

Job Analysis for Certified Therapeutic Riding Instructors



Prepared for:

Professional Association of Therapeutic
Horsemanship (PATH) International

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Overview

Licensing candidates in a profession, selecting the best employees, or increasing the professionalization of individuals through voluntary certification are challenges met by the application of accurate measures of knowledge, skills, and abilities.

Professional Testing began a process to revalidate the Professional Association of Therapeutic Horsemanship (PATH) International’s Job Analysis for the Certified Therapeutic Riding Instructor (CTRI) certification in August of 2020. As part of this process, an online survey was created to validate the results of the job analysis completed in 2015 by a different vendor and to update the examination blueprint. The online survey was completed by 738 equine-assisted services professionals across the world.

The 738 survey participants reported working across the United States, as well as some international areas. Survey respondents reported working in the equine-assisted services industry for a varying number of years and reported having various areas of expertise.

The results of the job analysis revalidation and the recommended outcomes are presented in this report.

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Introduction

Job analysis is the process by which the tasks performed by individuals in a particular job are identified, and the importance of those tasks is determined. Additionally, job analysis helps to establish the knowledge, skills, abilities, and other characteristics necessary for the effective performance of a job incumbent. Specifically, job analysis can be defined as “any systematic procedure for collecting and analyzing job-related information to meet a particular purpose” (Raymond, 2001, p. 372).

The important tasks and critical competencies identified in a job analysis should be validated by a representative, large-scale group of job incumbents. A well-conducted validation study is a foundational requirement of any valid credentialing program, and helps to identify the core knowledge areas, critical work functions, and skills which are common across a representative sampling of current practitioners or job incumbents. Empirical results which validate the task analysis provide examinees and the public with a fair, reliable, and realistic assessment that reflects the skills, knowledge, and abilities required for competent job performance. A large-scale validation effort allows the results of a job analysis to be quantified, and the validation inventories can reach a large, diversified sample within a short period of time.

The services of Professional Testing, Inc. were secured by Professional Association of Therapeutic Horsemanship (PATH) International to assist with the development and administration of a revalidation survey for the CTRI certification. This report describes the revalidation study process in detail and presents proposed revisions to the CTRI examination blueprint.

Psychometric Standards

The *Standards for Educational and Psychological Testing* (2014) developed by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (hereafter called the “*Standards*”) serve as the universally recognized benchmark for design, construction, standard setting/cut score, test administration, score reporting, and test scoring of all examinations including educational, personnel selection, licensing and certification examinations.

The most relevant *Standards* that apply to job analyses for credentialing examinations are:

- Standard 11.2 *“Evidence of validity based on test content requires a thorough and explicit definition of the content domain of interest.” (p 178)*
- Standard 11.3 *“When test content is a primary source of validity evidence in support of the interpretation for the use of a test for employment decisions or credentialing, a close link between test content and the job or professional/occupational requirements should be demonstrated.” (p 178)*
- Standard 11.13 *“The content domain to be covered by a credentialing test should be defined clearly and justified in terms of the importance of content for credential-worthy performance in an occupation or profession. A rationale should be provided to support a claim that the knowledge or skills being assessed are required for credential-worthy performance in that occupation and are consistent with the purpose for which the credentialing program was instituted” (p 181-182)*



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The National Commission for Certifying Agencies (NCCA) Standards for the Accreditation of Certification Programs and the International Organization for Standardization (ISO) Standard ISO/IEC 17024 Conformity assessment -- General requirements for bodies operating certification of persons both adopt provisions of the Standards for use with credentialing programs. ISO/IEC 17024 includes additional standards related to governing and administering of certification programs in an international context.



Professional Testing

Methods

Survey Validation Study Overview

A survey was developed to validate the tasks as identified during the 2020 job analysis of the Certified Therapeutic Riding Instructor certification. PATH International was consulted throughout the survey development stages to ensure that subject content expertise was available to Professional Testing. Before the survey was sent to the entire population of equine-assisted services professionals, the draft survey was reviewed by a committee of subject matter experts.

Development of Demographic Questions for the Online Validation Survey

The first step in developing the online validation survey is to identify key demographic questions to ensure the representativeness of survey respondents and help evaluate possible threats to the validity of survey responses. Each participant was asked 18 demographic questions. The questions are listed below:

- Have you ever worked as a Therapeutic Riding Instructor or as an Equine Assisted Activities and Therapeutics professional?
- Which of the following certifications do you currently hold or have you previously held? (Select all that apply.)
- How many years of experience do you have as a Therapeutic Riding Instructor?
- What is the size of the center with which you have the most experience (based on operating budget)?
- On average, how many lessons do you teach a week?
- On average, how often do your lessons involve teaching an individual rider versus a group of riders?

- “Therapy is defined as a specific treatment that meets requirements for third-party billing. Are you currently a licensed therapist?
- Based on the definition of “therapy” in the previous question, do you assist a therapist (e.g., a physical therapist, occupational therapist, speech language pathologist) in therapy sessions?
- Do you have formal classroom education related to equines?
- How often are you required to ride equines as part of your TRI job?
- What is your preferred discipline?
- What is your highest level of education?
- What is your age?
- What is your gender?
- What is your ethnic background?
- Do you work as a Therapeutic Riding Instructor in the U.S. or a U.S. territory?
- In which state or U.S. territory do you currently work?
- In which country do you work?

Development of Task Rating Scales for the Online Validation Survey

The second step in developing the online validation survey is to identify the rating scales which survey participants will use to rate the tasks performed by equine-assisted services professionals. There are multiple models of rating scales used in job analyses; however, for the purposes of this study, two survey scales were used: task frequency and importance. Task frequency was chosen because as identified in Newman, Slaughter, & Taranath, 1999, those tasks that are performed more often should have a higher emphasis placed on them. Task importance was chosen because it is the most common scale used when evaluating tasks for licensure and certification job analysis (Newman et al., 1999) and as illustrated in the *Standards for Educational and Psychological Testing*, “the content domain to be covered by a credentialing test should be defined clearly and justified in terms of the importance of the



content for credential-worthy performance in an occupation or profession” (AERA, APA, NCME, 2014, p. 181). The two rating scales are illustrated below:

Frequency	Importance
Perform very often – 3	Very important – 3
Perform fairly often – 2	Important – 2
Occasionally perform – 1	Somewhat important – 1
Never perform – 0	Not important – 0

An overall rating scale was calculated using the formula illustrated below:

$$\text{Overall rating scale} = 2 * \text{Importance} + \text{Frequency}$$

The overall rating scale was used to develop weights for the duties and tasks within the examination blueprint.

Administration of the Online Validation Survey

Professional Testing used an internet survey software system to develop the survey. Approximately 3,500 equine-assisted services professionals were sent invitations to participate in the online survey. All of the professionals surveyed had access to internet capable computers via their home, employment, or public library. Any computer with a web browser and a web connection could be used to access the survey.

Survey participants received an email from PATH describing the purpose of the online survey and inviting them to participate. The email requested input regarding the job tasks routinely performed by therapeutic riding instructors. The survey participants were provided with a link to the survey. The online survey consisted of 15 job tasks separated into five content domains (or duty areas).

A copy of the survey is included in Appendix B.

Results

Job Analysis Results

During the initial 2015 job analysis, the participants identified five duty areas, and 15 tasks, as illustrated in Table 1.

Table 1: Duties and tasks performed by CTRIs identified during the 2020 job analysis

Duties and Tasks	
A	Equine Handling
1	Identify unsoundness in a horse at the walk and trot
2	Demonstrate the management of equine behavior in a lesson setting
3	Identify basic horse anatomy
B	Participant and Volunteer Management
1	Manage participant issues relating to their disabilities (e.g., behavioral, physical, sensory)
2	Implement effective teaching techniques
3	Manage volunteers by providing them with directions before, during, and after the lesson
C	Lesson Management
1	Assess participant suitability for activities
2	Create a lesson plan and adjust throughout the lesson
3	Track participant progress
4	Fit equipment to horse and participant
D	Risk Management
1	Conduct equipment safety checks during a lesson
2	Identify and correct participant body and alignment issues within a lesson setting
3	Respond to emergencies (e.g., emergency dismounts, basic horse first aid issues)
E	Riding Theory
1	Tack an equine safely and appropriately in preferred discipline
2	Demonstrate safe and appropriate arena etiquette

The results of the 2015 job analysis were used as the basis for the job analysis revalidation for the Therapeutic Riding Instructor certification.

Online Validation Survey

Response Rate and Representativeness of Online Validation Survey

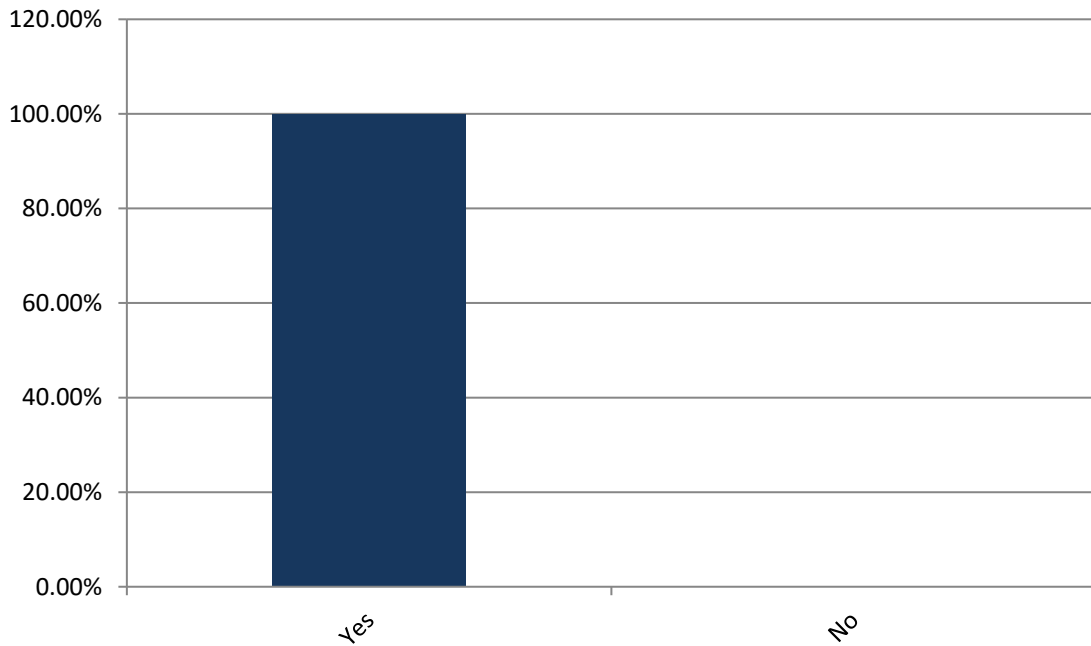
PATH International invited approximately 3,500 equine-assisted services professionals to participate in the online survey. Of the 3,500 participants invited, a sample of 738 (21%) responded to the survey.

The background and demographic portions of the survey assist with determining how representative the survey respondents are of the population of interest. Of the 738 participants who responded to the survey, all respondents reported having worked as a Therapeutic Riding Instructor or as an Equine Assisted Activities and Therapies professional at some point in the past. No respondents left this item blank.



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Figure 1: Has Respondent Ever Worked as a Therapeutic Riding Instructor or an Equine Assisted Activities and Therapies Professional?



Survey respondents were asked to report which certifications they currently hold or have held previously. A majority of respondents (659 or 57.66%) reported currently holding the “Certified Therapeutic Riding Instructor (CTRI)” certification, while the highest number of responses (271 or 92.18%) indicated respondents previously held the “Registered Therapeutic Riding Instructor (TRI)” certification, as shown in Figure 2. 13.99% or 103 respondents reported “Other,” and the write-in responses are available in Table 2. Two respondents left this item blank.

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Figure 2: Certifications Currently or Previously Held by Respondents

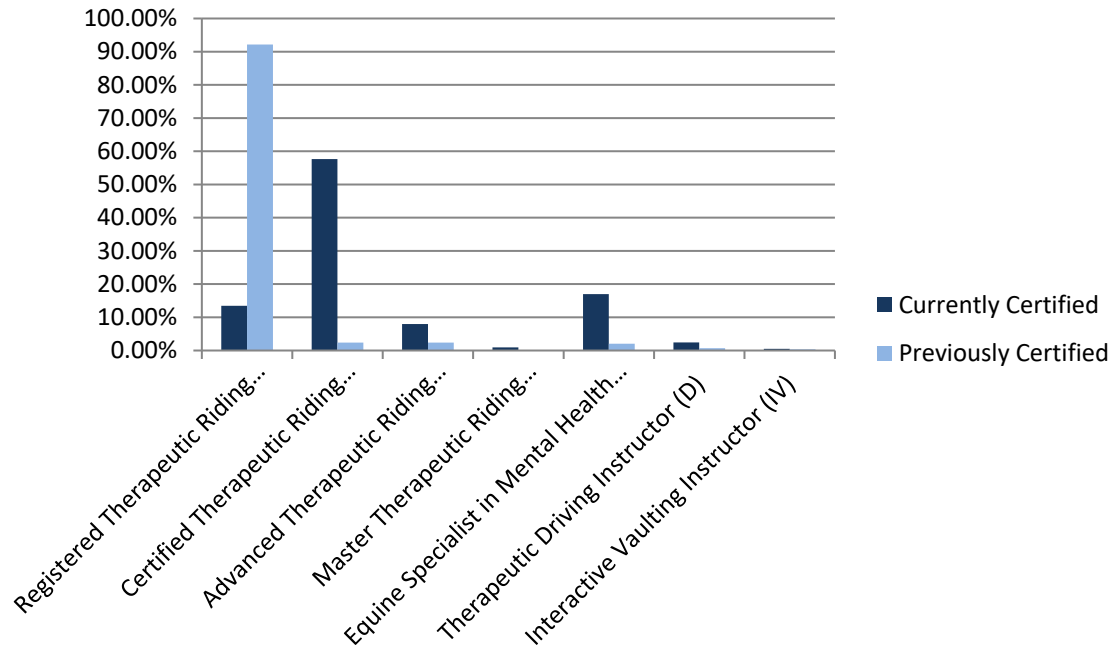


Table 2: Certifications Currently or Previously Held by Respondent*

Other Responses	
Advanced instructor, certified mentor	AHA level 2
APRN- PMH, BC; Special Olympics equestrian sports coach	ARIA and CHA certified
ARICP	As a retired teacher with a Masters in Special Ed, and 20 years in the classroom, my experience with PATH has been very disappointing.
BHSAI and ICES	Board Certified Music Therapist, MA
CanTRA BI, English Riding Level 3	CanTRA Intermediate Instructor
CBEIP - Education	CEIP, E3A, HorseWork Master Instructor
CEIP-ED	Certificate of Clinical Competency (for Speech-Language Pathologists)
Certification in Animal Assisted Therapy Activities and Learning	Certified and licensed special education teacher.
Certified Therapeutic Recreation Specialist (CTRS)	CHA II English, Western, Overnight Trail

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Table 2: Certifications Currently or Previously Held by Respondent*

Other Responses	
CHA Level 2	CHA Standard Level 3 English Level 2 Western. And CHA-IRD Level 2 Cognitive Level 2 Physical
CHA-IRD physical disabilities level 2, cognitive disabilities #3	College Professor of Equine Science
COTA/L	CPR- First Aide
CTRI mentor	CTRS and CHA certified instructor
currently working on my ESMHL portfolio	Driving Level III
DVN (Pretoria)	EAGALA Certification
EAGALA Certified Equine Specialist	EAGALA Equine Specialist
EAGALA ES	ESMT
Hippotherapy Certified Specialist	Hippotherapy clinical specialist
HorseWork Professional	HPCS
HPCS, SLP	I am a HPCS and am in the process of acquiring the ES
I hold CHA certs, Special Olympics Eq Coach and attended the training for therapeutic driving. the testing and cost of obtaining the certification is ridiculous! to attend a clinic in Fla then go back in 6 mos to get certified in CT.	In process of attaining ESMHL and Driving certifications
In the process of becoming certified as an ESMHL	JD, COTA/L, MA lic riding instructor,
LCSW-C, and CT (Certified in Grief and Death)	Lead Evaluator for Registered Certification
Marriage and Family Therapist	Mass Riding License
Massachusetts Licensed Riding Instructor, MA preliminary licensed history teacher grades 5-8 & 8-12	Mentor
Mentor and site visitor	Mentor course through PATH
Mentor registered with PATH Intl	Mentor status previously and currently
Mentor Training	Mentor, TRI Faculty/Evaluator
Occupational therapist	Occupational Therapist and Hippotherapy Clinical Specialist
OTA/S	PAATH registered therapist
PATH Certified Therapist	PATH Mentor
PATH Registered Therapist	Physical Therapist
Physical Therapist Assistant, BS in Equine Science	Previously certified with CHA also as a TRI, but dropped certification when Covid hit.
Previously held - Registered Workshop Faculty	previously was EAGALA certified equine specialist



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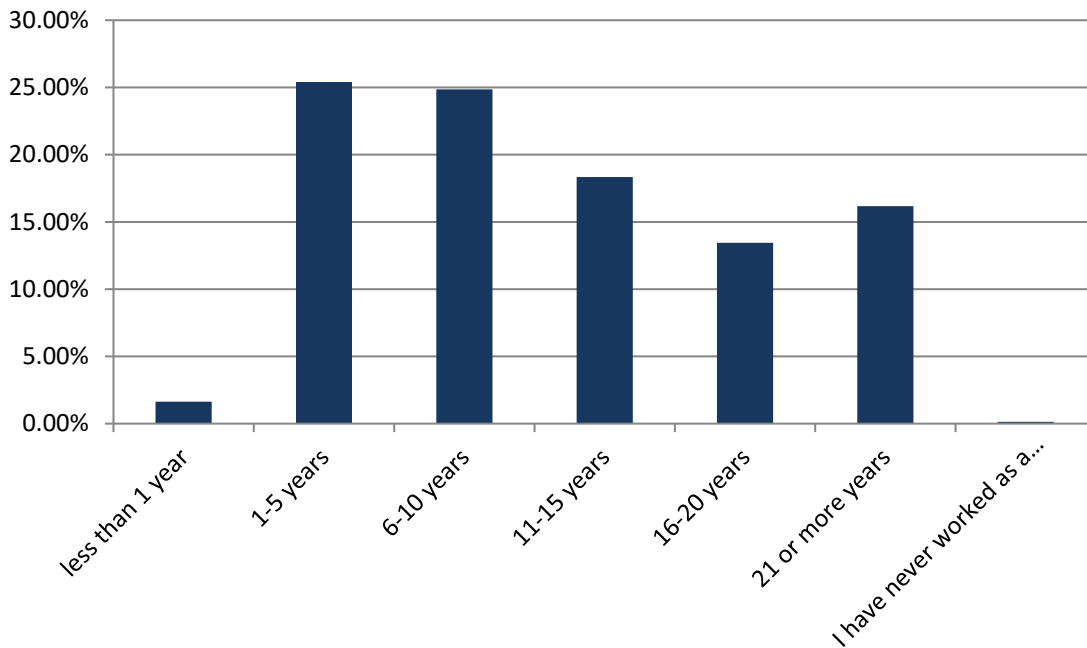
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Table 2: Certifications Currently or Previously Held by Respondent*

Other Responses	
Professional dressage instructor	Psychologist
Recreational Therapist 20+	Registered Therapist
Registered Therapist (OT)	Registered Therapist (PT)
Registered Therapist, Board Certified Hippotherapy Clinical Specialist, Eagala Certified Professional	Services For Heroes
Silver Level PARA Dressage Coach	Spirit Horse Certification, Special Olympic Riding Coach
Therapeutic Driving Examiner removed w/o notice	Therapeutic Riding Instructor - previous
USDF Silver Para Dressage Coach	USEF Certified Para Dressage Coach
working on the driving instructor certification	
*Note: responses are listed here exactly as they were entered in the survey. Typographical and grammatical errors were not corrected.	

