



*Horses with Hope*

*Discovery, Growth & Learning Center*

*www.horseswithhope.org*

## VOLUNTEER HANDBOOK

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# *The Volunteer*

*UNSELFISH HEART TO THE GIVING OF TIME.  
UNENDING DEVOTION TO NEED NOT MINE.  
WINGS OF AN ANGEL TUCKED NEATLY INSIDE,  
A MESSENGER OF LOVE, HOPE, AND PRIDE.*

*UNORDINARY MIND TO THE BALANCE OF NATURE.  
UNSHAKABLE FAITH IMPOSSIBLE TO MEASURE.  
ELEMENTS OF GOD. AN UNBRIDLED FORCE,  
A SOLDIER OF KINDNESS ASCENDING LIFE'S COURSE.*

*UNDAUNTED SPIRIT TO THE REKINDLING OF HUMANITY.  
UNPHASED BY ADVERSITY AND EVERYDAY INSANITY,  
ALWAYS A FRIEND WITH A REMARKABLE SMILE,  
THE ANGEL THAT TRAVELS, YET, ANOTHER MILE.*

*UNSUNG HERO SPREADS CONFIDENCE AND TRUST.  
AN AVALANCHE OF SMALL MIRACLES LEFT IN THE DUST.  
A FEW HOURS THERE, A FEW HOURS HERE,  
HEAVEN ON EARTH FOR THE NEXT THOUSAND YEARS.*



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*Horses with Hope*

*Discovery, Growth & Learning Center*

## **MISSION, PURPOSE, AND VALUES**

### **OUR MISSION**

Horses with Hope programs provide equine-assisted activities that will enhance the physical, mental, social, and emotional needs of individuals with and without special needs.

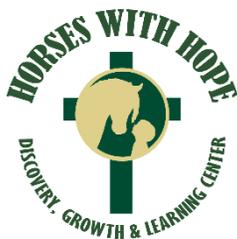
### **OUR PURPOSE**

A faith-based organization that provides a memorable experience to physically disabled, emotionally challenged, or behaviorally at-risk youth and adults, through physical, social, and emotional interaction with horses, volunteers, and staff at a professionally staffed equestrian center.

### **OUR VALUES**

For the participants, animals, community, and everyone involved with Horses with Hope, we pledge:

- Safety
- Respect
- Compassion
- Excellence
- Honesty



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## **HISTORY OF HORSES WITH HOPE**

Inspired by her daughter, Jamie Lynn who happened to be born with Down Syndrome, Horses with Hope began in 2007 in Washington County by Anne Davis. We were blessed to be able to lease facilities and horses provided by Paradise Hills-Horse N' Soul Riding Academy. We quickly grew to capacity and expanded in 2012 to a second location in the South Hills while we looked for a location to accommodate the entire program.



Soon an agreement was made with Allegheny County and we announced our newest location to be located at South Park Fair Grounds. This allowed us to accommodate up to 8 program horses and the use of the South Park Show Arena for our outdoor arena as well as introduce new programs to the community, such as Equine Assisted Learning. One thing we lacked.... turnout for our horses. This was detrimental to their soundness! So, the search continued.

In the Fall of 2014, we were successful in finding a farm located between Bethel Park and Peters Township with 93 acres. With an outdoor arena, a sensory trail, pastures, and an indoor riding arena, we were able to grow and expand at this location and reach more in need of services in the community.

In the Spring of 2021, we began operations at a second location! The Historical Society of Upper St. Clair property, Gilfillan Farm encompasses multiple fields for turnout and grazing, historic barns for animals, an outdoor riding arena, a planned addition for a covered riding arena for all-weather use, and a sensory trail for lessons and rider enrichment.

Come, spend some time with us! **Together, we can make a difference!**

## PROGRAMS

Our sessions are taught by a PATH International certified Instructor, EAGALA Equine Specialist, and trained volunteers to best meet the needs of each client served. We are committed to providing safe, quality programs for all our children and adults.

### **Therapeutic Riding**

Therapeutic Riding provides opportunities for people with varying ability levels to challenge themselves physically, and emotionally and to set goals to improve their quality of life. The horse's movement is rhythmical, symmetrical, repeatable, and 3 dimensional, offering a therapeutic setting for individuals with physical disabilities. The lessons are designed by the instructor to address the specific needs of the rider(s) with the ultimate goal to become as independent as possible. The lessons are weekly and last about 40 minutes. During the lesson, the rider will be taught horsemanship skills that may include grooming, tacking, and mounted riding skills. Safety is our main goal and we have trained volunteers that lead the horse and utilize sidewalkers on each side of the rider.

Benefits: Therapeutic Riding research has shown to be an alternative therapy for individuals with a wide range of special needs to achieve physical, psychological, cognitive, and behavioral, and communication goals.

#### **Physical:**

- Strengthens muscles
- Improves coordination, increases reflexes, and improves motor planning
- Stretches tight or spastic muscles
- Increases range of motion in joints
- Reduces abnormal movement patterns
- Improves respiration and circulation
- Sensory integration: stimulates tactile senses through touch and environmental stimuli, the vestibular
- Improved posture and mobility

#### **Educational**

- Sequencing, patterning, motor planning
- Improved eye-hand coordination
- Visual/spatial perception
- Differentiation (through various stimuli in the environment)
- Increased self-confidence

#### **Social**

- Friendship (riding as part of a group)
- Develop respect for animals
- Develop patience
- Recreational enjoyment



## **Equine Assisted Learning**

Equine Assisted Learning and experiential learning occur when a person is interacting with the environment, including the people, animals, and situations involved. It is “learning by doing” and may take place over a short period, such as a workshop, or during regularly scheduled sessions.

Participants attend a session with specific learning goals. These goals may include personal growth through reflection or meditation, improved social skills, socio-emotional progress, enhancement of intuition, development of behavior management techniques, improved self-care skills, and improvements in horse-handling knowledge and skills.

Besides building skills through observing and interacting with the horses, participants may enhance their learning with other activities such as journaling, autobiographical writing, examination of the hero’s journey as it applies to the learner’s life, exploration of one’s life goals, the discovery of energy fields surrounding horses and humans, reading comprehension enhancement, art, the study of horse and human anatomy, self-discovery through inquiry, trail riding for observation enhancement, and even preparation for showing horses. Students can improve their behavior and self-concept while learning valuable skills that promote success in the classroom. In each case, participants learn about themselves, about the horses, and build skills they carry throughout their lives.



## SAFETY

- 10 MPH speed limit.
- Children must be supervised by an adult when on the premises.
- Teachers and volunteers should not bring their children to sessions.
- Mounted persons must wear helmets at all times.
- Ensure that horses are properly tacked with all safety equipment.
- Only authorized personnel (instructors, volunteers, and staff) are allowed in the stall, tacking area, and teaching ring.
- Unauthorized personnel are not allowed in the horse fields.
- Observe and obey all safety signs posted.
- Report any unsafe acts or conditions to the Instructor or Volunteer Coordinator.
- There is no smoking anywhere on the facility property.

### **Risk Management Planning**

*Natural hazards:* Any natural hazards (i.e. lakes, ditch drop-offs, poisonous snakes, wild animals, or other conditions of nature) that may exist should be observed as such, and if a natural hazard should pose a threat, the therapeutic riding director or another person of authority should be notified immediately. If an injury has occurred, a first aid procedure should be followed.

*Man-made hazards:* Any man-made hazards (i.e. public roads, construction activities on the site, or other facilities) that may exist should be observed as such, and if a man-made hazard should pose a threat, policy and procedure for natural hazards should be implemented.

