

Defining the qualities of an equine-facilitated mental health horse or pony: An  
introductory survey

by  
Madeline Rose DeBoer

A THESIS

submitted to  
Oregon State University  
Honors College

in partial fulfillment of  
the requirements for the  
degree of

Honors Baccalaureate of Science in Animal Sciences  
(Honors Associate)

Presented May 31, 2017  
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## AN ABSTRACT OF THE THESIS OF

Madeline Rose DeBoer for the degree of Honors Baccalaureate of Science in Animal Sciences presented on May 31, 2017. Title: Defining the qualities of an equine-facilitated mental health horse or pony: An introductory survey.

Abstract approved: \_\_\_\_\_

Dawn Sherwood

Equine-facilitated mental health (EFMH) is a practice within equine-assisted therapy (EAT) that has expanded greatly in the last 20 years, but scientific research is still lacking. Thus far, no attempt has been made to characterize the horses and ponies currently used in EFMH programs, or to define what characteristics EFMH professionals look for in selecting EFMH horses/ponies. A 36-question survey was developed to take the first step in exploring those questions. Using survey responses representing 160 EFMH horses and ponies, it was found that most EFMH equines were stock breeds, with the American Quarter Horse being the most common breed. The average height of pony-sized equines was 116 cm and the average height of full-sized equines was 156 cm. Most EFMH horses and ponies had training in Western and/or English riding. Two characteristics that distinguished EFMH equines were age and personality. Eighty-three percent of horses and ponies represented were between the ages of 11 and 25 years, with an average age of 17.1 years. EAT professionals considered “curious,” “tolerant,” “calm,” “sociable,” and “gentle” to be the most desirable personality traits in EFMH equines, and considered “fearful,” “unpredictable,” “anxious,” “excitable,” and “solitary” to be the least desirable

personality traits. The results suggested that EFMH horses/ponies are selected for their physical aptitude for mental health work as well as their willingness to form human-animal bonds.

Key Words: equine assisted therapy, psychotherapy, mental health, horse, survey

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I understand that my project will become part of the permanent collection of Oregon State University, Honors College. My signature below authorizes release of my project to any reader upon request.

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Madeline Rose DeBoer, Author

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Madeline Rose DeBoer



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## INTRODUCTION

Equine-facilitated mental health (EFMH), a practice that incorporates equine activities and psychotherapy, is becoming a valuable practice within equine-assisted therapy (EAT) and the field of mental health treatment (Lee et al., 2016; Mueller and McCullough, 2017). Literature addressing EFMH continues to grow, however, experimental research and rigorous evidence supporting the efficacy of EFMH is still severely lacking (McConnell, 2010; Bachi, 2012; Gergley, 2012; Selby and Smith-Osborne, 2013; Anestis et al., 2014; Kemp et al., 2014). Researchers are beginning to examine and explain the unique qualities of EFMH, and research attention has largely been focused on the effectiveness of EFMH programs, the human clients, and the mental health professionals involved. Little is known about the horses being used in these programs, and there has been no attempt to examine the correlating characteristics and defining qualities of these animals.

A survey was designed and administered to EAT professionals across the United States. This survey was constructed to establish an understanding of the horses that are being utilized in EFMH programs as well as to identify what EAT professionals consider to be valuable characteristics in EFMH horses. This study takes the first step in establishing an understanding of the horses used in mental health programs with the hope of guiding future research directions in the field.

## **BACKGROUND**

Equine assisted therapy is a general term that describes medical treatment methods that utilize equines and equine activities to pursue rehabilitative goals (PATH Intl., 2017a). Equine-assisted therapy is practiced in some capacity in all 50 states and in many countries across the world (EAGALA, 2010a; PATH Intl., 2015). As EAT has expanded over time, certification organizations have been formed to establish best-practices, maintain standards and create networks of support and education amongst therapy programs and their associated professionals (PATH Intl., 2017c). Two prominent certification organizations are the Professional Association of Therapeutic Horsemanship International (PATH Intl.) and the Equine Assisted Growth and Learning Association (EAGALA) (Bachi, 2012); there are over 700 EAGALA programs within 50 countries (EAGALA, 2010c) and over 870 PATH Intl. programs with members in 42 countries (PATH Intl., 2015). PATH Intl. and EAGALA arose to meet different needs within the practice of EAT, and each developed their own distinct practices, standards, and terminology (Notgrass and Pettinelli, 2015; Lee et al., 2016).

### ***PATH Intl.***

PATH Intl. was founded in 1969 under the name North American Riding for the Handicapped Association (NARHA) (Notgrass and Pettinelli, 2015; Lee et al., 2016) and primarily focused on the promotion and standardization of therapeutic riding in the treatment of clients with physical and developmental special needs (PATH Intl., 2015; Lee et al., 2016). PATH Intl. has since developed a variety of therapeutic and life skills programs which are collectively known as equine-assisted activities and therapies

(EAAT) (PATH Intl., 2015, 2017a). The organization's mental health program is known as equine-facilitated psychotherapy (EFP) and it involves the combined effort of a licensed mental health professional, a credentialed equine professional, and an equine to progress towards the client's psychotherapy goals (PATH Intl., 2017a). It is also possible for someone to serve simultaneously in a mental health professional and equine professional role.

PATH Intl. membership is available for both EAT professionals and organizations. Individuals may undergo training and testing to become a certified therapeutic riding instructor (TRI), an equine specialist of mental health and learning (ES), a therapeutic driving instructor (TDI), an interactive vaulting instructor (IVI), or a combination of the above (PATH Intl., 2017c). Instructor certification requires submission of a certification application, participation in a PATH Intl. workshop and skills testing, submission of a portfolio for review, proof of current CPR and First Aid training, and enrollment in and completion of an online standards course and examination (PATH Intl., 2017c). Each certification may include other requirements or preferentially consider applicants with specific experience and training.

EAT organizations that employ certified PATH Intl. instructors are recognized as PATH Intl. member centers, and member centers may elect to become a Premier Accredited Center (PAC) through further accreditation. This process involves the member center's voluntary submission to a site visitation during which a PATH Intl. representative ensures that the center's staff, facilities, and operations adhere to PATH Intl. standards; this process must be repeated every five years to renew PAC accreditation (PATH Intl., 2017d). To maintain their membership and certifications, member centers

and certified instructors must complete an annual compliance agreement reaffirming their commitment to PATH Intl. standards, values, and ethics (PATH Intl., 2017d).

Certified instructors and member centers have access to continuing education and trainings, networking opportunities, conferences and workshops, funding sources, and partner benefits. Among these and other benefits, PACs also have access to liability insurance discounts (PATH Intl., 2017d).

### ***EAGALA***

EAGALA was born out of the development of equine-assisted psychotherapy (EAP) via a collaboration between Greg Kersten and Lynn Thomas (Notgrass and Pettinelli, 2015).

Thomas established EAGALA in 1999, and it has since become internationally recognized for providing a standardized model of training, certification, and ethics within the practice of equine-assisted psychotherapy (EAP) and equine-assisted learning (EAL) (EAGALA, 2010d; Notgrass and Pettinelli, 2015; EAGALA 2017a).

Self-described as the “leading international nonprofit association for professionals incorporating horses to address mental health and personal development needs” (EAGALA, 2010a), EAGALA offers training and certification to mental health professionals (MH) and equine-specialists (ES) (EAGALA, 2017b). The accreditation process requires applicants to complete an introductory, pre-training webinar, attend a 5-day Fundamentals of the EAGALA Model onsite training, pass a post-training assessment, and submit an online professional development portfolio (EAGALA, 2017b). EAGALA certifications must be renewed every two years. Applicants to EAGALA’s MH certification must have a degree in a mental health field, as well as licensure or



certification to practice mental health under a governing body (e.g. American Psychological Association). Likewise, ES certification requires applicants to have 6,000+ hours of hands-on experience working with horses and 100+ hours of continuing education in equine behavior and/or the equine sciences (EAGALA, 2017b). EAGALA benefits are like those for PATH Intl. members: access to the EAGALA brand, continuing education and training opportunities, professional support, insurance discounts, funding and marketing resources, networking groups, mentoring, conferences, and membership involvement (EAGALA, 2017c).

### ***Model Similarities***

As in other therapies, there exists within EAT a variety of philosophical approaches and theoretical foundations (McConnell, 2010; Gergely, 2012). Although philosophies vary between individual practitioners, PATH Intl. and EAGALA both promote similar views on the role of the horse as a unique therapeutic component. Both organizations refer to the horse as a therapeutic “partner” (EAGALA, 2017a; PATH Intl., 2017c) or “co-facilitator” (K. Schroeder, Texas Tech University, Lubbock, TX, personal communication), and pose similar reasons for the unique advantage of using horses in therapy. They support that horses, as prey animals, have a heightened sensitivity to changes in their environment, and will respond immediately to human physiological, mental, emotional, and behavioral shifts (EAGALA, 2010b; Bachi et al., 2012; Selby and Smith-Osborne, 2012; Notgrass and Pettinelli, 2015; PATH Intl., 2017c, Schroeder and Stroud, 2015). One outcome of this sensitivity is referred to as “mirroring,” in which a horse will sense and reflect a client’s emotional expressions, providing EAT practitioners

and clients with immediate feedback on changes in the client's emotional state (Bachi, 2012). The ES and MH are then essential to interpreting the horse's mirrored behavior and facilitating a dialogue with the client in response to what the horse is communicating to them (Bachi, 2012). Both PATH Intl. and EAGALA have described horses as living "biofeedback machines" in direct relation to their ability to mirror and state that this mirroring gives practitioners the opportunity to help clients become aware of negative emotions and behaviors as well as develop positive alternatives (EAGALA, 2010b; Kemp et al., 2014; Notgrass and Pettinelli, 2015; PATH Intl., 2017c; Wilson et al., 2017).

