MICROCREDENTIAL GENERAL INFO

Price: $150 (must be a PATH Intl. Certified Riding Professional)

PATH Intl. professional level members receive 50% off!

Designation earned: PATH Intl. Mounted EAL Facilitator (EALF-M)

Renewal Required?: No

SCOPE OF MOUNTED EAL

Mounted EAL uses mounted equine activities to further facilitate engagement in learning processes.

PATH INTL. MOUNTED EQUINE-ASSISTED LEARNING FACILITATOR (EALF-M)

FAST TRACK MICROCREDENTIAL APPLICATION (APRIL – DECEMBER 2024)

This booklet describes the expectations, process and requirements for PATH Intl. Certified Riding Professionals providing experiential learning through mounted EAL services to complete fast track application for the PATH Intl. EALF-M microcredential.

* Through December 31, 2024, use the discount code TRIEAL to receive 20% off the application fee! *

PATH Intl. Professional and Professional Plus members automatically receive a 50% discount through December 31, 2024!

EXPECTATIONS OF PATH INTL. CREDENTIALED MOUNTED EAL FACILITATORS (EALF-M)

Professionals providing mounted EAL services have extensive knowledge, training, or certifications related to the area of EAL being provided (education, personal development or organizations) as well as competency in instruction of the riding skills required for clients to effectively and safely perform mounted activities. These professionals also demonstrate extensive knowledge of equine behavior and handling, human/equine relationships, and design of experiential learning activities involving equines. Qualified professionals leverage experiential learning activities incorporating mounted interactions with equines and the equine environment. To address the needs of clients, these professionals incorporate educational, personal development or organizational goals in the context of mounted activities.

PATH Intl. EALF-M microcredential holders understand how PATH Intl. Standards and guidelines for equine-assisted learning apply to delivery of EAL sessions that utilize mounted equine activities to further facilitate engagement in learning processes. PATH Intl. EALF-Ms agree to conduct themselves and their business practices in alignment with PATH Intl. Standards and the principles of the PATH Intl. Certified Professional Code of Ethics.

APPLICATION PROCESS OVERVIEW

1. Submit fast track application and portfolio for the PATH Intl. Mounted EAL Facilitator microcredential. **Applications and portfolios must be submitted online or via email.**
2. Allow 60 days for review of portfolio materials by PATH Intl. EAL faculty.
3. Receive feedback on submission from PATH Intl. EAL faculty. Feedback scenarios include:
   A. Application and portfolio approved: All materials found to sufficiently meet the expectations and requirements for the EALF-M microcredential.
      OR
   B. Application approved, but portfolio found to be insufficient: Portfolio materials found to insufficiently meet requirements for the EALF-M microcredential. The applicant will be given specific examples of what type of materials or evidence are needed to address the insufficiencies. No reapplication fee will be required.
      OR
   C. Application and portfolio found to be insufficient: All materials found to insufficiently meet the requirements for the EALF-M microcredential. The applicant will be given specific examples of the type of materials or evidence is needed to address the insufficiencies. A reapplication fee will apply.

COMPENTENCIES OVERVIEW EALF-M SKILL AREAS

EALF-M COMPENTENCIES OVERVIEW

Successful applicants will provide valid and verifiable documentation of training, education, degrees and/or certifications relevant to the PATH Intl. EAL Core Competencies and the following skills areas:

1. Foundational Theory of Mounted Activities
   - Types of mounted activities: arena work, trail rides, competition
   - How partnering with equines can meet personal goals
   - Self-confidence and autonomy
   - Scope of practice
   - Advanced riding skills for specific populations
2. Communication
   - Correction and feedback
   - Specific praise
   - Whats, hows and whys of riding skills
   - Empathetic listening

3. Essential Skills for Mounted Activities
   - Halt to walk transitions
   - Walk to trot/jog transitions
   - Trot/jog to walk transitions
   - Walk to halt transitions
   - Trot/jog to halt transitions
   - Safe mounting and dismounting techniques
   - Emergency dismounts
   - Goal setting
   - Holding clients accountable to their goals
   - How to overcome fear responses
4. Designing Equine Interaction to Facilitate Learning
   - Assessment for appropriateness of mounted activities
   - Ground interaction
   - Mounted interaction
   - Lesson planning and documentation
   - Finding funding
   - Considerations for special populations
   - Precautions and contraindications for riding activities
5. Ethics
   - Ethical rapport
   - Equine welfare and safety