*Operation of facilities and/or equipment:* In the event of sudden power loss or water, building collapse, explosion, electrocution, etc., all participants and volunteers of equine-assisted activities should congregate a reasonable distance from the front entrance of the barn. Once all are accounted for, the therapeutic riding director or the person of the nearest authority will give instructions on the next steps taken.

*Disasters:* In the event of a natural disaster, such as a fire, tornado, hurricane, earthquake, etc., sessions will be canceled if the event can be foreseen. If fire or tornado occurs without warning, the following procedures should be administered:

**Fire:** If possible, the fire should be extinguished with the nearest fire extinguisher. If the fire is large and out of control, all persons should evacuate the facility and relocate to Hazard Area Noted. Equines should be evacuated if feasible, but one should not put him/herself in harm's way to accomplish this task. Call 911 promptly and allow them to evacuate the animals.

**Tornado:** All participants should be ushered into Hazard Area Noted if time permits, otherwise all participants should make their way into the nearest concrete block storage facility. Equines should be released into the pasture by administrative persons and left to be handled after the tornado has passed. No one should put him/herself in harm's way to accomplish this task.

*Hazards specific to the use of equines:* Equine activities include inherent risks and may include, but are not limited to, rider's fall from the equine, loose equine, equine health emergencies, as well as kicking, biting, etc.

**Rider Fall:** First aid should be administered if needed, and an emergency 911 call should be made in the case of severe injury. An occurrence sheet will be filled out and signed by the instructor, one volunteer witness, and the participant, or parent/legal guardian if a minor.

**Loose Equine:** The session will pause until the equine is caught. A participant should not be left alone to catch the equine unless deemed an independent rider. Once the horse is secured, the session may resume.

**Equine Health Emergencies:** Emergencies such as kicking, biting, or other injuries from an equine should always be reported to the Riding Instructor who will administer first aid as needed or call 911.

## VOLUNTEER GENERAL INFORMATION

### What To Wear

For safety as well as comfort, volunteers should dress in close-fitting clothing. Loose, floppy clothing can get caught and tangled with equipment. Dress in layers that you can shed as you exercise, especially during cooler months. Bring a jacket—it may be cooler at the barn than you may think! During the summer, be sure you dress coolly. Sunglasses, sunscreen, and hats are recommended when our lessons are outside...make sure your hat will stay put! You will be doing a lot of walking and jogging on uneven terrain, so comfortable shoes are important. It hurts when a horse steps on your foot, so make sure your footwear is sturdy as well. Last, but not least, avoid dangly earrings and jewelry that might hamper your movements, become pulled off by a rider, or distract the horse.

### Inclement Weather

Because Horses with Hope does not have an indoor arena, classes are may be canceled due to weather conditions. When possible, the Horses with Hope Facebook page (HWHTherapeuticRiding) will be updated with cancelations one hour before the lesson. Especially if it rained hard the previous day and is sunny today. Last-minute cancellations will be sent via text message to your mobile number on file.

### **Volunteer “No-Show” Policy**

Horses with Hope is always grateful for your time and endless energy. Without your diligent work, care for the riders and the horses, and committed time, we would not have a successful program. Horses with Hope and the riders depend on you. We trust that you will follow through on the scheduled time to which you agreed. If you should have to cancel 24 hr. notice is needed. When a volunteer does not show up for their scheduled class, it creates shortages and riders may have to be canceled.

### **Three Strikes Volunteer Policy**

Any time a volunteer does not call ahead and does not report to a scheduled class or commitment it is considered a “no-show” situation. After three (3) consecutive occurrences within a 6 month period, the volunteer is removed from the current schedule and sub list. In each case of a volunteer not showing up for a scheduled class or commitment, the appropriate staff member will fill out a Volunteer No-Show form and turn the form in to the Volunteer Coordinator (VC). After the second no-show occurrence, the Volunteer Coordinator will remind the volunteer of the policy by phone or email. After the third and final no-show occurrence, the VC will contact the volunteer by phone or in person. The VC will ask the volunteer to take some time from the program to get things in order. The volunteer will be encouraged to return when they are better able to fit the program into their schedule. If the volunteer returns at a later time, their record begins with zero no-shows.

### **Minimum Age Requirement & Insurance Liability Release**

Lesson Volunteers must be at least 14 years old. However, youth under the age of 14 are welcome to ask the instructors about cleaning tack, sweeping the stable area, etc. Because working with horses can be a potentially dangerous situation, we ask that all prospective volunteers sign a liability release.

### **Do Volunteers Ride the Horses with Hope Horses?**

This is a question many volunteers ask! Because we focus on the needs of our challenged riders and providing a meaningful experience for them, offering lessons or riding time to volunteers would be a strain on the horses and staff.

## **REASONS FOR VOLUNTEER OR GUEST DISMISSAL**

Volunteers are subject to rules and regulations to help produce a safe experience for everyone involved with activities at Horses with Hope and to avoid serious injury to riders, horses, staff, or fellow volunteers.

Reasons for dismissal include, but are not limited to:

- Creating an unsafe situation through careless behavior, disregard for rules, or ignoring instruction from Horses with Hope staff.
- Arriving at Horses With Hope under the influence of alcohol, illegal drugs, and abuse of medication.
- Background check showing a history of criminal activity.

- Bringing a weapon – firearm, knife, hunting tools, etc. to Horses With Hope. If you carry a sidearm for your profession (sheriff, police officer, etc.) please leave the weapon locked in your vehicle and provide written documentation to the Executive Director detailing why your weapon must be kept on site (this information will be kept confidential).
- Breaking confidentiality. If you are found to have distributed confidential information about or questioning or harassing a Horses With Hope client.
- Physical or emotional mistreatment or abuse of a client, horse, staff member, volunteer, or visitor to Horses With Hope.
- Inappropriate use of Horses With Hope facilities, mailing lists, or monies.
- Less serious infractions of rules, such as failure to hand in signed releases, failure to attend mandatory volunteer training classes, dressing inappropriately, use of foul language, etc. will be dealt with first with a verbal warning, then written, and then dismissal.

## **PROBLEM-SOLVING AND GRIEVANCE PROCEDURES**

Horses with Hope wants to assist in solving problems and settling grievances quickly and fairly. We believe the best way to settle disagreements or problems is to discuss the issue and find a way to reach mutually agreeable solutions. The grievance procedure can be used if you believe you have been discriminated against due to race, creed, color, sex, or sexual orientation, or if you feel that your rights as a volunteer have been violated.

**Complaints** involving a volunteer, staff member, or the program should first be addressed by the persons involved. If this does not resolve the situation, the issue should be taken to the Program Director or Volunteer Coordinator.

Depending on the situation the Program Director or Volunteer Coordinator may talk with both of you together to help reach an agreement. If you cannot agree, the resolution will be made by the Program Director or Volunteer Coordinator. If a resolution cannot be reached, the next step is to take the issue to the Executive Director. The Executive Director will initiate an investigation to gather facts. A determination will be made by the Executive Director regarding an appropriate resolution.

## **100 WAYS TO BECOME A MORE EFFECTIVE VOLUNTEER**

1. Consider safety first at all times
2. Treat riders and horses kindly but firmly.
3. Give instructor feedback about the rider at appropriate times.
4. Do not mistreat or abuse horses or riders.
5. Assist your rider in maintaining the order of activity, the horse's spacing, and positions of hands

and body when necessary.