Closely related to the therapeutic applications presented by mirroring, PATH Intl. and EAGALA both pose that equine activities regularly provide opportunities for metaphorical learning (Schultz et al., 2007; Notgrass and Pettinelli, 2015; PATH Intl., 2017c). Being social animals, horses possess social and emotional similarities to humans, distinct personalities, and individual preferences (Schultz et al., 2007; EAGALA, 2010b; Bachi et al., 2012). As such, interactions between horses and humans can be readily applied to human-human interactions and provide EAT participants with ample insight into their own social and behavioral patterns (Schultz et al., 2007; EAGALA, 2010b; Bachi, 2012; Bachi et al., 2012; Wilson et al., 2017)

EAGALA and PATH Intl. agree that horses possess characteristics that make EAT a unique therapeutic experience. PATH Intl. claims that participants have successfully experienced growth in confidence, patience, self-esteem, leadership, and communication skills (2017c). The literature supports that EAT has aided clients across a variety of populations, including children (Schultz et al., 2007; Yorke et al., 2008; Jang et al., 2015; Borgi et al., 2016), adolescents (Smith-Osborne and Selby, 2010; Bachi et al., 2012;

Kemp et al., 2014; Balleurka et al., 2015; Hauge et al., 2015; Wilson et al., 2015; Mueller and McCullough, 2017), adults (Alfonso et al., 2015; Schroeder and Stroud, 2015), veterans (Russell, 2013), and psychiatric inpatients (Nurenberg et al., 2015). EFMH – including EAP, EFP, and other varieties – has been used to aid clients with a range of diagnoses and mental challenges, including PTSD (Schroeder and Stroud, 2015), ADHD (Jang et al., 2015), social anxiety disorder (SAD) (Alfonso et al., 2015), schizophrenia and schizoaffective disorder (Nurenberg et al., 2015), depression and anxiety (Alfonso et al., 2015; Wilson et al., 2015), eating disorders (Lac et al., 2013), sexual abuse (Kemp et al., 2014) and violent trauma (Schultz et al., 2007; Yorke et al., 2008; Balluerka et al., 2015; Mueller and McCullough, 2017). PATH Intl. and EAGALA both work to use EAT in the treatment of individuals struggling with these diagnoses and others. To reach this goal, the two organizations advocate experiential therapies that capitalize on the physical skillset and social and emotional breadth of equines to help clients improve their physical and mental wellbeing.

### ***Model Distinctions***

Despite their similarities in accreditation, membership, and understanding of the horse's role, PATH Intl. and EAGALA promote EAT models that are complimentary yet fundamentally distinct (Lee et al., 2016). As stated previously, PATH Intl. was founded with a focus on physical therapies and EAGALA was founded with a focus on mental health. This foundational difference has led to the development of mental health modalities that vary significantly in both purpose and function.

EAGALA-model EAP refers to a distinctive psychotherapy model with its own standards of practice, theoretical groundwork, and specific trainings (K. Schroeder, Texas Tech University, Lubbock, TX, personal communication). The model is a form of experiential therapy founded on the principles of the Association for Experiential Education (AEE), with the addition of equines creating a unique therapeutic modality (Notgrass and Pettinelli, 2015). EAP further incorporates metaphorical learning (EAGALA, 2010b; Gergely, 2012; Notgrass and Pettinelli, 2015) and visual representation (Wilson et al., 2017) to fully utilize the unique characteristics of horses within a therapeutic setting. Unlike PATH Intl.'s EFP, EAP exclusively utilizes groundwork (EAGALA 2010d, Lee et al., 2016; EAGALA, 2017a), and chooses to focus on therapeutic opportunities within facilitated human-horse interactions instead of horseback riding, horsemanship, or the completion of a specific task (Notgrass and Pettinelli, 2015).

Alternatively, the PATH Intl. model EFP is not a psychotherapy treatment model. EFP, as used by PATH Intl. members, adheres to specific standards of practice, but unlike the EAGALA model it is designed to ensure safe and ethical practices while allowing flexibility for mental health professionals to utilize and adapt their preferred psychotherapy models (K. Schroeder, Texas Tech University, Lubbock, TX, personal communication). It is possible for an EAGALA-certified MH to operate within a mental health program at a PATH Intl. center and adhere to both PATH's EFP standards and EAGALA's EAP model (K. Schroeder, Texas Tech University, Lubbock, TX, personal communication).

### ***Definition of EFMH***

A clearly defined, common language is largely absent within EAT literature (Notgrass and Pettinelli, 2015). McConnell (2010), in a nation-wide survey of EAT professionals, asked participants what terms they used to describe their EAT programs. Cumulatively, participants reported using 33 separate terms to describe EAT programs, with at least seven specifically referring to mental health programs. In a similar study, Gergely (2012) found that respondents used 13 different EAT terms, six of which were associated with mental health. As such, "equine-facilitated mental health" (EFMH) was adopted as an umbrella term for all programs that fit into a neutral definition of mental health programs that utilize horses or ponies as active therapeutic components. It should be noted that the definition used for EFMH is merely a generalized adaptation of the definition given by EAGALA and PATH Intl. for EAP and EFP, respectively, and includes the elements necessary to both (EAGALA, 2010d; Lee et al., 2016; EAGALA, 2017a; PATH Intl., 2017a). As such, EFMH includes *any program that uses an equine specialist, a mental health professional, and a horse or pony to address psychotherapy goals with a client*. EFMH is being used in this study to encompass EAP, EFP, equine-assisted counseling, psychotherapy-focused veteran's programs, and any other mental health program that fits the above definition.

It should be noted that physical therapy programs such as hippotherapy and therapeutic riding, as well as skills-focused programs such as EAL and PATH Intl.'s equine-facilitated learning (EFL) often involve elements of mental health treatment. EFL and EAL can be difficult to distinguish from EFP and EAP (Lee et al., 2016). In many cases, EAL/EFL and EAP/EFP are used to help address a client's psychotherapy goals

and develop life skills concurrently. Organizations contacted for this study were chosen based on the presence or absence of a distinct EFMH program.

### ***Survey Elements***

In the pursuit of characterizing the horses and ponies used in EFMH programs, the research survey asked for information about the animals used in each respondent's associated EFMH program. This included demographic information such as age, sex, height, and breed. Furthermore, the survey asked about the disciplines of training that EFMH horses or ponies received. The final equine characteristic examined in the survey was personality or temperament. As personality or temperament testing for individual horses was outside of the scope of this study, respondents were asked their opinion of the most and least preferable personality traits in EFMH horses.

### ***Equine Personality***

The study of individual differences in animal behavior has become a popular and prominent topic. Within the equine field, effort has been focused on the development of reliable temperament and/or personality tests (Visser et al., 2001; Lloyd et al., 2007; McGrogan et al., 2008; Olsson, 2010; König von Borstel et al., 2011) and the exploration of correlations between temperament/personality and discipline (Suwala et al., 2016) or breed (Lloyd et al., 2008). A few studies have examined the personalities or temperaments of equines used in EAT programs (Anderson et al., 1999; Graifoner et al., 2010; Uchiyama et al., 2011). It has been suggested that reliable personality or temperament measures would aid in the selection of equines best suited for specific

disciplines (Anderson et al., 1999; Olsson, 2010) and breeding programs (Graf et al., 2014; Suwala et al., 2016). Furthermore, evaluating equine temperament could improve our understanding of abnormal behaviors such as stereotypies (Olsson, 2010).

Hitherto, there is no generally agreed upon test of equine personality or temperament and research into the reliability of personality or temperament testing methods is still in progress. There is also a question of whether it is more scientifically significant to utilize temperament or personality testing, and whether one has a more practical application than the other. Similar to EFMH, there exists within the study of equine behavior a dispute over the proper definition and use of terms. The distinction between the terms “temperament” and “personality” is outside of the scope of this study, but it should be noted that the term “personality” was used within the survey.

Beyond the inconsistencies in terminology, there also exists a disagreement on the appropriate source of temperament and personality descriptors (Gosling, 1998; McGrogan et al., 2008; Olsson, 2010). While many researchers have adapted pre-existing descriptor lists (Anderson, 1999; Seaman, et al., 2002) or personality dimensions (Lloyd et al., 2007, 2008; Peeters et al., 2012; Ijichi et al., 2013), some argue for the development of novel descriptors (McGrogan et al., 2008). This discrepancy exists because the study of personality simultaneously demands descriptors that are comprehensive and that are comparable across studies and across species (Gosling, 1998). A difficult balance must somehow be drawn; there is a need to formulate equine personality and temperamental descriptors that are both scientifically measurable and accurately representative of the characteristics that exist within the species. The list of

personality adjectives used in this study was synthesized from the adjective lists used by Anderson (1999) and Lloyd et al. (2007).

### ***Summary***

Equine-facilitated mental health encompasses several therapeutic methods that are widely commended as successful alternative therapies. Researchers are continuing to explore the effectiveness of EFMH models in the treatment of a variety of diagnoses within an array of populations, but more is needed to thoroughly establish the efficacy of these programs. The practice of EFMH, as well as current research, suffers from a lack of consistent, well-defined terminology (Notgrass and Pettinelli, 2015) and rigorous empirical evidence (Bachi, 2012; Anestis et al., 2014; Wilson et al., 2017). This study takes the first step in exploring the characteristics that unify EFMH horses and ponies, and seeks to explore what characteristics EFMH professionals value in EFMH equines.



## MATERIALS AND METHODS

### *IRB Determination*

An Oversight Determination form was submitted to Oregon State University's Institutional Review Board (IRB) on November 21<sup>st</sup>, 2016, along with a copy of the research survey (Appendix D). A response was received on November 29<sup>th</sup>, 2016. The IRB determined that study number 7810, "Defining the qualities of an equine-facilitated mental health horse: An introductory survey," did not meet the definition of research under the regulations set forth by the Department of Health and Human Services 45 CFR 46. Due to this determination, further IRB approval was not required.

### *Participants*

The target survey respondents were EAT professionals from organizations with EFMH programs across the United States. Non-probability sampling was used, as the sample was limited to participants that fit the above criteria.

Potential participants were identified using the "Find a Center" page within the PATH Intl. website (PATH Intl., 2017b), using the categorical filter "equine-facilitated psychotherapy." The PATH Intl. database was selected due to its accessibility, my familiarity with PATH Intl. programming, and the assumption that PATH Intl. centers would use consistent terminology in describing EFMH programs.

The initial search produced 140 PATH Intl centers. This list was refined to a total of 79 centers on the requirement that the center operated a distinct, fully-functioning EFMH program. Exclusion criteria included organizations which did not advertise a distinct, explicitly-stated EFMH program using terms such as EFP, EAP, etc. Programs that were

advertised with ambiguous terms (e.g. “veteran’s program”) were examined further for evidence of meeting the previously described EFMH definition. This was executed by reading program descriptions on organization websites which were accessed through the PATH Intl. “Find a Center” database (PATH Intl., 2017b) and by contacting organizations for confirmation. Centers with elements of EFMH programming within therapeutic riding, hippotherapy, etc. but no sufficiently distinctive EFMH program were excluded from the survey sample.

An invitation letter was sent via email to the verified participant list of 79 PATH Intl. centers on December 12th, 2016. The invitation letter outlined the purpose of the study, described what the survey would entail, and encouraged recipients to participate (Appendix A). A survey notice was emailed to the same list of participants on December 19th which announced the beginning of the survey period and included the link to the Qualtrics survey (Appendix B). Participants were able to leave and come back to the survey at any time between December 19th and March 10<sup>th</sup>, 2017. In January of 2017, I contacted 11 organizations for which either no email was found or the email provided in the PATH Intl. database was faulty. I contacted non-respondents throughout January and February to verify that the survey invitation had been received and to answer questions about the project. Survey links were reissued via email upon organization request during this time. A final notice email was sent on March 3rd, 2017 to organizations that had expressed interest in the survey and/or partially completed the survey to encourage completion (Appendix C).