EALF-M PORTFOLIO COMPONENTS

1. Completed microcredential application form
   NOTE: A separate application must be submitted for EACH microcredential being sought.
2. Proof of current adult and child CPR certification
   Online certifications will be accepted.
3. Proof of current basic first aid certification
   Online certifications will be accepted.
4. Certificate of Completion for the PATH Intl. Fundamentals of Equine-Assisted Learning online course
5. Certificate of Completion for the PATH Intl. EAL Certificate Program
6. Completed Ethics Agreement form
7. Documentation log of 10 hours actively facilitating mounted EAL sessions

EALF-M PORTFOLIO COMPONENTS

8. 20-minute video demonstrating a mounted EAL session showing all elements of the COASTER model of facilitation. The video may demonstrate a group or individual session, but it must be a <u>single session</u>, showing the same participant(s) throughout the demonstration.
Conditions:
- Sessions conducted at a PATH Intl. center MUST be directly supervised by a PATH Intl. Certified Riding Professional.
- Individual sessions: A PATH Intl. ESMHL or equivalent Equine Professional is not required to be included IN the session but should be promptly available to tend to the equine as needed IF the facilitator is not dually qualified.
- Group sessions (defined as more than two clients OR more than two equines): A PATH Intl. ESMHL or equivalent Equine Professional co-facilitator IS required to be included in the session.

   Videos should be uploaded to:
   https://www.dropbox.com/request/bdxzIQa9BVPyRIPeTlCd
   PLEASE TITLE THE VIDEO FILE USING YOUR FIRST AND LAST NAME AND PATH INTL. MEMBER OR CUSTOMER ID.
   For example: SALLYSMITH79899.mp4
   Refer to the video assessment rubric (EAL Facilitator Fidelity Measure) for specific expectations of the demonstration.

9. Four lesson/session plans to include:
   - The lesson/session plan for the videoed session
   - Three additional lesson/session plans to <u>build on</u> the outcome(s) of the videoed session

   NOTE: To adhere to the scope of Mounted EAL, all lesson/session plans should incorporate mounted activities to engage the client in the learning process to support education, personal development or organization goals.

Submit completed microcredential applications and portfolios via email to EALCredentials@pathintl.org.

PATH Intl. EAL Facilitator Microcredential Fast-Track Application Form

Name: _____

Email: _____ PATH Intl. ID #: _____

REQUIRED to be eligible for fast-track application:

☐ I currently hold or have held the following PATH Intl. certification(s) within the last five years:

    ☐ PATH Intl. CTRI®   ☐ PATH Intl. Advanced TRI   ☐ PATH Intl. Master TRI

    ☐ PATH Intl. Driving Instructor   ☐ PATH Intl. Interactive Vaulting Instructor

I hereby submit my application and portfolio for the PATH Intl. Mounted EAL Facilitator microcredential. My submission includes:

☐ Microcredential Application Form

☐ Receipt of payment for the microcredential fee

☐ Proof of current adult and child CPR certification

☐ Proof of current basic first aid certification

☐ Certificate of completion for the PATH Intl. Fundamentals of EAL online course

☐ Certificate of completion for the PATH Intl. EAL certificate program

☐ Completed Ethics Agreement form

☐ Documentation log of 10 hours of facilitation of mounted EAL sessions

☐ A 20-minute video demonstrating facilitation of a mounted EAL session following the COASTER model of facilitation uploaded to https://www.dropbox.com/request/bdxzIQa9BVPyRIPeTlCd

☐ Lesson plan for the videoed session and three additional lesson/session plans to build on the outcome(s) of the videoed session.

    NOTE: All items in the above list must be provided via email to EALCredentials@pathintl.org in order for your portfolio to be accepted for consideration. Incomplete submissions WILL NOT be accepted nor considered.

By checking each box below, I acknowledge that:

☐ If there are any questions regarding the qualifications I have listed, I may be asked to provide additional supporting information.

☐ If there are any questions regarding the EAL sessions I have documented, I may be asked to provide additional supporting information.