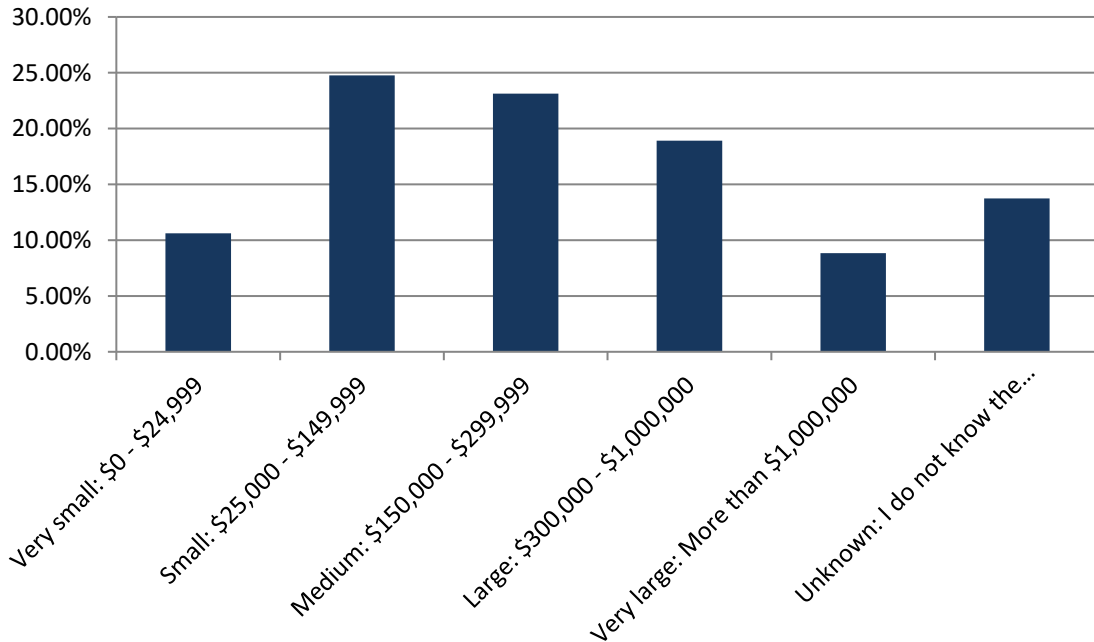
When survey respondents were asked how many years of experience they had as a Therapeutic Riding Instructor, the highest number of responses (187 or 25.41%) reported “1-5 years,” as shown in Figure 3. Two respondents left this item blank.

Figure 3: Years of Respondents’ Experience as Therapeutic Riding Instructor



When asked to report the size of the center with which they have the most experience, the highest number of respondents (182 or 24.76%) reported “Small: \$25,000 - \$149,999,” as shown in Figure 4. Three respondents left this item blank.

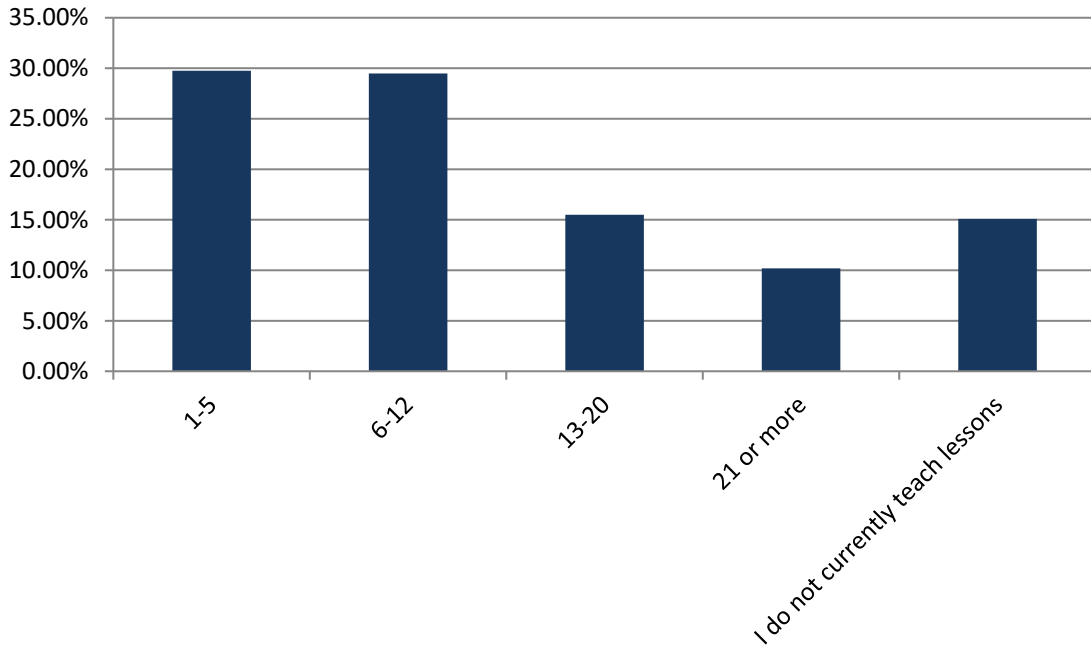
Figure 4: Size of Center with Which Respondents Have Most Experience



When asked how many lessons, on average, respondents teach a week, the highest number of respondents (219 or 29.76%) reported “1-5,” followed closely (217 or 29.48%) by “6-12,” as shown in Figure 5. Two respondents left this item blank.

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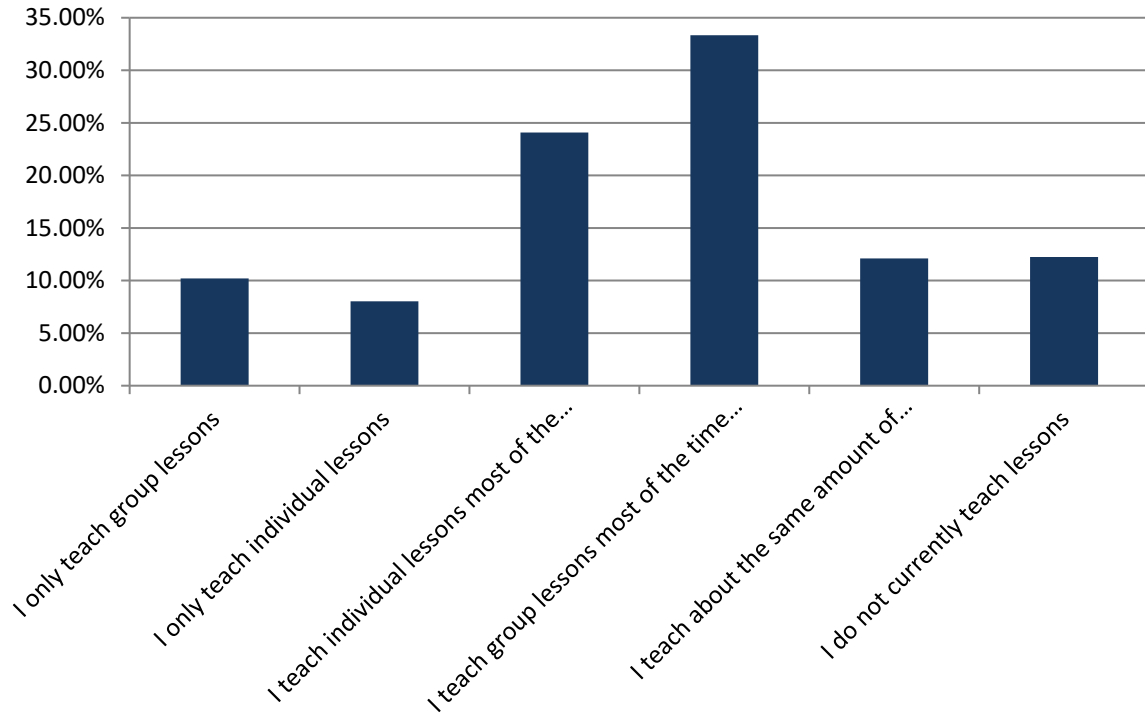
Figure 5: Average Lessons a Week Taught by Respondents



When asked how often, on average, they teach lessons to individual riders versus groups of riders, the highest number of respondents (245 or 33.33%) reported “I teach group lessons most of the time and a few individual lessons,” as shown in Figure 6. Three respondents left this item blank.

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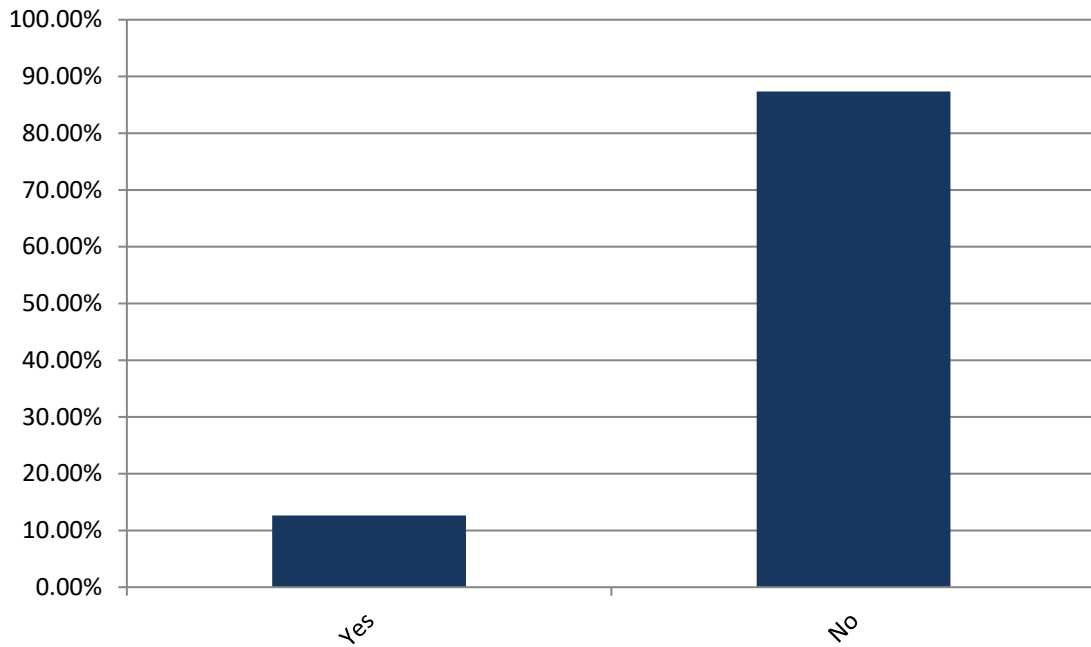
Figure 6: Frequency of Respondents' Lessons for Individual Riders vs Groups of Riders



When asked if they are currently a licensed therapist, a majority of respondents (643 or 87.36%) responded “No,” as shown in Figure 7. Two respondents left this question blank.

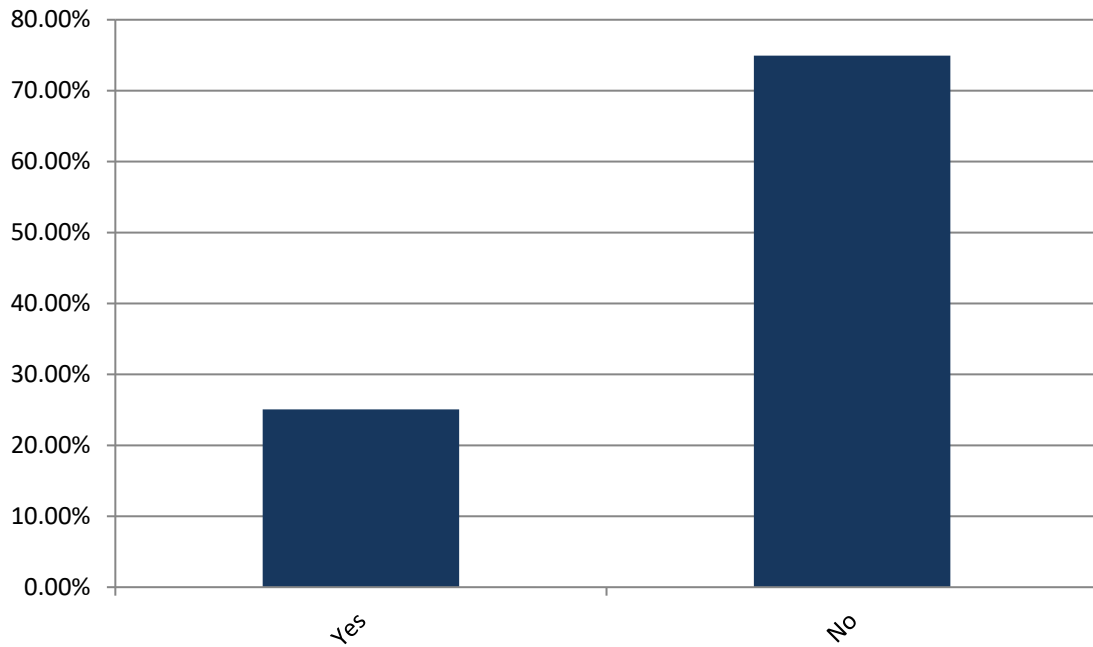
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Figure 7: Is Respondent Currently a Licensed Therapist?



When survey respondents were asked if they assist a therapist in therapy sessions, a majority of respondents (550 or 74.93%) responded “No,” as shown in Figure 8. Four respondents left this question blank.

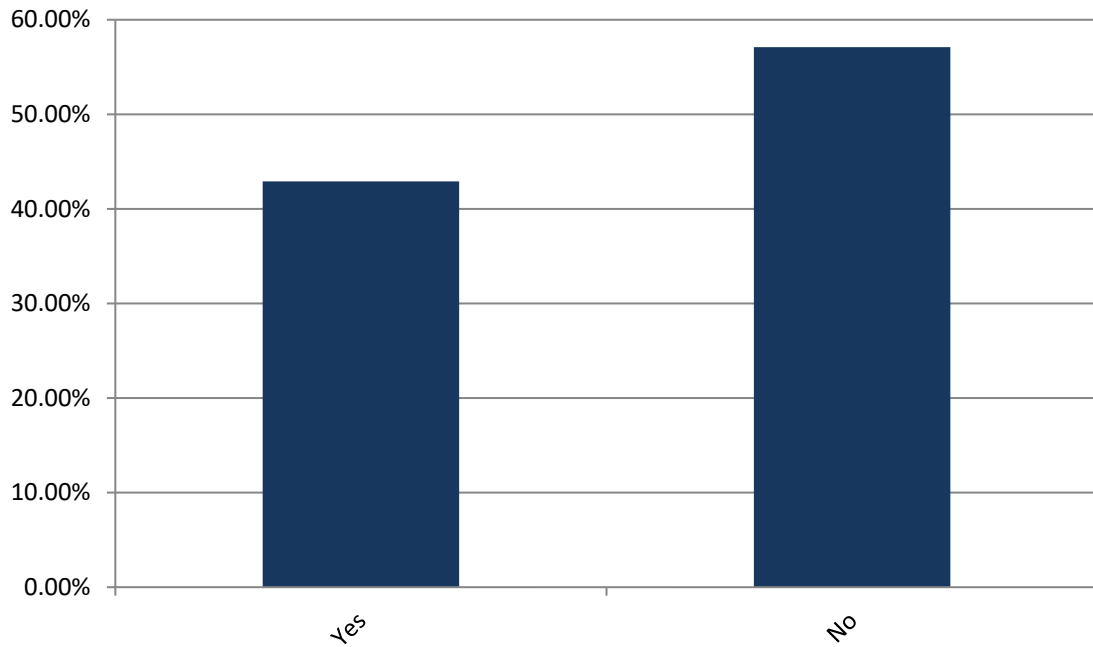
Figure 8: Does Respondent Assist a Therapist in Therapy Sessions?



Survey respondents were asked if they had formal classroom education related to equines. A majority of respondents (418 or 57.10%) reported that they did not, as shown in Figure 9. Six respondents left this question blank.

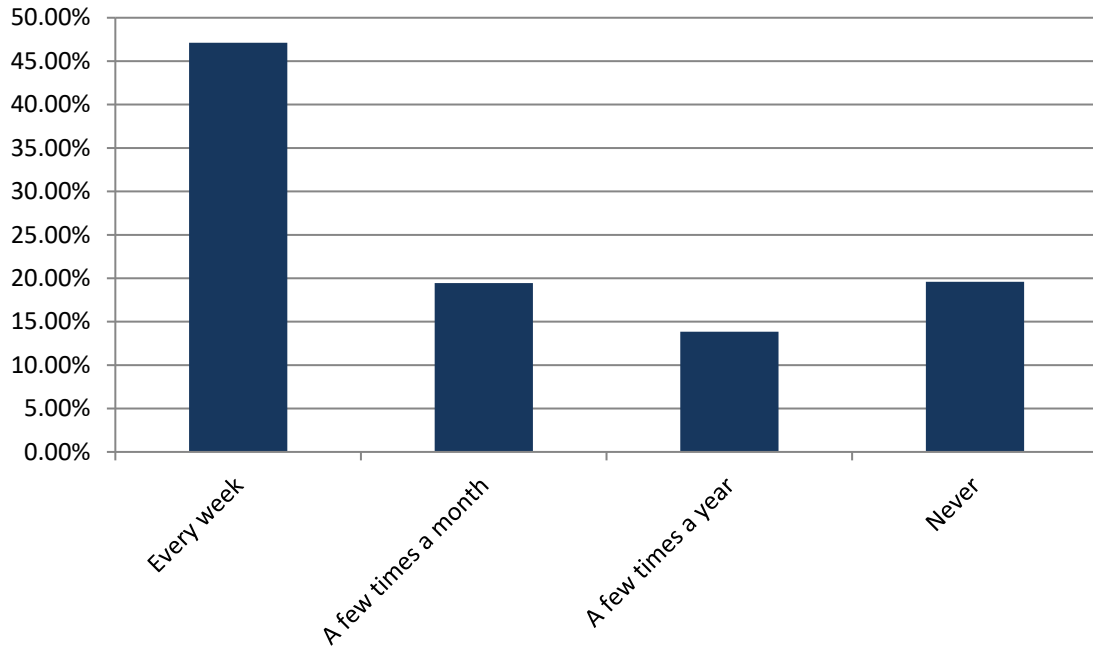
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Figure 9: Has Respondent Had Formal Classroom Education Related to Equines?



Respondents were asked to report how often they are required to ride equines as part of their TRI job. The highest number of respondents (344 or 47.12%) reported “Every week,” as shown in Figure 10. Eight respondents left this question blank.