Out of the 79 respondents asked to participate in the survey, 18 completed the survey in full (22.7% response rate). Four respondents (5.1% of potential respondents)

completed 22% of the survey, however, one of these respondents requested a new Qualtrics link and completed the survey in a different response. One respondent (1.3%) completed 65% of the survey. The five incomplete responses were dropped from the survey results.

### ***Survey***

The survey was created and administered using the survey-making website Qualtrics, with access to this website through Oregon State University. Participants were provided with a direct link to the survey in a survey notice email (Appendix B). The survey link was active for participants from December 19th, 2016 to March 10th, 2017. All survey responses were anonymous; no respondent or organization names were associated with the survey responses.

The survey comprised of 36 questions in three sections and included a mixture of open and close-ended questions concerning the horses/ponies used in the respondent's EFMH program. The survey focused on the number of horses/ponies within each program, age, breed, sex, height, background, longevity in the program, desirable/undesirable personality traits, horse/pony selection process, and the retirement process (Appendix D). For the sake of this survey, all non-horse or pony equids used in EFMH programs were excluded.

### ***Statistical Analysis***

Descriptive statistics (frequencies, percentages, means and standard deviations) were calculated to describe the characteristics of horses/ponies used in the respondent's EFMH

programming. Due to the small sample size, no group comparisons were done. For the same reason, no correlation matrices were calculated between organization and equine characteristics or selection process variables, nor between equine characteristics.

## **RESULTS**

Survey response was voluntary, and response to every question was not required. As such, data are presented based on the number of responses received for each question. Open-ended, qualitative responses, such as those received when the respondent selected “Other” and chose to elaborate, were either integrated into pre-existing, applicable categories or analyzed for recurring themes. Raw data and descriptive statistics for each individual question can be viewed in full in Appendix E.

### ***Survey Response***

The survey was sent to 79 EFMH professionals operating in PATH-certified EAT organizations, and 18 surveys were completed for a response rate of 22.8%. This response rate is comparable to the 28% response rate obtained by McConnell (2010) and 34.5% obtained by Gergely (2012), respectively. Both McConnell (2010) and Gergely (2012) developed surveys examining the practices and philosophies of EAT programs and practitioners, with the similar goal of further developing a solid foundation for future research.

### ***Organization Demographics***

Survey respondents were asked several questions to help characterize the EAT organizations they represented. Of the 18 responses collected, 100% of the respondents said that they belonged to an organization that provides EAT (n = 18) and that their organizations were PATH Intl. PACs or member centers (n = 18, 100.0%).

When asked about their primary position within their organization, all the respondents that selected the option “administrative assistant” also selected one of the two director positions, “executive director” or “program director” ( $n = 5$ ). These responses were combined into the category “director” (Table 1). Eleven respondents indicated that their primary position involved some combination of the director, equine specialist/instructor, and/or therapist/mental health professional roles. These respondents were combined into the category “multi-role.” One respondent’s primary position did not include the director role; this respondent selected the options “equine specialist” and “therapist/mental health professional,” and was reassigned to the category “equine specialist/mental health professional.” See Table 1 for a breakdown of these responses.

Most organizations represented had been in operation for over 10 years ( $n = 10$ , 55.56%), and all but one had been in operation for over 6 years ( $n = 17$ , 94.44%). The breakdown of organization ages can be viewed in Table 2. The organizations represented were characterized by small staff sizes, with a mean staff size of 9.7 ( $SD = 5.0$ ), and many relied on large numbers of volunteers (mean = 86.8,  $SD = 124.3$ ). The mean volunteer-to-staff ratio was 11:1 ( $SD = 17.4$ ). A complete breakdown of EAT organization staff can be viewed in Appendix E.

Every organization represented provided EFMH programming (Table 3). Most organizations also provided EFL/EAL and some form of physical therapy (therapeutic riding and/or hippotherapy), as well as veterans programming. See Table 3.

**Table 1.** Primary position of survey respondents within their EAT organizations

Primary position within organization	Respondents	
	No.	%
Multi-role	11	61.11
Director	6	33.33
Equine specialist/Mental health professional	1	5.56

<sup>1</sup>EAT = equine-assisted therapy

**Table 2.** Length of operation for represented EAT organizations

Length of operation	EAT <sup>1</sup> Organizations	
	No.	%
<6 years	1	5.56
6-10 years	7	38.89
>10 years	10	55.56

<sup>1</sup>EAT = equine-assisted therapy

**Table 3.** EAT programs provided within represented EAT organizations

EAT <sup>1</sup> Program	EAT <sup>1</sup> Organizations	
	No.	%
EFMH <sup>2</sup>	18	100.00
EFL/EAL <sup>3</sup>	16	88.89
Therapeutic Riding and/or Hippotherapy	16	88.89
Veterans	11	61.11

<sup>1</sup>EAT = equine-assisted therapy

<sup>2</sup>EFMH = equine-facilitated mental health

<sup>3</sup>EFL/EAL = equine-facilitated learning/equine-assisted learning

### ***Equine Demographics***

The main interest of this survey was determining the defining characteristics of horses and ponies used in EFMH programs. A total of 183 EAT horses/ponies were reported, and 160 of those horses/ponies were utilized in EFMH programs. The mean horses/ponies used in EFMH programming was 8.9 (SD = 5.54, range: 3 - 22) (Table 4). Sex, height, and breed data appeared to represent horses and ponies that are commonly found and utilized in the U.S. Characteristics that distinguished the EFMH horses and ponies represented were age and personality.

With regards to the sex of the EFMH horses/ponies represented, 62.8% were geldings (n = 103) and 37.2% were mares (n = 61). No organizations reported using

**Table 4.** Number of EAT and EFMH horses/ponies within represented organizations

	Horses/Ponies		
	Total	Mean	Standard deviation
EAT <sup>1</sup> horses/ponies	183	10.2	4.96
EFMH <sup>2</sup> horses/ponies	160	8.9	5.54

<sup>1</sup>EAT = equine-assisted therapy<sup>2</sup>EFMH = equine-facilitated mental health

stallions in EFMH programming (n = 0).

The height of the EFMH horses/ponies revealed a peak between 142.2 and 163.6 cm (n = 102, 56.67%). The mean height was 144.68 cm. However, an estimated 52 responses to this question represented ponies (72.1 – 142.2 cm) and an estimated 128 responses represented horses ( $\geq 143.3$  cm). The cut-off between horse height and pony height is typically recognized as 14.2 hands high (hh), or 144.3 cm (D. Sherwood, Oregon State University, Corvallis, OR, personal communication). As such, new means were calculated using horse height and pony height measurements. The mean height of full-sized horses was 156.26 cm and the mean 116.33 cm.

Due to the selection layout for this question within the survey, the horse height mean was calculated using data for animals 143.3 cm or taller and the pony height mean was calculated using data for animals between 72.1 and 143.3 cm. Respondents were given a grid multiple-choice selection in which they reported the number of equines within height bins with height measures given in hands hand (hh) (7.1-8 hh, 8.1-9 hh, 9.1-9 hh, 9.1-10 hh, 10.1-11 hh, etc.) For the sake of analysis, the height measures were converted from hh to cm. Because of the response layout, the true 144.3 cm cut-off for horse height couldn't be calculated for this analysis and the averages reported are estimates that reveal a distribution of EFMH horse/pony height instead of true numbers. See Appendix E to view response layout.



Almost every organization represented utilized American Quarter horses (AQH) in their EFMH programming ( $n = 17$ , 94.44%) and Quarter horses accounted for 24.56% of all horses/ponies reported ( $n = 56$ ). The four next most prevalent breeds were Paint, American Miniature horse, Norwegian Fjord, and Thoroughbred (Table 5). Breed data were organized into eight breed groupings, which are represented in Fig. 1. Stock horses, which include five American breeds, represented the most populated breed grouping (40.8%).

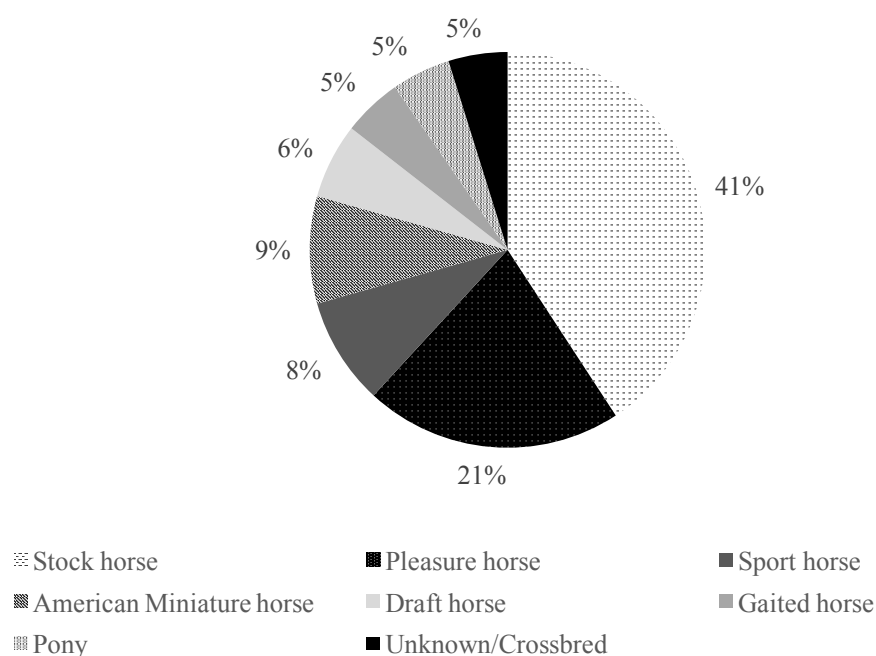
Most organizations utilized EFMH horses/ponies that had some form of basic riding training; English ( $n = 76$ ) and Western ( $n = 74$ ) disciplines were equally represented (Table 6). Most organizations also utilized EFMH horses/ponies that had a background in dressage and hunt/jumping ( $n = 14$ , 77.78%). Figure 2 illustrates the significant difference between the five most common background/training disciplines and the rest of those selected.

Many of the EFHM equines represented were older, with a mean age of 17.1 years ( $SD = 5.53$ ). Response data shows that most horses/ponies were between 11 and 25 years old ( $n = 160$ , 82.90%) (Table 7). This age range appeared to be the optimum, as most organizations did not have horses/ponies under the age of 11 years ( $n = 10$ , 55.56%) or over the age of 25 years ( $n = 12$ , 66.67%) (Fig. 3).

