

Applying HETI Equine Welfare Ethical Guidelines into practice

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Content

- Main theme—(How the presentation links with the main themes/goals from project and for the meeting goal of the day)
- Key Learning goals from course curriculum
- Evidence based Practice, Main Theory/Recent and Relevant Research
- Suggestions for Best Practice

Main theme–(How the presentation links with the main themes/goals from project and for the meeting goal of the day)

- Horse and its welfare important for successful EFI
- Behaviour and training of horses
 - Strong equine skills of service provider
 - Safety of work
 - Horse's experience
- Key elements for best practice
 - Application for HETI Ethical guidelines for Equine Welfare
 - Evidence based practice

Key Learning goals from course curriculum

- Introduction to Finnish curricula

I MODULE – Horse in Therapy

(1st year of studies, Key Learning goals)

GOALS FOR LEARNING:	<p>The student understands equine welfare, natural behaviour and learning theories.</p> <p>Can select and train appropriate horse to the therapywork.</p> <p>Understands the meaning of the horse in therapy and becomes accustomed to connection / dialogue between human and horse.</p> <p>Starts to build the identity of equine facilitated therapist.</p>
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Selected contents of module I

Key Learning goals

The meaning of the therapywork to the horse	The student knows the meaning of The therapywork for the horses physical-, psychological- and social strain.
The needs of the therapyhorse, assessing and maintaning workability	The student knows what the therapyhorse needs to maintain workability, how to assess it and what to do
Equine learning theory and training	The student understands equine learning theory and learns to apply them in training of the therapyhorse.(Equine learning
Safety	The student knows safety risks when working with the horses on its environment. Is able to take care of own ergonomics in therapywork. Can design/ behaviour own risk management / planning te setting ahead/
The exercises and the practical work	
The literature and exercises between the classes	The student reads literature related to studies and works with given assignments.
The practical work and it's written documentation	Student carries out independent practicalwork about therapyhorse. This includes supervised practical work, applying lectures from campus studies and acquirig more knowledge from literature. Prcatical work with horse, writing and spoken presentation form together the horse work.

Evidence based Practice (In Finnish education)

- Research
 - Learning and behaviour of horses
 - Welfare of horses
 - Other equitation science related research (training, Human Horse Interaction etc.)
- Practical evidence

Relevant sources

- De Santis, M., Contalbrigo, L., Borgi, M., Cirulli, F., Luzi, F., Redaelli, V., Stefani, A., Toson, M., Odore, R., Vercelli, C., Valle, E., & Farina, L. (2017). Equine Assisted Interventions (EAIs): Methodological Considerations for Stress Assessment in Horses. *Veterinary sciences*, 4(3), 44. <https://doi.org/10.3390/vetsci4030044>
- Hausberger M, Stomp M, Sankey C, Brajon S, Lunel C, Henry S. [Mutual interactions between cognition and welfare: The horse as an animal model](#). *Neurosci Biobehav Rev*. 2019 Dec;107:540-559. doi: 10.1016/j.neubiorev.2019.08.022. Epub 2019 Sep 3. PMID: 31491471.
- Krueger K, Esch L, Farmer K, Marr I. Basic Needs in Horses?—A Literature Review. *Animals*. 2021; 11(6):1798. <https://doi.org/10.3390/ani11061798>
- König von Borstel, Uta & Visser, Kathalijne & Hall, Carol. (2017). [Indicators of stress in equitation](#). *Applied Animal Behaviour Science*. 190. 10.1016/j.applanim.2017.02.018.
- McGreevy, Paul & Mclean, Andrew. (2007). [Roles of learning theory and ethology in equitation](#). *Journal of Veterinary Behavior-clinical Applications and Research - J VET BEHAV-CLIN APPL RES*. 2. 108-118. 10.1016/j.jveb.2007.05.003.
- McLean, Andrew & Christensen, Janne. (2017). [The application of learning theory in horse training](#). *Applied Animal Behaviour Science*. 190. 10.1016/j.applanim.2017.02.020.
- Mellor, David & Beausoleil, Ngaio & Littlewood, Katherine & Mclean, Andrew & McGreevy, Paul & Jones, Bidda & Wilkins, Cristina. (2020). [The 2020 Five Domains Model: Including Human-Animal Interactions in Assessments of Animal Welfare](#). *Animals*. 10. 10.3390/ani10101870.
- Mendl Michael, Burman Oliver H. P. and Paul Elizabeth S. 2010 An integrative and functional framework for the study of animal emotion and mood *Proc. R. Soc. B*. 277:2895–2904 <http://doi.org/10.1098/rspb.2010.0303>
- Rankins, Ellen & Wickens, Carissa. (2020). A Systematic Review of Equine Personality. *Applied Animal Behaviour Science*. 231. 105076. 10.1016/j.applanim.2020.105076.

