the United States alone had 494,169 adolescents visit hospitals due to self-harm (Centers for Disease Control and Prevention, 2013), and Arizona is no exception. In 2012, 12,035 children in Arizona were seen in emergency rooms due to self-injury (Arizona Department of Health Services, Office of Injury Prevention, 2014). Depression, which has been linked as a precursor for self-injury is a major issue among adolescents in the United States as well (Rodham & Hawton, 2009). In 2013, 36% of high school students in Arizona had depressive symptoms, which is a 6% increase compared to a national average of 30% from 2011 (Office of Adolescent Health, 2013). Understanding the relationship between depression and NSSI can help aid in the process of proper treatment programs for adolescents.

Without support for intervention and prevention programs, adolescents are severely at risk for further difficulties throughout life. Adolescents diagnosed with NSSI are more negatively and emotionally distant in their relationships which may reflect lifelong attachment problems (Gonzales & Bergstrom, 2013). It cost the United States an estimated \$2 billion annually for medical care and another \$4.3 billion for indirect costs, such as productivity and lost wages for adolescents who self-injure (Centers for Disease Control and Prevention, 2012). Added in those costs are the costs for attempted suicide, which approximately 50% to 85% of

HARPER'S HEALING WITH HORSE THERAPY

people who injure themselves will attempt at least once during their lifetime (Kerr, Muehlenkamp & Turner, 2010). It has been shown that 8.7% of adolescents who self-injure also abuse drugs (Haw & Hawton, 2011). Individuals may seek relief in the form of alcohol, drugs or poisons used as coping mechanisms for many of the same reasons they cut or burn themselves (Haw & Hawton, 2011). They may also use substances as poison in further attempts to self-injure (Haw & Hawton, 2011). Understanding the reasons behind NSSI risks is essential in implementing successful intervention and prevention programs that address all issues associated with self-injury.

There are a number of reasons why adolescents feel the need to self-injure. Self-injury shares many of the risk factors of other negative coping mechanisms such as: history of child trauma, sexual or emotional abuse, poor family communication, low family warmth and/or perceived isolation (Yates, 2004). Self-injury may be used as a means of self-control, punishment, or distraction and has been tied with mental disorders such as depression, anxiety and borderline personality disorder (Whitlock, Muehlenkamp, et al., 2009). There are many stressors that contribute to the way adolescents feel during this time in their lives such as: grades, sports, popularity, friends, dating and fitting in are indicators of self-injury (Whitlock, Muehlenkamp, et al., 2009).