When asked about most and least desirable personality traits in EFMH horses/ponies, five most desirable and five least desirable traits arose with considerable agreement amongst respondents (Table 8, Table 9). Two respondents did not complete survey questions B14 and B15, so all personality results were analyzed using  $n = 16$ . Respondents were asked to select their five most desirable and five least desirable

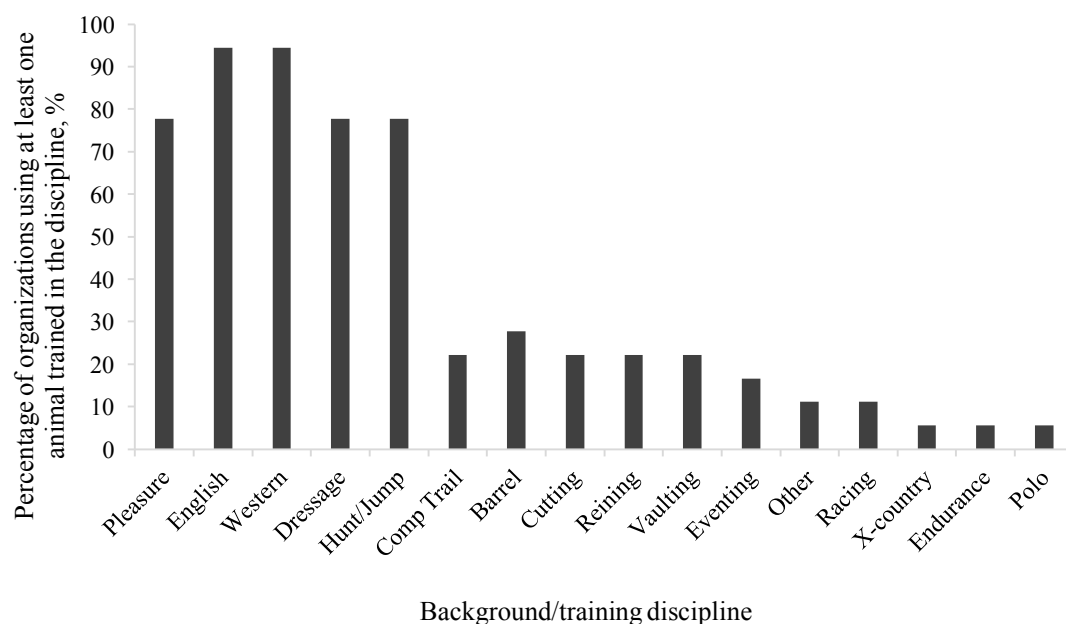
**Table 5.** Five most prevalent breeds in represented EFMH horse/ponies

Breed	EAT <sup>1</sup> Organizations		EFMH <sup>2</sup> Horses/ponies	
	No.	%	No.	%
American Quarter Horse	17	94.44	56	24.56
Paint	9	50.00	22	9.65
American Miniature	8	44.44	20	8.77
Thoroughbred	7	38.89	12	5.26
Norwegian Fjord	5	27.78	20	8.77

<sup>1</sup>EAT = equine-assisted therapy<sup>2</sup>EFMH = equine-facilitated mental health**Figure 1.** Breed prevalence in EFMH horses/ponies by eight breed groupings: Stock horse (American Quarter horse, Appendix, Appaloosa, Mustang, and Paint), Sport horse (Warmblood and Thoroughbred), Pleasure horse (Arabian, Haflinger, Morgan, and Norwegian Fjord horse), Draft horse (Percheron, Belgian, and miscellaneous draft breeds), Gaited horse (American Standardbred, Tennessee Walking horse, and Rocky Mountain horse), Pony (Pony of the Americas, Welsh, and Connemara), American Miniature horse, and Unknown/Crossbred.**Table 6.** Background/training disciplines of EFMH horses/ponies

Background	Responses		EAT <sup>1</sup> Organizations	
	No.	%	No.	%
Pleasure riding <sup>2</sup>	90	22.6	14	77.78
English riding	76	19.1	17	94.44
Western riding	74	18.6	17	94.44
Dressage	50	12.6	14	77.78
Hunter/Jumper	38	9.5	14	77.78

<sup>1</sup>EAT = equine-assisted therapy<sup>2</sup>The selection “Pleasure riding” was utilized in the survey to represent horses with non-specific, non-competitive riding training, but is recognized as being redundant with the selections “English riding” and “Western riding”



**Figure 2.** Background/training disciplines of EFMH horses/ponies, represented by percentage of organizations (N = 18) that utilize EFMH horses/ponies with a background in 15 disciplines.

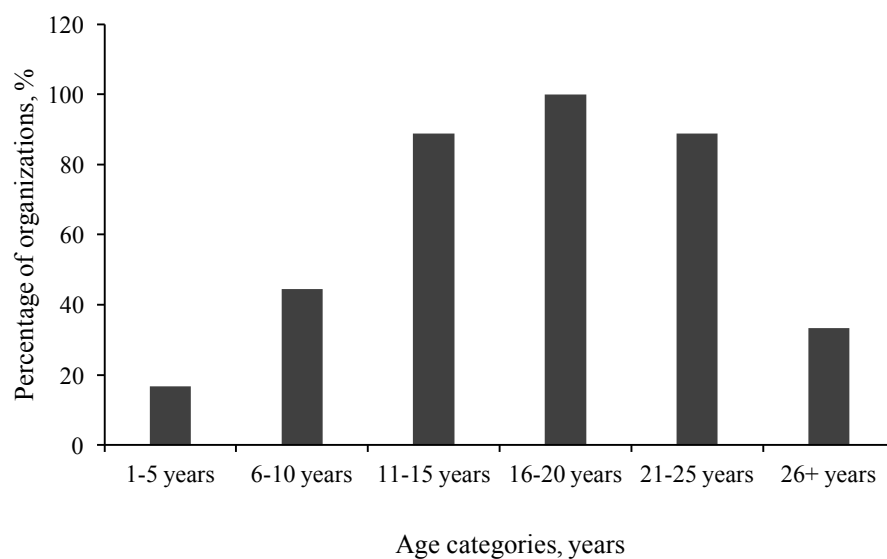
**Table 7.** Age of EFMH horses/ponies within respondents' EAT organizations

Age	EFMH <sup>1</sup> Horses/Ponies	
	No.	%
>11 years	21	10.88
11-25 years	160	82.90
>25 years	12	6.22

<sup>1</sup>EAT = equine-assisted therapy

<sup>2</sup>EFMH = equine-facilitated mental health

Respondents were asked to select their five most desirable and five least desirable personality traits in EFMH horses, in no particular order, out of a list of 20 personality traits. The results for these two questions can be viewed in Table 8 and Table 9. There was much stronger agreement between respondents on the least desirable traits, with 13 respondents at 80% agreement, selecting 4 out of 5 of the most common least desirable traits. Comparatively, there were 6 respondents at 80% agreement for the most desirable traits.



**Figure 3.** Distribution of age in EFMH horses/ponies within six age categories, as measured by percentage of organizations with equines in each category.

**Table 8.** Most desirable personality traits in EFMH<sup>1</sup> horses/ponies

Traits	EAT <sup>2</sup> Organizations	
	No.	%
Curious	12	75.00
Tolerant	11	68.75
Calm	10	62.50
Sociable	10	62.50
Gentle	8	50.00

<sup>1</sup>EFMH = equine-facilitated mental health

<sup>2</sup>EAT = equine-assisted therapy

**Table 9.** Least desirable personality traits in EFMH<sup>1</sup> horses/ponies

Traits	EAT <sup>2</sup> Organizations	
	No.	%
Fearful	15	93.75
Unpredictable	14	87.50
Anxious	13	81.25
Excitable	11	68.75
Solitary	10	62.50

<sup>1</sup>EFMH = equine-facilitated mental health

<sup>2</sup>EAT = equine-assisted therapy

### ***Acquirement***

When asked about how EFMH horses/ponies were acquired, 94.44% of respondents reported acquiring EFMH horses/ponies via donation (n = 17) and an estimated 80 horses/ponies fell into this category (39.22% of horses/ponies). The second most common method was integration from within the organization, which was selected by 50.0% of organizations (n = 9) with an estimate of 38 horses/ponies (18.63% of horses/ponies).

### ***Selection***

Respondents were asked to describe their organization's methods of assessing a prospective horse/pony's personality or temperament. Sixteen organizations reported having established personality or temperament assessment methods (88.89%), and common open-ended responses included observation, handling, grooming, tacking/riding, and novel object or reactivity testing, or some combination of the above. Every organization required a trial period before fully integrating a potential EFMH equine into their program (n = 18), and the mean trial period length was 58 days (range: 30 - 90).

### ***Retirement and Removal***

In regards to retirement and removal, 12 respondents reported that horses/ponies had been removed from their EFMH program (66.67%), and 9 reported that horses/ponies had been retired from their program (50.00%). Old age was the most selected reason for retirement (n = 8, 88.89%), with physical inability to continue (n = 6, 66.67%) and

mental/emotional fatigue (n = 5, 55.56%) following. Behavioral issues were the most common reason for removal (n = 6, 54.55%).

## DISCUSSION

Research in the field of EFMH has grown in recent years, but literature focusing on the equines that facilitate this therapeutic practice is severely lacking. In a search of EFMH literature using the Oregon State University library's online database search "1Search," 62 out of 78 scientific articles were published in 2010 or later (79.5%). This search was made with the search terms "equine assisted psychotherapy" and the additional filters "peer-reviewed journals" and "articles." Similar results were found when using the search terms "equine facilitated psychotherapy" and the same filters (72.6%). The purpose of this survey was to gather data on EFMH equines and the professionals that partner with them to illuminate defining characteristics of these animals and add to the growing body of scientific literature.

### ***Organization Demographics***

Based on their primary position (Table 1), it appears that most respondents fulfill multiple roles within their EAT organizations. In the sample, there was a mean staff size of 10 members and a mean volunteer population of 87. This supports McConnell's (2010) findings that EAT organizations typically operate utilizing a small number of full-time staff and rely heavily on volunteer support; it is likely that many EAT organizations are arranged this way. As such, it is also likely that many EAT professionals fulfill multiple roles within their organizations due to the low staff numbers, as was reflected in the data.

### ***Equine Demographics***

A total of 160 EFMH horses and ponies were represented in this study, with a mean of 9 equines per EAT organization. The number of equines ranged from 3 to 22, with a mode of 7. This number of equines is consistent with those found during preliminary research of potential respondents, however, there is currently no known literature with a comparable number. It is likely that many of the horses and ponies utilized in EFMH programs are also utilized in other programs; EFMH equines represented 87% of the total reported and many (72%) of the organizations reported using 100% of their equines within EFMH programs. Most commonly, EFMH horses/ponies were acquired via donation (39%). Old age was the most common reason for retirement (89%), and behavioral issues were the most common reason for removal from the program (55%).

Many of the characteristics common to EFMH horses and ponies appear to match the kinds of equines that are commonly found within the U.S. These characteristics are not considered unique to EFMH horses and ponies. Geldings are commonly expressed to be more mild and consistent in temperament when compared to mares. Duberstein and Gilkeson (2010) found that yearling mares ranked consistently higher in anxiety and lower in affability than yearling geldings across a 15-week period. In the current study, geldings outnumbered mares 1.7 to 1.