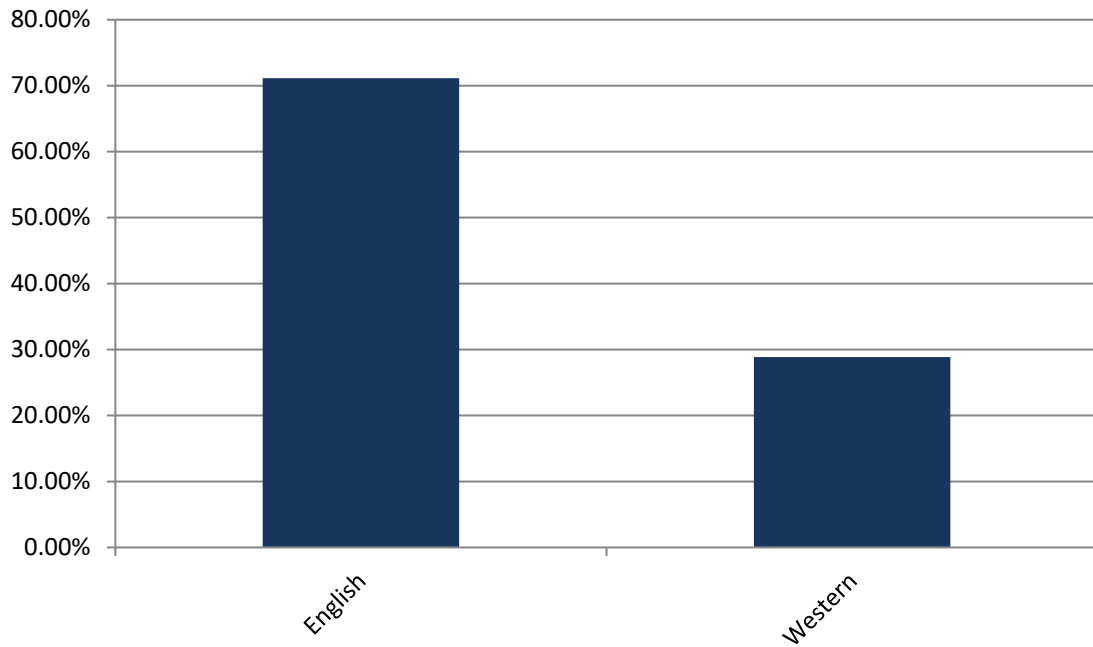
Figure 10: Frequency of Respondents Being Required to Ride Equines for Their Jobs



When asked their preferred discipline, a majority of respondents (518 or 71.15%) reported “English,” as shown in Figure 11. Ten respondents left this question blank.

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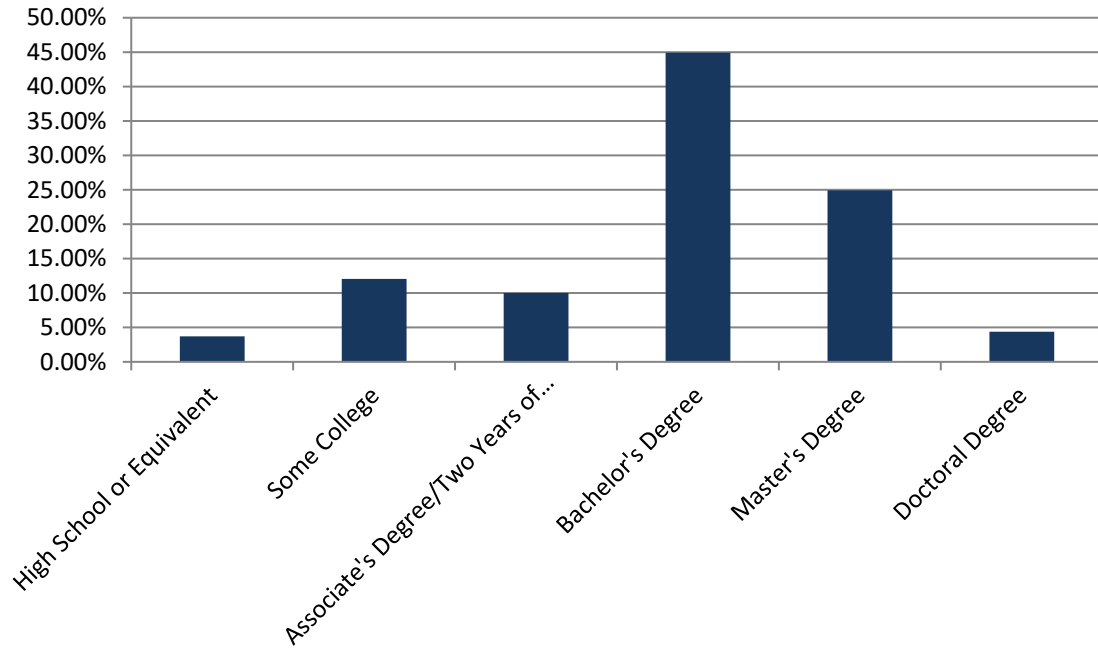
Figure 11: Respondents' Preferred Discipline



Survey respondents were asked to provide their highest level of education. The highest number of respondents (328 or 44.93%) reported “Bachelor’s Degree,” as shown in Figure 12. Eight respondents left this question blank.

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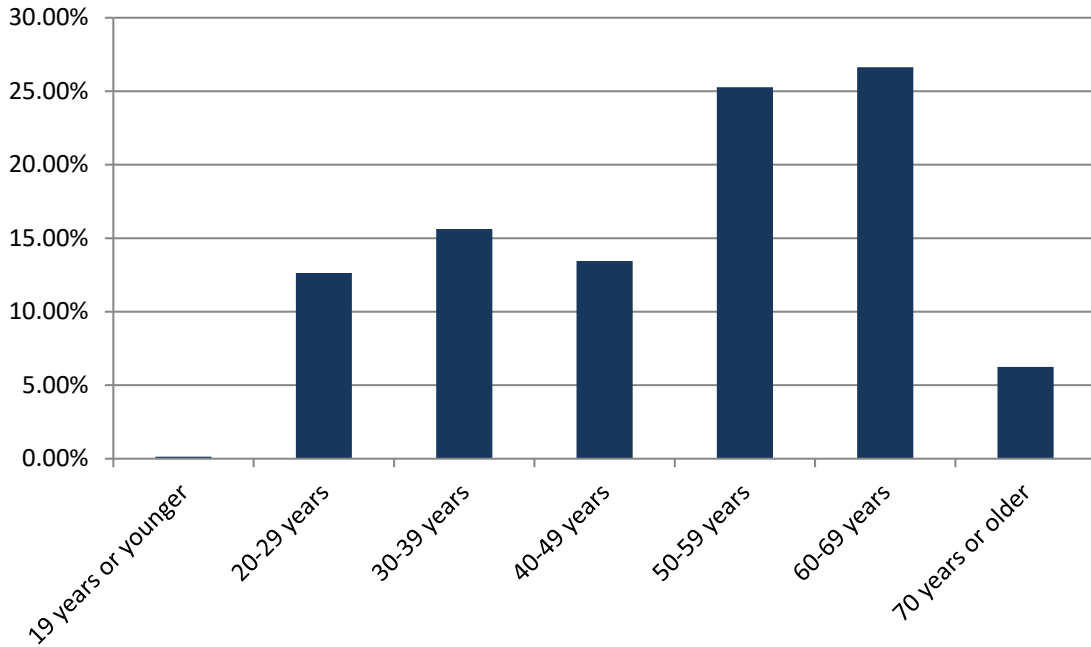
Figure 12: Highest Level of Education of Respondents



When survey respondents were asked to provide their age, the highest number of respondents (196 or 26.63%) reported “60-69 years,” followed closely (186 or 25.27%) by “50-59 years,” as shown in Figure 13. Two respondents left this question blank.

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Figure 13: Age of Respondents

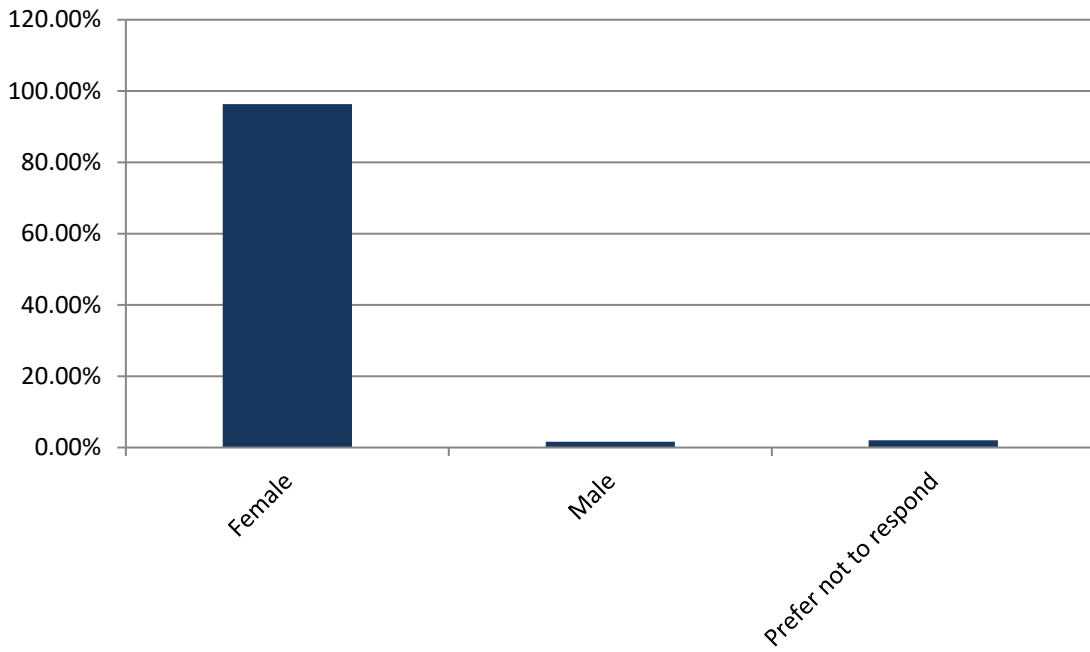


Respondents were asked to provide their gender. The majority of respondents (708 or 96.33%) reported “Female,” as shown in Figure 14. Three respondents left this question blank.



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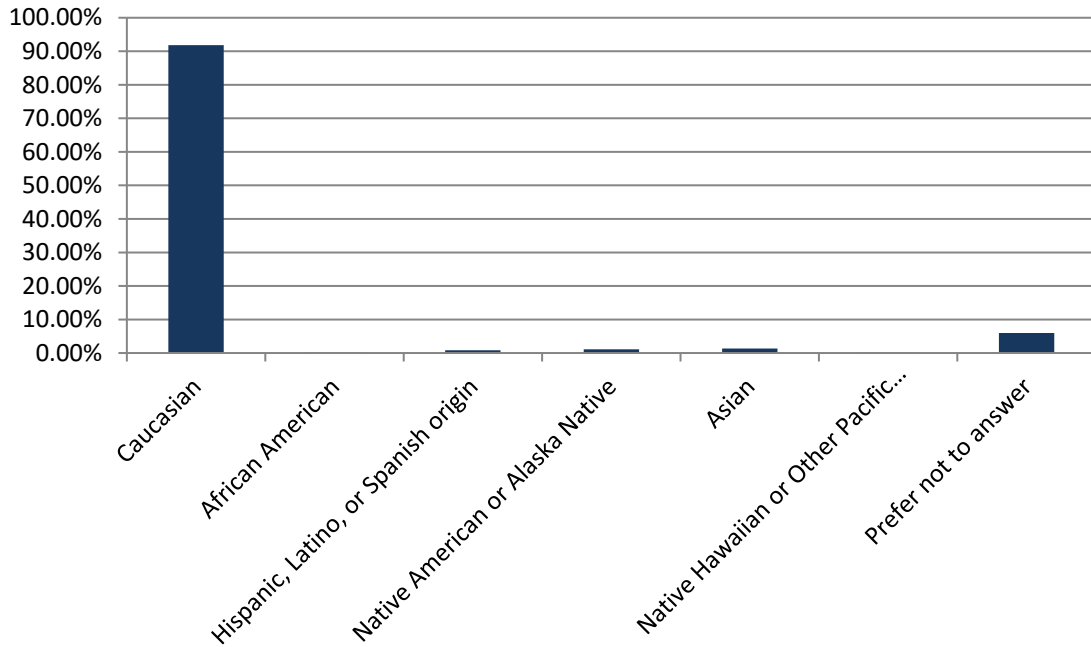
Figure 14: Gender of Respondents



When asked to provide their ethnic background, a majority of respondents (675 or 91.84%) reported “Caucasian,” as shown in Figure 15. Three respondents left this question blank.

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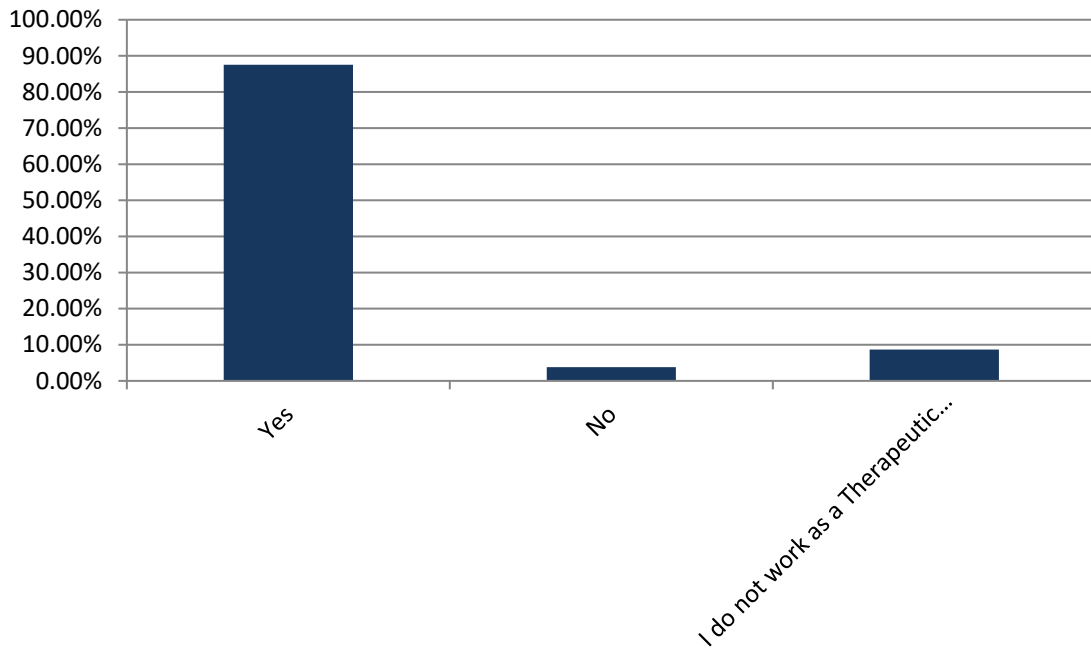
Figure 15: Ethnic Background of Respondents



Survey respondents were asked if they work in the United States or a U.S. territory. The majority of respondents (646 or 87.53%) reported “Yes,” as shown in Figure 16. No respondents left this question blank.

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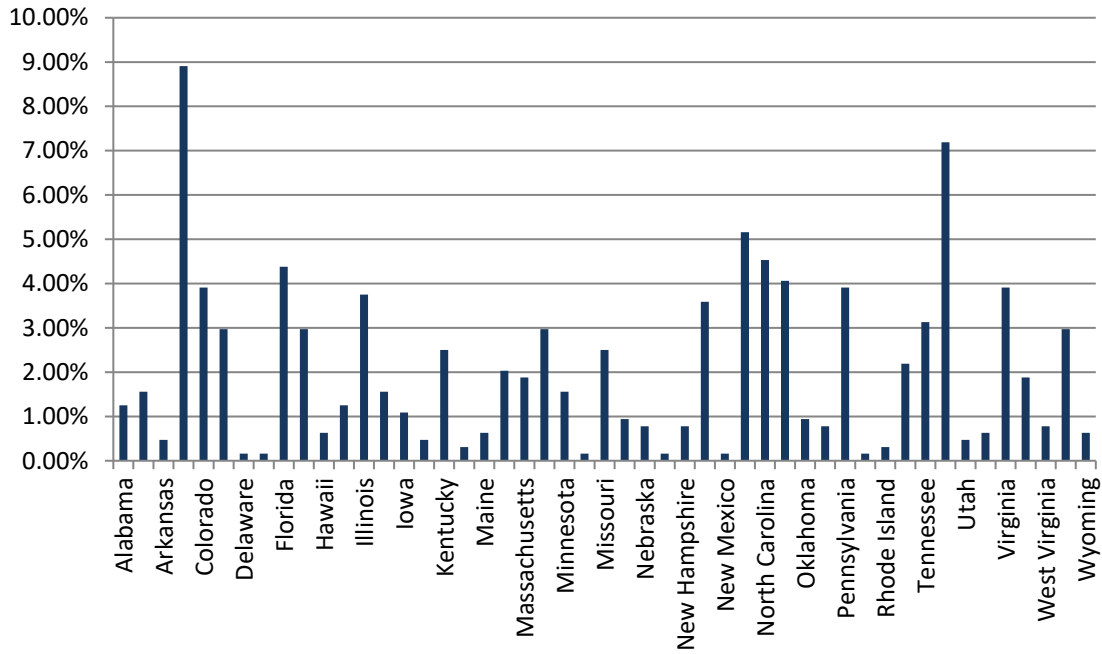
Figure 16: Do Respondents Work in the U.S. or a U.S. Territory?



When survey respondents were asked to provide the state in which they currently work, the highest number of respondents (57 or 8.91%) reported working in California, while the next highest number of respondents (46 or 7.19%) reported working in Texas, as shown in Figure 17. 98 respondents left this question blank.

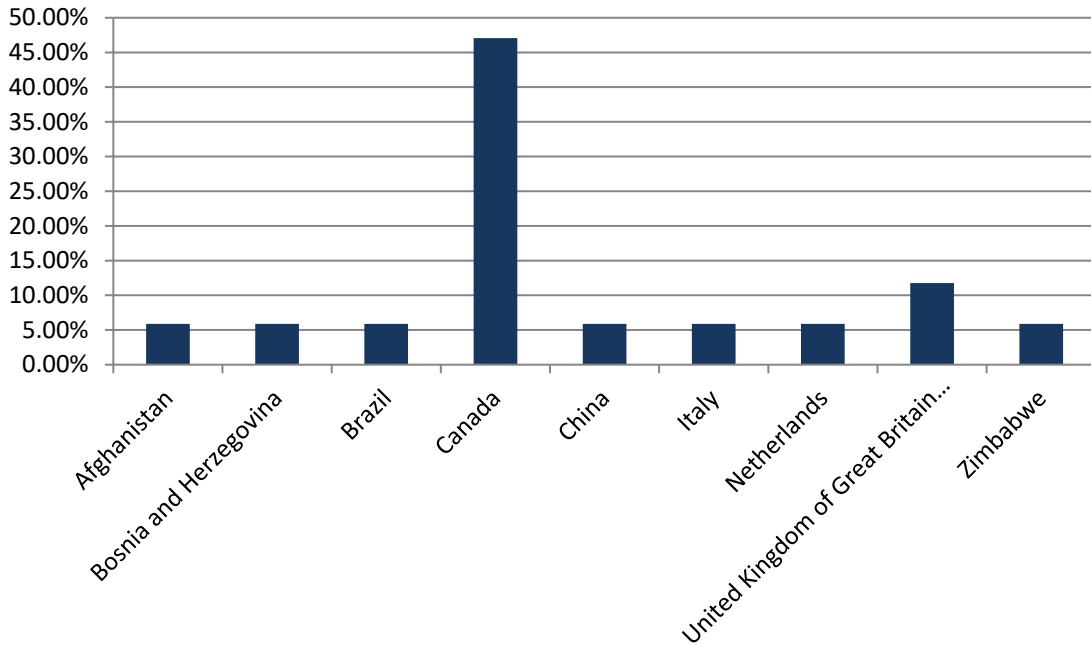
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Figure 17: State or Territory Where Respondents Currently Work



Finally, respondents were asked which country they work in, if they do not work in the United States. The highest number of respondents (8 or 47.06%) reported working in Canada, as shown in Figure 18. 721 respondents left this question blank.