☐ The clock hours reported for facilitation of mounted EAL sessions took place AFTER AND IN ADDITION TO the hours I reported to complete the PATH Intl. EAL Certificate Program requirements.

I hereby attest that all documentation provided in my portfolio submission is genuine, accurate and factual.

Signature: _____   **Date:** _____

Use this form ONLY if you currently hold or have held any of the following PATH Intl. certifications within the last five years:

- PATH Intl. CTRI®
- PATH Intl. Advanced TRI
- PATH Intl. Master TRI
- PATH Intl. Driving Instructor
- PATH Intl. Interactive Vaulting Instructor

ETHICS

REQUIRED: By initialing below, you agree to conduct yourself and your business practices in alignment with each statement. All statements MUST be initialed for your application to be accepted.

Initials: _____

1. I will respect the rights, dignity and well-being of all individuals (human and equine) and promote well-being for all involved in EAL sessions.

Initials: _____

2. I accept responsibility for the exercise of sound judgment and professional competence.

Initials: _____

3. I will respect the integrity and well-being of program equines and animals whether owned, leased or borrowed.

Initials: _____

4. I will be truthful and fair in representing myself and others.

Initials: _____

5. I will seek to expand my knowledge base related to the field of equine-assisted learning.

Initials: _____

6. I will honor all financial commitments to participants, personnel, vendors, donors, the certification entity and others.

Initials: _____

7. I will abide by all applicable PATH Intl. standards and guidelines and all state, local and federal laws.

Initials: _____

8. I will protect participants, equines, the public and the profession from unethical, incompetent or illegal practice.

Documentation of 10 Clock Hours Facilitating
Mounted EAL Sessions

NOTE: The hours documented below must have taken place AFTER AND IN ADDITION TO completing the PATH Intl. EAL Certificate Program requirements. The hours documented here CANNOT also have been reported to fulfill the PATH Intl. EAL Certificate Program requirements.

Only ACTIVE facilitation can be counted. Pre and post session activities cannot be counted.

Date (month & year)	Group or One-on-One	Intended Outcome	What Was the Session Outcome?

EAL Facilitation Fidelity Measure (EAL-FM)

Equine-Assisted Learning Facilitation Consistency

This measure is adapted from an instrument used to evaluate behavioral health facilitators and their fidelity to a specific modality. This measure is intended to be used by facilitators who are experienced in EAL and understand the principles of EAL facilitation. It can be used to rate fidelity to facilitation of the COASTER framework. This rubric evaluates a facilitator in five areas: equine skills, solo and co-facilitation styles, facilitation of the COASTER framework, and engaged response style. These are outlined below with definitions and description. The facilitator's behaviors are scored as consistent and inconsistent with these areas. For example, within the Engaged Response Style section, an EAL Facilitator consistent item is "Facilitator uses experiential methods/questions (i.e. helps the client(s) to notice and use their own experience rather than thoughts about their experience). A facilitator inconsistent item is "Facilitator lectures the client(s) (e.g. gives advice, tries to convince the client(s), etc)." This is because it is possible to be both EAL consistent and inconsistent within the same session, which may be useful to record for research or training purposes. The consistent and inconsistent items are not necessarily opposites of each other.

Consistent Characteristics

Solo Facilitator Style Demeanor

The stance taken by the facilitator is equal, curious and non-judgmental. The facilitator should show interest and warmth and be guided by what the client(s) brings. The facilitator does not try to lead the client(s) to a specific goal, but to guide the client(s) to their own conclusion using experiential techniques. The facilitator encourages experimentation, focuses on context, acts with positivity, asks questions and provides time for the client(s) to answer. The facilitator keeps conversation on the life skill and on the partnership with the equine partner. When the conversation shifts and the client becomes emotional, they are able to hold the space for feelings but redirect the conversation to the present staying within their scope of practice. The facilitator uses strength-based language and maintains a neutral demeanor raising or lowering their personal energy to the effect of the dynamic. The facilitator plays the role of "rainmaker" and stays away from rescuing the client when they become frustrated during the interaction. They refrain from making things difficult when not necessary and always consider the welfare of the equine partner and human in their decisions.

