

Using Intersubjectivity to Explore Processes of Change in Equine- Facilitated Psychotherapy for Clients with Histories of Trauma

Franchesca Potts

University of Portsmouth

Professional Doctorate in Forensic Psychology

UP790251@myport.ac.uk

University of Portsmouth, Department of Psychology, King Henry Building, King Henry Ist
Street, Portsmouth, UK, PO1 2DY

This thesis is submitted in partial fulfilment of the Professional Doctorate in Forensic
Psychology at the University of Portsmouth.

ABSTRACT

This thesis explored how Equine Facilitated Psychotherapy (EFP) shapes processes of change for clients with histories of trauma from the perspective of intersubjectivity. Study One involved a thematic analysis of responses to an online semi-structured questionnaire about an EFP experience. This study was completed anonymously by EFP clients, practitioners and trainees, and found that relationality and non-judgemental interactions contributed to processes of change. Study Two was an ethnography of Equine Facilitated Learning (EFL) and EFP training completed by the researcher. Study Two was analysed using a thematic analysis of the researcher's field notes and reflective diaries and found that intersubjectivity between horse and person facilitates reflection on shame. Study Two raised questions about how to achieve connectedness with the other when working with clients with trauma. This thesis aimed to enhance understanding of how intersubjectivity can be used to understand processes of change with primarily experiential non-verbal interventions. Given the prevalence of offenders with histories of trauma deemed non-responsive to treatment, this research aimed to improve understanding of how context and relationality contributes to processes of change for clients who may struggle with traditional talking based therapies.

FOREWORD

I am passionate about equine facilitated interventions having previously supported children and adults with a variety of needs to access therapeutic riding and horsemanship. I have witnessed the improvements in emotional and social functioning that working with horses therapeutically can bring to clients diagnosed with mental health issues, learning disability and autism spectrum disorder. My interest in equine interventions with clients with offending histories came from curiosity about how context and relationality in the therapeutic space in a primarily non-verbal interaction can affect processes of change. From discussion with my Research Supervisor who has also completed research into equine assisted therapies, I was introduced to the concept of intersubjectivity as a means of understanding how such interventions may support clients who struggle with traditional talking based therapies. This informed the research proposal.

DECLARATION

Whilst registered as a candidate for the above degree, I have not been registered for any other research award. The results and conclusions embodied in this thesis are the work of the named candidate and have not been submitted for any other academic award.

A handwritten signature in black ink, appearing to read 'F. P. H.' with a stylized flourish at the end.

DATE: 15.01.2019

Word Count: 29, 872

ACKNOWLEDGEMENTS

I would like to thank Dr Adrian Needs and Yvonne Shell for their support and guidance throughout this professional doctorate and the completion of this thesis. Your supervisions and reflections have been grounding and motivational.

I would also like to thank my family for their patience and resilience throughout the writing of this research project. Thank you to my Mam for your attention to detail, thoughtful reflections and strength. Thank you to my Dad for your confidence in me, and to my brother for your kinds words when I felt stuck. Thank you to my partner Scott for being steadfast and solid when I felt unsure and for being constant when I fluctuated.

And lastly, honourable mention to all our horses, past and present, for being the inspiration behind this thesis and for always being my reflective partners.

DISSEMINATION

October 2018	Poster presentation of research proposal for the Postgraduate Research Competition at the University of Portsmouth
December 2018	Poster presentation of research proposal for review at the University of Portsmouth

CONTENTS

ABSTRACT	2
FOREWORD	2
DECLARATION	3
ACKNOWLEDGEMENTS	4
DISSEMINATION	4
CHAPTER 1. Overview and Literature Review	13-34
The Research Problem and Rationale for this Thesis.....	34-35
Aims and Objectives.....	35-36
CHAPTER 2. Study One: Intersubjectivity from the perspective of Clients, Trainees, and EFP Practitioners	37
Method.....	37
Procedure.....	38-40
Data Analysis.....	40-41
Results.....	41-45
Discussion.....	46-66
Evaluation.....	66-68

CHAPTER 3. Study Two: Ethnographic Research of EFP/EFL Training Programme.....	69
Method.....	69
Procedure.....	69-70
Data Analysis.....	71-80
Discussion.....	80-91
Evaluation.....	91-93
CHAPTER 4. Summary and Recommendations.....	94-100
CHAPTER 5. Reflective Epilogue.....	101-111
CHAPTER 6. Reference List.....	112-141
APPENDICES.....	142
Appendix 1. Ethical Approval Forms.....	143-148
Appendix 2. Form UPR16: Research Ethics Review Checklist.....	142-147
Appendix 3. Rationale for Thematic Analysis.....	148-149
Appendix 4. Online Questionnaire.....	150-152
Appendix 5. Demographic Feedback to Study One Questionnaires.....	155
Appendix 6. Study One Thematic Analysis.....	156-260

Appendix 7. Study Two Thematic Analysis Training Block One.....	261-318
Appendix 8. Study Two Thematic Analysis Training Block Two.....	319-358
Appendix 9. Extracts informing Sequential Diagrammatic Reformulations with Codes.....	359-362

LIST OF TABLES

Table One. Braun and Clarke's (2006) Six Phases of Thematic Analysis.....	40
Table Two. Themes, Codes and Descriptions from the Study One Thematic Analysis.....	42-45
Table Three. Themes and Codes from the Study Two Thematic Analysis.....	72-74
Table Four. Pre-Assessment SOCQ to Training Block One.....	74
Table Five. Post-Assessment SOCQ to Training Block One.....	74-75
Table Six. Pre and Post Assessments FFMQs Training Block One.....	75
Table Seven. Pre-Assessments SOCQ Training Block Two.....	76
Table Eight. Post-Assessment SOCQ Training Block Two.....	76-77
Table Nine. Pre and Post Assessments FFMQs Training Block Two.....	78
Table Ten. Comparison of SOCQ and FFMQ Scores between Training Blocks One and Two.....	79

LIST OF FIGURES

Figure One. Visual Map of Themes.....	47
Figure Two. Thematic Analysis Map.....	49-50
Figure Three. Comparison of Pre and Post SOCQ Assessment Scores across Training Blocks One and Two.....	77
Figure Four. Comparison of Pre and Post FFMQ Assessment Scores across Training Blocks One and Two.....	80
Figure Five. ‘Active Round Pen’ diagrammatic reformulation.....	85
Figure Six. ‘Reflective Round Pen’ diagrammatic reformulation.....	87

ABBREVIATIONS

CAT	Cognitive Analytic Therapy
EAT	Equine-Assisted Therapy
EFL	Equine Facilitated Learning
EFP	Equine-Facilitated Psychotherapy
EMDR	Eye Movement Desensitisation and Reprocessing Therapy
FFMQ	Five-Facet Mindfulness Questionnaire
SOCQ	Stages of Change Questionnaire

GLOSSARY

Equine-Facilitated Psychotherapy (EFP): Unlike other forms of equine assisted therapy, EFP does not involve riding. EFP supports clients through interactive therapy with horses, overseen by a qualified mental health professional (Kemp, Signal, Botros, Taylor & Prentice, 2013). EFP is used for a variety of needs, including trauma treatment (Meinersmann, Bradberry & Bright-Rogers, 2008).

Equine-Facilitated Learning (EFL): EFL differs from EFP in that it focuses on in the moment experiencing and not past experiences. It can also be facilitated by someone who is not an accredited mental health professional.

Five-Facet Mindfulness Questionnaire (FFMQ): The Five-Facet Mindfulness Questionnaire is a psychological assessment of mindfulness. It consists of 39 questions which assess mindfulness across five domains; observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience (Williams, Dalgleish, Karl & Kuyken, 2014).

Intersubjectivity: Intersubjectivity describes the psychological relation between individuals and the sharing of subjective states (Scheff, Phillips & Kincaid, 2006). Intersubjectivity can be concordant or dissonant, enhancing or degenerating, and involves shared reciprocal experience between parts present in interaction. This includes clients, practitioners, *and* horses. This does not mean that subjects are having the same experience, but that they are active participants in a shared experience, coming together to reach a new state from the interaction (Buirski & Haglund, 2001).

Processes of Change: Any behavioural, psychological, social or emotional change that may be correlated with improvement in wellbeing (Herman, 1992). In this study, this comes

from the perspective of the client, EFP practitioner and the researcher's perception of observed and reported behaviours.

Stages of Change Questionnaire (SOCQ): This measures when people change rather than how people change (Prochaska & DiClemente, 1983). The SOCQ is derived from the transtheoretical model which posits that certain processes of change are differentially effective at different stages of readiness for change (Norcross, Krebs & Prochaska, 2011).

Trauma: Trauma covers a broad range of experiences, behaviour, thoughts and emotions (Welling, 2012). It is used here to refer to psychological trauma (which may or may not result from physical abuse). Psychological trauma usually occurs after distressing events, leading a person to feel overwhelmed and unable to cope (Herman, 1992). This can contribute to maladaptive coping strategies such as; self-harming, substance abuse, violence, aggression, avoidance and placating behaviours (Briere & Scott, 2006).

CHAPTER 1.

Equine Facilitated Psychotherapy (EFP) is an experiential therapy that can be used with clients with histories of trauma (Dunning & Kohanov, 2017). It involves working with horses using primarily non-verbal exercises under the observation of a qualified EFP practitioner, who is also an accredited mental health practitioner (Frewin & Gardiner, 2005). As a client-led intervention, EFP has been recommended for clients who struggle engaging with traditional talking-based therapies (Buzel, 2016). EFP has been used with offenders (Redman, 2014), and with clients with dual diagnosis (Hallberg, 2018), and mental illness (Trotter & Baggerly, 2018a). Equine assisted interventions have been used in prison settings (Laurie & Noble, 2015), with young offenders (Burgon, 2011), and with clients with substance abuse problems (Holmes, 2012). Whilst research suggests that EFP is associated with prosocial outcomes such as reduced reoffending (Laurie & Noble, 2013) and positive self-reports from clients and practitioners (Bachi, 2013a), more theoretically and methodologically robust approaches are needed to understand *how* EFP facilitates processes of change (Selby & Smith-Osborne, 2013).

EFP studies have identified a substantive gap in theory informing research (Bachi, 2012) and methodological limitations in research design (Karol, 2007). Researchers have advocated the use of large-scale longitudinal studies and positivistic research designs to improve the quality of EFP research (Cantin & Marshall-Lucette, 2011). Whilst outcome-focused assessment supports validation (Beutler, 2001), understanding how EFP affects processes of personal change may reveal more about its effectiveness than outcome measures alone. This is especially important because personal change is a subjective experience (Wertz, 2015).

Intersubjectivity describes the relatedness between subjects in interaction and the sharing of subjective states (Scheff, Phillips & Kincaid, 2006). Intersubjectivity is relevant to forensic research because forensic contexts are not always conducive to reciprocal interpersonal experiences (McGauley & Humphrey, 2003). By using intersubjectivity to explore processes of change during EFP, the researcher aims to contribute to forensic research by exploring how a primarily non-verbal intervention shapes processes of change for clients with histories of trauma.

The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) defines trauma as personal experience of an event that involves actual or threatened serious harm or death (American Psychological Association, 2013). Trauma is a relational experience (DePrince & Freyd, 2002) where sense of self is violated by another (Briere & Scott, 2006). Psychological trauma usually occurs after distressing events, leading a person to feel overwhelmed and unable to cope (Herman, 1992). This can lead to maladaptive coping strategies, such as self-harming, substance abuse, violence, aggression, avoidance and placating behaviours (Allen, Lemma & Fonagy, 2012). Memories linked to trauma are implicit and can be triggered by environmental stimuli, resulting in sometimes overwhelming emotions, depending on the resilience of the client and the nature of trauma experienced (Allen, Lemma & Fonagy, 2012). Trauma-symptoms can result from physical and/or sexual abuse, neglect, attachment disorder, and experiences of bullying, bereavement and subjugation.

Childhood trauma is particularly pernicious as the developing brain is more sensitive to traumatic experiences (DePrince & Freyd, 2002). Child abuse and neglect is associated statistically with the onset of violent behaviours, mental illness and substance abuse partly because the client has not learned effective coping strategies for dealing with traumatic experiences (Ardino, 2012). Restricted development of reflective functioning caused by limited experience of intersubjectivity and reciprocity means that typical experiences of emotional upset are experienced as overwhelming and sometimes life-threatening (Needs, 2016). Experiencing trauma does not necessitate dysfunctional behaviour, but without appropriate interpersonal support, an individual may not develop intrapersonal coping skills, which can influence mental illness, antisocial behaviour, and poor social outlook (Coleman, 2005). The experience and treatment of trauma is therefore relational (Jaenicke, 2015).

The prevalence of trauma among offending populations is high (Ardino, 2012). Research highlights the high levels of childhood abuse, attachment disorder, domestic abuse and violence, and social service intervention in the history of young and adult offenders (Van der Kolk, 2007). The push for trauma informed approaches in Youth Offending, specialised prison services (such as Therapeutic Communities) (Shuker & Shine, 2010), and Community Forensic Services, suggests that trauma contributes to development of criminogenic needs,

such as violence, acquisitive crime and substance abuse (Miller & Najavits, 2012). Research reflects attrition rates from group programmes in carceral and community settings, ‘resistance’ to therapeutic intervention, and ‘ruptures in the therapeutic alliance’ as prevalent in the forensic field (McMurrin & Ward, 2010). Psychotherapy is used with offenders to address trauma but faces challenges given the environment and population being worked with (Day, Casey, Vess & Huisy, 2012).

Psychotherapy is broadly defined as the application of clinical methods and interpersonal therapy in supporting clients to modify their behaviour, cognitions and emotions (Campbell, Norcross, Vasquez, & Kaslow, 2013). It is recommended for treating trauma because it promotes a containing environment for revisiting traumatic memories (Kleber, Brom & Defares, 1992). Various psychological approaches inform different psychotherapeutic models, including psychodynamic, cognitive-behavioural and medical models, but fundamentally, psychotherapy uses interaction between client and therapist in promoting change (Welling, 2012).

Psychotherapy is sometimes called ‘talking therapy’, however not all psychotherapeutic approaches rely on verbal interaction (Herman, 1992). Eye Movement Desensitisation and Reprocessing (EMDR) therapy accesses unresolved memories by using external stimulus to create dual attention for the formation of new associations (Seidler & Wagner, 2006). Play therapy is sometimes used for non-verbal children (Wilson & Ryan, 2005) and EFP uses experiential encounters to ground clients ‘in the moment’ (Zasloff, 2009). Psychotherapy encounters unique challenges to the therapeutic alliance in forensic contexts (Cordex & Cox, 1996).

Cognitive behavioural group programmes in prisons are often brief psychosocial interventions which cannot address trauma appropriately (Clark, 2010). The scope for forensic psychotherapy in secure services is impacted by limited resources and regime strictness, making it difficult to deliver therapeutic interventions for trauma (Morgan & Winterowd, 2002). For community forensic clients, the motivation to sustain psychotherapy may weaken given a client’s other priorities, such as employment (McGauley & Humphrey, 2003). Thus,

there are many challenges for offenders across forensic settings in accessing and sustaining trauma intervention.

In forensic psychotherapy, power differentials between client and therapist influence the therapeutic dynamic, with transference and countertransference shaping the therapeutic relationship (Temple, 1996). Clients are imbued to trust their therapist with deeply personal experiences, however, forensic environments are not always conducive to developing trust, especially given the prevalence of shame among offenders (Gilligan, 1996). Research highlights how shame-proneness can be associated with resistance to therapeutic intervention (Tangney & Dearing, 2003). Offenders may develop personas to cope with forensic settings which may not be amenable to therapeutic intervention (Bateman, 1996), such that therapy constitutes a threat to self.

Forensic psychotherapy research highlights how forensic context and relational processes between client and therapist influence the effectiveness of assessment and treatment (Polizzi & Draper, 2013). Ascribed a seemingly antithetical label of trauma (i.e. ‘victim’) for a perpetrator of crime (Chambers, Eccleston, Day, Ward & Howells, 2008), the high drop-out rates and ‘therapeutic resistance’ of many offenders to trauma intervention may result from seeming incongruence between the labels and the environment (Miller & Najavits, 2012). Forensic psychotherapy research highlights how important intersubjectivity is between client and therapist in navigating the challenges of forensic contexts (Cortina & Liotti, 2010).

In EFP, the horse is conceptualised as the lead facilitator and the practitioner is secondary, offering observations and not interpretations to clients of the horse’s behaviour (Buzel, 2016). EFP is client led as the client’s interaction with the horse initiates reflection (Burgon, 2014). Past trauma may lead to powerful emotions which makes it difficult for clients to connect to the present moment, thereby rendering these emotions more tolerable (Minton, Ogden, Pain, Siegel & Van Der Kolk, 2016). As a prey animal in its natural state (often among a herd in a field), the horse is always in the present moment and does not retain trauma in the same way that people do (Lac, 2017). This can support clients with histories of trauma to reflect

on traumatic experiences without feeling overwhelmed because the horse's presence keeps the client in the present moment (Dunning & Kohanov, 2017).

Various forms of equine-facilitated intervention have been used in forensic contexts. The HorseCourse (Laurie & Noble, 2015) used equine-facilitated intervention in the Prison Service with incarcerated offenders, and has included programmes facilitated in prison with young offenders (Hemingway, Meek & Hill, 2015). The LEAP model includes programmes for clients with substance abuse issues and early-intervention programmes for at-risk youth. These programmes have referenced improved emotional coping skills for clients, but not necessarily how equine assisted therapies influenced processes of change.

This research aims to consider how EFP shapes processes of change for clients with histories of trauma by using intersubjectivity to explore the context between the client, horse and practitioner. The objective is to enhance the quality of research in the EFP field by using an intersubjective theoretical framework and research design. It aims to contribute to forensic psychological research by exploring how intersubjectivity influences processes of change for clients who struggle to engage with traditional talking-based therapies (Briere & Scott, 2006). Given the prevalence of trauma, and 'therapeutic resistance/desistance' among offending populations (McMurrin & Ward, 2010), this research aims to promote understanding of how relational spaces shape therapeutic outcomes for forensic clients.

Literature Review

This literature review explored research about forensic psychotherapy and Equine-Facilitated Psychotherapy research. The researcher considered how trauma may affect therapeutic engagement with forensic clients, and the methodological and theoretical issues affecting the contribution of EFP research to the psychological field (Bachi, 2012). This literature review highlighted the importance of understanding change from a relational perspective because trauma is an interpersonal phenomenon (Cortini & Liotti, 2010). By highlighting research on intersubjectivity in psychotherapy, the researcher advocated using intersubjectivity in exploring and understanding processes of personal change for clients with histories of trauma.

This literature review used a systematic approach to search for research in forensic psychotherapy and Equine-Facilitated Psychotherapy (Denscombe, 2012). Databases searched included; PsychINFO, PsychArticles and Sage Research Methods. Searches were conducted via Google Scholar and the University of Portsmouth Library website. For the EFP literature search, no restrictions were placed on the literature by client type or equine therapeutic approach because EFP is a niche intervention and too few studies were returned. No restrictions were placed on the literature search for forensic psychotherapy to broaden what themes were generated.

Psychotherapy and Forensic Clients with Histories of Trauma

Research in forensic psychotherapy reflects how low outcome effect sizes appear to undermine the utility of some forensic programmes because results are not considered statistically significant enough (van Outsem, 2011). This could be due to small sample sizes, such that outcome measures alone can misrepresent the (in)effectiveness of therapeutic programmes. Chambers et al (2008) highlight the role of cognitions and distortions in treatment readiness for violent offenders, referencing the prevalence of low outcome effect sizes as problematic in determining the effectiveness of interventions. However, no empirical data is

provided to substantiate theoretical premises. Bateman and Fonagy (2000) conducted a systematic review of the effectiveness of psychotherapeutic intervention for personality disorder and found that psychotherapy may contribute to personality change, but that more robust studies are needed to ascertain treatment effectiveness. Compared to Chambers et al (2008), Bateman and Fonagy (2000) highlight the difficulties of conducting valid and reliable research in psychotherapy. Chambers et al (2008) highlight how poor treatment readiness rather than the psychotherapy itself may contribute to low outcome effect sizes. Bateman and Fonagy (2000) relate problems of case identification, inadequate outcome measures, and incommensurable treatments, as limiting the utility of psychotherapeutic research and recommend more robust control measures for improving the quality of that research. However, therapeutic change can be non-linear such that outcome measures alone do not necessarily relate how treatment affected change (Needs & Adair-Stantiall, 2018).

Chambers et al (2008) and Bateman and Fonagy (2000) highlight how reliance on outcome measures is not necessarily indicative of treatment effectiveness. Bateman and Fonagy's (2000) systematic review analysed forensic psychotherapeutic research methodically but the recommendation for longitudinal studies does not necessarily clarify how therapy shapes processes of change. The push for large-scale longitudinal studies in forensic psychotherapy (and EFP) does not necessarily improve research validity if mechanisms of change are not better understood in context (Roth & Fonagy, 2005). Both studies also raise the importance of informed consent in promoting therapeutic engagement.

Research emphasises that informed consent promotes the effectiveness of forensic psychotherapy (Fisher & Ornasky, 2008). Beahrs and Gutheil (2001) state that informed consent contributes to client autonomy, enhancing positive therapeutic outcomes. However, Beahrs and Gutheil's (2001) study is not empirically validated, although exploring informed and misinformed consent would be ethically controversial with clients with histories of trauma (Adshead & Brown, 2003). Chambers et al (2008) reflect how cognitive distortions and an external locus of control may undermine motivation to change. Distortions and control issues may be increased in compulsory treatment because clients feel forced to participate in psychotherapy (Fisher & Ornasky, 2008). Mandated treatment does not necessarily mean that a client will not benefit from therapeutic intervention if a trusting therapeutic relationship can

be formed. However, how far consent operates for offenders in secure environments is questionable.

Chambers et al (2008) give little context for why clients have cognitive distortions. It may be that experiences of trauma and shame can lead to cognitive distortions about self and other (Crawley, 2004). Bateman and Fonagy's (2000) systematic review acknowledges that it amalgamates individual experiences rather than premising the need for psychotherapeutic intervention. They measure change using recidivism rates which does not necessarily identify what affected change and when. Using a systematic review to explore treatment effectiveness provides an effective overview of the research literature but does not necessarily capture the client's perspective, which is invalidating for clients with histories of trauma (Coleman, 2005).

Forensic psychotherapy research highlights how high attrition rates and low compliance (van Outsem, 2011) suggest that psychotherapy is not effective with some offenders. Seager, Jellicoe and Dhaliwal (2004) reflect how non-completers of sex offender treatment programmes (SOTP) were six times more likely to commit a sexual or violent reoffence compared to completers. However, this study does not explain why offenders refused or dropped out from the programme nor how group context affected intervention delivery and outcome (Lewis, 2016). Whilst 1:1 and group interventions are not necessarily comparable, focusing specifically on recidivism arguably treats the symptoms of underlying causes. Whilst SOTP does not address trauma, research reflects how offending group programmes may be traumatic for offenders (Henwood, Chou, & Browne, 2015). Whilst Seager, Jellicoe and Dhaliwal's (2004) acknowledge the limitations of small sample size, like Bateman and Fonagy (2000), the focus on treatment outcomes limits understanding of processes of change during treatment.

Working therapeutically with offenders, the focus is often on addressing symptoms of trauma, such as violence and anger, which present as risks (Pollock & Stowell-Smith, 2006). Crisford, Dare and Evangeli (2008) explored offence-related trauma among 45 mentally disordered offenders who had committed violent crimes. Results demonstrated high correlation between guilt cognitions and trauma symptomology. The study used a quantitative self-report

measure to assess guilt rather than clinical judgement and included a range of variables to control for factors that may be associated with post-traumatic stress disorder (PTSD). However, the study did not explore shame, which may be associated with variance in PTSD symptomology (Kruppa, 1991). Crisford, Dare and Evangeli (2008) reference cases where there was no history of trauma prior to offending, highlighting the role of moral injury as an emerging concept in forensic psychology (Williamson, Greenberg & Murphy, 2019).

Moral injury results from perpetrating, witnessing, failing to prevent, or learning about acts that transgress deeply held moral beliefs (Williamson, Greenberg & Murphy, 2019). Moral injury leads to negative self-attributions, strong negative emotions (such as disgust, anger, and distress), and high levels of shame and guilt (Frankfurt & Frazier, 2016). It is associated with onset of substance abuse, mental illness, self-injury, and violence (Frankfurt & Frazier, 2016). The majority of research on moral injury concerns American veterans, however Williamson, Greenberg and Murphy (2019) conducted a pilot study with British forces and clinicians treating veterans exploring the concept of moral injury. A thematic analysis of qualitative interviews found that moral injury correlated with significant distress, and that clinicians felt that moral injury was poorly understood. Akin to Crisford, Dare and Evangeli (2006), understanding how offending may lead to trauma reframes trauma intervention with offenders to focus on shame.

Shame affects therapeutic engagement (Gilbert, 1998). Tangney and Dearing (2003) highlight how shame contrasts with guilt in that shame-prone individuals may be predisposed to more violent reactions, maladaptive coping strategies, minimising and blaming behaviours, and negative sense of self (Tangney, 1995). Tangney, Wagner, Fletcher and Gramzow (1992) conducted research with approximately 500 undergraduate students using the Self-Conscious Affect and Attribution Scale and Spielberger Trait Anger Scale. They found that shame-proneness was correlated with anger arousal, suspiciousness, externalisation of blame, resentment, and indirect expressions of hostility. However, research findings may not be generalisable from undergraduate students to offenders because of different life experiences (Adshead & Brown, 2003).

Farmer and Andrews (2009) compared shame and anger in young offenders with a matched control undergraduate male cohort. Results showed that the offenders expressed significantly lower levels of shame than the undergraduates and higher anger levels. However, Tangney and Dearing (2003) describe behaviours indicative of shame-proneness which includes anger and aggression. This may suggest that the offenders in Farmer and Andrews' (2009) study were more shame-prone whilst the students exemplified guilt (Tangney, 1995). Farmer and Andrews (2009) highlight how subculture is vital to understanding anger and aggression among young offenders from different communities, situating their research in sociocultural context (DeLamateur & Ward, 2014). Compared to Tangney et al (1992), Farmers and Andrews (2009) include an offending cohort but conflate shame and guilt-proneness. Understanding shame in psychotherapeutic context provides insight into how to promote change for clients with trauma histories (Spring, 2019).

Trauma, shame and crime are intersubjective experiences (Gilbert, 1998). Forensic contexts emphasise risk and risk management, which may predispose professionals to attributional bias (Dror & Murrie, 2018), positing behaviour as individual malaise rather than shaped by environmental structures and interpersonal experiences (DeLamateur & Ward, 2014). An example of this is the intersection between trauma and immigration (Simich & Andermann, 2014). Kluttig, Odenwald & Hartmann (2008) outline a case study in forensic psychotherapy using trauma therapy with a migrant patient. Although the research involves only one client, the depth regarding the patient's needs and experiences highlights how trauma is cross-cultural and how psychotherapeutic approaches need to be sensitive to sociocultural contexts. In contrast to the largescale studies of Chambers et al (2003), Seager, Jellicoe and Dhaliwal (2004), and Bateman and Fonagy (2000), where the intersubjective experience of client and therapist is unclear, Kluttig, Odenwald and Hartmann (2008) capture the qualitative depth of experience for their client, perhaps mitigating cultural objectification by making the client's experience explicit (Simich & Andermann, 2014).

Kluttig, Odenwald & Hartmann (2008) highlight how the intersubjective context between client and therapist contributes to promoting change, especially when the intersubjective space is not readily understood by culturally disparate partners. This study highlights the importance of considering forensic context when exploring psychotherapeutic

effectiveness for forensic clients and reflects how culture and race intersect in the intersubjective space (Rasmussen, 2005).

Research highlights how some forensic environments may not be conducive to psychotherapeutic engagement (Woburn, 2002). Blagden, Winder and Hames (2014) conducted a mixed-methods analysis of how therapeutic environment impacts on intervention effectiveness and found that perceiving the environment as safe and staff-prisoner relationships as positive created the 'headspace' for change. This study is derived from staff and prisoner reports as opposed to outcome focused recidivism studies (Seager, Jellicoe & Dhaliwal, 2004). Compared to Seager, Jellicoe and Dhaliwal (2004), Blagden, Winder and Hames (2014) provide insight into how environment and relational processes between staff and prisoners facilitates conditions in which an intervention might promote change. This may also be validating for the research participants because it is their perspectives that inform the research.

This literature review of forensic psychotherapy highlights how issues in forensic context and the therapeutic space between client and practitioner can affect the effectiveness of treatment (van Outsem, 2011). The researcher has contrasted this with EFP research to explore how intersubjectivity may be a more robust theoretical and methodological approach to understanding processes of change for clients with histories of trauma.

Literature Search of EFP Studies: Methodological Issues

EFP research is predominantly quantitative in approach (Cantin & Marshall-Lucette, 2011). The emphasis on quantitative research studies in EFP risks losing the experiential quality which is integral to how EFP affects processes of change (Dunning & Kohanov, 2017).

Lentini and Knox (2009) present a qualitative and quantitative review of EFP studies involving children and adolescents. They highlight how amalgamating different equine assisted approaches reduces the validity of findings because these programmes are not necessarily comparable. They identify how small sample sizes and the absence of control groups reduces

the reliability of findings, and list a variety of theoretical approaches that have been used to analyse research data, including psychodynamic theory and attachment theory, although they do not critique these approaches. The variety of theoretical approaches has created some confusion in the EFP field (Cantin & Marshall-Lucette, 2011).

Lee and Dakin (2016) conducted a narrative synthesis of EFP research, and included experimental, quasi-experimental and qualitative studies. Regardless of methodology or analytical approach, the studies suggested that EFP leads to positive socio-emotional changes for children and adolescents based on self-reports and observations. Compared to Lentini and Knox (2009), Lee and Dakin (2016) used stricter search criteria and a clearer rationale for inclusion/exclusion of sources, increasing the comprehensiveness of their narrative synthesis. Lee and Dakin (2016) present a more critical analysis of the literature, highlighting specific issues such as how single-group pre-test–post-test design threatens internal validity of studies. However, the focus is on assessing and improving EFP research from a positivist perspective through outcome effect studies (Jarvis, 2005). The perspectives informing the literature search are internalist, cognitivist and essentialist, conceptualising change as emanating from within the individual (Quincey, 2010). These perspectives isolate the individual from social context and larger systems in which individuals operate together (Nolan, 2012).

Bachi's (2012) literature review highlights how research into equine-facilitated therapies is methodologically flawed. Issues include; small sample sizes, aggregation of treatment populations, the absence of control groups, controlled variables and longitudinal studies, the limited duration of interventions being insufficient to establish long-term change, and inconsistency between findings and the feelings and observations of participants and practitioners. This concurs with research by Kendell, Maujean, Pepping, Downes, Lakhani, Byrne and MacFarlane (2015) whose systematic review found that EATs hold potential to improve psychological outcomes but recommend more rigorous research approaches in ascertaining the effectiveness of EATs. The advantages of Bachi's (2012) review include its recommendation for multi-modal methods to capture the experience of EFP from different perspectives. Lentini and Knox (2009) and Bachi (2012) outline methodological issues

pertaining in EFP research but list rather than critically analyse theoretical perspectives, perhaps limiting contributions to enhancing theoretical approaches in the field.

Cantin and Marshall (2011) examined the literature on equine assisted therapies (EATs) for adults and children with mental health and behavioural disorders. This literature review tabulated EAT studies, providing in-depth descriptions of quantitative research designs. Compared to Lentini and Knox (2009), Cantin and Marshall (2011) included descriptions of pre- and post-test measures using different assessment scales, and discussion of the limitations of research methods. The literature review highlights the predominance of American research programmes and research with children, reflecting how this may not be generalisable to other populations. However, unlike Lentini and Knox (2009), this literature review provides no overview of theory informing research designs. Whilst Cantin and Marshall (2011) highlight the variety of research methods used to assess EATs, there is limited critical analysis of these studies that could inform future research design.

The literature search identified comparative studies of equine and non-equine-assisted therapies. Trotter, Chandler, Goodwin-Bond and Casey (2008) compared the efficacy of group equine-assisted counselling with at-risk children and adolescents with classroom-based counselling. The study included a large and diverse cohort, helping to avoid ethnocentricity (Braun & Clarke, 2006). Rating scales were completed by adolescents, parents and counsellors, triangulating responses on behavioural outcomes (Bryman, 2006). Whilst the study found a statistically significant decrease in five negative behaviours and increase in two positive behaviours in the equine-assisted counselling compared to the classroom, it is not clear what led to these statistically significant differences (Cantin & Marshall, 2011). It is difficult to achieve matched control variables when comparing equine and non-equine-assisted therapies (Bachi, 2013a).

The literature reviewed highlighted issues with establishing the objective effectiveness of EATs whilst using subjective experiential accounts and recommending scientific

experimental controls for naturalistic studies. Whilst qualitative and quantitative methodology can be integrated in mixed methods research design (Cresswell, 2014), poor clarity around epistemological and ontological position may explain issues with theoretical and methodological direction. Epistemology refers to the beliefs and assumptions about knowledge, with interpretivism and positivism as epistemological opposites. Ontology refers to the study of reality, juxtaposed into subjective and objective interpretations. Subjectivity maps with interpretivism in that reality is socially constructed and holds multiple changing meanings, whilst objectivity relates to positivism in discovering actual facts through scientific methods (O’Gorman & Macintosh, 2015). Interpretivism informs qualitative research methods and positivism informs quantitative research methods. Sticking with a clear epistemological and ontological foundation could better inform EFP research design.

Similar to forensic psychotherapy research, the emphasis on outcome measures has neglected context and process in understanding how EFP interventions may contribute to processes of change for clients. Pawson and Tilley’s (1997) Realistic Evaluation model considers context and process by asking not whether the intervention works, but what works for whom and under what conditions. The advantage of Realistic Evaluation is that it acknowledges why an intervention benefitted some and not others without discrediting the entire approach. This complies with recommendations by the Medical Research Council (2014) which has incorporated context and process into its guidelines for evaluating complex interventions. Realistic Evaluation explores intervention effectiveness by focusing on context and process (Pawson & Tilley, 1997). This contributes to improving the quality of research and psychotherapeutic intervention for forensic clients.

Laurie and Noble’s (2015) research provides an example of an equine assisted programme in a prison. The Horse Course used coaching principles with both in hand and ridden activities, based on principles of active learning theory and cognitive behavioural theory. This study followed 25 male participants aged 17-24 years old who participated in a time-limited Horse Course Programme. Clients were referred with ‘poor thinking and emotional skills’ deemed ‘non-responsive to verbal interventions’ (defined as prison-based activities such as work, education and other time-limited group programmes). Change was

assessed using a range of tools, including an eight point emotional and thinking skills star, session notes from facilitators, facilitator observational charts completed within and after sessions, exit interviews completed by facilitators with participants, semi-structured interviews with participants completed by independent researchers, access to the Offender Group Reconviction Scale (which follows up participants reoffending over 12 months), and access to PNOMIS prison records (participation in prison activities, adjudications and positive and negative entries). The study concluded that the programme correlated with a statistically significant 27% reduction in reoffending rates (over the 12 months following programme completion), reduced problem behaviours in the prison, improvements in relationships and self-identity, and increased engagement with education, training and work.

Laurie and Noble's (2015) study employs a variety of internal and external researchers to analyse effects of the programme. This helps to manage impartiality; however little information is available about the participants who attended the programme other than they had poor emotional and thinking skills. The research aimed to provide an evaluation model that other voluntary agencies could use, based on Theory of Change and Contribution Analysis. The programme is more about promoting an evaluation model for equine assisted therapies rather than understanding how the programme influenced processes of change. Reduced recidivism and improved interpersonal relationships may result from factors other than participation in the Horse Course Programme. As an explicitly learning based programme (not therapeutic), it may be that the Horse Course had quasi-therapeutic outcomes and that the novelty of the programme within a prison setting promoted change rather than the content of the programme itself. However, the study acknowledged that mechanisms of change are not fully understood.

Research on the EAGALA model (Equine Assisted Growth and Learning Association), whilst not explicitly focused on offenders, highlights the difficulties in accessing a research population without violating the therapeutic space (Boyd, 2013). In contrast to the Horse Course research, Boyd (2013) used qualitative research methods to gather feedback from EAGALA facilitators on why they trained in the EAGALA model and how they thought that clients benefit from the programme. Boyd (2013) had planned a mixed methods approach, but

due to limited time to recruit clients, the random controlled clinical trial was not feasible. Comparing Laurie and Noble (2015) with Boyd (2013), whilst the Horse Course research is methodologically appealing, both studies lack the experiential quality integral to EATs (Buzel, 2016).

Boyd (2013) and Laurie and Noble (2015) reflect the importance of working with clients in the moment during equine assisted interventions. The contrast between using a highly structured programme with specific research and programme outcomes and a naturalistic approach reflects controversies in the forensic field where preference for highly replicable, measurable and outcome-oriented programmes tends to trump research reflecting intersubjective space in facilitating processes of change (Scanlon & Adlam, 2009).

A qualitative research study by Hemingway, Meeks and Ellis-Hill (2015) explored equine facilitated learning with young offenders in a prison setting. The research focused on understanding the experience of those participating in the programme rather than cause and effect, rendering it validating for participants. Key findings included the ability of horses to help younger offenders develop interpersonal skills based on calm assertiveness, confidence and focus. In contrast to Laurie and Noble (2015), this research approach focused on the EFL process when exploring mechanisms of change rather than outcomes alone. This research was premised on identified needs of working with young offenders in forensic settings and highlights the importance of practical tasks for developing understanding of interpersonal experiences and individual emotional states. This provides key reflection for forensic practitioners in how professionals are working with young offenders in forensic settings.

This literature search is limited by the paucity of EFP research. The variety of equine assisted approaches means studies are not necessarily comparable (Bachi, 2012). The majority of research concerns equine-facilitated therapies with children, limiting the applicability of findings to adults (Brooks, 2006). The focus on establishing treatment effectiveness rather than

how treatment leads to processes of change highlights issues in theory informing research into equine assisted therapies.

Theoretical Approaches

This section of the literature review critically analyses theoretical perspectives informing EFP research.

Karol (2007) employed attachment theory from a psychodynamic perspective with traumatised children to assess the effectiveness of EFP. EFP is conceptualised as a stage for the clinician to explore a child's intrapersonal and interpersonal worlds on preverbal, nonverbal and verbal levels of experience. EFP is modelled as a 'safe place' from which the triad interaction between client, equine and facilitator is used to explore historical trauma. Karol (2007) used a clear theoretical framework informing the research, whereas other studies apply theory retrospectively (Bachi, 2012).

Bachi (2013a) examined how the central features of EFP map with primary concepts in attachment-based psychotherapy. This included establishing a secure base through a safe holding environment, promoting mentalising and reflective functioning, and utilising non-verbal communication and body experience. Attachment theory provides a comprehensive framework for understanding unconscious processes of personal change through observed and reported behaviour. Attachment theory is applied to understanding trauma as experienced by children and adults (Cassidy & Shaver, 1999).

However, both Bachi (2012) and Karol (2007) use anecdotal feedback from clients and staff, without considering how presentational bias or alternative factors may be shaping processes of change. Methodological approaches were not neatly defined and Karol's (2007) research was conducted on her own facility, raising issues of impartiality in the absence of

reflection on bias and heuristics (Gilovich, Griffin & Kahnemann, 2002). Psychodynamic theory may be overly deterministic in describing behaviour (Braun & Clarke, 2006) and the studies do not consider socio-cultural and contextual factors that may be shaping EFP engagement.

Psychoanalytic models and attachment theory provide a basis for understanding the aetiology of trauma (Meinersmann, Bradberry & Bright-Rogers, 2008). The metaphorical symbolism employed to capture the horse-human interaction as mechanism for change is derived from clients' and practitioners' interpretation of symbolic meaning. Gillespie's (2007) concept of self-reflection as a temporary phenomenological experience captures this sense of symbolic self-meaning derived from interaction and observation of the horse. Such perspectives risk the researcher's/practitioner's heuristic outlook being applied to a client's therapeutic experience, which may misrepresent the client's perspective (Klontz, Bivens, Leinart & Klontz, 2007). Given the diversity of approaches used to understand how EFP promotes therapeutic change, some EFP researchers recommend grounded theory to generate theoretical frameworks unique to EFP.

Martin, Graham, Taylor and Levack (2017) used grounded theory to generate a conceptual model for understanding how EATs aid children with disabilities. Although small scale and focused on clients with disabilities, the researchers argue that this model can be applied to different clients given the central concept of 'gaining the tools to go on'. However, the researchers do not specify how this conceptual model for mechanisms of change is to be formulated. Rather than generating theory, grounding approaches may proliferate concepts (Braun & Clarke, 2013).

The variety of theoretical perspectives informing EFP research and ad hoc application of theory to research suggests that epistemological positions underpinning research are not clear. Intersubjectivity may re-orientate EFP research to context in psychotherapy because it focuses on personal meaning within interpersonal space (Quincey, 2000).

Literature Search of Intersubjectivity and Psychotherapy

Databases searched for 'intersubjectivity and equines' included, PsychArticles, PsycINFO, and Google Scholar. This mainly returned dissertations that examined the effectiveness of equine-facilitated therapy through quantitative statistical methods. The search was therefore altered to explore 'psychotherapy and intersubjectivity' because the researcher found few EFP studies with an explicitly intersubjective focus.

Studies of Intersubjectivity: Theoretical context and methods

The research literature returned studies about intersubjectivity in infant research and applications to adult treatment. Beebe, Knoblauch, Rustin, Sorter, Jacobs and Pally (2005) used a dyadic systems model of self and interactive regulation to explore the application of intersubjectivity to infants and adults. They suggest that intersubjective processes in infancy, such as correspondence and matching of expressions, provide insight into how non-verbal communication and experiential processes can be used in trauma treatment for adults. This perspective is shared across multiple studies of intersubjectivity in psychotherapeutic practice (Stern, 2004).

Studies reflect the practical difficulties of researching intersubjectivity. Beebe et al's (2005) used a detailed case study because it was unethical and impractical to directly observe psychotherapeutic sessions. Research of observed infant-caregiver interactions under clinical conditions in a research laboratory is well-documented (Cassidy & Shaver, 1999), but this review found no studies where direct or indirect observation of one-to-one adult psychotherapy sessions was conducted by a researcher who was not the therapist (Freeman & Edmonstone, 2006). Whilst systemic therapy has historically used observation rooms and hidden observers, the application of these methods to psychotherapy sessions with adults raises ethical questions. Such methods may also be difficult to implement in alternative therapeutic spaces, such as EFP.

However, Salvatore and Tschacher (2012) introduced investigative strategies that could be used to capture the dynamic nature of clinical exchange under the Theory of Dynamic Systems (TDS). TDS uses networks of mathematical concepts to model phenomena once their temporal dependency is recognised, suggesting it is possible to quantitatively identify processes of change for clients during psychotherapy through a conceptual model that recognises temporality as central to therapeutic change. Rather than absolute levels of reflective functioning or therapeutic alliance, TDS focuses on variation. Change is measured relatively across and between psychotherapeutic sessions, which helps to capture the subjective quality of processes of personal change.