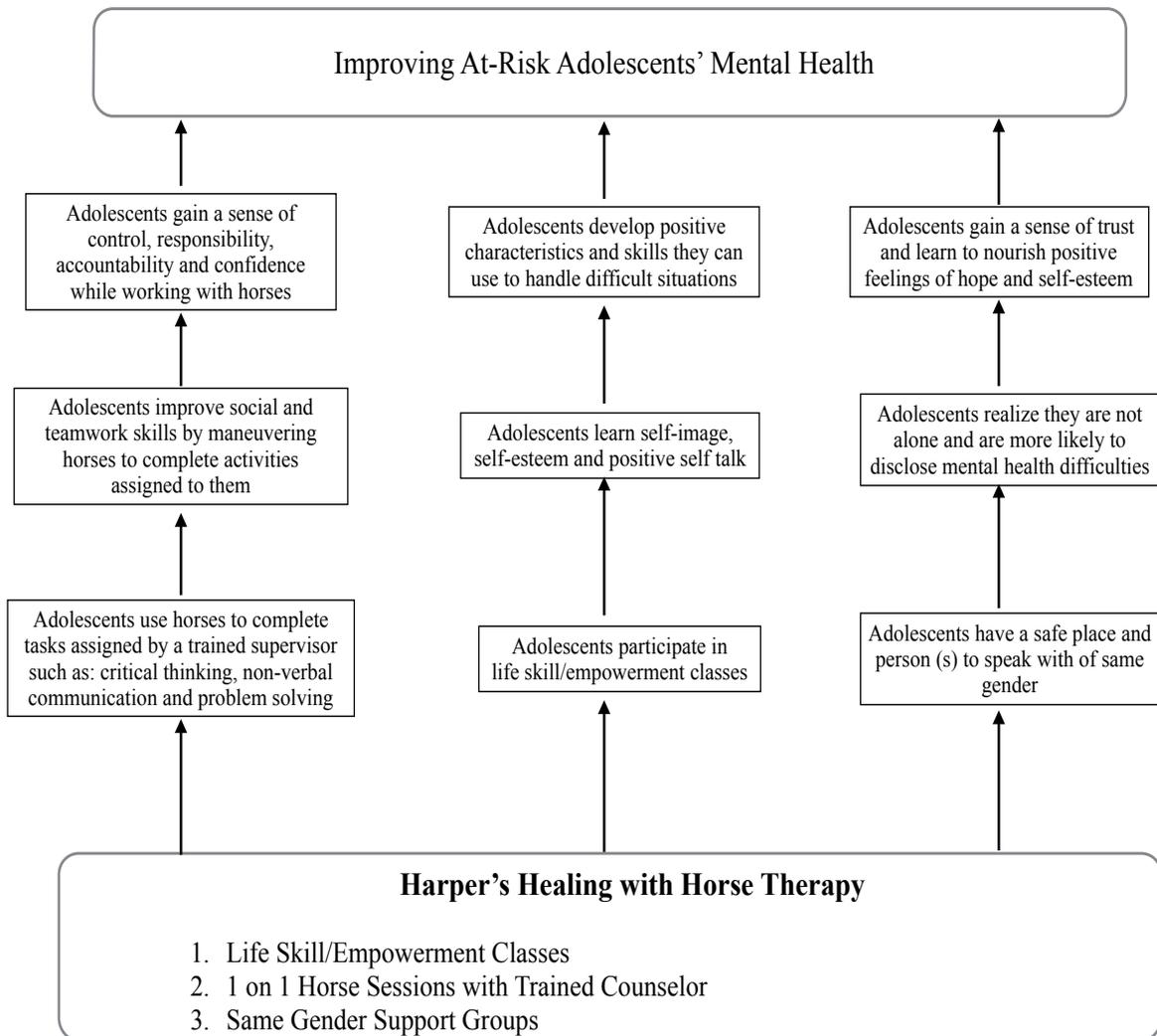
Not only are these behaviors often preceded by emotional distress, NSSI is thought to function as a maladaptive attempt to relieve dysphoric affect that might have an addictive or compulsive quality (Guerdjikova, Gwizdowski et al., 2014). For some adolescents, NSSI allows for a physical expression of overwhelming internal emotions, and for others, it serves to temporarily relieve stress and anxiety caused by these emotions (NAMI, 2006). The data suggests that adolescents are reluctant to seek help from parents or teachers because of an overwhelming sense

HARPER'S HEALING WITH HORSE THERAPY

of guilt and shame (Guerdjikova, Gwizdowski et al., 2014). With NSSI on the rise, it is important for adolescents to have strong support systems within their family and school settings, as well as safe places where they have access to education to help prevent further self-injury. Harpers Healing with Horse Therapy will provide educational programs, support groups and individual therapy for adolescents to aid in intervention and prevention for further self-injury, depression and/or suicide.

HARPER'S HEALING WITH HORSE THERAPY

Logic Model



HARPER'S HEALING WITH HORSE THERAPY

Methods

Program Participants:

This program is designed for female or male adolescents in grades six through twelve, who are considered at-risk in the Chandler Unified School District. At-risk adolescents display but are not limited to behavioral and emotional problems, low academic performance, showing lack of interest in academics or expressing disconnection from school and home environment. Parents and/or school officials identify at-risk adolescents they feel would benefit from **HHHT**. Adolescents that have been identified as at-risk will receive specific information about the program from school personnel. Participation in this program is voluntary with no out of pocket costs.

Program Activities:

Components that make up **Harper's Healing with Horses Guidance (HHHG)** are life-skill/self-empowerment classes, individual horse therapy sessions led by a trained counselor and same gender support groups. All three programs are designed for both female and male at-risk adolescents in the Chandler Unified School District, located in Arizona. Each component is described below in detail.

Life Skill/Empowerment Classes

Will take place on Tuesday's and Thursday's from 5:00pm to 8:00pm. Class will begin on the hour, every hour, with the last class beginning at 7:00pm. Classes will be 50 minutes. Participants are not required to attend both Tuesday and Thursday classes, they may choose which day(s) to attend. Participants may attend weekly, bi-weekly or monthly. Trained male or female interns, who are enrolled in local colleges, will teach

HARPER'S HEALING WITH HORSE THERAPY

classes and must be working towards a degree in psychology, sociology, counseling or other related field. Below is a sample week of typical class structure.