Figure 18: Country Where Respondents Currently Work



Overview of Survey Respondents Ratings for Task Statements

The mean ratings for task frequency ranged from 1.88 to 2.90 with an average standard deviation of 0.56. The mean importance ratings ranged from 2.31 to 2.95, with an average standard deviation of 0.43.

The standard error of the mean was also computed for each of the task statements and each of the rating scales. All ratings of all tasks had a standard error of 0.03 or less, indicating that if the survey were to be repeated with a different sample of survey respondents, the same results would be expected. Table 3 below contains the results of the frequency and importance ratings as well as associated standard deviations and standard error of the means.

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Table 3: Means, standard deviations, and standard errors of task ratings of frequency and importance.

Duties and Tasks	Frequency			Importance		
	Mean	SD	SEM	Mean	SD	SEM
Equine Handling						
Identify unsoundness in a horse at the walk and trot	2.39	0.74	0.03	2.91	0.33	0.01
Demonstrate the management of equine behavior in a lesson setting	2.59	0.61	0.02	2.89	0.35	0.01
Identify basic horse anatomy	1.88	0.76	0.03	2.31	0.70	0.03
Participant and Volunteer Management						
Manage participant issues relating to their disabilities (e.g., behavioral, physical, sensory)	2.81	0.44	0.02	2.91	0.30	0.01
Implement effective teaching techniques	2.90	0.30	0.01	2.86	0.38	0.01
Manage volunteers by providing them with directions before, during, and after the lesson	2.79	0.46	0.02	2.78	0.44	0.02
Lesson Management						
Assess participant suitability for activities	2.71	0.53	0.02	2.84	0.38	0.01
Create a lesson plan and adjust throughout the lesson	2.80	0.46	0.02	2.71	0.50	0.02
Track participant progress	2.58	0.59	0.02	2.51	0.60	0.02
Fit equipment to horse and participant	2.61	0.61	0.02	2.82	0.42	0.02
Risk Management						
Conduct equipment safety checks during a lesson	2.85	0.40	0.01	2.91	0.32	0.01
Identify and correct participant body and alignment issues within a lesson setting	2.78	0.45	0.02	2.74	0.48	0.02
Respond to emergencies (e.g., emergency dismounts, basic horse first aid issues)	1.92	0.91	0.03	2.95	0.23	0.01
Riding Theory						
Tack an equine safely and appropriately in preferred discipline	2.65	0.63	0.02	2.81	0.44	0.02
Demonstrate safe and appropriate arena etiquette	2.72	0.58	0.02	2.72	0.52	0.02



Combined Frequency and Importance

The frequency and importance data was combined to form a single scale using the formula below:

Overall rating scale = 2*Importance + Frequency

Importance ratings were given extra weight in the combined scaled. This is because while both frequency the task is performed and the importance of the task are both valuable rankings in certification credentialing examinations, importance is often thought of as having more bearing and therefore should receive greater emphases in the examination content specifications or examination blueprint.

The results of the combined ratings appear in Table 4.

Table 4: Combined frequency and importance ratings for duty areas.

Duties and Tasks	Overall Weight
Equine Handling	18.88%
Identify unsoundness in a horse at the walk and trot	
Demonstrate the management of equine behavior in a lesson setting	
Identify basic horse anatomy	
Participant and Volunteer Management	20.92%
Manage participant issues relating to their disabilities (e.g., behavioral, physical, sensory)	
Implement effective teaching techniques	
Manage volunteers by providing them with directions before, during, and after the lesson	
Lesson Management	26.54%
Assess participant suitability for activities	
Create a lesson plan and adjust throughout the lesson	
Track participant progress	
Fit equipment to horse and participant	
Risk Management	20.23%



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Duties and Tasks	Overall Weight
Conduct equipment safety checks during a lesson	
Identify and correct participant body and alignment issues within a lesson setting	
Respond to emergencies (e.g., emergency dismounts, basic horse first aid issues)	
Riding Theory	13.42%
Tack an equine safely and appropriately in preferred discipline	
Demonstrate safe and appropriate arena etiquette	

Missing Tasks

The survey respondents identified items they felt were missing from the DACUM JTA study. Respondents were provided an opportunity to leave any additional comments at the end of the survey. The 308 missing tasks and 175 additional comments are provided in Appendix C.



Post-Survey Review Meeting and Examination Program Discussion

Following completion of the survey validation study, a committee of subject matter experts met virtually to review the results from the study. The meeting took place on January 26, 2021 and lasted approximately 2 hours.

The meeting participants were as follows:

- Sue Becklenberg, CTRI
- Marci Bender, CTRI, Master TRI
- Ross Braun, CTRI
- Teresa Bron, CTRI, Advanced TRI, Driving Level II, ESMHL
- Bill Lavin, CTRI
- Pat McCowan, CTRI
- Sanna Roling, CTRI, ESMHL

The SMEs were reconvened to conduct the following activities:

- Review the results of the validation survey
- Ensure that appropriate and representative individuals responded to the survey
- Review the tasks identified as having relatively low combined ratings
- Review the write-in comments to determine if any tasks were missing
- Determine the final examination blueprint

Survey Respondent Demographics

The Post-Survey validation committee reviewed the demographic information associated with the survey participants and determined that a representative sample of individuals responded to the survey.

Review of Task Combined Ratings

The Post-Survey Validation Committee reviewed the tasks and the combined ratings that were used in the survey validation study. Based on the ratings, discussion of the examination blueprint, and the data in the table 3 previously provided, it was not recommended that any domains or tasks be eliminated as all the means ratings were 1.0 or higher.

Review of Missing Tasks

The Post-Survey Validation Committee was unable to review the write-in list of tasks identified as missing from the JTA due to the volume of responses and the lack of time in the virtual meeting. A small group of subject matter experts will review the write-in missing tasks in a future virtual meeting. The final blueprint provided below is pending any changes warranted during that future meeting.

Final Examination Blueprint

After reviewing all of the survey data, the subject matter experts determined that no major changes needed to be made to the CTRI examination blueprint. All tasks statements were deemed appropriate as is, and only slight changes in the weighting of domain areas was necessary.



Final Weighting of Task List and Proposed Exam Blueprint

The Post-Survey validation committee first reviewed the analytical and holistic ratings that were calculated from the survey results. Table 5 contains the results of the analytical ratings and holistic ratings.

Table 5: Analytic and Holistic Ratings as Percentages and Item Counts

Duties and Tasks	Analytic %	Analytic #	Holistic %	Holistic #
Equine Handling	18.88%	15	21.67%	17
Identify unsoundness in a horse at the walk and trot				
Demonstrate the management of equine behavior in a lesson setting				
Identify basic horse anatomy				
Participant and Volunteer Management	20.92%	18	21.45%	17
Manage participant issues relating to their disabilities (e.g., behavioral, physical, sensory)				
Implement effective teaching techniques				
Manage volunteers by providing them with directions before, during, and after the lesson				
Lesson Management	26.54%	21	21.97%	18
Assess participant suitability for activities				
Create a lesson plan and adjust throughout the lesson				
Track participant progress				
Fit equipment to horse and participant				
Risk Management	20.23%	16	18.94%	15
Conduct equipment safety checks during a lesson				
Identify and correct participant body and alignment issues within a lesson setting				
Respond to emergencies (e.g., emergency dismounts, basic horse first aid issues)				
Riding Theory	13.42%	10	16.07%	13
Tack an equine safely and appropriately in preferred discipline				
Demonstrate safe and appropriate arena etiquette				

The committee then considered the current examination blueprint. After much discussion, an examination blueprint was finalized taking into consideration the original examination blueprint from the 2015 job analysis with the survey validation results. A comparison between the current blueprint and the updated blueprint is provided in Table 6. The finalized examination blueprint appears in Table 7.

Table 6: Current Blueprint vs Updated Blueprint

Duties and Tasks	Current %	Current #	Updated %	Updated #
Equine Handling	13.75%	11	13.75%	11
Identify unsoundness in a horse at the walk and trot	5%-8%	4-6	5%-8%	4-6
Demonstrate the management of equine behavior in a lesson setting	5%-8%	4-6	5%-8%	4-6
Identify basic horse anatomy	3%-4%	2-3	3%-4%	2-3
Participant and Volunteer Management	25.00%	20	23.75%	19
Manage participant issues relating to their disabilities (e.g., behavioral, physical, sensory)	9%-10%	7-8	6%-9%	5-7
Implement effective teaching techniques	6%-9%	5-7	6%-9%	5-7
Manage volunteers by providing them with directions before, during, and after the lesson	6%-9%	5-7	6%-9%	5-7
Lesson Management	27.50%	22	27.50%	22
Assess participant suitability for activities	6%-9%	5-7	6%-9%	5-7
Create a lesson plan and adjust throughout the lesson	6%-9%	5-7	6%-9%	5-7
Track participant progress	3%-5%	2-4	3%-5%	2-4
Fit equipment to horse and participant	8%-10%	6-8	8%-10%	6-8
Risk Management	22.50%	18	22.50%	18
Conduct equipment safety checks during a lesson	8%-10%	6-8	8%-10%	6-8
Identify and correct participant body and alignment issues within a lesson setting	8%-10%	6-8	6%-9%	5-7
Respond to emergencies (e.g., emergency dismounts, basic horse first aid issues)	5%-8%	4-6	6%-8%	5-6
Riding Theory	11.25%	9	12.50%	10
Tack an equine safely and appropriately in preferred discipline	5%-8%	4-6	5%-8%	4-6
Demonstrate safe and appropriate arena etiquette	5%-8%	4-6	5%-8%	4-6

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Table 7: Final Examination Blueprint.

Duties and Tasks	Final %	Final #
Equine Handling	13.75%	11
Identify unsoundness in a horse at the walk and trot	5.0% - 7.5%	4 - 6
Demonstrate the management of equine behavior in a lesson setting	5.0% - 7.5%	4 - 6
Identify basic horse anatomy	2.5% - 3.8%	2 - 3
Participant and Volunteer Management	23.75%	19
Manage participant issues relating to their disabilities (e.g., behavioral, physical, sensory)	6.3% - 8.8%	5 - 7
Implement effective teaching techniques	6.3% - 8.8%	5 - 7
Manage volunteers by providing them with directions before, during, and after the lesson	6.3% - 8.8%	5 - 7
Lesson Management	27.50%	22
Assess participant suitability for activities	6.3% - 8.8%	5 - 7
Create a lesson plan and adjust throughout the lesson	6.3% - 8.8%	5 - 7
Track participant progress	2.5% - 5.0%	2 - 4
Fit equipment to horse and participant	7.5% - 10.0%	6 - 8
Risk Management	22.50%	18
Conduct equipment safety checks during a lesson	7.5% - 10.0%	6 - 8
Identify and correct participant body and alignment issues within a lesson setting	6.3% - 8.8%	5 - 7
Respond to emergencies (e.g., emergency dismounts, basic horse first aid issues)	6.3% - 7.5%	5 - 6
Riding Theory	12.50%	10
Tack an equine safely and appropriately in preferred discipline	5.0% - 7.5%	4 - 6
Demonstrate safe and appropriate arena etiquette	5.0% - 7.5%	4 - 6
Total	100.00%	80



Professional Testing

References

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Appendix A: Copy of Revalidation Survey



2020 Certified Therapeutic Riding Instructor JTA Re-validation Survey

Welcome

Welcome!

The Professional Association of Therapeutic Horsemanship International (PATH Intl.), is currently updating the Certified Therapeutic Riding Instructor (CTRI®) credential.

This survey is designed to re-validate those tasks identified during the job task analysis. You will be given an opportunity to review the tasks established during the JTA and rate their frequency and importance as related to the job of a Certified Therapeutic Riding Instructor.

Please respond to questions on this survey based on your duties and responsibilities **before** changes and policies were made to adjust for COVID-19. **It is important that you think of the frequency and importance of the tasks identified outside of the effects of the pandemic.**

This survey is 7 pages long and should take approximately 20 minutes to complete. If you do not have time to complete the survey in one sitting, you can stop and complete the survey later (provided you use the same computer and have cookies enabled on that computer). The survey will resume where you left off.

Your responses will be kept confidential. If you have any difficulty responding to this survey, please contact us at edoherty@proftesting.com.

Thank you, we appreciate your assistance.

To begin the survey, click on the Next button below.

2020 Certified Therapeutic Riding Instructor JTA Re-validation Survey

*** 1. Have you ever worked as a Therapeutic Riding Instructor or as a Equine Assisted Activities and Therapies professional?**

Yes

No

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Certified Therapeutic Riding Instructor Survey Description

In the following pages is a list of tasks performed by Certified Therapeutic Riding Instructors (CTRI):

The tasks are organized in five work areas:

- Equine Handling
- Participant and Volunteer Management
- Lesson Management
- Risk Management
- Riding Theory

You will be asked to think about tasks that a Certified Therapeutic Riding Instructor (CTRI) might do and to indicate how important these tasks are to being a Certified Therapeutic Riding Instructor. Then, considering the same task statement, you will be asked to indicate the frequency with which a Certified Therapeutic Riding Instructor might perform each task. (Please think of these tasks based on their importance and frequencies **before** any changes were implemented due to the COVID-19 pandemic).

Indicate your response by selecting the corresponding button for each task statement on the pages to follow.

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Certified Therapeutic Riding Instructor Importance of Performing Tasks

IMPORTANCE - Rate each task statement based on how important the task is to successful performance of a Certified Therapeutic Riding Instructor:

(Please think of these tasks based on their importance and frequencies **before** any changes were implemented due to the COVID-19 pandemic).

Very important

Important

Somewhat important

Not important

2. Please indicate how important each task is when a Certified Therapeutic Riding Instructor is performing tasks related to Equine Handling.

	Very Important	Important	Somewhat Important	Not Important
Identify unsoundness in a horse at the walk and trot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate the management of equine behavior in a lesson setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify basic horse anatomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please indicate how important each task is when a Certified Therapeutic Riding Instructor is performing tasks related to Participant and Volunteer Management.

	Very Important	Important	Somewhat Important	Not Important
Manage participant issues relating to their disabilities (e.g., behavioral, physical, sensory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement effective teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage volunteers by providing them with directions before, during, and after the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please indicate how important each task is when a Certified Therapeutic Riding Instructor is performing tasks related to Lesson Management.

	Very Important	Important	Somewhat Important	Not Important
Assess participant suitability for activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a lesson plan and adjust throughout the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Track participant progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fit equipment to horse and participant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please indicate how important each task is when a Certified Therapeutic Riding Instructor is performing tasks related to Risk Management.

	Very Important	Important	Somewhat Important	Not Important
Conduct equipment safety checks during a lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and correct participant body and alignment issues within a lesson setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to emergencies (e.g., emergency dismounts, basic horse first aid issues)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please indicate how important each task is when a Certified Therapeutic Riding Instructor is performing tasks related to Riding Theory.

	Very Important	Important	Somewhat Important	Not Important
Tack an equine safely and appropriately in preferred discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate safe and appropriate arena etiquette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2020 Certified Therapeutic Riding Instructor JTA Re-validation Survey

Certified Therapeutic Riding Instructor: Frequency of Performing Tasks

FREQUENCY - Rate each task statement based on how often a Certified Therapeutic Riding Instructor performs each task:

(Please think of these tasks based on their importance and frequencies **before** any changes were implemented due to the COVID-19 pandemic).

- Perform very often
- Perform fairly often
- Occasionally perform
- Never perform

7. Please indicate how often a Certified Therapeutic Riding Instructor is performing tasks related to Equine Handling.

	Perform Very Often	Perform Fairly Often	Occasionally Perform	Never Perform
Identify unsoundness in a horse at the walk and trot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate the management of equine behavior in a lesson setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify basic horse anatomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please indicate how often a Certified Therapeutic Riding Instructor is performing tasks related to Participant and Volunteer Management.

	Perform Very Often	Perform Fairly Often	Occasionally Perform	Never Perform
Manage participant issues relating to their disabilities (e.g., behavioral, physical, sensory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement effective teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage volunteers by providing them with directions before, during, and after the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please indicate how often a Certified Therapeutic Riding Instructor is performing tasks related to Lesson Management.

	Perform Very Often	Perform Fairly Often	Occasionally Perform	Never Perform
Assess participant suitability for activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a lesson plan and adjust throughout the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Track participant progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fit equipment to horse and participant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please indicate how often a Certified Therapeutic Riding Instructor is performing tasks related to Risk Management.

	Perform Very Often	Perform Fairly Often	Occasionally Perform	Never Perform
Conduct equipment safety checks during a lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and correct participant body and alignment issues within a lesson setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to emergencies (e.g., emergency dismounts, basic horse first aid issues)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please indicate how often a Certified Therapeutic Riding Instructor is performing tasks related to Riding Theory.

	Perform Very Often	Perform Fairly Often	Occasionally Perform	Never Perform
Tack an equine safely and appropriately in preferred discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate safe and appropriate arena etiquette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Certified Therapeutic Riding Instructor: Examination Blueprint

12. An updated examination blueprint for a credential for the Certified Therapeutic Riding Instructor will be developed based on this survey. Please enter the percentage of the exam that you feel should be devoted to each of the content areas listed below.

(Note: Your responses should add up to 100.)

Equine Handling

Participant and Volunteer Management

Lesson Management

Risk Management

Riding Theory

2020 Certified Therapeutic Riding Instructor JTA Re-validation Survey

Certified Therapeutic Riding Instructor: Missing Tasks

13. Are there any tasks performed by a Certified Therapeutic Riding Instructor that are missing from this survey?

- No
- Yes

If yes, please provide any missing tasks below:

14. Would you like to provide any additional comments?

- Yes
- No

If yes, please provide your comment below:

2020 Certified Therapeutic Riding Instructor JTA Re-validation Survey

Respondent Background

Please answer the following background questions. Your responses will be kept confidential and this information will only be used for statistical purposes.