Multiple statistical models have been used to analyse the TDS which requires confidence with statistical analysis (Salvatore & Tschacher, 2012). Santos et al (2009) used multidimensional analysis with cluster analysis to identify patterns of ‘Innovative Moments’, which are clients’ narrations that introduce novelty into problematic dominant narratives. Nitti, Ciavolino, Salvatore and Gennaro (2010) used Discourse Flow Analysis with mobile differences to map dynamic systems of sensemaking in psychotherapy. The Discourse Flow Analysis depicted sessions as parameters delineating the structural and functional characteristics of verbal exchange between client and therapist. Mobile differences described relative variations in these absolute levels of parameters between sessions. Combining the two helped to discriminate good outcome sessions with 100% success rate. Both studies highlight how qualitative data can be analysed quantitatively. TDS may contribute to developing EFP and forensic psychotherapy research theoretically and methodologically by capturing subjective experiences statistically (Michell, 2003). However, statistical representation of personal experience may misrepresent experiences for respondents.

Alternatively, insight into intersubjectivity may be gained from the perspective of the therapist. Carr’s (2011) short-term intersubjective model for treating Post-Traumatic Stress Disorder (PTSD) highlights relational aspects between client and therapist that contribute to processes of change. Carr (2011) proposed the model from a psychoanalytical perspective based on Storolow’s (1994) intersubjective systems theory. This study informed practices for developing therapeutic relationships and situated psychotherapy in context (Carr, 2011).

Although concerning just one client, the in-depth analysis of client responses and behaviours suggests that intersubjectivity captures conscious and unconscious processes involved in personal change. However, perspectives on the intervention are not triangulated, which could misrepresent client perceptions of psychotherapy (Carlsson, 2014). Carlsson's (2014) study is premised on an intuitive sense of intersubjectivity which may not necessarily be shared by clients whose intersubjective competencies may be affected by trauma (Brandchaft, Storolow & Atwood, 2014).

The concept of 'implicit action dialogue' reflects this intuitive sense of interaction, and how processes of change involve implicit knowledge development and application (Stern, Bruschiweiler-Stern, Harrison, Lyons-Ruth, Morgan, Nahum, Sander & Tronick, 1998). Stern et al (1998) used the concept of 'moments of meeting' to conceptualise processes of change for clients where new implicit knowledge emerges from discovering new ways of 'being with others'. Like Beebe et al (2005), this is largely a theoretical approach to understanding intersubjectivity, but implies that to explore intersubjectivity, the researcher has to engage in intersubjective contexts and processes.

Blackstone's (2006) reflection on intersubjectivity and nonduality in the psychotherapeutic relationship suggested that the sense of difference between client and practitioner facilitates the psychotherapeutic process. Nondual realisation between client and practitioner deepens the therapist's ability for empathy and attention to the specificity of the moment. Compared to Stern et al (1998) 'moments of meetings', Blackstone's (2006) nondual intersubjectivity acknowledges how intersubjective processes between clients and practitioners can be relational without being congruent. Blackstone (2006) applied this concept of nondual intersubjectivity theoretically to psychotherapy models without empirical study. Nondual realisation suggests a means for culturally, racially, socioeconomically disparate partners to engage in therapeutic space.

Discussion: Forensic Psychotherapy, EFP and Intersubjectivity

This literature search highlighted how intersubjectivity contributes to understanding processes of change for clients by recognising the interaction between parts as central to a therapeutic outcome. The Medical Research Council (2014) emphasises the importance of context in shaping therapeutic engagement and outcomes, providing emphasis on ‘in the moment’ research. The literature search highlighted the ethical and psychological challenges of direct observation of psychotherapeutic interventions in analysing how intersubjectivity shapes processes of change. The literature review was challenging to complete because of the paucity and quality of EFP research. Issues with accessibility to psychotherapeutic space, especially in forensic contexts, means that the literature available is disparate.

The researcher has used this literature review to develop their understanding of how to study intersubjectivity without violating the therapeutic space between client and therapist. This literature review reflected how issues in research design and theoretical formulation may have skewed research in the field of forensic psychotherapy and EFP because studies are largely outcome oriented. This validates forensic assessments and interventions but focusing on outcomes alone does not necessarily explain how interventions shaped processes of change. The researcher has reviewed literature on intersubjectivity in psychotherapy to promote a more informed theoretical and methodological approach to understanding processes of change during EFP.

The Research Problem and Rationale for this Thesis

The researcher explored practical and ethical challenges of conducting research with forensic clients. The literature review highlighted how the emphasis on positivist research design may limit understanding of how intersubjectivity shapes processes of change for clients with histories of trauma (Freeman & Edmonstone, 2006). Recommendations for large-scale longitudinal research and matched-control designs overlooks the experiential quality of EFP, and risks reifying subjective experiences or completely negating them as anecdotal (Brown & Campbell, 2010).

The rationale for this thesis is to understand how a primarily non-verbal experiential intervention shapes processes of change for clients with histories of trauma from the perspective of intersubjectivity. Trauma is intersubjective as it reflects on relationships with self and other (Briere & Scott, 2006). Psychotherapy uses intersubjectivity between client and practitioner to promote therapeutic change (Lieber & Weisner, 2010). Change is a subjective and relative experience for and between clients and practitioners (Wertz, 2015). Intersubjectivity therefore provides a conceptually robust model for understanding processes of change. There are also few EFP studies that explore processes of change from the perspective of intersubjectivity.

By exploring intersubjectivity during EFP, the researcher intends to contribute to research improving engagement with clients who struggle with traditional talking-based therapies. This is especially important for forensic populations where there are high levels of disengagement, non-engagement, and therapy-interfering behaviours (Crawley, 2004). Intersubjectivity may help to improve therapeutic engagement in forensic environments which are not always conducive to cognitive shift (Miller & Najavits, 2012). Clients may struggle verbalising their feelings given their trauma or use narratives to create cognitive dissonance from traumatic experiences (Welling, 2012). Intersubjectivity resituates context and relational processes in research, providing insight into why some interventions in some environments appear to work or not (Brandchaft, Storolow & Atwood, 2014). This thesis aims to contribute to improving the quality of EFP research and to promoting greater understanding of how intersubjectivity contributes to processes of change for clients with histories of trauma.

Aims and Objectives

This thesis is comprised of two studies which together address the following aims and objectives:

- To develop understanding of *how* EFP leads to processes of personal change for clients with histories of trauma;
- To use intersubjectivity to enhance the methodological robustness of studies in the field of EFP;

- To highlight the significance of context and relational processes in understanding processes of personal change for clients with histories of trauma.

Epistemological Framework

The thesis followed an interpretivist epistemology and a humanistic theoretical framework because it focused on the subjective experience of EFP (Cresswell, 2014).

The ‘effectiveness’ of EFP is not necessarily ‘quantifiable’ as what counts as improvement is subjectively relative to clients and practitioners. The EFP experience can yield different value meanings for clients depending on their schemas and previous experiences (Bryman, 2006). Practitioners and researchers attach meaning to interventions based on their socio-cultural, professional and personal outlooks on behaviour (Bauman & Kopp, 2006). The subjective experience of EFP is realised intersubjectively between clients and practitioners (Kahn, 1996) in response to equine interaction.

A humanistic approach recognises the research process as being intersubjective between the researcher and data (Wertz, 2015). Professional impartiality is maintained by observance of British Psychological Society (BPS) ethical standards (BPS, 2009), but objectivity does not necessarily enhance the validity of findings in this context. Recognising the unique experiences of EFP clients validates their socioemotional experiences (Bauman & Kopp, 2006) without undermining the contribution to research literature.

Thesis Structure

This thesis is divided into two research studies drawn together in the discussion. Study One informs the development of a conceptual model for analysing the ethnographic research in Study Two. The researcher discusses findings and limitations of these studies and makes recommendations for future research.

CHAPTER 2.

Study One: Intersubjectivity from the Perspectives of Clients, Trainees, and EFP Practitioners.

Study One explored how EFP shapes processes of change from the perspectives of EFP clients, trainees and practitioners. Using a semi-structured online questionnaire, respondents were encouraged to explore a particular moment or exercise during EFP to elicit responses about intersubjective context between client, practitioner/trainee and horse. The aim of the research was to develop understanding of how EFP shapes processes of change and to provide reflection on how to engage clients who struggle with traditional talking-based interventions. Questionnaire responses were analysed using thematic analysis in NVivo 12. Relationality within a non-judgmental context was highlighted as conducive to processes of change.

Method

Study One was administered using an online qualitative questionnaire (Appendix 4). The questionnaire was completed anonymously by EFP clients, trainees and practitioners aged 18 and over. Participants provided demographic information regarding sex, age, and how long the respondent had been a client, trainee or EFP practitioner (Appendix 5).

Study One used a semi-structured questionnaire to elicit responses about an ‘in the moment’ EFP experience (Braun & Clarke, 2016). A semi-structured approach was chosen, rather than a free-narrative or completely structured, to focus respondents on the intersubjective specifics of their equine-interaction whilst encouraging detailed accounts. Participants described how an EFP session or moment made them think, feel and behave towards the horse, and the other person present. The questionnaire also asked participants to describe how they found the primarily non-verbal approach, how the environment affected their experience, and how the experience compared to other therapeutic experiences that the respondent may have had. The questionnaire was developed with feedback from the researcher’s Research Supervisor and went through processes of revision.

Participants

Questionnaire respondents were recruited via EFP practitioners, contacted by the researcher through email, requesting them to share the link to the online survey. EFP practitioners were therefore gatekeepers for recruiting participants. Respondents may therefore come from different EFP organisations and approaches. No specific inclusion criteria were included to maximise the number of responses. Respondents were aged 18 and over. 33 people completed the questionnaire, and 20 were selected for analysis using simple random sampling methods. The questionnaires selected were completed by six males and 14 females. Ten were EFP clients, six were EFP trainees, and four were qualified practitioners. The majority of client and trainee respondents were aged between 26-35 years old, and EFP practitioners were distributed evenly across 36-45 and 46-55 age ranges. No respondents were aged 55 and over. Full details of participant demographics are provided in Appendix 5.

Procedure

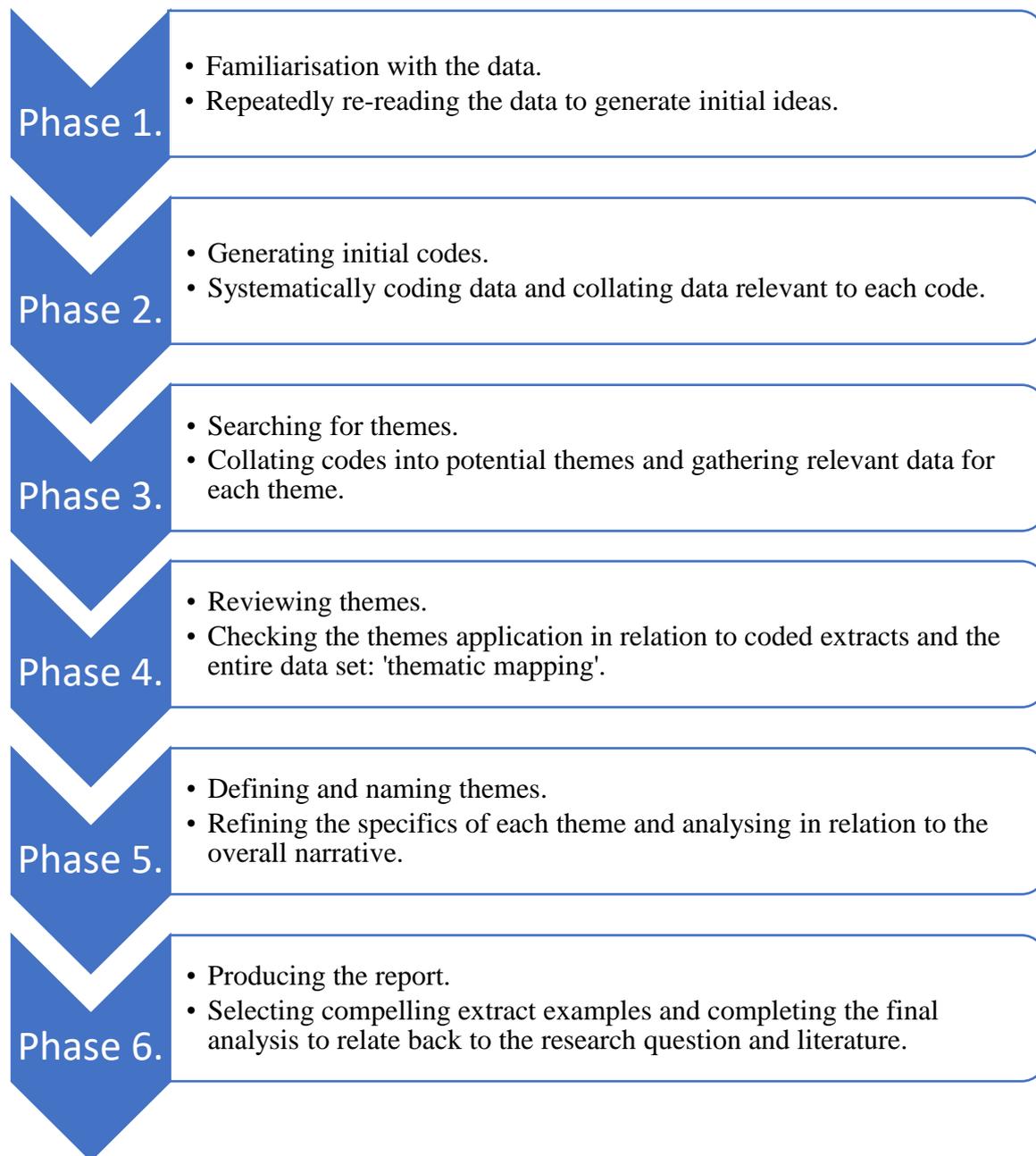
The questionnaire was uploaded to the website SurveyMonkey and left open for three months. The responses were analysed in NVivo 12 using thematic analysis, following Braun and Clarke's (2006) approach (see Table One). NVivo 12 is a software tool used for organising and coding data (Bazeley & Jackson, 2013). The researcher attended two NVivo 12 training sessions at the University of Portsmouth to use the programme. Data was uploaded to NVivo 12 to start the coding process, which involved gathering information into groups based around particular topics (Bezeley, 2007). The codes in NVivo 12 are called nodes. Nodes are then gathered into themes.

The researcher analysed the questionnaires using thematic analysis because it allowed them to explore intersubjectivity across multiple dimensions and perspectives (Braun & Clarke, 2006). Comparing various qualitative data analysis methods, discourse analysis focuses primarily on language rather than non-verbal intersubjective experiences. Interpretative Phenomenological Analysis appealed because it focused on visceral emotional and interpersonal aspects of encounters, however the researcher had less experience with this analysis method. The accessibility of thematic analysis can lead to inconsistency and incoherence (Holloway & Todres, 2004), but a rigorous thematic analysis can produce credible

results (Nowell, Norris, White & Moules, 2017). The researcher selected thematic analysis because it provided a systematic way of coding data within the timeframes available for the research project (Shenton, 2004). A tabulated rationale for choosing the analysis method is contained in Appendix 3.

The researcher completed an inductive thematic analysis to explore processes of change during EFP (Guest, MacQueen & Namey, 2012). Although processes of change are explored from an intersubjective perspective, the questionnaire was designed to elicit responses around intersubjective processes and contexts. An inductive approach explored how individuals make sense of their interpersonal reality, arriving at either a congruent or discordant state with others (Williamson, 2006). From an interpretivist perspective, an inductive approach captured meaning from the participants' perspectives (Benjamin, 2017).

Table One. Braun and Clarke's (2006) Six Phases of Thematic Analysis



Data Analysis.

Qualitative data analysis software facilitates analysis of large data sets more effectively than by hand (John & Johnson, 2000). Using NVivo 12 improves the validity and auditability of qualitative research (John & Johnson, 2000). However, qualitative data analysis software can lead to rigid and deterministic processing of data which risks losing its experiential quality (Brown & Ryan, 2004). The researcher caveats this by emphasising the interpretivist epistemological position underpinning the research (Gillepsie, 2007). Participant responses are

grouped into themes rather than the researcher reinterpreting responses, preserving the integrity of participant responses.

Questionnaire responses were uploaded into NVivo 12. The researcher read through the 20 questionnaires multiple times to familiarise themselves with the data prior to coding. The researcher noted any significant concepts relevant to intersubjectivity, and then began a more rigorous process of coding the data. Next, the researcher began creating codes (called nodes) of any concepts or processes that appeared significant to the respondent (and to the researcher) in each questionnaire relevant to intersubjectivity and processes of change. The researcher tracked this coding process using memos which contributed to development of theme definitions. During the coding process, the researcher noticed overlap between some codes. The researcher merged some codes into more appropriate categories to avoid repetition and to keep the qualitative analysis process rigorous (Braun & Clarke, 2006). Initially, the researcher generated 24 codes. These codes were then reviewed multiple times by the researcher and grouped into themes. These themes were reviewed, renamed in some instances, and references reorganised as the themes and codes were refined. Over six weeks, the researcher systematically reviewed codes and themes to achieve clarity in code properties. These themes and codes were then reviewed by the researcher's University Research Supervisor. This is recommended in thematic analysis because researchers can become so embedded in the data that a second opinion assists clarity (Guest, MaQueen & Namey, 2012). The themes generated included descriptive and theory-driven themes that related intersubjectivity and processes of change (Table Two).

Results

Table Two outlines the final themes and codes included in the research with a description of their meaning. Appendix 6 presents full references for each code under each theme.

Table Two. Themes, Codes and Descriptions from the Study One Thematic Analysis

Themes	Codes	Code Descriptors
Acceptance	-The horse(s) do not hold trauma as people do	-People ruminate on traumatic experiences whereas animals do not. -Horses are instinctual and always situated in the present moment.
	-The horse will not hurt me	-Feeling safe with the horse.
	-The horse will not judge me	-Horses are non-judgemental.
Agency and Self Determination	-Being and having to be congruent	-Being in touch with and genuine about your experiences, staying connected with self, client, space and time. -Being congruent is to share a persistent thought or feeling.
	-Being in the moment	-Letting go of negative emotions and distractions. -Connected in time and space.
	-The self as therapist	-Change is driven by the person. Terms such as client, facilitator and therapist become irrelevant.
	-The self experiences efficacy or purpose	-Feeling capable of bringing about change or effecting change.
	-A place of safety	-Feeling safe and secure in the environment where EFP is taking place.

Environment or Context	-Being able to move	-Feeling able and being able to move about physically.
	-Being outside in nature	-Being outside. -Being in nature.
	-Physical space, emotional space	-Physical space referred to in terms of emotions.
Power, Threat and Meaning in the Therapeutic Encounter	-Close enough to reassure, far enough away to enable	-References made to the facilitator's proximity to the horse and client.
	-Grounding the client	-References made to containing the client in time and place by either physical proximity or verbal support from the facilitator.
	-Inviting the client to make an understanding of their experience with the horse	-The facilitator offers observations of the horse's behaviour and asks the client whether this meant anything to them.
	-Making suggestions when clients appear stuck	-Suggestions for helping the client to get the horse to move, not inferences about the horse's behaviour or interaction.
	-The horse as the intersubjective space between facilitator and client	-The presence of the horse acts as medium for connection/communication between the client and the facilitator.
	-Trusting and Allowing to Enable	-Allowing the therapeutic encounter to occur without interfering in the situation.
	-Experiencing connection with the horse	-Feeling connected to the horse emotionally/psychologically

Reciprocal Roles and Relational Processes	-The client's behaviour causes the horse(s) to react	-Identifies a change in the horse's behaviour associated with the client's actions.
	-The horse as mirror or medicine to the self	-The horse as similar or corrective for the persons' sense of self.
	-The horse's behaviour causes the client to react	-Identifies a change in the client's behaviour associated with the horse's behaviour.
	-The horse's behaviour leads to reflection	-The horse's behaviour leads the person to think about their experiences, thoughts and feelings in a reflective manner.
Self as Therapist	-Horses do not hold trauma as people do	-People ruminate on traumatic experiences whereas animals do not. -Horses are instinctual always situated in the present moment.
	-Projecting on to the horse	-Attributing internal qualities to an external body.
	-Responsivity without judgement	-Horses are responsive to the person's behaviour and energy (indicative of emotional state) without being critical.
	-The horse helps you to talk	-References about the horse's presence/behaviour helping people to feel like they can talk.
The Horse is the Agent for Internal Dialogue	-Comments on the horse's physicality or appearance	-References made to how the horse looks.
	-Emotional release	-Releasing 'stuck' energy in the body.
	-Projecting onto the horse	-Attributing internal qualities to an external body.
	-Self to self dialogue	-An internal dialogue involving reflection on thoughts, feelings and behaviour.

	-The horse chooses to be with you	-References made from the person's perspective that the horse makes a choice to be with the person.
	-Your energy affects the horse	-The person's physical energy has an impact on the horse's behaviour.
Therapeutic Impasse	-Therapy as threat to self	-Therapy feeling like a dangerous or threatening experience to the person's sense of self. -Therapy is antithetical to the person's beliefs or persona.
	-Trauma as threat to self and other	-Trauma as dangerous or threatening to the person's sense of self and to the wellbeing of others. -Reticence about sharing traumatic experiences because the person does not wish to harm/burden another person.

Discussion

Study One aimed to develop understanding of how EFP shapes processes of personal change for clients with histories of trauma from the perspectives of clients, trainees and EFP practitioners. The thematic analysis highlighted how relationality and reciprocity in the therapeutic encounter promoted self-reflection and self-acceptance. The therapeutic encounter was perceived as non-judgemental, which was important for clients with histories of trauma because perceived threat to self from the other can impact on therapeutic engagement (Allen, Lemma & Fonagy, 2012). Respondents suggested that EFP created a therapeutic context in which clients could reflect on self and other without feeling judged, such that shame was not triggered during the encounter (Benjamin, 2017). The relationality of self and other was similar to reciprocal role concepts in cognitive analytic theory, particularly how perceived relational roles influence processes of self-reflection and change (Ryle, 2004).

The thematic analysis highlighted the importance of therapeutic context for clients with histories of trauma (Needs, 2018). Respondents described EFP as an enabling and liberating space, that being outdoors in nature felt different to other therapeutic experiences. The biophilia hypothesis suggests that humans possess an innate need to connect with other living things (Wilson, 1984). Trauma is a violation of connectedness such that this innate drive to relate to others can become maladaptive following the experience of trauma (Fisher, 2017). EFP is explicitly about connecting with a living other (Buzel, 2016). Research reflects how some forensic environments can be counterintuitive to trauma intervention because the nature of confinement can replicate negative past experiences and feelings of being trapped (Miller & Najavits, 2012). Issues of power and agency for clients with trauma, and for professionals working in the trauma field, also emerged as key themes. The researcher explored Study One themes in more depth, drawing on principles of cognitive analytic theory to consider how intersubjectivity both manifests and affects processes of change during EFP.

Cognitive Analytic Therapy (CAT) integrates cognitive and analytic theories in supporting clients to challenge target behaviours (Ryle & Kerr, 2002). CAT practitioners support clients to identify procedural sequences of thoughts, feelings and motivations that establish and maintain a target behaviour (Ryle & Kellett, 2014). Reciprocal roles conceptualise problems as existing between people rather than within individuals through to

self-to-other reflections (Ryle & Fawkes, 2007). Through reformulation, recognition and revision, CAT practitioners work collaboratively with clients to identify maladaptive patterns of thinking and behaving and to formulate exits from this (Ryle, 1990).

Themes derived from the respondents' questionnaires were formulated into a procedural sequence by which intersubjectivity facilitates processes of change during EFP. Figure One suggests that the client's EFP journey involves interaction with a non-judgemental other (the horse). This opened respondents' minds to thinking relationally without having to directly relate to another person. This is important for trauma clients because relating to another and/or the 'broken self' can be distressing so clients need to feel safe when revisiting trauma (Fisher, 2017). The horse grounds the person in the present moment. This is important for clients with histories of trauma because keeping the client grounded in the here and now helps in managing overwhelming emotions associated with past experiences (van der Kolk, 2015).

Figure One: Visual Map of Themes

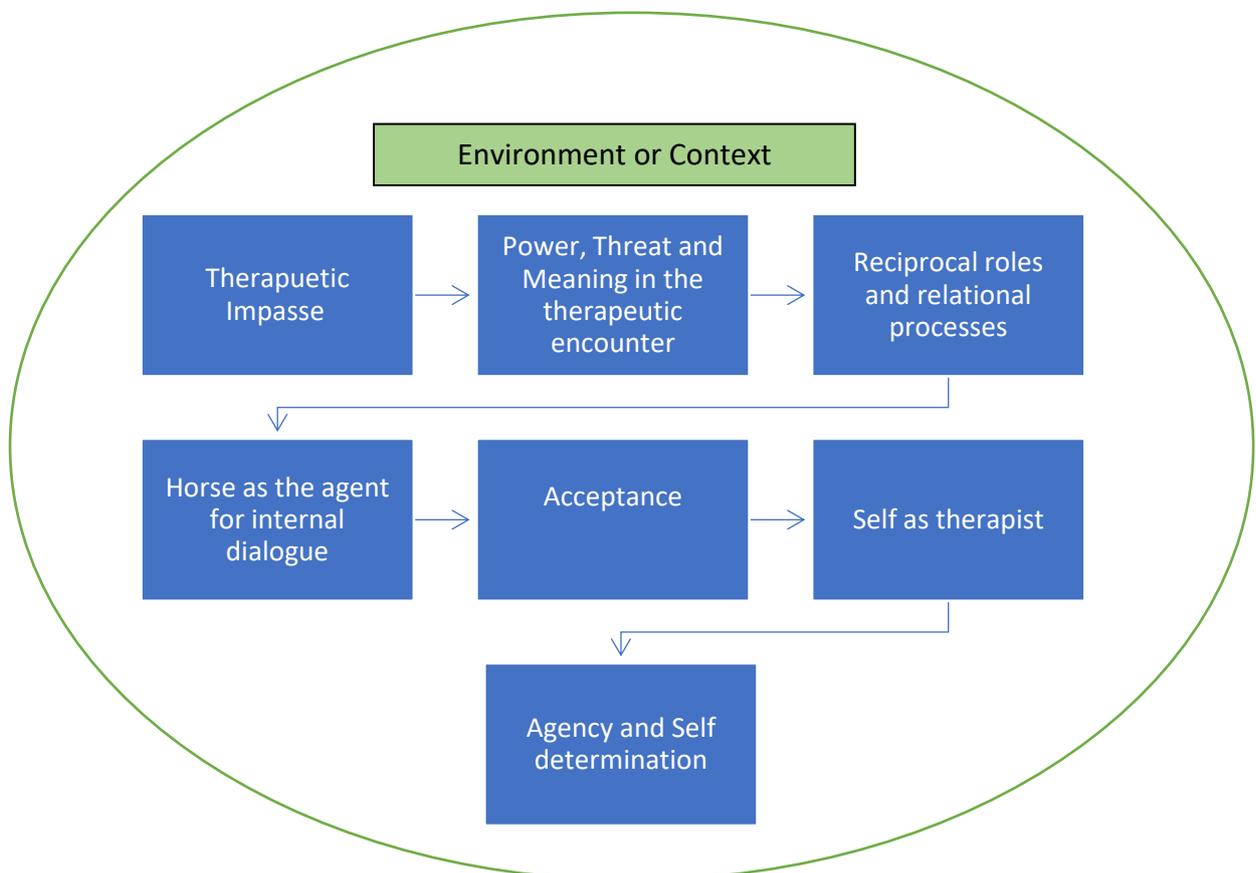


Figure One suggests that EFP creates entrances into trauma and exits from ‘therapeutic impasse’. This occurs through a self-to-self dialogical process of reflection initiated via interaction with the horse(s) and enabled by the seeming distance/space created by the EFP practitioner. Not all themes need to be present to facilitate change, nor linear as Figure One suggests, because the interaction between client, EFP practitioner and horse is not predictable. Clients may move fluidly between themes, get stuck in places, and repeat parts of the process, suggesting that EFP is a person-centred approach (Geller, 2013). Respondents suggested that change was driven by the client. One respondent wrote in their questionnaire that; “Your attention is on the horse so you forget there is a facilitator watching you” (Respondent 16, Appendix 6, pp 166), whilst another reflected; “I think this is why EFP can help clients to change because it comes from them” (Respondent 27, Appendix 6, pp 169).

Carlsson’s (2014) research on triads in equine facilitated therapy suggests that the onus is taken off the client through the constant interaction between client, practitioner and horse. In terms of intersubjectivity, taking the focus off the client’s ‘problem’ invites clients into therapy (Fisher, 2017). This could also lead to avoidance (Briere & Scott, 2006), however, the interaction with the horse makes it difficult not to engage because attention is focused on an unpredictable encounter (Buzel, 2016). The horse is not considered as an analysing/judging other capable of threatening or misunderstanding the person, which invites clients to reflect on maladaptive patterns of thinking and behaving (Boyd, 2013).

The researcher explored whether the themes could form a map of reciprocal roles based on CAT principles. Other than the subcategories for *Therapeutic Impasse*, the other subcategories did not form clear reciprocal roles. However, the themes did suggest entrances into trauma and exits from trauma. Figure Two is a key coded diagram that attempts to represent the interconnectedness of the themes and visualises how intersubjectivity during the EFP encounter shapes processes of change.

Figure Two. Thematic Analysis Map (see next page)

Key	Themes
	Therapeutic Impasse
	Power, Threat and Meaning in the Therapeutic Encounter
	Reciprocal Roles and Relational Processes
	Horse as the Agent for Internal Dialogue
	Acceptance
	Self as Therapist
	Agency and Self-Determination
	Environment or context

The theme of *Therapeutic Impasse* describes fear or distrust of the therapeutic encounter because it constitutes a threat to self and/or other (DePrince & Freyd, 2002). Respondents made references to feeling weak when having to talk about their problems; “I hate people trying to talk to me about how I feel because it treats you like you're pathetic” (Respondent 11, Appendix 6, pp 257). Another respondent reflected how trauma had damaged his sense of self and how talking therapy made him feel further inadequacies;

“I hated talking to people about my life...I said the same story over and over and I stopped feeling it. It was just something I said” (Respondent 11, Appendix 6, pp 257).

This reference reflects how dissociation from traumatic experiences can be perpetuated in therapy (Howell & Itzkowitz, 2016), especially where a client engages in therapy multiple times (Gonzalez, 2018). Trauma is a violation of the self, and therapy may be feared/distrusted because clients may feel vulnerable to exposure and judgement from another person (Ouimette & Brown, 2003). Therapy may be inadvertently shaming because a client seeks therapy to address something that is wrong (Herman, 1992). There may also be the fear of having to revisit a traumatic experience because another person may not understand (Stovall-McClough & Cloitre, 2006). Respondents shared these sentiments in their questionnaire responses, providing insight into why they were accessing EFP.

Therapeutic Impasse suggests a rationale for therapy interfering behaviours, non-compliance and disengagement (Needs, 2018). This theme included responses that reflected feelings of shame, manifest as anger, dissociation and distrust (Tangney & Dearing, 2003). Trauma research in forensic settings highlights how the environment and nature of therapeutic programmes available to offenders may be counterproductive to recovery (Paget & Woodward, 2018). Clients with histories of complex trauma experience a perpetual sense of threat (van der Kolk, 2015). Some forensic settings are therapeutically informed, such as therapeutic communities, psychologically informed prison environments (PIPEs), and forensic wards, however the emphasis on risk management and supervision can lead to practices that are re-traumatising (Fortune, Ward & Polaschek, 2014). Greater emphasis on trauma-informed care is being recognised in the National Health Service, but not all forensic environments are

receptive to this (Huckson & Lebel, 2013). Understanding *Therapeutic impasse* contributes to EFP and forensic research literature by suggesting why individuals with histories of trauma are seeking non-traditional forms of therapeutic intervention.

The theme of *Power, Threat and Meaning in the Therapeutic Encounter* highlights the implicit dialogue occurring between the EFP practitioner and client (Jaenicke, 2015). Respondents made references to feeling invited to make an understanding of their EFP experience, rather than practitioners offering analyses of the equine interactions. The sub-codes of '*Grounding the client*' and '*Inviting the client to make an understanding of their experience with the horse*' contained references suggesting that the presence of the horse facilitated the negotiation of trust and power between EFP practitioner and client by providing a medium for projection and transference (Hagan, 2005). This may support clients and practitioners in managing perceptions of threat (Gordon, 2018).

EFP practitioner and trainee responses also reflected the importance of '*Trusting and allowing to enable*';

"I am simply there to help contain that moment with my horse and as challenging as this can be for the practitioner, you have to hold your position and let the client have their moment and feel it" (Respondent 26, Appendix 6, pp 191).

Analysing responses in terms of CAT reciprocal roles, the theme of *Therapeutic Impasse* highlights the relational quality of EFP. From a Foucauldian perspective, every therapeutic encounter is a power-laden process in which client and professional are engaged in endless meaning making through explicit and implicit discourse (Hook, 2007). Clients and EFP practitioners are constantly negotiating perceptions of threat but the focus on the horse renders this non-confrontational. Study One suggests that intersubjectivity facilitates change because it involves a relational discussion of power that occurs implicitly in the intersubjective space between practitioner and client. Respondents highlighted how the explicitly secondary role of the EFP practitioner helped to reduce perceptions of threat to self.

EFP facilitators take a supporting role during EFP (Redman, 2014). In forensic contexts, the emphasis on therapeutic output and the auditability of therapeutic programmes, can mean that the experiential quality of an intervention is unintentionally disallowed (Nolan, 2012). Interventions may be done to offenders rather than with them (Aitken & McDonnell, 2006). Forensic professionals operate in risk-based environments, such that the need to be grounded, mindful and comfortable with distress and threat may be difficult to achieve (Clarke & Nicholls, 2018). For some clients with histories of trauma, the power dynamic with the professional may seem unsurmountable because engaging in therapy threatens their sense of self (Gilbert, 1998). For forensic clients, the label of ‘offender’ can reinforce connotations of the person as ‘mad’ or ‘bad’ (McMurrin & Ward, 2010). Entering a therapeutic space implies that clients relinquish some defences in opening up to therapeutic dialogue, which requires vulnerability (Kluttig, Odenwald & Hartmann, 2008). Forensic settings and relationships are not always conducive to this vulnerability because risk perceptions pervade the therapeutic space for offenders and for professionals. Professionals must also recognise and be open to this therapeutic dialogue in facilitating a relational space to enable change (Morgan & Winterowd, 2002).

The questionnaires highlighted how EFP practitioners must trust the process, standing back and allowing the client to interact with the horse uninterrupted. The hierarchical boundaries between ‘expert therapist’ and ‘client’ are revoked as the client’s attention is directed at the horse (Lac, 2017). During EFP, a tacit contract is agreed that the practitioner will not dominate the process and context, which helps to circumnavigate labels such as ‘client’. Some respondents highlighted that the EFP practitioner’s distance made them feel confused and unsure, with some respondent’s questioning the EFP practitioner, seeking reassurance from others, or self-reassuring by talking to the horse. Questioning and being allowed to feel insecure encouraged clients to seek their own meaning, focusing attention to present moment. This keeps the client grounded and better able to tolerate the therapeutic experience (Trotter & Baggerly, 2018b). Considering questionnaire responses from the perspective of intersubjectivity, the researcher rephrased codes from ‘client’ to ‘self’.

The theme of *reciprocal roles and relational processes* suggests that clients undergo a self-to-self dialogue via projection onto the horse. Questionnaires reflected how the horse's reaction to a respondent's behaviour and their reaction to the horse's behaviour encouraged personal reflection. Projecting thoughts and feelings onto the horse helped respondents to feel like they were not being judged;

“Bella turned in the pen and came straight over to me right up close like she knew I needed her there. It was like she was talking to me. I swear she heard me shout in my mind for someone to help and there she was” (Respondent 30, Appendix 6, pp 197).

Forensic research recommends vigilance for transference and countertransference in the therapeutic space (Temple, 1996), advocating reflective practice and supervision in recognising biases and heuristics (Gordon, 2018). EATs do not advocate projection as a tool in the therapeutic encounter but identify it as a bi-product of the intersubjective context (Hallberg, 2018). As facilitators actively step back, the client is invited to make their own understanding of the therapeutic experience, which may be a subconscious thought brought into the therapeutic space by the horse's interaction/reaction to the client (Dunning & Kohanov, 2017). Horses provide a tangible and natural response to the client's presence, which is difficult for the client to control or ignore (Lee & Dakin, 2016). Thinking forensically, research highlights how therapeutic interaction can feel artificial (Kazdin, 2007), such that the naturality of the EFP encounter helps to promote self-reflection for clients with histories of trauma.

From the perspective of cognitive analytic theory, EFP clients are reformulating their experiences by observing and responding to the horse as it responds to them. Research has highlighted the notion of ‘affect mirroring’ in EFP where the horse's sensitivity to energy means that they react to the client's emotional states (Bachi, 2013a). Bachi's (2013a) research suggests that the EFP therapist verbalises this affect, whereas Study One respondents suggested that the horse can be ‘mirror’ or ‘medicine’ to their emotional-cognitive state without this being verbalised. As trauma is a uniquely personal experience, treating clients as individuals may be validating and thereby conducive to therapeutic engagement (Courtois, Ford & Cloitre, 2009).

The EFP process keeps clients in the moment because attention is focused on the interaction with the horse and the past is not being discussed out loud (Burgon, 2014). Respondents made references such as; “I was there with her” (Respondent 1, Appendix 6, pp 194) and “I shared feelings and fears with the horses without saying a word but they reacted to me, moved when I moved...” (Respondent 13, Appendix 6, pp 195). For clients with histories of trauma, it can be challenging to be in the moment because symptoms of trauma (re-experiencing, hypervigilance, increased anxiety and emotional arousal, and avoidance and numbing) can overtake immediate experiencing (Courtois, 2004). The focus on the horse keeps the person in the moment, which helps to avoid regression into the past (Stern, 2004).

Intersubjectivity facilitates change because the interaction between client and horse is perceived as relational and reciprocal. Respondents perceived this process as driven by the horse rather than the therapist with respondents expressing greater receptiveness to the experience;

“Whilst you can't get away from your past being in nature and being with Nima made it feel like you could walk away when things were hard” (Respondent 16, Appendix 6, pp 218).

Research reflects that treatment intervention tends to be more effective when clients feel that they are involved in the process rather than subject to it (Shine & Westacott, 2010). For forensic clients where intervention may be mandated, it may be difficult to feel involved when the therapy was not chosen (McGauley & Humphrey, 2003). The theme of *Reciprocal Roles and Relational Processes* suggests that intersubjectivity facilitates connectedness when individuals feel some control over the therapeutic interaction.

The theme of *Horse as the Agent for Internal Dialogue* reflects how respondents framed the horse as the driver for self-reflection. EFP practitioners who completed the questionnaire reflected how the horse leads the intervention not them;

“...we do not take unnecessary risks, but we as facilitators have to give space for our horses to lead with clients. That means giving clients the opportunity to be with the horses without our interference” (Respondent 33, Appendix 6, pp 253).

Respondents who were clients reflected how the practitioner’s presence contributed to the therapeutic encounter;

“I did not have to say much if anything but I felt like the horse pushed me into the discomfort zone and the facilitator supported me to be there without drowning in it” (Respondent 13, Appendix 6, pp 245).

Clients engaged with their trauma indirectly by relating to the horse’s physicality or appearance and by projecting their self or experiences onto the horse. Research highlights how projection can be counter-therapeutic (particularly for forensic clients) as it undermines responsibility-taking (Temple, 1996). For clients with histories of trauma and maladaptive behavioural patterns (often seen amongst offenders), projection can render therapy less threatening to their sense of self (Wallin, 2015). Projection can be difficult for therapists because they experience the client’s malaise directly and may engage in processes of transference and countertransference (Gordon, 2018). This can lead to an unhealthy therapeutic relationship (Itzkowitz, 2017). Intersubjectivity facilitates processes of change during EFP in that trauma is no longer located in the person but is framed in the interaction with the horse, and thereby is more tolerable to the client (and perhaps to the practitioner);

“...I could talk about myself through the horse which made it easier to talk about pain and stuff” (Respondent 19, Appendix 6, pp 241).

Study One suggests that EFP facilitates an intersubjective context capable of containing the client’s trauma without broadcasting it, thereby rendering the experience less threatening to self and other (Wallin, 2015).

The theme of *Horse as the Agent for Internal Dialogue* refers to respondents perceiving the horse(s) as agents of change. By projecting their experiences, emotions and thoughts onto the horse or the interaction with the horse, the client leads their own process of reflection

towards change. Respondent 13 captured this self-to-self reflective dialogue initiated by the interaction with horses;

“Not having to describe everything that happened helped me to feel safe because I don't want to frighten people and I hate the thought of burdening them. I shared feelings and fears with the horses without saying a word but they reacted to me, moved when I moved and when I learned to ask them to move. It felt like I could have purpose that I was effective again without having to say a word about it (Respondent 13, Appendix 6, pp 261).

Clients experience effect and affect, which may be important for clients with histories of trauma who may feel relatively powerless to manage their emotions.

Reflecting on the theme of *Horse as the Agent for Internal Dialogue* in CAT terms, the horse was the medium for self-to-self and self-to-other dialogue. From a CAT perspective, the client's validation occurs via the reformulation and recognition process, whereby the therapist acknowledges the client's pain through a kinder interpretation of their self-to-self and self-to-other relationships (Ryle, 1990). Some respondents referred to feeling validated by the horse;

“Bella turned in the pen and came straight over to me right up close like she knew I needed her there” (Respondent 30, Appendix 6, pp 252).

Both CAT and EFP are intersubjective therapeutic approaches that rely on exchange between the client and therapist. From the perspective of somatic experiencing, reliance on verbal dialogue may abstract from congruent emotional experiences and obstruct intersubjectivity (Nitti et al, 2010). EFP promotes connection with sensations and feelings in the body based on observations of the horse's behaviour (Burgon, 2014). Study One respondents highlighted how this process is validating even when the horse's behaviour is perceived as critical, frustrating or aggressive;

“...General followed me. It felt like there was this strength there with me. He felt solid and more powerful than me. I had this strong sense that he was there with me but also that he would be there against me should I need it” (Respondent 6, Appendix6, pp 254).

Respondent 6 referred to the horse like a partner in the therapeutic process. This suggests that clients may be more receptive to challenge or confrontation with self and other during EFP because the horse is not perceived as a critical counterpart (Hallberg, 2018).