After taking into account the presence of miniature horses, ponies, and full-sized horses, two mean heights were created. The mean height of full-sized horses was 156 cm, and the mean height of pony-sized equines was 116 cm. The distribution of heights seemed to match the distribution of horses and ponies represented in the sample, as represented by breeds.



American Quarter Horses were the most prevalent breed, representing 25% of equines sampled. Breed selections were sorted into breed categories, and it was found that the “Stock horse” category was most populated (41%). All breeds organized into the “Stock horse” category were American breeds; it is not surprising that most of the equines utilized in EFMH programs are those that are already prevalent in the U.S. It is worth considering what breed distributions would look like for EFMH horses in European countries, for example.

Most EAT organizations used EFMH horses/ponies with English or Western riding training (94%). Many EFMH horses/ponies had training in “pleasure riding” (23%), and although this selection was determined to be redundant with the selections “English riding” and “Western riding,” some form of riding training is common amongst EFMH equines.

Age appeared to be a distinguishing demographic characteristic within EFMH horses/ponies. The majority of equines represented were between the ages of 11 and 25 years (83%). Older horses, with greater experience and less variable hormone levels, are known for having more even temperaments and greater dependability. It is possible that older horses/ponies are used for EFMH programs because of their temperament and greater predictability, both of which would aid in the cultivation of a safe and productive therapeutic environment.

### ***Personality***

While the aforementioned demographic characteristics adequately describe the horses and ponies used in EFMH programs, it is likely that personality most distinguishes

the equines used in EFMH programs from those more suited for other work. Ninety-four percent of respondents agreed that personality is the primary selection factor when considering an equine for EFMH. Respondents were asked to select five most desirable and five least desirable personality traits from a list of 20 traits inspired by lists utilized in several equine personality studies (Anderson, 1999; Momozawa et al., 2003; Lloyd et al., 2007; Wolframm and Meulenbroek, 2012). The purpose of these two questions was to determine what traits EAT professionals seek in EFMH horses/ponies, as determining the actual personalities or temperaments of the equines used in their programs was beyond the scope of this study. The five most preferred personality traits were “curious,” “tolerant,” “calm,” “sociable,” and “gentle,” and the five least preferred personality traits were “fearful,” “unpredictable,” “anxious,” “excitable,” and “solitary” (Table 8, Table 9). The five preferred personality traits characterized equines that have lower reactivity (“tolerant,” “calm,” and “gentle”) and a stronger preference for interacting with humans (“curious” and “sociable”). In contrast, the five least preferred or avoided personality traits characterized equines that have higher reactivity (“fearful,” “unpredictable,” “anxious,” and “excitable”) and a stronger preference to avoid interaction with humans (“solitary”). These responses suggest that equines that seek the formation of human-animal bonds are sought after for EFMH programs, and are likely more suitable for this type of therapeutic work.

EFMH horses are believed to function as therapeutic catalysts because of their social and emotional capabilities (Notgrass and Pettinelli, 2015). McConnell (2010) found that many EAT professionals consider equines essential to clients’ development of healthy bonds, and believe that equines provide clients with a unique opportunity to build secure

attachments as well as grow in confidence and self-efficacy. To adequately meet these objectives within a therapeutic setting, these animals should be interested in forming bonds with clients and be able to do so in a safe, dependable way. The personality data received seems to support this notion.

### ***Limitations***

This study's sample population was found through the PATH Intl. database using the PATH Intl. search term "equine-facilitated psychotherapy" (EFP). It became clear through preliminary research that program terminology is variable, many terms exist with compatible meanings, and several of these terms fit within the intended scope of this study. This sampling did not take advantage of the EAGALA organization database, which could have greatly increased the population size. Because the sample only included PATH Intl. organizations, the sample population was small, and the response rate limited the conclusions that can be drawn from the data received.

### ***Summary***

EFMH is still a growing field in both practice and research. It appears that EAT professionals utilize horses and ponies which are common to the U.S., many of which are acquired via donation. The most common breed amongst EFMH equines is the American Quarter Horse. The average height of full-sized horses was 156 cm, and the average height of ponies was 116 cm. Most equines used in EFMH programs have training in English and/or Western riding. EFMH horses and ponies were older animals between the ages of 11 and 25 years old. Notably, EAT professionals prefer equines that seek the

formation of human-animal bonds and have low reactivity. This study takes the first step in characterizing the horses and ponies used in EFMH programs. Future research should continue to explore the defining characteristics of EFMH equines. In particular, the temperament and personality of EFMH horses and ponies should be examined in greater depth to better inform EAT organizations in their selection of horses and ponies for their EFMH programs.

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## APPENDIX A: Invitation Letter

Dear Equine Assisted Therapy Professional,

You are invited to participate in a research survey on equine facilitated mental health. I would like to give you information about the upcoming survey and explain why I hope you will participate. I, Madeline DeBoer, an Oregon State University Animal Science undergraduate student, am conducting this study under the supervision of Dr. Dawn Sherwood, PhD, as part of my thesis within the Oregon State University Honors College.

I believe that equine assisted therapy programs, including mental health programs, are incredibly valuable. They can improve many peoples' lives in a way that no other program or method can, and I recognize that you are a crucial part of that process. The field of equine assisted therapy is continuing to expand. Equine facilitated mental health in particular has experienced a great deal of growth in the last 20 years. As such, it is imperative that we increase our understanding of the field. The aim of this study is to establish an understanding of the horses that are being utilized in equine facilitated mental health programs. It is my hope that characterizing our equine partners will establish a baseline for the horses being used in mental health programs, as well as inform future directions in the field.

You have been selected from the PATH Intl. "Find a Center" database, a publicly accessible source to locate equine therapy service providers. Should you choose to participate, the survey will be sent to you via email through the survey company Qualtrics.

Your participation is completely voluntary and anonymous. The survey will be completed via the internet and will take approximately 30-40 minutes to complete. Further directions will be provided with the Qualtrics link, but it is encouraged that you do not put your name or the name of your program anywhere within the survey. You may choose not to answer any question and simply leave the response blank. If you do not wish to participate in this research survey, please respond to this email saying that you would like to unsubscribe for the remainder of the study.

Access to the survey will be provided in a subsequent email with a web link which will be sent out on **Monday, December 12<sup>th</sup>, 2016**. The survey will be open from Monday, December 12<sup>th</sup>, 2016 at 12:00 am to Monday, March 10<sup>th</sup>, 2017 at 11:59 pm.

I cannot stress enough that your participation in this survey is hugely appreciated. I personally believe that equine assisted therapy in every aspect is a challenging, honorable, and rewarding practice that can significantly improve the lives of those who participate. It is my goal to aid your efforts and the efforts of equine assisted therapy professionals everywhere.

If you have any questions, please contact me at [deboerm@oregonstate.edu](mailto:deboerm@oregonstate.edu). You may also contact my advisor, Dr. Dawn Sherwood, at [dawn.sherwood@oregonstate.edu](mailto:dawn.sherwood@oregonstate.edu) or 541-737-9129.

**APPENDIX B: Survey Notice**

Hello! Thank you so much to those who have already replied. Here is the link for the horse-assisted therapy survey. As a reminder, it is entirely anonymous. Please be sure not to put your name or the name of your organization anywhere within the survey. It should take approximately 30-40 minutes to complete. The survey will be live from Monday, December 19th, 2016 through March 10th, 2017. If you have any questions, do not hesitate to contact me at mdeboer@oregonstate.edu, or my mentor, Dr. Dawn Sherwood, at dawn.sherwood@oregonstate.edu. Thank you very much for your participation!

**Follow this link to the Survey:**

`${l://SurveyLink?d=Take the survey}`

Or copy and paste the URL below into your internet browser:

`${l://SurveyURL}`

**APPENDIX C: Final Reminder**

Hello! You are receiving this email because you have expressed interest in participating in my survey regarding equine-assisted therapy. I wanted to remind you that the survey will close on **Friday, March 10th, at 11:59 PM Pacific Time**, so please be sure to take some time this weekend or next week to complete it. The survey should take no more than 30 minutes to complete and can be saved and returned to at a later time.

Thank you again for your interest in my survey. I understand that this is a busy time of the year, and you all have many pressing priorities. That being said, I would greatly appreciate your support and your input into the survey results! I believe every one of your programs is doing work that is irreplaceable. The equine component in mental health programs is deserving of both recognition and research attention - it is my intention that this survey's results are a small step in that direction. Thank you all for your interest and support!

Don't forget: the survey will close on **Friday, March 10th, at 11:59 PM Pacific Time**.

Thank you!



**APPENDIX D: Survey****Organization Information**

Q1. Are you a staff member at an organization that provides equine assisted therapy?

- ☐ Yes  
☐ No

Q2. Is your organization a PATH Intl. Premier Accredited Center, or is someone on staff at your organization a PATH Intl. accredited member?

- ☐ Yes  
☐ No

Q3. As the respondent to this survey, what is your primary position in the organization?  
(Select all that apply)

- ☐ Executive director  
☐ Program director  
☐ Administrative staff  
☐ Equine specialist  
☐ Therapist/Mental health professional  
☐ Other (Please specify)

Q4. How many people at your organization are in the following roles? (Please fill in the blank with the appropriate number)

---

Executive director	<input type="text"/>
Program director	<input type="text"/>
Administrative staff	<input type="text"/>
Volunteer coordinator	<input type="text"/>
Equine specialist	<input type="text"/>
Therapist/Mental health professional	<input type="text"/>
Dual role - equine specialist and therapist/mental health professional	<input type="text"/>
Support staff (Facilities manager, Barn manager, Receptionist, etc.)	<input type="text"/>
Volunteer	<input type="text"/>
Other	<input type="text"/>

Q5. What length of time has your equine assisted therapy organization been in operation?

---

- ☐ 0-6 months
- ☐ 7-11 months
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11+ years

Q6. What equine assisted therapy programs does your organization offer? (Select all that apply)

- ☐ Equine-facilitated growth and learning/equine-assisted growth and learning
- ☐ Equine-facilitated mental health (e.g., equine-facilitated psychotherapy, equine-assisted psychotherapy, equine-assisted counseling)
- ☐ Hippotherapy
- ☐ Therapeutic riding
- ☐ Veterans program

Q7. What specific equine assisted activities are used in your programs? (Select all that apply)

- ☐ Grooming
- ☐ Ground work
- ☐ Hippotherapy
- ☐ Horseback riding
- ☐ Longeing
- ☐ Tacking
- ☐ Vaulting
- ☐ Other (Please specify)

Q8. Does your center, or contracted therapists, use a specific model of practice in its equine-facilitated mental health programs (e.g. EAGALA)? If so, please list models used in the space below.

### Horse Information

Q9. How many horses/ponies does your organization use for therapeutic activities?

Q10. How many horses/ponies does your organization use in equine-facilitated mental health (EFMH) programs?