Tuesday:

00 - 15 – Full Value Contract and Ice Breaker Activity
15 - 30 – Identifying Values and Ideals Activity
30 - 40 – Habits of Highly Effective Teens Workshop
40 - 00 – How Well Do You Like Yourself Worksheet

Thursday:

00 - 05 - Values Contract Review
05 - 20 - Ideal Body Type Exercise
20 - 30 – Setting Boundaries
30 - 40 – Appearance and Assertiveness Activity
40 - 00 – Goal Setting Workshop

Individual Horse Counseling Sessions

Horse counseling sessions will be available on Friday's and Saturdays by appointment, for those who wish to access services. Horse counseling sessions will take place at High Pines Equine Stables in Chandler, Arizona. Individual sessions will be limited to 50 minutes and require a parent or guardian present at all times. Counselor possesses an Equine Assisted Learning (EAL) and Equine Assisted Growth and Learning Association (EAGALA) certifications. Counselor will have a minimum of a master's degree in psychology, sociology or related field along with a minimum five years horse experience. Counselor will keep logs of progress and session activities for future reference. All sessions will be confidential and centered around participants needs. No fee will be charged to participants or their families for this service. Session structure will address individual participants needs and may look similar to the example below.

00 – 10 – Introduction to horse and safety precautions and instructions
10 – 20 – Getting to know the horses' personality through grooming practices

HARPER'S HEALING WITH HORSE THERAPY

20 – 50 – Round pen activities such as: participant leads horse around pen, participant takes off lead rope and works to get horse to follow them or supervisor sets up obstacle cones and asks participant to guide horse through cones without a lead rope.

While the participant is performing activities, counselor will ask open ended questions that allow participants to ease into disclosing information about daily life, school, parents, well-being, struggles, relationships or friends. Information can be used to incorporate activities that will instill confidence, self-worth, trust, responsibility and compassion for participants.

Same Gender Support Groups

Will be available Wednesday's and Friday's from 5:00pm to 6:00pm. Female and male interns from local colleges who are studying psychology, sociology or related field will conduct support groups. Student interns will be required to complete a 30-hour intensive training program before conducting support groups. Intern training will cover how to effectively organize support meetings, active listening, conflict resolution, healthy coping mechanisms, goal and boundary setting and instilling positive body image and self-esteem. Participants will receive support from other adolescents who share common experiences. Participants can attend as few or many support groups, as they feel necessary. Participants can choose to attend weekly, bi-weekly or monthly and can choose to attend one group per week or two. Participants will learn a variety of skills such as: social, life, coping and stress management and positive self-talk.

Program Staff:

Program Director

HARPER'S HEALING WITH HORSE THERAPY

Responsibilities:

- Plan delivery of overall program and its activities in accordance with the mission and goals of the organization
- Develop a program evaluation framework to assess strengths and to identify areas for improvement
- Develop funding proposals for program to ensure continuous delivery of services
- Develop forms and records to document program activities
- Ensure that personnel files for the program are properly maintained and kept confidential
- Ensure all staff members receive orientation and appropriate training in accordance with organizational standards

Qualifications:

- University Master's or Bachelor's degree in a related subject
- Knowledge of program management
- Knowledge of client groups and/or issues related to the program area
- 3 to 5 years experience in a related field

The program director should be able to demonstrate competence in some or all of the below.

- Behave Ethically
- Build Relationships
- Communicate Effectively
- Creativity/Innovation
- Focus on Client Needs
- Foster Teamwork
- Lead Positively
- Make Decisions Organize
- Plan Solve Problems

Administrative Assistant

Responsibilities:

- Answer general phone inquiries using a professional and courteous manner
- Reply to general information requests with accurate information
- Greet clients/suppliers/visitors to the organization in a professional and friendly manner
- Use computer word processing, spreadsheet, and database software to prepare reports, memos, and documents
- With the Program Director, prepare meeting agendas and supporting material for distribution
- Ensure timely distribution of material to the Board
- Draft minutes of Board meetings for review by Executive Director
- Create action list for management staff from board meetings

HARPER'S HEALING WITH HORSE THERAPY

- Website, Facebook, Twitter, Instagram, and other social media outlet management daily

Qualifications:

- Associates or Bachelor's Degree in related field
- Word processing, spreadsheets, power point
- E-mail, Internet, social media
- 1-3 years experience in an office setting

Equine Therapist

Responsibilities:

- Provide individual equine assisted therapy sessions
- Document all patient group activities
- Communication with interdisciplinary team
- Design safe and appropriate activities based on patient's individual needs

Qualifications:

- Master's degree in counseling/psychology or related field
- Licensed in the State of Arizona in Behavioral Health field
- Prefer experience in an inpatient Behavior Healthcare setting
- A minimum of three years working with horses and clients using the EPA model
- Ability to work within a multi-disciplinary administrative team
- Ability to work with a wide range of diagnoses and behaviors
- Ability to handle horses involving leading, grooming, saddling and longeing

Intern Program Coordinator

Responsibilities:

- Oversees interns
- Co-lead support groups and life-skill classes
- Plan the volunteer program/service
- Develop and implement goals and objectives for intern program
- Assess the need for interns to enhance program
- Develop a budget for the intern program activities
- Conduct ongoing evaluation of the programs and services delivered by interns and implement improvements as necessary
- Develop, administer, and review policies and procedures that guide intern programs and services
- Develop and administer forms and records to document intern activities
- Promote the intern program to gain community support
- Develop and implement effective strategies to recruit interns

HARPER'S HEALING WITH HORSE THERAPY

- Develop and implement an intake and interview protocol for potential interns
- Implement a screening process for potential interns
- Ensure interns are given appropriate training to be successful in their positions
- Evaluate risks associated with each intern position and take appropriate action to control risks associated with program
- Ensure interns work in a safe, healthy, and supportive environment

Qualifications:

- University Master's Degree in social services or behavior health
- Knowledge of current trends, resources and information related to internship/volunteerism
- 3-5 years of supervisory or management experience

Paid Interns

Responsibilities:

- Co-lead life-skill classes and support group meetings
- Prepare relevant informational materials before each group meeting
- Establish and maintain group rules including confidentiality among participants
- Create and maintain a safe space at group for participants to share their feelings, experiences and etcetera
- Facilitate sharing of personal information from all participants by respectfully monitoring speaking time and encouraging input from all present
- Maintain primary focus in groups on participants and their needs
- Build community among participants
- Raise awareness and refer participants to other appropriate resources
- Follow all **HHHG** Support Groups Policies and Procedures

Qualifications:

- In Progress - Associates or Bachelors degree in related field of psychology, sociology, counseling or family studies
- Complete 30-hour Mental Health Advocacy Training.
- Complete additional Support Group Facilitator Training
- Consistent commitment to be present at weekly groups, and/or life-skill classes
- Ability to work with other facilitator as a team
- Ability to effectively present information
- Ability to lead a group by primarily listening and supporting group members
- Commitment to address oppression issues that are connected to this work including racism, sexism, homophobia, ableism, ageism, and other prejudicial views

HARPER'S HEALING WITH HORSE THERAPY

Participating Organizations:

The following organizations will participate in this program.

Chandler Unified School District: A school district serving the southeastern area of Phoenix, Arizona, United States. The Chandler Unified School District serves approximately 41,000 students in grades K-12.

- Will promote **Harper's Healing with Horse Therapy (HHHT)** to parents of at-risk youth
- Will work in cooperation with **HHHT** to establish services as viable options for at-risk youth

Disability Empowerment Center: A 62,000 square-foot universally designed, accessible and transit-oriented non-profit resource center, serving the Greater Phoenix Metropolitan area.

- Will provide **HHHT** with classrooms to facilitate weekly support group meetings
- Will provide **HHHT** with a conference center to hold staff meetings and staff training
- Will provide **HHHT** with a computer lab for use when running life-skill classes
- Will provide **HHHT** with refreshments for empowerment classes and support groups

High Pines Equine Stables: Training and boarding stable with tack room, round pen and arena

- Will provide **HHHT** with discounted boarding for one horse used for therapy
- Will provide use to facility round pen, arena and pasture for therapy use

Teen Lifeline Hotline: A connection of hope for teens in crisis.

- Will provide information about **HHHT** as a safe place for person-to-person contact
- Will promote **HHHT** with-in company as a viable resource option for at-risk youth

Timeline:

Activity	Timeline
Hire Program Director	May1, 2015 to June 1, 2015
Hire Administrative Assistant	May 15, 2015 to June 15, 2015
Develop materials for staff training	June 4, 2015 to July 1, 2015
Develop website, social media pages	June 4, 2015 – ongoing updates

HARPER'S HEALING WITH HORSE THERAPY

Hire Equine Therapist	June 15, 2015 to July 15, 2015
Hire Intern Program Coordinator	May 15, 2015 to June 15, 2015
Meet with Disability Empowerment Center	June 24, 2015
Meet with Chandler Unified School District	June 25, 2015
Meet with High Pines Stables	July 25, 2015
Train all staff	July 6, 2015 to July 10, 2015
Develop intern training program	June 5, 2015 to June 29, 2015
Recruit interns	July 20, 2015 to July 27, 2015
Intern training program	August 3, 2015 to August 14, 2015
First support group takes place	August 24, 2015
First life-skills class takes place	August 25, 2015
First equine assisted therapy session	August 28, 2015