For many forensic clients with histories of trauma, trusting another person can be difficult given past and current experiences (Ardino, 2012). Providing clients with an opportunity to engage with another responsive yet non-critical being validated their experience because they had consequence beyond verbal recognition (Itzkowitz, 2017). This could be important for clients who struggle to verbalise their experiences and who mistrust others to be genuine or non-judgmental (Howell & Itzkowitz, 2016). Research documents the ability of horses to read human emotional cues and to remember them in subsequent encounters (Proops, Grounds, Smith & McComb, 2018);

“Seems strange to say but she is so alive and just reacting. There's no dishonesty or fakeness to her and she is listening to you, reacting to you as this other living thing with all these hang ups and she just says let it go just for one moment let it go” (Respondent 30, Appendix 6, pp 252).

Intersubjectivity during EFP contributes to processes of change because horses are perceived as more genuine in their responses and inherently less threatening.

Researchers have used attachment theory to explain how EATs support processes of change for clients (Bachi, 2013a). The horse is seen as a secure base from which the client can explore their past (Bachi, 2013a). Respondents made references to feeling safe in the moment and connected to the horse, but the secure base does not necessarily capture how for some clients the horse mirrored their anxiety, induced discomfort, or was perceived as rejecting;

“Like so much about Mario I could relate to without like talkin about it...Mario became like my voice with how he behaved and looked. When I was fucked off Mario would bite me and lash

out at me. When I was calm and kind, Mario would stand with me.” (Respondent 21, Appendix 6, pp 222).

“General made me feel something even if it was fear. He gave me comfort too” (Respondent 6, Appendix 6, pp 256).

The horse’s behaviour promoted reflection about how clients’ feelings and energies impacted the animal’s behaviour, proximity, and physical contact with the person. From an ethological perspective, as an instinctual being the horse’s reactions are always congruent (Jensen, 2017). Clients may still perceive the horse’s behaviour as deceptive or premeditated, but the horse is always reacting, whether by flight or stillness (Lac, 2017). Research suggests that therapeutic space and therapist behaviour may promote receptiveness to challenge and discord, which may be overlooked when primacy is placed on the intervention being delivered rather than the context in which it is delivered (Needs, 2018). This also reflects how the therapeutic alliance can be discordant and still conducive towards change (Blackstone, 2006).

The theme of *Acceptance* referred to acceptance of the EFP process and of self. Sub-nodes under *Acceptance* included references about horses not holding trauma as people do and horses not being able to judge or hurt the person. Respondent 34 shared her experience of how EFP promoted change because the client did not perceive the horse as critical;

“M could experience how he impacts others without criticism or condemnation and Ben had never ridiculed him and cannot call M names or be cruel to him...” (Respondent 34, Appendix 6, pp 256).

Respondents spoke of horses reacting and choosing, often ascribing discriminatory human behaviour to the horse’s interaction. Respondents shared how horses were not capable of enacting trauma because fundamentally they are not human;

“As a client or trainee, you can engage in transference and counter-transference with the practitioner but the horse will never experience that like a person which possibly makes it healthier or at least safer” (Respondent 22, Appendix 6, pp 159).

Respondents suggested that horses' natural instincts make it harder for respondents not to be present during the encounter or honest because the horses respond to incongruent energies;

“I had done like three drug things before ... You basically just made it a game. But like with the horses, they don't put up with bullshit and turn a blind eye because when they're fucked off they tell you!” (Respondent 21, Appendix 6, pp 229).

“They tell you with their tails, feet, their eyes what they want and what they think of you. You have to watch that to understand what they need and you have to be in the moment to do that not in your head ...” (Respondent 20, Appendix 6, pp 217).

EFP facilitates processes of change because the horse(s) behaviours are perceived as genuine. This is important for clients with histories of trauma because trusting another person may be hard given threat perceptions evolved from traumatic experiences (Pearlman & Courtois, 2005). In forensic contexts, research suggests that perceiving therapeutic encounters as safe and validating enhances therapeutic engagement and possibly therapeutic outcomes (Crawley, 2004). This suggests that the therapist-client relationship could navigate some of the trauma-inducing symptoms of forensic settings that affect acceptance of self and other for both client and professional (Needs, 2018). For EFP, threat perceptions may be moderated by the primacy of non-verbal interaction. *Acceptance* acted as a conduit for *Self as Therapist*.

The theme of *Self as Therapist* implies that the client is their own therapist. For any therapeutic encounter to be successful, clients have to be willing to try (McMurrin & Ward, 2010). Clients with trauma often have ingrained maladaptive coping mechanisms that can impact on their readiness and ability to change (Allen, Lemma & Fonagy, 2012). The nodes for *Self as Therapist*, particularly ‘projecting onto the horse’ and ‘the horse helps you to talk’, reflect how EFP is ‘self-directed’ without clients necessarily thinking that they are leading intervention or experiencing cognitive shift because they attribute this to the horse;

“As soon as we turned away from the box Wendy started walking with no issue. I swear she knew I didn't want to go in there, so we walked around the box! I was thankful for Wendy because I felt like she knew I was making myself do something that would make me unhappy...” (Respondent 25, Appendix 6, pp 242).

Working with animals, clients can express sentiments of affection without breaching ethical boundaries between client and therapist. Physical contact, such as stroking the horse, may be considered self-soothing rather than therapeutic and EFP advocates a ‘no touch, no talk’ approach in many of its exercises (Buzel, 2016). However, from the perspective of compassion-focused therapy, EFP may enable clients to relate to their difficulties in kinder ways because they perceive the horse as responding to them genuinely, thereby achieving better emotional regulation (Gilbert, 2009). Working with clients with histories of trauma requires compassion because therapists are also working with shame (Gilbert, 1998). For offenders where the prevalence of shame may be high, often expressed as anger and violence, compassion is integral to learning new ways of being (Gilligan, 1996). This does not necessarily fit with the current socio-political climate of harsher sentencing for crime.

References under ‘*Self as therapist*’ suggest that EFP is a person-centred therapy providing comment on dimensions of the therapeutic relationship.

“With EFP I felt like I could choose the path and that it was for me to decide the outcome” (Respondent 1, Appendix 6, pp 168).

During traditional talking based therapies, the encounter with the therapist is intended to create space for counter-narratives and challenges to maladaptive patterns of thinking (Ackerman & Hilsenroth, 2003). In EFP, any narrative is initiated by observations and interactions with horses, whether in the herd or one-to-one. EFP practitioners can offer observations to help clients explore the encounter with the horse and make suggestions about how to get the horse moving if clients appear stuck. However, Study One reflects how the readiness of EFP practitioners to stand back from leading the intervention contributes to processes of change for clients.

From a forensic perspective on therapeutic relationships, perceptions of dangerousness and risk often pervade the therapeutic encounter (Scanlon & Adlam, 2009). Emphasis on risk management, containment and supervision are not always conducive to compassionate intervention (Proctor, 2005). Study One highlights how the therapist's secondary role to the horse facilitates processes of change for clients with trauma because, whether willingly or not, the client is responsible for how they interact with the horse and thereby leads their intervention (Gonzalez, 2018). EFP may promote responsabilisation through person-centredness within a therapeutic space that is not necessarily controllable nor predictable.

The theme of *Agency and Self Determination* relates to *Self as Therapist* as some respondents described their EFP session in terms of feeling efficacious and personally valuable;

“I do stuff that other people can't do and it makes me feel happy because when you're with the horses you feed them and brush them and that is what they need” (Respondent 19, Appendix 6, pp 173).

Trauma can have a profoundly disembodied effect for people (Garland, 2002). Emotions become uncontainable or completely numbed, with clients feeling disconnected from concrete experiences (Fisher, 2017). Drawing on Roger's (1942) person-centred theory, the stepping back of the EFP practitioner, the centrality of the horse's behaviour as the vehicle for client's reflection, and the primacy of the client's experience, indicates how EFP can be validating and enabling for clients with trauma without feeling complicated nor trivialising;

“It felt like I could have purpose that I was effective again without having to say a word about it” (Respondent 13, Appendix 6, pp 172).

The sub-nodes of 'being and having to be congruent' and 'being in the moment' reflect comments about qualities needed to facilitate *Agency and Self Determination*. Referring back to the theme of *Power, Threat and Meaning in the Therapeutic Encounter*, *Agency and Self-Determination* reflects how clients and therapists navigate power discourses inherent within

the EFP encounter to promote processes whereby clients with histories of trauma can achieve connectedness with the moment and ownership over their therapeutic intervention.

From a forensic perspective, *Agency and Self-Determination* varies by forensic context. For patients in secure services and psychologically informed environments, the rationale is for person-centred and/or trauma informed approaches (Proctor, 2005). In prisons, the emphasis on containment can be counterproductive to effective therapeutic intervention for offenders with histories of trauma (Day et al, 2012). Study One responses reflect how *Agency and Determination* evolves from being in the moment with the horse and clients experiencing consequentiality (whether positive or negative) within the therapeutic encounter (Dunning & Kohanov, 2017). Change is an introspective cognitive process and a physical, mental and emotional interaction with another living creature (Bachi, 2013). EFP shapes processes of change through intersubjectivity by enabling clients with histories of trauma to feel purposeful.

Figure One depicts the theme of *Environment or Context* as encapsulating all the other themes. The researcher did this because whilst respondents highlighted the positive effects of being in a natural environment, many respondents said that they were more focused on the horse than their surroundings. Respondents made references to; ‘being in nature’, ‘feeling like it was a place of safety’, and ‘being able to move’ as noticeable aspects of the EFP experience, and connections were made between physical space and emotional space;

“Being outside felt like I could have been anywhere at all! It was freeing to be in the paddock” (Respondent 17, Appendix 6, pp 177).

The novelty of being outside may have contributed to the therapeutic experience; however, the questionnaire is retrospective such that responses may be conditioned by hindsight (Howitt, 2016). Respondents spoke of containing spaces, whether this was an enclosed space or open field, which generated mixed feelings of safety and anxiety. Forensic research highlights the transformative effects of environments on clients with histories of trauma (Needs, 2018) reframing discussions about the effectiveness of forensic interventions and therapeutic relationships by situating it in context. Study One contributes to this discussion

on transformative spaces by highlighting the importance of spaces that are containing rather than constraining for people with trauma. Study One responses reflected how intersubjectivity is influenced by context (Storolow, 2013) and whilst not all environments can be changed physically, how people operate in those spaces can influence processes of change for clients with histories of trauma (Needs, 2018).

From an intersubjective perspective, physical space operated in different ways for respondents during the EFP encounter. The therapeutic context was an enabler for many clients who feared being trapped, and for some who needed physical boundaries to feel emotionally contained;

“...being outside felt really safe. It felt like I could get away if I needed. But in the same mind, it reminded me a lot of feeling exposed and that was quite triggering for me. I think that is why the brown horse stood so close to me, he was like my platoon flanking me and I worked a lot with him and the other horses in being able to tolerate space and change in space without feeling like I was stood under fire again” (Respondent 13, Appendix 6, pp 174).

Respondent 13 reflects how open spaces were trauma-triggering but that being in a perceived relational space with the horses helped to make him feel safe. This is important for clients with trauma in forensic environments which can be trauma-inducing because making spaces feel relational may support resilience by mitigating perceptions of feeling alone and unwanted (Needs, 2018).

Study One Contribution to Forensic Psychological Research

Study One raises questions about how to translate the themes from EFP into forensic settings and contexts when horses are pivotal to the intervention. Study One contributes to research in forensic psychology by highlighting the need for trauma interventions that promote connectedness with self and others through in the moment experiences (Stern, 2004). In forensic settings, where restrictions and supervision can leave clients and professionals feeling incongruent with themselves and each other (Scanlon & Adlam, 2009), the effectiveness of any

therapeutic intervention depends on content, context and relationality (Buirski & Haglund, 2001). Study One is not about advocating horses as therapy animals but deriving insight from EFP research that could contribute to the forensic psychology in how to work with forensic clients with histories of trauma. This includes recognising the importance of; therapeutic relationships that are collaborative and enabling rather than autocratic and directing (Nolan, 2012); contexts that are containing not restraining (Rogers & Law, 2010); and therapeutic spaces that allow an implicit dialogue about power, agency, and vulnerability that is not shaming (DeYoung, 2015). Admittedly, this is not easy to do and there may be little interest to do so because it requires investment in long-term interventions (Ardino, 2012). Failing to address trauma appropriately in forensic settings may be a contributory factor to reoffending (Muskett, 2014), and perhaps perpetuates a cycle of intergenerational criminality that affects families and society at large (Hammersley, 2011). Research reflects how some offending programmes and settings are (re)traumatising, suggesting that current approaches in criminal justice contribute to recidivism (Polaschek, 2012).

The CAT perspective applied to the thematic analysis emphasises the relationship between client and professional as reciprocal and relational as much as different and apart (Pollock & Stowell-Smith, 2006). Applying CAT principles of recognition, reformulation and revision to Study One highlighted how intersubjectivity shapes processes of change during the EFP encounter through a physical interaction in time and space rather than through dialogue. For forensic psychology, Study One reflects the importance of intersubjectivity as more than a verbal experience. Whilst the presence of horses is facilitative of change, Study One also encourages reflection for professionals working with clients with trauma about allowing and sitting back rather than offering solutions and interpretations. This could avoid inadvertently shaming clients for their trauma, and for their offending behaviour for those traumatised by it (Spring, 2019).

The research contributes to developing the field of EFP research by accessing the experiential quality of the therapeutic encounter without violating the therapeutic space. Whilst other studies have gathered feedback from clients and EFP practitioners post hoc about the therapeutic experience (Bachi, 2012), Study One focused on what happened for respondents during the encounter with the horse (Trotter & Baggerly, 2018b). Admittedly, the questionnaire

is retrospective, however questions were structured to encourage respondents to describe an ‘in the moment’ experience. Study One was an ethical compromise between accessing an EFP experience without affecting the therapeutic encounter.

Whilst direct observation of the EFP experience would have provided first-hand access to processes of intersubjectivity, how the observation was interpreted could still have been conditioned by the researcher’s own schemata (Scott-Jones & Watt, 2010). The research process itself is an intersubjective process in which the researcher considers their own perceptual interpretations in relation to respondents (Prus, 1996). Whilst EAT research has highlighted the role of intersubjectivity as occurring between client and horse in interaction (Dziegielewski, 2014), Study One centralises intersubjectivity as the mode for researching and analysing the data. Unique to this is the acceptance of the intersubjective experience as being subjective *and* a substantive contribution to research. This may be problematic for forensic psychological research with emphasis on outcome-based studies and not on how therapeutic engagement affects processes of change (Calvert & Kellett, 2014).

Outcome measures are integral to validating a therapeutic programme, but the primacy placed on them above processes by which outcomes are achieved may misconstrue the effectiveness of a therapeutic programme (Briere & Scott, 2006). For offenders with histories of trauma, it may be difficult to use intersubjectivity to explore processes of change, particularly in forensic contexts, where ethical and practice boundaries make it difficult to have relational space and to access therapeutic encounters in forensic settings (Temple, 1996). Study One contributes to understanding processes of change for clients with histories of trauma by focusing on intersubjective context.

Evaluation

The researcher had originally intended to film an EFP session with a client and practitioner. However, the presence of filming devices could have undermined treatment by distracting participants from therapeutic engagement. It could also have been ethically

compromising for vulnerable clients, thereby risking reputational damage for practitioners (Bergman, 2012). The ethically appropriate alternative was to use anonymous online questionnaires where participants could share their views without external pressures (Miller, 2012). Completing the questionnaire anonymously preserved participant confidentiality and mitigated researcher impact on participant responses (Cresswell, 2014). However, it meant that direct access to intersubjective contexts was not achieved.

The questionnaire used a semi-structured approach to elicit reflections from an intersubjective context; however, questions could have been reframed to focus more on how respondents perceived the presence of the other. Other issues with the online questionnaire include participants providing limited feedback and not being able to elicit further information from respondents about their EFP experience (Coolican, 2017). Responses may be conditioned by hindsight and it is likely that selective bias occurred with pro-EFP respondents choosing to complete the questionnaire (McColl, 2005).

Study One aimed to explore EFP with clients with histories of trauma but there was no guarantee that questionnaire respondents met this criterion. The researcher read through all questionnaire responses and gleaned evidence of trauma suggesting suitability for addressing the thesis question. It is questionable how generalisable findings are from this study to forensic populations, although responses did allude to histories of drug abuse and interpersonal violence. Whilst the study aimed to explore how context and interaction with equines shapes processes of change for clients with histories of trauma, how much this research could contribute to improving forensic settings and therapeutic relationships without horses present is unclear.

From a theoretical perspective, it is questionable how far EFP addresses trauma in the therapeutic encounter. Exploring questionnaires from an intersubjective perspective suggested that when considering self and other, respondents were more addressing shame as a present symptom arising from past trauma (Spring, 2019). Whilst EFP is a trauma-informed approach, perhaps it is less cognisant of how intersubjectivity between horse, client/trainee and

practitioner addresses shame. Intersubjectivity provides a framework for understanding shame as a present symptom of past trauma.

Methodologically, the researcher did not gain direct access to intersubjective context but preserved the ethical integrity of EFP sessions by not filming or observing EFP directly. Theoretically, intersubjectivity captures how EFP facilitates processes of change for respondents through a relational and non-judgemental encounter that is grounded in the present moment.

Summary and Recommendations

Study One has addressed the research aims by highlighting the importance of relational processes and context in facilitating processes of change for clients with histories of trauma. The study is limited in that questionnaire responses are affected by hindsight, failing to capture EFP experiences in the moment. However, what matters are the respondents' perceptions about their experience rather than the 'veracity' of their accounts. Study One respondents provided feedback on the importance of relational space and reciprocity in the therapeutic encounter as shaping reflections about self and other. As attention is focused on the horse, the therapeutic encounter is perceived as less threatening for some respondents which enabled engagement with past trauma. Study One contributes to understanding how EFP leads to processes of change from the perspective of intersubjectivity.

CHAPTER 3.

Study Two: Ethnography of EFP/EFL Training Programme

To explore processes of change during Equine-Facilitated Psychotherapy (EFP) from an intersubjective perspective, I completed a reflective ethnography of a training programme in Equine Facilitated Learning (EFL) and EFP. Applying themes derived from another research project which explored intersubjectivity and processes of change from the perspectives of EFP clients, trainees and practitioners, I completed a thematic analysis of field notes and reflective diaries completed during the training. Applying principles of Cognitive Analytic Therapy to findings, I found that EFP targets present symptoms of trauma through a relational, reciprocal and non-judgmental encounter. By gaining direct experience of intersubjective context through the ethnography, I found that EFP appears more remedial of shame. This provided reflection on the use of ethnography in forensic psychological and EFP research in understanding how intersubjectivity contributes to processes of change (Tanggard, 2014).

Method

I completed an ethnographic study of EFP/EFL training. As a Trainee Forensic Psychologist, I could not complete the EFP training because trainees had to be qualified professionals to use EFP with clients with trauma. I completed EFL training jointly with EFP trainees, covering trauma modules relevant to both approaches. For the relevance of this study, because I completed modules used in both EFP and EFL training, the ethnographic data collected is reflective of work used with trauma clients. The training consisted of two teaching blocks of four days with a three-month interim.

Procedure

I completed field notes during the training which informed practice logs and reflective diaries completed after each training day. This detailed my thoughts, feelings and experiences from that day. I aimed to immerse myself in the training experience to gain full insight into EFP/EFL, as per recommendations for completing ethnographic research (LeCompte, 2010).

I chose two psychometric measures as pre- and post-assessments to the ethnographic research study. The Stages of Change Questionnaire (SOCQ) explores how readiness and motivation for change may have fluctuated during and following each training block. The Five-Facet Mindfulness Questionnaire (FFMQ) was self-administered at the start and end of each training week to explore if there were changes my mindful state across the training. By exploring stages of change and levels of mindfulness, I considered how EFP/EFL shapes processes of change.

I had planned for an EFP trainer to also complete the questionnaires based on their observations of me during the training. This was intended to explore change from two perspectives in considering intersubjective context. However, I was unable to do this as trainers changed throughout the teaching blocks. On reflection, completing the psychometrics may have detracted from the ethnographic experience, possibly contriving the intersubjective state between researcher and EFP trainer. I self-administered the SOCQ and FFMQ to consider the impact of the EFL training.

The SOCQ was chosen because it explored readiness for change (Norcross, Krebs & Prochaska, 2011). The SOCQ consists of four phases; pre-contemplation (not considering change), contemplation (ambivalent about change/starting to think about changing), action (making changes) and maintenance (staying on track/keeping change going) phases. The FFMQ was selected because it explores principles of intersubjectivity, such as observing, describing, acting with awareness, being in the moment, and being non-judgemental of inner experience (Baer, Smith, Lykins, Button, Krietemeyer, Sauer, Walsh, Duggan & Williams, 2008). Whilst the research proceeds from an interpretivist paradigm, psychometric assessments were used to test the researcher to think dynamically about their training experience (Johnson & Turner, 2010). I acknowledged that as self-report measures, the psychometric results may be socially desirable (Baer, 2018). The intention of using psychometric tools was to broaden my thinking about the impact of intersubjectivity on my own processes of change.

I recorded my own observations with no reference made to other trainees or practitioners present during the ethnography. The analysis is of my own experiences and interpretations to preserve the ethical integrity of the study.

Data Analysis

I created two separate databases in NVivo 12 to compare and contrast field notes and reflective diaries from the first and final training block. I completed a deductive thematic analysis using themes identified from Study One. Study One respondents had completed an anonymous online questionnaire about an EFP experience, and I derived themes from a thematic analysis of their responses (see Appendix 6). In Study Two, additional codes were created that captured my experience as an EFL trainee.

I analysed field notes and reflective diaries using Braun and Clarke's (2006) approach to thematic analysis (Table One). Having assigned references to themes (see Appendices 7 and 8), I explored findings from the perspective of cognitive analytic theory given observations highlighting relational states and reciprocal roles (Aitken & McDonnell, 2006). I completed a reformulation using my field notes and reflective diaries which identified problematic patterns of thinking and behaviour. I then created a sequential diagrammatic reformulation to visually map two exercises completed with horses during the training. Based on my reflections, exits to maladaptive patterns of thinking and behaviour were then added to the reformulation. By applying principles of CAT to the EFL/EFP training experience, I compared two relational approaches to supporting clients with histories of trauma.

Results

Table Three outlines the number of references that I made for each code and theme in Study Two. Numbers in grey boxes indicate a substantial difference between training blocks (indicated by a difference of four or more). Blue type indicates where additional themes and codes have been created to the original themes.

Comparing the number of references between training blocks does not provide

comprehensive insight into how intersubjectivity affects processes of change. The purpose of including the comparison is to capture where particular themes were more salient to me at different times of training. I recognise that different exercises were completed between the training blocks, which may explain the differences, however particular principles remained constant throughout the training. These included: client-led interventions, somatic experiencing, horses as the lead therapist, and observations not interpretations. I explore the differences between the training weeks in the recognition and reformulation sections of the discussion.

The creation of the theme *Exercises without horses*, with the subthemes of ‘Disconnected from the moment’ and ‘Feeling exposed’, informed the reformulation as it captured more self-critical reciprocal roles elicited by the EFP/EFL training experience when the horse was not present. These roles were then explored in the encounter with the horse under observation of trainers and trainees, which informs the sequential diagrammatic reformulation. The reflection informs exits from maladaptive thinking and behaviour patterns underpinning the reformulation.

Table Three. Themes and Codes from the Study Two Thematic Analysis

Themes and Codes		Number of References for Training Block One	Number of References for Training Block Two
Acceptance	The horse does not hold trauma as people do	1	2
	The horse will not hurt me	1	1
	The horse will not judge me	1	1
Agency and Self Determination	Being and having to be congruent	3	5
	Being in the moment	9	10
	The self as therapist	5	7
	The self experiences efficacy or purpose	1	0
	Close enough to reassure, far	3	0

Power, threat and meaning in therapeutic encounters	enough back to enable		
	Feedback from the group	2	1
	Grounding the client	5	1
	Inviting the client to make an understanding of their experience with the horse	7	3
	Making suggestions when the client appears stuck	1	2
	<i>No touch, no talk</i>	2	2
	<i>On my feet</i>	3	0
	The horse as the intersubjective space between facilitator and client	2	1
	Trusting and allowing to enable	10	1
Reciprocal roles and relational processes	Experiencing connection with the horse	7	7
	The client's behaviours cause the horse(s) to react	6	5
	The horse as mirror or medicine to the self	5	6
	The horse's behaviour causes the client to react	26	17
	The horse's behaviour leads to reflection	35	18
The self as therapist	Environment or context	7	4
	Horses do not hold trauma as people do	0	2
	Projecting onto the horse	10	4
	Responsivity without judgement	2	4
	The horse helps you to talk	1	2
	<i>The horse is familiar and keeps me safe during the therapeutic encounter</i>	8	2
The horse is the therapist for internal dialogue	Comments on the horse's physicality or appearance	7	0
	Emotional release	6	2
	Projecting onto the horse	15	2
	Self to self dialogue	31	4
	The horse chooses to be with you	5	4
	Your energy affects the horse	1	24

Therapeutic impasse	<i>Therapeutic training</i> as threat to self	11	1
	<i>Trauma or the past</i> as threat to self and others	2	1
<i>Exercises without horses</i>	<i>Disconnected from the moment</i>	4	0
	<i>Feeling exposed</i>	7	0

**Points in blue are alterations or additions to the themes derived from Study One.*

**Shaded boxes represent large differences between the values.*

Tables four and five outline the results from the SOCQ and FFMQ psychometrics administered before and after each training block.

Table Four. SOCQ 1. Pre-Assessment to Training Block One

Scale	Total	Item Average	Norms		High/Low/Average
			Mean	Standard Deviation	Comparisons with norms
Pre-contemplation	15	1.58	2.02	.666	0.21 SD below the norm
Contemplation	25	3.13	4.28	.518	2.22 SD below the norm
Action	24	3.00	3.91	.615	1.48 SD below the norm
Maintenance	24	3.00	3.66	.692	0.95 SD below the norm

Results suggest I was in the contemplation phase prior to commencing training.

Table Five. SOCQ 2. Post Assessment to Training Block One

Scale	Total	Item Average	Norms		High/Low/Average
			Mean	Standard Deviation	Comparisons with norms
Pre-contemplation	10	1.25	2.02	.666	1.16 SD below the norm
Contemplation	39	4.88	4.28	.518	1.16 SD above the norm
Action	27	3.38	3.91	.615	0.86 SD below the norm

Maintenance	43	5.38	3.66	.692	2.49 SD above the norm
--------------------	-----------	------	------	------	------------------------

Results reflect that I was in the maintenance phase after the first training week, suggesting that I had made changes during the four-day training. Examining the thematic analysis of field notes and reflective diaries from training week one, I ended the training week in a state of excitement and high energy. It may be that changes between the start of the training and the end were reflective more of high arousal levels than cognitive shift (Brown & Ryan, 2004).

Table Six. Pre and Post Assessments FFMQs. Training Block One

Scale	Pre-Assessment Scores	Post-Assessment Scores	Description of factors
Observing	20	28	How we sense and perceive our internal and external worlds and select stimuli requiring attention and focus
Describing	23	23	How we label experiences and express them to ourselves and others
Acting with awareness	15	24	The movements we choose after attending to information in the present moment.
Non-judging of inner experience	26	23 <i>*decrease</i>	Self-acceptance and unconditional empathy for self and others/avoiding the inner critical voice.
Non-reactivity to inner experience	10	19	Active detachment from negative thoughts and emotions so that we accept their existence and choose not to react to them.

Results indicate differences in mindfulness for observing, acting with awareness and non-reactivity to inner experiences. However, scores for non-judging of inner experience indicate a slight decrease, suggesting that I was less self-accepting (Baer, 2018). Examining the thematic analysis for Study Two, whilst I was more observant and ‘in the moment’ when interacting with the horses by the end of training block one, I was also experiencing thoughts and feelings of insecurity. In terms of the transtheoretical model of change (Prochaska & DiClemente, 1983), whilst I may have been developing mindfulness skills, insecurity may have arisen as a natural part of the therapeutic process where a client is moved into discomfort but able to stay there with a containing influence (Clarke & Beck, 1988).

Drawing together results from the SOCQs and FFMQs for training block one; there are suggestions that I was more present and mindful by the end of the training. However, examining the thematic analysis for training block one, I appear to experience internal conflict at times, realising how I am perceived by others and how my energies affected the horses during the training;

“I was quite taken aback by this and was left thinking about much of a vibe I must give off to other people without even realising it. My focus is so external to myself that I am finding it difficult to be in the moment “(Reference 12, ‘The horse’s behaviour leads to reflection’, Appendix 7, pp 289).

With the horses, I experienced calmness and was attuned to the moment. Reflecting on the training without the horses present, I appear self-critical and melancholy at times (see references for ‘The horse is familiar and keeps me safe during the therapeutic encounter’, Appendix 7, pp 298-300). These reflections will be explored in the reformulation analysis.

Table Seven. SOCQ 3. Pre-assessment to Training Block Two

Scale	Total	Item Average	Norms		High/Low/Average
			Mean	Standard Deviation	Comparisons with norms
Pre-contemplation	8	1.00	2.02	.666	1.53 SD below the norm
Contemplation	36	4.50	4.28	.518	0.42 SD above the norm
Action	32	4.00	3.91	.615	0.15 SD above the norm
Maintenance	30	3.75	3.66	.692	0.13 SD above the norm

Results suggest I was in the contemplation phase prior to starting training block two.

Table Eight. SOCQ 4: Post-assessment to Training Block Two

Scale	Total	Item Average	Norms	High/Low/Average
-------	-------	--------------	-------	------------------

			Mean	Standard Deviation	Comparisons with norms
Pre-contemplation	10	1.00	2.02	.666	1.53 SD below the norm
Contemplation	39	4.50	4.28	.518	0.42 SD above the norm
Action	27	4.25	3.91	.615	0.55 SD above the norm
Maintenance	43	4.00	3.66	.692	0.49 SD above the norm

Results suggest I was in the maintenance phase following completion of training block two. Comparing SOCQ results from the start and finish of training block two, I moved from a state of identifying issues and exploring options for change to having made changes. Results mirrored that of training block one with moving from contemplation to maintenance phases. I was in a greater state of contemplating the need for change at the start of training block two compared to training block one, but results were the same for maintenance phases. My familiarity with the SOCQ may have influenced responses, misrepresenting my actual phase of change (Norcross, Krebs & Prochaska, 2011). However, the consistency in change between the start and finish of training blocks one and two suggests that I experienced trepidation at the start of the week compared to greater self-acceptance by the end.

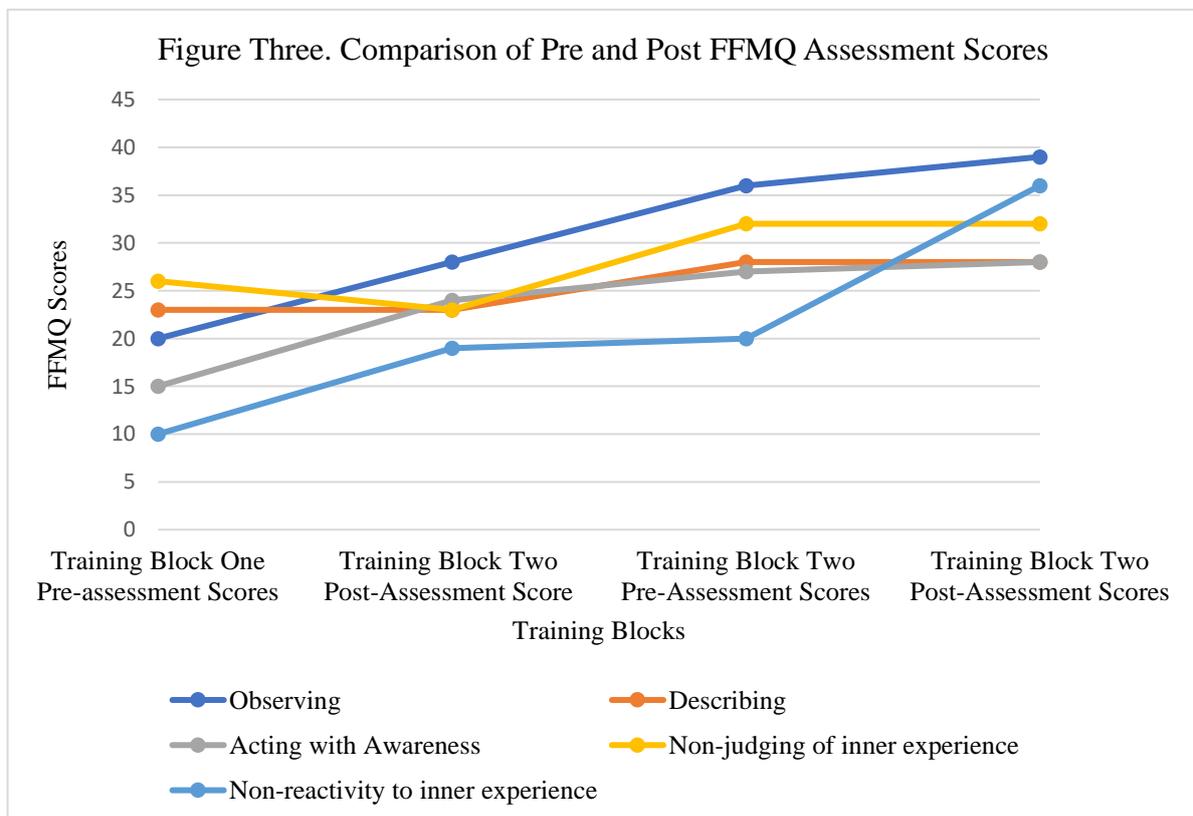


Figure Three visualises the differences between pre and post SOCQ scores, comparing Training Blocks One and Two. The combined graph reflects the minimal variation between the Training Blocks but does suggest that I was more committed towards making changes by the end of each Training Block.

Table Nine. Pre-and Post-Assessments FFMQs to Training Block Two

Scale	Pre-Assessment Scores	Post Assessment Scores	Description of factors
Observing	36	39	How we sense and perceive our internal and external worlds and select stimuli requiring attention and focus
Describing	28	28	How we label experiences and express them to ourselves and others
Acting with awareness	27	28	The movements we choose after attending to information in the present moment.
Non-judging of inner experience	32	32	Self-acceptance and unconditional empathy for self and others/avoiding the inner critical voice.
Non-reactivity to inner experience	20	36	Active detachment from negative thoughts and emotions so that we accept their existence and choose not to react to them.

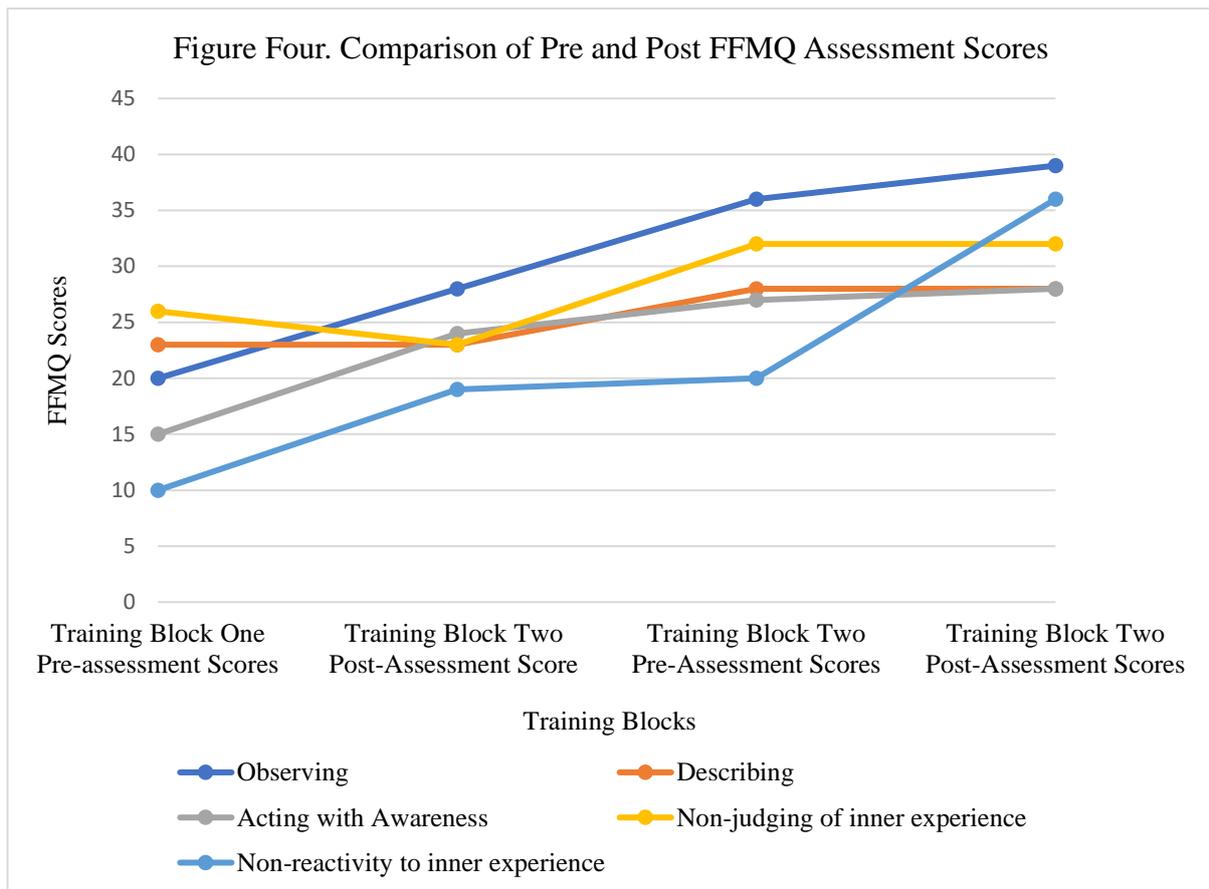
The most significant difference between pre and post FFMQ scores was for non-reactivity to inner experience. This suggests that I was less self-critical and/or focused upon negative states by the end of training block two. Other scores remained relatively consistent between the start and end of training block two.

Comparing FFMQ results from training blocks one and two, there is a noticeable difference across all pre and post assessment measures of mindfulness. A marked difference exists for observing and non-reactivity to inner experience scales at both pre and post assessment phases on training block two compared to training block one. This suggests that I started in a better state of awareness to internal and external stimuli for training block two than one, and that this improved by the end of the second training week. For non-reactivity to inner experience, I again started at a better place of acceptance of negative thoughts and feelings

compared to training block one and finished at an improved state. Comparing FFMQ pre and post assessments between training blocks suggests that my mindfulness skills had improved somewhat, which may be partly attributable to the EFL training. Contextualising results, the Study Two thematic analysis references how I was more stressed and less in the moment during training block one given the pressures of my research project. I was also more familiar with training approaches and trainees during training block two, which may explain all scales being higher on pre-assessments for training block two. Table Six suggests that I was more mindful across all scales by training block two, which could be attributable to the EFP/EFL training as well as non-training factors. Figure Four visualises differences between Training Block One and Two. Training Block Two involved more task-oriented exercises with the horses, as opposed to Training Block One where most of the exercises were about observing and being amongst the horses. To communicate with the horse to achieve a goal, I had to be more mindful of my present state and energies in Training Block Two, which may explain the differences between Training Blocks to an extent. These issues will be explored further in the evaluation section of this thesis.

Table Ten. Comparison of FFMQ Scores between Training Blocks One and Two.

Scale	Training Block One		Training Block Two	
	Pre-Assessment Scores	Post-Assessment Scores	Pre-Assessment Scores	Post-Assessment Scores
Observing	20	28	36	39
Describing	23	23	28	28
Acting with awareness	15	24	27	28
Non-judging of inner experience	26	23 <i>*decrease</i>	32	32
Non-reactivity to inner experience	10	19	20	36



Discussion

The questionnaires suggested that I felt more in the moment following the training but provided little reflection on how EFP shapes processes of change from the perspective of intersubjectivity. Contextualising the data with the Study Two thematic analysis provides depth and detail that may explain changes during and after the training. Results suggest that I was less present in the moment and prone more to ruminating on negative states and experiences during training block one compared to training block two;

“... I think that my emotions and thoughts of failure and worry come from being in a place of stress with everything I have going on in my professional, academic and personal life” (‘Self as therapist’ under the theme *Agency and Self Determination*, Appendix 7, pp 267).

In training block two, there were no references for codes ‘disconnected from the moment’ and ‘feeling exposed’ whilst there is a marked number for training block one. There

were also more references under codes for ‘projecting onto the horse’, ‘self to self dialogue’, ‘the horse is familiar and keeps me safe during the therapeutic encounter’, and ‘therapeutic training as threat to self’ in training block one compared to two. This implies that I was asking more questions of myself, feeling more curious and perhaps unsure during training block one compared to training block two. From an intersubjective perspective, I appear to be more present during the therapeutic experience, and the questioning appears relational with me considering my relationship with self and other. The psychometrics were contextualised with reference to the thematic analysis, providing greater clarity into how intersubjectivity shapes processes of change during EFP/EFL training.

To analyse the data from an intersubjective perspective, I explored findings using principles of CAT applied to the thematic analysis of reflective diaries and ethnographic field notes. The cognitive analytic approach was used because it emphasises relationality between individuals, thoughts, feelings and behaviour, and is therefore inherently intersubjective (Nitti et al, 2010).

Cognitive Analytic Therapy aims to support clients to develop deeper recognition of themselves, others, and the world through the concept of ‘reciprocal roles’ (Pollock & Stowell-Smith, 2006). Reciprocal roles are learned patterns of relating to oneself (self-to-self) and others (self-to-others) (Ryle, 1998). CAT begins with a reformulation of the client’s difficulties, often involving a letter written by the therapist to the client expressing a compassionate interpretation of their struggles (Aitken & McDonnell, 2006). CAT then moves to recognition, using visual mapping of reciprocal roles called a sequential diagrammatic reformulation to plot the maladaptive patterns of thinking and behaving to reflect how clients become trapped in cycles (Evans & Parry, 1996). Revision is then used to identify exits from these patterns (Shine & Westacott, 2010). I completed introductory training to CAT which informed the use of reformulation, recognition and revision.

Reformulation

In contrast to traditional CAT reformulation, which draws on past experiences to understand current behaviours (Ryle, 1990), the ensuing reformulation derives meaning from

the ‘in the moment’ experience with the horse(s), and from trainee and trainer feedback, to understand patterns of behaving, thinking and feeling.

First exercises included anchoring and body scans to ground trainees before meeting the horses. All clients would identify anchors for themselves prior to meeting the horses as something they could return to if they felt overwhelmed. Body scans support clients to focus on being present to feel grounded (Redman, 2014). This helps to prepare clients for the interactions with the horses where past issues and feelings may arise. I struggle with body scans because I find it difficult to simply let thoughts and sensations pass rather than being distracted by them. This was observed by trainers and trainees. I felt uncomfortable and unsure because I did not think that their vulnerabilities were so noticeable to others.

From here, trainees met the herd, engaging in a no touch, no talk policy. Trainees went amongst the horses, noticing their behaviours with one another and noting any emotional or physical sensations they experienced whilst in that space. I experienced a range of noticeable thoughts and feelings when meeting each horse;

“... I met Benny and was immediately struck by my strong sensation of ‘you will not be in my space’. He knocked my face as I passed him and I was determined that I would walk away. Watching him, I felt resentment at the ease with which he approached people... I admired him for his teenage charm, but again, I did not feel a need to be with him despite how very beautiful he is to look at...” (Appendix 7, pp 285).