The purpose of this survey is to characterize the horses/ponies that are being used in equine-facilitated mental health (EFMH) programs and to begin to identify what equine-facilitated mental health programs/professionals consider to be valuable characteristics in EFMH horses/ponies. For the sake of this survey, EFMH is *a program that uses an equine specialist, a mental health professional, and a horse or pony to address psychotherapy goals with a client*. EFMH is being used in this survey to encompass equine-assisted psychotherapy, equine-facilitated psychotherapy, equine-assisted counseling, psychotherapy-focused veteran's programs, and any other mental health program that fits the above definition of EFMH. When answering the remaining questions, only include information for the horses/ponies that are used in EFMH programs.

- ☐ I have read the entirety of the above paragraph and understand what it is asking of me, as the respondent to this survey.

Q11. Age: How many horses/ponies of the following age categories are used in your organization's EFMH programs?

	None	1-3 horses	4-6 horses	7-9 horses	10+ horses
1-5 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6-10 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11-15 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16-20 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21-25 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26+ years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12. Sex: How many horses/ponies used in your organization's EFMH programs are geldings?

Q13. Sex: How many horses/ponies used in your organization's EFMH programs are stallions?

Q14. Sex: How many horses/ponies used in your organization's EFMH programs are mares?

Q15. Height: How many horses/ponies in the following height categories are used in your organization's EFMH programs? (Height measured in hh, or hands high)

	None	1-3 horses	4-6 horses	7-9 horses	10+ horses
7.1-8 hh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1-9 hh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.1-10 hh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.1-11 hh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.1-12 hh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.1-13 hh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.1-14 hh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.1-15 hh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.1-16 hh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.1-17 hh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.1 hh+	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16. Breed: Which of the following breeds of horses/ponies are used in your organization's EFMH programs? (Select all that apply)

---

- ☐ American Miniature Horse
- ☐ American Quarter Horse
- ☐ American Saddlebred
- ☐ Andalusian
- ☐ Arabian
- ☐ Appaloosa
- ☐ Belgian
- ☐ Friesian
- ☐ Haflinger
- ☐ Morgan
- ☐ Mustang
- ☐ Norwegian Fjord
- ☐ Paint
- ☐ Percheron
- ☐ Standardbred
- ☐ Shetland
- ☐ Tennessee Walking Horse
- ☐ Thoroughbred
- ☐ Warmblood (please specify what kind)
- ☐ Welsh Pony
- ☐ Other (list any other breeds in the space below)

Q17. Breed: How many horses/ponies of the following breeds are used in your organization's EFMH programs?

	None	1-2 horses	3-4 horses	5-6 horses	7+ horses
American Miniature Horse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
American Quarter Horse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
American Saddlebred	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andalusian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arabian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appaloosa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Belgian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friesian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Halfflinger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Morgan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mustang	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Norwegian Fjord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Percheron	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardbred	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shetland Pony	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tennessee Walking Horse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoroughbred	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warmblood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welsh Pony	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18. Background/Training: How many of the horses/ponies in your EFMH program have received training in the following disciplines?

	None	1-2 horses	3-4 horses	5-6 horses	7+ horses
Western Riding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Riding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dressage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eventing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hunter/Jumping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross-country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Barrel Racing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cutting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Endurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pleasure Riding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitive Trail Riding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Polo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reining	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vaulting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19. On average, how many EFMH sessions do your horses/ponies participate in per week?

Q20. On average, how many EFMH sessions do your horses/ponies participate in on a normal work day?



Q21. On average, how long does a horse/pony remain in your EFMH program? (Please provide an answer in terms of months and/or years in the space below) If no horse/pony has ever retired and/or been removed from your program, please state this information in the space below.

--

Q22. Personality: In no particular order, select the 5 personality adjectives your program considers most desirable in an EFMH horse/pony

Items	Most desirable personality adjectives	
Affectionate	<table border="1"><tr><td></td></tr></table>	
Anxious		
Calm		
Confident		
Cooperative		
Curious		
Excitable		
Fearful		
Focused		
Gentle		
Hardworking		
Lazy		
Playful		
Predictable		
Relaxed		
Serious		
Sociable		
Solitary		
Tolerant		
Unpredictable		

Q23. Personality: In no particular order, select the 5 personality adjectives your program considers least desirable in an EFMH horse/pony

Items	Least desirable personality adjectives
Affectionate	
Anxious	
Calm	
Confident	
Cooperative	
Curious	
Excitable	
Fearful	
Focused	
Gentle	
Hardworking	
Lazy	
Playful	
Predictable	
Relaxed	
Serious	
Sociable	
Solitary	
Tolerant	
Unpredictable	

### Selection Process

Q24. By which of the following methods were the horses/ponies in your EFMH program acquired? (Select all that apply)

- ☐ Rescue
- ☐ Purchase
- ☐ Donation
- ☐ Care release
- ☐ Adoption
- ☐ Integrated into EFMH program from within the organization (horse was previously used for other equine-assisted therapy within your organization)
- ☐ Other (please specify)
- 

Q25. How many horses/ponies were acquired by each of the following methods?

	None	1-2 horses	3-4 horses	5-6 horsese	7+ horses
Rescue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Purchase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Donation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Care release	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adoption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26. Who determines whether a prospective horse/pony will be integrated into your EFMH program? (Select all that apply)

- ☐ Executive director
- ☐ Program director
- ☐ Administrative staff
- ☐ Equine specialist
- ☐ Therapist/Mental health professional
- ☐ Other (Please specify)
- 

Q27. Rank the following items in order of importance when considering a horse/pony for

### integration into your EFMH program.

---

- Height

- Age

- Sex

- Breed

- Composition

- Soundness

- Health/medical history

- Personality/temperament

- Previous training

- Other (Please specify)

Q28. Does your organization have established criteria for selecting horses/ponies to integrate into the EFMH program?

---

☐ Yes

☐ No

Q29. Does your organization have methods of assessing a prospective horse/pony's personality/temperament? If so, please briefly describe these methods in the space below.

---

☐ Yes

☐ No

Q30. Does your organization require a trial period after selecting/introducing a horse/pony to your EFMH program?

---

☐ Yes

☐ No

Q31. If you answered "Yes" to survey question Q30, how long is this trial period?

---

Q32. Has a horse/pony been removed from your organization's EFMH program for any reason?

- ☐ Yes
- ☐ No

Q33. If you answered "Yes" to survey question Q32, for what reasons have horses/ponies been dropped from your organization's EFMH program? (Select all that apply)

- ☐ Rehoming (adoption or purchase by an external party)
- ☐ Retirement
- ☐ End of lease/care release period
- ☐ Behavioral issues
- ☐ Age
- ☐ Sex
- ☐ Incompatibility with EFMH therapy program
- ☐ Health complications/Medical history

Q34. How many horses/ponies have been retired from your EFMH program? If no horses have been retired, select "No horses/ponies have been retired from our EFMH program."

- ☐ \_\_\_ horses/ponies have been retired from our EFMH program (provide number in space provided)
- 
- ☐ No horses/ponies have been retired from our EFMH program

Q35. What are the reasons horses/ponies have been retired from your program? (Select all that apply)

- ☐ Old age/Geriatric
- ☐ Length of time in program
- ☐ Mental/emotional fatigue or "burnout"
- ☐ Physical inability to continue in the program (e.g., lameness, disease)
- ☐ No horses/ponies have been retired from our EFMH program

Q36. Where do horses/ponies spend their retirement after completing their time in your EFMH program? (Select all that apply)

---

- ☐ Retired horses/ponies stay on site
- ☐ Retired horses/ponies are rehomed
- ☐ No horses/ponies have been retired from our EFMH program

### Appendix E – Survey Results

A1. Are you a staff member at an organization that provides equine assisted therapy?

	Yes	No
No. of respondents	18	0
% of respondents	100.0%	0.0%

A2. Is your organization a PATH Intl. Premier Accredited Center, or is someone on staff at your organization a PATH Intl. accredited member?

	Yes	No
No. of respondents	18	0
% of respondents	100.0%	0.0%

A3. As the respondent to this survey, what is your primary position in the organization?

ID	Executive director	Program director	Administrative assistant	Equine specialist	Therapist/Mental health professional	Other
1	1	0	1	1	0	0
2	0	1	0	0	0	0
3	1	0	1	1	0	0
4	1	1	0	1	0	0
5	1	0	0	0	0	0
6	0	1	0	0	0	0
7	1	0	0	0	0	1
8	1	1	0	1	1	0
9	0	1	0	1	0	0
10	0	1	1	1	0	1
11	0	1	0	1	0	1
12	1	1	1	1	0	0
13	0	0	0	1	1	0
14	0	0	0	1	0	1
15	1	1	1	1	0	1
16	0	1	0	1	0	1
17	0	0	0	0	0	1
18	0	1	0	0	0	0
<b>Total</b>	<b>8</b>	<b>11</b>	<b>5</b>	<b>12</b>	<b>2</b>	<b>7</b>

	Respondent's primary role in organization		
	Equine specialist/Therapist	Director	Multi-role
No. of respondents	1	6	11
% of respondents	5.56	33.33	61.11

A4. How many people at your organization are in the following roles?

ID	Executive director	Program director	Administrative staff	Volunteer coordinator	Equine specialist	Therapist/Mental health professional	Dual role	Support staff	Volunteer	Total without volunteers	Total with volunteers	Volunteer to staff ratio
1	1	0	0	0	2	3	2	0	12	8	20	1.5
2	1	1	0	1	1	1	0	1	350	6	356	58.3
3	1	1	1	0	4	4	0	0	0	11	11	0.0
4	0	0	1	1	0	1	0	3	25	6	31	4.2
5	1	0	1	0	1	1	0	0	45	4	49	11.3
6	1	1	1	1	4	4	1	10	100	23	123	4.3
7	1	0	0	0	1	2	0	1	30	5	35	6.0
8	1	0	0	1	3	1	1	1	75	8	83	9.4
9	1	1	0	1	1	2	0	2	25	8	33	3.1
10	1	1	4	1	1	0	0	4	6	12	18	0.5
11	0	1	1	1	1	2	0	2	20	8	28	2.5
12	1	1	2	1	1	1	0	1	15	8	23	1.9
13	0	1	2	0	0	0	1	16	0	20	20	0.0
14	1	1	2	1	2	0	0	1	450	8	458	56.3
15	1	0	0.5	0.5	1	1	0	1	25	5	30	5.0
16	1	1	1	0	2	3	0	4	150	12	162	12.5
17	1	1	0	1	5	0	1	3	85	12	97	7.1
18	1	1	0	1	6	2	0	0	150	11	161	13.6
Total responses	15	12	16.5	11.5	36	28	6	50	1563			
Average	0.8	0.7	0.9	0.6	2.0	1.6	0.3	2.8	86.8	9.7	96.6	11.0

A5. What length of time has your EAT organization been in operation?