6. Remain calm in an emergency and remember your job.
7. Praise should be given equivalent to the deed accomplished.
8. Smiles say a thousand words.... only louder.
9. Acknowledge the efforts of your rider.
10. Consult instructor/staff in praise techniques for each rider.
11. Allowing riders to feel upset helps them accept their feelings.
12. Do not hang or rest on horse, rider, fencing, or rails.
13. Always inform a rider before touching them.
14. Wear sensible clothing and shoes.
15. Minimize the distractions for riders who are easily distracted.
16. First ask the rider to do the task independently and then assist.
17. Ensure a rider's feet are out of stirrups before dismounting.
18. At first, offer support at the trot.
19. Always encourage the rider to thank the horse.
20. Maximize, not minimize, your rider's capabilities.
21. If you are afraid or apprehensive the horse will know it.
22. Does not talk over your rider... you need to talk to your rider.
23. Support your team, don't criticize or make fun of others.
24. Encourage teamwork.
25. Re-latch all doors and gates behind you.
26. If you're not sure, don't be afraid to ask questions.
27. Notify an instructor immediately if a horse is acting oddly.
28. The riding instructor is in charge of all riding emergencies.
29. Never approach an unsuspecting horse from the rear.
30. Never walk under a horse's neck or directly behind him.
31. Be familiar with your center's emergency procedure(s).
32. Contact the instructor about all mishaps and their circumstances.
33. Stay attentive to the horse, rider, instructor, and situation.
34. If you are unable to understand a rider, ask for assistance.
35. Park in designated areas.

36. Be reliable, everyone is depending on you to do your part.
37. Be courteous and respect each person's needs.
38. Promptness and reliability are important to a program's success.
39. Greet your rider upon arrival and acknowledge their departure.
40. Notify a volunteer organizer ASAP of scheduling conflicts.
41. Maintain a professional but friendly relationship with a rider.
42. Your genuine friendship and empathy are appreciated.
43. Do not prejudge a person's abilities.
44. Remain calm in any emergency or stressful situation.
45. Weakness in the rider's neck and trunk requires precaution.
46. Give verbal cues before the change for the visually challenged.
47. Make new friends while being of assistance to others.
48. Refer to the person, not the disability.
49. To further understand a rider, observe them. The eyes, mouth, face, and body movements are all key communicators.
50. Accept each individual as they are and respect each person's individual needs.
51. Listen to & help the rider focus on the instructor's directions.
52. Respect everyone's right to confidentiality.
53. Know and respect your center's policies.
54. Encourage the rider to fail as well as succeed.
55. Bring your positive energy, not your problems to the rider.
56. Be attentive to the instructor. Keep talking to a minimum.
57. Allow the rider's efforts to succeed in games, not yours.
58. Allow the rider ample time to process a direction.
59. Help maintain a safe and welcoming environment.
60. Never wrap a lead around your hand, butterfly wrap the excess.
61. Check clothing under the rider's legs to make sure it's not binding.
62. Be conscientious about dress and personal hygiene.
63. Remain calm and avoid rushing.
64. Offer physical support only when needed; strive for the rider's independence.
65. Be willing to learn and participate in center educational programs.

66. Supervise riders when away from their caregiver or parents.
67. Don't suffer through a personality clash. Ask to be reassigned.
68. Treat another as you would like to be treated.
69. Never become so relaxed or distracted and forget your rider.
70. Allow riders to share their lives and friendship (without prying).
71. Return things to the spot where you found them.
72. Use a halter and a lead line when going to and from stabling areas.
73. If something is broken or needs fixing, let someone know.
74. If a horse is lame or injured tell an instructor immediately.
75. If a rider has fallen never move them. Defer to the instructor.
76. Any form of injury to yourself or others must be reported.
77. Pay attention to how you move and know your physical limits.
78. Be your physically fit best.
79. When lifting, use your legs, not your back.
80. Do not run or make loud noises around horses.
81. Be aware of the phone and first aid kit location(s).
82. Do not bring pets, children, or others without prior permission.
83. Respect your coworkers and their responsibilities.
84. Sign or check in and out every time you volunteer.
85. Check your schedule and get a nametag upon your arrival.
86. Choose your words carefully; they can impact others' lives.
87. Anticipate problems with the horse or rider.
88. Call in advance if ill or unable to report for your assignment.
89. Use common sense always.
90. Knowledge of horses is helpful, but not required. Strive to learn what you can.
91. Patience + Praise = Success & Results.
92. Be attentive to signs of rider fatigue and frustration.
93. Be sincere in the offer of services.
94. Do not force a rider's body parts into desired positions.
95. Alert the instructor immediately if a seizure takes place.
96. Be sober and drug-free when you volunteer.

97. Enjoy the pleasure of helping in an assisted riding experience.
98. Share knowledge and experiences with others.
99. Maintain the dignity and integrity of the center's service.
100. Remember that your dedication and sincerity truly make a world of difference!

## **GETTING TO KNOW THE SPECIAL NEEDS RIDER**

It is important to remember that every child or adult is an individual and wants to be treated with that understanding, regardless of having a disability or not. Each has his/her learning rate, style of learning, unique personality, and temperament. One must always look beyond the disability, and into the person. Provide them with an enriched experience with warmth and a favorable environment in which to learn and grow. All people disabled or not, want to feel that they are not all that different from the rest of their peers.

### **How to Relate to a Person with a Disability**

Being around people with disabilities may be a new experience for you. You may be overwhelmed at first with things you have never seen or do not understand. This is natural for most people. Allow yourself time to get used to being with a person who is disabled. Do not give up on being a part of the program without a fair try, for your experience can be very rewarding. At first, you may want to do jobs that are not in direct contact with the riders. Feel free to talk with a staff member about this. This is common. If working directly with our riders is a hardship for you, consider helping HWH in some other way and indicate other areas that you would like to be helpful on your Volunteer Information Form.

### **Suggestions to Help You Relate to a Person with a Disability**

Each of us has to learn how to relate to others, especially if it requires new skills. Here are a few suggestions to assist in your relationship with a person who has disabilities.

- Be yourself
- Relax. Let the person with the disabilities put you at ease if you do not know what to say.
- Explore mutual interests in a friendly way. For starters, talk about the horse and whether the person has ridden before.
- Speak directly to the person with the disability. Your attention should be on them and not on someone escorting them. Find yourself a chair or crouch down at a comfortable distance so you can converse on the same level.
- If a person has difficulty speaking, allow them to finish their sentence. If you don't understand what they are saying, tell them so. Don't pretend you understood if you didn't.
- Children and adults will be glad to talk about themselves. They prefer to have someone ask them about their disability instead of staring at them. They would rather discuss TV shows, movies, sports, foods, and other things we are all interested in.

- Use conversation and social behavior that you might use in any new situation.
- Offer assistance when asked or when the situation requires it. Do not overwhelm the person with help or insist on helping when they are managing alone. When a person is trying to increase their physical ability, effort on their part is necessary.
- Do not hinder the rider's ability to expand their skills and independence, even when their movements may appear awkward to you.
- Respect the person's right to independence and their request for the kind of assistance that they require.
- Be guided by the wishes of the person with the disability. Talk about the disability if it comes up naturally, but don't pry.
- Appreciate what the rider can do. Remember that the difficulties the person may be facing could stem from society's attitudes and barriers rather than from the disability itself. Disabled people generally do not view themselves to be as handicapped as society perceives them to be.
- Be considerate of the extra time it might take a person with a disability to accomplish something or respond to something. Be patient.
- Let the person set the pace in walking and talking.
- Do not be afraid to say to either a child or an adult, "I'm sorry I cannot understand you. Please say it again."
- Be sensitive to separating a rider from his or her wheelchair, crutches, or braces unless asked. Never move someone's crutches, walker, canes, service animal, or other mobility aid without permission
- Communicate with your heart and see each person from his or her heart.
- Acknowledge that every person has the opportunity for vast potential in his life. Share their potential.

### Choosing Words with Dignity

When talking about a person with a disability, refer to the person first, not the disability.