In contrast, I felt a sadness for Charlie;

“I ventured up the other end of the school away from the other trainees to be near the chestnut mare...She was walking in repetitive figures... It was mournful to watch ... I kept looking at her shape and figure which suggest she is an older mare and I thought a lot about my own horse who has aged markedly in body over the last year. With this experience has come a strong sense of transition for me, how change is coming that makes me sad in many ways...” (Appendix 7, pp 285).

After the first day, I felt curious about the need for physical contact and proximity with the horses. Even just observing the horses, I experienced relationality, reflecting on my own

experiences, current and past. The interaction with the horses brought out feelings of resentment, compassion, and sadness about change that were grounded in observations of the horses and expressive of thoughts and feelings emanating from my personal life, past and present. Reflections felt initiated by the horses' behaviour, which felt more acceptable than hearing feedback from the trainers. This is reflective of my sensitivity to feedback from others, experiencing this as threat to self.

During training block one, my insecurity and disconnectedness from the present moment was apparent to the trainers and trainees. I felt exposed and vulnerable but interacting with the horses helped me to feel safe with this discomfort. I found myself reflecting on my relationships with family and friends and on therapeutic relationships with clients, and how easy it is to be prescriptive rather than collaborative (Stern, 2017). From the perspective of intersubjectivity, I experienced discord with self and other within a contained relational state because the horse continued to react and interact even whilst I felt insecure. This kept me 'in the moment' rather than dwelling on negative self-concept (Stern, 2004). Feedback was given as part of the training experience which would not occur during an EFP experience. This may explain why I experienced a level of threat to self during training block one especially.

Having multiple horses present created a relational space which seemed to ground me in the moment because I had to be aware of all the horses. How the horses behaved with each other drew attention and the 'no touch, no talk' policy encouraged me to be reflective rather than avoidant, self-soothing or distracted. By the end of training block one, I was uncomfortable without the horses there. This is represented in creation of the theme *Exercises without horses*, whereby I experienced feelings of insecurity because I was confronted by others observing my vulnerability.

The following discussion about an exercise called 'gentle leadership' focuses on using your body energy to ask the horse to move without pulling on a lead rope or touching the horse. Below is an extract from my reflective diary on this experience;

“I noticed how my energy was quite tense and that my breathing was quite held. Rather than this affecting Charlie, she actually started yawning and chewing! It felt like she was just ridding herself of my tension... It felt good to go at her pace and her responsiveness to halting and waiting made me feel contained and safe...When I bent down to pick up the rope, she started to sniff my head and I was overwhelmed with warmth, sadness and love. Her breath was warm and I had a strong urge to sit at her feet. It felt like I could give myself over to her...It felt like the first time I had drawn breath in a long time. Conscious about other people watching me and the strength of my feeling to cry, I had to stand up” (Appendix 7, pp 286).

I made references for this extract under *Acceptance* (‘The horse does not hold trauma as people do’) and *Power, Threat and Meaning in the Therapeutic Encounter* (‘The horse as the intersubjective space between facilitator and client’). The experience captures perceptions about insecurity and also how the horse’s behaviour and responses helped to ground me in the moment whilst enabling processes of reflection.

The interaction with the horses provided a grounding space which at times unwittingly had me reflecting on my patterns of behaviour and past experiences. Driven by a fear of failure, I endeavour to achieve more, but ultimately derive little satisfaction because achievements never feel enough. This fuels a vicious cycle of striving ever harder, which impacts on my relationships with others and supports dissociation from self (Ryle, 2004). In the moment with the horses, I experienced discomfort that did not reach a place of acceptance until training block two.

At the time, reformulation would have been difficult for me to accept. Throughout training block one, the interaction with the horse enabled me to notice other trainees and trainers less. It also highlighted the need for mindfulness to the present moment and acceptance of thoughts and feelings without dwelling on them. The first week of training was a powerful emotional experience, which I was not prepared for. At times, I had felt like a failure. By the end of training week one, rather than seeing myself as a failure, I gauged my interactions with the horses as a learning experience. From the perspective of intersubjectivity, interacting with the horses prompted thinking about relational states, both in the moment with the horses and outside the moment in past experience with others. Intersubjectivity contributed to processes

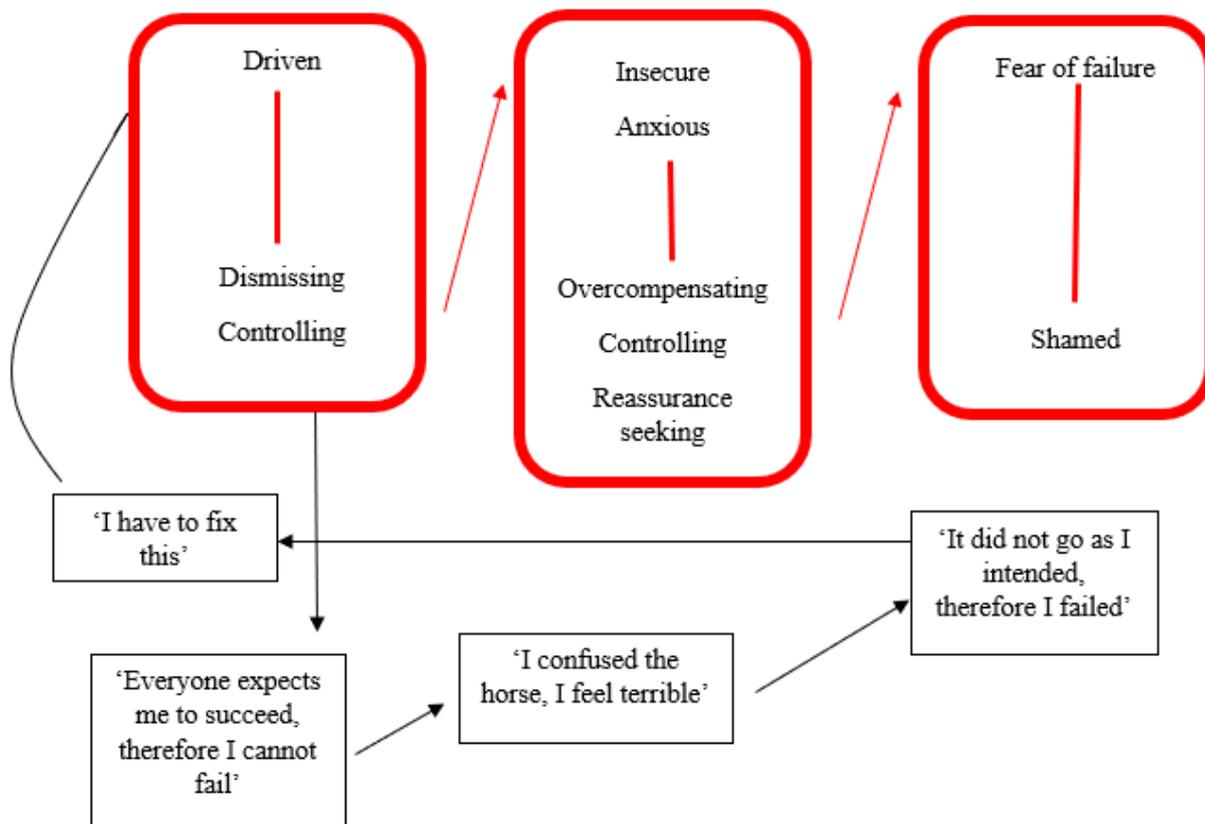
of change by keeping me grounded in the present moment and able to sit with difficult emotions without being overly self-critical or avoidant (Benjamin, 2017).

Recognition: Sequential Diagrammatic Reformulation

I produced the following diagrammatic reformulations based on an exercise from training block one and from training block two. I chose these two examples because they reflect a series of intersubjective states between self and other and self-to-self, conceptualised as reciprocal roles. I coded the two extracts according to reciprocal roles, patterns of thinking and behaving that perpetuate cycles, and exits from these cycles (Appendix 9).

The following diagrammatic reformulation is derived from an exercise called ‘active round pen’ in which a trainee uses their energy to change the horse’s energy without physical contact or talk, within an enclosed space to contain that energy. Appendix 9 outlines coded sections and informs Figure Five.

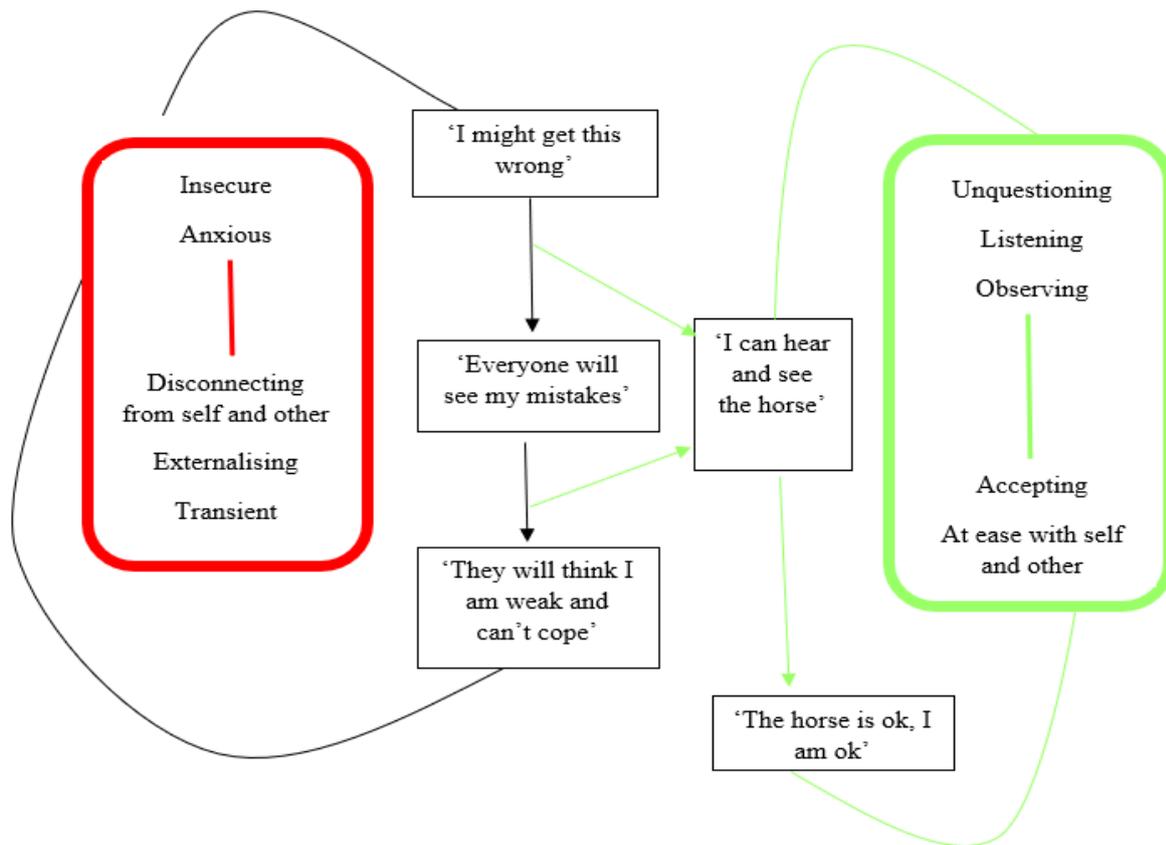
Figure Five. ‘Active Round Pen’ diagrammatic reformulation



During the ‘active round pen’ exercise, I had felt confident about being able to get the horse moving. However, during the exercise, I did not communicate clearly with the horse about which direction to go meaning the horse stood still. I was not in the moment because I was not paying attention to the horse’s responses to my behaviours. Eventually, I changed my approach, using a slower energy and allowing the horse to stand. Observers gave feedback that my instructions had been confused and that I had not given myself time to reflect on the situation and how best to communicate with the horse. In that space with the horse, I had felt insecure, and the harder I tried to ‘get it right’, the more confused the horse and I became. Rather than focusing on ‘getting it right’, the driving force behind my approach with the horse was about fear of ‘getting it wrong’, which relates to other areas of my life. From the perspective of reciprocal roles, during the ‘active round pen’ exercise, I enacted my self-to-self and self-to-other relational states experienced with others in the present moment with the horse.

In contrast to ‘active round pen’, the exercise called ‘reflective round pen’ (Figure Six) introduced exits from maladaptive patterns of thinking and behaving which were pertinent to my reciprocal roles. ‘Reflective round pen’ involved reciting the mantra ‘you are the teacher, I am the student, what is today’s lesson’ in your head, before stepping into the round pen and approaching the horse when you feel the horse is ready to receive you. I had felt anxious about the horse not wanting to be with me and about what the observers might say about the interaction. I had walked over to the mare and knelt before her because I wanted to feel smaller. The mare had started licking and chewing with her mouth, showing signs of relaxation and tension release. The mare had sniffed my head and I had felt a strong sense of ease and tension release. The attention to the moment was broken by other horses running around outside the building. I had felt connected to the horse in that space and despite initial trepidation about being watched, I had forgotten that the observers were there. Figure Six visualises exits from self-critical reciprocal roles initiated by connection to the horse in the present moment. As I became more mindful, I was able to forget the presence of other people, making it easier to reflect on past interpersonal problems.

Figure Six. 'Reflective Round Pen' diagrammatic reformulation



Comparing EFP exercises with the diagrammatic reformulation process, there appears to be overlap in how intersubjective context between horse and client, client and therapist, enables reflection. Using intersubjectivity to understand processes of change, the CAT revision process suggests that EFP creates a physical context in which I experienced my own reciprocal roles in interaction with the horse. Intersubjectivity made that experience of confrontation with self more tolerable.

CAT emphasises that problems occur between people not within people (Pollock & Stowell-Smith, 2006). The red boxes capture how negative self-to-other and self-to-self perceptions shape maladaptive patterns of thinking and feeling. The 'active round pen' exercise highlighted my reciprocal roles and how these are reinforced by maladaptive patterns of thinking and feeling. The 'reflective round pen' exercise identified similar reciprocal roles and facilitated exits from those patterns of thinking and behaving. Whilst this was not the explicit process for EFP, CAT diagrammatic reformulation helps to capture how EFP may support processes of change in the moment.

Revision

Revision in CAT involves identifying exits from snags, traps and dilemmas that keep people locked in maladaptive cognitive cycles (Aitken & McDonnell, 2006). The ‘reflective round pen’ suggested exit opportunities led by attention to the horse. When I focused attention purely on the horse and accepted that the horse was not harmed by the process, I became more open to exits from patterns of thinking, feeling and behaving that were impacting on my congruence and self-acceptance. Just as observing, listening to and interacting with the horses initiates reflections, the observational and/or interactive role of the client in this context keeps the person grounded in the moment.

Similar to EMDR, the client is able to consider past trauma without transgressing into a traumatised state because attention is situated in the present (Shapiro, 2001). With EFP/EFL training, my focus was on the horse(s), which helped in managing self-critical perceptions. In the absence of the horse(s) I ruminated. However, by training week two, I was more mindful and able to tolerate discomfort. Whether this is attributable to the therapeutic training or changes in personal situation is not clear. I may have felt more confident returning for training week two, which may explain the more present-minded state (Stern, 2004).

From the perspective of intersubjectivity, this ethnography explored processes of personal change from a relational frame of reference (Ryle & Fawkes, 2007). The use of CAT reformulation models captured how processes of intrapersonal cognitive shift and interpersonal behavioural change are situated in experiential context (Raufman, 2018). Trauma is no longer an individual pathology but is recognised as an interpersonal issue to be addressed relationally (Pearlman & Courtois, 2005). Trauma and intervention become socially iterative without EFP feeling necessarily directive or prescriptive. This may be important for clients with trauma as therapy can be shaming if malaise is the object of focus rather than relational stress (Spring, 2019).

Study Two Contribution to Forensic Psychological Research

The relevance of Study Two to the forensic field is for professionals. During the training process, I completed exercises that prompted personal reflection on my own therapeutic work with clients and other professionals;

“I had been so focused on the end task that I did not pay enough attention to the process. This is much how I am in life, focused on getting the job done rather than relishing the journey to get there...” (Appendix 7, page 311).

EFP/EFL may support congruent reflective practice. I found interacting with horses to be less threatening to self than having feedback from observers (Appendix 7, pp 317-319). This is reflected in research highlighting how clients find equine therapy to be affirming because the horse is an active participant but unable to respond verbally (Trotter & Baggerly, 2018a). I recognise that my positive regard for EATs may bias thinking about its reflective capacities, however it was emphasised during the training that EFP/EFL is more effective with people who are less familiar with horses, and this is reiterated in the research literature (Selby & Smith-Osborne, 2013). Traditional talking based interventions may inadvertently shame clients if therapists rescue or ‘railroad’ a client’s therapeutic encounter, telling them how to change or not tolerating emotional distress (Courtois, Ford & Cloitre, 2009). Study Two prompted me to reflect on my own therapeutic practices within the context of my own insecurities.

“A big coloured horse looked nervous and quite flighty- My heart beat faster looking at him and the more agitated he looked in a different environment, I felt an urge to be near him” (Appendix 7, pp 301).

The inclination to work with horses perceived to be somehow vulnerable was present throughout the thematic analysis, as I sought proximity and to reassure. I had to acknowledge my difficulties with distress tolerance and tendencies to want to ‘rescue’ clients. No matter how compassionately motivated, these tendencies may be invalidating for clients. EFP/EFL may be useful for group and individual reflective practice because it encourages reflection on relational spaces.

The horse(s) sensitivity to energy made it difficult for me to be incongruent during the EFP/EFL experience. EFP/EFL may be a useful tool for supporting forensic psychologists in addressing their own schemas that may inadvertently enter the therapeutic context (Hazanov, 2019). This is not suggesting that forensic psychologists do not engage congruently with reflective practice but reflects on how forensic settings and practices may impact on relational encounters. Research on reflective practice denotes how processes of dissociation, through intellectualisation, externalisation of blame and minimisation, can also enter therapeutic relationships with clients and professional relationships with staff (Gonzalez, 2018). Psychotherapeutic research on shame highlights how therapist incongruence with self can impact congruence with clients (Gordon, 2018). Shame is always present in therapeutic encounters. If therapists have not acknowledged their own shame, there is a risk of shaming others by not tolerating their experiences, perhaps with anger, minimisation, defensiveness or avoidance (Spring, 2019). Study Two highlights how the horse's natural receptiveness to energy shapes intersubjective context because it is harder for interacts to 'fake' their response.

The ethnography highlighted how physical contact/touch can be therapeutic beyond being self-soothing (Geller & Greenberg, 2012). Within forensic psychology (and professional contexts more broadly), physical contact is often prohibited. The concept of 'safe touch' in the therapeutic space suggests that it is possible to show compassion for clients via physical contact within appropriate boundaries and ethical limitations (Harrison, Jones & Huws, 2012). For forensic clients, particularly in forensic settings such as secure hospitals and prisons, physical contact is so prohibited that even leaving those settings can leave people feeling that physical contact is inherently dangerous in other contexts (DePrince & Freyd, 2002). Study Two suggests that the initiation of physical contact is more than self-soothing, it can be healing.

Within EFP/EFL, the ability to have physical contact with the horse, stroking, hugging, kissing and talking to them, may provide compassion for clients who struggle deriving it from other people (Brown, 2011). Trauma may shape mistrust and avoidance of physical contact, such that being able to express love for another being in the therapeutic space without chastisement might facilitate therapeutic change for clients with histories of trauma (Fine, 2011). Whilst EFP/EFL advocates 'no touch, no talk' through the majority of the exercises to

encourage clients to be ‘in the moment’ with their thoughts and feelings, I observed the tendencies of trainees (and myself) to touch and talk to the horses.

Study Two has contributed reflections on using ethnography to explore processes of change during EATs, and on using ethnography to explore contexts intersubjectively. Ethnography has been used in forensic settings to gain direct experience of context and interpersonal processes shaping conditions and interactions (Phillips & Earle, 2010). Using ethnography to understand processes of change for clients with histories of trauma raises ethical dilemmas, however accessing relationality between professional and client may provide insight into how interventions support clients to change (Fisher, 2017).

Evaluation

I had intended to film my training but was unable to because of acoustic issues associated with filming indoors and weather conditions outside. It also became apparent during the ethnography that filming the training process would have impacted on my embedding within the intersubjective context and could have violated the therapeutic training space for other trainees. Trainees developed their skills by taking the role of client and practitioner. This often led to personal disclosures that would have been unethical to include within the research project without trainee consent. For this reason, I focused on my own experience and observations to maintain the confidentiality of other trainees (BPS, 2010).

Examining results on pre and post assessments, I could have completed the SOCQ and FFMQ at a three-to-six-month follow-up to consider the longer-term impact of the training and whether changes were maintained in the absence of practice and the horses. However, the research is concerned with ‘in the moment’ experience perhaps rendering it unnecessary to assess impact over time. Administering the psychometrics at a later date may have highlighted whether the EFP intersubjective context shaped intersubjectivity and processes of change in other contexts (LeCompte & Schensul, 2015). It was beyond the scope of this research project to examine the impact of EFP in other contexts but could be a future research study to explore longer-term impact of EFP.

I am unclear how much the psychometrics add to Study Two in understanding processes of change. Without contextualisation provided by the thematic analysis of field notes and reflective diaries, the psychometrics provide little insight into how EFP/EFL training affected change from an intersubjective perspective, especially since I was unable to get the trainers to complete the psychometrics based on their observations of my interactions. The psychometrics may also undermine the epistemological approach of constructivism and interpretivism because they are quantitative measures. On reflection, a mixed methods approach encouraged me to think dynamically about the intersubjective context. The psychometrics highlight how EFP/EFL promotes mindfulness and change in trainees, contributing to EFP research by validating the approach as a therapeutic intervention.

Ethnography is an intersubjective research method. I completed training by modelling client and practitioner roles which helped to explore EFP/EFL intersubjectively as I experienced exercises from both perspectives. Maintaining the balance of immersion and observation was difficult at times, especially given how emotive some of the training sessions were. Each training block was only four days long so it may be questionable whether this was enough time to gain insight into EFP/EFL from an ethnographic perspective. I was struck by how quickly the training had me reflecting on my professional and personal life, suggesting that I had been immersed in the ethnographic context.

Evaluating the thematic analysis, I applied themes derived from another study to analysing my reflective diaries and field notes. NVivo 12 made the process of thematic analysis more practical and recordable. Applying themes a priori may have narrowed the analytical focus, although I did create supplementary themes. Study Two aimed to explore how EFP/EFL training contributed to processes of change intersubjectively to consider how the intervention may affect clients with histories of trauma. Findings from Study Two may not be generalisable to clients with histories of trauma.

Summary and Recommendations

Study Two addressed the research aims by using ethnography to explore how EFP/EFL training shapes processes of change from an intersubjective perspective. I advocate using ethnography for analysing how EATs shape processes of change because it focuses on processes of change rather than outcomes alone. This provides insight into what works during an intervention, contributing to improving methodological rigour in EFP research. Whilst insight may be affected by biases and heuristics, Study Two reflects how EFP and EFL engages people in processes of self-reflection. Study Two suggests that intersubjectivity facilitates processes of change during EFL/EFP because it promotes a congruent therapeutic experience. This may be important for clients who may dissociate from self and other in avoiding shame-laden experiences associated with trauma. EFL/EFP enables a dialogue about shame that is not shaming because horses are experienced as reactive yet non-judgemental counterparts to the client's present state.

I recommend EFP/EFL as a reflective practice approach for psychological practitioners. From a research perspective, using a triangulated approach to collecting ethnographic data may provide more insight into how EFP/EFL shapes processes of change from an intersubjective perspective. I recommend using ethnography to gain intersubjective insight into how EFP/EFL affects processes of change, however, recognise that generalising from my perspective to actual clients risks misrepresenting therapeutic experiences. Based on findings from Study Two, it is recommended that further research be completed with EFP/EFL clients and practitioners to gain direct experience of intersubjective context. I recommend either direct observation of EFL/EFP therapy or immediate feedback from practitioners and clients following a session to gain insight into how the 'in the moment' experience shapes processes of change.

CHAPTER 4.

Summary

The following discussion integrates findings from the two studies and considers how this thesis may and may not contribute to forensic research regarding trauma.

A unifying theme across Studies One and Two was shame. Questionnaire responses in Study One identified therapy as shame-provoking for clients with histories of trauma and hence the need to avoid a human therapist. The ethnography highlighted my own insecurities about their professional competence as precipitating reflection during EFL/EFP training. Using intersubjectivity to explore processes of change for clients during EFP suggested that shame may be the treatment focus rather than trauma and that EFP contributes to processes of change by enabling clients to experience connectedness without judgement (Spring, 2019).

Functionally, shame and trauma are the same in that both are relational constructs that evoke relational strategies for defence, such as avoidance, fight or freeze (associated with self-blaming and appeasing behaviours) (DeYoung, 2015). They differ in that working with trauma is about updating the brain from a ‘danger mode’ (there and then) to a ‘daily life mode’ (here and now), whilst shame is ongoing and continuously present (Spring, 2019). Shame is the legacy of trauma that affects perceptions of worthiness and credibility (van der Kolk, 2007) and pervades the therapeutic context for both client *and* practitioner (Harman & Lee, 2010). To work with trauma is to work with shame. Increasingly shame is being acknowledged in therapeutic contexts and research, highlighting the need for compassion and empathy such as through compassion-focused therapy (Gilbert, 2009). In forensic psychology, to show compassion and empathy for offenders raises dilemmas about how to care within appropriate professional and ethical contexts (Gilligan, 1996).

Understanding trauma and shame from a neurobiological perspective, clients need to be able to notice when they are in a shame-based state (Spring, 2019). Horses are extremely sensitive to emotional energies (Scopa, Contalbrigo, Greco, Lanatà, Scilingo, & Baragli, 2019),

nervous system activity (Keeling, Jonare, & Lanneborn, 2009), and body language (Trösch, Pellon, Cuzol, Parias, Nowak, Calandreau, & Lansade, 2020). During EFP, horses react to the physiological state of the client in concrete terms because they do not process and emotionally regulate as people do (Buzel, 2016). The therapeutic response may be perceived as more natural, experiencing the therapeutic interaction as less contrived (Shine & Westacott, 2010). For Study One respondents and myself, the horse's reactions to the person's physiological energies helped to change the individual's state because the client could see and feel their impact on another being (Stovall-McClough & Cloitre, 2006). The horse acted as a co-regulator to the shame state because of their perceptiveness to a client's emotional energies (Dunning & Kohanov, 2017). This contributed to changes in thinking, feeling and behaviour to elicit an observable and tangible response in the horse. In Study Two, I became self-critical following reflective feedback on the training experience which would not occur in EFP with clients. This contrast depicts how not having to verbalise shame/trauma enabled clients to lead their own reflective space, avoiding tendencies to shame in the therapeutic encounter (DeYoung, 2015).

Many non-verbal therapies are relatively introspective, occurring within rather than between people (Berger & McLeod, 2006). For example, EMDR involves focusing on external stimuli whilst accessing the traumatic memory to alter the way the brain processes and stores trauma, rendering the trauma less painful (Shapiro, 2001). Studies One and Two highlight how EFP uses focus on external stimuli (the horses) to keep people in the moment whilst considering their past, but the experience is interactive, relational and unpredictable (Burgon, 2014). EFP is fundamentally about connectedness and whilst EMDR may reduce trauma symptoms it does not necessarily target shame because it is a less relational therapeutic experience. As a primarily non-verbal therapy, EFP shapes processes of change by facilitating a 'connecting' experience (Carlsson, 2014).

Intersubjectivity between horse and client provides reflection on the therapeutic relationship; co-regulation must occur before self-regulation can be achieved (van der Kolk, 2015). Findings from Study One and Two reflect how non-verbal interaction with the horses was about establishing understanding and connectedness through somatic experiencing (Geller, 2013). The horse(s) behaviours help to coregulate the client because clients must make changes in themselves to elicit responses from the horses. For this to be effective, all parties must be

fully present (Jarvis, 2005). EFP/EFL uses somatic experiencing, focusing on the body rather than the mind in therapeutic intervention (Lac, 2017.). Study One and Two reflect how this is containing because it keeps clients grounded in the present moment (Raufman, 2018). As an instinctual being, the horse is always in the moment (Hallberg, 2018). This behavioural ‘presentness’ may be grounding for clients which helps to keep the brain in the ‘daily life mode’ as opposed to feeling threatened. The distance of the EFP practitioner also helped to reduce the sense of threat and perhaps protected them from the client’s shame, discouraging practitioners from trying to ‘rescue’ and ‘fix’ a client’s issues, which can be inadvertently shaming (Stern, 2018).

Shame arises from an unmet relational need (DeYoung, 2015). The research suggested the importance of the congruence of the animal as the vehicle for change. The reflection for psychological professionals is about being congruent themselves, addressing their own shame-states if they are to avoid shaming the client (Spring, 2019). Overcoming cultures of ‘expert therapist’ and ‘clinical expertise’ is not about disregarding risk assessment and audited interventions. It is about recognising the centrality of compassion, empathy and distress tolerance when working with clients with histories of trauma (Stern, 2017). This requires professionals to address their own unmet needs and shame-states if they are to congruently and competently support clients with histories of trauma (Spring, 2019).

Forensic psychology advocates supervision and reflective practice for addressing biases and heuristics but how much a professional brings themselves to a forensic therapeutic context is questionable (Gilbert, 1998). Suggesting it implies a breach of ethical and professional boundaries (Gilligan, 1996), but reflections from Study One and Two highlight the importance of therapists being present, being able to stand back, and being able to show compassion for highly distressed clients in contributing to processes of change (Hazanov, 2019). This is not about personal disclosures, but expressing connectedness in time and space.

Studies One and Two contribute in part to developing trauma interventions in forensic contexts by recognising the role of shame in trauma and the importance of intersubjectivity between professionals and clients as facilitating change (Stern, 2017). EFP is described as an

intervention for trauma and not necessarily shame. Intersubjectivity enables vulnerability to share personal experiences, rendering the experience of shame associated with trauma more tolerable.

Both studies have addressed the research aims and objectives in part by highlighting intersubjectivity as an effective theoretical approach for understanding how EFP shapes processes of change during a primarily non-verbal experiential intervention. The studies also suggest ethnography as a research method for exploring how EFP shapes processes of change by placing the researcher in the role of EFP/EFL practitioner and client during the training. The studies have contributed to improving the quality of research in the EFP field by suggesting a rationale and method for understanding how EFP shapes processes of change from the perspective of intersubjectivity. I also recommend understanding how shame operates in therapeutic contexts for clients with histories of trauma, which contributes to forensic psychological research where the prevalence of shame, and shaming processes in forensic contexts, can affect therapeutic engagement (Noll, 2003).

However, from an epistemological perspective, intersubjectivity is a subjective experience and Studies One and Two highlight how EFP was perceived in uniquely different ways by clients, trainees, practitioners and the researcher. Some researchers avoid subjective experiences because these are not generalisable (Braun & Clarke, 2013). Ethnographic research methods are not often used in psychological research because of the impartiality of the researcher (LeCompte & Schensul, 2015). However, participant observation, informal interviews and general observations are methods employed in forensic contexts which are similar to ethnographic research methods (Prus, 1996). The difference is that the researcher is living the experience whilst studying it, which does not seem too far removed from the experience of professionals in forensic settings. Focusing on the therapeutic intervention rather than the therapeutic encounter feels more ethically and professionally acceptable because it suggests boundaries are maintained (Ward, Gannon & Vess, 2009). Context and relational processes, whilst acknowledged as integral to the therapeutic alliance and effectiveness of therapeutic intervention, may be avoided as areas for direct study because of ethical violations of the therapeutic space (Adler & Adler, 2003).

The relevance of this research to the forensic field is that it highlights the importance of intersubjectivity between professionals and offenders as a conduit for change (Benjamin, 2017). It also recognised the importance of acknowledging shame in the therapeutic context by clients and professionals (Tangney & Dearing, 2001). Some respondents referenced substance misuse, delinquency and violence in their responses, although the researcher had no confirmation about whether respondents had committed offences. For clients with histories of trauma and offending, the double bind of victim and perpetrator can create a moral dilemma for self and other which is inherently shame-provoking and thereby disingenuous for therapy (Ford & Russo, 2006). Not only can the client be hurt by the ‘judging therapist’ but the client can harm the professional by exposing them to their maladapted self (Benjamin, 2017). Studies One and Two reflected how the distance of the EFP practitioner was both containing and enabling. Respondents also referenced how hard it can be for EFP practitioners to remain non-judgmental and not to offer interpretations of the therapeutic context. I experienced how the process of EFP/EFL training elicited shame but contained this in the relational space with the horse(s). In the forensic field therefore, Studies One and Two provide a commentary on therapeutic relationships and the need for establishing a relational context that is not purely verbal. Considering that the majority of communication is nonverbal, greater attention should be made for non-verbal cues influencing intersubjectivity during therapeutic encounters (Jones & LeBaron, 2002).

Studies One and Two used the perspective of intersubjectivity to consider how EFP shapes processes of change for clients with histories of trauma, suggesting alternative ways of theorising and treating trauma through an understanding of shame. By using intersubjectivity to explore how EFP shapes processes of change, emphasis has been placed on somatic experiencing, ‘presentness’, connection and being non-judgmental. Achieving these qualities in forensic settings when working with offenders with histories of trauma is the challenge faced by forensic psychologists.

Recommendations

Based on research findings, I make the following recommendations for future research in the field of EATs;

- Finding opportunities for direct observation/recording of EFP sessions with clients and practitioners;
- Using ethnography to explore therapeutic contexts and processes from an intersubjective perspective, in EATs and forensic settings;
- Triangulating feedback from researcher, client and practitioner in exploring how EFP shapes processes of change from an intersubjective perspective;
- Consider monitoring physiological arousal as a measure of shame during therapeutic encounters correlated with observational and self-report measures to consider how the ‘in the moment’ experience shapes responses. Recommended self-report measures include the Guilt and Shame Proneness Scale (GASP) (Cohen, Wolf, Panter & Insko, 2011) and the Test of Self Conscious Affect (TOSCA) (Robins, Nofle, Tracy, 2007), and;
- Measuring changes in behaviour, eye contact, physical contact, and proximity with horse(s) during EFP as measures of personal change.

Recommendations for the forensic psychological community includes;

- Using intersubjectivity to theorise and research processes of change for offenders;
- Situating therapeutic intervention in context; consideration of the role of connectedness in facilitating change;
- Attention to shame in therapeutic encounters, and;
- Consideration of the use of EFP/EFL as a form of reflective practice for practitioners.

CHAPTER 5.

Reflective Epilogue.

This reflective epilogue considers my academic and practical reasons for doing this research. I have reflected on the theoretical and methodological limitations and gaps in Studies One and Two. I considered the role of shame in trauma work with clients and how my own insecurities were implicated in the research process. I conclude by considering what I have gained personally from this research project.

Academic and Practical Reasons for the Research.

This research was completed in partial fulfilment of the Professional Doctorate in Forensic Psychology at the University of Portsmouth. To become a chartered forensic psychologist, I have to achieve Core Role research competencies under the British Psychological Society requirements. The thesis contributes to the process of achieving professional accreditation to practice as a forensic psychologist.

I was motivated to complete research in the field of EFP because I am an advocate of equine assisted therapies (EATs). I have worked in facilities that use therapeutic riding and horsemanship to support clients with a range of psychological, cognitive and physical health issues. Whilst I have seen the positive effects of EATs for vulnerable people, I was not sure how to understand and conceptualise this. Examining the research literature, different theoretical and methodological approaches have been used to assess the effectiveness of EATs but few have explored how EATs shape processes of change (Cantin & Marshall-Lucette, 2011). The variety of theories and methods, and emphasis on outcomes rather than processes, has impacted the credibility of EAT research (Frewin & Gardiner, 2005). I aimed to contribute to improving the quality of research in the EAT field and to draw inferences about how a primarily non-verbal intervention may shape processes of change for clients with histories of trauma.

EATs have been used with offenders (Selby & Smith-Osborne, 2013) and in forensic settings (Bachi, 2013b). The use of EAT with offenders is not clearly established, although there are many research projects exploring the use of EAT with at-risk youth (Burgon, 2014). The value of EFP as a trauma-informed approach is well-established within EAT research (Buzel, 2016), however appears less well recognised among psychological research literature (Dunning & Kohanov, 2017), in particular in forensic psychological research. This is due to the relative dearth of equine assisted programmes operating in forensic settings. Based on findings about the utility of EATs (and EFP especially) for working with clients with histories of trauma (Hallberg, 2018), I wanted to explore what EFP research can contribute to forensic psychological literature around working with offenders with histories of trauma. As a primarily experiential and non-verbal intervention, I was curious about how EFP shapes processes of change and how to study this in a robust and valid way.

Approaching professional accreditation with a vested interest in the research was daunting. I was unsure how receptive the University might feel towards a research project about Equine Facilitated Psychotherapy. I was concerned that the research idea would not appear ‘forensic enough’ or ‘too clinical’ because the focus is on trauma rather than offenders specifically. I was concerned how receptive the forensic psychology research field may be to research about EFP when animal assisted therapies are sometimes disregarded as merely self-soothing rather than precipitative of cognitive shift (Bachi, 2013b). Reflecting on this now, my concerns orientated from doubting the credibility of my research within the forensic psychological field because there are so few studies about EATs with adults, and with adult offenders. I also knew that my research project was quite niche compared to research being completed by my peers. With time, I recognised that research on EFP did not ostracise my project from ‘mainstream’ forensic psychological research but actually provided an opportunity to comment on theoretical and methodological approaches predominating in such research.

What helped me to manage my concerns was being transparent about my vested interest in the project and also having a clear epistemological framework underpinning the research (Rolfe, 2013). Having a clear epistemological approach is associated with a more coherent research project (O’Gorman & MacIntosh, 2015). Planning the research from the perspectives

of constructivism and interpretivism made me feel more confident about bringing subjective experience into the research and also about not being impartial about EFP as a therapeutic approach. Being comfortable with my own epistemological position helped with the research proposal in directing my theoretical and methodological focus towards intersubjectivity.

Reflecting on the research literature around intersubjectivity, I found no studies that had used intersubjectivity to understand how EATs affect processes of change. However, intersubjectivity was recognised in psychotherapy research as shaping the therapeutic relationship (Brandchaft, Storolow & Atwood, 2014) and impacting engagement with therapy and outcomes (Rasmussen, 2005). Emphasis was on relational processes and contexts as supporting clients to feel safe to share in the therapeutic context (Buirski & Haglund, 2001). It was also reflected how the therapist impacts on client engagement. Intersubjectivity was recognised in trauma research as a conduit for re-experiencing trauma in both problematic and healthy ways (Jaenicke, 2015). Intersubjectivity appeared well-recognised in the psychological research literature, however, how to capture intersubjectivity in methodological robust ways was unclear. Research used complex mathematical models to relate intersubjective processes that abstracted from lived experience and context (Salvatore & Tschacher, 2012). I wanted to explore intersubjectivity during EFP and thought that I needed direct access to EFP sessions to observe how it may affect processes of change. Previous EFP research had included perspectives from clients and practitioners, but not necessarily from researchers observing sessions because it was ethically inappropriate to observe therapy with clients with trauma. The ensuing reflective epilogue considers these challenges and what I have learned from the research process.

Synthesis of Results from the Empirical Studies

Drawing together results from the two studies, I will consider the limitations and strengths of my two research studies and what implications this has for other research projects.

I did not complete a systematic review because the EFP literature was sparse. On reflection, this decision resulted from my narrow focus on EFP, despite the thesis exploring trauma. I did not consider the broader therapeutic and research context in which EFP fits. I

could have completed a systematic review of trauma interventions to set context for EFP as a trauma therapy. I had thought that a systematic review was not feasible because of the limited amount of EFP/EFL research and because EAT studies were not necessarily comparable (Bachi, 2012). On reflection, I realise that I discounted this option early on and stuck with approaches that I was more familiar with. Going forward, I would look to complete a systematic review that explores psychotherapeutic approaches for trauma across different forensic settings. In doing so, I would hope to better premise my research into EFP from an intersubjective perspective, especially given the prevalence of intersubjectivity in psychotherapeutic research literature.

When researching the literature on intersubjectivity, I was confused about how to apply intersubjectivity to studying EFP. I wanted to use the perspective of intersubjectivity to understand relational processes but had qualms about how to write a substantive thesis about subjective experiences. Reflecting on this with my research supervisor, the emphasis on clear and coherent ontological and epistemological foundations helped to focus my attention on ‘in the moment’ subjective experience as the context for using intersubjectivity to explore processes of change. I hoped to gain direct access to EFP therapy either through filming or direct observation but questioned the ethical appropriateness of accessing the therapeutic space as an external observer (LeCompte & Schensul, 2015). It is well-documented that a good therapeutic alliance is conducive to improved therapeutic outcomes (Ackerman & Hilsenroth, 2003), such that violating the therapeutic space as an observer could impact on therapy (Adshead & Brown, 2003). Not being able to observe client-therapist interactions can make it difficult to analyse therapeutic approaches from the perspective of intersubjectivity.

I had planned to directly observe or film an EFP session with a client and practitioner and had received favourable feedback from EFP practitioners. However, over time EFP practitioners became less sure about this and I decided not to pursue filming of EFP clients but instead to film an EFP training experience. This raised questions about the integrity of Study One for understanding how EFP shapes processes of change for clients with histories of trauma based on retrospective accounts. I had to accept that the ethically appropriate position at the time meant that I would lose some of the intersubjective context. What mattered on reflection was how individuals perceived their experiences and not necessarily how something actually

was (Miller, 2012). I also recognised that my perceptions of a context could differ from that of clients such that the value added by filming an EFP encounter at this stage of study was perhaps negligible. I needed to understand what was occurring for people from their perspectives rather than imposing my own judgment (Freeman & Edmonstone, 2006). Whilst the thematic analysis in Study One may be shaped by my own biases and heuristics (Guest, MacQueen & Namey, 2012), themes were derived from respondent feedback which may mitigate the imposition of my own schemas and cognitions (Nowell et al, 2017). My research supervisor also helped to review themes which may have mitigated against some aspects of my bias shaping choice of themes (Braun & Clarke, 2006).

I used thematic analysis across both studies. I have acknowledged how Study One responses may be conditioned by hindsight (Patton, 2002) and how self-report measures may be cognitively biased (Baer, 2018). I used thematic analysis because I was more familiar with the approach. However, Interpretative Phenomenological Analysis uses an idiographic focus to explore how a given person in a given context makes sense of a particular situation (Coolican, 2017). This may have been more appropriate for capturing somatic and ‘in the moment’ experiencing given the focus on exploring EFP from the perspective of intersubjectivity. Going forward, I would look to use a different method of data analysis to capture the subjective experiences of participants (and myself) in a more context driven way. Whilst thematic analysis was easy to use, I am not sure that I applied it in a rigorous enough manner to analysis of the data.