	Age of EAT organization		
	>6 years	6-10 years	>10 years
No. of organizations	1	7	10
% of organizations	5.56	38.89	55.56



A6. What EAT programs does your organization offer?

<b>ID</b>	<b>EFL/EAL</b>	<b>EFMH</b>	<b>Hippotherapy</b>	<b>Therapeutic riding</b>	<b>Veterans</b>	<b>Total</b>
1	1	1	1	1	0	4
2	1	1	0	1	1	4
3	1	1	0	0	1	3
4	1	1	0	1	1	4
5	0	1	1	1	0	3
6	1	1	1	1	1	5
7	1	1	0	1	1	4
8	1	1	1	1	1	5
9	1	1	0	1	0	3
10	1	1	1	1	1	5
11	1	1	0	1	0	3
12	1	1	0	1	1	4
13	1	1	0	0	0	2
14	0	1	0	1	1	3
15	1	1	1	1	1	5
16	1	1	1	1	0	4
17	1	1	0	1	0	3
18	1	1	1	1	1	5
<b>Total organizations</b>	<b>16</b>	<b>18</b>	<b>8</b>	<b>16</b>	<b>11</b>	
<b>% of organization</b>	<b>88.89</b>	<b>100</b>	<b>44.44</b>	<b>88.89</b>	<b>61.11</b>	

A7. What specific equine-assisted activities are used in your programs?

ID	Grooming	Ground work	Hippotherapy	Horseback riding	Longeing	Tacking	Vauling	Other
1	1	1	1	1	1	1	1	0
2	1	1	0	1	0	1	0	0
3	1	1	0	1	0	0	0	0
4	1	1	0	1	1	1	0	0
5	1	1	1	1	0	0	0	0
6	1	1	1	1	1	1	0	1
7	1	1	0	1	1	1	0	0
8	1	1	1	1	0	1	0	0
9	1	1	0	1	0	1	1	0
10	1	1	1	1	1	1	0	0
11	1	1	0	1	0	0	0	1
12	1	1	0	1	0	1	0	1
13	1	1	0	0	0	0	0	0
14	1	1	0	1	1	1	0	0
15	1	1	1	1	0	1	0	1
16	1	1	1	1	1	1	0	0
17	1	1	0	1	1	1	0	0
18	1	1	1	1		1	0	0
<b>Total organizations</b>	<b>18</b>	<b>18</b>	<b>8</b>	<b>17</b>	<b>8</b>	<b>14</b>	<b>2</b>	<b>4</b>
<b>% of organizations</b>	<b>100.0</b>	<b>100.0</b>	<b>44.44</b>	<b>94.44</b>	<b>44.44</b>	<b>77.78</b>	<b>11.11</b>	<b>22.22</b>

A8. Does your center, or contracted therapists, use a specific model of practice in its EFMH programs?

	Yes	No
No. of organizations	16	1
% of organizations	94.1	5.9

	EFMH model		
	EAGALA	PATH Intl.	Other
No. of organizations	11	7	6
% of organizations	61.1	38.9	33.3

B1 and B2. How many horses/ponies does your organization use for therapeutic activities? In EFMH programs?

	Horses/ponies	EFMH horses/ponies	% EFMH of total
No. of horses/ponies	183	160	87.43
Average/organization	10.17	8.89	86.89
St. dev.	4.96	5.54	

B3. Age: How many horses/ponies of the following age categories are used in EFMH programs?

Age of EFMH horses/ponies, years							
ID	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26+	Avg Age
1	0	0	5	5	2	0	16.8
2	0	0	0	2	0	0	18.0
3	0	2	5	2	0	2	15.7
4	2	0	2	5	2	0	15.3
5	0	2	2	2	0	0	13.0
6	0	0	5	12	5	0	18.0
7	0	0	5	2	5	0	18.0
8	0	0	0	2	2	0	20.5
9	0	0	0	2	2	0	20.5
10	2	0	0	5	0	2	16.9
11	0	2	2	5	2	0	16.2
12	0	2	2	2	2	2	18.0
13	0	0	2	2	2	0	18.0
14	0	0	2	5	5	2	20.5
15	2	5	2	2	2	0	11.9
16	0	0	2	2	2	2	20.5
17	0	2	8	12	2	2	16.8
18	0	0	2	8	2	0	18.0
<b>Total organizations</b>	<b>3</b>	<b>8</b>	<b>16</b>	<b>18</b>	<b>16</b>	<b>6</b>	
<b>Total horses</b>	<b>6</b>	<b>15</b>	<b>46</b>	<b>77</b>	<b>37</b>	<b>12</b>	<b>17.1</b>

B4-B6. Sex: How many horses/ponies used in your organization's EFMH programs are geldings? Stallions? Mares?

	Geldings	Stallions	Mares
Total horses/ponies	103	0	61
% of horses/ponies	62.80	0	37.20

B7. How many horses/ponies in the following height categories are used in your organization's EFMH programs?

Height, hh												
ID	7.1-8	8.1-9	9.1-10	10.1-11	11.1-12	12.1-13	13.1-14	14.1-15	15.1-16	16.1-17	17.1+	Total
1	0	0	0	0	0	0	0	5	2	5	2	14
2	0	0	0	0	0	0	0	2	2	0	0	4
3	2	0	0	0	0	0	0	5	2	0	0	9
4	0	2	0	0	0	0	2	2	2	0	0	8
5	0	0	0	0	0	0	0	2	2	0	0	4
6	0	0	0	2	0	0	0	8	8	2	0	20
7	0	0	0	0	0	0	0	2	2	5	2	11
8	0	0	0	0	0	0	0	5	0	0	0	5
9	0	0	0	0	0	0	2	2	2	0	0	6
10	0	2	0	0	0	0	0	0	2	2	0	6
11	2	2	0	0	0	2	2	2	2	0	0	12
12	0	0	0	0	0	0	0	2	2	2	0	6
13	0	0	0	0	0	0	2	0	2	0	0	4
14	0	0	0	0	0	0	2	2	5	0	0	9
15	5	0	0	0	0	2		2	5	2	0	16
16	0	0	0	0	0	2	2	2	2	2	0	10
17	0	0	2	0	0	5	8	2	2	0	0	19
18	0	0	0	0	0	0	2	8	5	2	0	17
Total horses/ponies	9	6	2	2	0	11	22	53	49	22	4	180
% of horses/ponies	5.00	3.33	1.11	1.11	0.00	6.11	12.22	29.44	27.22	12.22	2.22	
Total organizations	3	3	1	1	0	4	8	16	17	8	2	18
% of organizations	16.67	16.67	5.56	5.56	0.00	22.22	44.44	88.89	94.44	44.44	11.11	

B8 and B9. Breed: Which of the following breeds of horses/ponies do you use in your EFMH program? How many of the following breeds of horses/ponies do you utilize in your EFMH program?\*

ID	American Miniature Horse	American Quarter Horse	Arabian	Appaloosa	Belgian	Halfling	Morgan	Mustang	Norwegian Fjord	Paint	Percheron	Standardbred	Tennessee Walking Horse	Thoroughbred	Warmblood	Welsh Pony	Other	Total
1	2	2	0	0	2	0	0	0	0	0	0	0	0	0	0	2	2	10
2	0	2	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2	6
3	2	0	0	0	0	0	0	0	4	0	0	0	0	2	0	0	2	10
4	2	2	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2	8
5	0	2	2	0	0	2	0	0	0	8	0	0	0	2	0	0	0	8
6	0	6	2	4	0	0	0	2	2	6	0	0	2	2	0	2	0	28
7	0	2	0	0	2	0	0	0	0	2	2	0	0	2	4	2	0	16
8	0	2	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2	6
9	0	2	0	2	0	0	0	0	2	0	0	0	2	2	0	0	0	10
10	4	2	2	0	0	0	2	0	0	0	0	0	0	0	0	0	2	12
11	2	2	0	0	0	2	0	0	2	0	0	0	0	0	2	0	4	14
12	2	4	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	8
13	0	2	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	4
14	0	4	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	8
15	4	4	0	2	0	2	0	2	0	2	0	0	0	2	0	0	2	20
16	0	2	2	0	0	2	2	0	0	2	2	2	0	0	0	0	0	14
17	2	8	0	0	0	2	0	0	4	2	0	0	2	0	0	2	0	22
18	0	8	2	0	0	2	0	2	6	2	2	0	0	0	0	0	0	24
Total responses	20	56	10	8	6	12	6	6	20	22	6	4	6	12	8	8	18	228
% of responses	8.77	24.56	4.39	3.51	2.63	5.26	2.63	2.63	8.77	9.65	2.63	1.75	2.63	5.26	3.51	3.51	7.89	
Total organizations	8	17	5	4	5	6	2	4	5	9	4	2	3	7	4	4	8	18
% of organizations	44.44	94.44	27.78	22.22	27.78	33.33	11.11	22.22	27.78	50.00	22.22	11.11	16.67	38.89	22.22	22.22	44.44	

\*The following breeds were not represented in the respondents' organizations (n=0): American Standardbred, Andalusian, Friesian, and Shetland Pony

B10. Background/Training: How many of the horses/ponies in your EFMH program have received training in the following disciplines?

ID	Western riding	English riding	Dressage	Eventing	Hunter/Jumper	Cross-country	Barrel racing	Cutting	Endurance racing	Pleasure riding	Competitive trail	Polo	Racing	Reining	Vaulting	Other	Total
1	0	6	4	0	6	0	0	0	0	8	0	2	2	0	2	0	30
2	4	4	2	0	2	0	0	0	0	4	0	0	0	0	0	0	16
3	4	2	2	2	0	0	0	0	0	8	2	0	0	0	0	0	20
4	4	4	2	0	2	0	0	0	2	6	0	0	0	0	2	0	22
5	2	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	6
6	8	2	4	2	2	0	0	2	0	2	0	0	0	0	0	0	22
7	2	8	4	0	4	0	0	0	0	8	2	0	0	0	0	0	28
8	2	2	0	0	2	0	0	0	0	4	0	0	0	0	0	0	10
9	4	4	4	0	2	0	2	0	0	6	0	0	0	0	2	0	24
10	4	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
11	2	2	4	0	2	0	0	0	0	6	0	0	0	0	0	0	16
12	8	8	2	0	0	0	2	0	0	0	8	0	0	0	0	0	28
13	4	0	0	0	2	0	2	2	0	6	0	0	0	2	0	0	18
14	2	4	2	0	2	0	0	0	0	0	0	0	0	0	0	0	10
15	6	6	8	2	2	2	2	0	0	8	0	0	2	2	0	0	40
16	4	8	4	0	4	0	0	0	0	8	2	0	0	0	0	0	30
17	8	8	4	0	4	0	2	2	0	8	0	0	0	2	0	2	40
18	6	4	4	0	0	0	0	2	0	8	0	0	0	2	2	4	32
Total responses	74	76	50	6	38	2	10	8	2	90	14	2	4	8	8	6	398
% of responses	18.59	19.10	12.56	1.51	9.55	0.50	2.52	2.01	0.50	22.61	3.52	0.50	1.01	2.01	2.01	1.51	
Total organizations	17	17	14	3	14	1	5	4	1	14	4	1	2	4	4	2	18
% of organizations	94.44	94.44	77.78	16.67	77.78	5.56	27.78	22.22	5.56	77.78	22.22	5.56	11.11	22.22	22.22	11.11	

B11 and B12. On average, how many EFMH sessions do your horses/ponies participate in per week? Per day?