They engage and build rapport to promote emotional safety. There are moments that happen between humans and equines that can only happen in an environment where the facilitator holds the space, keeping the session moving and letting the dynamic and flow of the interaction guide them. Skilled facilitators are able to recognize when things need to go in a different direction as evidenced by either the equines or humans' behavior. They are able to flex and let the session flow without interrupting the process or by letting the dynamic become dangerous. They have a balance of just enough instruction with facilitation flowing between teaching skills to support the growth of the life skill and allowing for experimentation.

Co-facilitation Style Demeanor

The stance taken by both facilitators is equal, curious and non-judgmental. The facilitators should show all of the attributes noted above and they fluidly and equally yield back and forth to each other's leadership in each step of the COASTER model. Each one has a defined role with one distinctly focused on the equine and the other distantly on the human.

It is hard to tell which one is the lead facilitator. Their communication between each other is positive and models functioning relationships, making frequent eye contact. They have predetermined procedures for redirection and other ways to shift the dynamic. They respond to the unexpected with neural, calm confidence.

Equine Considerations

This is the ability to recognize the equine as an equal partner in the session. The facilitator notices and responds to the equine's behavior in a session, being flexible to address any unexpected behaviors, lower or raise the
energy of a session based on behavior and support the client(s) in making a connection with the equine partner. Facilitators will use the NNCIE strategy to manage unexpected equine behavior.

Facilitation Skill: COASTER Model

This is the ability to execute each stage of the COASTER model. The check-in shows both the greeting and the introduction of the life skill.

Check-in: Client(s) is greeted in a welcoming way and invited into the space providing a moment to transition. The facilitator checks-in with the client(s) using a quick activity to gauge the readiness of the group, then introduces the life skill or intention of the session followed by a short discussion of what that skill means to the client(s). The facilitator begins the transition to the working space setting expectations.

Group norms or other expectations are also discussed including a safety agreement, if used, or can also be done in the working space as part of the opening.

Opening: Once in the working space, the facilitator will give the instructions for the interaction using metaphor, scenario, frontloaded or direct instructions. The facilitator will introduce staff, the equine partner and clarify their roles if needed. "This is your equine partner, Josie. Karen will be serving as the ES today." Any consequences, if used, should be stated. The facilitator will lay out any other conditions necessary for the interaction.

If there is a skill that needs to be taught for the purpose of the interaction, it can be part of the opening, if short and brief, or it can be part of the activity.

Activity: If there is any formal instruction that is part of the activity, it is usually taught at the beginning of the activity. The facilitator observes the interaction staying mostly quiet in the beginning. They use strength-based positive language to communicate any observations of either equine or human behavior that is relevant to the activity or ask prompting questions. They move easily between teaching moments and facilitation giving the client(s) space to explore and try.

Shift: The facilitator refrains from talking for a few minutes to let the process unfold and observe the dynamics of the interaction. Based on what is observed, the facilitator will prompt or cue the client(s) to redirect, draw attention to something, or apply another strategy to raise or lower the energy to add or take away pressure based on the dynamic of the client(s) and the equine partner to keep the client(s) in the stretch zone. They will use a strategy such as "strange and wonderful" to enforce consequences of the activity. They will employ other strategies such as the "magic wand", RESET and NNICE.

Evaluation: The facilitator uses the information learned through their observation of the client(s) to pull out observable behaviors, "aha" moments, learning moments and such that relate to the life skills to guide the reflection of the client(s).

Reflection: Reflection is where the transfer of learning happens. This is when the facilitator helps to synthesize the learning and bring meaning to the interaction. The facilitator helps to draw the session to close, either with a time out if the group did not complete the objective or waits for the group to acknowledge the objective was completed. They can prompt a question such as "Were you successful?". They do not celebrate for the client(s) but wait for the client(s) to acknowledge success then celebrates with them. The facilitator initiates a circle-up to reflect either in the arena between "activities" or at the end of

the session. The circle-up can include equine partners. The facilitator uses the three reflection question methods, asking open ended questions about the participant's experience. They do not lead or steer the client(s) discussion but can bring up observations to direct the conversation. The facilitator talks less than the client(s), using common communication techniques such as reflection, paraphrasing, validation and other techniques to validate comments and gain clarification.

Close: After the reflection is over, the client(s) will go back into the area they started. The facilitator closes the session with some final reflective learning comments, a call to action and sets up the following session.