I completed NVivo 12 training to organise the research data. On reflection, I have used the data analysis programme in a simple way. As my confidence with data analysis software grows, I would aim to use this approach in more sophisticated ways when comparing and contrasting data. I feel that using NVivo 12 made the process of organising data more feasible within the timescales for the data analysis, and also adds to the replicability of the research study because each stage of analysis has been recorded using memos (Bezeley, 2007). The research could have used techniques to visually represent themes, but given the number of questionnaires analysed, this could have been confusing. On reflection, I could have analysed fewer studies and given a more in-depth analysis. My decision to analyse 20 questionnaires

resulted from concern about ‘missing out’ an interesting response. I also analysed all my ethnographic field notes and reflective diaries when I could have been more selective.

Considering the semi-structured questionnaires used in Study One, respondents gave more reflective than descriptive responses. I had focused on guiding rather than directing respondents to focus on a particular EFP experience or moment from the perspective of describing behaviours of the horse, other people and the respondent. On reflection, these questions were long and difficult to follow, which may explain why respondents gave more reflective than descriptive accounts. A balance between reflection and description may have been better achieved by interviewing respondents as this would have provided opportunity to elicit more detailed responses from respondents (Bryman, 2006). However, I wanted to avoid my presence influencing responses (Cresswell, 2014). Whilst anonymous online questionnaires preserved the ethical integrity of the EFP context (Denscombe, 2012), intersubjectively may have been captured more effectively by asking EFP practitioners and trainees to offer the questionnaires to their clients and agree for both to complete on an agreed EFP experience. This may have captured intersubjectivity more effectively by having responses from a practitioner and client about a specific EFP experience.

Reflecting on the Study One thematic analysis, I read the questionnaires so many times that it became difficult to identify coherent and concise themes. Being able to consult with my research supervisor helped me to step back from the data through a more impartial perspective, thereby generating fewer themes that were more concise. Whilst I completed the data analysis, having help to refine the themes ensured that I had a more balanced perspective (Braun & Clarke, 2013). Reflecting on this, I think I should have sought help sooner. I was so preoccupied with completing the thematic analysis that I stopped thinking about the wider support network available. I became so embedded in the process that I lost sight of the intersubjective perspective. By addressing my own schemas about needing to demonstrate my competence, and becoming more accepting of help, I think that over time I have become more confident at seeking support, but still have room for development (Young, Klosko & Weishaar, 2003). This research would have benefitted from a co-researcher to complete the thematic analysis jointly. This may have mitigated against biases and heuristics influencing the thematic analyses and also made the data analysis process more manageable (Gilovich, Griffin & Kahnemann, 2002).

The strengths of Study One include its ethical considerations. The limitations of Study One are that responses are not triangulated between EFP client and practitioner (and researcher) which limits insight into the intersubjective account. Whilst I had more respondents than anticipated, having feedback from a client and practitioner on a specific EFP encounter or sessions during a programme of treatment may have provided a more coherent intersubjective approach to exploring processes of change. This may also have guaranteed that clients with histories of trauma were completing the research as I could not be sure about this with the online questionnaire.

Reflecting on the strengths and limitations of Study Two, as a Trainee Psychologist, I was unable to apply for the EFP qualification so had to complete the EFL training. I was concerned about the veracity of my research findings given that the training was not specifically in EFP. However, I covered exercises that were used with clients with trauma such that I felt more confident about the contribution of the ethnography in understanding how EFP shapes processes of change for clients with histories of trauma.

I had planned to film the EFP/EFL training as a compromise to filming a client's EFP session. However, I realised that it would not be possible or appropriate to film the training due to weather and acoustic conditions. I also realised that it would have been impossible to set up cameras or film the training whilst also participating in it. Not being able to film the training was actually a relief because it meant that I could fully immerse myself in the training experience. It also felt more appropriate because the presence of cameras could have impacted on other trainees and trainers (Bergman, 2012). The training had trainees in roles of practitioner and client in inculcating learning, which had a profound emotional impact on many trainees, including myself. It would not have been appropriate to film these experiences and I am glad that that I did not because I would not have felt comfortable myself being filmed when I had not expected to have such a uniquely personal response to the training. The change to relying on field notes allowed for a more congruent training experience as I was able to focus my attention on the training, engaging with the horses and with the other trainees and practitioners.

Intersubjectivity refers to the psychological relation between people (Benjamin, 2017). Study Two is inherently intersubjective because I was an active participant in the research context (Prus, 1996). However, there were times where I was too embedded in the training and lost sight of the research context. I am unsure whether this is due to my inexperience in completing ethnographic research or whether this was simply part of engaging in this type of research (Adler & Adler, 2003). I took feedback suggesting incongruence with myself as implying incongruence with clients in professional practice, reflecting my own insecurities about professional competence. I had inadvertently brought my own insecurities into the training space and was concerned about the integrity of the research project.

Reflecting on this now, these experiences and feelings were exactly what I was trying to explore through intersubjectivity. It took time for me to develop tolerance and to accept this experience as integral to the research process and to my own personal and professional development. I brought these feelings and feedback to supervision, which helped me in separating the more personalised elements from the research process. I was concerned that the research was too much about my therapeutic journey and somehow less credible. I reflected on why my ethnography would be any less credible because it was my own experiences and identified how my own insecurities were shaping the research context. During the EFL training, I was confronted with my own vulnerabilities, which made me feel uncomfortable. This discomfort is central to therapeutic processes and acknowledging my vulnerability and my shame has been a profound learning experience. Rather than seeking to hide my insecurities, this research project has helped me to become more accepting of my own shame. Comparing the thematic analysis of field notes and reflective diaries with that of Study One questionnaires, I reflected on how EFP addresses unmet relational needs in therapeutic context (Stern, 2017). This contributed to data analysis by providing commentary on the therapeutic relationship and how therapists can bring their own unaddressed needs into therapeutic encounters and training (Tangney, 2005).

Both studies used principles of Cognitive Analytic Therapy to analyse data. I attended a workshop on an 'Introduction to Cognitive Analytic Therapy', which inspired me to apply the model of reformulation, recognition and revision to the analysis of the ethnographic research data. It was challenging completing what is a relational approach alone and on

reflection, I should have enlisted support in contextualising my EFL training experience within this framework (Ryle, 1990).

Reflecting on the appropriateness of the CAT model as a frame of analysis for the ethnography, CAT captures the relational aspects of EFL/EFP but perhaps loses some of the somatic quality because the data analysed was largely cognitive and reflective (Scott-Jones & Watt, 2010). The model provided a way of considering how EFP facilitates change from a relational perspective. I had not planned to analyse the data using a CAT perspective, but it seemed to emerge from Study One and Two data quite naturally. Given the introductory workshop, I had been excited at the opportunity to apply the approach. On reflection, I could have taken the opportunity to consider the research from other theoretical paradigms in considering how EFP facilitates processes of change. However, applying multiple theoretical models could have meant that the data analysis lost meaning because Study One and Two could be interpreted in so many different ways (Nowell et al, 2017). I used CAT to frame analysis because it highlighted the relational context expressed in Study One and experienced in Study Two. I acknowledge that I could have analysed the research from another perspective.

The contribution of the research to the research literature

Both studies contribute to EAT research by exploring how EFP/EFL shapes processes of change. Rather than focusing on therapeutic outcomes alone, both studies have sought to explore intersubjectivity in context to understand how a primarily non-verbal experiential intervention with horses may shape processes of reflection for clients that struggle to engage in traditional talking based therapies. Both studies have provided reflection on the therapeutic relationship between client and practitioner and the importance of allowing a person to make their own meaning from the therapeutic experience. This can be challenging where clients are seeking support/explanation/reassurance from their therapist (Tangney, 1995), which may promote incongruence with self and other (Stern, 2017). These processes do contribute to the therapeutic process, however Study One reflects how the EFP practitioner taking an explicitly secondary role to the horse, created an enabling space in which clients felt unsure/uninhibited/vulnerable/safe. The multitude of participant responses reflects how EFP lends itself to a uniquely personal therapeutic experience.

Exploring processes of change from an intersubjective perspective highlighted how important relationality and connectedness is during therapeutic encounters (DeYoung, 2015). This has been established already in forensic psychological research literature. Study One and Two contribute to this discussion by providing insight into how connectedness functions in a primarily non-verbal and experiential context. I am not abstracting from animal assisted interventions into mainstream talking-based approaches, but the research contributes reflections on relationality and non-judgemental approaches when considering processes of change for clients with histories of trauma (Fisher, 2017). This may be important for offenders where the prevalence of trauma is high, and where forensic environments and policies are not always conducive to trauma-informed approaches (Needs, 2018).

This highlights the contribution Study One and Two make to forensic psychological research on shame. Between respondents' feedback and my own ethnographic reflections, rather than treating trauma, it is suggested that EFP may be treating shame. Shame often results from trauma especially in the absence of prosocial attachment figures and role models (Tangney et al, 1992). Also, the pre-existing presence of shame in people who are shame-prone, may render trauma harder to process (DeYoung, 2015). This reflection contributes to research on trauma in forensic psychology because the focus on past trauma may overlook shame-proneness impacting the therapeutic space (Spring, 2019). EFP/EFL appears to elicit and support shame-proneness in ways that respondents and myself felt able to tolerate because focus was on the horse(s). This research encourages discussion about the relationship between trauma and shame.

I did not find any other ethnographic studies of equine facilitated therapies, such that this is a novel contribution to the research literature on EATs. I have discussed the strengths and pitfalls of using ethnography to consider processes of change during EFP/EFL training from an intersubjective perspective and feel that the research method can contribute to understanding how the therapy impacts on clients, trainees and practitioners. This is caveated with ethical considerations about defending the therapeutic space for clients with histories of trauma who experience high levels of threat to self by virtue of their traumatic experiences (Harman & Lee, 2010). However, I think that EFP/EFL can contribute in supporting

psychological professionals to consider their impact on therapeutic spaces. The ethnography of EFP/EFL training suggests that ethnographic research provides insight into intersubjective experiences both from an observational and experiential level.

Ethnography has been used in forensic settings to explore how context impacts on behaviour in closed environments such as prisons (Phillips & Earle, 2010). Based on Study Two, I think that ethnography is a useful method for exploring how intersubjectivity affects processes of change in secure settings. However, it requires a researcher that is aware of and accepting of their own shame-states to support engagement in processes and environments that may be triggering (Spring, 2019). The research provided reflection on how researchers may abstract their sense of self from research processes, and from therapeutic encounters, which may affect congruence with self and other (Temple, 1996).

What I have gained personally from undertaking the professional doctorate?

Trying to maintain a balance between gathering research, engaging in the training, and reflecting on self and relationships with others, I felt overwhelmed at times during the completion of this research project. Reflecting on how the training has impacted me, at the time I compartmentalised and intellectualised my personal experiences, caveating it as part of the research process because I must separate myself from the research or make it impartial (Corbin & Strauss, 2008). This made the process of data gathering during the ethnography feel more tolerable but was also a defence mechanism against what I now recognise as threat to self (Miller, 2012). This distancing affected my congruence with the training experience, and this was remarked on by the EFP/EFL trainers. To have my own ineptitudes commented on by others, I began reflecting on therapeutic relationships with clients, and whether I was also incongruent with them. I had felt worried about my professional competence, but with time I realised that the EFP/EFL training experience had encouraged me to reflect on issues that I previously dissociated from. Whilst it had felt uncomfortable, I realised I had experienced first-hand how the intersubjective context with horses and other trainees and EFP trainers had elicited a process of self-to-other reflection.

Integrating the personal, professional and research elements together, I think that research itself is an intersubjective experience. I related my experiences to feedback from Study One respondents which helped me in understanding my own perceptions of insecurity and unworthiness. This led to reflection on the broader context of research and the relation between researchers and their objects of study. Completing an ethnography was a deeply intersubjective experience because I was engaged directly with EFP and EFL as a trainee. I think that psychological research is becoming more accepting of subjective experiences as ‘objects’ of study. Acknowledging my insecurities and accepting this as part of the research process was daunting but enabled me to feel less reticent about using ethnography in psychological research going forward.

Reflecting on this within the wider context of being a Trainee Forensic Psychologist, I recognise that this thesis has many pitfalls. I have spent hours reviewing and rewriting this thesis and many times felt lost because I lost meaning, or my contribution was not original enough, or too clinical rather than forensic. What is original, what is valid, what is credible and relevant? What is the right balance between giving my own self to the research and maintaining distance? I am not sure that I have answered these questions properly, but I think I have prompted further thought and hopefully discussion.

I have never written a reflective epilogue. Trying to encapsulate two years of experience in a rigorous and readable format was challenging, and I feel that the reflective epilogue lacks formality. This reflective epilogue has helped me to accept the shortcomings of the research project, to explore what went wrong and where gaps lie in theoretical and methodological approach. It has also encouraged me to feel comfortable with what went well and to consider future research prospects in this area of research. What I have gained personally from undertaking the professional doctorate is an appreciation of process, how I evidence my competences and acknowledge my shortcomings as areas of development. I have become more receptive to feedback, although I can still be overly self-critical. I have been addressing this by practicing mindfulness to avoid rumination (Bowen & Kurz, 2012) and have also consulted the research literature on Acceptance and Commitment Therapy about sitting with discomfort without dwelling on negativity (Hayes & Pierson, 2005). This thesis is part of a journey of development, and I am excited about where my career may lead next.

REFERENCE LIST

- Ackerman, S. J., & Hilsenroth, M. J. (2003). A review of therapist characteristics and techniques positively impacting the therapeutic alliance. *Clinical Psychology Review*, 23, 1-33. [https://doi.org/10.1016/S0272-7358\(02\)00146-0](https://doi.org/10.1016/S0272-7358(02)00146-0)
- Adler, P. A., & Adler, P. (2003). The promise and pitfalls of going into the field. *Contexts*, 2(2), 41-47. <https://doi.org/10.1525/ctx.2003.2.2.41>.
- Adshead, G., & Brown, C. (2003). *Ethical Issues in Forensic Mental Health Research*. London: Jessica Kingsley.
- Aitken, G. & McDonnell, K. (2006). The use of Cognitive Analytic Therapy with women in secure settings. In P. H., Pollock, M, Stowell-Smith & M, Gopfert. (eds.) *Cognitive Analytic Therapy for Offenders: A New Approach to Forensic Psychotherapy*. East Sussex: Routledge. (pp 121-138).
- Allen, J. G., Lemma, A., & Fonagy, P. (2012). 'Trauma'. In A. W. Bateman & P. Fonagy (Eds), *Handbook of mentalizing in mental health practice* (pp. 419 – 444). Washington, DC: American Psychiatric Publishing.
- American Psychiatric Association. (2013a). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychological Association.
- Ardino, V. (2012). Offending behaviour: the role of trauma and PTSD. *European Journal of Psychotraumatology*, 3. <http://doi.org/10.3402/ejpt.v3i0.18968>

- Bachi, K. (2012). Equine-facilitated psychotherapy: The gap between practice and knowledge. *Society and Animals*, 20(4), 364-380. <https://doi.org/10.1016/B978-0-12-812601-1.00024-9>
- Bachi, K. (2013a). Application of attachment theory to equine-facilitated psychotherapy. *Journal of Contemporary Psychotherapy*, 43(3), 187-196. <https://doi.org/10.1007/s10879-013-9232-1>
- Bachi, K. (2013b). Equine-facilitated prison-based programmes within the context of prison-based animal programmes: state of the science review, *Journal of Offender Rehabilitation*, 52 (1), 46-74. <https://doi.org/10.1080/10509674.2012.734371>
- Baer, R. A., Smith, G. T., Lykins, E., Button, D., Krietemeyer, J., Sauer, S., Walsh, E., Duggan, D., & Williams, M. G. (2008). Construct validity of the Five Facet Mindfulness Questionnaire in meditating and non-meditating samples. *Assessment*, 15(3), 329-342. <https://doi.org/10.1177/1073191107313003>
- Baer, R. (2018). Assessment of mindfulness by self-report. *Current Opinion in Psychology*, 28, 42-48. <http://doi.org/10.1016/j.copsyc.2018.10.015>
- Bateman, A. (1996). Defence Mechanisms: General and Forensic Aspects. In C. Cordex & M. Cox (eds). *Forensic Psychotherapy: Crime, Psychodynamics and the Offender Patient*. London: Jessica Kingsley Publishers. Pp. 41-55.
- Bateman, A. W., & Fonagy, P. (2000). Effectiveness of psychotherapeutic treatment of personality disorder. *The British Journal of Psychiatry*, 177(2), 138-143. <http://doi.org/10.1192/bjp.177.2.138>

- Bateman, J. O., & Gutheil, T. G. (2001). Informed consent in psychotherapy. *American Journal of Psychiatry*, 158(1), 4-10. <http://doi.org.10.1176/appi.ajp.158.1.4>
- Bazeley, P., & Jackson, K. (2013). *Qualitative Data Analysis with NVivo*. London: Sage Publications, Ltd.
- Beahrs, J. O., & Gutheil, T. G. (2001). Informed consent in psychotherapy. *American Journal of Psychiatry*, 158(1), 4-10. <http://doi.org.10.1176/appi.ajp.158.1.4>
- Beebe, B., Knoblauch, S., Rustin, J., Sorter, D., Jacobs, T. J., & Pally, R. (2005). *Forms of Intersubjectivity in Infant Research and Adult Treatment*. New York, NY, US: Other Press.
- Benjamin, J. (2017). *Beyond Doer and Done To: Recognition Theory, Intersubjectivity and the Third*. Abingdon, Oxon: Routledge.
- Berger, R., & McLeod, J. (2006). Incorporating nature into therapy: a framework for practice. *Journal of Systemic Therapies*, 25(2), 80-94. <https://doi.org/10.1521/jsyt.2006.25.2.80>
- Bergman, P. (2012). An Experiment in Filmed Psychotherapy. In L. A. Gottschalk (Eds). *Methods of Research in Psychotherapy*. New York: Springer Science & Business Media.
- Beutler, L. E. (2001). Comparisons among quality assurance systems: From outcome assessment to clinical utility. *Journal of Consulting and Clinical Psychology*, 69(2), 197-204. <http://dx.doi.org/10.1037/0022-006X.69.2.197>

Bezeley, P. (2007). *Qualitative Data Analysis with NVivo*. London: Sage.

Blackstone, J. (2006). Intersubjectivity and nonduality in the psychotherapeutic relationship. *The Journal of Transpersonal Psychology*, 38(1), 25-40. Available at: <https://pdfs.semanticscholar.org/e2d6/d6fa8fe92a4df1918613fd71467951893b6a.pdf>

Blagden, N., Winder, B., & Hames, C. (2016). 'They treat us like human beings' – Experiencing a therapeutic sex offenders prison: Impact on prisoners and staff and implications for treatment. *International Journal of Offender Therapy and Comparative Criminology*, 60(4), 371-396. <http://doi.org/10.11770306624X14553227>

Bowen, S., & Kurz, A. S. (2012). Between- session practice and therapeutic alliance as predictors of mindfulness after mindfulness-based relapse prevention. *Journal of Clinical Psychology*, 68(3), 236–245. <https://doi.org/10.1002/jclp.20855>

Boyd, K. J. (2013). The language of equus: exploring equine assisted psychotherapy (EAP) using the Equine Assisted Growth and Learning Association (EAGALA) model. *Theses, Dissertations and Projects*. Masters Thesis, Smith College, Northampton, MA. <https://scholarworks.smith.edu/theses/587>

Brandchaft, B., Storolow, R. D., & Atwood, G. E. (2014). *Psychoanalytic Treatment: An Intersubjective Approach*. New York: Routledge.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 83. <http://doi.org/10.1191/1478088706qp063oa>

- Braun, V., & Clarke, V. (2013) *Successful Qualitative Research: A Practical Guide for Beginners*, Sage Publications: London.
- Briere, J., & Scott, C. (2006). *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*. California: SAGE Publications. (pp. 37-63).
- British Psychological Society. (2010). *BPS Code of Human Research Ethics*.
www.bps.org.uk/system/files/Public%20files/inf180_web.pdf
- Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: mindfulness and its role in psychological wellbeing. *Journal of Personality and Social Psychology*, 84(4), 822-848. <https://doi.org/10.1037/0022-3514.84.4.822>
- Brown, K. W., & Ryan, R. M. (2004). Perils and promise in defining and measuring mindfulness: Observations from experience. *Clinical Psychology: Science and Practice*, 11(3), 242-248. <https://doi.org/10.1093/clipsy.bph078>
- Brown, J. M., & Campbell, E.A. (2010) *The Cambridge Handbook of Forensic Psychology*, Cambridge: Cambridge University Press.
- Brown S. E. (2011). Self-Psychology and the Human-Animal Bond: An Overview. In C. Blazina., G. Boyraz & D. Shen-Miller D. (eds). *The Psychology of the Human-Animal Bond*. Springer, New York, NY.
- Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done?. *Qualitative Research*, 6(1), 97-113. <https://doi.org/10.1177/1468794106058877>

- Buirski, P., & Haglund, P. (2001). *Making Sense Together: The Intersubjective Approach to Psychotherapy*. Northvale, NJ: Jason Aronson.
- Burgen, H. L. (2011). 'Queen of the world': experiences of 'at-risk' young people participating in equine-assisted learning/therapy. *Journal of Social Work Practice: Psychotherapeutic Approaches in Health, Welfare and the Community*, 25 (2), 165-183. <https://doi.org/10.1080/02650533.2011.561304>
- Burgen, H. L. (2014). *Equine-Assisted Therapy and Learning with At-Risk Young People*. New York: Palgrave-Macmillan.
- Buzel, A. H. (2016). *Beyond Words: The Healing Power of Horses*. Bloomington: Author House.
- Calvert, R., & Kellett, S. (2014). Cognitive analytic therapy: A review of the outcome evidence base for treatment. *Psychology and Psychotherapy: Theory, Research and Practice*, 87(3), 253-277. <http://doi.org/10.1111/papt.12020>
- Campbell, L.F., Norcross, J.C., Vasquez, M.J., & Kaslow, N.J. (2013). Recognition of psychotherapy effectiveness: The APA resolution. *Psychotherapy*, 50(1): 98–101. <http://doi.org/10.1037/a0031817>
- Cantin, A., & Marshall-Lucette, S. (2011). Examining the literature on the efficacy of Equine Assisted Therapy for people with mental health and behavioural disorders. *Mental Health and Learning Disabilities Research and Practice*, 8(1), 51-61. <https://www.evidence.nhs.uk/Search?q=equine+assisted+therapy>

- Carlsson, C. (2014). Triads in equine-assisted social work enhance therapeutic relationships with self-Harming adolescents. *Clinical Social Work Journal*, 45(4), 320-331. <https://doi.org/10.1007/s10615-016-0613-2>
- Carr, R. B. (2011). Combat and human existence: Toward an intersubjective approach to combat related PTSD. *Psychoanalytic Psychology*, 28(4), 471-496. <http://doi.org/10.1037/a0024174>
- Cassidy, J., & Shaver, P. R. (1999). *Handbook of Attachment: Theory, Research, and Clinical Applications*. The Guildford Press: New York.
- Chambers, J. C., Eccleston, L., Day, A., Ward, T., & Howells, K. (2008). Treatment readiness in violent offenders: the influence of cognitive factors on engagement in violence programmes. *Aggression and Violent Behaviour*, 13(4), 276-284. <http://doi.org/10.1016/j.avb.2008.04.003>
- Clark, D. (2010). Therapy and offending behaviour programmes. In J. Harvey & K. Smedley (eds.). *Psychological Therapy in Prisons and Other Settings*. Oxon: Willan Publishing. (pp. 234-256).
- Clarke, D. M., & Beck, A. T. (1988). Cognitive approaches. In C. G. Last & M. Hersen (Eds.), *Handbook of Anxiety Disorders*. New York: Pergamon. pp. 362 – 385.
- Clarke, C., & Nicholls, H. (2018). *Third Wave CBT Integration for Individuals and Teams: Comprehend, Cope and Connect*. London: Routledge.

- Cohen, T. R., Wolf, S. T., Panter, A. T., & Insko, C. A. (2011). Introducing the GASP scale: a new measure of guilt and shame proneness. *Journal of Personality and Social Psychology*, *100*(5), 947. <https://doi.org/10.1037/a0022641>
- Coleman, D. (2005). Trauma and incarcerated youth. *Journal of Evidence-Based Social Work*, *2*(3), 113–124. http://doi.org/10.1300/j394v02n03_08
- Coolican, H. (2017). *Research Methods and Statistics in Psychology*, (6th ed). Psychology Press.
- Corbin, J. M., & Strauss, A. L. (2008). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. London: Sage Publications Inc.
- Cortina, M., & Liotti, G. (2010). Attachment is about safety and protection, intersubjectivity is about sharing and social understanding: The relationships between attachment and intersubjectivity. *Psychoanalytic Psychology*, *27*(4), 410-441. <http://dx.doi.org/10.1037/a0019510>
- Courtois, C. A. (2004). Complex trauma, complex reactions: Assessment and treatment. *Psychotherapy: Theory, Research, Practice, and Training*, *41*, 412-425. <https://doi.org/10.1037/1942-9681.S.1.86>
- Courtois, C. A., Ford, J. D., & Cloitre, M. (2009). Best practices in psychotherapy for adults. In C. A. Courtois, & J. D. Ford (Eds.). *Treating Complex Traumatic Stress Disorders: An Evidence-Based Guide*. New York: The Guilford Press.

Crawley, E. M. (2004). Emotion and performance: Prison officers and the presentation of self in prisons. *Punishment and Society*, 6(4), 411-427.
<https://doi.org/10.1177/1462474504046121>

Cresswell, J. W. (2014). *Research design: Qualitative, quantitative, and Mixed-Methods Approaches*. London: Sage Publications.

Crisford, H., Dare, H., & Evangelii, M. (2008). Offence-related posttraumatic stress disorder (PTSD) symptomatology and guilt in mentally disordered violent and sexual offenders. *The Journal of Forensic Psychiatry & Psychology*, 19(1), 86-107.
<https://doi.org/10.1080/14789940701596673>

Day, A., Casey, S., Vess, J., & Huisy, G. (2012). Assessing the therapeutic climate of prisons. *Criminal Justice and Behaviour*, 39(2), 156-168.
<https://doi.org/10.1177/0093854811430476>

DeLamater, J., & Ward, A. (2014). *Handbook of Social Psychology*. London: Springer Ltd.

Denscombe, M. (2012) *Research Proposal: A Practical Guide*. Maidenhead: Open University Press.

DePrince, A. P., & Freyd, J. J. (2002). 'The Harm of Trauma: Psychological fear, shattered assumptions, or betrayal?'. In J. Kauffman, *Loss of the Assumptive World: a theory of traumatic loss*. New York: Brunner-Routledge. pp. 71-82.

DeYoung, P. A. (2015). *Understanding and Treating Chronic Shame: A Relational/Neurobiological Approach*. London: Routledge.

- Dror, I. E., & Murrrie, D. C. (2018). A hierarchy of expert performance applied to forensic psychology assessments. *Psychology, Public Policy, and Law*, 24(1), 11-23. <http://dx.doi.org/10.1037/law0000140>
- Dunning, A., & Kohanov, L. (2017). *The Horse Leads the Way: Honouring the True Role of the Horse in Equine Facilitated Practice*. London: YouCaxton Publications.
- Dziegielewski, N. (2014). Trauma-focused equine assisted psychotherapy: A quantitative study of intervention effectiveness. Retrieved from: https://scholarworks.smith.edu/cgi/viewcontent.cgi?referer=https://scholar.google.co.uk/scholar?hl=en&as_sdt=0%2C5&q=equine+intersubjectivity&btnG=&oq=equin&httpsredir=1&article=1856&context=theses
- Ethics Committee of the British Psychological Society. (2009). *BPS Code of Ethics and Conduct*. [www.bps.org.uk/sites/bps.org.uk/files/Policy%20-%20Files/Code%20of%20Ethics%20and%20Conduct%20\(2009\).pdf](http://www.bps.org.uk/sites/bps.org.uk/files/Policy%20-%20Files/Code%20of%20Ethics%20and%20Conduct%20(2009).pdf)
- Evans, J., & Parry, G. (1996). The impact of reformulation in cognitive analytic therapy with difficult to help clients. *Clinical Psychology and Psychotherapy*, 3(2), 109-117. [https://doi.org/10.1002/\(SICI\)1099-0879\(199606\)3:2<109::AID-CPP65>3.0.CO;2-U](https://doi.org/10.1002/(SICI)1099-0879(199606)3:2<109::AID-CPP65>3.0.CO;2-U)
- Farmer, E., & Andrews, B. (2009). Shameless yet angry: shame and its relationship to anger in male younger offenders and undergraduate controls. *The Journal of Forensic Psychiatry & Psychology*, 20(1), 48-65. <http://doi.org/10.1080/14789940802205315>
- Fine, A. H. (2010). Incorporating animal-assisted therapy into psychotherapy: guidelines and suggestions for therapists. In A. H. Fine (3rd eds.). *Handbook on Animal-Assisted Therapy*. Academic Press.

- Fisher, C. B., & Oransky, M. (2008). Informed consent to psychotherapy: protecting the dignity and respecting the autonomy of patients. *Journal of Clinical Psychology, 64*(5), 576-588. <http://doi.org/10.1002/jclp.20472>
- Fisher, J. (2017). *Healing the Fragmented Selves of Trauma Survivors*. London: Routledge.
- Frankfurt, S., & Frazier, P. (2016). A review of research on moral injury in combat veterans. *Military psychology, 28*(5), 318-330. <https://doi.org/10.1037/mil0000132>
- Freeman, C., & Edmonstone, Y. (2006). Research in psychotherapy. In C. Freeman., & P. Tyrer. (3rd Eds.). *Research Methods in Psychiatry*. London: Gaskell.
- Frewin, K., & Gardiner, B. (2005). New age or old sage? A review of equine-assisted psychotherapy. *The Australian Journal of Counselling Psychology, 6*, 13-17. Retrieved from: http://www.marleysmission.com/pdf/new_age.pdf.
- Ford, J. D., & Russo, E. (2006). A trauma-focused, present-centered, emotional self-regulation approach to integrated treatment for post-traumatic stress and addiction: Trauma Adaptive Recovery Group Education and Therapy (TARGET). *American Journal of Psychotherapy, 60*, 335-355. <https://doi.org/10.1176/appi.psychotherapy.2006.60.4.335>
- Fortune, C. A., Ward, T., & Polaschek, D. L. L. (2014). The good lives model and therapeutic environments in forensic settings. *Therapeutic Communities: The International Journal of Therapeutic Communities, 35*(3), 95-104. <https://doi.org/10.1108/TC-02-2014-0006>
- Garland, C. (2002). Thinking about trauma. In C. Garland (2nd Eds.) *Understanding Trauma: A Psychoanalytic Approach*. (pp. 9-31). London: Karnac (books) Ltd.

- Geller, S. M., & Greenberg, L. S. (2012). Experiential approaches: Somatic, emotion-focused, creative, and relational approaches to cultivating therapeutic presence. In S. M. Geller & L. S. Greenberg, *Therapeutic presence: A Mindful Approach to Effective Therapy* (p. 207–230). Washington, DC: American Psychological Association.
- Geller, S. M. (2013). Therapeutic Presence: An Essential Way of Being. In Cooper, M., Schmid, P. F., O'Hara, M., & Bohart, A. C. (Eds.). *The Handbook of Person-Centred Psychotherapy and Counselling* (2nd ed.). Basingstoke: Palgrave. (pp. 209-222).
- Gilbert, P. (1998). What is shame? Some core issues and controversies. In P. Gilbert & B. Andrews (Eds.), *Shame: Interpersonal Behaviour, Psychopathology, and Culture*. New York: Oxford University Press. pp. 39-45.
- Gilbert, P. (2009). "Introducing compassion-focused therapy". *Advances in Psychiatric Treatment*, 15(3): 199–208. <https://doi.org/10.1992/apt.bp.107.005264>.
- Gillespie, A. (2007). The social basis of self-reflection. In J. Valsiner & A. Rosa (Eds.) *The Cambridge Handbook of Sociocultural Psychology*. Cambridge: Cambridge University Press.
- Gilligan, J. (1996). Exploring shame in special settings: the psychotherapeutic approach. In C. Cordex & M. Cox (eds). *Forensic Psychotherapy: Crime, Psychodynamics and the Offender Patient*. London: Jessica Kingsley Publishers. pp. 475-491.
- Gordon, J. (2018). *Psychic Assaults and Frightened Clinicians: Countertransference in Forensic Settings*. London: Routledge.

Guest, G. S., MacQueen, K. M., & Namey, E. E. (2012). *Applied Thematic Analysis*. London: Sage Publications, Inc.

Hagan, A. J. (2005). An exploration of the experiences of adolescents who participated in Equine-Facilitated Psychotherapy: A resiliency perspective. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 65(12-B), 6653. Retrieved from:

https://www.researchgate.net/publication/36175975_An_exploration_of_the_experiences_of_adolescents_who_participated_in_equine_facilitated_pschotherapy_a_resilienncy_perspective

Hallberg, L. (2018). *The Clinical Practice of Equine-Assisted Therapy*. New York: Routledge.

Hammersley, R. (2011). Pathways through drugs and crime: Desistance, trauma and resilience. *Journal of Criminal Justice*, 39(3), 268-272. <https://doi.org/10.1016/j.jcrimjus.2011.02.006>

Harman, R., & Lee, D. (2010). The role of shame and self-critical thinking in the development and maintenance of current threat in post-traumatic stress disorder. *Clinical Psychology and Psychotherapy*, 17(1), 13-24. <https://doi.org/10.1002/cpp.636> .

Harrison, C., Jones, R. S. P., & Huws, J. C. (2012). 'We're people who don't touch': exploring clinical psychologists' perspectives on their use of touch in therapy. *Journal of Counselling Psychology Quarterly*, 25(3), 277-287. <https://doi.org/10.1080/09515070.2012.671595>

Hayes S.C., & Pierson H. (2005) Acceptance and Commitment Therapy. In A. Freeman., S. H. Felgoise., C. M. Nezu., A. M. Nezu., & M. A. Reinecke. (eds.). *Encyclopedia of Cognitive Behaviour Therapy*. Springer: Boston, MA.

Hazanov, V. (2019). *The Fear of Doing Nothing: Notes of a Young Therapist*. Sphinx: London.

Hemingway, A., Meek, R., & Hill, C. E. (2015). An exploration of an equine-facilitated learning intervention with young offenders. *Society & Animals*, 23(6), 544-568. <https://doi.org/10.1163/15685306-12341382>

Holloway, I., & Todres, L. (2003). The status of method: flexibility, consistency and coherence. *Qualitative Research*, 3(3), 345-357. <https://doi.org/10.1177/1468794103033004>

Holmes, C. M. P. (2012). The benefits of equine-assisted activities: an exploratory study. *Child and Adolescent Social Work Journal*, 29(2), 111-122. <https://doi.org/10.1007/s10560-011-0251-z>

Howell, E. & Itzkowitz, S. (2016). *The Dissociative Mind in Psychoanalysis: Understanding and Working With Trauma*. London: Routledge.

Huckson, K., & Lebel, J. L. (2013). Trauma-Informed Care. In K. Yeager., Cutler, D., D Svendsen., & G. M. Sills, *Modern Community Mental Health: An Interdisciplinary Approach*. Oxford: Oxford University Press.

Jarvis, M. (2005). *Theoretical approaches in psychology*. London: Routledge.

Jensen, P. (2017). Genetics, Evolution and Domestication. In P. Jensen (3rd Eds). *The Ethology of Domestic Animals: An Introductory Text*. Oxfordshire: CABI.

- John, W., & Johnson, P. (2000). The pros and cons of data analysis software for qualitative research. *Journal of Nursing Scholarship*, 32(4), 393-397. <https://www.ncbi.nlm.nih.gov/pubmed/11140204> In A. Tashakkori & C. Teddlie (Eds.), *Mixed Methods in Social & Behavioral Research* (2nd Eds.). Thousand Oaks, CA; SAGE Publications. (pp. 297-320).<http://dx.doi.org/10.1037/0033-3204.33.1.30>
- Jones, S. E., & LeBaron, C. D. (2002). Research on the relationship between verbal and nonverbal communication: Emerging integrations. *Journal of Communication*, 52(3), 499-521. <https://doi.org/10.1111/j.1460-2466.2002.tb02559.x>
- Karol, J. (2007). Applying a traditional individual psychotherapy model to equine-facilitated psychotherapy (EFP): Theory and method. *Clinical Child Psychology and Psychiatry*, 12(1), 77-90. <https://doi.org/10.1177/1359104507071057>
- Kazdin, A. E. (2007). Mediators and mechanisms of change in psychotherapy research. *Annual Review of Clinical Psychology*, 3, 1-27. <https://doi.org/10.1146/annurev.clinpsy.3.022806.091432>
- Keeling, L. J., Jonare, L., & Lanneborn, L. (2009). Investigating horse–human interactions: The effect of a nervous human. *The Veterinary Journal*, 181(1), 70-71. <https://doi.org/10.1016/j.tvjl.2009.03.013>
- Kemp, K., Signal, T., Botros, H., Taylor, N., & Prentice, K. (2013). Equine-facilitated therapy with children and adolescents who have been sexually abused: A program evaluation study. *Journal of Child and Family Studies*, 23(3), 558-566. <https://doi.org/10.1007/s10826-013-9718-1>
- Kendall, E., Maujean, A., Pepping, C. A., Downes, M., Lakhani, A., Byrne, J., & Macfarlane, K. (2015). A systematic review of the efficacy of equine-assisted interventions on

psychological outcomes. *European Journal of Psychotherapy & Counselling*, 17(1), 57-79. <https://doi.org/10.1080/13642537.2014.996169> zas

Kleber, R. J., Brom, D., & Defares, P. B. (1992). *Coping with Trauma: Theory, Prevention and Treatment*. Lisse, Netherlands: Swets & Zeitlinger Publishers.

Klontz, B. T., Bivens, A., Leinart, D. & Klontz, T. (2007). The effectiveness of equine-assisted experiential therapy: Results of an open clinical trial. *Society and Animals*, 15(3), 257-267. <http://doi:10.1163/156853007X217195>

Kluttig, T., Odenwald, M., & Hartmann, W. (2008). Fatal violence – from trauma to offence: A case study in forensic psychotherapy and trauma therapy with a migrant patient. *International Forum of Psychoanalysis*, 18(1), 42-49. <http://doi.org/10.1080/08037060802658512>

Kruppa, I. (1991). Perpetrators suffer trauma too. *The Psychologist*, 4(410), 403.

Lac, V. (2017). *Equine-Facilitated Psychotherapy and Learning: The Human-Equine Relational Development (HERD) Approach*. London: Academic Press.

Laurie, H., & Noble, J. (2015). *The HorseCourse: working with offenders. Evidence Review: Theory of Change and Contribution Analysis*. Retrieved from: http://www.thehorsecourse.org/docs/TheHorseCourse_Evidence_Review_2015_web.pdf

Lee, P., & Dakin, E. (2016). Narrative Synthesis of equine-assisted psychotherapy literature: Current knowledge and future research directions. *Health and Social Care in the Community*, 24(3), 225-246. <http://doi.org/10.1111/hsc.12201>.

- Lentini, J. A., & Knox, M. (2009). A qualitative and quantitative review of Equine-Facilitated Psychotherapy (EFP) with children and adolescents. *The Open Complementary Medicine Journal*, 1, 51-57. Available at: <https://benthamopen.com/contents/pdf/TOALTMEDJ/TOALTMEDJ-1-51.pdf>
- Lieber, E., & Weisner T. S. (2010). Meeting the practical challenges of mixed methods research. In A. Tashakkori & C. Teddlie (Eds.). *Mixed Methods in Social & Behavioral Research* (2nd Eds.). Thousand Oaks, CA; SAGE Publications. (pp. 559-611).
- Martin, R., Graham, F. P., Taylor., & Levack, W. (2017). Mechanisms of change for children participating in therapeutic horse riding: A grounded theory. *Physical & Occupational Therapy in Pediatrics*. <http://doi.10.1080/01942638.2017.1400492>
- McColl, E. (2005). Developing Questionnaires. In P. Fayers & R. Hayes (eds.). *Assessing Quality of Life in Clinical Trials: Method and Practice*. (pp. 9-21). Oxford: Oxford University Press.
- McGauley, G., & Humphrey, M. (2003). Contribution of forensic psychotherapy to the care of forensic patients. *Advances in Psychiatric Treatment*, 9(2), 117-124. <http://doi.org.10.1192/apt.01.43>
- McMurrin, M. & Ward, T. (2010). Motivating offenders to change in therapy: An organising framework, *Legal and Criminal Psychology*, 9(2), 295-311. <https://doi.org/10.1348/1355325041719365>
- Meinersmann, K. M., Bradberry, J., & Bright-Rogers, F. (2008). Equine-facilitated psychotherapy with adult female survivors of abuse. *Journal of Psychosocial Nursing and Mental Health Services*, 46(12), 36-42. <https://doi.org/10.3928/02793695-20081201-08>

- Michell, J. (2003). The quantitative imperative: Positivism, naïve realism and the place of qualitative methods in psychology. *Theory and Psychology*, 13(1), 5-31.
<https://doi.org/10.1177/0959354303013001758>
- Miller, T. (2012). Reconfiguring research relationships: regulation, new technologies, and doing ethical research. In T. Miller, M. Birch, M. Mauthner & J. Jessop. (2nd Eds.). *Ethics in Qualitative Research*. London: Sage Publications.
- Miller, N. A., & Najavits, L. M. (2012). Creating trauma-informed correctional care: a balance of goals and environment. *European Journal of Psychotraumatology*, 3(s1).
<http://doi.org/10.3402/ejpt.v3i0.1726>
- Minton, K., Ogden, P., Pain, C., Siegel, D. J., & Van Der Kolk, B. (2016). *Trauma and the Body: A Sensorimotor Approach to Psychotherapy (Norton Series on Interpersonal Neurobiology)*. London: W. W. Norton & Company, Inc.
- Morgan, R. D., & Winterowd, C. L. (2002). Interpersonal process-oriented group psychotherapy with offender populations. *International Journal of Offender Therapy and Comparative Criminology*, 46(2), 466-482.
<http://doi.org/10.1177/0306624X02464008>
- Muskett, C. (2014). Trauma-informed care in inpatient mental health settings: A review of the literature. *International Journal of Mental Health Nursing*, 23(1), 51-59.
<https://doi.org/10.1111/inm.12012>
- Needs, A. (2018). Only connect: implications of social processes and contexts for understanding trauma. In G. Akerman., A. Needs., & C. Bainbridge. (Eds.).

Transforming Environments and Rehabilitation: A Guide for Practitioners in Forensic Settings and Criminal Justice. Abingdon, Oxon: Routledge. (pp. 63-90).

Needs, A., & Adair-Stantiall, A. (2018). The social context of transition and rehabilitation. In G. Akerman., A. Needs., & C. Bainbridge. (Eds.). *Transforming Environments and Rehabilitation: A Guide for Practitioners in Forensic Settings and Criminal Justice*. Abingdon, Oxon: Routledge. (pp. 31-60).