	Sessions/Week	Sessions/Day
Average sessions	4.3	1.7
St. dev.	3.16	0.80

B13. On average, how long does a horse/pony remain in your EFMH program?

	Retired	None retired/removed	No response
No. of respondents	6	9	3
Average longevity	4.75 years		
St. dev.	2.04 years		

B14. Personality: In no particular order, select the 5 personality adjectives your program considers most desirable in an EFMH horse/pony\*

ID	Affectionate	Calm	Confident	Cooperative	Curious	Excitable	Focused	Gentle	Hardworking	Playful	Predictable	Relaxed	Sociable	Tolerant	Total
1		1			1			1				1	1		5
3					1			1			1		1	1	5
5		1			1			1			1		1		5
6			1	1	1							1		1	5
7					1		1			1			1	1	5
8			1	1	1				1					1	5
9		1			1							1	1	1	5
10	1	1					1	1						1	5
11		1	1		1								1	1	5
12		1	1					1				1		1	5
13	1	1			1								1	1	5
14	1	1			1			1					1		5
15			1		1	1					1			1	5
16	1		1				1			1				1	5
17	1	1	1					1					1		5
18		1			1			1	1				1		5
<b>Total organizations</b>	<b>5</b>	<b>10</b>	<b>7</b>	<b>2</b>	<b>12</b>	<b>1</b>	<b>3</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>10</b>	<b>11</b>	<b>80</b>
<b>% of organizations**</b>	<b>31.25</b>	<b>62.50</b>	<b>43.75</b>	<b>12.50</b>	<b>75.00</b>	<b>6.25</b>	<b>18.75</b>	<b>50.00</b>	<b>12.50</b>	<b>12.50</b>	<b>18.75</b>	<b>25.00</b>	<b>62.50</b>	<b>68.75</b>	<b>16**</b>

\*The following personality traits were not represented in the respondent's selections (n=0): Anxious, Fearful, Lazy, Serious, Solitary, Unpredictable, and Other

\*\*Two respondents did not complete questions B14 and B15



B15. Personality: In no particular order, select the 5 personality adjectives your program considers least desirable in an EFMH horse/pony\*

ID	Affectionate	Anxious	Confident	Cooperative	Excitable	Fearful	Focused	Hardworking	Lazy	Playful	Predictable	Serious	Solitary	Unpredictable	Total
1		1				1			1				1	1	5
3			1		1	1							1	1	5
5					1	1			1				1	1	5
6		1				1						1	1	1	5
7	1			1		1		1			1				5
8	1	1				1				1				1	5
9		1				1	1					1	1		5
10		1			1	1			1					1	5
11		1			1	1						1		1	5
12		1			1	1							1	1	5
13		1			1	1							1	1	5
14		1			1							1	1	1	5
15		1			1	1			1					1	5
16		1			1	1							1	1	5
17		1			1	1			1					1	5
18		1			1	1							1	1	5
Total organizations	2	13	1	1	11	15	1	1	5	1	1	4	10	14	80
% of organizations**	12.5	81.3	6.25	6.25	68.8	93.8	6.25	6.25	31.3	6.25	6.25	25	62.5	87.5	16**

\*The following personality traits were not represented in the respondent's selections (n=0): Calm, Curious, Gentle, Relaxed, Sociable, Tolerant, and Other

\*\*Two respondents did not complete questions B14 and B15

C1 and C2. By which of the following methods did you acquire the horses/ponies in your EFMH program? How many horses/ponies were acquired by each method listed below?

ID	Rescue	Purchase	Donation	Care release	Adoption	Integrated	Other	Total
1	2	0	8	0	0	0	0	10
2	0	2	2	0	0	6	0	10
3	2	6	0	0	0	0	0	8
4	0	2	2	0	0	6	0	10
5	0	0	6	0	0	0	0	6
6	0	0	6	0	2	6	8	22
7	0	0	2	6	0	0	0	8
8	0	0	8	0	0	0	0	8
9	0	2	4	2	0	6	0	14
10	6	2	2	0	0	0	0	10
11	4	4	2	0	0	2	0	12
12	2	0	8	0	0	8	0	18
13	0	0	4	0	0	0	2	6
14	0	4	4	0	0	0	0	8
15	6	0	4	2	2	2	2	18
16	2	2	2	0	0	2	2	10
17	0	0	8	0	0	0	0	8
18	0	2	8	8	0	0	0	18
<b>Total responses</b>	<b>24</b>	<b>26</b>	<b>80</b>	<b>18</b>	<b>4</b>	<b>38</b>	<b>14</b>	<b>204</b>
<b>% of responses</b>	<b>11.76</b>	<b>12.75</b>	<b>39.22</b>	<b>8.82</b>	<b>1.96</b>	<b>18.63</b>	<b>6.86</b>	
<b>Total organizations</b>	<b>7</b>	<b>8</b>	<b>17</b>	<b>7</b>	<b>2</b>	<b>9</b>	<b>2</b>	<b>18</b>
<b>% of organizations</b>	<b>38.89</b>	<b>44.44</b>	<b>94.44</b>	<b>38.89</b>	<b>11.11</b>	<b>50.00</b>	<b>11.11</b>	

C3. Who determines whether a prospective horse/pony will be integrated into your EFMH program?

ID	Executive director	Program director	Administrative staff	Equine specialist	Therapist/Mental health professional	Other
1	1	1		1	1	
2		1		1	1	
3	1					
4	1	1		1		
5	1			1	1	
6		1				1
7	1			1	1	
8	1			1	1	1
9		1		1		
10		1		1		
11		1				
12	1					
13				1	1	
14				1		
15	1			1	1	1
16	1	1		1		
17						1
18		1				1
<b>Total responses</b>	<b>9</b>	<b>9</b>	<b>0</b>	<b>12</b>	<b>7</b>	<b>5</b>

C4. Rank the following items in order of importance when considering a horse/pony for integration into your EFMH program.

ID	Height	Age	Sex	Breed	Composition/conformation	Soundness	Health/medical history	Personality/temperament	Previous training	Other	Total
1	6	4	7	8	9	2	1	3	5	10	55
2	4	8	3	10	7	5	9	2	6	1	55
3	7	3	8	4	9	5	2	1	6	10	55
5	4	3	7	8	6	2	5	1	9	10	55
6	7	6	8	9	5	1	3	2	4	10	55
7	3	5	4	6	9	7	8	1	2	10	55
8	7	9	8	6	4	2	3	1	5	10	55
9	7	6	8	9	2	4	3	1	5	10	55
10	6	4	7	8	5	2	3	1	9	10	55
11	7	4	8	9	6	2	3	1	5	10	55
12	5	6	7	8	9	2	3	1	4	10	55
13	8	5	6	7	9	4	3	1	2	10	55
14	5	3	6	7	8	2	4	1	9	10	55
15	3	5	7	8	9	4	2	1	6	10	55
16	7	8	9	6	5	4	2	1	3	10	55
17	6	4	7	8	9	2	3	1	5	10	55
18	3	6	7	8	5	4	9	1	2	10	55
<b>Total responses</b>	<b>95</b>	<b>89</b>	<b>117</b>	<b>129</b>	<b>116</b>	<b>54</b>	<b>66</b>	<b>21</b>	<b>87</b>	<b>161</b>	<b>935</b>
<b>Mean</b>	6	5	7	8	7	2	3	1	5	10	
<b>Mode</b>	7	4	7	8	9	2	3	1	5	10	
<b>Range</b>	3 to 7	3 to 9	3 to 9	4 to 10	2 to 9	2 to 7	1 to 9	1 to 3	2 to 9	1 to 10	

C5-C8. Does your organization have established criteria for selecting horses/ponies to integrate into the EFMH program? Methods of assessing a prospective horse/pony's personality/temperament? Does your organization require a trial period after selecting/introducing a horse/pony to your EFMH program? How long is this trial period?

	Selection criteria		Personality assessment methods		Trial period	
	Yes	No	Yes	No	Yes	No
No. of respondents	18	0	16	2	18	0
% of respondents	100.00	0.00	88.89	11.11	100.00	0.00
Average trial length	58.2 days					
St. dev.	27.3					

C9 and C10. Has a horse/pony been removed from your organization's EFMH program for any reason? For what reasons have horses/ponies been dropped from your organization's EFMH program?

	Yes	No
No. of respondents	12	6
% of respondents	66.67	33.33

ID	Rehoming	Retirement	End of lease/care release period	Behavioral issues	Age	Sex	Incompatibility	Health complications	Total
1	1	1	0	0	0	0	0	0	2
3	0	0	1	0	0	0	1	0	2
5	0	0	0	0	0	0	0	1	1
6	1	1	1	1	1		1	1	7
8	0	0	0	0	0	0	1	0	1
11	1	0	0	1	0	0	1	0	3
13	0	0	0	1	0	0	1	0	2
14	1	1	0	1	0	0	0	0	3
15	0	0	0	1	0	0	0	1	2
16	0	1	0	0	1	0	0	1	3
18	0	1	1	1	0	0	0	1	4
<b>Total responses</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>30</b>
<b>% of responses</b>	<b>36.36</b>	<b>45.45</b>	<b>27.27</b>	<b>54.55</b>	<b>18.18</b>	<b>0.00</b>	<b>45.45</b>	<b>45.45</b>	

\*One respondent that answered "Yes" to question C9 did not complete question C10

C11. How many horses/ponies have been retired from your EFMH program?

	Retired EFMH horses/ponies
No. of horses/ponies	44
St. dev.	5.84
Average horses/ponies	4.89
No. organizations	9

C12. What are the reasons horses/ponies have been retired from your program?\*

ID	Old age	Length of time in program	Mental/emotional fatigue	Physical inability
1	1		1	1
4	1			
5	1		1	1
6	1		1	1
13	1			1
14	1		1	1
15			1	1
16	1			
18	1			
<b>Total organizations</b>	<b>8</b>	<b>0</b>	<b>5</b>	<b>6</b>
<b>% of organizations</b>	<b>88.89</b>	<b>0.00</b>	<b>55.56</b>	<b>66.67</b>

\*Nine respondents did not complete question C12

C13. Where do horses/ponies spend their retirement after completing their time in your EFMH program?

	Location of retirement		
	On site	Rehomed	None retired
No. of organizations	5	6*	8
% of organizations (out of 10)	50.00	60.00	

\*One respondent selected both "on site" and "rehomed" for question C13