Evidence based practice: Using scientific sources for application for Finnish EFI education

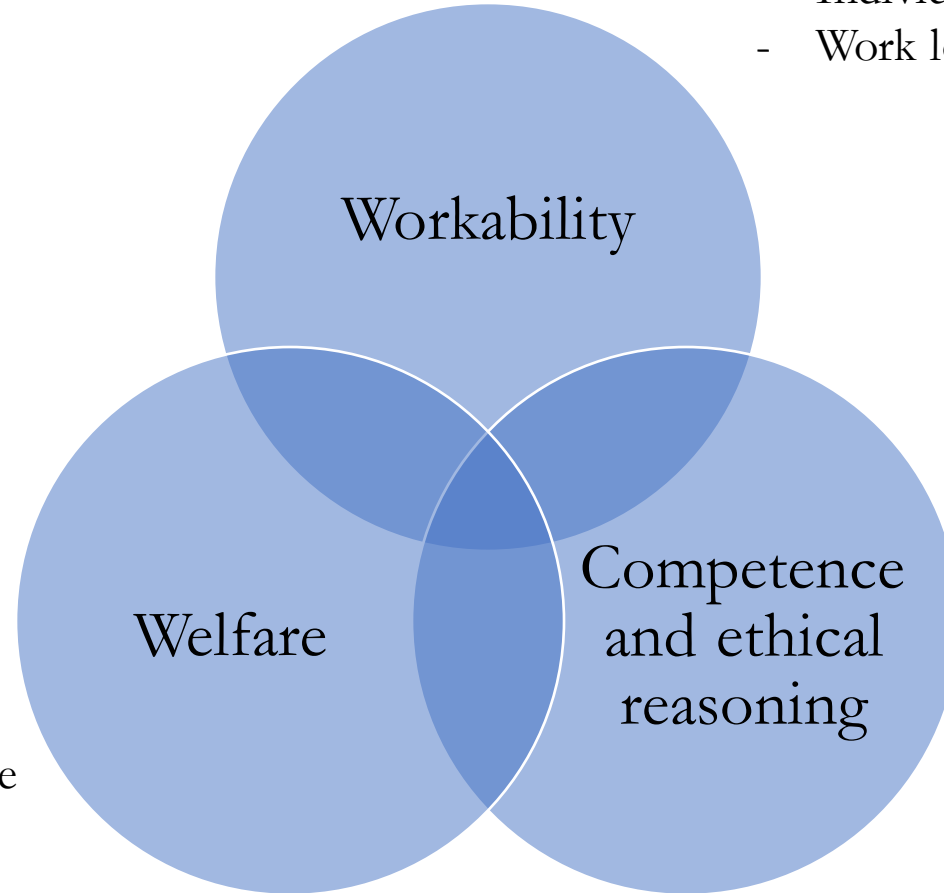
- What is relevant for EFT
- Regarding strongest evidence
 - No cherry picking
- Understanding scientific process
 - Imperfect
 - Sometimes slow
 - Does not give answers to all
 - Does not answer moral questions
- Critical thinking in application to practice

Suggestions for key elements for best practice (from Finnish perspective)

- Reflection with research

- Practical evidence

- Training for work
- Expectations towards horse
- Individuality of horse
- Work load



- At work
- Quality free-time
- Rest
- Interactions
- Emotions

- Animal protection
- Choosing horse for work
- Arguing what is ethical

The Updated Five Provisions and Aligned
Animal Welfare Aims⁽⁹⁾

Provisions ⁽¹⁰⁾	Animal Welfare Aims ⁽¹¹⁾
1. Good nutrition: Provide ready access to fresh water and a diet to maintain full health and vigour.	Minimise thirst and hunger and enable eating to be a pleasurable experience.
2. Good environment: Provide shade/shelter or suitable housing, good air quality and comfortable resting areas.	Minimise discomfort and exposure and promote thermal, physical and other comforts.
3. Good health: Prevent or rapidly diagnose and treat disease and injury, and foster good muscle tone, posture and cardiorespiratory function.	Minimise breathlessness, nausea, pain and other aversive experiences and promote the pleasures of robustness, vigour, strength and well-coordinated physical activity
4. Appropriate behaviour: Provide sufficient space, proper facilities, congenial company and appropriately varied conditions.	Minimise threats and unpleasant restrictions on behaviour and promote engagement in rewarding activities. [Minimise stressful interactions. ¹²]
5. Positive mental experience: Provide safe congenial and species-appropriate opportunities to have pleasurable experiences.	Promote various forms of comfort, pleasure, interest, confidence and a sense of control [Promote effective and humane equine training methods that are based on the processes underlying equine behaviour and cognition. ¹³]

HETI Equine Welfare Ethical Guidelines and application to Finnish curricula

- **Good nutrition:** self study
- **Good environment:** How horses should be kept by law, welfare
- **Good health:** ergonomics, work load
- **Appropriate behaviour and positive mental experience:** Training, behaviour and welfare
- Interpretation based on updated knowledge
- Undelying values
- Ethical thinking
- Connecting with other professionals

Mellor DJ. Moving beyond the "Five Freedoms" by Updating the "Five Provisions" and Introducing Aligned "Animal Welfare Aims". *Animals (Basel)*. 2016;6(10):59. Published 2016 Sep 23. doi:10.3390/ani6100059

Picture: <https://www.flipsnack.com/HETIpublications/heti-ethical-guidelines/full-view.html>