Nitti, M., Ciavolino, E., Salvatore, S., & Gennaro, A. (2010). Analysing psychotherapy process as intersubjective sensemaking: an approach based on discourse analysis and neural networks. *Journal of Psychotherapy Research*, 20(5), 546-563. <http://doi.org/10.1080/10503301003641886>

Nolan, P. (2012). *Therapist and Client: A Relational Approach to Psychotherapy*. Oxford: John Wiley & Sons, Ltd.

Noll, D. E. (2003). Restorative justice: outlining a new direction for forensic psychology. *Journal of Forensic Psychology Practice*. 3(1), 5-24. https://doi.org/10.1300/J158v03n01_02

Norcross, J. C., Krebs, P. M., & Prochaska, J. O. (2011). Stages of change. *Journal of Clinical Psychology*, 67(2), 143-154. <https://doi.org/10.1002/jclp.20758>

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1-13. <https://doi.org/10.1177/1609406917733847>

- O' Gorman, K. & MacIntosh, R. (2015). Mapping research methods. In K. O' Gorman and R. MacIntosh, (eds). *Research Methods for Business and Management: A Guide to Writing your Dissertation* (pp. 50-74), 2nd ed. Wolvercote: Goodfellow.
- Ouimette, P., & Brown, P. J. (Eds.). (2003). *Trauma and Substance Abuse: Causes, Consequences, and Treatment of Comorbid Disorders*. Washington, DC, US: American Psychological Association.
- Paget, S., & Woodward, R. (2018). The Enabling Environments Award as a Transformative Process. In G. Akerman., A. Needs., & C. Bainbridge. (Eds.). *Transforming Environments and Rehabilitation: A Guide for Practitioners in Forensic Settings and Criminal Justice*. Abingdon, Oxon: Routledge. (pp. 240-252).
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods* (3rd Ed.). Thousand Oaks, CA: Sage Publications.
- Pawson, R. & Tilley, N. (1997). *Realistic Evaluation*. London: Sage.
- Pearlman, L. A., & Courtois, C. A. (2005). Clinical applications of the attachment framework: relational treatment of complex trauma. *Journal of Traumatic Stress, 18*(5), 449-459.
<https://doi.org/10.1002/jts.20052>
- Pearson, F. S. & Lipton, D. S. (1999). A meta-analytic review of the effectiveness of corrections-based treatments for drug abuse. *The Prison Journal, 79*(4), 384-410.
<https://doi.org/10.1177/0032885599079004003>

- Phillips, C., & Earle, R. (2010). Reading difference differently? Identity, epistemology and prison ethnography. *The British Journal of Criminology*, 50(2), 360-378. <https://doi.org/10.1093/bjc/azp081>
- Polaschek, D. L. (2012). An appraisal of the risk–need–responsivity (RNR) model of offender rehabilitation and its application in correctional treatment. *Legal and Criminological Psychology*, 17(1), 1-17. <https://doi.org/10.1111/j.2044-8333.2011.02038.x>
- Pollock, P. H., & Stowell-Smith, M. (2006). Cognitive Analytic Therapy applied to offending: theory, tools and practice. In P. H., Pollock, M, Stowell-Smith & M, Gopfert. (eds.) *Cognitive Analytic Therapy for Offenders: A New Approach to Forensic Psychotherapy*. East Sussex: Routledge. pp 1-42.
- Prochaska, J. O., & DiClemente, C. C. (1983). Stages and processes of self-change of smoking: Toward an integrative model of change. *Journal of Consulting and Clinical Psychology*, 51(3), 390-395. <http://dx.doi.org/10.1037/0022-006X.51.3.390>
- Proctor, G. (2005). Working in forensic settings in a person-centred way. *Person-Centred and Experiential Psychotherapies*, 4(1), 20-30. <https://doi.org/10.1080/14779757.2005.9688365>
- Proops, L., Grounds, K., Smith, A. V., & McComb, K. (2018). Animals remember previous facial expressions that specific humans have exhibited. *Current Biology*, 28(9), 1428-1432. <https://doi.org/10.1016/j.cub.2018.03.035>
- Prus, R. C. (1996). *Symbolic Interaction and Ethnographic Research: Intersubjectivity and the Study of Human Lived Experience*. Albany, UK: New York Press.

- Quincey, C. E. (2000). The Vitality of Human Engagement. In Hameroff, S. R., Kaszniak, A. W., Chalmers, D. J. (eds.). *Toward a Science of Consciousness III: The Third Tucson Discussions and Debates*. Massachutes: MTT Press.
- Rasmussen, B. (2005). An intersubjective perspective on vicarious trauma and its impact on the clinical process. *Psychotherapeutic Approaches in Health, Welfare and the Community*, 19(1), 19-30. <http://doi.org/10.1080/02650530500071829>
- Raufman, R. (2018). *Idiomatic Expressions and Somatic Experience in Psychoanalysis: Relational and Inter-Subjective Perspectives*. London: Routledge.
- Redman, D. (2014). *Equine Facilitated Learning/Psychotherapy: Existential IPA Research: A Multi-Modal Research Project with Veterans*. LAP LAMBERT Academic Publishing.
- Robins, R. W., Nofhle, E. E., & Tracy, J. L. (2007). Assessing self-conscious emotions: A review of self-report and nonverbal measures. In J. L. Tracy, R. W. Robins, J. P. Tangney, J. L. Tracy, R. W. Robins, J. P. Tangney (Eds.). *The Self-Conscious Emotions: Theory and Research*. New York, NY: Guildford Press. pp. 443-467.
- Rogers, A., & Law, H. (2010). Working with trauma in a prison setting. In J. Harvey & K. Smedley (eds.). *Psychological Therapy in Prisons and Other Settings*. Oxon: Willan Publishing. (pp. 150-175).
- Rolfe, G. (2013). The philosophical basis for research, In E.A. Curtis and J. Drennan (eds). *Issues and Methods for Quantitative Health Research: Issues and Methods*, (pp. 11-28). McGraw Hill

- Roth, A., & Fonagy, P. (2nd eds.). (2005). *What works and for whom? A Critical Review of Psychotherapy Research*. London: The Guildford Press.
- Ryle, A. (1990). *Cognitive Analytic Therapy: Active Participation in Change*. Chichester: John Wiley & Sons.
- Ryle, A., & Kerr, I. (2003). *Introducing Cognitive Analytic Therapy: Principles and Practice*. Chichester: John Wiley & Sons.
- Ryle, A. (2004). The contribution of cognitive analytic therapy to the treatment of borderline personality disorder. *Journal of Personality Disorders*, 18(1), 3-35. <https://doi.org/10.1521/pedi.18.1.3.32773>
- Ryle, A., & Fawkes, L. (2007). Multiplicity of selves and others: cognitive analytic therapy. *Journal of Clinical Psychology*, 63(2), 165-174. <https://doi.org/10.1002/jclp.20339>
- Salvatore, S., & Tschacher, W. (2012). Time dependency of psychotherapeutic exchanges: the contribution of the Theory of Dynamic Systems in analysing process. *Frontiers in Psychology*, 3(253), 1-14. <http://doi.org/10.3389/fpsyg.2012.00253>
- Scanlon, C., & Adlam, J. (2009). Nursing dangerousness, dangerous nursing and the spaces in between: learning to live with uncertainties. In A. Aiyegbusi & J. Clarke-Moore (eds.). *Therapeutic Relationships with Offenders: An Introduction to the Psychodynamics of Forensic Nursing*. London: Jessica-Kingsley Publishers.
- Scopa, C., Contalbrigo, L., Greco, A., Lanatà, A., Scilingo, E. P., & Baragli, P. (2019). Emotional Transfer in Human–Horse Interaction: New Perspectives on Equine Assisted Interventions. *Animals*, 9(12), 1030. <https://doi.org/10.3390/ani9121030>

- Scott-Jones, J., & Watt, S. (2010). Making sense of it all: analysing ethnographic data. In J. Scott-Jones & S. Watt (eds.). *Ethnography in Social Science Practice*. London: Routledge. (pp. 157-172.).
- Scheff, T., Phillips, B. S. & Kincaid, H. (2006). *Goffman Unbound!: A New Paradigm for Social Science (The Sociological Imagination)*. London: Routledge.
- Seager, J. A., Jellicoe, D., & Dhaliwal, G. K. (2004). Refusers, dropouts, and completers: Measuring sex offender treatment efficacy. *International Journal of Offender Therapy and Comparative Criminology*, 48(5), 600-612.
<http://doi.org/10.1177/0306624X04263885>
- Selby, A., & Smith-Osborne, A. (2013). A systematic review of effectiveness of complementary and adjunct therapies and interventions involving equines. *Health Psychology*, 32(4), 418-32. <http://doi.org/10.1037/a0029188>
- Seidler, G.H., & Wagner, F. E. (2006). Comparing the efficacy of EMDR and trauma-focused cognitive-behavioural therapy in the treatment of PTSD: A meta-analytic study. *Psychological Medicine*, 36(11), 1515-22.
<https://doi.org/10.1017/S0033291706007963>
- Shapiro, F. (2001). Components of EMDR treatment and basic treatment effects. In F. Shapiro (2nd eds.). *Eye Movement Desensitisation and Reprocessing: Basic Principles, Protocols and Procedures*. New York: The Guildford Press. pp. 53-84.
- Shenton, A. (2004). Strategies for ensuring trustworthiness in qualitative research. *Education for Information*, 22, 63-75.

- Shine, L., & Westacott, M. (2010). Reformulation in cognitive analytic therapy: effects on the working alliance and the client's perspective on change. *Psychology and Psychotherapy: Theory, Research and Practice*, 83(2), 161-177. <https://doi.org/10.1348/147608309X471334>
- Shuker, R., & Shine, J. (2010). The role of therapeutic communities in forensic settings: developments, research and adaptations. In J. Harvey & K. Smedley (eds.). *Psychological Therapy in Prisons and Other Settings*. Oxon: Willan Publishing. (pp. 215-233).
- Simich, L., & Andermann, L. (2014). *Refuge and Resilience: Promoting Resilience and Mental Health among Resettled Refugees and Force Migrants*. London: Springer Ltd.
- Spring, C. (2019). *Unshame: Healing Trauma-Based Shame through Psychotherapy*. Huntingdon, UK: Carolyn Spring Publishing Ltd.
- Stern, D. N., Bruschiweiler-Stern, N., Harrison, A. M., Lyons-Ruth, K., Morgan, A. C., Nahum, J. P., Sander, L., & Tronick, E. Z. (1998). The process of therapeutic change involving implicit knowledge: some implication of development observations for adult psychotherapy, *Infant Mental Health Journal*, 19(3), 300-308. [https://doi.org/10.1002/\(SICI\)1097-0355\(199823\)19:3<300::AID-IMHJ5>3.0.CO;2-P](https://doi.org/10.1002/(SICI)1097-0355(199823)19:3<300::AID-IMHJ5>3.0.CO;2-P)
- Stern, D. (2004). *The Present Moment in Psychotherapy and Everyday Life*. London: Norton Books.
- Stern, S. (2017). *Needed Relationships and Psychoanalytic Healing: A Holistic Relational Perspective on the Therapeutic Process*. London: Routledge.

- Storolow, R. D. (1994). The Intersubjective Context of Intrapsychic Experience. In B. Brandchaft, R. D. Storolow & G. E. Atwood (Eds.). *The Intersubjective Perspective* (pp. 3-14). Lanham, Maryland USA: Rowman & Littlefield Publishers, Inc.
- Storolow, R. D. (2013). Intersubjective-systems theory: A phenomenological-contextualist psychoanalytic perspective. *Psychoanalytic Dialogues*, 23(4), 383-389. <https://doi.org/10.1080/10481885.2013.810486>
- Stovall-McClough, K. C., & Cloitre, M. (2006). Unresolved attachment, PTSD, and dissociation in women with childhood abuse histories. *Journal of Consulting and Clinical Psychology*, 74(2), 219-228. <http://dx.doi.org/10.1037/0022-006X.74.2.219>
- Tanggard, L. (2014). Ethnographic fieldwork in psychology: lost and found?. *Qualitative Inquiry*, 20(2), 167-174. <https://doi.org/10.1177/1077800413510876>
- Tangney, J. P., Wagner, P., Fletcher, C., & Gramzow, R. (1992). Shamed into anger? The role of shame and guilt to anger and self-reported aggression. *Journal of Personality and Social Psychology*, 62(4), 669-75. <http://doi.org.10.1037//0022-3514.62.4.669>
- Tangney, J. P. (1995). Shame and guilt in interpersonal relationships. In J. P. Tangney & K. W. Fischer (Eds.), *Self-Conscious Emotions: The Psychology of Shame, Guilt, Embarrassment, and Pride* (pp. 114-139). New York, NY, US: Guilford Press.
- Tangney, J. P., & Dearing, R. L. (2001). *Shame in the Therapy Hour*. Washington, DC, US: American Psychological Association.
- Tangney, J. P., & Dearing, R. L. (2003). *Shame and Guilt*. London: The Guildford Press.

- Temple, N. (1996). Transference and Countertransference: General and Forensic Aspects. In C. Cordex & M. Cox (eds). *Forensic Psychotherapy: Crime, Psychodynamics and the Offender Patient*. London: Jessica Kingsley Publishers. Pp. 23-41.
- Trösch, M., Pellon, S., Cuzol, F., Parias, C., Nowak, R., Calandrea, L., & Lansade, L. (2020). Horses feel emotions when they watch positive and negative horse–human interactions in a video and transpose what they saw to real life. *Animal Cognition*, 1-11. <https://doi.org/10.1007/s10071-020-01369-0>
- Trotter, K. S., & Baggerly, J. N. (2018a). *Equine-Assisted Mental Health Interventions*. New York: Routledge.
- Trotter, K. S., & Baggerly, J. N. (2018b). *Equine-Assisted Mental Health for Healing Trauma*. New York: Routledge.
- University of Portsmouth. (2015). *Research Data Management Policy*. Retrieved from: http://policies.docstore.port.ac.uk/policy-167.pdf?_ga=2.71366419.1057162880.1521448048-1750607937.1505134533
- University of Portsmouth. (2017). *University of Portsmouth Retention Schedules: Section 7*. <https://storage.googleapis.com/information-governance/urs-07.pdf>
- University of Portsmouth. (2018). *Data Protection Policy*. Retrieved from: https://policies.docstore.port.ac.uk/policy-022.pdf?_ga=2.103871360.1057162880.1521448048-1750607937.1505134533

- van der Kolk, B. A. (2007). The complexity of adaptation to trauma: Self-regulation, stimulus discrimination, and characterological development. In B. A. Van der Kolk., A. C. McFarlane., & L. Weisaeth (eds). *Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body, and Society*. New York: Guildford Press. pp. 182–213.
- van der Kolk, B. A. (2015). *The Body Keeps the Score: Mind, Brain and Body in the Transformation of Trauma*. London: Penguin.
- van Outsem, R. (2011). The applicability of neurofeedback in forensic psychotherapy: a literature review. *The Journal of Forensic Psychiatry and Psychology*, 22(2), 223-242. <https://doi.org/10.1080/14789949.2010.528012>
- Ward, T., Gannon, A., & Vess, J. (2008). Human rights, ethical principles, and standards in forensic psychology. *International Journal of Offender Therapy and Comparative Criminology*, 53(2), 126-144. <https://doi.org/10.1177/0306624X07313986>
- Wallin, D. J. (2015). From attachment theory to clinical practice. In D. J. Wallin (eds.). *Attachment in Psychotherapy*. New York: Guildford Press. pp. 191-255.
- Wallin, D. J. (2015). Attachment patterns in psychotherapy. In D. J. Wallin (eds.). *Attachment in Psychotherapy*. New York: Guildford Press. pp. 113-189.
- Welling, H. (2012). Transformative emotional sequence: towards a common principle of change. *Journal of Psychotherapy Integration*, 22(2), 109-136. <https://doi.org/10.1037/a0027786>
- Wertz, F. J. (2015). Humanistic psychology and the qualitative research tradition. In K. J. Schneider, J. Fraser-Pierson and J. F. T. Bugental, *The Handbook of Humanistic*

Psychology: Theory, Research, and Practice (pp. 259-274), 3rd ed. London: Sage Publications, Inc.

Williams, M. J., Dalgleish, T., Karl, A., & Kuyken, W. (2014). Examining the factor structures of the Five Facet Mindfulness Questionnaire and the Self-Compassion Scale. *Psychological Assessment*, 26(2), 407-418. <http://dx.doi.org/10.1037/a0035566>

Williamson, K. (2006). Research in constructivist frameworks using ethnographic techniques. *Library Trends*, 55(1), 83-101. <https://doi.org/10.1353/lib.2006.0054>

Williamson, V., Greenberg, N., & Murphy, D. (2019). Moral injury in UK armed forces veterans: a qualitative study. *European Journal of Psychotraumatology*, 10(1) 1562842. <https://doi.org/10.1353/lib.2006.0054>

Wilson, K., & Ryan, V. (2005). *Play Therapy: A Non-Directive Approach for Children and Adolescents*. Oxford: Elsevier.

Woburn, J. (2002). A world of systems: the role of systemic patterns of experience in the therapeutic process. *Psychoanalytic Inquiry*, 22(5), 655-677. <http://doi.org/10.1080/07351692209349011>

Young, J. E., Klosko, J. S., & Weishaar, M. E. (2003). *Schema Therapy: A Practitioner's Guide*. New York: Guildford Press.

Zasloff, R. H. (2009). Equine facilitated psychotherapy: An outcome study. Retrieved from: https://www.researchgate.net/profile/Randy_Zasloff/publication/303324345_Equine_Facilitated_Psychotherapy_An_Outcome_Study/links/573cd2b708ae298602e59364/Equine-Facilitated-Psychotherapy-An-Outcome-Study.pdf

APPENDICES

Appendix 1. Ethical Approval Forms

Appendix 2. Form UPR16: Research Ethics Review Checklist.

Appendix 3. Rationale for Thematic Analysis

Appendix 4. Online Questionnaire

Appendix 5. Demographic Feedback to Study One Questionnaires

Appendix 6. Study One Thematic Analysis

Appendix 7. Study Two Thematic Analysis Training Block One

Appendix 8. Study Two Thematic Analysis Training Block Two

Appendix 9. Extracts informing Sequential Diagrammatic Reformulations with Codes

Appendix 1. Ethical Approval Forms



Science Faculty Ethics Committee

Science Faculty Office
University of Portsmouth

St Michael's Building
White Swan Road
PORTSMOUTH
PO1 2DT

Francesca Potts

Department of Psychology
University of Portsmouth

023 9284 3379

ethics-sci@port.ac.uk

Francesca.Potts@port.ac.uk

20 November 2018

FAVOURABLE ETHICAL OPINION – WITH CONDITIONS

Study Title: Using Intersubjectivity to explore Processes of Change in Equine-Facilitated Psychotherapy for Clients with Histories of Trauma

Reference Number: **SFEC 2018-116**

Date resubmitted: 19 November 2018

Thank you for resubmitting your application to the Science Faculty Ethics Committee (SFEC) for ethical review in accordance with current procedures and for making the requested changes following the first SFEC review, and for the clarifications provided.

I am pleased to inform you that SFEC was content to grant a favourable ethical opinion of the above research on the basis described in the submitted documents listed at Annex A, and subject to standard general conditions (*See Annex B*), and the following specific minor condition.

Condition¹

¹ The favourable opinion given is dependent upon the study adhering to the conditions stated, which are based on the application document(s) submitted. It is appreciated that Principal Investigators may

A. Add a tick box and statement indicating that completion of the questionnaire indicates consent to participate in the research (as this is currently missing) and remove mention of the consent form at the end of the questionnaire (Appendix 4).

Please resubmit an updated application form incorporating the changes as per the above conditions for the final SFEC records on this application.

If you would find it helpful to discuss any of the matters raised above or seek further clarification from a member of the Committee, you are welcome to contact ethicssci@port.ac.uk who will circulate your queries to SFEC

Please note that the favourable opinion of SFEC does not grant permission or approval to undertake the research. Management permission or approval must be obtained from any host organisation, including the University of Portsmouth or supervisor, prior to the start of the study.

Wishing you every success in your research.



Dr Rebecca Stores

Acting Vice Chair Science Faculty Ethics Committee

Annexes

A - Documents reviewed

B - After ethical review - Guidance for researchers

Information:

Dr Adrian Needs – Professional Doctorate Supervisor

Rose Barrand - Faculty Administrator

Statement of compliance

SFEC is constituted in accordance with the Governance Arrangements set out by the University of Portsmouth

wish to challenge conditions or propose amendments to these. In that case, please consider the favourable opinion *suspended*, and simply make your case for amending or discarding conditions in writing as you would an application resubmission following ethical review.

After Ethical Review

If unfamiliar, please consult the advice After Ethical Review (Annex B), which gives detailed guidance on reporting requirements for studies with a favourable opinion, including, notifying substantial amendments, notification of serious breaches of the protocol, progress reports and notifying SFEC of the end of the study.

Feedback

You are invited to give your view of the service that you have received from the Science Faculty Ethics Committee. If you wish to make your views known please contact the administrator at ethics-sci@port.ac.uk

2

ANNEX A Documents reviewed

The documents ethically reviewed for this application

<i>Document</i>	<i>Version</i>	<i>Date</i>
A-2018-116 POTTS Supervisor submission email		30 Oct 2018
B-2018-116 POTTS Franchesca Potts Ethics Re- Submission (1)	V1	30 Oct 2018
C-2018-116 POTTS - Questions Following Ethical Review		12 Nov 2018
D-2018-116 POTTS PI resubmission email		19 Nov 2018
E-2018-116 POTTS Response to Ethics Review	V2	19 Nov 2018

A - 1 ANNEX B - After ethical review - Guidance for researchers

1. This Annex sets out important guidance for researchers with a favourable opinion from a University of Portsmouth Ethics Committee. Please read the guidance carefully. A failure to follow the guidance could lead to the committee reviewing and possibly revoking its opinion on the research.
2. It is assumed that the research will commence within 1 year of the date of the favourable ethical opinion or the start date stated in the application, whichever is the latest.
3. The research must not commence until the researcher has obtained any necessary management permissions or approvals – this is particularly pertinent in cases of research hosted by external organisations. The appropriate head of department should be aware of a member of staff’s research plans.
4. If it is proposed to extend the duration of the study beyond that stated in the application, the Ethics Committee must be informed.
5. Any proposed substantial amendments must be submitted to the Ethics Committee for review. A substantial amendment is any amendment to the terms of the application for ethical review, or to the protocol or other supporting documentation approved by the Committee that is likely to affect to a significant degree:
 - (a) the safety or physical or mental integrity of participants
 - (b) the scientific value of the study
 - (c) the conduct or management of the study.
- 5.1 A substantial amendment should not be implemented until a favourable ethical opinion has been given by the Committee.
6. Researchers are reminded of the University’s commitments as stated in the [Concordat to Support Research Integrity](#) viz:
 - maintaining the highest standards of rigour and integrity in all aspects of research
 - ensuring that research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards
 - supporting a research environment that is underpinned by a culture of integrity and based on good governance, best practice and support for the development of researchers
 - using transparent, robust and fair processes to deal with allegations of research misconduct should they arise
 - working together to strengthen the integrity of research and to reviewing progress regularly and openly

7. In ensuring that it meets these commitments the University has adopted the [UKRIO Code of Practice for Research](#). Any breach of this code may be considered as misconduct and may be investigated following the University [Procedure for the Investigation of Allegations of Misconduct in Research](#). Researchers are advised to use the [UKRIO checklist](#) as a simple guide to integrity.

B - 1

25 October 2018



Professor Matt Guille

School of Biological Sciences

King Henry Building

King Henry I Street

Portsmouth PO1 2DY

England

Dear Miss Potts and Dr Proops,

RE: Ethics submission – Using Intersubjectivity to explore Processes of Change in Equine-Facilitated Psychotherapy

Approval of project by the Animal Welfare and Ethical Review Body (AWERB)

I am very happy to confirm that we were able to fast track your application and that the AWERB gave its approval for your proposal concerning work within the above project.

The AWERB uses UK Home Office guidelines on the Animals (Scientific Procedures) Act 1986 when assessing proposals and adheres to the regulations of the European Directive 2010/63/EU. Your project has been assessed as not falling within A(SP)A because it causes no pain, suffering or lasting harm. We are confident that the proposal demonstrates appropriate consideration of the Three Rs and animal welfare. Please use this letter as confirmation of ethical approval from AWERB, University of Portsmouth. Please use the number 1018F as confirmation of the successful review.

Yours sincerely,



MJ Guille PhD FSB

Professor of Developmental Genetics and Chair, AWERB

Appendix 2. Form UPR16: Research Ethics Review Checklist.

FORM UPR16

Research Ethics Review Checklist



Please include this completed form as an appendix to your thesis (see the Research Degrees Operational Handbook for more information)

Postgraduate Research Student (PGRS) Information		Student ID:	UP790251
PGRS Name:	FRAN POTTS		
Department:	PSYCHOLOGY	First Supervisor:	DR ADRIAN NEEDS/DR YVONNE SHELL
Start Date: (or progression date for Prof Doc students)	February 2018		
Study Mode and Route:	Part-time <input type="checkbox"/>	MPhil <input type="checkbox"/>	MD <input type="checkbox"/>
	Full-time <input type="checkbox"/>	PhD <input type="checkbox"/>	Professional Doctorate <input checked="" type="checkbox"/>

Title of Thesis:	Using Intersubjectivity to explore Processes of Change during Equine-Facilitated Psychotherapy for Clients with Histories of Trauma
Thesis Word Count: (excluding ancillary data)	29, 496

If you are unsure about any of the following, please contact the local representative on your Faculty Ethics Committee for advice. Please note that it is your responsibility to follow the University's Ethics Policy and any relevant University, academic or professional guidelines in the conduct of your study

Although the Ethics Committee may have given your study a favourable opinion, the final responsibility for the ethical conduct of this work lies with the researcher(s).

UKRIO Finished Research Checklist:
(If you would like to know more about the checklist, please see your Faculty or Departmental Ethics Committee rep or see the online version of the full checklist at: <http://www.ukrio.org/what-we-do/code-of-practice-for-research/>)

a) Have all of your research and findings been reported accurately, honestly and within a reasonable time frame?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
b) Have all contributions to knowledge been acknowledged?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
c) Have you complied with all agreements relating to intellectual property, publication and authorship?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
d) Has your research data been retained in a secure and accessible form and will it remain so for the required duration?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
e) Does your research comply with all legal, ethical, and contractual requirements?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>

Candidate Statement:

I have considered the ethical dimensions of the above named research project, and have successfully obtained the necessary ethical approval(s)

Ethical review number(s) from Faculty Ethics Committee (or from NRES/SCREC):	SFEC 2018-116
---	---------------

If you have *not* submitted your work for ethical review, and/or you have answered 'No' to one or more of questions a) to e), please explain below why this is so:

Signed (PGRS):	Date: 15.01.2020
-----------------------	-------------------------

	Frisk	
--	-------	--

UPR16 – April 2018

Appendix 3. Rationale for Thematic Analysis

Comparison of Qualitative Data Analysis Methods

Qualitative Data Analysis Method	Description	Advantages	Limitations
Content Analysis	<ul style="list-style-type: none"> - Categorises verbal or behavioural data for classification, summarisation and tabulation. - Content can be analysed descriptively or interpretatively. 	<ul style="list-style-type: none"> - Unobtrusive - Simple and replicable - Means that the EFP study can be easily replicated 	<ul style="list-style-type: none"> - Difficult to assess the validity of content analysis - Can abstract from context and lose meaning - Content analysis focuses on the meaning of words rather than the interpersonal experience.
Narrative Analysis	<ul style="list-style-type: none"> - Narratives are transcribed experiences reformulating the stories presented by people in diverse contexts and based on their different experiences. 	<ul style="list-style-type: none"> - Considers accounts holistically rather than fragmenting them. - Not about objectivity; specifically considers subjective meaning. 	<ul style="list-style-type: none"> - There are different types of narrative analysis: a consistent approach should be used. - Subject to narrator memory and skills.
Discourse Analysis	<ul style="list-style-type: none"> - For analysing naturally occurring talk and written texts. - Focuses on how language is used in everyday situations. 	<ul style="list-style-type: none"> - Can be used to study different situations and subjects. 	<ul style="list-style-type: none"> - Relies solely on language; risks limiting the exploration of intersubjectivity between client, EFP practitioner

			and horse in context.
Framework Analysis	- Using numerical or textual codes to identify specific data which link to different themes, using charts and maps to create thematic frameworks (Ritchie & Spencer, 1994).	-Provides a systematic model for managing and mapping data. -Useful for managing large data sets.	-Mainly used with a prior issues, which may discourage open-mindedness -The researcher is exploring intersubjectivity from a constructivist interpretivist perspective, such that framework analysis may not be suitable.
Grounded Theory	- Analytic induction to generate theory from the data rather applying a theory to the data.	-Useful when analysing large amounts of unstructured data	-Can lead to endless theory generation, theories that are not concise and specific -Applied to EFP research, grounded theory could lead to multiple theories being generated specific to each subjective therapeutic experience.

Interpretive Phenomenological Analysis	- Idiographic focus: how a certain person in a specific context makes sense of given phenomenon (Reid, Flowers & Larkin, 2005).	-Useful at generating rich data sets.	-Issues with generalisability, can be overly subjective or prone to bias.
Thematic Analysis	- Identifies patterns of meaning across the dataset. Can be used deductively and inductively (Braun & Clarke, 2006).	-Easy to use -Flexible interpretations	Whether results originate in the data or the researcher?

Appendix 4. Online Questionnaire

1. Are you aged 18 or over at the time of completing this study?
2. Having read the participant information at the start of this questionnaire, do you consent to participate in this research project?
3. Please select the appropriate answer below in relation to yourself:

EFP Client
EFP Trainee
EFP Practitioner

4. Please indicate how long you have held this status:
5. Please select the option that best describes your sex

Male
Female

6. Please select the option that best describes your age:

18-25 years old
26-35 years old
36-45 years old
46-55 years old
56 years and over

7. Please recall an EFP session or a particular moment during a session that you participated in and describe this in as much detail as you can. It may help you to go chronologically through the experience from start to finish. Please describe what you did during the experience, including;-how you behaved towards the horse, -how the horse behaved towards you,-and what the interaction between yourself and the horse made you think and feel.- Think about what the horse's reactions, appearance or behaviour meant to you and how this influenced your thinking, feelings and behaviour in turn. Did this matter to you and if so why?Please describe;-how you behaved towards the other person;-how the other person behaved towards you, -and what the interaction (if there was any) between yourself and the person made you think and feel. - Think about what the other person's reactions, appearance or behaviour meant to you and how this influenced your thinking, feelings and behaviour in turn. Did this matter to you and if so why? With these questions in mind, please think about how your behaviour, thinking and feelings may or may not have changed throughout the session, exercise or moment and why? What was it specifically about that interaction that you felt may or may not have influenced you?For example;'I approached the horse and the horse did...This made me think that...This made me feel...What I did

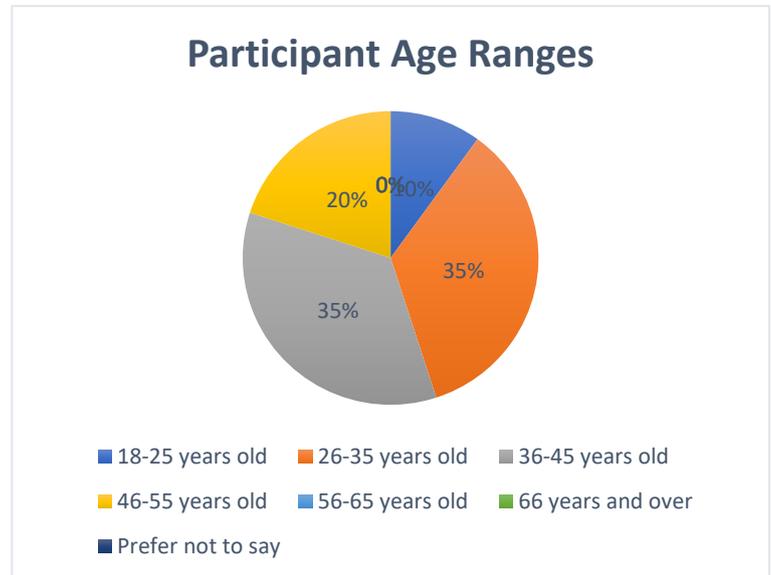
next was....and this happened...which made me think that.... and feel that...'You can use this sequence to help you in describing your experience.

8. EFP is a primarily non-verbal experience. There is very little or no talking involved. Please explain in any way you like what this means to you and how it affected you during the above experience? This is from your perspective as a practitioner, trainee or a client.
9. Was there anything about the environment that you found influenced your behaviour? Can you describe this in as much detail as you like?
10. This question relates to you if you have experienced traditional talking-based therapy in the absence of an animal, either as a client or a practitioner. Do you think that EFP promotes processes of change for people and if so, what is it about EFP that you think does this?

Appendix 5. Demographic Feedback to Study One Questionnaires

Questionnaire Respondent Demographics

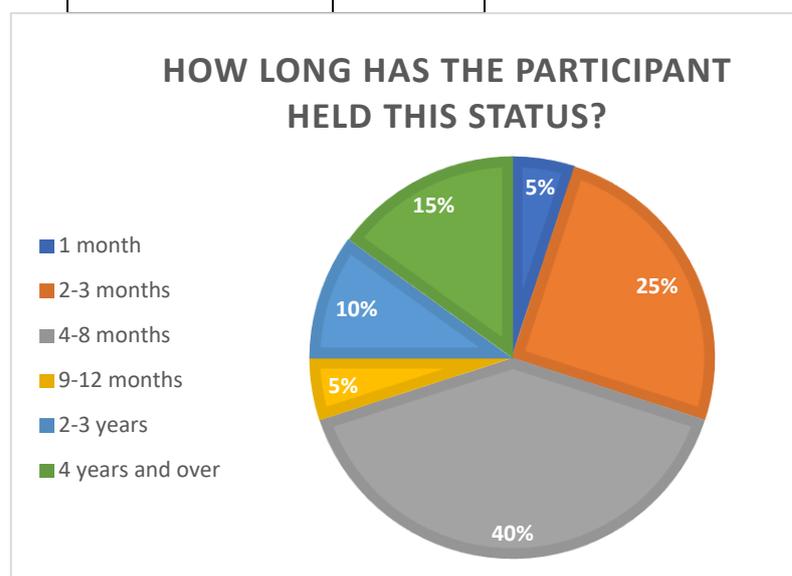
Sex	Total
Male	6
Female	14



Age ranges	Total
18-25 years old	2
26-35 years old	7
36-45 years old	7
46-55 years old	4
56-65 years old	0
66 years and over	0
Prefer not to say	0

Status	Total
Client	10
EFP Trainee	6
EFP Practitioner	4

How long for?	Total
1 month	1
2-3 months	5
4-8 months	8
9-12 months	1
2-3 years	2
4 years and over	3



Appendix 6. Study One Thematic Analysis

The following table outlines the references selected from respondent questionnaires that comprise each code under each theme. Coverage refers to the proportional representation of each respondent’s reference within each code. Some respondents had more than one reference taken from their questionnaire responses under each code and therefore held a greater overall proportion of the total references made.

Themes	Codes	References
Acceptance	-The horse(s) do not hold trauma as people do	<p><Files\\Used Data\\Respondent 10 EFP F> - § 2 references coded [3.14% Coverage]</p> <p>Reference 1 - 1.11% Coverage</p> <p>It is more the horse that is the containing space rather than the environment as such.</p> <p>Reference 2 - 2.04% Coverage</p> <p>not outcome-based because that could be really restrictive for clients if we set predetermined expectations of where we expect clients to be post-intervention.</p> <p><Files\\Used Data\\Respondent 11 Client F> - § 1 reference coded [3.59% Coverage]</p> <p>Reference 1 - 3.59% Coverage</p> <p>Horses don't do that. They tell you with their tails, feet, their eyes what they want and what they think of you. You have to watch that to understand what they need and you have to be in the moment to do that not in your head with shit just whirring round.</p> <p><Files\\Used Data\\Respondent 16 Client F> - § 1 reference coded [2.62% Coverage]</p> <p>Reference 1 - 2.62% Coverage</p>

		<p>With EFP I have been learning a different way to be with people because the horses don't like that anxiety and they get worried too.</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 1 reference coded [3.12% Coverage]</p> <p>Reference 1 - 3.12% Coverage</p> <p>I was able to get on with Bart because I did not feel like my past was in the way because we did not speak about it. I could look at the past and go back there without having to talk about it and this helped me.</p> <p><Files\\Used Data\\Respondent 20 Client F> - § 1 reference coded [8.23% Coverage]</p> <p>Reference 1 - 8.23% Coverage</p> <p>I have done so much counselling! Of course it has helped me but there are times when I need it to help me in a different way, like I don't want to talk because I am saying the same old thing. I felt like I could go back to those reoccurring issues without feeling repetitive with EFP because the horses are not necessarily predictable. They might move funny or make a different noise which brings new meaning to you interaction and understanding of yourself. You feel safe with that nuance but also that unpredictability can elicit stuff that I did not know I had such issues with!</p> <p><Files\\Used Data\\Respondent 21 Client M> - § 3 references coded [11.38% Coverage]</p> <p>Reference 1 - 2.85% Coverage</p> <p>I had done like three drug things before in prison and it was just bullshit. You basically just made it a game. But like with the horses, they don't put up with bullshit and turn a blind eye because when they're fucked off they tell you!</p>
--	--	---

		<p>Reference 2 - 3.57% Coverage</p> <p>Youre stories mean fuck all with the horses because they know what's real and what's lies. You can't pretend because you can't sneak them food because youre not allowed so you have to do it. You can distract the group but that horse will just do whatever they want if you're not paying attention.</p> <p>Reference 3 - 4.96% Coverage</p> <p>I did some group programmes for drugs in prison but it wasn't really meaningful. They don't have the resources to get into it with you in a group and I don't want to share that shit there. Like that's private. So you don't really get into whats under the behaviour. Working with Mario I learned a lot about how important trust is, that I need it but that I break it because I'm afraid of getting hurt or rejected.</p> <p><Files\\Used Data\\Respondent 22 Trainee F> - § 1 reference coded [3.27% Coverage]</p> <p>Reference 1 - 3.27% Coverage</p> <p>As a client or trainee, you can engage in transference and counter-transference with the practitioner but the horse will never experience that like a person which possibly makes it healthier or at least safer.</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [1.01% Coverage]</p> <p>Reference 1 - 1.01% Coverage</p> <p>I discovered EFP because I had become resentful of my own profession, and</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 1 reference coded [1.78% Coverage]</p>
--	--	--

		<p>Reference 1 - 1.78% Coverage</p> <p>EFP and counselling is not exactly comparing like for like but it shouldn't be either, because EFP is another way of working with people.</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 1 reference coded [1.84% Coverage]</p> <p>Reference 1 - 1.84% Coverage</p> <p>What is unique to EFP, I believe, is it's unique capacity to push clients into the therapeutic space without them realising it.</p> <p><Files\\Used Data\\Respondent 6 Client M> - § 1 reference coded [5.42% Coverage]</p> <p>Reference 1 - 5.42% Coverage</p> <p>I had not expected to enjoy it, it all sounded a bit soft and I thought I would just go along and stroke the horse, like a therapeutic experience. I had not expected to feel such strong emotions in my body and yet be alright afterwards. EFP changed me. I have a lot of work to do but now that my issues with drink are more settled I feel better able to deal with stuff in the past</p>
	<p>-The horse will not hurt me</p>	<p><Files\\Used Data\\Respondent 19 Client F> - § 1 reference coded [6.85% Coverage]</p> <p>Reference 1 - 6.85% Coverage</p> <p>I let Fleur in because she wouldn't take advantage of me or make me do stuff. She like held me in that moment when I felt worry and upset and she made it seem like it was ok that I wouldn't die. It sounds really dramatic but I used to feel like that sometimes like I would die from the fear and worry and that I didn't want to go outside. Fleur got me in</p>

		<p>the air, breathing the world and touching what was real. And she didn't have to do much with that!</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 1 reference coded [3.27% Coverage]</p> <p>Reference 1 - 3.27% Coverage</p> <p>The client put their hand out to my horse palm down I noticed. I found this action interesting because my client has a history of domestic abuse and it felt like they were offering themselves to my horse rather than inviting the horse to them.</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 1 reference coded [2.41% Coverage]</p> <p>Reference 1 - 2.41% Coverage</p> <p>M could experience how he impacts others without criticism or condemnation and Ben had never ridiculed him and cannot call M names or be cruel to him. That non-verbal quality of EFP really facilitates healing.</p>
	<p>-The horse will not judge me</p>	<p><Files\\Used Data\\Respondent 13 Client M> - § 1 reference coded [1.76% Coverage]</p> <p>Reference 1 - 1.76% Coverage</p> <p>I shared feelings and fears with the horses without saying a word but they reacted to me, moved when I moved and when I learned to ask them to move.</p> <p><Files\\Used Data\\Respondent 16 Client F> - § 1 reference coded [1.48% Coverage]</p> <p>Reference 1 - 1.48% Coverage</p> <p>I said that she was there and that I cried with her because I knew I could.</p>

		<p><Files\\Used Data\\Respondent 17 Client M> - § 2 references coded [6.56% Coverage]</p> <p>Reference 1 - 3.44% Coverage</p> <p>That stuff being around other people is hard for me and I guess the horse is like another person but is not at the same time. I could practice my team skills without calling it that and without people thinking I was such a screw up.</p> <p>Reference 2 - 3.12% Coverage</p> <p>I was able to get on with Bart because I did not feel like my past was in the way because we did not speak about it. I could look at the past and go back there without having to talk about it and this helped me.</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 1 reference coded [1.86% Coverage]</p> <p>Reference 1 - 1.86% Coverage</p> <p>EFP creates this healing space where clients can go on their journey through their trauma without being judged by the therapist, my horse!</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 1 reference coded [2.41% Coverage]</p> <p>Reference 1 - 2.41% Coverage</p> <p>M could experience how he impacts others without criticism or condemnation and Ben had never ridiculed him and cannot call M names or be cruel to him. That non-verbal quality of EFP really facilitates healing.</p>
--	--	---

<p>Agency and Self Determination</p>	<p>-Being and having to be congruent</p>	<p><Files\\Used Data\\Respondent 1 Trainee F> - § 2 references coded [1.92% Coverage]</p> <p>Reference 1 - 0.51% Coverage</p> <p>I was having to focus on me and only me</p> <p>Reference 2 - 1.42% Coverage</p> <p>With EFP I felt a profound sense of ease in myself and then this wave of powerful emotion that took over me.</p> <p><Files\\Used Data\\Respondent 11 Client F> - § 2 references coded [4.09% Coverage]</p> <p>Reference 1 - 2.68% Coverage</p> <p>I said the same story over and over and I stopped feeling it. it was just something I said. You can't do that in EFP because it's not about what you tell people, it's what the horse tells you!</p> <p>Reference 2 - 1.41% Coverage</p> <p>Blue was a mirror to my energies and he showed me that I need to be calm in myself to work with him.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 2 references coded [3.83% Coverage]</p> <p>Reference 1 - 0.57% Coverage</p> <p>We were breathing and probably breathing in time</p> <p>Reference 2 - 3.27% Coverage</p>
--------------------------------------	--	--

