EQSCI 120 Course Outline as of Fall 2024

CATALOG INFORMATION

Dept and Nbr: EQSCI 120 Title: INTRO TO EAAT
Full Title: Introduction to Equine Assisted Activities and Therapies
Last Reviewed: 8/28/2017

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00	Lecture Scheduled	1.00	17.5	Lecture Scheduled	17.50
Minimum	1.00	Lab Scheduled	0	2	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	1.00		Contact Total	17.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 35.00 Total Student Learning Hours: 52.50

Title 5 Category:	AA Degree Applicable
Grading:	Grade or P/NP
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	AG 110

Catalog Description:
An overview of the history, organization, principles and procedures in Equine Assisted Activities and Therapies (EAAT) including therapeutic horsemanship programs. Skills and training required for staff, instructors, therapists, and volunteers will be covered in this course. The student will also learn selection criteria and management topics relating to horse care and use in EAAT programs.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Schedule of Classes Information:
Description: An overview of the history, organization, principles and procedures in Equine Assisted Activities and Therapies (EAAT) including therapeutic horsemanship programs. Skills and training required for staff, instructors, therapists, and volunteers will be covered in this course. The student will also learn selection criteria and management topics relating to horse

care and use in EAAT programs. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 100 or ESL 100
Limits on Enrollment:
Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**	Effective:	Inactive:
CSU GE:	**Transfer Area**	Effective:	Inactive:
IGETC:	**Transfer Area**	Effective:	Inactive:

CSU Transfer:	Effective:	Inactive:
UC Transfer:	Effective:	Inactive:

CID:

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Demonstrate knowledge of types of EAAT programs for special populations including disabilities which may be encountered, the potential benefit of participation and roles of personnel.
2. Describe selection of horses and general practices in the EAAT program to ensure humane care of horses and the safe participation of horses and humans involved.

Objectives:
At the conclusion of this course, the student should be able to:
1. List the therapeutic values of horseback riding for persons with disabilities.
2. List the national and regional associations involved in EAAT, the services/programs offered, and how they can be of support to a program.
3. Describe the range of needs and issues, including physical and cognitive disabilities most often encountered in EAAT.
4. Identify the roles of various personnel positions and other professionals associated with EAAT and how they are integrated into the EAAT program.
5. Discuss the role of safety procedures as it relates to the horses, facility, students, staff and volunteers.
6. Discuss issues of selection, care and humane use of horses in EAAT.
7. Observe and critique a therapeutic riding session.

Topics and Scope:

I. Introduction to EAAT
   A. The development of EAAT programs of riding for special populations including persons with disabilities

B. Benefits of EAAT; what individuals/groups are best served
C. Various associations will be discussed as they relate to EAAT. Some examples include PATH Intl., CANTRA, CHA, and EGALA

II. Common Conditions/Characteristics of Participants in EAAT programs
A. Types of physical disabilities
B. Types of cognitive disabilities
C. Types of social-emotional or mental health issues
D. Relating to the Individual and those with special needs

III. The Horse and EAAT
A. Factors in horse selection
B. Safety issues
1. horse handling and care
2. emergency procedures
3. selection, use, care and fit of equipment such as tack

IV. The EAAT Team
A. Roles of volunteers as horse handlers, side walker's, spotters
B. Role of the instructor
C. Role of consultants or therapists: mental health professionals, physical, occupational, speech, recreational therapists, and/or school personnel
D. Components of EAAT lesson: warm up, exercises, games, riding skill
E. Components of a hippotherapy session

Assignment:

1. Chapters will be assigned from instructor prepared materials and industry handouts, approximately 30 pages per week
2. Summaries and written homework
3. Role plays and demonstration of appropriate tack/equipment
4. Quizzes (2 - 3) and exam

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework and summaries	Writing 35 - 50%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Role plays and demonstration of appropriate tack/equipment	Skill Demonstrations 10 - 25%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes and exams: multiple choice, true false, short answer, essay	Exams 40 - 55%

Other: Includes any assessment tools that do not logically fit into the above categories.

None	Other Category 0 - 0%

Representative Textbooks and Materials:
Instructor prepared materials