15. Which of the following certifications do you currently hold or have you previously held? Select all that apply.

	Currently Certified	Previously Certified
Registered Therapeutic Riding Instructor (TRI)	<input type="radio"/>	<input type="radio"/>
Certified Therapeutic Riding Instructor (CTRI)	<input type="radio"/>	<input type="radio"/>
Advanced Therapeutic Riding Instructor (TRI)	<input type="radio"/>	<input type="radio"/>
Master Therapeutic Riding Instructor (TRI)	<input type="radio"/>	<input type="radio"/>
Equine Specialist in Mental Health and Learning (ES)	<input type="radio"/>	<input type="radio"/>
Therapeutic Driving Instructor (D)	<input type="radio"/>	<input type="radio"/>
Interactive Vaulting Instructor (IV)	<input type="radio"/>	<input type="radio"/>

Other (please specify)

16. How many years of experience do you have as a Therapeutic Riding Instructor

- less than 1 year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 or more years
- I have never worked as a Therapeutic Riding Instructor

17. What is the size of the center with which you have the most experience (based on operating budget)?

- Very small: \$0 - \$24,999
- Small: \$25,000 - \$149,999
- Medium: \$150,000 - \$299,999
- Large: \$300,000 - \$1,000,000
- Very large: More than \$1,000,000
- Unknown: I do not know the operating budget of the centers with which I have the most experience

18. On average, how many lessons do you teach a week?

- 1-5
- 6-12
- 13-20
- 21 or more
- I do not currently teach lessons

19. On average, how often do your lessons involve teaching an individual rider versus a group of riders?

- I only teach group lessons
- I only teach individual lessons
- I teach individual lessons most of the time and a few group lessons
- I teach group lessons most of the time and a few individual lessons
- I teach about the same amount of individual and group lessons
- I do not currently teach lessons

20. "Therapy" is defined as a specific treatment that meets requirements for third-party billing. Are you currently a licensed therapist?

- Yes
- No

21. Based on the definition of "therapy" in the previous question, do you assist a therapist (e.g., a physical therapist, occupational therapist, speech language pathologist) in therapy sessions?

- Yes
- No

22. Do you have formal classroom education related to equines?

- Yes
- No

23. How often are you required to ride equines as part of your TRI job?

- Every week
- A few times a month
- A few times a year
- Never

24. What is your preferred discipline?

- English
- Western

25. What is your highest level of education?

- High School or Equivalent
- Some College
- Associate's Degree/Two Years of College/Technical School
- Bachelor's Degree
- Master's Degree
- Doctoral Degree

26. What is your age?

- 19 years or younger
- 20-29 years
- 30-39 years
- 40-49 years
- 50-59 years
- 60-69 years
- 70 years or older

27. What is your gender?

- Female
- Male
- Prefer not to respond

28. What is your ethnic background?

- Caucasian
- African American
- Hispanic, Latino, or Spanish origin
- Native American or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Prefer not to answer

*** 29. Do you work as a Therapeutic Riding Instructor in the U.S. or a U.S. territory?**

- Yes
- No
- I do not work as a Therapeutic Riding Instructor

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Where Do You Work as a Therapeutic Riding Instructor

30. In which state or U.S. territory do you currently work?

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Where Do You Work as a Therapeutic Riding Instructor

31. In which country do you work?



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Thank You

Thank you for completing the survey. We appreciate your input!

The Professional Association of Therapeutic Horsemanship International (PATH Intl.) would like to thank you for taking the time to help develop the Certified Therapeutic Riding Instructor Certification Program.

32. Please provide your contact information below if you would like to be entered in a drawing to win:

- 1) Printed copy of the [PATH Intl. Instructor Education Guide](#)
- 2) Printed copy of the [PATH Intl. CTRI® Study Guide](#)
- 3) Voucher for the PATH Intl. Online Mentor Training Course in 2021

Your information will only be used for the purpose of the drawing and will otherwise remain confidential.

Name

Email Address

Phone Number

Appendix B: Missing Tasks & Additional Comments

Missing Tasks
- Riding, schooling, and/or conditioning horses - Evaluating, trying, and training horses for TR
- Selection of appropriate horses for a TR program - Selection of appropriate mount for individual riders - Proper maintenance and conditioning of a TR horse - Mentoring Instructors in Training
•Management of caregivers/parents •Awareness and management of mental/emotional state of participants
1) maybe something about communicating/managing parent/care givers as well? 2) there is a lot about adjusting equipment and changing lesson plan BUT maybe something about the lesson being suitable to the equine as well as the participant 3) riding theory should also include bringing along the riding skills, although that is covered in 'implement effective teaching techniques' that could be argued that it is so broad. including something such as that statement under riding theory would specify an ability to effectively teach riding skills 4) BETTER IDEA! under riding theory, there should be a piece about equine maintenance! schooling, conditioning, exposing to props and such. Maybe thats how you accomplish my thought from #3!
1) Meetings with parents or guardians on progress. 2) Evaluations of participants. 3) Scheduling with technological programs for ease in management 4) Proper volunteer encouragement and appreciation as well as education to keep them coming back and involved and knowledgeable 5) Time management skills for planning lessons, evaluating and scheduling
1) The riding skills of the instructor! Being able to explain a riding skill requires that the instructor knows and can DEMONSTRATE the skill themselves. 2) Understanding and including skill progression in lesson plans. 3) Evaluation and understanding of non-tangibles such as rider confidence, understanding of body use and relationship of emotion and energy to riding skills.
1. Knowledge of proper Mounting/Dismounting techniques 2. How to appropriately cue a horse for each gait 3. How to train a horse to prepare it for its job as a therapeutic riding horse 4. How to handle a horse if it misbehaves within a lesson 5. How to address training the horse in the area where it's misbehaved
ability to communicate well, such as explaining riding theory and discipline. Riding theory is a category, but how to explain or communicate that theory might be hard to evaluate on a written exam.
Ability to correctly teach riding skills at all fairs and for all disciplines.
Ability to know if a horse needs to be lunged or ridden before using in a lesson Ability to advance riders
ability to ride a horse at or above level instructor is teaching

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Missing Tasks
Ability to ride a horse in all three gaits and to be able to explain to students in multiple different ways how to ride.
Adapting and appropriately handling individual special needs and challenges, managing behavior of participants, volunteers and caregivers. Volunteer trainings, facility tours, assessments, horse schooling and training, assessing potential horses for program Constantly further getting educated on terminology, new developments in the field Mentoring
Advocating for the profession in the community.
All of these areas are of utmost importance and a successful program needs to always be addressing and accessing these topics at all times.
Allowing a rider to expand their skills, confidence and independence (to whatever degree possible) by offering a structured "free time" where they can explore their abilities independently in a safe and structured environment
Animal husbandry/nutrition and care (Many instructors have assigned animals to care for.)
Appropriate assignment of volunteers to horses/participants. Not every volunteer is the correct match for the participant and/or horse.
Appropriate interaction with rider's caregivers and/or rider. Supportive/informative comments: "You really worked extra hard today. Write down (in your riding journal) how you feel and bring it next week." The journal can be informative and track progress or plateaus in progress. Encourage the student to write later that day or the on the next day to keep thoughts fresh.
Appropriate placement in groups Pairing appropriate horse and rider
arena maintenance
As a representative of the program they are important in PR and in scheduling students appropriately as well.
Asking the rider, caregiver, parent, or teacher about the status of the student that day. Asking about medication changes. Providing feedback to rider, caregiver, parent, or teacher at end of lesson. Providing feedback to volunteers and receiving input from them about the lesson.
Assess rider skills and level of proficiency to develop strategic lesson plans.
Assess the student's current physical and mental fitness for that day's lesson. This is best done during the daily introductions and first five minutes of warm up.
Assessing appropriate rider-horse and rider-horse-tack pairing including saddle fitting. Riding/horsemanship skill progression. Assessing equipment needs for riders to maximize their riding or horsemanship abilities.
Assessing horses for the program
Assessing the suitability of horses for use in therapeutic riding lessons, matching horses and riders, having a strong foundational knowledge of riding skills and how to progress to more advanced skills
Assignment of appropriate equines to riders.

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Missing Tasks
Assist in assessing new equines for your program
Barn management Horse exercise and health
Basic barn management, such as feeding, leading, and turn out.
Basic equine health, nutrition and disease should be a part of an instructor's knowledge base to assess horses on a daily basis, in and out of lessons. Basic equine training theory and methods for both ground manners and work under saddle to address any safety concerns.
Basic human Anatomy
Basic stable management Equine suitability for rider
Be explicit about eliciting from client, caregiver or others their goals and limitations and preferred means of attaining goals. Open the means to more than riding - eg, all aspects of caring for and relating to horses, using reins in human hands to practice managing a horse and develop sensitivity and compassion in relationships.
Being able to actually ride in order to fully understand how each horse moves and feels to the rider.
Being able to be adaptable at anytime during a lesson in the arena. Thinking on your feet and dealing with what the situation or occurrence dictates.
Being able to communicate with parents and or caregivers
Being able to demonstrate or provide detailed task analysis of basic mounted skills or activities. Not as defined by a blanket statement discipline (everyone must do so via hunt seat or dressage). But as defined by a discipline or riding theory most familiar to the instructor.
Bookkeeping, advertising, barn management, equipment management/evaluation, digital presence/social media management, despooning, training equines for therapeutic riding (teaching them to ignore excessive kicking, keeping them fit, etc)
Briefing staff and parents/ guardians after each lesson
Budgeting Fundraising
Care of equine participants, including feeding, exercising, doctoring. Check in time with parent or care giver after lesson, Notes and progress paperwork, tracking goals. Attend CE events.
Caregiver relations/Communications
Choosing appropriate horse for each client. Awareness of a problem arising during lesson and diffusing the situation by adapting the lesson in such a situation
Client outreach, administrative tasks (filing, updating paperwork), participating in center events (ie: fundraisers), mentoring instructor candidates, exercising horses,
communicate with parent/caregiver of clients in regard to any issues or progress
Communicating and coordinating with family and caregivers.
Communicating with caregivers about the student's progress, needs, goals, etc.
Communicating with parents/caregivers, creating and maintaining health and safety policies
Communicating with parents/caregivers/ setting individual's goal setting exercising the equines to stay fit or testing equines to be added to our program

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Missing Tasks
Communicating with participants' parents, care givers, etc. in relation to appropriate goals.
Communicating with rider parents / caregivers Goal setting and assessment
Communication techniques for participants and their families. Identify best ways to communicate with participants.
Communication to parents and caregivers. Stable management.
Communication with care givers and health professionals
Communication with caregivers, goal setting, expectations, feedback.
Communication with parent at the beginning of each lesson
Communication with parent/caregiver. Probably not on a task list, but these things are always important: advocate for the PATH programs, advocate for your center, continued education.
Communication with parents or caregivers and participants to get feedback and suggestions for future development. Also to give feedback to the above on participant progress and what they are working on specifically.
Communication with Parents/Guardians
Communication with staff and parents.
Community development. Staff relations. Time management
completing paperwork with appropriate verbiage and clarity. Following policies and standards. continued study for professional improvement being a voice for the horse
Conditioning and schooling horses Develop and maintain relationships with participant families and or caregivers
Conditioning equines for program (riding, lunging, free lunging, etc.)
Conditioning of horses Daily care of horses Admin duties Serving on committees for the organization
conflict resolution and skill progression
Continued Education
continuing education
Continuing education/compliance
Coordinating with PT/OT/SP/L to provide optimal care for riders.
Correction of inappropriate/unsafe behavior of equines from both a mounted and unmounted position.
CTRI should be a competent rider. Should ride regularly and continue to take lessons.
Daily logs - attendance, horse use, progress reports Volunteer training Continuing Ed
Data collection, paperwork, public awareness/interaction, parent/caregiver interaction. All seem outside of the lesson but all necessary components to be covered either by the CTRI or the organization.
Dealing with emotional melt downs and fear in riders. Interacting with parents.
Dealing with family members of participants: emotional outbursts, causing distractions during the participant's lesson, unable to afford lessons
Dealing with family members/caregivers

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Missing Tasks
Dealing with parents. Lesson plans for a mixed level of riders.
demonstrate knowledge of various conditions a therapeutic riding student may deal with, and how these conditions may differ on a given day
Demonstrating riding skills as needed. Horses need to be exercised to stay healthy and fit for their riders. They also need to be assessed for the TR and the CTRI needs to be able to do both.
Demonstration of riding skills - some people have a hard time hearing instructions and can see instructions better.
Demonstration/expectation of riding) horsemanship skills
Depending on program- managing parent expectations. Public relations. EAAT advocacy.
Determining whether or not a horse is suitable for a Therapeutic riding program.
Different mounts and dismounts
Disability knowledge
Discussing progress with families in a professional way, groundwork
Discussing the student's progress with the student and or parents
Discussion with parents/caregivers as to how each rider has done since the last ride ie physical issues or improvement; given any feedback as to their lesson; areas that the parent/caregiver believes to be addressed or focused on.
effective communication skills with volunteers, participants and families Horse advocacy Choosing a horse for a therapeutic riding program Retiring a horse from a therapeutic riding program Recruitment of volunteers Recruitment of donors
equine care outside of lesson (ie helping volunteers with chores)
Equine care/barn management.
Equine maintenance over time. Horse Body Condition Score knowledge and understanding, and how to maintain a healthy horse. How to gauge the weight that can be carried by a horse without injury.
Equine schooling is often a task that accompanies this job.
Equine selection - For specific participants as well as for the program overall Equine training/conditioning New participant initial evaluations
Equine selection/training, business management,
Equine training, behavioral adjustments, and desensitization to new therapy tools or methods. Proper equine nutrition and exercise.
Equine welfare, awareness to diversity and inclusion
Equine's mental and physical health. CTRI should participate in exercise and management of equines to develop a connection and know each individual.
Etiquette among instructors for instance what would you do if a program director insisted you use a lame horse in a lesson? Or what if you observed a very unsafe lesson by another instructor? Ect This are situations I have found myself in during 20 year of TR especially when working with small programs!

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Missing Tasks
-Evaluate potential horses for inclusion in a program. -Choose an appropriate horse and tack for a rider in a class (not related to fitting, but related to what would be best for them in terms of developing their skills, accommodating their needs, etc.). -Write goals and objectives for specific riders. -Train horses for use in a program (training specific to EAA, not general training in being ridden). -Condition horses in the program (ride, lunge, etc.). - Warm-up horses in the program (ride, lunge, etc.). -Mount/dismount riders safely and appropriately, using a variety of techniques and methods. -Communicate effectively about the program they work for and the EAA industry, using correct terminology. -Communicate effectively with families and caregivers of riders. -Make safe, appropriate adaptations to tack when needed. -Use safe, appropriate handling skills when physically touching/moving riders (during mount/dismount or throughout the lesson). -Work collaboratively and respectfully in a team environment.
Evaluating lesson horses Communicating with parents
Evaluating potential new equine's suitability for the program Schooling, exercising and conditioning horses on a weekly basis, (riding, leading/in hand work and lunging) Training horses for the program such as long lining, training horses to work with equipment such as our lift, to be mounted and dismounted from right Mentoring new instructors (mentoring and leadership skills) and providing constructive and meaningful feedback Identifying economical avenues to pursue continuing ed
Evaluating rider to determine appropriate horse to use Knowledge of lameness in horses, Riding skills. Hard to teach if you don't know what you are trying to teach.
Evaluating the suitability of equines for therapeutic riding prior to accepting them into the program.
Evaluations for precautions and contraindications.
Even in facilities that have volunteer coordinators and volunteer trainers, it is still part of the role of a CTRI to provide some training to volunteers. Hopefully it's a small role, but besides giving directions to volunteers, the CTRI has to reinforce training, and sometimes provide some of the training to volunteers. It's always helpful if the CTRI does not have to train volunteers while teaching classes, but unfortunately there are times when the CTRI has to step in and clarify for volunteers what is expected and how to do it.
Exercise horse, communication, and seasonal management of horses/arena
Exercise Riding
Exercise riding, rider evaluations
Exercising and maintaining horses

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Missing Tasks
Exercising horses either through riding exercises or longeing the horse. Horse care such as providing treatments. Ensuring horse body mechanics are also correct during ride and reading the horse's body language to know if they are comfortable with the rider or not. Understanding why the horse is acting in certain ways - taking the time to get to know each horse and their personalities so that while teaching, you know how they wish to be worked with. Explaining body mechanics to the rider and how their body and movements affects that of the horse. Teaching the difference between being a boss and being a leader - preparing your horse for success, being their teammate and communicating, so that they perform at their best and avoid injury.
facility management and troubleshooting/repair. Compliance with certification requirements. Budgets. In this instructors case, everything involved with facilitating a quality program.
Facility safety - keeping gates closed, safety while mounting and dismounting Volunteer education/training
Family interaction and providing feed back and suggestions for home based exercises and carry over. Random visitors, addressing questions, tack donations and random interruptions. Documentation! Computer issues and scheduling challenges and invoice billing staff questions.
Family/caregiver relations; equine assessment/evaluation for inclusion in the Program or not; equine conditioning/training responsibilities
Fitting helmets (unless you were considering that in the "fitting equipment" question - I was picturing fitting the saddle to the horse and the stirrups to the rider and that sort of thing so you should be more specific) Outsider management (siblings, parents, etc. who come to lessons) How to handle awkward situations (client wet their pants while riding - what do you do? Adolescent shows up in a dress to ride and mounting is... inappropriate? Fine? Both have happened to me in the past year) You identified that the horse is lame, now what?? Tack checks to your specific horses - this is SO important - for example, if the horse needs a specific type of pad or uses a non-slip girth. These can become huge safety issues very quickly and are not addressed by "knowing how to tack up in one discipline." Perhaps it would be beneficial to talk about why very round horses need non-slip equipment and how horses can act out of character if their equipment is uncomfortable. How to handle emergencies - when do you call 911? When do you make the decision to move the client vs. keep them still because of the potential for a head/neck injury? What do you do when a parent is running across the arena screaming towards their injured child? What do the other mounted riders do while you are handling said emergency? What do you do when you go to mount a rider and realize that the stirrups won't work? Maybe their shoes are too big to go in the irons or the stirrups are dramatically to short or long? Do you mount anyways and take note? Send someone to get proper equipment? At what point is this modification dangerous vs inconvenient?
Fitting horses to riders based on gait, height, weight, movement, etc.

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Missing Tasks
For us, the CTRI is in charge of the initial evaluation to determine if the participants is, in fact, appropriate for the riding program. This includes looking at medical history, riding history (if applicable) and setting long term goals.
Form vs. function of the horse Maximizing the therapeutic value of a lesson Progressing the rider in equestrian skills to independence
general facility care and event support
General horse care. Feeding, exercising, first aid care.
Handling inappropriate or dangerous behaviors of volunteers or parents. Personal conflict management or HR type issues.
Having eyes in the back of one's head!
Helmet fittings
Helping to exercise the program horses outside of lessons and assess them for attitude (burn out) and fitness.
Herd management/ barn management
Horse and rider matching Horse suitability for lessons
Horse care /keeping and stable/ pasture management Arena management, dust control
Horse Grooming Helmet check Mounting/Dismounting Volunteer education
Horse selection into the program (new horses) and retirement of horses and finding new homes and/or retirement. Training of new volunteers and equine.
Horses willingness to do their job.
How important is the match between the rider, horse and instructor
How to manage parents.
I always check in with the parent or caregiver to see if medication changes or behaviors have changed recently
I am a one-person show at my program so other duties include participant/family initial orientation to facilitate an informed decision to participate, as well as ensuring completion and confidential storage of all releases and scheduling lessons.
I am unsure at this moment but the job is very important and must be taken very seriously. The instructor must multitask and realize individuals lives as well as animals are in their hands.
I believe knowing how to school a TR horse and how to handle ground issues are very important. I ask myself the question all the time. How can I teach something if I do not understand it.
I believe that a certified therapeutic riding instructor should be able to ride a horse and demonstrate riding skills.
I do not see anything about riding skills. an instructor can not do any of the things listed without having knowledge of riding. A good rule of thumb is that an instructor should be able to ride at a level above what they are teaching. I believe the way the first survey was flawed in how it was presented and that consequently riding skills and riding knowledge was left out.