**AVOID:** afflicted with blindness

**USE:** a visually impaired person

**AVOID:** crippled

**USE:** a person with physical disabilities, a person who is physically challenged

**AVOID:** stricken with...

**USE:** a person who has

**AVOID:** confined or restricted to a wheelchair, crutches, etc.

**USE:** a person who uses a wheelchair, crutches, etc.

The preferred terms focus attention on the uniqueness and worth of the individual rather than emphasizing the disabling condition. The connotation of “disability” is very important to avoid. Words such as defective, deformed, invalid, lame, maimed, spastic, and crippled imply pity, infirmity, and a general lack of competence. People are neither invalid nor defective. People aren’t spastic, muscles are. By choosing words carefully, positive images can be conveyed about persons with disabilities.

## UNDERSTANDING HORSE BEHAVIOR

### Equine Senses

Communication is important when developing relationships and working with horses. It is critical to provide a safe environment in a therapeutic riding setting. Beginning a process of understanding the horse’s senses, instincts and implications is a step in predicting behaviors, managing risks, and increasing positive relationships.

*SMELL:* The horse’s sense of smell is thought to be very acute and it allows him to recognize other horses and people. The smell also enables the horse to evaluate situations.

#### Implications:

- Allow horses the opportunity to become familiar with new objects and their environment by smelling.
- It is recommended that treats not be carried in your pocket since horses may desire to go after them.
- Volunteers should be discouraged from eating or having food in the arena.

*HEARING:* The horse’s sense of hearing is also thought to be very acute. The horse may also combine their sense of hearing and sight to become more familiar with new or alerting sounds. “Hearing and not seeing” is often the cause of the fright/flight response.

#### Implications:

- Horses are wary when they hear something but do not see it. If your horse is acting nervous, talk to him in a quiet and calm voice for reassurance.

- Avoid shouting or using a loud voice. This can be frightening to a horse.
- **Ears**
  - Watch your horse’s ears for increased communication. Stiffly pricked ears indicate interest. Drooping ears indicate relaxation, inattentiveness (easily startled), exhaustion, or illness.
  - Flattened ears indicate an unhappy, frightened, uncomfortable, or threatened horse.
  - Ears flicking back and forth indicate attentiveness or interest. The horse is tuned into his environment. (See “Reading His Ears” for more information and pictures.)
  - Ears that are laid back often communicate that they are upset and/or showing aggression towards another horse or person.

*SIGHT:* The horse’s eyes are set on either side of the head; there is good peripheral (lateral) vision, but a poorer frontal vision. A horse focuses on objects by raising and lowering its head. The horse’s visual memory is very accurate. Horses are thought to see quite well in the dark, due to the large size of their eyes. There is still controversy as to whether or not horses see in color.

**Implications:**

- The horse may notice if something in the arena or out on a trail is different. Allow the horse an opportunity to look at new objects. Introduce new props that the horse may be unfamiliar with.
- The horse has a better peripheral vision; consider a slightly looser rein, enabling him to move his head when taking a look at objects.
- Although the horse has good peripheral vision, consider two blind spots: directly in front and directly behind. The best way to approach a horse is to his shoulder. It may startle him if you approach from behind or directly in front. The horse may be unable to see around the mouth area, which is a safety consideration when hand feeding.

*TOUCH:* Touch is used as a communication between horses and between horses and people. Horses are sensitive to soft or rough touch with a person’s hands or legs.

**Implications:**

- Handlers should treat the horses gently but firmly.
- Watch the rider’s leg position. Riders may need appropriate assistance to reduce a “clothespin” effect with their legs. Ask the instructor/therapist what the best handling technique is.
- Horses will often touch or paw at unfamiliar objects. For example, a horse may paw at a bridge or ground pole before crossing over it.

*TASTE:* Taste is closely linked with the sense of smell and helps the horse to distinguish palatable foods and other objects.

**Implications:**

- Taste is closely linked with smell and touch; therefore, a horse may lick or nibble while becoming familiar with objects and people. Do not allow this, as it could lead to biting.

*SIXTH SENSE:* Horses do have a ‘sixth sense’ when evaluating the disposition of those around them. Horses can be hypersensitive in detecting the moods of their handlers and riders. A good therapy horse is chosen for their sensitive response to the rider. At times there may exist a personality conflict between handlers and horses. It is important to let the instructor/therapist know if you are having a difficult time relating or getting along with a particular horse.

## **THE HORSE’S LIFESTYLE**

In addition to understanding the horse’s sixth sense, we need to appreciate and increase our awareness of the horse’s lifestyle. This will assist us in responding appropriately to his reactions to situations.

*FLIGHT AS A NATURAL INSTINCT:* Horses would rather turn and run away from danger than face and fight it.

**Implications:**

- At a sudden movement or noise, the horse might try to flee. Speak to the horse calmly.
- A frightened horse that is tied up or being held tightly might try to escape by pulling back. Relax your hold or untie him quickly and usually, he will relax. Be sure not to stand directly behind the horse.
- If flight is not possible, the horse could either turn to kick out or face the problem and rear, especially in a tight area like the stall. A halter with a lead rope may assist with maintaining control while working around the horse in a stall.
- If a horse appears to be frightened or fearful (note the position of the horse’s ears in pictures on the next pages), it may be helpful to allow a more experienced horse to lead.
- Most horses chosen to work in a therapeutic riding setting have less of an instinct to flee. The horse may look to you for reassurance. It is helpful if the volunteer remains calm and talks to the horse in a soothing voice.

*HERD ANIMAL:* Horses like to stay together in a herd or group with one or two horses dominant, with a pecking order amongst the rest.

### **Implications:**

- Be aware that a horse may not like being alone. This is a consideration when horses are leaving the arena or a horse loses sight of the others while on a trail ride.
- Be aware that if the horse in front of a line is trotting or cantering, the horse that is following may also attempt to trot or canter.
- If one horse spooks at something, the surrounding horses may also be affected.
- For safety, it is recommended to keep at least one horse's length between horses when riding within a group to respect the horse's space and pecking order.

Being aware of horse behaviors is one of the best safety precautions that can be used in your facility. Knowing how to read your horse can prevent an accident and increase the quality of your "mutual" relationship.

## **THERAPEUTIC RIDING LESSON DETAILS**

### **What Takes Place During a Riding Lesson**

One, two, or three volunteers per rider and an instructor can work with a group of riders in an enclosed ring or stable area for any of several purposes. The rider may learn how to groom and tack a horse with the guidance of a volunteer. Instructors teach special riding skills. The rider may play games on horseback, perform gymnastic movements on the back of a horse, learn dressage or jumping, or go for a trail ride. A physical therapist may be consulted and offer hands-on assistance in positioning and recommending activities for riders. Each rider will have individual goals to work toward. As a volunteer, you will be involved in every aspect of the lesson from grooming and tacking, through the class itself, and cleaning up afterward.

### **Preparing For Class**

Your volunteer time is important to us, so please be sure to record your hours each time you volunteer. Upon arrival, please check in with the instructor and review the lesson sheet, and student, horse, and tack assignments. Please allow time for exchange of ideas with the instructor concerning your student.

### **Leader Duties**

If you are a **Leader**:

- It is important to arrive **45** minutes before the class begins, or not later than the time signed up for.
- Catch and groom the horse – observe the horse for injury, and behavior changes.
- Monitor the horse while the rider grooms and tacks.
- Assist rider in leading horse to and around the arena.
- Perform leader duties during class (see Role of the Leader)

- Assist rider in walking horse out of the arena.
- Prepare the horse for the next class or return to the paddock.
- Clean area.