How score and to implement the EAL-FM

This is not a pass-fail system of evaluation. This system is meant to provide an opportunity for senior facilitators to give feedback on a given applicants skills and competencies.

Procedure

- The focus of this measure is on the facilitator's behavior.
- Facilitators may not have the opportunity to demonstrate all behaviors captured by the EAL-FFM, especially in short sessions.
- Only observed behaviors are scored, not what the rater thinks the facilitator would have achieved if they had further time available.
- A single facilitator behavior can be counted in the rating for multiple relevant items.

Scoring

- A rating is given for each item based on the behaviors heard or observed.
- A rating is given by circling the number next to each item.
- Items are rated as a 0 if the behavior did not occur, and from 1-3 if the behavior did occur. Higher scores are given for the behavior occurring more consistently.
- Only whole point ratings are given.
- Raters may offer a narrative at the bottom of the scoring sheet with comments that refrain from bias, commenting only on observable behavior and offering feedback on what the consistent behavior looks like.
- If the applicant wishes to dispute their score, a blind review of the video will be conducted by another rater and the two assessments will be compared by a committee to determine a definitive score. The committee's decision will be final.

EAL Facilitation Fidelity Measure (EAL-FM)

Rater's name: _____ Date of rating:_____

Facilitator's name: _____ Group or Ind session: _____

Date of session: _____ Length of session: _____

Demeanor: Solo Facilitator

EAL consistent	Rating
1 Facilitator is welcoming and inviting. They invite the client(s) to come in and join them.	0 1 2 3
2 Facilitator uses experiential methods/questions (i.e. helps the client(s) to notice and use their own experience rather than thoughts about their experience).	0 1 2 3
3 The stance taken by the facilitator is equal, curious and non- judgmental. They use strength-based language instead of correction a "wrong" answer.	0 1 2 3
4 Facilitator demonstrates a willingness let a client(s) explore and made mistakes coaching them through difficult moments to build confidence.	0 1 2 3
5 Facilitator includes the equine partner as an active member of the session.	0 1 2 3

EAL inconsistent	Rating
6 Facilitator lectures the client(s) (e.g. gives advice, tries to convince the client(s), etc).	0 1 2 3
7 Facilitator rushes to reassure, diminish or move on from "unpleasant" or "difficult" thoughts and feelings when these arise.	0 1 2 3
8 Facilitator tries to teach the client(s) and instructs, corrects wrong answers.	0 1 2 3
9 Facilitator relegates the equine partner to a prop in the activity.	0 1 2 3

Demeanor: Co-facilitation with an Equine Professional
(Rated above for personal demeanor AND rated below if EAL professional is co-facilitating)

EAL consistent	Rating
10 EAL Facilitator creates flow and conversational style with co-facilitator.	0 1 2 3
11 EAL Facilitator yields leadership back and forth between them and their co-facilitator.	0 1 2 3
12 EAL Facilitator communicates in a positive way with their co-facilitator, modeling strength-based communication.	0 1 2 3

		Rating		
13	EAL Facilitator creates an environment of seamless co-facilitation so that there is no apparent dominant facilitator leading the session.	0	1 2 3	
14	EAL Facilitator focuses on the human participants but also defers to the equine partner advocate for inclusion.	0	1 2 3	

EAL inconsistent		Rating	
15	One facilitator dominates all conversation and leadership.	0	1 2 3
16	EAL Facilitator used sharp directive language, giving instruction to their co-facilitator.	0	1 2 3
17	EAL Facilitator does not yield leadership and dominates the session, co-facilitator is not included.	0	1 2 3
18	EAL Facilitator focuses on both the humans and equines in the session.	0	1 2 3
19	There is an apparent dominant facilitator leading the session.	0	1 2 3

Check-in

EAL consistent		Rating	
20	Facilitator welcomes client(s)s and leads a short check-in activity to gauge the client(s)s current state.	0	1 2 3
21	Facilitator uses supportive non-judgmental neutral language to affirm comments in a positive way. "Thank you for sharing", "Welcome, we are happy to have you today," "Thank you, who's next".	0	1 2 3
22	Facilitator introduces the life skill for the day and engages the group or client(s) in a short discussion about what that life skill means to them. They offer feedback on responses using reflective statements, asking for clarification, or asking for more information on what they share.	0	1 2 3
23	Facilitator engages client(s)s in a short description of the activity they will do with the equine partner to facilitate the transition to the working space with the equine. They can include the safety agreement here or in the opening.	0	1 2 3