Goals and Objectives:

Adolescents build positive relationships with peers and adults alike

- Adolescents receive support from same gender interns and peers
- Adolescents practice building strength and creativity to handle tough situations through communicating with trusted interns

Adolescents improve life-skill development

- Adolescents participate in life-skill classes
- Adolescents complete life plan activities and workbook

Adolescents explore and resolve issues related to their self-image

- Adolescents uses horses to develop positive mental health approaches
- Adolescents use goal setting activities while working with horses to combat negative thoughts

HARPER'S HEALING WITH HORSE THERAPY

Evaluation

Outcome Evaluation

The objective to be evaluated at the end of this program is its effectiveness at increasing adolescent's self-image/esteem and mental health. This goal will be evaluated through the use of three surveys using the Rosenberg Self-Esteem Scale (Rosenberg, M., 1965). Surveys will be given to participants to complete over a one-year period; before it starts, at six months and one year after enrollment. Surveys will ask participants general questions pertaining to their self-esteem. Participant's view about self-esteem will then be calculated and compared with other at-risk students who have been identified by teachers in the Kyrene School District, who did not have access to **HHHT** program. Identified at-risk students will be given the same Rosenberg Self-Esteem survey that **HHHT** participants received upon entering the program. Surveys will compare the results of self-esteem of adolescents participating in **HHHT** and that of at-risk students from Kyrene School District not in the **HHHT** program.

Process Evaluation

Variable	Data Source	When data will be gathered
Age of Participant	Enrollment form	Onset of accessing services
Gender of Participants	Enrollment form	Onset of accessing services
Number of life-skill class participants	Daily attendance log	(Weekly) Beginning of each session
Number of support group participants	Daily attendance log	(Weekly) Beginning of each session
Number of horse therapy sessions	Therapist log sheets	(Weekly) Saturday

HARPER'S HEALING WITH HORSE THERAPY

Year One Budget Summary

Item	Cost	In-Kind Contribution
Salaries plus Benefits (30% of Salary)	\$222,400	0
Services and Supplies	\$20,513	\$76,670
Equipment	\$7,150	\$4,975
Total	\$250,063	\$81,645

Itemized Budget

Salaries and Benefits	Program Director (full-time w/benefits)		\$90,000
	Administrative Assistant (full-time w/benefits)		\$36,000
	Equine Therapist (part-time)	20hrs/wk @\$45/hr	\$46,000
	Intern Program Coordinator (full-time w/benefits)		\$40,000
	Intern (paid - part-time)	10hrs/wk@\$10/hr	\$5,200
	Intern (paid - part-time)	10hrs/wk@\$10/hr	\$5,200
Services and Supplies	Rent and Utilities (donated)	\$6,000/month x 12	\$72,000
	Internet and Phone (donated)	\$200/month x 12	\$2,400
	Insurance	\$400/month x 12	\$4,800
	Tax and Payroll Service	\$250/month x 12	\$3,000
	Legal Fees		\$2,000
	Copy Service (\$500 donated)	\$30/month x 12	\$360
	Non-Profit Status		\$400
	Website and Logo Design		\$750
	Business Cards	\$127/per 1000 x 2	\$254
	Miscellaneous Office Supplies		\$1000
	Postage	\$.49 x 10	\$49
	Training Supplies		\$550
	Feed for Horse		\$3,120
	Horse Shoe Service	4/times year @\$80	\$320
Veterinarian Expenses		\$2,500	
Stable Rental (\$1,770 Donated)	\$147.50/month x 12	\$1,770	
Equipment	Horse		\$2,500
	Training Equipment - Horse		\$1050
	Office Desks (Donated)	\$350/desk x 3	\$1,050
	Office Chairs (Donated)	\$125/chair x 4	\$500
	Printer (Donated)	\$350/printer x 1	\$350
	Classroom Tables (Donated)	\$100/table x 2	\$200
	Classroom Chairs (Donated)	\$45/chair x 30	\$1,350
	Computers	\$1200/computer x 3	\$3,600
	Miscellaneous Classroom Equipment (Donated)		\$1000
	Office Phone (Donated)	\$175/phone x 3	\$525

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