### Side Walker Duties

If you are a **Side walker**:

- It is important to arrive at least **10** minutes before the class begins, or not later than the time signed up for.
- When the rider arrives, assist with a helmet.
- Assist (teach) rider grooming and tacking of horse.
- Assist leader and rider as needed in leading horse to and around the arena.
- Perform side walker duties in class (see Role of the Side walker).
- Assist leader and rider as needed in walking horse out of the arena.
- Assist rider in un-tacking and grooming horse.
- Assist rider in removing and storing helmet. Return rider to parent/guardian or responsible party
- Clean area.

### Grooming the Horse

Grooming keeps the horse's coat clean and healthy and eliminates dirt, dried sweat, and loose hair that can irritate the horse under the tack. Grooming also stimulates nerve endings of the skin and helps to relax and warm up the muscles.



The rubber currycomb is used first in a circular motion on the neck and body to loosen dirt and stimulate the skin. Do not use it on the face and legs.



The body brushes (one is stiff, the other soft) are used in long, sweeping strokes on the neck, body, and legs. Use the stiff brush first to remove loosened debris, then follow with the soft brush to polish the coat with short strokes. Brush the face with a soft brush only.

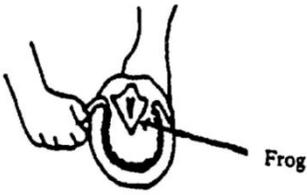


Stand to the side when grooming the tail to avoid getting kicked. Start at the bottom and work up. Brush the tail carefully to avoid pulling out long hairs.



The hoof pick is used to remove any debris or stones embedded between the sole or shoe

and the frog (the sensitive V-shaped pad in the center of the foot).



A. To lift the horse's foot, run your hand down his leg to just above the hoof and squeeze as you command "Give." The horse will usually lift his foot.

B. Starting near the hoof wall, run the hoof pick from the heel toward the toe.

### Safety Rules in the Stall

1. Do *not* duck under the neck of a tied horse because he may be startled. Go around him. Safety first!
2. When going around a horse, stay close to his tail and keep your hand on his rump.
3. Do *not* kneel around a horse. It's hard to get out of the way quickly. Bend from the waist instead.

If you are new to working around horses and are unsure about working with a horse on your own, please ask for assistance or clarification from a staff member, or 'buddy up' with another volunteer. Do what you feel comfortable doing. It's okay to ask for help.

### Mounting Procedures

#### *GENERAL CONSIDERATIONS IN MOUNTING A PERSON WITH DISABILITIES ONTO A HORSE:*

- Transfers in therapeutic riding programs are performed or supervised by instructors and/or physical or occupational therapists.
- The transfer is the beginning of a lesson.
- A transfer assists the rider's independence.
- The riders must have contact with a firm surface to feel secure.
- A good transfer can improve body mobility.
- A transfer **MUST BE SAFE**.
- Those assisting with a transfer must be trained and knowledgeable about the procedure they are to assist with.
- Good body mechanics must be used when assisting a person onto the horse.
- The welfare of the horse is a major consideration of any transfer.

#### *TYPES OF MOUNTING*

**Ramp Mount:** Used for riders using wheelchairs or otherwise not able to climb stairs. Also used for smaller riders.

**Block Mount:** Used for small riders or taller horses to get the rider to the stirrup level.

*MOUNTING FROM THE MOUNTING BLOCK:* Leaders wait at the letter F for the instructor to tighten the girth and check tack. When requested, lead the horse to the mounting block with the stirrup on the near side next to the mounting block. Side walkers assist the rider or wait at the block on the off-side of the mount.

The leader stands in the neutral position, asking the horse to stand quietly. The rider stands securely on the mounting block. Some riders will need assistance from a helper who stands on the mounting block beside them.

The safest method is to have the side walker assist from the off side with the mounting. This person holds the stirrup leathers for person who is short, heavy or has difficulty with coordination.

The rider grabs the pommel or takes the reins with the left hand, places the left foot into the stirrup, swings the right leg over the horse, sits gently and places the foot into the right stirrup. The side walker on the off-side may need to help the rider bring his or her leg over.

*MOUNTING FROM A WHEELCHAIR RAMP, LIFT, OR PLATFORM:* After the rider is on the ramp, the leader leads the horse between the ramp and the off-side block. For riders in a wheelchair, the horse's front hooves must be placed on the floor markings indicating correct placement. The leader must stand in "neutral" position on the off-side of the horse. Do not put pressure on the lead rope; this may cause the horse to back up. If the horse should back up, do not pull; simply release pressure on the lead and go with him--he will stop.

A side walker stands on a mounting block on the off side of the horse opposite the mounting rider. Another side walker stands on the ramp with the rider. The horse stands in the proper position for an easy transfer. The leader attends only to the horse and does not help with the rider.

Once the rider is mounted and the cue is given by the instructor and rider to "walk on," the leader guides the horse out slowly and quietly from the off side to allow the horse to stay close to the ramp. The ramp side personnel must support the rider as they walk down the ramp. Once the horse is clear of the ramp or block, lead to just inside the arena. Stop and wait for the instructor for final adjustments. Change "neutral" position to the near side of the horse. Side walkers support the rider as directed by the instructor.

### **Dismounting**

Instructors dismount riders one by one in the center or on the rail of the arena. The leader stands in "neutral" position, asking the horse to be still. The side walker stands on the near side of the horse and is ready to give assistance when necessary. Off-side side walkers are ready to assist with the rider's leg if necessary.

## **VOLUNTEER JOB DESCRIPTIONS**

### **All Lesson Help**

#### *QUALIFICATIONS*

1. Minimum age of 14
2. Physically capable of performing assigned tasks; standing, walking, jogging, arm extensions
3. Willing to learn and follow procedures
4. Able to receive and accept constructive feedback
5. Able to commit to a consistent volunteer schedule
6. Willing to return phone calls from volunteers requesting substitution
7. Willing to make phone calls to volunteers to find yourself a substitute
8. Horse knowledge and experience helpful but not required
9. Able to provide a minimum of 16 volunteer hours for one session, (1-2 hrs/week)
10. Dress in an appropriate and professional manner

### *RESPONSIBILITIES*

1. Arrive when scheduled
2. Assist instructors and therapists by leading or side walking with riders
3. Assist with activities required at the end of the day and or lesson
4. Perform miscellaneous task assigned by staff
5. Attend continuing education opportunities

### **Side Walker Volunteer**

*OBJECTIVE:* Physically support the rider, (during grooming, riding, mounting, and dismounting); to help the rider guide their horse in following directions of the instructor as necessary. The amount of support required is dependent on each rider.

### *QUALIFICATIONS*

- Commitment to attend class each week for the duration of an 8-week session
- Walk/jog for up to an hour at a time (indoors and outdoors) on uneven surfaces
- Ability to hold your arm raised and out to the side for extended periods of time
- Must have adequate vision and hearing to ensure the safety of horses and participants
- Ability to adapt collaboratively and be flexible
- Comfort in working with the disabled (including physical contact)
- Minimum age of fourteen years

- Horse experience preferred
- Ability to attend training and enrichment courses throughout the year

### *RESPONSIBILITIES*

- Help prepare horses for class (grooming and tacking), if necessary
- Assist with rider support during mounting and dismounting as necessary
- Walk next to the rider throughout the class, including physical support as necessary
- Help the rider follow directions given by the instructor

### *TIMEFRAME*

- Minimum length of commitment: one day a week for the duration of a session
- Estimated total hours; two hours per class (more classes can be done)

### *VOLUNTEER BENEFITS*

- Satisfaction of helping in your community
- Gain an understanding and appreciation of what it means to live with a disability
- Learn the care of horses
- Acquire community service experience for school, church, Boy Scouts, Girl Scouts, personal resume, etc.

### *EFFECTIVE SIDEWALKING*

Side walkers are the ones who normally get the most hands-on duties in therapeutic riding. They are directly responsible for the rider. As such, they have the capability to either enhance or detract from the lesson.