		<p>I realised that I was somewhere else at this point. I was experiencing sensations inside me that I could not explain then but that now I realise as being this real thing that I had not experienced for so long. I don't know how it happened and I don't think I could explain it.</p> <p><Files\\Used Data\\Respondent 14 Trainee F> - § 1 reference coded [5.21% Coverage]</p> <p>Reference 1 - 5.21% Coverage</p> <p>I was so focused on the end task that I did not consider how I communicated meaning. My instructions were confused because I was not communicating clearly because I was not in tune with my body and not thinking about clearing my mind to let that message through</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 1 reference coded [1.66% Coverage]</p> <p>Reference 1 - 1.66% Coverage</p> <p>Learning to live with those fears is why I continue with EFP because it helps me to have moments where I can be weak and yet not be weak if that makes sense.</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [3.81% Coverage]</p> <p>Reference 1 - 3.81% Coverage</p> <p>The client commented that the horse looked mean like he had a boxer's head. Shadow has a roman nose meaning his head is large and domed like it's swollen. I asked about this meanness and why that drew the client to Shadow, and the client said that the horse looks how he feels</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 1 reference coded [4.64% Coverage]</p>
--	--	--

		<p>Reference 1 - 4.64% Coverage</p> <p>So much trust is needed not to talk too much and I have found it challenging because I am a counsellor by trade! I think that the non-verbal quality encourages the client to be in tune with their emotions, which is so important for clients with trauma histories because they often feel really powerful emotions but are really disconnected from the situation</p> <p><Files\\Used Data\\Respondent 7 Trainee F> - § 1 reference coded [0.89% Coverage]</p> <p>Reference 1 - 0.89% Coverage</p> <p>I did not need to speak. What we did spoke volumes.</p>
	<p>-Being in the moment</p>	<p><Files\\Used Data\\Respondent 1 Trainee F> - § 4 references coded [4.37% Coverage]</p> <p>Reference 1 - 0.86% Coverage</p> <p>Everything went away at that moment because I was with the horse.</p> <p>Reference 2 - 2.28% Coverage</p> <p>When I did reach out and touch the horse it felt like a huge weight lifted. I remember that we both sighed and that it just felt pleasant to be with the horse at that moment.</p> <p>Reference 3 - 0.73% Coverage</p> <p>I was not distracted by this. I was focused on the horse</p> <p>Reference 4 - 0.51% Coverage</p>

		<p>Having the horse kept me in the moment</p> <p><Files\\Used Data\\Respondent 10 EFP F> - § 1 reference coded [1.40% Coverage]</p> <p>Reference 1 - 1.40% Coverage</p> <p>The client looked surprised and seemed rooted to the spot, before spinning round and marching away from Melba.</p> <p><Files\\Used Data\\Respondent 11 Client F> - § 1 reference coded [3.59% Coverage]</p> <p>Reference 1 - 3.59% Coverage</p> <p>Horses don't do that. They tell you with their tails, feet, their eyes what they want and what they think of you. You have to watch that to understand what they need and you have to be in the moment to do that not in your head with shit just whirring round.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 3 references coded [7.68% Coverage]</p> <p>Reference 1 - 1.47% Coverage</p> <p>When I think about this moment now, standing in that field, it was the first time where I remember asking myself questions.</p> <p>Reference 2 - 3.56% Coverage</p> <p>He did a lot to what he called 'contain me' after that moment without saying anything to me about what I was thinking. He did not analyse my mind or recommend any therapy. He just talked about energy and holding myself in the moment, recognising that I might be feeling things but not dwelling on it.</p>
--	--	--

		<p>Reference 3 - 2.65% Coverage</p> <p>But I felt like I said more in that moment with the brown horse whose name I have forgotten than I had said in months. That moment I held onto when I went home and I started to feel things that I had suppressed for so long.</p> <p><Files\\Used Data\\Respondent 14 Trainee F> - § 1 reference coded [5.23% Coverage]</p> <p>Reference 1 - 5.23% Coverage</p> <p>I was so focused on the end task that I did not consider how I communicated meaning. My instructions were confused because I was not communicating clearly because I was not in tune with my body and not thinking about clearing my mind to let that message through.</p> <p><Files\\Used Data\\Respondent 16 Client F> - § 1 reference coded [1.64% Coverage]</p> <p>Reference 1 - 1.64% Coverage</p> <p>Your attention is on the horse so you forget there is a facilitator watching you.</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 1 reference coded [4.91% Coverage]</p> <p>Reference 1 - 4.91% Coverage</p> <p>This helps to centre on the client's lived and visceral experience in that moment with the horse without all that pressure being put on them to divulge anything to me! I am simply there to help contain that moment with my horse and as challenging as this can be for the practitioner, you have to hold your position and let the client have their moment and feel it.</p>
--	--	--

		<p><Files\\Used Data\\Respondent 30 Client M> - § 1 reference coded [3.54% Coverage]</p> <p>Reference 1 - 3.54% Coverage</p> <p>Bella was the one thing I knew was there. her black hair and soft long fur. I saw her eyelashes and heard her chewing. i could hear her stomach gurgle. Seems strange to say but she is so alive and just reacting.</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 2 references coded [4.88% Coverage]</p> <p>Reference 1 - 2.04% Coverage</p> <p>My other horse in the paddock next to the mare's whinnied and the sound seemed to break the moment. The client was not shocked but looked round to notice me.</p> <p>Reference 2 - 2.84% Coverage</p> <p>It puts you in the moment which is important for our clients because they struggle being in the present moment, always going back to the past of worrying about the future. The environment puts you in the here and now.</p>
	-The self as therapist	<p><Files\\Used Data\\Respondent 1 Trainee F> - § 1 reference coded [1.17% Coverage]</p> <p>Reference 1 - 1.17% Coverage</p> <p>With EFP I felt like I could choose the path and that it was for me to decide the outcome.</p> <p><Files\\Used Data\\Respondent 10 EFP F> - § 2 references coded [3.36% Coverage]</p> <p>Reference 1 - 1.39% Coverage</p>

		<p>It is not for the practitioner to analyse the observation, but to hear about it from the client's perspective</p> <p>Reference 2 - 1.97% Coverage</p> <p>Most of the time, clients come to you with what they hope to get from EFP and they therefore set their own agenda in some respects regarding the outcomes.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 1 reference coded [0.75% Coverage]</p> <p>Reference 1 - 0.75% Coverage</p> <p>I never had to say a word about this with EFP it was my choice.</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 1 reference coded [0.51% Coverage]</p> <p>Reference 1 - 0.51% Coverage</p> <p>that I chose Wendy because I had much to prove.</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 2 references coded [3.28% Coverage]</p> <p>Reference 1 - 1.12% Coverage</p> <p>The client did reach out to my horse and that is the first step in asking for help.</p> <p>Reference 2 - 2.17% Coverage</p> <p>I do absolutely believe that EFP promotes processes of change for clients because it is about their experience! The change is driven by them and comes from them,</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [1.08% Coverage]</p>
--	--	---

		<p>Reference 1 - 1.08% Coverage</p> <p>I think this is why EFP can help clients to change because it comes from them.</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 1 reference coded [1.38% Coverage]</p> <p>Reference 1 - 1.38% Coverage</p> <p>It is purely for the client to fight himself and no one else in working through his problems.</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 1 reference coded [0.55% Coverage]</p> <p>Reference 1 - 0.55% Coverage</p> <p>you can direct much of the intervention yourself</p> <p><Files\\Used Data\\Respondent 7 Trainee F> - § 1 reference coded [1.89% Coverage]</p> <p>Reference 1 - 1.89% Coverage</p> <p>What was really containing was that no one asked me to explain my experience and no one offered an analysis.</p> <p><Files\\Used Data\\Respondent 11 Client F> - § 1 reference coded [1.19% Coverage]</p> <p>Reference 1 - 1.19% Coverage</p> <p>when I changed me it changed him so I learn about how my behaviour can affect others.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 2 references coded [2.92% Coverage]</p>
--	--	---

		<p>Reference 1 - 1.75% Coverage</p> <p>I shared feelings and fears with the horses without saying a word but they reacted to me, moved when I moved and when I learned to ask them to move.</p> <p>Reference 2 - 1.17% Coverage</p> <p>It felt like I could have purpose that I was effective again without having to say a word about it.</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 1 reference coded [3.44% Coverage]</p> <p>Reference 1 - 3.44% Coverage</p> <p>That stuff being around other people is hard for me and I guess the horse is like another person but is not at the same time. I could practice my team skills without calling it that and without people thinking I was such a screw up.</p> <p><Files\\Used Data\\Respondent 19 Client F> - § 1 reference coded [2.37% Coverage]</p> <p>Reference 1 - 2.37% Coverage</p> <p>I do stuff that other people can't do and it makes me feel happy because when you're with the horses you feed them and brush them and that is what they need.</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 2 references coded [4.25% Coverage]</p> <p>Reference 1 - 1.75% Coverage</p> <p>It was emotionally very powerful to have this big powerful horse at my side through that part of my journey and she made me live it but with such a sense of purpose.</p>
--	--	--

		<p>Reference 2 - 2.49% Coverage</p> <p>She is so big and jet black that when she puts her head down and wraps herself around you that its like night wrapping you up. She was so comforting, I didn't realise I was crying into her fur until the therapist came to reflect with me</p>
	<p>-The self experiences efficacy or purpose</p>	<p><Files\\Used Data\\Respondent 11 Client F> - § 1 reference coded [1.19% Coverage]</p> <p>Reference 1 - 1.19% Coverage</p> <p>when I changed me it changed him so I learn about how my behaviour can affect others.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 2 references coded [2.92% Coverage]</p> <p>Reference 1 - 1.75% Coverage</p> <p>I shared feelings and fears with the horses without saying a word but they reacted to me, moved when I moved and when I learned to ask them to move.</p> <p>Reference 2 - 1.17% Coverage</p> <p>It felt like I could have purpose that I was effective again without having to say a word about it.</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 1 reference coded [3.44% Coverage]</p> <p>Reference 1 - 3.44% Coverage</p>

		<p>That stuff being around other people is hard for me and I guess the horse is like another person but is not at the same time. I could practice my team skills without calling it that and without people thinking I was such a screw up.</p> <p><Files\\Used Data\\Respondent 19 Client F> - § 1 reference coded [2.37% Coverage]</p> <p>Reference 1 - 2.37% Coverage</p> <p>I do stuff that other people can't do and it makes me feel happy because when you're with the horses you feed them and brush them and that is what they need.</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 2 references coded [4.25% Coverage]</p> <p>Reference 1 - 1.75% Coverage</p> <p>It was emotionally very powerful to have this big powerful horse at my side through that part of my journey and she made me live it but with such a sense of purpose.</p> <p>Reference 2 - 2.49% Coverage</p> <p>She is so big and jet black that when she puts her head down and wraps herself around you that its like night wrapping you up. She was so comforting, I didn't realise I was crying into her fur until the therapist came to reflect with me</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [1.52% Coverage]</p> <p>Reference 1 - 1.52% Coverage</p> <p>EFP has a created a space for me where I can feel purposeful without feeling like it is all my responsibility.</p>
--	--	--

<p>Environment or Context</p>	<p>-A place of safety</p>	<p><Files\\Used Data\\Respondent 1 Trainee F> - § 3 references coded [2.83% Coverage]</p> <p>Reference 1 - 0.78% Coverage</p> <p>The paddock was small and this felt like a really safe space</p> <p>Reference 2 - 1.77% Coverage</p> <p>Although it was a little uncomfortable being watched by the group, I felt like I was physically contained in the paddock with the horse.</p> <p>Reference 3 - 0.29% Coverage</p> <p>I did not feel trapped</p> <p><Files\\Used Data\\Respondent 10 EFP F> - § 1 reference coded [3.05% Coverage]</p> <p>Reference 1 - 3.05% Coverage</p> <p>Being in the open space of the field through did influence my behaviour towards the client in their time of distress because I was able to move away from that without oppressing the client whilst also being close enough should they need me.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 1 reference coded [4.97% Coverage]</p> <p>Reference 1 - 4.97% Coverage</p> <p>being outside felt really safe. It felt like I could get away if I needed. But in the same mind, it reminded me a lot of feeling exposed and that was quite triggering for me. I think that is why the brown horse stood so close to be, he was like my platoon flanking</p>
-------------------------------	---------------------------	--

		<p>me and I worked a lot with him and the other horses in being able to tolerate space and change in space without feeling like I was stood under fire again.</p> <p><Files\\Used Data\\Respondent 16 Client F> - § 1 reference coded [3.12% Coverage]</p> <p>Reference 1 - 3.12% Coverage</p> <p>Sometimes being outdoors can make it easier to think about the past because you can breathe and move. Whilst you can't get away from your past being in nature</p> <p><Files\\Used Data\\Respondent 20 Client F> - § 2 references coded [2.97% Coverage]</p> <p>Reference 1 - 1.20% Coverage</p> <p>I was in a little round pen in the sandschool and it felt like a safe place in there.</p> <p>Reference 2 - 1.77% Coverage</p> <p>The therapist stood on the outside, so they were close enough if you needed them, otherwise you did not know they were there!</p> <p><Files\\Used Data\\Respondent 21 Client M> - § 1 reference coded [2.31% Coverage]</p> <p>Reference 1 - 2.31% Coverage</p> <p>It was peaceful at times which is hard for me because i like noise and disappearing in that. So being alone with your thoughts is scary but youre not really alone because the horse is with you.</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [1.75% Coverage]</p> <p>Reference 1 - 1.75% Coverage</p>
--	--	--

		<p>I feel better knowing that the client could walk away and have distance from me and the horses whilst still sharing the space.</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 1 reference coded [0.93% Coverage]</p> <p>Reference 1 - 0.93% Coverage</p> <p>The environment is not shame provoking it is liberating and open</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 2 references coded [4.96% Coverage]</p> <p>Reference 1 - 1.90% Coverage</p> <p>They can be alone in the great outdoors without actually being physically alone because the horses are there and we as facilitators are there to support and observe.</p> <p>Reference 2 - 3.06% Coverage</p> <p>The environment is really important because we do not work in enclosed spaces like stables or small arenas, we would in the outdoors. That can be really important for clients who have been abused or imprisoned because you want to support that feeling of being free.</p>
	-Being able to move	<p><Files\\Used Data\\Respondent 11 Client F> - § 1 reference coded [1.07% Coverage]</p> <p>Reference 1 - 1.07% Coverage</p> <p>I like Blue because he moves a lot and you feel like you can both get away.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 1 reference coded [0.49% Coverage]</p>

		<p>Reference 1 - 0.49% Coverage</p> <p>It felt like I could get away if I needed</p> <p><Files\\Used Data\\Respondent 16 Client F> - § 1 reference coded [4.75% Coverage]</p> <p>Reference 1 - 4.75% Coverage</p> <p>Sometimes being outdoors can make it easier to think about the past because you can breathe and move. Whilst you can't get away from your past being in nature and being with Nima made it feel like you could walk away when things were hard.</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 1 reference coded [1.40% Coverage]</p> <p>Reference 1 - 1.40% Coverage</p> <p>Being outside felt like I could have been anywhere at all! It was freeing to be in the paddock.</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 1 reference coded [2.26% Coverage]</p> <p>Reference 1 - 2.26% Coverage</p> <p>They also have motion which may help clients with high energy and it also help clients with depression and low arousal because they have to be on their feet around the horses</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 1 reference coded [3.06% Coverage]</p> <p>Reference 1 - 3.06% Coverage</p>
--	--	--

		<p>The environment is really important because we do not work in enclosed spaces like stables or small arenas, we would in the outdoors. That can be really important for clients who have been abused or imprisoned because you want to support that feeling of being free.</p>
	<p>-Being outside in nature</p>	<p><Files\\Used Data\\Respondent 16 Client F> - § 1 reference coded [5.88% Coverage]</p> <p>Reference 1 - 5.88% Coverage</p> <p>It's good being outside and even in the rain I don't mind. Sometimes being outdoors can make it easier to think about the past because you can breathe and move. Whilst you can't get away from your past being in nature and being with Nima made it feel like you could walk away when things were hard.</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 1 reference coded [3.80% Coverage]</p> <p>Reference 1 - 3.80% Coverage</p> <p>Being outside felt like I could have been anywhere at all! It was freeing to be in the paddock. It had a fence around it and it was not the biggest space, you could see houses near by. I guess it felt more normal rather than you were actually doing therapy.</p> <p><Files\\Used Data\\Respondent 19 Client F> - § 1 reference coded [0.73% Coverage]</p> <p>Reference 1 - 0.73% Coverage</p> <p>It was good being outside in the sun. Felt real.</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 1 reference coded [0.32% Coverage]</p> <p>Reference 1 - 0.32% Coverage</p>

		<p>felt very earthy, very natural</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [0.59% Coverage]</p> <p>Reference 1 - 0.59% Coverage</p> <p>Getting out of my office is freeing for me.</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 1 reference coded [1.34% Coverage]</p> <p>Reference 1 - 1.34% Coverage</p> <p>I think that being outside makes such a difference for clients because they are connected to the earth.</p>
	<p>-Physical space, emotional space</p>	<p><Files\\Used Data\\Respondent 13 Client M> - § 2 references coded [3.72% Coverage]</p> <p>Reference 1 - 1.98% Coverage</p> <p>I did not have to say much if anything but I felt like the horse pushed me into the discomfort zone and the facilitator supported me to be there without drowning in it</p> <p>Reference 2 - 1.74% Coverage</p> <p>I worked a lot with him and the other horses in being able to tolerate space and change in space without feeling like I was stood under fire again.</p> <p><Files\\Used Data\\Respondent 16 Client F> - § 1 reference coded [4.69% Coverage]</p> <p>Reference 1 - 4.69% Coverage</p>

		<p>Sometimes being outdoors can make it easier to think about the past because you can breathe and move. Whilst you can't get away from your past being in nature and being with Nima made it feel like you could walk away when things were hard</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 1 reference coded [1.40% Coverage]</p> <p>Reference 1 - 1.40% Coverage</p> <p>Being outside felt like I could have been anywhere at all! It was freeing to be in the paddock.</p> <p><Files\\Used Data\\Respondent 20 Client F> - § 1 reference coded [1.13% Coverage]</p> <p>Reference 1 - 1.13% Coverage</p> <p>I clung to him with words and with the space between us rather than physically.</p> <p><Files\\Used Data\\Respondent 21 Client M> - § 1 reference coded [1.58% Coverage]</p> <p>Reference 1 - 1.58% Coverage</p> <p>All i had to do was give him his space and that's all I think I ever wanted but I never had my own space so how could I ask for it?</p> <p><Files\\Used Data\\Respondent 22 Trainee F> - § 2 references coded [4.07% Coverage]</p> <p>Reference 1 - 1.20% Coverage</p> <p>Being in the round pen was like my space with Ben, it was our space together.</p> <p>Reference 2 - 2.86% Coverage</p>
--	--	---

		<p>It felt like you could ask for help from the practitioner if you needed it but their physical distance was really trusting and that helped with the exploration in movement with Ben.</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 1 reference coded [2.72% Coverage]</p> <p>Reference 1 - 2.72% Coverage</p> <p>I am in my safe place so having a client with my horse takes a lot of courage. I want to share what my horse has given me with others so opening my field up to clients to visit my horses is important.</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [1.52% Coverage]</p> <p>Reference 1 - 1.52% Coverage</p> <p>EFP has a created a space for me where I can feel purposeful without feeling like it is all my responsibility.</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 3 references coded [3.69% Coverage]</p> <p>Reference 1 - 1.09% Coverage</p> <p>The horses give that containment to think about those things for yourself.</p> <p>Reference 2 - 0.75% Coverage</p> <p>important I think for my client not to feel caged in</p> <p>Reference 3 - 1.84% Coverage</p>
--	--	---

		<p>What is unique to EFP, I believe, is it's unique capacity to push clients into the therapeutic space without them realising it.</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 1 reference coded [2.82% Coverage]</p> <p>Reference 1 - 2.82% Coverage</p> <p>giving clients the opportunity to be with the horses without our interference. They can be alone in the great outdoors without actually being physically alone because the horses are there and we as facilitators are there to support and observe.</p> <p><Files\\Used Data\\Respondent 6 Client M> - § 2 references coded [4.21% Coverage]</p> <p>Reference 1 - 2.61% Coverage</p> <p>I was in the forces and this horse took me back there without even doing anything. He took my space like the army did, he said so much like I used to without saying anything at all.</p> <p>Reference 2 - 1.60% Coverage</p> <p>I was surprised though that I didn't say anything when General was approaching me. I had felt stuck to the spot.</p>
<p>Power, Threat and Meaning in the Therapeutic Encounter</p>	<p>-Close enough to reassure, far enough away to enable</p>	<p><Files\\Used Data\\Respondent 22 Trainee F> - § 2 references coded [6.84% Coverage]</p> <p>Reference 1 - 3.13% Coverage</p> <p>The practitioner suggested that we do something different and introduced the 'moving with horses' exercise to get my horse moving and responding to my energies. I had been feeling like heavy and weak</p>

		<p>Reference 2 - 3.71% Coverage</p> <p>The practitioner suggested that I play about with my energies, dragging my feet or marching about. Ben appeared to get really involved and the more I thought about sending him my message clearly and confidently, the quicker he responded!</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 1 reference coded [1.27% Coverage]</p> <p>Reference 1 - 1.27% Coverage</p> <p>The EFP practitioner said to try moving her a different way, change direction. So I thought, well I'll turn her around.</p>
	<p>-Grounding the client</p>	<p><Files\\Used Data\\Respondent 20 Client F> - § 1 reference coded [3.54% Coverage]</p> <p>Reference 1 - 3.54% Coverage</p> <p>The therapist just waited until I had finished and said to remember my anchors during this exercise. My son is one of my anchors so I felt really guilty again! The EFP lady said to me, he is what grounds you, so use that anchor to help anchor Danny.</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 1 reference coded [1.14% Coverage]</p> <p>Reference 1 - 1.14% Coverage</p> <p>I offer more about observations and feelings in my body, sensations that are palpable</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 2 references coded [3.40% Coverage]</p> <p>Reference 1 - 1.70% Coverage</p>

		<p>I did the grounding exercise with the client and suggested that he take his time observing the horses before he approached.</p> <p>Reference 2 - 1.70% Coverage</p> <p>For my client, I think that the experience of talk that was plain and to the point helped to root him in the here and now.</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 1 reference coded [1.44% Coverage]</p> <p>Reference 1 - 1.44% Coverage</p> <p>emphasised to the client about being in the moment and taking note of the sensations around him and within him.</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 1 reference coded [1.78% Coverage]</p> <p>Reference 1 - 1.78% Coverage</p> <p>I am not the lead, the horse is. Ben was the lead facilitator and I was just there as co-pilot to offer support or reflection when M and Ben looked for it</p>
	<p>-Inviting the client to make an understanding of their experience with the horse</p>	<p><Files\\Used Data\\Respondent 14 Trainee F> - § 1 reference coded [3.90% Coverage]</p> <p>Reference 1 - 3.90% Coverage</p> <p>In the debrief I explained my disappointment at not getting him to walk at my side and the facilitator shared their observations about my behaviour and how they felt that the horse was confused.</p>

		<p><Files\\Used Data\\Respondent 16 Client F> - § 1 reference coded [4.36% Coverage]</p> <p>Reference 1 - 4.36% Coverage</p> <p>I said to the facilitator lady afterwards that I didn't know why I was crying. She said did I notice anything about Nima during these moments and I said that she was there and that I cried with her because I knew I could.</p> <p><Files\\Used Data\\Respondent 19 Client F> - § 1 reference coded [3.13% Coverage]</p> <p>Reference 1 - 3.13% Coverage</p> <p>I told the therapist that I thought she might bite my nose and the therapist asked why I had not moved. I remember feeling really insulted like I was being made fun of but then I thought, why didn't I move?</p> <p><Files\\Used Data\\Respondent 20 Client F> - § 1 reference coded [2.83% Coverage]</p> <p>Reference 1 - 2.83% Coverage</p> <p>The EFP therapist interjected at this point, asking if there was anything going on for me. I remember saying well, I can't get Danny to stand there and wait, and then I thought but I don't want him to</p> <p><Files\\Used Data\\Respondent 22 Trainee F> - § 1 reference coded [1.77% Coverage]</p> <p>Reference 1 - 1.77% Coverage</p> <p>The practitioner allowed me to cry before stepping into the round and asking me what I had noticed in that moment</p>
--	--	--

		<p><Files\\Used Data\\Respondent 25 Client F> - § 1 reference coded [1.62% Coverage]</p> <p>Reference 1 - 1.62% Coverage</p> <p>The therapist supported me to explore my journey, saying that she noticed Wendy walk with conviction over the poles and whether that meant anything to me</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 1 reference coded [3.46% Coverage]</p> <p>Reference 1 - 3.46% Coverage</p> <p>I asked the client what they were thinking when they reached out to my horse. The client said that they were nervous that the horse might run away from them. I asked why they thought the horse would run away and the client said that they just expected it.</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [1.02% Coverage]</p> <p>Reference 1 - 1.02% Coverage</p> <p>I asked him about his experience, that he had approached the grey and why.</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 1 reference coded [1.49% Coverage]</p> <p>Reference 1 - 1.49% Coverage</p> <p>I asked the client how the experience had been for him and whether he had noticed anything that stood out for him.</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 1 reference coded [0.87% Coverage]</p> <p>Reference 1 - 0.87% Coverage</p>
--	--	--

		<p>asking whether M wanted to talk about the experience but he shook his head.</p> <p><Files\\Used Data\\Respondent 6 Client M> - § 2 references coded [4.12% Coverage]</p> <p>Reference 1 - 1.93% Coverage</p> <p>The facilitator asked me what I noticed about General's behaviour or if I noticed anything that stood out to me during the experience.</p> <p>Reference 2 - 2.20% Coverage</p> <p>The facilitator asked me if General's size and build meant anything to me and I started to break down. General was what i once was. Big, proud and strong.</p>
	<p>-Making suggestions when clients appear stuck</p>	<p><Files\\Used Data\\Respondent 22 Trainee F> - § 2 references coded [6.84% Coverage]</p> <p>Reference 1 - 3.13% Coverage</p> <p>The practitioner suggested that we do something different and introduced the 'moving with horses' exercise to get my horse moving and responding to my energies. I had been feeling like heavy and weak</p> <p>Reference 2 - 3.71% Coverage</p> <p>The practitioner suggested that I play about with my energies, dragging my feet or marching about. Ben appeared to get really involved and the more I thought about sending him my message clearly and confidently, the quicker he responded!</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 1 reference coded [1.27% Coverage]</p> <p>Reference 1 - 1.27% Coverage</p>

		<p>The EFP practitioner said to try moving her a different way, change direction. So I thought, well I'll turn her around.</p>
	<p>-The horse as the intersubjective space between facilitator and client</p>	<p><Files\\Used Data\\Respondent 17 Client M> - § 2 references coded [6.90% Coverage]</p> <p>Reference 1 - 3.65% Coverage</p> <p>I remember becoming more determined that we would walk together and without realising it I was shortening the rope. The facilitator told me that he could see me doing this and I quickly slackened the rope because I don't want to drag Bart around.</p> <p>Reference 2 - 3.25% Coverage</p> <p>the facilitator helped me to see this by telling me what he had observed in my behaviour and Bart's. It was really helpful because my behaviour was explained in terms of how I impacted Bart and it hurt when Bart bit me!</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 1 reference coded [1.67% Coverage]</p> <p>Reference 1 - 1.67% Coverage</p> <p>I have brought in these issues myself because the therapist has observed me with Wendy in particular and feels that I chose Wendy because I had much to prove.</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 2 references coded [11.73% Coverage]</p> <p>Reference 1 - 5.53% Coverage</p>

		<p>The client did not look back at me as I expected them to for guidance. Reflecting on this now, I feel that I was projecting my emotions and experiences onto my client. The client put their hand out to my horse palm down I noticed. I found this action interesting because my client has a history of domestic abuse and it felt like they were offering themselves to my horse rather than inviting the horse to them.</p> <p>Reference 2 - 6.20% Coverage</p> <p>offered the client the observation that they seemed to be protecting themselves and that I felt trust seemed to come out strongly in their interaction with my horse. My client smiled and said I have never trusted anyone. This was such a moving session and I know it will take time with my client to build that trust going forward. The client did reach out to my horse and that is the first step in asking for help. I shared this as an observation with my client</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 4 references coded [11.26% Coverage]</p> <p>Reference 1 - 3.34% Coverage</p> <p>the client went over to Shadow, a big coloured horse with wall eyes (blue eyes). Many describe Shadow as being a brute, being ugly, and I thought how interesting it was that this client, called a brute, called ugly, gravitated towards Shadow.</p> <p>Reference 2 - 1.62% Coverage</p> <p>Through working with Shadow, I believe the client has rekindled a gentleness that was lost and a kindness to himself.</p> <p>Reference 3 - 4.23% Coverage</p>
--	--	--

		<p>For my client, I think that the experience of talk that was plain and to the point helped to root him in the here and now. My client was a soldier where words were not mixed. My ability to connect with him is not about opening up his feelings, but supporting him to explore his feelings through the horses.</p> <p>Reference 4 - 2.07% Coverage</p> <p>The horse acts as the containment where therapist and client can be working together without verbal exchange without it being directed at each other.</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 3 references coded [5.59% Coverage]</p> <p>Reference 1 - 3.26% Coverage</p> <p>My client had pointed to my smaller horse Robbie (he called him the little horse) who had come over to us. I thought this was so insightful as I have the closest bond with Robbie out of all the horses. He is one of my anchors</p> <p>Reference 2 - 1.23% Coverage</p> <p>It is not for me to tell him how he feels or how to deal with things in a better way.</p> <p>Reference 3 - 1.09% Coverage</p> <p>The horses give that containment to think about those things for yourself.</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 2 references coded [3.65% Coverage]</p> <p>Reference 1 - 1.56% Coverage</p>
--	--	--

		<p>There interaction I think gave M peace in his chaotic life and time to process things without another person reacting to his behaviour.</p> <p>Reference 2 - 2.09% Coverage</p> <p>It is recommended that mental health professionals from all disciplines have some form of therapy because they are dealing with emotionally powerful material everyday with clients.</p>
	<p>-Trusting and Allowing to Enable</p>	<p><Files\\Used Data\\Respondent 17 Client M> - § 1 reference coded [2.63% Coverage]</p> <p>Reference 1 - 2.63% Coverage</p> <p>The practitioner did not ask me about my offending history or how many drugs I had used. It was strange at first and I kind of thought I should tell him but then he never asked.</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 3 references coded [5.69% Coverage]</p> <p>Reference 1 - 1.33% Coverage</p> <p>had all these thoughts in my head but it is not for me to analyse the experience with the client.</p> <p>Reference 2 - 2.65% Coverage</p> <p>I am simply there to help contain that moment with my horse and as challenging as this can be for the practitioner, you have to hold your position and let the client have their moment and feel it.</p> <p>Reference 3 - 1.71% Coverage</p>

		<p>The no-talk has helped me as a facilitator because it means that I feel the experience without invalidating it for the client.</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [1.80% Coverage]</p> <p>Reference 1 - 1.80% Coverage</p> <p>I emphasised to the client that they did not have to share with me anything that they did not want to. This seemed to reassure him</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 1 reference coded [4.64% Coverage]</p> <p>Reference 1 - 4.64% Coverage</p> <p>So much trust is needed not to talk too much and I have found it challenging because I am a counsellor by trade! I think that the non-verbal quality encourages the client to be in tune with their emotions, which is so important for clients with trauma histories because they often feel really powerful emotions but are really disconnected from the situation</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 1 reference coded [1.55% Coverage]</p> <p>Reference 1 - 1.55% Coverage</p> <p>I can offer my thoughts and observations about the session, sharing any feelings I had, but I will not lead</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 5 references coded [13.35% Coverage]</p> <p>Reference 1 - 1.12% Coverage</p>
--	--	---

		<p>I was a little nervous because I did not want M to hit Ben but if he does then we deal with that.</p> <p>Reference 2 - 3.26% Coverage</p> <p>asking whether M wanted to talk about the experience but he shook his head. I remember watching M leave the yard with staff and thinking he won't come back. He came back two weeks later for his next session, still reluctant to speak but staff told me that he had asked to come back.</p> <p>Reference 3 - 6.33% Coverage</p> <p>M spoke to me that day and said nothing more than 'this is better isn't it'. I did not ask M to explain himself or to offer any observation. We spent the next few sessions in much the same way, saying very little to each other but Ben and M speaking volumes. M's would move around the horses in such soft motions, it was like they were dancing. He shared bits of his childhood with me as and when he was ready but I never felt the need to ask more. When I did say too much, Ben would walk between M and myself like he was saying to be quiet to me!</p> <p>Reference 4 - 1.78% Coverage</p> <p>I am not the lead, the horse is. Ben was the lead facilitator and I was just there as co-pilot to offer support or reflection when M and Ben looked for it</p> <p>Reference 5 - 0.87% Coverage</p> <p>we as facilitators have to give space for our horses to lead with clients.</p>
	-Experiencing connection with the	<p><Files\\Used Data\\Respondent 1 Trainee F> - § 5 references coded [6.64% Coverage]</p> <p>Reference 1 - 2.15% Coverage</p>

<p>Reciprocal Roles and Relational Processes</p>	<p>horse</p>	<p>I had been sceptical about the exercise because other people were watching. In that moment with the horse though, it felt like everything just disappeared around me.</p> <p>Reference 2 - 0.86% Coverage</p> <p>I think Beau approached me because I wanted to be near the horses.</p> <p>Reference 3 - 0.27% Coverage</p> <p>I was there with her.</p> <p>Reference 4 - 1.11% Coverage</p> <p>And to hear that Beau had been there too even when I did not know is really powerful!</p> <p>Reference 5 - 2.26% Coverage</p> <p>When I did reach out and touch the horse it felt like a huge weight lifted. I remember that we both sighed and that it just felt pleasant to be with the horse at that moment.</p> <p><Files\\Used Data\\Respondent 11 Client F> - § 1 reference coded [1.47% Coverage]</p> <p>Reference 1 - 1.47% Coverage</p> <p>Blue felt wild like me and I remember stroking him and telling him it was ok that I would look after him.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 3 references coded [6.50% Coverage]</p> <p>Reference 1 - 3.31% Coverage</p>
--	--------------	--

		<p>I stood there and we just stood together not moving. We were breathing and probably breathing in time. I felt like that horse was staring into my soul. I did not touch the horse but I felt like that horse made a point of being with me, standing in my space and being in my mind.</p> <p>Reference 2 - 1.43% Coverage</p> <p>Just by looking at me that horse made me feel something at least something when I had been dead to the world for so long</p> <p>Reference 3 - 1.75% Coverage</p> <p>I shared feelings and fears with the horses without saying a word but they reacted to me, moved when I moved and when I learned to ask them to move.</p> <p><Files\\Used Data\\Respondent 16 Client F> - § 2 references coded [7.49% Coverage]</p> <p>Reference 1 - 4.75% Coverage</p> <p>Nima moved her feet I think to make herself more comfortable but she moved and I moved. I leaned on her with my head on her back but not all my weight just like we were braced against each other. I cried like a dam had burst not being loud.</p> <p>Reference 2 - 2.74% Coverage</p> <p>Whilst you can't get away from your past being in nature and being with Nima made it feel like you could walk away when things were hard.</p> <p><Files\\Used Data\\Respondent 21 Client M> - § 2 references coded [0.95% Coverage]</p> <p>Reference 1 - 0.38% Coverage</p>
--	--	--

		<p>Mario was a fighter just like me</p> <p>Reference 2 - 0.56% Coverage</p> <p>I felt like me and him understood each other.</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 3 references coded [4.83% Coverage]</p> <p>Reference 1 - 1.76% Coverage</p> <p>I met Wendy the big Shire horse and she a big lumbering thing just like me! I felt an immediate affinity with her even though she is really tall and I am really short!</p> <p>Reference 2 - 1.73% Coverage</p> <p>It was emotionally very powerful to have this big powerful horse at my side through that part of my journey and she made me live it but with such a sense of purpose</p> <p>Reference 3 - 1.33% Coverage</p> <p>She is so big and jet black that when she puts her head down and wraps herself around you that its like night wrapping you up.</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 1 reference coded [2.77% Coverage]</p> <p>Reference 1 - 2.77% Coverage</p> <p>The client shared that the horse did seem wary but that the horse reached out to them even though she looked a bit nervous herself. the client said that it was reassuring because both of them were nervous.</p>
--	--	--

		<p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [1.05% Coverage]</p> <p>Reference 1 - 1.05% Coverage</p> <p>The client said that the horse was on his own so it was easier to go to him.</p> <p><Files\\Used Data\\Respondent 30 Client M> - § 1 reference coded [4.47% Coverage]</p> <p>Reference 1 - 4.47% Coverage</p> <p>Bella turned in the pen and came straight over to me right up close like she knew I needed her there. It was like she was talking to me. I swear she heard me shout in my mind for someone to help and there she was. I put my head on her head and cried these silent tears</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 3 references coded [5.62% Coverage]</p> <p>Reference 1 - 2.20% Coverage</p> <p>My horse immediately noticed him and sedately walked over to greet him. There was no sense of urgency in her movements and it felt like two friends greeting each other.</p> <p>Reference 2 - 1.39% Coverage</p> <p>The client did not look like he was leaning on her, but I felt like there was a strong sense of connection.</p> <p>Reference 3 - 2.04% Coverage</p>
--	--	--

		<p>The client had smiled and said that the horses reminded him of tough times but also really wonderful times of being supported by friends in the Fire Service</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 1 reference coded [1.20% Coverage]</p> <p>Reference 1 - 1.20% Coverage</p> <p>The client had asked about meeting the geldings because they looked like brothers.</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 2 references coded [3.58% Coverage]</p> <p>Reference 1 - 1.67% Coverage</p> <p>I think that M had experienced so much pain and was so hyper aware of his surroundings that his ability to connect to energy was highly attuned.</p> <p>Reference 2 - 1.90% Coverage</p> <p>They can be alone in the great outdoors without actually being physically alone because the horses are there and we as facilitators are there to support and observe.</p> <p><Files\\Used Data\\Respondent 6 Client M> - § 1 reference coded [3.76% Coverage]</p> <p>Reference 1 - 3.76% Coverage</p> <p>When I walked back to the facilitator, General followed me. It felt like there was this strength there with me. He felt solid and more powerful than me. I had this strong sense that he was there with me but also that he would be there against me should I need it.</p>
	-The client's behaviour	<p><Files\\Used Data\\Respondent 10 EFP F> - § 2 references coded [12.59% Coverage]</p>

	<p>causes the horse(s) to react</p>	<p>Reference 1 - 6.92% Coverage</p> <p>When she started to march about the field, I remember telling myself just to watch, that the horses would tell her when enough was enough. My lead mare Melba, she did just that. Flattening her ears against her head in an angry gesture when the client approached. This seemed to shock the client who stopped suddenly. The client looked surprised and seemed rooted to the spot, before spinning round and marching away from Melba. She came back to me saying repeatedly, 'there you go, they all hate me, like I said they would, you got your laugh'.</p> <p>Reference 2 - 5.66% Coverage</p> <p>She went back out into the field and this time just waited. She seemed suddenly very small with her shoulders rounded over and her hands held in front of her tummy. It took time, but I noticed the horses start to look at her. I also noticed that the client appeared to be crying again. Melba walked towards the client so gently and touched her nose to the client's hand. The client stood with Melba for probably about 20-30 minutes just waiting.</p> <p><Files\\Used Data\\Respondent 11 Client F> - § 2 references coded [14.88% Coverage]</p> <p>Reference 1 - 13.47% Coverage</p> <p>I started with Blue and he was proper angry at me. He was shaking his head a lot and I was trying to get him to go through the cones but he kept stopping. I started to pull the rope and he just pulled back and I felt bad for trying to force him through the course. He started to walk when I stopped trying to pull him through the cones. He stood in the box with and he looked like wild eyed. He stood really still with me but it just did not feel good. The box represented me being stuck with drugs surrounded by other people taking drugs and not knowing how to get out. Going over the poles Blue was really bouncy and I was really like picking my feet up with him and moving like he was moving. I walked up to the jump and he would not go over. He was stood right in front of it but he was not</p>
--	-------------------------------------	--

		<p>going to step over. I went back over the jump to try and get him to go over with me and I started to worry because if I didn't get over the jump it would be embarrassing</p> <p>Reference 2 - 1.41% Coverage</p> <p>I walked him away and tried again and he proper launched himself over this jump it was really funny.</p> <p><Files\\Used Data\\Respondent 14 Trainee F> - § 1 reference coded [5.23% Coverage]</p> <p>Reference 1 - 5.23% Coverage</p> <p>leading a horse called Harry and I had a really strong urge at times to pull him on the lead rope to get him to follow at my side. I kept looking back at him but eventually I worked out this if thought go forward and looked forward, then Harry would do the same.</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 2 references coded [18.81% Coverage]</p> <p>Reference 1 - 8.86% Coverage</p> <p>you get the horse to walk with you without pulling the rope or trying to force them. It's about your body language and your internal energies. I was always agitated when I was growing up and they say I have ADHD. I want to move about all the time so I thought I would really enjoy this exercise but Bart had his ears back at me like he was angry and whilst he was walking with me, he was like stomping and trying to bite me. He kept swishing his tail at me like he was saying go away. I remember becoming more determined that we would walk together and without realising it I was shortening the rope.</p> <p>Reference 2 - 9.95% Coverage</p>
--	--	---

		<p>I held the rope with one hand and put my other hand in pocket, rustling some papers about there. What was funny was that Bart then started to bite and nip at my hand in my pocket. I was making him do everything that I did not want him to do. I told myself to stop and breathe. Bart stopped with me too and did a smelly poo which made me laugh. We started to walk again but this time I made a point of just being bit more relaxed, thinking more about how I was moving. I felt like Bart was stomping about because I stomp about and it isn't right that an animal has to do what you so because they don't get a choice. My decisions and my behaviour was obviously affecting Bart</p> <p><Files\\Used Data\\Respondent 19 Client F> - § 1 reference coded [13.27% Coverage]</p> <p>Reference 1 - 13.27% Coverage</p> <p>I got a shock when Fleur walked up to me. She is like this white blue colour with circles all over her fur, I don't know what the proper name is. Fleur came and sniffed me and I kept my hands in my pockets because the lady had said not to touch the horses. But Fleur kept sniffing me and she sniffed my face. I thought she might bite my nose but she didn't. Her breath was really warm and she like mushed my hair a bit. It felt really kind and I quite liked standing with her. She wasn't very big so it was ok standing with her. I stood the other side of her so the therapist could not see me. Eventually the therapist asked me if I wanted to come back and I was close to telling her no to be honest! Everything went away in the field and I was standing with Fleur. Fleur did not look worried about anything, she just walked up to me but wasn't mean or making me do anything.</p> <p><Files\\Used Data\\Respondent 20 Client F> - § 2 references coded [15.59% Coverage]</p> <p>Reference 1 - 7.48% Coverage</p> <p>dropped the rope on the floor and walked away from Danny who immediately followed me. I took him back to the same spot and did the same again, and again Danny followed</p>
--	--	--

