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Curriculum vitae:

EDUCATION

Master's Degree in Counselling and Clinical Psychology, Department of Counselling and Clinical Psychology, National Dong Hwa University (Currently Enrolled)

EXPERIENCE

Group Facilitator, Interpersonal Relationship Psychological Therapy Group, Yuli Hospital (Internship) Intern, Psychological Rehabilitation Department, Taipei Cathay General Hospital

Completed Fundamentals of the EAGALA Model in 2019, a foundational course in EAGALA Equine-Assisted Psychotherapy

Instructor/Assistant Instructor, Winter Camps at Guang-Yin Yu-Yong Children's Home, Taiwan Child Development Association

Assistant Instructor, Family Education and Support Parenting Group, Hualien

Group Instructor, Psychological Trauma Recovery Service Program, Hope School, Hualien

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Category: Poster

Topic: Treatment methods of equine-assisted psychotherapy

Treatment methods of equine-assisted psychotherapy: Group training methods

Authors:

YI-HSUAN WU

Title: THE IMPACT OF EQUINE-ASSISTED ACTIVITIES ON PLACING YOUTH GROUPS – A CASE STUDY OF PLACEMENT INSTITUTIONS IN HUALIEN, TAIWAN

Keyword 1: equine-assisted activities

Keyword 2: Placing Youth Groups

Keyword 3: self-awareness

Abstract:

Objective: To examine the impact of equine-assisted programs on youths' interpersonal relationships, self-esteem, and cognitive functioning.

Design: Participants: Eight youths residing in a small home within a placement institution in Hualien. Number of Sessions: Three sessions, each spanning 3 hours, comprising equine-assisted group activities. Program Content: Activities encompass interactions with horses both on the ground and while mounted (with guidance from an instructor). Ground activities entail education on horse care, grooming, leading horses, engaging in horse-related games, and playing the board game "Horsey Fairplay."

Documentation and Evaluation: Following each session, the instructional leader provides qualitative descriptions of the youths' progress, with observations documented by social workers from the institution.

Results: During the program, youth endeavored to (1) face their fears and nervousness, (2) practice cooperation with others, (3) practice clear communication through body language, and (4) practice caring for horses. After the program, it was found that youth experienced (1) increased stability, (2) changes in interpersonal interaction skills, (3) enhanced group cooperation, (4) self-awareness - discovering their habitual ways of expressing and facing challenges, and (5) the development of empathy. Furthermore, six months after the program, group members were still inquiring about continuing the sessions.

Conclusion: This equine-assisted program has enriched various facets of the lives of youth, with observed enhancements in stability, interpersonal interaction, group cooperation, and self-awareness. However, attributing these changes solely to the equine-assisted program is challenging without a comprehensive understanding of other life factors. Future programs may benefit from incorporating self-assessment or self-reported changes by youth and controlling for other life aspects to enhance the effectiveness of research outcomes.