In the arena, the side walker should help the student focus his/her attention on the instructor. Try to avoid unnecessary talking with either the rider or other volunteers. Too much input from too many directions is very confusing to anyone, and to riders who already have perceptual problems, it can be overwhelming. If two side walkers are working with one student, one should be the designated “talker” to avoid this situation.

The ultimate goal for therapeutic riding is to encourage the rider to stretch and grow to be as normal as he or

she can possibly be. You are right at the rider's side, so help the instructor to challenge him or her to the best of his or her ability.

### *SIDEWALKER GUIDELINES*

**At class time**, check to see that your rider is prepared to ride. All riders must wear a safety helmet. Helmets will be fitted to each rider the first day of class and sizes recorded. Check to make sure that the rider's helmet fits properly and that the chinstrap is fastened. Other safety equipment and therapy equipment will be handled by the instructor. Side walkers are to stay with their riders while the horses are led to the mounting area.

It is important to maintain a position by the rider's knee. Being too far forward or back will make it very difficult to assist with instructions or provide security if the horse should trip or shy.

There are two ways to hold onto the rider without interfering:

1. The most commonly used is the "arm-over-the-thigh" hold. The side walker grips the front of the saddle (flap or pommel depending on horse's size) with the hand closest to the rider. The fleshy part of the forearm rests gently on the rider's thigh. Be careful that the elbow doesn't accidentally dig into the rider's leg.
2. Sometimes pressure on the thigh can increase and/or cause muscle spasticity. In this case, the "therapeutic hold" may be used. Here, the leg is held at the joints, usually the knee and/or ankle.

Listen to the instructor's directions so you can be ready to reinforce when necessary, BUT allow the rider plenty of time to process the information before you begin to assist. For example, if the instructor says, "Pull on the right rein towards me", and the student seems confused, gently tap the right hand and say "right." The instructor will guide you in how much reinforcement is needed.

Do not offer any more support than the rider needs.

- Observe the rider with your front or side vision at all times. Never become so relaxed that you are not totally aware of the rider, horse, leader, instructor, and activities around you.
- Be sure not to lean on the horse or rider since this pressure may unbalance the rider or irritate the horse.
- When the rider is using body and leg aids and does not need to be supported, do not touch the horse, saddle, or pad since this may interfere with the aid applied by the rider.
- Use little strokes and tickles on shoulders or back to encourage good posture.
- When you are ready for relief for your arm, ask the leader to move into the center to stop and trade sides, one at a time, with the other side walker.

## **Horse Leader Volunteer**

*OBJECTIVE:* To have primary responsibilities for the horses, i.e., prepare the horse for class, maintain safety spacing in the arena and elsewhere, and assist the rider during class while maintaining control of the horse. Primary responsibilities include following the directions of the instructor and supporting her leadership role.

### *QUALIFICATIONS*

- Horse experience preferred, (this varies; but means that volunteer should be knowledgeable and comfortable around a variety of horses, with having worked directly with horses)
- Able to halter, lead, crosstie a horse; able to tack a horse (English or Western)
- Able to groom a horse without concern
- Must be able to walk, and jog periodically, for an hour at a time (indoors/outdoors) on uneven surfaces
- Able to hear, speak and understand instructions in English
- Must have adequate vision and hearing to ensure safety of horses and participants
- Be able to lift up to 20 pounds (saddle) above your head
- Needed ability to adapt collaboratively and be flexible to changes
- Minimum age of 16
- Ability to attend training and enrichment courses periodically throughout the year

### *RESPONSIBILITIES*

- Ensure horse is groomed, tacked and warming up in arena 20-30 min. prior to class
- Lead the horse during class, within a group including side walkers, keeping primary focus on assigned horse while maintaining communication w/ team
- Listen to and enact directions of the instructor
- Untack the horse after class (unless needed in the class to follow)

### *TIMEFRAME*

- Commitment to attend class each week for the length of a session or find suitable substitute volunteer for anticipated absence(s)
- Estimated total weekly hours: two hours per class (more classes may be assigned)

## *VOLUNTEER BENEFITS*

- Satisfaction of helping your community
- Gain an understanding and appreciation of what it means to live with a disability
- Learn about the care of horses
- Acquire community service experience for school, church, Boy Scouts, Girl Scouts, personal resume, etc.
- Personal growth; development of new friendship

## *HORSE LEADER GUIDELINES: Rules for working in class and general horse handling.*

- As a volunteer, one of the most challenging duties you could be assigned is the position of leader. A leader's first responsibility is the horse, but you must also constantly be aware of the rider, instructor, and any potential hazards in or around the arena. In addition, you must also consider the side walkers, making sure there is enough room along the fence and around obstacles for them to pass.
- An effective leader pays close attention to the rider's needs as well as to where the horse is going. This attention reinforces the rider's attempts to control the horse. However, you should not execute an instruction for the rider before he or she has time to process the information and make an effort to comply.
- **Avoid the temptation** to talk to the rider and/or side walkers. A rider may get confused by too much input and not know who's in charge. (Instructors often make terrible leaders because they can't keep their mouths shut!)
- Talk to the horse; most of them know "whoa," "walk," and "trot," or can learn the words. If the horse does not stop upon command, tug slightly backward on the lead, and then release. If the horse does not respond immediately, repeat with several small tugs. Move at a brisk walk to provide the most therapeutic benefit.
- Keep a minimum of two horse-lengths distance between your horse and the horse in front of you.
- Make transitions softly.
- When changing pace, have the horse follow your pace rather than you following the horse's. Move from a walk to a fast walk into a trot and from a trot down to a fast walk, then to a walk. This will make the transition smooth and will not throw the rider off balance.
- Be sure to keep the horse's head straight, especially at the trot. This is particularly true when you are on the inside, between the horse and the center of the ring.
- When the horse is frightened by an object, let him stop, face the object, look at it, and sniff it (don't let the horse spin and try to flee). Give the horse time to overcome his fear. Reassure him and help to calm him in a slow, soft voice.

### *PROPER LEADING POSITION*

- Stand at the horse's ear, with your shoulder and eyes forward.
- Your right hand should hold the lead rope about 12 to 18 inches below his chin in a slack manner. Allow a slacked **U-shape** to form with the lead rope at all gaits. Hold the tail end of the lead in your left hand, doubling the excess back and forth across your palm. Never wrap it around your hand. In class, make sure the lead rope is between the reins, not over them.
- Think of leading a well-behaved dog in heel position—no tension on the leash.

*PROPER BODY POSITION:* Think of your body as a gear shifter when you're working with the horse

- Facing forward is the “go” position and tells the horse that you're about to ask him to do something.
- Facing the horse with your toes pointing at him is the “neutral” position. He should stand square in a relaxed but attentive posture.
- Facing backwards is the “back” position and means the horse should immediately back. Keep in mind that you should not be crossing your steps as you back the horse. If you are, then you are actually in the neutral position, which will be confusing to the horse. *We want a clear distinction between **neutral** and **back** to keep our riders safe and our horses happy.*

## **GROUND LESSON GUIDELINES**

When working with a therapy horse outside of class, such as transferring to and from the field, the same rules apply as while in class. We also encourage our leaders to perform ground exercises with the horses to keep them “tuned”. Here are some points to remember:

1. The idea is to set the horse up for success by giving him easy access to the right answer.
2. Horses, as prey animals, pick up on subtle changes that we're often unaware of, so keep your cues as consistent as possible.
3. Make corrections quick and to the point. Timing is everything, and the horse needs every opportunity to connect the unwanted behavior with the correction.
4. Make praise even bigger. Again, it's about timing. Really fuss and let the horse know that he's given you the right answer. You will probably see a “light-bulb” moment when he makes the connection between a cue and a response.