EAL inconsistent		Rating	
24	Facilitator rushes group or client(s) into the classroom and jumps into teaching the life skill.	0	1 2 3
25	Facilitator offers comments each time a client(s) speaks. Speaks with judgment that their responses are good or bad, even to be humorous.	0	1 2 3
26	Facilitator introduces the life skill and teaches what the skill is and what it looks like in application.	0	1 2 3
27	Facilitator moves abruptly to the working space with equines without a discussion about norms and expectations.	0	1 2 3

Opening

EAL consistent		Rating	
28	Facilitator brings the group and organizes them in the working space. They introduce the interaction and define the role of the equine in the interaction using positive strength-based language that indicates the equine as a partner, not a prop.	0	1 2 3
29	Facilitator flows between teaching and facilitation to review necessary skills to complete the exercise or for the interaction. This includes a safety agreement or group norms.	0	1 2 3
30	Facilitator creates excitement and sets expectations for the interaction, including any consequences, using strength-based language. They only provide as much instruction as is needed and asks the group or client(s) if they are ready.	0	1 2 3
31	The facilitator starts the energy off low allowing it to build organically.	0	1 2 3

Evaluation

EAL consistent	Rating
51 Facilitator remains neutral and supportive throughout the rest of the interaction.	0 1 2 3
52 Facilitator allows the client(s) to let them know when they think they have completed the task and celebrates when the client(s) is successful.	0 1 2 3
53 Facilitator asks the client(s) to explore the definition of success if they aren't successful and asks them what they need to feel successful. They don't judge it as good or bad.	0 1 2 3

EAL inconsistent	Rating
54 Facilitator celebrates for the client(s) when they finish the session.	0 1 2 3
55 Facilitator tells them they did a good job, or great work.	0 1 2 3
56 Facilitator encourages they completed the task even though they may not be how the client(s) feel.	0 1 2 3

Reflection

EAL consistent	Rating
57 Facilitator brings the client(s) to a space in the arena and asks them "how did that go?"	0 1 2 3
58 Facilitator gives the client(s) opportunities to express their own opinions about how the session went and what they learned and experienced.	0 1 2 3
59 Facilitator uses clarifying, summarizing, and reflective statements to support the client(s) to a consensus of the outcome of the session. Asks about the application of the life skill in real life.	0 1 2 3
60 Facilitator guides the discussion by offering observations, no judgments, and ties the comments back to life skills.	0 1 2 3
61 Facilitator watches the body language of the client(s) to know when to summarize the reflection and move to the transfer of learning.	0 1 2 3

EAL inconsistent	Rating
62 Facilitator imposes their own thoughts on the experience and points out what client(s) did right or wrong.	0 1 2 3
63 Facilitator speaks more than the clients and teaches the life skills.	0 1 2 3
64 Facilitator lets the reflection go on longer than it should even though the body language and dynamic of the client(s) shows they are finished.	0 1 2 3

Close

EAL consistent	Rating
65 Facilitator takes the client(s) back to the classroom space to transition the end of the session.	0 1 2 3
66 Facilitator closes with a quick final comment, closing exercise, or simple reflection summary. "What's one thing…"	0 1 2 3
67 Facilitator sets up the next session with a description of what they will work on next.	0 1 2 3

EAL inconsistent	Rating
68 Facilitator dismisses the client(s) without any transition.	0 1 2 3
69 Facilitator does not refer to the next session.	0 1 2 3
70 Facilitator does not allow any time to say goodbye to the equine.	0 1 2 3

Scoring

A total score for each subscale can be calculated by adding the items together. The EAL consistent items can be added to give a total EAL consistency score and the EAL inconsistent items can be added to give a total EAL inconsistency score.

Total EAL Consistency Score (0-70) =   **Total EAL Inconsistency Score (0-70) =**

Scorer impressions on observable behavior (OPTIONAL FEEDBACK)
Where is the applicant excelling?

Where can the applicant grow their skills?

If the applicant did not earn a passing score, what competencies is the applicant lacking and/or what are the areas they should focus their efforts on for resubmission?