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Missing Tasks
I don't believe that any of the previous questions addressed an instructor's ability to assess an equine for inclusion in a TR program, or for the training/desensitization of a new equine into a TR program or behavior management of members of a TR herd. While larger programs may have a dedicated equine manager to do this type of work, in many smaller programs those tasks may well fall to program instructors.
I feel instructors need to take time to (work/ride) each horse in their program to have a better understanding of the horse and their movement for their rider.
I think it's important to really learn about working with volunteers. Especially ones that have lots of opinions and tend to take control. There are always those types of people and it's important to learn how to handle those situations.
I think that it is very important for an instructor to be able to ride a horse for the purposes of schooling & equine physical fitness and to know the feel and typical reactions of that horse to be able to better instruct that horse's riders.
I think that knowledge and understanding of mounts and dismounts might be something that should be added? It may fall under one of the other categories but it is one of the most vulnerable times during lessons and I don't think it can be addressed enough (horse, volunteer, rider and instructor safety).
If the candidate works at a small center they might also be responsible for billing and fundraising.
If the client agrees, partnering with other therapists who are working with the client, and making sure that whatever we are doing is not counteracting anything that the client is working in with the other therapists and care takers.
If the CTRI is the primary equine manager they have a responsibility to know equine care and management to protect the animals welfare in order to recognize and step in when early intervention or care is required. Many things show up first under saddle as lethargy or unwillingness to perform movements and then further escalate. If a CTRI is lacking this experience it can negatively impact the equines in their care.
In addition to mounted lessons in the arena, at our center we do a lot of groundwork and work with clients who are grooming or walking in-hand with their horse. An understanding of how to safely do so (reading body language, where/how to approach and halter, how to groom, how to lead in-hand, etc. and the attendant safety issues are important).
In order to be effective, a CTRI must know how to ride themselves. This is so helpful when teaching participants how to ride if you know how the horse feels and responds to certain cues. I don't know how I could be an effective instructor without having lessons myself from a professional trainer and also riding my participants horses so I know how to help them get their horse to perform better.
In some instances only ground lessons are possible. Instructors should also educate on parts of the saddle, bridle, grooming and grooming tools, anatomy and vital signs
initial paperwork and assessment including precautions and contraindications facility management

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Missing Tasks
Instructors frequently participate in training and exercising equines so they can best partner with the riders.
Instructor's Personal Riding Credentials/Skills/Capabilities
Interact with fellow instructors in a professional manner, whether sharing the arena in separate lessons or participating in the same lesson together. Respecting the teaching instructor if asked to assist in his/her lesson.
Interacting with caregivers/parents, setting goals
Interaction with family members/guardians
Interaction with parents/ guardians/caregivers/therapists
Interaction with parents/families. How to manage expectations, behaviors, etc.
Interaction with parents/guardians both in regards to the rider they accompany and what is appropriate for the parent/guardian during a lesson
Interactions with families, caregivers and center staff and administrators. Monitoring horse training and conditioning. Volunteer training (seems more than just the management listed here) Extracurricular activities like Special Olympics, local events, holiday events
Interactions with parents Progress reports
Interactions with the members of the participant's family which is EXTREEMLY important! Equine Nutrition and Equine Training is vital as well... the entire horses well being affects how he or she performs in the arena.
Involvement in choosing horses for programs
Involvement in training horses for TR or other activities
It really depends on the program. At some programs, the CTRI might be handling client intake. There may also be a component of being the primary exercise rider for the horses. However, if the curricula for the CTRI is well-balanced, a candidate will be prepared for most of the duties encountered in the EAAT setting.
It really depends on the program. If you have an equine manager, volunteer manager, trainer, ect your requirements will be different.
It's not a task. It is the establishment and ongoing nurturing of a mutually beneficial, respectful work relationship with their equine colleagues outside of sessions/lessons. You don't just pull them out of a closet like a basketball.
Keeping horses fit and ready to perform their job as a TR horse in a program
Keeping therapy horses in shape
know and teach about equine and human behavior and body language
Knowledge of a variety of disabilities Knowledge of PATH Intl. Standards, Precautions & Contraindications
Knowledge of contraindicated disabilities and why they are contraindicated.
Knowledge of disabilities
Knowledge of disabilities. Actual ability of the CTRI to ride an equine safely and correctly.
Knowledge of mounts and dismounts appropriate for disability Ongoing knowledge of Standards

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Missing Tasks
Leadership training and team management skills.
lesson planning and continuing education
Lesson plans are not as important as participant and volunteer safety.
Lots of other things...survey is a minimalist way to garner information
Lots of safety issues to take into consideration. Especially when using lifts and all the different mounts and dismounts used to match disabilities/abilities. Techniques with different Saddles, pads and reins. Volunteers use to help lessons flow better. How to keep the rider safe and balanced especially at the trot.
Management of Parents and caregivers of participants. How to deal with intrusive/disruptive behaviors.
Management of trainees and interns where appropriate.
Managing environmental factors that can compromise lesson safety.
Managing parent expectations
Managing parents or caregivers.
Managing personalities
Managing staff conflicts, adapting the lesson when a horse(s) appropriate for the individual are unavailable or lame, general facility management and organization / center issues related to mandatory PATH international standards (ensuring mandatory standards are being adhered to within the facility staff, volunteers, etc if there isn't a program coordinator).
Marketing, scheduling, selecting new horses
Match participant with appropriate horse. Communication with parent about objectives and goals for the participant.
Maybe reviewing medical records and history, IEPs, notes from PT and OT.
Maybe this would be included in one of the areas already mentioned, but I do occasionally need to get on and demonstrate something or school a horse. I think an instructor should be able to perform this type of task.
Mentoring instructors in training
Mentoring other instructors. Many Executive Directors are also the mentor for the program.
Most of our instructors are actively engaged in schooling horses either mounted or on the ground.
Mounting & Dismounting (unless this is assumed to automatically be part of the lesson)
Mounting and dismounting (one of the most dangerous parts) Multiple horses/students versus individual Horse fitness level outside of therapeutic lessons Trails and sensory equipment or stations
No specific mention of riding skills, as such, but to teach finer points of riding, it's essential to "know what it feels like and how to do it."
Often Instructors need to physically ride and train program horses.

Missing Tasks
on-boarding equine partners-finding, assessing, managing trial period managing schooling, conditioning, re-hab, rec schedules re-homing I realize some of the above tasks may be shared with an equine director and/or barn staff but were regularly attended to by the instructors.
Ongoing equine training and assessment of health, comfort, and wellness Riding/schooling each of our 12 equines frequently allows me the ability to best instruct riders on them. Must understand rider and equine weaknesses and strengths and how they merge for safe, effective lessons. Knowledge of human and equine biomechanics and how various disabilities my need task analysis break down for skill progression Saddle and tack/equipment fit Advanced riding/groundwork skills to train equines to be balanced and fit for the challenging work of TR
Other job duties: schooling/ trading/ conditioning equines Special events Horse shows/ Horse show coaching Administration work Documentation
Paperwork and Schooling of horses
Parent/caretaker interaction: checking in before and after a lesson
parent/guardian/caregiver communications
Participant and Volunteer Management should be separate. They are NOT the same thing. Not even close.
Participant's family, and support service team interaction.
PATH standards Disabilities Equine conditioning Types of learners
Perhaps I'm mistaken and this was covered, but just in case, under equine handling add managing a schooling/exercise program for each horse that addresses physical conditioning and mental well being. If a program has an equine manager, instructors should be part of this. I'm with a small program and instructors take this on.
Perhaps it is assumptively included in another category , but I find myself constantly evaluating the appropriate matching of horse and rider.
Post-emergency or trauma mental health care for two and four legged staff. Self-care for staff.
Problem solving and flexibility are traits, but some people come to the table as CTRI w/o. These are two key ingredients that qualified CTRI need to possess, learn, utilize.
Proper helmet fitting, making sure gates are closed in arenas prior to class
Providing progress updates to program staff and parents, consulting with parents regarding goals, assessing horse-rider and volunteer-horse-rider dynamics, training new volunteers, basic barn management, fundraising and event support, community education and outreach, volunteer recruitment and management
Public Relations Allocation of funds Veterinary scheduling abd fikkiw yo care Communication with client's family Horse selection and training Facilities management and safety Continuing education
Rapport with client Arena set-up
Recognizing Environmental safety issues

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Missing Tasks
recruitment, legality, paperwork/documentation
responsible continuing education equine selection -- extended beyond lameness capabilities of modeling/recognizing correct in saddle equitation techniques administrative skills-- progress notes (this may be included with follow student progress?)
Review of rider progress with Participant/ parent/ guardian, progress tracking and documentation for data analysis and outcomes
Ride, condition, train and exercise equines to maintain physical, mental ability to perform successfully. Equine selection - match the equine's movement, conformation and training/skills to participant to achieve progress toward goals. Assess equine skills are suitable to lesson activities.
Riding
Riding
RIDING
Riding ability. As a instructor I always ride the horse my participant uses. Each horse has its pluses and minuses as to the participants ability to ride that horse. Not in an unsafe way . Slow mover , bumpy trot , easy trot, etc. You can also ride the the horse in order to improve those issues. Or you can adjust your lesson. You can be more understanding of the participants challenge too. Schooling our horses was always something we made time for as instructors.
Riding and conditioning program horses
Riding and training - it is vital that horses are schooled and trained/tuned up to remain or become effective lesson horses. Needs to understand and correct behavior issues.
Riding and training horses appropriately for their job in theraputic riding lessons.
Riding and training horses. This is extremely important to keep the horses trained, fresh, and progressing in their skills; additionally it gives depth of understanding on how each horse's movement affects the rider.
Riding and training of program horses
Riding and training program equines to make sure they are properly conditioned and keep their interest/activity levels up to quality. This plays heavily into a successful program. Horses that aren't happy or are exhausted or just plain lazy are not a great addition to the lesson.
Riding and training the equine therapy horse Working with parents
Riding horses to maintain schooling levels
Riding of equines and and assessment of suitability of equines for particular participant
Riding should be included. Sometimes demonstrating something for the rider is helpful also prepping horses for a lesson might be needed.
Riding therapy horses to determine suitability, performance, and temperament. When to provide breaks for horses and volunteers to avoid burnout. How to work with participants with multiple disabilities.

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Missing Tasks
Riding, conditioning, and training therapeutic horses Ground work with horses Assisting in the going volunteer training/ education/ retention Preparation of lesson plans, arena set up, reflection on lessons Review of paperwork, research on disabilities Continued education on topics of weakness, meeting with mentor
Riding, exercising and training horses
Riding. Applying knowledge of correct aids in center's therapy horses. Communicating that knowledge in a way that those with cognitive and communication challenges can understand.
Riding. Instructors need to school, condition, train and warm up lesson horses.
Riding/exercising/checking in with the horses prior to lessons
Safe mounting/dismounting, use of ramps/mounting blocks, lessons with students being lead by instructor, lessons with students being lead by others, untacking, bringing horses into/out of stalls/barns, grooming, tacking. Also, administrative tasks, such as recording attendance, evaluation forms, progress notes, horse signouts/suitability and student/horse compatibility assessment, among others.
Safety checks of horse and rider before each lesson begins Quick safety check about 15 minutes into each lesson Quick safety check every hour after that. Quick safety check emphasizes proper tightness of girth/cinch Initial safety check includes rider's attire (helmet, clothes, boots) and horse's tack (bridle, reins, saddle, and fit of both bridle and saddle) Adjustment of stirrups once mounted
Safety of arena and or lesson setting.
Sanity
Scheduling and working with parents/guardians Appropriate response to acute childhood experiences and trauma Behavior management of riders How to professionally decline a rider your program cannot cater to
Scheduling appropriate riders for group lessons. Appropriate adaptive tack selection.
Scheduling of students, volunteers
scheduling the classes and dealing with differences
Scheduling the lessons and volunteers can take a good deal of time if it is a small enough operation that would likely be done by the instructor.
Scheduling, assessing group suitability, grooming teaching, ground handling skills
Scheduling, volunteer recruitment, marketing, administrative tasks, grant writing, fundraising
Schooling and conditioning horses Volunteer Training
Schooling and education of therapy horses
Schooling horses. Instructors should be able to ride to help diagnose any issues that may need to be relayed to the rider.
Schooling of lesson horses and appropriate lesson horse prep skills.
Schooling, ground training, barn management, horse care.
Schooling, training, assessing overall health and fitness of Equine Partners. Identifying and communicating injuries and health issues with equine care team. Communication with riders and families.

Missing Tasks
Screening and schooling horses, checking them for responsiveness. Riding them to return them to a baseline of competence after being ridden by novice/handicapped riders.
Selection of an equine based on participant needs/abilities General knowledge of common disabilities
Selection of equine suited to participant
Self assessment of ability to manage overall tasks given a change in horse, volunteer, participant
-setting-up arena: equipment, safety, etc. -mounting and dismounting procedures: safety, method, equipment -choosing appropriate horse -working with parents/caregivers before or after lesson
Several topics that are super important, but were not exclusively mentioned, is the cultivation of working relationships with the rider's parents/caregivers, and also the rider's therapy teams where possible! They are all a valuable source of excellent insights and suggestions for your lessons! In addition, I believe application forms and liability waivers should be addressed more directly/prominently in the manual, stressing their importance - I had a mentor who spent quite a bit of time reviewing them with me, and providing information that was relevant to the state I live in. I always like to have my I's dotted and T's crossed and have a background in legal studies. Some hopeful instructors just don't seem to understand the importance of that.
Show ability to ride and school lesson horses at all gaits. Demonstrate ability to assess horses for suitability for a program. Discuss routine care and feeding of equines
Site assessment, is the arena/barn safe for riders and volunteers Mould, Dogs on the premises, is the lighting significant enough.
Speaking with parents and staff of participants; training volunteers on the spot; and looking out for possible dangers to the horse.
Specific items such as mounting and dismounting.
stable management
Stress on new therapeutic riding instructors and the burnout they are experiencing.
Successfully dealing or forming relationships with parents or caregivers
Teaching grooming, tacking, ground handling and how horses think and perceive their world.
Teaching methods should be emphasized and bringing awareness to anticipating the unexpected. Consider fostering excellent communication skills. Instructors are looked upon by riders and volunteers as leaders while in the arena. Emphasizing professionalism, leadership, and communication skills with the rider and volunteers is important.
Teaching riding skills. Training and conditioning horses
TEACHING! Understanding Task Analysis. How to break things down and present in different ways based on a participants needs. We are teachers.

Missing Tasks
teaching/learning skills of people (riders/volunteers) TACK choices to improve rider's physical response to riding therapeutic games and volunteer assists that encourage independence of rider/volunteers Understanding that what we do encompasses: riding skills AND social/mental/physical/cognitive/learning outcomes;
That percentage is not valid. You can't give as low percentages to the importance of each of those task. Each one is 100% as important to each other and neither should be less than each other. My percentages do not show how important each one is. It is a challenging question and should be asked differently. Just my opinion. At the moment of each task they become 100% the utmost important.
The CTR Instructor should know how to match a rider to an appropriate horse. The Instructor should have knowledge of horse movements in relation to the rider.
The main component that I think is missing that I do as a CTRI is either riding our horses to correct behavior, increase their knowledge or provide them with a "mental health" ride. While it often times is easier to instructor a group of able-bodied individuals, many times the individuals do not have the skill set to correct behaviors.
The participants family/guardian can provide valuable input to the instructor and Visa versa. I always make sure they feel respected by me and are on board with the process.
Theories on instruction. Some programs teach adaptive riding only. Other programs teach adaptive riding but also focus on everyday necessities for individuals with disabilities; self confidence, focus, sequencing, and decision making.
there are countless tasks not covered. Grant writing, feeding and suppling horses, lunging warming up, checking horse's suitability for lessons/program, scheduling families etc
there need to be better communication in criteria of new participants.
There should be specific sections on task analyses and progress reports. I found these two pieces instrumental when becoming a CTRI and learning to adapt my lessons from able-bodied riders to riders with disabilities.
This is an area that is extremely hard to measure but I feel is very important to being an outstanding instructor. That is the ability of instructors to relate well to the parents or caregivers of the riders in our classes. We must be the best listeners, educators and ambassadors of therapeutic riding as well as, advocates for the riders. We can be good instructors and meet all the skills listed in this survey but, we must be able to relate to our families and volunteers and celebrate the successes. Everyone benefits.
-Time management of required paperwork. (lesson planning, documentation, etc.) - Ongoing training of volunteers (regarding working with participants and general horse related activities - grooming, handling, horse behavior, unsoundness, etc.)
Time mgmt
Tracking participant attendance. Keeping track of horses used in lessons and how many hours they are worked.
Training and conditioning horses for riding. Advancing participant horsemanship skills.

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Missing Tasks
Training of the volunteers and equine TRAINING. Desensitizing and training equines prior to new games and how to do it. Safety at the mounting block/deck or lift.
Training of volunteers and horses
Training therapy horses and assessing how to select a good therapy horse for a program
Training volunteers
Understanding of mounting and dismounting techniques
Using safe and appropriate mounts and dismounts
Volunteer training. Instructing your volunteers before, during and after a lesson doesn't come close to holding effective volunteer training and allowing practice with able bodied participants and educating volunteers on disabilities and managing human behaviors with kindness and compassion and managing the physical issues associated with your specific clientele.
Will differ among facilities and programs, but I think there's an element of "responsibility for all the things that happen on the farm while activities are taking place onsite." I used to tell people that if someone's sister gets bitten by a barn cat, it's my responsibility to know why it happened and deal with the problem. At many programs, the instructor may be the only staff person on site during lessons and has to manage all situations - biting cats, power going out, clogged toilets - all while teaching lessons.
Within risk management, scene or surrounding awareness is very important. Keeping riders safe is always first priority. Horses usually react to surroundings. Knowing your surroundings and each of your horse's response is the most important safety issue.
working with OT, PT and SLP's who are doing Hippotherapy and responsibilities associated with this.
Working with other instructors. Working with office and administrative personnel. Interpersonal relationships with these colleagues.
Workshops should continue to be held as they provide MANY helpful points that can be missed by just on line information or in reading manuals. Also the "live" test to show you are capable of riding a horse should continue instead of just providing just videos [this is REALLY unacceptable in judging the ability of a person to ride or provide information to the testers that they are capable].
Yes possibly the ability to relate to parents or relatives of participant in regards to questions about progress, goals or behavior etc....
Yes, appropriate horse for the rider selection depending on the needs of the rider.
You ask if we assess unsoundness. You should ask if we assess soundness.
You do refer to assessing the suitability of a task or lesson to the participant, but there is no mention of researching disabilities or knowing them in some depth before creating lesson plans. I'd like to see more emphasis on understanding our riders, seeking out effective techniques and staying up to date on the best methods to address our riders' needs. What's also lacking is a strong focus on progressing our riders.
<small>*Note: responses are listed here exactly as they were entered in the survey. Typographical and grammatical errors were not corrected.</small>

Additional Comments
A Certified Therapeutic Riding Instructor must be able to be flexible in that they could be wearing many different "hats" as an instructor.
A few of the questions on the transition exam were unclear. Perhaps they could be worded differently to emphasize the main point being considered.
A great instructor must have the ability to listen and adapt to the rider's real need
A theory of riding does not mean that someone can actually ride and teach someone how to do so. People can memorize theory from a book, but unless they actually know how to ride above the level of a trail ride, they are unable to adequately teach therapeutic riding lessons.
A therapeutic riding instructor's primarily responsibilities are the horse, rider and outcome of the sessions. The center should be equipped to tack appropriately and enforce safety requirements. It is also the center's responsibility to manage and assign volunteers to appropriate lessons.
All areas are important but their importance may vary with the type of lesson, participant and/or volunteer group. It is difficult to answer in detail the way this survey is constructed.
All of the criteria are very important even if some instructors have other mentors who perform the equine selection and matching with participant or ride and maintain the equine's skills, condition and training. A large number of PATH programs do not have advanced level instructors on staff, or even more than one or two instructors and they depend on the registered CTRI to be able to carry all of those responsibilities.
All of the skills indicated are critical for being an effective and safe CTRI
All of these criteria should be of utmost importance in order to maintain the highest level of professionalism, accountability and competence for this credential.
Allowing a participant to provide a video [if they have failed that portion during the "live" testing] could be helpful due to the cost of attending in person another live testing.
Although riding is not required by the CTRI position often, I do feel strongly that new CTRI applications should have to pass a riding test barring specific exclusions. Teaching riding assumes that one is competent at riding, whether or not actual riding is a day-to-day requirement of the job of instructor.
Always involve someone else that help you work thru barn politics, as an instructor this is sometimes difficult to do both instruct and be aware of others in the barn that are not familiar with your program.
An instructor must possess a thorough knowledge of horseback riding and training, and be an effective rider themselves. They cannot teach what they have not learned themselves.
Anyone wanting to gain this certification should have a solid background in equine activities. If you don't know how to ride you shouldn't be teaching someone how to ride. I saw this at my original certification and it concerned me how many people didn't know how to ride.