*The Exercises*

**Whoa's and Goes:** Stopping and going without lead-rope pressure.

**Squaring Up:** Squaring all feet up when stopped (use verbal cue “square”

**Straight A-head:** Keeping horse's head centered and focused.

**Head-down Cue:** Dropping head to pressure.

**Hips Over:** Moving hips away from handler.

**Shoulders Over:** Moving shoulders away from handler.

**A note about using the crop**

Please use the crop as an aid, just like your hands or legs when riding. Start with a tap, and then make taps consistently more firm until the horse moves away from pressure.

## **CATCHING AND RELEASING HORSES TO THE FIELDS/PADDOCKS**

The term “spring” is used to indicate all latched gates, whether spring or tape.

1. Catching therapy horses in their paddock or field:

- Approach the horse with the halter unbuckled and the lead rope organized over the arm (never wrap the lead around the arm/hand).
- Speak to the horse as you approach from the side, not the rear or directly in front of the horse. Gently slide the lead rope over the horse's neck (optional) and slide the halter over the horse's head. Buckle the halter.

**Solid Gates:**

- Approach the gate with the lead in one hand. Open the gate and swing it toward you. Backing the horse and pivoting your body, keep your hand on the gate at all times. Lead the horse through the open gate with your free hand. Make sure the gate is well open to avoid trapping the horse between the gate and fence and causing injury. As the horse walks through the gate, swing the gate closed immediately behind him to prevent other horses from following.

**Spring Gates:**

- Unlatch only the bottom spring as you enter the field to catch a horse. Hook the spring back over on the fence; do not lay it on the ground. If it is tape, hook it to the fence in a way that it does not touch the ground and make a snapping noise. Once you have caught the horse, approach the gate with the lead in one hand. Unlatch the top spring, keeping it in your hand as you lead the horse through the opening. Keep the spring gate quiet to avoid spooking the horse. Once through, re-attach the top spring, then the bottom spring.

2. Releasing therapy horses to their paddock or field:

- Releasing horses to a field can be one of the more dangerous activities in horsemanship. Horses can get excited about getting to their friends or grass, turn and kick out as released or, if other horses are near, get in a tangle with them. It is important to be alert at all times.

**Solid Gates:**

- Approach the gate with the lead in one hand. Unlatch the gate, lead the horse through, keeping one hand on the gate and moving your body around to the inside of the field. Close the gate and latch it. Move your horse to face the gate, giving yourself plenty of room to move away once you release the horse. Unlatch the halter and back away from your horse – do not turn your back to the horse until he has moved away from you at a safe distance. Be sure to latch the gate as you leave.

**Spring Gates:**

- Approach the gate with the lead in one hand. Unlatch the bottom spring and secure it to the post or the taped fence. Do not allow the spring or tape to lie on the ground. Unlatch the top gate, and lead horse through keeping hold of the gate. Pivot your body to allow horse to go through keeping the spring quiet to avoid spooking the horse. Release the horse in the manner outlined above. Duck under the top gate, latch the bottom spring.

## **MOUNTED ACTIVITY EMERGENCY PLAN**

*If there is an emergency while a lesson is in session...*

1. All horses will be halted.
  2. All leaders will position themselves in the “neutral” position.
  3. All side walkers will stabilize their riders, unless back riding, in which case side walkers will stabilize the back rider.
  4. The instructor will supervise the dismounting procedures verbally or personally.
  5. If circumstances call for the arena to be evacuated, volunteers will escort the riders out first and the horses will be removed by their leaders to an appropriate place, after the riders are out of danger.
  6. The instructor will determine if medical personnel are required and will request assistance in contacting personnel.
- ◆ The instructor is in charge of all riding session emergencies.
  - ◆ **No one**, including parents, is permitted in the arena, or working area if an accident happens. Only those summoned by the instructor should be allowed to enter the area quietly.
  - ◆ There is to be no excessive talking or noise during an incident.

- ◆ Rider assistants (volunteers) are to explain the situation quietly and reassure the other mounted riders.

### **EMERGENCY DISMOUNT PROCEDURE:**

Emergency dismounts are taught and practiced during the Volunteer Orientation and Training. All volunteers must be comfortable performing emergency dismounts.

#### *Emergency Medical Plan 1 (major injury)*

The instructor will appoint someone to:

1. Telephone 911 and read the directions to the farm that are by the phone.
2. Remain at the barn area to direct emergency personnel and reassure people in the area.
3. Get the Emergency Medical Release Form for the injured rider out of the file and give it to the instructor.

The instructor will also appoint someone to:

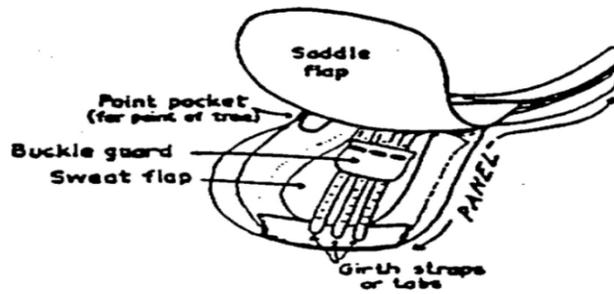
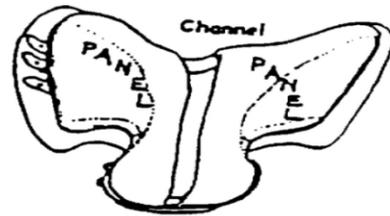
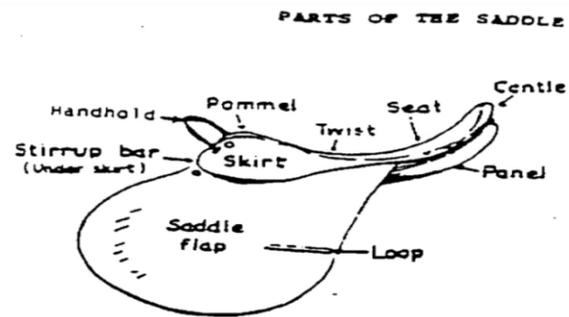
1. Go to the road and wait for the emergency personnel.
2. Stop the driver and have lights and sirens turned off so horses will not be frightened.
3. Tell the driver where the accident is and how to get there.

#### *Emergency Medical Plan 2 (minor injury)*

The needs of the individual should be met, i.e. Band-Aids, ice, rest. If the injured is a rider, the volunteer will remove the horse and appropriately care for it. The rest of the class should continue in an orderly manner.

**All accidents that happen during Horses With Hope function, no matter how slight must be reported and an Incident Report must be filled out. If you witness, discover, or are involved in an accident with a visitor or participant, report it to the Volunteer Coordinator or other staff member.**

## PARTS OF A SADDLE



## GLOSSARY OF EQUINE TERMINOLOGY

This glossary is intended to familiarize audiences with equine terms commonly used in a riding lesson when referring to equitation, training, gaits and behavior. This document is not a complete representation of the many other terms that are currently used.