Additional Comments

as a CTRI I spend my time planning the lessons and tracking the progress of the riders and directing the volunteers. My barn manager handles the horse related issues. Because the majority of my case load will probably not ride independently the riding skills are not as important as the relationship with the horse.

As a long-time PATH Mentor, I would like to recommend that the CTRI process be re-evaluated because it only assesses knowledge, not skills. Whether or not someone can answer multiple choice questions and can complete supervised teaching hours has little to do with their ability to write appropriate goals, plan a suitable lesson, and teach effectively. Teaching is a skill that has to be evaluated "in action," not a concept that can be assessed on a multiple choice test. The CTRI "teaching" video has little relation to what actually happens in a lesson and does not involve writing a lesson plan or teaching one target skill to a class, which is what a riding instructor's job is. It also gives an unfair advantage to those who have access to a very large arena and a slow horse because they will have much more time to talk during the pattern in the video than someone recording their video in a smaller arena with a faster horse.

As a PATH center that works mainly with younger children, I feel the process of CTRI should have more guidance with younger children in regard to separation anxiety, acceptance of different textures, fear of animals.

Because all of the areas about which you inquired (i.e. equine handling, participant and volunteer management, etc.), and their importance and frequency in an instructor's role, I do not feel that the current method for certifying candidates is appropriate. A video of an instructor teaching a pattern to an intermediate rider is an extremely inaccurate depiction of what this industry is about. I understand that the instructor needs to demonstrate solid knowledge about riding skills, position, and break down a lesson into whats, hows, and whys, but doing that for participants with special needs while managing volunteers looks very different. A typical instructor could pass your video portion of the certification process, but if they were to teach like that in a class with special needs students, it would be a disaster; there is absolutely no time given for processing and that kind of overload of information would send many participants into a meltdown or shutdown mode. All that to say, the video portion of the certification is discordant with what a CTRI actually does.

Candidates should be required to demonstrate the ability to ride a horse at walk, trot and canter in a pattern incorporating circles and change of direction while demonstrating correct leads and diagonals. This should not have been removed from the process.

Communication with the parents and input helps the instructor to understand and better meet the needs of each student

Continued vigilance with evaluators' records of certification is paramount to this process. I have two staff who were terribly wronged during an evaluation. While PATH largely corrected the issue, it could and most likely will happen again as the CTRI process works its way through.

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Additional Comments
CTRI covers too many different positions. A therapist controls medical goals. A riding instructor controls horsemanship goals. Either or both sets of goals may be part of the lesson. The specific goals determine the need for specific people to participate in the lesson. Why are we trying to put all of the pegs in the same hole?
CTRI's should have excellent horsemanship knowledge and skills and equally excellent understanding of different disabilities. To lower the standards on these two things is devaluing to the industry as a whole.
Current testing does not have a potential instructor teach a lesson as part of exam. Testing based on talking one able bodied rider through a pattern is not appropriate and does not even relate to teaching a group lesson of individuals with disabilities.
'Demonstrating equine handling' might be better phrased as 'instructing equine handling' because while I don't spend very much time demonstrating that IN a lesson (more of this in other settings, like vol training) but I do spend time teaching or redirecting vols re equine handling.
Difficult to assign percentage rate to areas generally. Must take into account severity and level of support required by participant
Difficult to isolate and assign values to the separate categories as so often they overlap each other in a "real world" situation.
EAAT is the most rewarding profession in the world!
Having new instructors demonstrate actual lesson planning and teaching is so much more important than anything else. Keeping our riders engaged and safe is truly the key to the job.
Horse behaviors and opinions are just as important as the students!
I always like to make rider, volunteers and guardians feel that this is a team effort and I always look for the value of what happened in the lesson. Sometimes we learn more and grow more from a difficult lesson.
I am disappointed that a riding video is not required for the CTRI tasks. I also feel that the new certification is now more expensive and will be less affordable for many people. At a time when we are all struggling to find PATH instructors for our centers, this is very concerning to me.
I am I can concerned that this second survey will send a message to the membership that things may be changing, again, and that recently published resources may no longer be valid.
I am not sure how to include this in instructor preparation/certification, but I think there should be SOME acknowledgement made and consideration given to the clientele that the candidate will be working with. Some programs seem to have a higher proportion of riders who need and want riding instruction that can "take them up the levels". Other programs cater to riders with disabilities that are more physically limiting. It is good to have a standard that applies to everyone, but I hope that individuals preparing for the CTRI will receive very clear guidance as to the types of mentoring they should seek to maximize the likelihood of becoming qualified.

Additional Comments

I am sorry to see the way to get certified changed. I feel that by teaching an able body person on a video is quite different than dealing with someone with a disability in a lesson. A person can be a good test taker but can they teach from the ground and ride the basics? This should be shown.

I appreciate PATH for furthering their efforts to make the certification process produce well round professionals.

I believe all categories should be equally known by a CTRI, all very important in a proper lesson & understanding your equine partner, participant, volunteers & the best lesson that your partici[ant will benefit from.

I believe CTRI's need really good horse handling skills - for their duties - be it mounted or unmounted or both. They should have a connection to each equine they have in their classes. I've seen so many that just "use" the equine as a tool and have no knowledge of truly how to gain connection, especially on the ground. It is while on the ground that CTRI's need good connection whether the rider is mounted or not.

I believe that 20 hours of continuing education each year is ridiculous. The majority of Riding Instructors are part-time and the work is back-breaking. I have asked other individuals what their continuing ed requirements are and they are considerably less than what PATH is requiring. At least, when Horse Expo attendance was included, it was possible to get a lot of continuing ed hours in at once and you've taken that away from us. Each year, continuing ed and certification gets harder and at some point, something's going to give. Centers will close because they can't get instructors and when they do get instructors, they won't stay because the continuing ed is too demanding. 2 hours of a mounted riding lesson for someone that teaches riding and has proven this during the testing process is a joke.

I believe the instructor may need his/her own support system. A fellow instructor to bounce ideas off, etc. How often does the instructor ride the school horse/pony used in the lesson or observe the horse/pony loose in the turn out. Self care for the instructor and quiet time with the horses/ponies I believe are important.

I believe there are a lot of specific areas that cannot be fully explored for certification purposes, but it should be mandatory with the new current structure to only receive true certification after additional independent peer review or exam supervised by outside certification panel, as well as required hours of mandatory hands on experience.

Additional Comments

I continue to look for that clear separation that differentiates a client engaged in adaptive riding versus a hippotherapy session. I understand the boundaries of the standards. My concern is how a CTRI is supposed to judge the distinction e.g. when a client is unable to hold themselves upright at all or unable to progress in basic equitation skills. I had several clients that fit this description and knew some still benefited while remaining uncertain about a few others. It was not our usual practice to bring in a hippotherapist or any other medical professional for consultation. I frequently felt I was being asked to practice outside of my scope. When I brought these questions and concerns to my supervisor, it was said that we were allowed to do this. I ended up leaving my center because I couldn't ethically continue due to my concerns. It was such a hard decision and one I still believe was right and could have easily been handled just by enlisting the aid of the required professionals. I gladly would have accepted being told I was incorrect by a credentialed hippotherapist so I could have remained at my center, confident I was staying in my lane and doing no harm. I had worked there as an instructor for 5 1/2 years, was part of the management team, was a mentor before the CTRI changes, and involved in every area of operations but still could not effect a response nor change. I would love to see a webinar of do's and don't's, clearly showing what is in the realm of the CTRI and what crosses into the therapies-including EFP. This was another area that troubled me as we had clients coming due to social/emotional issues with no MH professional or any training for staff or volunteers to assist these clients with their specific needs. I would like to see this content handled more directly in workshop training as well. Thank you for taking the time to consider this topic. Your work is much appreciated!

I disagree with the change of making a candidate submit a video of them teaching the riding pattern as opposed to doing it themselves. I think that sending a video of teaching is a good idea (since there is no workshop/certification in person) if it was for teaching a riding skill to a person with a disability like at the TRI certification. The instructors here would never need to teach that high level of a dressage pattern to any of our riders and it feels like a waste of their time to practice it. I would provide the option that if they cannot ride for whatever reason, to be able to video them teaching the pattern, but to require it for all seems to not be purposeful in identifying a good CTRI.. I'd rather see them do a real therapeutic riding lesson whether it be a group or individual. I also feel that there should be more of an evaluation system in place for their "mentors". I have mentored many instructors and continue to do so. I feel my feedback would be more important than this video in determining their readiness in being certified. I would also be happy to take some kind of required course to be certified to "mentor". I know that you have a course, but it's just optional and doesn't sound super necessary for me to continue mentoring instructors. I think that the in-person workshop and certification was so helpful for myself and others and I really think PATH should consider re-instituting, could even be in conjunction with the written test. We are now just relying on the word of whoever is signing off on them and those people don't have a formal "training" to be able to train so that makes me feel like we are not preparing instructors as well as we should be. Thank you!

Additional Comments
I do believe that depending on the structure of the organization, a CTRI may be asked to do varying things. For example, our equine manager handles all tack fitting, schooling of horses, and equine first aid. Our instructors understand the importance, and the basics of it, however their main focus is on their participant.
I do feel a bit more could be spent with Riding Theory and volunteer management.
I do feel that having a pretty solid background in equine management, beyond riding lessons, is very important for the continuation of our programs and the well-being of our horses.
I do think candidate should have a well rounded skills - they should be able to ride unless they themselves have a medical condition preventing it. I am unclear how someone who does not know how to ride and therefore has not ever felt the motion of a horse can effectively instruct.
I feel it is crucial that a CTRI be able to ride at the walk, trot and canter -- and perform all the skills they are asking their students to perform (and beyond that as well). In addition, one would need riding skills in order to keep the horses healthy and balanced (both emotionally and physically).
I feel it was a definite mistake to eliminate the riding portion of certification. How can you be a legitimate certified riding instructor when your riding skills have never been independently verified?
I feel like when I started teaching, I knew how to teach (I had previously taught middle and high school), but I was lacking on the parts where I needed to communicate with other people about things that are awkward (your kid wet their pants, you wore the wrong shoes, no you can't walk along in our trail ride, please get off of speakerphone, please sit down I will tend to the injured child and you are scaring the other horses). It's those in the moment things that you need to be able to think on your feet for, but if you can't do that then you are putting everyone else in danger. Some role play or example shit shows would be really beneficial I think.
I feel participant and volunteer management should not be evaluated together. As an instructor my focus in the lesson is the participants. I do give direction to the volunteer as it relates to the exercise but prefer to have an assistant in the arena to oversee the volunteers and provide feedback and corrections to them as needed. I feel it can disrupt the flow of the lesson if I am shifting from focus on participants to volunteers and back again.
I feel that communicating with families/caregivers and participants (those without a legal guardian) is also important but may need to fall more on the mentor's shoulders as a responsibility to teach and make sure the CTRI is comfortable speaking with families.
I feel that every task is equally important as not doing one task can lead to problems in another task. As an example, not checking equipment can lead to equine behavior issues which can lead to needing emergency dismounts, etc.

Additional Comments

I feel that participant and volunteer management should not be grouped together. The instructor's main responsibility is the rider. I feel like those are two different areas. The performing emergencies procedures was difficult to answer frequency. The instructor is responsible anytime it happens but hopefully it isn't frequent. My instructors are responsible for bringing soundness issues to my attention or if tack needs to be changed but that is only during their lessons. When they arrive to teach I have already done all the tack assignments along with hopefully providing them with sound horses for their lessons.

I feel that PATH has done an excellent job with identifying the different facets of Therapeutic Riding.. Preparation for each class is very important. As you work with different riders you get a feel and understanding of where they are at and potential. So while tracking is important I think instructors have a good understanding of their riders and how to challenge them. I think as a class is going on being able to focus on the whole picture is important and to be able to adapt when the rider is not understanding or a volunteer or rider might be affecting the behavior of a horse. There are so many little things going on at once I have found when I finish where did the time go. That is a great thing about this program the focus and reward of instructing the team work it takes in each class.

I feel this survey is adequately thorough.

I find it difficult to put percentages to tasks as many are done simultaneously through training and experience. IE you are always considering the feedback from the equine through its reactions and performance, you are always working to improve balance of rider (which also should reflect real time horse feed back) with assists from volunteer teams (if applicable) and you are always adapting your lessons to the physical and mental state of the rider AND equine that show up to the lesson that day. You should always be cogniscent of the potential risks and always strive to progress the skills of riders. On lesson day the horse/rider combo may need a pivot to be more successful or be more successful at your plan that you jump ahead. So really each should be given 100 percent.

I have been an instructor for over 17 years. The focus shifts more and more away from how the horse benefits the many different disabilities individuals have. That was so informative on how to help those different disabilities get the most out of what the horses movement has to offer. The focus seems to be more on an instructor teaching a rider to go perform at special olympics competition which those actual riders who are able to do that are not the majority of this industry. The workshops prior to certification use to be so helpful with recalling what was needed to be done to help pass the teaching a rider portion. It is being passed around that it is no longer the case. The things given the most focus on was not mentioned to the instructors during the interview piece of finding out if passed or not. Thank you for this survey to try to better match up the certification process. It would be interested in getting a survey to see just what percentage of therapeutic participants are skilled enough to post or sit a trot independantly and those who are not.

Additional Comments

I have been bitterly disappointed with the recent trend towards the "dumbing down" of critical technical riding and horsemanship skills in the PATH certification process. Consequently, I now require and have also personally sought other credentials for my EAAT business, including USDF and USEF certifications. I hope that this review of materials for PATH's credentialing process will restore the faith of its membership in the value of the CTRI.

I have been certified for over 20 yrs and feel it has been watered down you focus on human anatomy or risk management

I have for thirty five years been proud of our professional association. As with anything we have become better, bigger, and more knowledgeable and that is always good. However, I hope that we do not become so orientated to "tasks" that we forget the basic reason why therapeutic riding makes a difference. That connection between horse and rider changes lives. That is more than powerful.

I have some concerns that the new CTRI certification system is not really preparing new instructors as well as the old system.

I recently redid my First Aid and got perfect on the exam yet I struggled with the CTRI exam. It felt like the multiple choice questions were very subtly worded to almost trick you rather than ensure that you have the correct understanding of things. I had read the updated Manual prior to writing the exam yet I didn't feel "ready" when it came to completing it.

I recognize and appreciate that PATH is working hard to be sure that CTRI is a meaningful certification and that the requirements to earn this are in line with the job. The problem is that a survey really doesn't get to the heart of the matter. In my opinion, ask for the top-rated instructors (by review) in the world and then ask THEM what's most important and how it should rate. I am a competent CTRI and an excellent teacher (was a teacher before I was a CTRI) but I'm still fairly new at this and have far less experience than my mentors, for example. THESE are the people I would be asking for evaluation criteria and ways to meet those criteria. And, by the way, I think a video evaluation of riding or instructing must be an untouched, uncut video and perhaps more than one. It just doesn't do the job the way an in-person evaluation would.

I support creating standards and practice guidelines for adaptive riding instructors. I think the demands on their time and training from PATH,INTI are big and important and yet the professional field does not entirely support them with clear job descriptions or pay scale. How to fix this?

I teach independently but also have taught at a PATH center. Our answers may be different depending on where we teach....

I think it is a mistake to not have some form of in-person evaluation of a candidate's teaching and riding skills as part of the CTRI.

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Additional Comments
I think it is essential that CTRIs are true equine professionals. They should be able to do all the things that would be expected and required of an able bodied instructor. Increasing the Equine Handling requirements for the certification would help with this. Part of this responsibility falls to the mentors. If they have IT's with minimal horse experience they need to make sure that the IT is properly trained on these things. There is a lot of value in that horse knowledge, and the Mentors and ITs both need to know that there should be fee associated with teaching that to an IT in addition to the fee that is charged for the mentoring hours required.
I think one of the most important aspects is for the instructors to know and understand how to ride/handle a horse. Without hands on experience and a well developed understanding in this aspect I don't think that it is possible for instructors to safely and efficiently teach riding skills to anyone.
I think overall you covered everything. If anything I'd say that you have to be able to teach introduction unmounted lessons. We do lot of unmounted lessons when the weather is bad and it's important to have enough knowledge to teach unmounted Lessons.
I think some of the questions are difficult to rate as the level of responsibility on the riding instructor is somewhat dependent on the support staff available. For instane at my faciity I have an equine manager (with a degree in equine science) who takes more responsibility for assessing soundness and providing general first aid. I believe the CTRI should know these basic skills but if someone is present in the facility then I would rate that as a lessor priority. Knowledge of the riders and their disabilities is paramount and directly connected to risk management.
I think that it is important to have a working relationship with the students parents and anyone involved in their care. Such as therapists etc if at all possible.
I think the CTRI training and assessment are much more applicable to what is being done in the field of therapeutic riding that what we saw with the old registered level.
I think the PATH office does a good job of helping with resources and some guiding through the credential process.
I think there could also be more emphasis on the holistic health of the horse. Horse handling is mentioned here and soundness, but nothing on the overall wellness and contentment of the horse, recognition of his role as a true partner and facilitator in the TR setting.
I think volunteer training and interaction in a systematic fashion is not actually included in a CTRI or other teaching certification. There aren't any good modules on it and I'd like to see some tools developed to create a standardized volunteer program - I'd suggest a tiered program that allows centers/instructors to manage and assign volunteers to lessons based on proven experience and skills - I believe volunteers would take great pride in achieving those levels and being recognized for it.
I understand the need for improving the process of certification, but I feel you have made the process so confusing and daunting that many people are put off by the process.