Aids/Queues	Signals the rider gives to the horse to control speed and directions. a. Natural Aids/Queues: legs, seat, weight, hands, voice. b. Artificial Aids/Queues: whip, spurs, martingale
Bend	In relation to the horse shaping his body slightly to the curve of a circle or turn; the response of the horse to bend his body around the rider's leg.
Change of rein	To reverse direction.
Driving aids/queues	The combination of seat and legs used to drive the horse forward.
Figure eight	Riding in two connecting circles; a schooling figure.
Flexion	Bending of the horse's neck and body with relaxation of the jaw in response to direction aids/queues.
Forehand	The front section of the horse; forelegs, shoulder, neck and head.
Free walk	A walk on a "loose rein" (long rein) to allow the horse to stretch his neck.
Gait	The way of going paces; walk, trot, pace, lope, canter, gallop

Haunches	The hindquarters of a horse.
Horse length	The suggested distance between horses (eight feet).
Inside leg	The leg on the inside of the arena (or) the bend of the horse.
Jog	A slow trot in western riding.
Leg yielding	Moving the horse sideways and forward, usually with one's leg.
Lengthening of stride	Increasing the length of the stride within a set frame.
Near side	The left side of the horse.
Off side	The right side of the horse.
On the bit	The position of the horse's head; the face is close to vertical, neck slightly arched with light contact to the reins.
Outside leg	The rider's leg on the outside of the arena or turn (bend, circle).
Posting trot.	"Rising trot" – the rising and descending of the rider with the rhythm of the trot.
Schooling figures	Movements performed to train the horse and rider.
Sitting trot	The rider sits deep in the saddle and maintains contact with the saddle while

trotting.

Serpentine                      Series of circles and straight lines crossing from one side of the arena to the other; a schooling exercise.

Shortening of stride                      Decreasing the length of the stride within a set frame.

Stride                      One complete circuit of the stepping of all four feet.

Track right                      Riding with the right rein to the inside of the arena (right rein).

Track left                      Riding with the left rein to the inside of the arena.

Transition                      To change from one gait to another, changing the stride within the gait (i.e., lengthen, shorten, downward trot, walk).

## **Horses with Hope, Inc. - PATH Intl. Center Member**

### **PATH Intl. Code of Ethics**

*Approved by PATH Intl. Board of Trustees October 21, 2010*

#### **Preamble**

PATH Intl.'s Code of Ethics sets forth ethical principles for all PATH Intl. members which includes individuals and centers and is binding on all staff. Centers are obligated to ensure that all staff, professionals, and volunteers comply with this code. While each of the following codes will apply to all members, the applicability of each code may be determined by the role of the member and the setting.

The practice and preservation of the highest standards of ethical principles and integrity are vital for the responsible implementation of obligations, activities and services provided by PATH Intl. members and centers. All members and centers are responsible for maintaining and promoting these ethical practices. The PATH Intl. Member Code of Ethics is intended to be used as a guide for promoting and maintaining the highest standards of ethical practice, personal behavior and professional integrity.

The guidelines expressed in the code are not to be considered all-inclusive of situations that could evolve under a specific principle, nor is the failure to specify any particular responsibility or practice a denial of the existence of such responsibilities or practices. The guidelines are specific statements of minimally acceptable conduct or of prohibitions applicable to all members and centers. The PATH Intl. Member Code of Ethics is designed to be appended to such other codes as may be applicable (such as: medicine, psychology, nursing, social work, etc.).

In recognition of the responsibility inherent in the delivery of services provided by equine-assisted services, PATH Intl. asks all members and center personnel to subscribe to the following to the extent permitted by law:

#### **Principle 1**

The member respects the rights, dignity and well-being of all individuals (human and equine) and promotes well-being for all involved.

- Guidelines:**
- 1.1 The member shall promote a holistic awareness of body, mind, and spirit in equine- assisted services for all involved.
  - 1.2 The member shall be responsive to, and mutually supportive of, the individuals served including families, colleagues and associates.
  - 1.3 The member shall respect the unique nature of each individual and shall be tolerant of, and responsive to, differences. The member shall not discriminate based on age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition or disability.
  - 1.4 The member shall follow equal employment opportunity practices in hiring,

assigning, promoting, discharging and compensating staff.

- 1.5 The member shall maintain in professional confidence participant, volunteer, and staff information, observations or evaluations and shall adhere to all legal requirements.
- 1.6 The member, in community settings, shall use caution in forming dual or multiple relationships with participants or former participants where there is a risk of a conflict of interest. The member, in clinical treatment settings, shall avoid dual relationships when possible. In situations where dual relationships are unavoidable, the member shall be responsible for setting clear, appropriate and sensitive boundaries.
- 1.7 The member will understand the sensitive nature of physical touch and use it with caution.

## **Principle 2**

The member accepts responsibility for the exercise of sound judgment and professional competence.

### Guidelines:

- 2.1 The member shall accurately represent his/her level of expertise, experience, education and actual practice and provide service only to those individuals he/she can competently serve.
- 2.2 The member shall engage in sound business, employment and administrative practices.
- 2.4 The member shall engage in continued personal growth, continuing relevant education and professional skill development.
- 2.5 The member shall recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues or others.
- 2.6 The member shall demonstrate objectivity and fairness by interacting with individuals in an impartial manner.
- 2.7 The member shall accept responsibility for the exercise of sound judgement when interacting with individuals and animals.
- 2.8 The member shall demonstrate openness to, and respect for, other colleagues and professionals.

## **Principle 3**

The member shall respect the integrity and well-being of program equines and other

animals whether owned, leased or borrowed.

**Guidelines:**

- 3.1 The member shall recognize and respect the individual character, nature, and physical attributes of each program equine.
- 3.2 The member shall encourage safe and respectful human and equine interactions, placing equines in activities suited to their temperament and physical ability.
- 3.3 The member shall support the highest standard of care, maintenance and selection for each program equine, understanding and responding to the equine's need for socialization, play, turnout, time off and retirement.
- 3.4 When equines are borrowed or leased, the same high standards of equine respect, care and maintenance apply.
- 3.5 The member shall cultivate a barn and practice environment that supports personal and professional development and is compliant with PATH Intl. Standards.

**Principle 4**

The member shall be truthful and fair in representing him or herself and other members or centers.

**Guidelines:**

- 4.1 The member shall be responsible for providing each participant with accurate information regarding programs, services, professional training and credentials, as well as possible benefits, outcomes, expected activities, risks and limitations of the service or program.
- 4.2 The member shall meet commitments to participants, colleagues, equines, agencies, the equine-assisted activities and therapies community and the community at large.
- 4.3 The member shall use the PATH Intl. logo only in accordance with the PATH Intl. brand policy.

**Principle 5**

The member shall seek to expand his/her knowledge base related to the field of equine-assisted services.

**Guidelines:**

- 5.1 The member shall maintain a high level of professional competence by continued participation in educational activities that enhance basic knowledge and provide new knowledge.

- 5.2 The member shall support the sharing and dissemination of information, the provision of training and conducting of research for the benefit of the profession.
- 5.3 The member shall demonstrate commitment to quality assurance. The member in clinical treatment settings shall engage in providing and receiving individual or peer supervision and/or staffing consultation on a regular basis.

### **Principle 6**

The member shall honor all financial commitments to participants, personnel, vendors, donors, PATH Intl. and others.

#### Guidelines:

- 6.1 The member shall negotiate and clarify the fee structure and payment policy prior to the initiation of service and charge in a responsible and reasonable manner.
- 6.2 The member shall not misrepresent in any fashion services rendered or products dispensed.
- 6.3 The member shall be truthful and fair in representing itself in fundraising activities.
- 6.4 The member shall honor all debt obligations.
- 6.5 The member shall maintain membership in PATH Intl. and pay the appropriate fee as determined by the Board of Trustees. Instructors shall remain in good standing with the annual compliance process for instructors.

### **Principle 7**

The member shall abide by PATH Intl. Standards and Guidelines and all state, local and federal laws.

### **Principle 8**

The member supports PATH Intl. in its efforts to protect participants, equines, the public and the profession from unethical, incompetent or illegal practice.

#### Guidelines:

- 8.1 The member shall present this PATH Intl. Member Code of Ethics to all staff and personnel, outlining their collective obligation to support it and address any questions or concerns pertaining to it.
- 8.2 The member accepts the responsibility to discuss suspect unethical behavior directly with the parties involved and, if unresolved, to report unethical, incompetent or illegal acts to PATH Intl.