Additional Comments
I wholeheartedly believe an instructor must be able to ride at the level we expect them to teach at. We are PATH Intl. and I know there will be exceptions, but we can make accommodations as needed. That is what our ENTIRE industry is about!
I work at a small program and am responsible for all the tasks you referred to. Someone else at a larger program might have different percentages of importance of the tasks because they rely on an Equine Handler or Volunteer Manager. It was hard for me to say any one of the tasks is more important than another because in the end I'm responsible for them all.
I would like to see instructors attain more knowledge of different disabilities. While Instructors can check the Precautions and Contraindications and there is some info in the CTRI study Guide, I feel more knowledge of different disabilities is needed. I also believe some knowledge of HOW to teach to different disabilities I.e. using less words for riders with processing disorder.
I would like to see more information on disabilities and how to handle specific issues within them.
I would like to see more participation currently with Zoom or Google meet to allow centers, whether they are PATH accredited or other, to discuss ideas, concerns, what works, what doesn't work, so that we can be helpful to each other. There are new struggling programs that want to succeed but are many times re-creating wheels that have already been done by others. It would help them get off and running quickly, efficiently and effectively. Thanks for all you do by the way!
I would love to know the results of this survey.
I'm hoping that somewhere in the criteria is an understanding of teaching to various disabilities, not just how to teach a riding lesson.
If someone is pursuing becoming a CTRI, then it is fair to say that they already have at least a minimum of horse experience to be able to read horse behavior and movement. I feel as though the more difficult aspect is knowing how to create a well structured lesson and managing people involved within that lesson.
IMO, even though there are volunteers and possibly assistants, the main responsibility falls to the CTR Instructor.
In completing the survey I feel as if there are many unasked questions...from communication details to riding skills
In future tests can a person select their preferred discipline? I am very knowledgeable about English tack, but not western and had questions only about western on my exam. Should I ever have a student who desires western I would refer them to a CTRI knowledgeable in western, therefore choosing a test based on the discipline I will be teaching would be a better example of my knowledge base.

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Additional Comments

In order to maintain high standards for the industry, I don't believe the criteria for a registered level/entry level TRI or CTRI should be reduced from what it is currently. TRIs should be able to perform any of the tasks they are asking of their students, and understand how their disabilities may affect their ability to perform a riding skill. An entry level instructor should also have good basic "horse sense", and be able to reasonably observe a horse's behavior, notice its cause, and manage out-of-character behavior proactively before it becomes a safety issue.

In the current CTRI there is not enough emphasis on the importance of riding, knowledge of horses and horsemanship, ability to read horse behavior and the horse's interaction with rider and volunteer (to meet the needs of all).

In the perfect setting I think it is important for the instructor to be able to arrive to the barn and have the volunteers scheduled for lessons by volunteer coordinator and lesson plans designed by program director. They can tweak the lesson to the strengths of each student they teach. Basically to arrive to the barn without other tasks to preform except to teach. I feel this makes for a better instructor.

Inaccurate assessment. If you perform volunteer education consistently and well and have safeguards in place as they learn your risk management drops. The same is true when you recognize physical and behavioral issues in your horses as well as manage the appropriateness of the tasks given to your riders, the calmness and reliability of your horses and on down the line. I think much more attention needs to be given to volunteer training.

Initial participant evaluations should be performed by a therapist if available to the center to determine best placement ...therapeutic riding, hippotherapy, equine facilitated psychotherapy, etc.

Instructor should develop excellent knowledge in all areas of this survey. Lack of knowledge for equine handling and risk management could have immediate untoward consequences, while riding theory may have long term negative effects and all will affect quality of therapeutic program. My experience says that riding theory takes a back seat to participant management, equine handling and this should not be the case. Also, I would not have put participant and volunteer management in the same category.

Instructors should be required to demonstrate their level of riding skills and arena presence under pressure.

Is there any possibility of decreasing the price for the new CTRI Study Guide. I ordered one as I'm a mentor instructor and I believe it is a valuable tool for CTRI candidates. However, it's expensive.

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Additional Comments

It deeply upsets me to see a participant pay \$100s for TR, then receive substandard instruction that doesn't promote correct position and posture, progresses skills, or the instructor is clueless about the equine's comfort. Taking away the on-site workshops, and live riding and lesson certification segments opens us (PATH) to less professionalism vs more. We need in person, live mentorship for weak/new instructors. And tough standards. Reading and CEs can't help the inexperienced in the same way. Sadly, the pay for what we do is so pathetic that it is hard to attract quality people with a breadth of TR understanding as instructors if they need a living wage.

It is hard to imagine being able to effectively teach riding skills and improve rider position unless one has riding experience. It would be relatively easy to perform for a canned video that might "show" this ability.

It is my personal believe that you should be able to obtain or already have the knowledge of equine management, riding theory etc when beginning this process. I think to assist in making this a truly professional certification the focus needs to be on teaching skills, disability knowledge and risk management.

It isn't super clear for mentors what new process is

It might be worthwhile to review the chart listing the duties/responsibilities for a therapeutic riding instructor that is in the Registered Instructor OSWC paperwork located near the Ethics section.

It's hard to think of a time before Covid. It has changed so much so quickly.

It's important to be able to demonstrate the ability to perform riding skills that one is asking riders to do. There should be a basic riding test as part of certification.

It's important to stress that an instructor needs to be knowledgeable in reading the horse during lessons too. Someone green with horses could pose more danger than help.

Just that a great deal is asked of us as TRIs - though we are "only" riding instructors we are meant to also be equine vets, equine behavioralists, educators, physiologists, therapists. This is not an easy job and casualists need not apply. I am not regretting my decision to go through with my certification and this change of profession for me - not at all, I love what I do - but the learning curve can be steep as there is so much to learn in order to do the job well and the expectations are high. I am not sure the PATH training model addresses all of this. I feel I had a lot of horse (and I had the horse experience already) and not enough of the other - the education theories and modalities, concurrent therapies and tools with which to serve best our participants on the spectrum.

Just that if we are expected to know whatever it is that you identify as pertinent knowledge, it should be found in documentation and given to each instructor. Instructor should not have to pay for information now deemed important. It should be easily identified and documented. There shouldn't be test questions that are designed to trip you up or should be confusing. I'm a former teacher and I would not do that to my students.

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Additional Comments
Lesson plans are great, but things are always subject to change. I have scrapped many a plan and taught something totally different than planned, due to rider or horse need that day. I think tracking progress is more important than sticking to an original plan. Stick with your goals, but the activity doesn't have to follow the plan.
Making the switch from demonstrating equine skills to instruction of those equine skills will hinder the quality of our instructors in the long run. This certification puts the weight of making sure CTRIs are good enough horsemen on employers.
Managing Volunteers vs. managing Students should be in two different categories. Rider/Students/Clients take priority. Volunteers ideally will be managed by a volunteer coordinator or a mentor who is focused on them (ie. training/suggestions). Volunteers come in at with a large gap of skills sets. Improving each of their skill sets and encouraging them is be ideally suited to someone (instructor) not trying to focus on lessons and students, if possible. Unless the center is very small and able to do so. The answers vary widely based on the size of each program.
Many instructors wear multiple hats at their facility
Many of the tasks we perform are not easily quantified and do require the instructor to remain flexible, observant and compassionate were both the student and the lesson horse are concerned. Each lesson is only part of the whole.
Many of these tasks depend on the size of your program. Some CTRI's do very little equine management on a daily basis. We need the knowledge but maybe a Program Director evaluates students and places them into lessons. You may have a Equine Manager that is responsible for daily horse assessment, behavior management and tack. CTRI needs the knowledge, but may not do it daily. We teach! We need to know our riders cognitive, behavioral and physical challenges and how to teach to those.
May not apply but perhaps managing the payments can sometimes be part of instructors job as they often receive them at the time of the lesson .
Measurable outcomes and ability to track true progress is lacking. New instructors are lacking riding skills, time management and critical thinking skills before and after Covid. Difficult to find a true accomplished and experienced rider along with PATH certification.
More emphasis and education on carry over to other ADL's. Tools for the caregivers and parents that would be helpful at home from the farm/riding experience.
More relevant riding skill questions need to be added somewhere. If you don't understand how ride yourself than you shouldn't be teaching other people to ride. Riding theory example: If you are tracking right at the trot, which legs would you be posting with? Answer: Front left leg, hind right leg
Most of the categories especially are broad categories. It's hard to tell from just the categories what is really covered. Ex. In lesson planning does that include pre session interviews and evaluations with students and caregivers to establish goals and objectives?
Most small programs depend on instructors to ride, assess and keep fit the program horses. Consider reinstating the riding test.

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Additional Comments
Much prefer title of Certified Therapeutic Horsemanship instructor or Certified Adaptive Riding instructor. Much of what we do does not involve riding at all.
My opinion is that too much emphasis is put on teaching how to ride. I want my riders- all ages- to enjoy their lesson and want to come back. This includes games, drill team, stretching exercises etc. I want to see smiles in my lessons
Not sure why tasks seemed to be defined so narrowly in this survey.
Over the past 20 years what I have seen most in TRIs is a lack of riding skill. These people are teaching riding. That seems to be counterproductive. As this industry grows and there is more emphasis on services for able bodied participants, I would like to see an expansion of skills for teaching from horseback. For riders this is extremely helpful. A mounted instructor can get to a client much faster on horseback, can demonstrate skills, can ride alongside a participant and coach them. It still seems that the focus at PATH is on riders with physical disabilities, yet there are more and more centers focusing on mental health and life skills. I would really like to see PATH be more broad spectrum in their approach to teaching instructors in this area.
Participant and volunteer management is very different. Maybe participant tasks should be separate from volunteer. Also - while I might use proper safety etiquette in an arena setting, I am not going to stress too much about a specific discipline's theory during my lessons unless it is actually part of the lesson. I hope that makes sense.
PATH's guidelines have changed so many times over the years that it is not taken seriously anymore. Also, the CRI demonstration video only had 1 rider? Since when is a one-on-one lesson allowed in training for becoming a CRI/preparing a video?
People who have been doing this for more then 5 years should be more then qualified to mentor others
Pertaining the process to obtain CTRI status, through the certification process, one thing I've found and have noticed that many others have also found is that we feel it may be more beneficial for the video submission for certification to be based on giving an actual therapeutic riding lesson. While I understand the importance to see that the person is knowledgeable with more advanced riding, a lot of centers cater to individuals who are not able to perform such a complex pattern. I personally feel that a video submission of the person riding the pattern as well as a video submission of them executing a therapeutic riding lesson would better be able to showcase their competence as a prospective CTRI.
Please bring back the necessity for on site, formal testing, not video submissions.
Question #10: I provided an answer of "occasionally" for the frequency it is performed because IF a CTRI conducts a lesson....and all other responsibilities well, there won't be frequent emergency situations to tend to.

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Additional Comments
Remember that a philosophy will change throughout the subcultures of our country; how horses/teaching/programing is done in the midwest, in west palm, in Maine, in upper Michigan will be characterized by the subculture of that area as it should. Standardizing for that end alone should not take away the face of the area/culture that any single program serves/represents, programs are not and should not be cookie cutter when we are performing HUMAN SERVICE with the uniqueness of our very precious clients!
Return to the old exam. Have the instructor in training ride the pattern and then teach a lesson to a novice/handicapped rider.
Riding instructors should know how to ride, how to analyze a horse, how to breakdown body mechanics for both horse and rider, how to develop a good seat to ensure proper riding and safety in all gaits as the rider progresses. Instructors should be able to see in each horse how they react to each rider. They also must know how to handle each horse based on the personality traits they are showing; they must know how to differentiate whether the horse is upset with the rider or just concerned about something in their setting - the difference could be of great importance in the long-run. Instructors need to know horses just as much as they need to know the disabilities. We are here to teach based on their abilities, so in the eval, look at their abilities and work with them. The only part of their disability that should matter are the precautions and contraindications...other than that, what disability? Tailor to their ability...they are there to be viewed by their abilities.
Riding should be a part of the CTRL certification. It's concerning that it's been removed. Candidates should be teaching to individuals with disabilities, not to an able bodied person.
Risk assessment and lesson management go hand in hand- I don't think they are separate. I would rather have had horse handling at 50% and combined risk and lesson mgmt.
SAFETY!!
Seems focus is more on recreational riding than true therapeutic services. Those of us that do not do much recreational basically are having to further train instructors to work in our rings.
Since most of us probably printed off the 'prize' material to study for the recertification test, there might be a better idea out there for the drawing!
So the majority of my students I teach, riding theory is a very small part. The students are not advanced enough to really teach deep into riding theory. Knowing basic riding theory I believe is important but not in detail as some of the riding instructor don't or will never teach to a high level.
Some of the test questions (recertification quiz) seemed so situational. I would have answered different ways depending on so many factors. I feel that there are basic absolutes in this process, but there are so many variables depending on the herd and needs of the riders.
Standards need to be kept at an extremely high level. We should never take having anyone on horseback lightly, especially when students with special needs and the reliance on volunteers are involved. PATH standards need to be extremely high and from what I have experienced need to be elevated.

Additional Comments
still continue to be disappointed in this entire process. It seems instructors are asked to know LESS not more in able to be certified
Strongly feed that applicants should be able to demonstrate their ability to teach in an adaptive way to individuals with challenges.
Tasks vary from place to place, and job description. I personally perform scheduling, participant intake, horse assignments, etc. while other Instructors do not- they come in only to teach and expect all assignments and equine management (assess for soundness, tack, etc.) to be completed for them. They will make suggestions and share input during regular meetings with Instructor team. Some Instructors may have other "dual roles" such as exercising horses while others do not. However, I do feel that in order to be an effective and knowledgeable Instructor, such tasks should still be included as a basis of education. During a lesson, the Instructor still needs to be able to manage rider/ equine behavior, direct volunteers, and identify unsoundness as pre-emptive measures to risk management.
Teaching the ability of foresight and never ever assuming the therapy horse will not react. Knowing their response and placing riders who are best suited to those responses is important. Placing strong leaders with the ability to read surroundings and horse language is huge in assuring your students are safe. They are the hands on control button and brakes in emergency situations.
Thank you all for working on this.
Thank you for all the effort that is going into making the accreditation of CTRI possible.
Thank you for all your work ensuring PATH'S professional standards are updated and upheld.
Thank you for doing this. Safety first for all involved, including the equine. Nearly everything is critical, and then orchestrated.
Thank you for inviting input.
Thank you for providing space to include comments. So often the surveys that are sent out by PATH do not include anyway to add anything additional. I often feel that being led to the desired answer when there is no place for a response. When that happens, I tend to not respond to surveys. If I had gotten to the end of the survey and had no place to write anything, I would have deleted the survey.
That percentage is not valid. You can't give as low percentages to the importance of each of those task. Each one is 100% as important to each other and neither should be less than each other. My percentages do not show how important each one is. It is a challenging question and should be asked differently. Just my opinion. At the moment of each task they become 100% the utmost important.
The ability to multitask, be flexible and think on your toes is crucial as a CTRI. You mist also be organized and manage time well. On top of that, you must be able to remain calm when things don't go as planned, or when an emergency arises.
The CTRI instructor guide and manual are a excellent resource!

Additional Comments
The how often questions are a bit misleading. Each of those tasks are needed to be done consistently. The emergency dismount, I hope to do very occasionally, though I have carried out that task. The knowledge needs to be refreshed and practiced often so I could have said very often.
The instructors I have seen being certified the last few years lack a basic background of equine/riding knowledge. They learn enough to pass a test and then the students suffer because they don't have an instructor who knows not only how to ride but to correct a behavior or situation if something arises during a lesson. While our horses are highly trained and wonderful they are still horses and these instructors who have never dealt with these situations themselves create unnecessary dangers for riders/volunteers and anyone else in the arena with them.
The more experienced (or advanced) instructors should be asked to oversee & review lessons being given by the newer or less experienced instructors and give feedback on a regular basis.
The need and ability to be proactive as opposed to reactive
The riding test needs to be included in the scoring criteria.
The riding test video is not the best idea for certification because you should see how people ride and then have them teach to a group on video to see that they can manage a group lesson appropriately
The test questions should be taken from the reference materials listed. The last test had questions that had multiple answers depending on which reference materials you sighted. Each question should be able referenced to page and paragraph
there are many tasks that over outside of teaching time and instructors often are not paid for their time. I think this profession grossly underpays teachers.
There is a big difference in English riding between a someone involved in jumpers and someone involved in saddle seat. Just as there is a difference in western between some one who does reining vs western pleasure. And there are other styles such as side-saddle or endurance. Why do you only offer a choice between English vs. Western riding? Why do you not have a text box for us to fill in or add notes if we wish?
There needs to be a plan to take participants from Hippo therapy to independent riding..
this is actually a very good list of tasks and represents the categories well.
this is hard!
This survey seems to ask if all of these important components are important. Uh, yes. The theory, ability and knowledge of riding skills seems fundamental to teaching riding, seems like this is under represented in the questions and new CTRI certification requirements. i.e. you should be able to do it in order to teach it.
Truly understanding more than the basics of instructing riding skills is key; I strongly endorse encouragement of all CTRI's to be taking or studying lessons outside of their work.

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Additional Comments
Unless this is a sole practitioner, many of these tasks should be a team effort and done before/after a client's riding lesson. Yes, be aware of what could happen during a lesson and prepared to handle the situation, but that should be the exception, not the rule. Our first job is to do no harm.
Very important for an instructor to be able to demonstrate the ability to correctly ride a horse in an intermediate level in order to be able to teach. Strongly dislike that the riding test has been taken out of certification.
Volunteer recruitment and training is the hardest part of being able to offer TR. Volunteer sustainability is also the hardest part of maintaining and growing a program.
Was not sure about the second set of questions as visually assessing each horse for each lesson for unsoundness is done for every lesson but managing lameness only occurs if horse is actually unsound. The same with rider and volunteer management. Otherwise a good survey.
We need to have stronger testing for certification in order to keep incident levels low. I don't think individuals have to show enough skill or knowledge with the new procedure.
When asked to provide a review of items like this this Path failure to provide the items they want to be reviewed in an easy free online down load way. Having to try and find them and not sure if you have to purchase them is not appropriate. The fees that are charged to purchase to gain knowledge for current members is not in the best interest of the general members. With computers and being able to down load a off file at no cost RE information should be like visiting a library. If you want a printed copy that should be the reason to charge a fee. While we are in a COVID-19 trying to find ways to get thru it we should be trying to help each other. A side note how are the new applications going on the new instructions program going. I don't see any info but maybe is somewhere I don't see it.
While all the aspects of being a CTRI as asked in this survey are important, without the horse knowledge and experience, all the other things become mute. The CTRI needs to have sound equine knowledge in order to ensure the participants and volunteers are safe, the lesson is appropriate, the horse is sound and appropriately trained for the activities it is being asked to perform.
While physically riding a horse for the job may not be required (as it often is not), it is extremely important that the CTRI have riding experience to further assist their riders.
Would STRONGLY recommend all CTRI who are considering mentoring (regardless of how many hours they have been teaching) be required to take the PATH MENTOR COURSE. This course offers guidelines and forms not readily available
*Note: responses are listed here exactly as they were entered in the survey. Typographical and grammatical errors were not corrected.