		<p>me. I took him back (again!) and walked away backwards this time, and still he walked straight up to me. I never give up so I kept trying over and over with the same reaction infact Danny would not stand still at all! I was getting frustrated because I thought I was telling Danny to stand there and he thought I was saying follow me so we were all confused!</p> <p>Reference 2 - 8.11% Coverage</p> <p>I went back to the spot and I waited with Danny for ages until he felt ready for me to go. He rested his leg and seemed a bit sleepy. I spoke to him under my breath apologising for keeping my son at home with me and for depending on him so much through the divorce. I clung to him with words and with the space between us rather than physically. I quietly placed the rope on the ground and slowly took a couple of strides back and waited. Danny didn't move, so I did another couple, and Danny yawned!! I laughed because I could imagine my son saying oh mum, what you like!</p> <p><Files\\Used Data\\Respondent 21 Client M> - § 2 references coded [10.04% Coverage]</p> <p>Reference 1 - 4.12% Coverage</p> <p>. Eventually I moved out of the shade and was like are you happy now? I forgotten about the group because this horse was trying to kill me for some tree. But what was weird was that as soon as I left the tree, it all changed, and Mario was like this different horse. He totally chilled out and stood with his ears forward and like bright eyed.</p> <p>Reference 2 - 5.92% Coverage</p> <p>The practitioner guy said that Mario had issues being in the herd because he'd basically been alone all his life. Like so much about Mario I could relate to without like talkin about it. It was all like in him and about him. Mario became like my voice with how he behaved and looked. When I was fucked off Mario would bite me and lash out at me.</p>
--	--	--

		<p>When I was calm and kind, Mario would stand with me. It was a real privilege because the practitioner said that Mario finds it hard to trust people.</p> <p><Files\\Used Data\\Respondent 22 Trainee F> - § 3 references coded [13.14% Coverage]</p> <p>Reference 1 - 4.90% Coverage</p> <p>had been feeling like heavy and weak and I could not get Ben to move. He was trying but it felt like I was flat in my energy. I said enough is enough and I picked my feet up and skipped around the round pen. Ben went nuts! He began spronking about and running around after me like I was a loon! It was hilarious</p> <p>Reference 2 - 5.82% Coverage</p> <p>as a psychotherapist I keep everything on even keel and keep the arousal low. Ben responded to my energies and he was really playful. The practitioner suggested that I play about with my energies, dragging my feet or marching about. Ben appeared to get really involved and the more I thought about sending him my message clearly and confidently, the quicker he responded!</p> <p>Reference 3 - 2.43% Coverage</p> <p>Ben's skin flickered intensely when I reached out to him showing me that even though I felt dulled that my energy was really palpable. It was so insightful</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 1 reference coded [3.36% Coverage]</p> <p>Reference 1 - 3.36% Coverage</p>
--	--	---

		<p>Wendy to step over this minute jump to celebrate being cancer free, well I had some trepidation. I tried a little jog on the spot but to no avail but I kept aiming at the jump and unlike the box, Wendy did not stop. She went over the jump....and knocked the whole bloody lot down! I just laughed and hugged her chest.</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 1 reference coded [10.06% Coverage]</p> <p>Reference 1 - 10.06% Coverage</p> <p>My client noticed that Robbie was a little more hesitant to approach and immediately became so gentle and soft in his body language. He asked whether it was ok to see Robbie as he seemed a bit worried about him. The client went to approach Robbie, but Robbie walked away slightly. The client immediately stopped walking and waited until Robbie had walked over to me. Robbie greeted me by putting his muzzle in my cupped hand and the client copied this, beginning to stroke Robbie gently and slowly. Then Cookie got involved and both geldings started to nip each other in a really playful way, making my client laugh. My client said that he thought Robbie had trust issues but that trusted me.</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 3 references coded [11.11% Coverage]</p> <p>Reference 1 - 3.29% Coverage</p> <p>When Ben went back into the field to Meet the Herd again he walked up to Ben and Ben to him. They greeted each other like old friends and considering that M was so young, it felt very paternal for me. I watched M just looking into Ben's eyes and it his nose and ears everytime he moved</p> <p>Reference 2 - 3.34% Coverage</p>
--	--	---

		<p>M's would move around the horses in such soft motions, it was like they were dancing. He shared bits of his childhood with me as and when he was ready but I never felt the need to ask more. When I did say too much, Ben would walk between M and myself like he was saying to be quiet to me!</p> <p>Reference 3 - 4.48% Coverage</p> <p>When M was too forceful or feeling angry when he arrived, Ben would be rejecting, swishing his tale and tensing his body and M would read this letting his own energies ease. There interaction to watch felt like this dance where Ben would lead and M would follow, occasionally getting the steps confused but working out how to get back on track by looking and listening to Ben's behaviour.</p>
	<p>-The horse as mirror or medicine to the self</p>	<p><Files\\Used Data\\Respondent 1 Trainee F> - § 1 reference coded [1.14% Coverage]</p> <p>Reference 1 - 1.14% Coverage</p> <p>He is playful and curious (a bit like me!) and it made me think that I was not so alone.</p> <p><Files\\Used Data\\Respondent 11 Client F> - § 3 references coded [9.34% Coverage]</p> <p>Reference 1 - 4.42% Coverage</p> <p>Blue felt wild like me and I remember stroking him and telling him it was ok that I would look after him. The facilitator told me that I had spoken to Blue the whole way round and I said that I wish someone had spoken to me and told me I was going to be safe and alright when I was trying to get through all my stuff.</p> <p>Reference 2 - 1.40% Coverage</p>

		<p>Blue was a mirror to my energies and he showed me that I need to be calm in myself to work with him.</p> <p>Reference 3 - 3.52% Coverage</p> <p>I found out that he had been abused when he was younger and that he had bad legs from it. I used to get beaten up too and Blue showed me that your spirit doesn't die. when I changed me it changed him so I learn about how my behaviour can affect others.</p> <p><Files\\Used Data\\Respondent 20 Client F> - § 1 reference coded [1.73% Coverage]</p> <p>Reference 1 - 1.73% Coverage</p> <p>I chose Danny at the start of the sessions because he reminded me of my teenage son, really defiant and full of character!</p> <p><Files\\Used Data\\Respondent 21 Client M> - § 2 references coded [1.76% Coverage]</p> <p>Reference 1 - 0.38% Coverage</p> <p>Mario was a fighter just like me</p> <p>Reference 2 - 1.38% Coverage</p> <p>Mario told me to stop telling lies and because he is like me in horse-form I knew I couldn't lie to myself anymore.</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 4 references coded [7.79% Coverage]</p> <p>Reference 1 - 0.80% Coverage</p>
--	--	---

		<p>I met Wendy the big Shire horse and she a big lumbering thing just like me!</p> <p>Reference 2 - 3.10% Coverage</p> <p>As soon as we turned away from the box Wendy started walking with no issue. I swear she knew I didn't want to go in there, so we walked around the box! I was thankful for Wendy because I felt like she knew I was making myself do something that would make me unhappy, just like my marriage did.</p> <p>Reference 3 - 1.94% Coverage</p> <p>Wendy reminds me so much of my nurses and my daughter, always at my side but not pushing me. I wanted to race through my cancer treatment I found it difficult to accept that I was ill.</p> <p>Reference 4 - 1.94% Coverage</p> <p>Wendy does things at her own pace and will not let me dominate or rush. She has shown me great victories in calamities and taught me not to measure success by other people's standards.</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [2.07% Coverage]</p> <p>Reference 1 - 2.07% Coverage</p> <p>My daughter is a chatterbox and gives back chat like she's on charge. The only time I see her quiet and listening is when she is with her bloody pony!</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 1 reference coded [5.87% Coverage]</p> <p>Reference 1 - 5.87% Coverage</p>
--	--	---

		<p>He said his friends and colleagues had surrounded him just like the horses had. He said he had felt really moved by the horses' compassion for his injuries but also because they did not fuss over him. He said his wife had been like that but later on had told him how much she had worried about him having a breakdown when he left the Fire Service. He said the horses had shown him the same trust and support as his wife had without standing in his way.</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 2 references coded [2.76% Coverage]</p> <p>Reference 1 - 1.26% Coverage</p> <p>He said the horses looked like brothers and it reminded him so much of his own brothers</p> <p>Reference 2 - 1.49% Coverage</p> <p>The horses got on top of him and in his space but he said that's what his brothers were like growing up</p> <p><Files\\Used Data\\Respondent 6 Client M> - § 1 reference coded [0.39% Coverage]</p> <p>Reference 1 - 0.39% Coverage</p> <p>He was a bit broken like me</p>
	<p>-The horse's behaviour causes the client to react</p>	<p><Files\\Used Data\\Respondent 10 EFP F> - § 1 reference coded [10.33% Coverage]</p> <p>Reference 1 - 10.33% Coverage</p> <p>My lead mare Melba, she did just that. Flattening her ears against her head in an angry gesture when the client approached. This seemed to shock the client who stopped</p>

		<p>suddenly. The client looked surprised and seemed rooted to the spot, before spinning round and marching away from Melba. She came back to me saying repeatedly, 'there you go, they all hate me, like I said they would, you got your laugh'. I did not say anything initially, but let the client go on chastising the process and the horses. When she quietened down, I asked what Melba's behaviour had meant to her because it seemed to have got this big reaction out of her. The client just looked at me and started to cry. The client said, 'everybody hates me, I am always going to be alone and I just eat and eat because that's what I am good at'.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 1 reference coded [10.57% Coverage]</p> <p>Reference 1 - 10.57% Coverage</p> <p>I stood in that field questioning what I was doing, why I was there, what I was putting my family through. This brown horse came up to me. He sniffed me and then put his nose down to eat around my feet. I did not move because I was a bit perturbed I guess that the horse had chosen to eat there. The horse was right in my space, shuffling his nose around my feet like he was moving me. He kind of bumped me with his shoulder and knocked me to the side slightly. I remember letting out this rush of breath and being like, 'what the fuck!'. I looked at the facilitator like, 'are you serious? I get help by this horse pushing me about!?!'. When I looked back the horse had his head right in front of my face stood front on to me like we were sandwiched together. It must have looked hilarious! I stood there and we just stood together not moving. We were breathing and probably breathing in time.</p> <p><Files\\Used Data\\Respondent 16 Client F> - § 2 references coded [14.16% Coverage]</p> <p>Reference 1 - 11.53% Coverage</p> <p>You have to brush the horse or use your hands to get the horse to go to sleep. I had been doing these rhymlical circles over her back and I started to be quite in time doing it really</p>
--	--	--

		<p>methodically. I started to go slower and slower without even realising it. And then I was crying. In that moment it all got on top of me and hit me like a wave. Nima moved her feet I think to make herself more comfortable but she moved and I moved. I leaned on her with my head on her back but not all my weight just like we were braced against each other. I cried like a dam had burst not being loud.</p> <p>Reference 2 - 2.62% Coverage</p> <p>With EFP I have been learning a different way to be with people because the horses don't like that anxiety and they get worried too.</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 2 references coded [8.12% Coverage]</p> <p>Reference 1 - 5.71% Coverage</p> <p>I want to move about all the time so I thought I would really enjoy this exercise but Bart had his ears back at me like he was angry and whilst he was walking with me, he was like stomping and trying to bite me. He kept swishing his tail at me like he was saying go away. I remember becoming more determined that we would walk together and without realising it I was shortening the rope.</p> <p>Reference 2 - 2.41% Coverage</p> <p>was making him do everything that I did not want him to do. I told myself to stop and breathe. Bart stopped with me too and did a smelly poo which made me laugh.</p> <p><Files\\Used Data\\Respondent 19 Client F> - § 1 reference coded [10.60% Coverage]</p> <p>Reference 1 - 10.60% Coverage</p>
--	--	---

		<p>I got a shock when Fleur walked up to me. She is like this white blue colour with circles all over her fur, I don't know what the proper name is. Fleur came and sniffed me and I kept my hands in my pockets because the lady had said not to touch the horses. But Fleur kept sniffing me and she sniffed my face. I thought she might bite my nose but she didn't. Her breath was really warm and she like mushed my hair a bit. It felt really kind and I quite liked standing with her. She wasn't very big so it was ok standing with her. I stood the other side of her so the therapist could not see me. Eventually the therapist asked me if I wanted to come back and I was close to telling her no to be honest!</p> <p><Files\\Used Data\\Respondent 20 Client F> - § 2 references coded [7.31% Coverage]</p> <p>Reference 1 - 3.21% Coverage</p> <p>I quietly placed the rope on the ground and slowly took a couple of strides back and waited. Danny didn't move, so I did another couple, and Danny yawned!! I laughed because I could imagine my son saying oh mum, what you like!</p> <p>Reference 2 - 4.09% Coverage</p> <p>the horses are not necessarily predictable. They might move funny or make a different noise which brings new meaning to you interaction and understanding of yourself. You feel safe with that nuance but also that unpredictability can elicit stuff that I did not know I had such issues with!</p> <p><Files\\Used Data\\Respondent 21 Client M> - § 2 references coded [16.38% Coverage]</p> <p>Reference 1 - 10.47% Coverage</p> <p>I was standing scratching my arms and I felt really hot in the sun so I went under this tree and Mario was like, fuck off from my tree. He like glared at me and had his ears back, swinging at me to bite me. He was really fucked off with me being under his tree. I</p>
--	--	---

		<p>remember it had scared me a bit because it is like a horse and they can fuck u up. But I was like no mate, I'm standing under this tree. i tried not to move and i was saying I'm just stood under the fucking tree, what's your problem. This horse really did not like me. Eventually I moved out of the shade and was like are you happy now? I forgotten about the group because this horse was trying to kill me for some tree. But what was weird was that as soon as I left the tree, it all changed, and Mario was like this different horse. He totally chilled out and stood with his ears forward and like bright eyed.</p> <p>Reference 2 - 5.92% Coverage</p> <p>The practitioner guy said that Mario had issues being in the herd because he'd basically been alone all his life. Like so much about Mario I could relate to without like talkin about it. It was all like in him and about him. Mario became like my voice with how he behaved and looked. When I was fucked off Mario would bite me and lash out at me. When I was calm and kind, Mario would stand with me. It was a real privilege because the practitioner said that Mario finds it hard to trust people.</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 2 references coded [3.07% Coverage]</p> <p>Reference 1 - 2.00% Coverage</p> <p>Now I was surprised here because I thought we would stand on them all. I wanted to rush through but Wendy made me go slow. She picked her feet up high over every pole and did not touch one.</p> <p>Reference 2 - 1.08% Coverage</p> <p>She went over the jump....and knocked the whole bloody lot down! I just laughed and hugged her chest.</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 1 reference coded [2.77% Coverage]</p>
--	--	---

		<p>Reference 1 - 2.77% Coverage</p> <p>The client shared that the horse did seem wary but that the horse reached out to them even though she looked a bit nervous herself. the client said that it was reassuring because both of them were nervous.</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [7.93% Coverage]</p> <p>Reference 1 - 7.93% Coverage</p> <p>I observed this client's interaction with two horses over the course of the EFP sessions. He presented as resistant at first, choosing to stand away from the horses and moving away from them if they approached him. I noticed that during his first meeting with the horses, when one horse reached out to sniff him and was insistent on this, the client actually pushed the horse's head away. At one point, the client actually shouted at the horses and clapped his hands to drive them away. He immediately apologised for frightening them and took himself away out of the field.</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 2 references coded [16.47% Coverage]</p> <p>Reference 1 - 12.13% Coverage</p> <p>My horse immediately noticed him and sedately walked over to greet him. There was no sense of urgency in her movements and it felt like two friends greeting each other. I noticed that my horse sniffed his knee and when she did this, the client placed his hand on her back just behind her withers. She relaxed her leg and began chewing. The client did not look like he was leaning on her, but I felt like there was a strong sense of connection. My other horses walked over to the client in much the same way that the first horse had, very relaxed. He did not look at them but as they approached and came to</p>
--	--	---

		<p>stand with the client, I noticed he closed his eyes. He stood thinking for some time like this, flagged by the mares who stood one either side of him, chewing but not reaching out to him. The two new horses also sniffed the client's knees. The client did not say anything but he had his head bowed and a slight smile on his face</p> <p>Reference 2 - 4.34% Coverage</p> <p>My other horse in the paddock next to the mare's whinnied and the sound seemed to break the moment. The client was not shocked but looked round to notice me. My horse had walked over to me at the fence and was standing with me waiting. His field mate came over also and the client began walking back to me followed by all three mares.</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 1 reference coded [2.68% Coverage]</p> <p>Reference 1 - 2.68% Coverage</p> <p>When meeting the geldings, the client really laughed at my other horse Cookie who was all over him! The client was scratching Cookie's neck and said he felt like he was a rugby player!</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 2 references coded [9.76% Coverage]</p> <p>Reference 1 - 5.28% Coverage</p> <p>Ben stopped in front of M and waited patiently. The pair just looked at each other for a while. Ben put his nose down towards M's hands and sniffed his hands. Ben touched M and M jolted a bit nervous. I watched Ben nose and sniff at M's face and shoulders and shoes, and M did not move. We ask the clients not to touch the horses but just to observe. When Ben walked away, M stood just watching him. When M came back to me he said nothing but he looked sad.</p>
--	--	---

		<p>Reference 2 - 4.48% Coverage</p> <p>When M was too forceful or feeling angry when he arrived, Ben would be rejecting, swishing his tale and tensing his body and M would read this letting his own energies ease. There interaction to watch felt like this dance where Ben would lead and M would follow, occasionally getting the steps confused but working out how to get back on track by looking and listening to Ben's behaviour.</p> <p><Files\\Used Data\\Respondent 6 Client M> - § 1 reference coded [18.01% Coverage]</p> <p>Reference 1 - 18.01% Coverage</p> <p>When I got close, I started to feel a bit intimidated by General. He was so big and he turned and looked at me, and I remember feeling a sick in my stomach. He had this massive head and big eyes and he just stared at me. I was told not to touch the horse and I got well out of my comfort zone when he walked up to me. I remember just staring at his feet, he has massive hairy feet. I remember feeling quite overwhelmed like this really strong sensation as he walked towards me which wasn't far. I had stood far enough away from General that I could walk away from him if needed. When he came towards me, I stood stuck to the spot just staring at his feet. He came really close to me and I'm quite tall but he is really tall. He blew hot breath on my face and I felt like I was going to collapse. I had felt like I was holding my breath as he came towards. I felt like I had been holding my breath my whole life. Not speaking, not breathing. This massive animal stood near me just in my space. When he breathed I breathed. We stood like this for ages it felt like. I didn't stroke him or anything. I just stood there, I can't even remember what I was thinking, if I was thinking at all. I hadn't even noticed that the others horses had kind of closed in around us.</p> <p><Files\\Used Data\\Respondent 7 Trainee F> - § 1 reference coded [6.45% Coverage]</p> <p>Reference 1 - 6.45% Coverage</p>
--	--	---

		<p>But Banjo did not do this with me. I approached him and he stood really still. He did not nuzzle me like he had the other trainees and he just stood waiting. He waited so quietly that I burst into tears. I turned my back to the other trainees and buried my face in his thick mane and cried. I cried and I could not tell you what I was thinking about when I was crying.</p>
	<p>-The horse's behaviour leads to reflection</p>	<p><Files\\Used Data\\Respondent 1 Trainee F> - § 3 references coded [4.16% Coverage]</p> <p>Reference 1 - 1.14% Coverage</p> <p>He is playful and curious (a bit like me!) and it made me think that I was not so alone.</p> <p>Reference 2 - 2.02% Coverage</p> <p>I think that the reflective practice exercise with the chestnut mare (sorry I cannot remember her name!) made me think about everything and nothing at once</p> <p>Reference 3 - 1.00% Coverage</p> <p>I think I talk so much in my own life and I don't really take time for quiet.</p> <p><Files\\Used Data\\Respondent 11 Client F> - § 4 references coded [11.07% Coverage]</p> <p>Reference 1 - 2.57% Coverage</p> <p>I went back over the jump to try and get him to go over with me and I started to worry because if I didn't get over the jump it would be embarrassing. I would feel like I was a failure</p> <p>Reference 2 - 3.59% Coverage</p>

		<p>Horses don't do that. They tell you with their tails, feet, their eyes what they want and what they think of you. You have to watch that to understand what they need and you have to be in the moment to do that not in your head with shit just whirring round.</p> <p>Reference 3 - 1.40% Coverage</p> <p>Blue was a mirror to my energies and he showed me that I need to be calm in myself to work with him.</p> <p>Reference 4 - 3.52% Coverage</p> <p>I found out that he had been abused when he was younger and that he had bad legs from it. I used to get beaten up too and Blue showed me that your spirit doesn't die. when I changed me it changed him so I learn about how my behaviour can affect others.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 1 reference coded [5.12% Coverage]</p> <p>Reference 1 - 5.12% Coverage</p> <p>When I looked back the horse had his head right in front of my face stood front on to me like we were sandwiched together. It must have looked hilarious! I stood there and we just stood together not moving. We were breathing and probably breathing in time. I felt like that horse was staring into my soul. I did not touch the horse but I felt like that horse made a point of being with me, standing in my space and being in my mind.</p> <p><Files\\Used Data\\Respondent 14 Trainee F> - § 1 reference coded [5.23% Coverage]</p> <p>Reference 1 - 5.23% Coverage</p>
--	--	---

		<p>leading a horse called Harry and I had a really strong urge at times to pull him on the lead rope to get him to follow at my side. I kept looking back at him but eventually I worked out this if thought go forward and looked forward, then Harry would do the same.</p> <p><Files\\Used Data\\Respondent 16 Client F> - § 2 references coded [7.79% Coverage]</p> <p>Reference 1 - 2.70% Coverage</p> <p>Whilst you can't get away from your past being in nature and being with Nima made it feel like you could walk away when things were hard.</p> <p>Reference 2 - 5.09% Coverage</p> <p>With EFP I have been learning a different way to be with people because the horses don't like that anxiety and they get worried too. You have to focus on your energies if you want to be with the horses because they won't want to be with you if you're het up.</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 5 references coded [18.28% Coverage]</p> <p>Reference 1 - 4.87% Coverage</p> <p>We started to walk again but this time I made a point of just being bit more relaxed, thinking more about how I was moving. I felt like Bart was stomping about because I stomp about and it isn't right that an animal has to do what you so because they don't get a choice. My decisions and my behaviour was obviously affecting Bart</p> <p>Reference 2 - 3.38% Coverage</p>
--	--	--

		<p>I didn't want to get bitten but I also didn't want to hurt Bart because he's so little and he didn't understand what I was asking him. It was like, I was saying one thing but doing the total opposite so Bart could not follow me.</p> <p>Reference 3 - 1.93% Coverage</p> <p>It's a horse and you're thinking more about your own feelings when that horse bites you and tells you that you're affecting others!</p> <p>Reference 4 - 4.65% Coverage</p> <p>I remember mumbling at Bart when it wasn't working but I had started off making a point of being heard by the practitioner. When Bart was nipping me and we were bumping each other and walking sideways I stopped talking because Bart seemed unhappy with me. I had to change what I was doing to make it easier for him.</p> <p>Reference 5 - 3.44% Coverage</p> <p>That stuff being around other people is hard for me and I guess the horse is like another person but is not at the same time. I could practice my team skills without calling it that and without people thinking I was such a screw up.</p> <p><Files\\Used Data\\Respondent 19 Client F> - § 4 references coded [21.65% Coverage]</p> <p>Reference 1 - 11.04% Coverage</p> <p>Fleur came and sniffed me and I kept my hands in my pockets because the lady had said not to touch the horses. But Fleur kept sniffing me and she sniffed my face. I thought she might bite my nose but she didn't. Her breath was really warm and she like mushed my hair a bit. It felt really kind and I quite liked standing with her. She wasn't very big so it was ok standing with her. I stood the other side of her so the therapist could not see me.</p>
--	--	--

		<p>Eventually the therapist asked me if I wanted to come back and I was close to telling her no to be honest! Everything went away in the field and I was standing with Fleur. Fleur did not look worried about anything, she just walked up to me but wasn't mean or making me do anything.</p> <p>Reference 2 - 2.28% Coverage</p> <p>She felt safe and like she just wanted to say hi and meet me. She went back to eating and I thought that was amazing just doing stuff without worrying.</p> <p>Reference 3 - 1.47% Coverage</p> <p>Horses do not worry about things and when I come away from the horses I take that moment with me.</p> <p>Reference 4 - 6.85% Coverage</p> <p>I let Fleur in because she wouldn't take advantage of me or make me do stuff. She like held me in that moment when I felt worry and upset and she made it seem like it was ok that I wouldn't die. It sounds really dramatic but I used to feel like that sometimes like I would die from the fear and worry and that I didn't want to go outside. Fleur got me in the air, breathing the world and touching what was real. And she didn't have to do much with that!</p> <p><Files\\Used Data\\Respondent 20 Client F> - § 4 references coded [16.49% Coverage]</p> <p>Reference 1 - 1.84% Coverage</p> <p>I can't get Danny to stand there and wait, and then I thought but I don't want him to. Why would I leave him like that by himself.</p>
--	--	--

		<p>Reference 2 - 7.35% Coverage</p> <p>I had taken no time to prepare Danny to stand there and I walked off so quickly each time that I think he wanted to come with me rather than get left behind. If I am truly honest with myself, I did not want Danny to leave me. I don't want my son to leave me. It was such an emotional moment, and I was mid sentence talking nonsense about trying to get Danny to stand when I burst into tears. I blurted all this stuff out about fearing being abandoned, about suppressing my son, about depriving him of his independence.</p> <p>Reference 3 - 3.21% Coverage</p> <p>I quietly placed the rope on the ground and slowly took a couple of strides back and waited. Danny didn't move, so I did another couple, and Danny yawned!! I laughed because I could imagine my son saying oh mum, what you like!</p> <p>Reference 4 - 4.09% Coverage</p> <p>the horses are not necessarily predictable. They might move funny or make a different noise which brings new meaning to you interaction and understanding of yourself. You feel safe with that nuance but also that unpredictability can elicit stuff that I did not know I had such issues with!</p> <p><Files\\Used Data\\Respondent 21 Client M> - § 4 references coded [18.22% Coverage]</p> <p>Reference 1 - 6.87% Coverage</p> <p>But what was weird was that as soon as I left the tree, it all changed, and Mario was like this different horse. He totally chilled out and stood with his ears forward and like bright eyed. He was such a schizo like a total change of character all over some tree. But when he greeted me and let me stroke him it felt so emotional. I had lived on the streets and life was hard and cold. People treated you like dog shit and that's what you became. I like</p>
--	--	--

		<p>really felt something for this horse even though he had tried to kill me. I felt like me and him understood each other.</p> <p>Reference 2 - 5.92% Coverage</p> <p>The practitioner guy said that Mario had issues being in the herd because he'd basically been alone all his life. Like so much about Mario I could relate to without like talkin about it. It was all like in him and about him. Mario became like my voice with how he behaved and looked. When I was fucked off Mario would bite me and lash out at me. When I was calm and kind, Mario would stand with me. It was a real privilege because the practitioner said that Mario finds it hard to trust people.</p> <p>Reference 3 - 1.51% Coverage</p> <p>But like with the horses, they don't put up with bullshit and turn a blind eye because when they're fucked off they tell you!</p> <p>Reference 4 - 3.92% Coverage</p> <p>Working with Mario I learned a lot about how important trust is, that I need it but that I break it because I'm afraid of getting hurt or rejected. Just how he approached me when I was calm and relaxed compared to when I was manic and acting up said a lot about how my behaviour impacts others and makes me feel about myself.</p> <p><Files\\Used Data\\Respondent 22 Trainee F> - § 1 reference coded [4.90% Coverage]</p> <p>Reference 1 - 4.90% Coverage</p> <p>had been feeling like heavy and weak and I could not get Ben to move. He was trying but it felt like I was flat in my energy. I said enough is enough and I picked my feet up</p>
--	--	---

		<p>and skipped around the round pen. Ben went nuts! He began spronking about and running around after me like I was a loon! It was hilarious</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 4 references coded [16.23% Coverage]</p> <p>Reference 1 - 6.98% Coverage</p> <p>She started this really slow walk did my Wendy, and she stud on 2 of the 3 cones, one squashed flat in my childhood journey! Well that's just like me, a clumsy mess really. But Wendy didn't mind the fact that she had squashed the cone though I checked that she was ok because I had walked her into them I am sure. But when we got to the box (my marriage!) she wouldn't go inside the poles! She just stood there refusing to move. I even pulled the rope a little bit because I thought we have to go in there Wends otherwise I am going to look really useless in front of this therapist! Well she wouldn't step over the pole and I looked to the therapist for help.</p> <p>Reference 2 - 3.31% Coverage</p> <p>As soon as we turned away from the box Wendy started walking with no issue. I swear she knew I didn't want to go in there, so we walked around the box! I was thankful for Wendy because I felt like she knew I was making myself do something that would make me unhappy, just like my marriage did. Then over the poles</p> <p>Reference 3 - 4.00% Coverage</p> <p>Now I was surprised here because I thought we would stand on them all. I wanted to rush through but Wendy made me go slow. She picked her feet up high over every pole and did not touch one. I wish my cancer journey had felt that smooth. Wendy took her time through there with me and when I tripped over my toes and bumped into her she stopped and waited for me to get my balance.</p>
--	--	---

		<p>Reference 4 - 1.94% Coverage</p> <p>Wendy does things at her own pace and will not let me dominate or rush. She has shown me great victories in calamities and taught me not to measure success by other people's standards.</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 1 reference coded [0.01% Coverage]</p> <p>Reference 1 - 0.01% Coverage</p> <p>.</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [3.92% Coverage]</p> <p>Reference 1 - 3.92% Coverage</p> <p>The pair acknowledged each other with a look and distance between them. The client ignored all the other horses and came back to me. I asked him about his experience, that he had approached the grey and why. The client said that the horse was on his own so it was easier to go to him.</p> <p><Files\\Used Data\\Respondent 30 Client M> - § 3 references coded [19.07% Coverage]</p> <p>Reference 1 - 4.50% Coverage</p> <p>Bella turned in the pen and came straight over to me right up close like she knew I needed her there. It was like she was talking to me. I swear she heard me shout in my mind for someone to help and there she was. I put my head on her head and cried these silent tears.</p> <p>Reference 2 - 7.77% Coverage</p>
--	--	--

		<p>I didn't blubber like a baby but these tears were like hot and burning down my face. They went onto Bella's face and she just stood there not moving. When I had stopped crying I asked her my question, 'does it ever go away'. I heard Bella chewing. She still hadn't moved but she let out a big sigh when she started chewing. I think she was telling me that it does get easier but you have to stand and take it first. That what I told myself that Bella was telling me.</p> <p>Reference 3 - 6.79% Coverage</p> <p>Bella was the one thing I knew was there. her black hair and soft long fur. I saw her eyelashes and heard her chewing. i could hear her stomach gurgle. Seems strange to say but she is so alive and just reacting. There's no dishonesty or fakeness to her and she is listening to you, reacting to you as this other living thing with all these hang ups and she just says let it go just for one moment let it go.</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 1 reference coded [4.65% Coverage]</p> <p>Reference 1 - 4.65% Coverage</p> <p>The client had smiled and said that the horses reminded him of tough times but also really wonderful times of being supported by friends in the Fire Service. He said his friends and colleagues had surrounded him just like the horses had. He said he had felt really moved by the horses' compassion for his injuries but also because they did not fuss over him.</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 2 references coded [6.51% Coverage]</p> <p>Reference 1 - 5.02% Coverage</p>
--	--	---

		<p>He said it must take a lot of trust to let strangers meet the horses, and I reflected that the horses will let people know what they are and are not comfortable with. I said it for the horses to lead the session and for me to support. My client said that trust is really important to him because he spent so many years breaking trust with people.</p> <p>Reference 2 - 1.49% Coverage</p> <p>The horses got on top of him and in his space but he said that's what his brothers were like growing up</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 5 references coded [11.49% Coverage]</p> <p>Reference 1 - 2.22% Coverage</p> <p>I watched Ben approach M and made over to him with purpose but patience. M was clearly nervous and had his fist clenched, leaning back like he wanted to run but also not sure whether to fight.</p> <p>Reference 2 - 3.29% Coverage</p> <p>When Ben went back into the field to Meet the Herd again he walked up to Ben and Ben to him. They greeted each other like old friends and considering that M was so young, it felt very paternal for me. I watched M just looking into Ben's eyes and it his nose and ears everytime he moved</p> <p>Reference 3 - 1.14% Coverage</p> <p>When I did say too much, Ben would walk between M and myself like he was saying to be quiet to me!</p> <p>Reference 4 - 0.36% Coverage</p>
--	--	---

		<p>I am not the lead, the horse is</p> <p>Reference 5 - 4.48% Coverage</p> <p>When M was too forceful or feeling angry when he arrived, Ben would be rejecting, swishing his tale and tensing his body and M would read this letting his own energies ease. There interaction to watch felt like this dance where Ben would lead and M would follow, occasionally getting the steps confused but working out how to get back on track by looking and listening to Ben's behaviour.</p> <p><Files\\Used Data\\Respondent 6 Client M> - § 3 references coded [9.07% Coverage]</p> <p>Reference 1 - 2.67% Coverage</p> <p>He blew hot breath on my face and I felt like I was going to collapse. I had felt like I was holding my breath as he came towards. I felt like I had been holding my breath my whole life.</p> <p>Reference 2 - 3.76% Coverage</p> <p>When I walked back to the facilitator, General followed me. It felt like there was this strength there with me. He felt solid and more powerful than me. I had this strong sense that he was there with me but also that he would be there against me should I need it.</p> <p>Reference 3 - 2.64% Coverage</p> <p>EFP is about energy and for so long I had not felt anything. General made me feel something even if it was fear. He gave me comfort too and I worked with him a lot after this session.</p>
--	--	---

		<p><Files\\Used Data\\Respondent 7 Trainee F> - § 2 references coded [23.99% Coverage]</p> <p>Reference 1 - 19.59% Coverage</p> <p>Banjo seemed inquisitive to me and that's why I wanted to work with him. He is so joyous and free that I wanted that too. I had watched Banjo with the other trainees and when he wants affection, he wraps his head around you and pulls you into him. I wanted this so much and thinking about it now, I realise how much I want to be wanted in my own life. I have a powerful schema to be needed by my family, my clients, my friends, by my own horses. But Banjo did not do this with me. I approached him and he stood really still. He did not nuzzle me like he had the other trainees and he just stood waiting. He waited so quietly that I burst into tears. I turned my back to the other trainees and buried my face in his thick mane and cried. I cried and I could not tell you what I was thinking about when I was crying. I had asked my question to Banjo and felt like he had answered it but not in the way that I expected. I thought he would hug me like the other trainees and the fact that he did not meant so much more for me. It felt like he was listening and not just soothing my pain. It felt like he was truly listening.</p> <p>Reference 2 - 4.40% Coverage</p> <p>I felt like I processed more in that moment with Banjo than I have in many years of reflective practice. I did not come away thinking I have to do this, but I knew that I much to process and explore in my own self rather than just my professional self.</p>
Self as Therapist	-Horses do not hold trauma as people do	<p><Files\\Used Data\\Respondent 10 EFP F> - § 1 reference coded [2.04% Coverage]</p> <p>Reference 1 - 2.04% Coverage</p> <p>not outcome-based because that could be really restrictive for clients if we set predetermined expectations of where we expect clients to be post-intervention.</p>

		<p><Files\\Used Data\\Respondent 16 Client F> - § 1 reference coded [2.62% Coverage]</p> <p>Reference 1 - 2.62% Coverage</p> <p>With EFP I have been learning a different way to be with people because the horses don't like that anxiety and they get worried too.</p> <p><Files\\Used Data\\Respondent 20 Client F> - § 1 reference coded [8.23% Coverage]</p> <p>Reference 1 - 8.23% Coverage</p> <p>I have done so much counselling! Of course it has helped me but there are times when I need it to help me in a different way, like I don't want to talk because I am saying the same old thing. I felt like I could go back to those reoccurring issues without feeling repetitive with EFP because the horses are not necessarily predictable. They might move funny or make a different noise which brings new meaning to you interaction and understanding of yourself. You feel safe with that nuance but also that unpredictability can elicit stuff that I did not know I had such issues with!</p> <p><Files\\Used Data\\Respondent 21 Client M> - § 3 references coded [11.38% Coverage]</p> <p>Reference 1 - 2.85% Coverage</p> <p>I had done like three drug things before in prison and it was just bullshit. You basically just made it a game. But like with the horses, they don't put up with bullshit and turn a blind eye because when they're fucked off they tell you!</p> <p>Reference 2 - 3.57% Coverage</p>
--	--	--

		<p>Youre stories mean fuck all with the horses because they know what's real and what's lies. You can't pretend because you can't sneak them food because youre not allowed so you have to do it. You can distract the group but that horse will just do whatever they want if you're not paying attention.</p> <p>Reference 3 - 4.96% Coverage</p> <p>I did some group programmes for drugs in prison but it wasn't really meaningful. They don't have the resources to get into it with you in a group and I don't want to share that shit there. Like that's private. So you don't really get into whats under the behaviour. Working with Mario I learned a lot about how important trust is, that I need it but that I break it because I'm afraid of getting hurt or rejected.</p> <p><Files\\Used Data\\Respondent 22 Trainee F> - § 1 reference coded [3.27% Coverage]</p> <p>Reference 1 - 3.27% Coverage</p> <p>As a client or trainee, you can engage in transference and counter-transference with the practitioner but the horse will never experience that like a person which possibly makes it healthier or at least safer.</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [1.01% Coverage]</p> <p>Reference 1 - 1.01% Coverage</p> <p>I discovered EFP because I had become resentful of my own profession, and</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 1 reference coded [1.78% Coverage]</p> <p>Reference 1 - 1.78% Coverage</p>
--	--	--

		<p>EFP and counselling is not exactly comparing like for like but it shouldn't be either, because EFP is another way of working with people.</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 1 reference coded [1.84% Coverage]</p> <p>Reference 1 - 1.84% Coverage</p> <p>What is unique to EFP, I believe, is it's unique capacity to push clients into the therapeutic space without them realising it.</p> <p><Files\\Used Data\\Respondent 6 Client M> - § 1 reference coded [5.42% Coverage]</p> <p>Reference 1 - 5.42% Coverage</p> <p>I had not expected to enjoy it, it all sounded a bit soft and I thought I would just go along and stroke the horse, like a therapeutic experience. I had not expected to feel such strong emotions in my body and yet be alright afterwards. EFP changed me. I have a lot of work to do but now that my issues with drink are more settled I feel better able to deal with stuff in the past</p>
	<p>-Projecting on to the horse</p>	<p><Files\\Used Data\\Respondent 10 EFP F> - § 1 reference coded [1.11% Coverage]</p> <p>Reference 1 - 1.11% Coverage</p> <p>It is more the horse that is the containing space rather than the environment as such.</p> <p><Files\\Used Data\\Respondent 11 Client F> - § 1 reference coded [4.44% Coverage]</p> <p>Reference 1 - 4.44% Coverage</p>

		<p>Blue felt wild like me and I remember stroking him and telling him it was ok that I would look after him. The facilitator told me that I had spoken to Blue the whole way round and I said that I wish someone had spoken to me and told me I was going to be safe and alright when I was trying to get through all my stuff.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 1 reference coded [1.98% Coverage]</p> <p>Reference 1 - 1.98% Coverage</p> <p>I did not have to say much if anything but I felt like the horse pushed me into the discomfort zone and the facilitator supported me to be there without drowning in it</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 1 reference coded [1.93% Coverage]</p> <p>Reference 1 - 1.93% Coverage</p> <p>It's a horse and you're thinking more about your own feelings when that horse bites you and tells you that you're affecting others!</p> <p><Files\\Used Data\\Respondent 19 Client F> - § 1 reference coded [4.43% Coverage]</p> <p>Reference 1 - 4.43% Coverage</p> <p>I don't talk much anyways so EFP suited me! Plus no one made me talk which really helped. Plus when I wanted to talk about stuff in my past, I could do it in my way without having to go into detail. I could talk about myself through the horse which made it easier to talk about pain and stuff.</p> <p><Files\\Used Data\\Respondent 20 Client F> - § 1 reference coded [3.51% Coverage]</p> <p>Reference 1 - 3.51% Coverage</p>
--	--	---

		<p>I spoke to Danny telling him all the things I wanted to tell my son. This helped because I rely on my son for everything and it must drive him mad. It's a way to have those conversations without him being there. Plus Danny can't tell me to shut up!</p> <p><Files\\Used Data\\Respondent 22 Trainee F> - § 2 references coded [4.38% Coverage]</p> <p>Reference 1 - 1.88% Coverage</p> <p>I said that I kept thinking on the same thing going back to losing my baby and that the horse kept taking me back there.</p> <p>Reference 2 - 2.50% Coverage</p> <p>Ben told me to be clear in my needs and that to communicate I need to manage my energies which is not necessarily about dulling them but using them differently.</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 1 reference coded [3.10% Coverage]</p> <p>Reference 1 - 3.10% Coverage</p> <p>As soon as we turned away from the box Wendy started walking with no issue. I swear she knew I didn't want to go in there, so we walked around the box! I was thankful for Wendy because I felt like she knew I was making myself do something that would make me unhappy, just like my marriage did.</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 2 references coded [4.33% Coverage]</p> <p>Reference 1 - 2.08% Coverage</p>
--	--	---

		<p>I remember watching my client approach my horse and thinking that my horse was going to run away because the client was sort of creeping up to the person.</p> <p>Reference 2 - 2.25% Coverage</p> <p>The fact that the client reached out to the horse and apologised for this is insightful so I asked the client what they were thinking when they reached out to my horse</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 2 references coded [6.99% Coverage]</p> <p>Reference 1 - 2.76% Coverage</p> <p>Not talking to the client suits me. I may be a qualified psychotherapist but so much more can be said when we are not talking our problems away and telling our clients what to do with their problems.</p> <p>Reference 2 - 4.23% Coverage</p> <p>For my client, I think that the experience of talk that was plain and to the point helped to root him in the here and now. My client was a soldier where words were not mixed. My ability to connect with him is not about opening up his feelings, but supporting him to explore his feelings through the horses.</p> <p><Files\\Used Data\\Respondent 30 Client M> - § 1 reference coded [4.25% Coverage]</p> <p>Reference 1 - 4.25% Coverage</p> <p>Seems strange to say but she is so alive and just reacting. There's no dishonesty or fakeness to her and she is listening to you, reacting to you as this other living thing with all these hang ups and she just says let it go just for one moment let it go.</p>
--	--	--

		<p><Files\\Used Data\\Respondent 33 EFP F> - § 1 reference coded [1.09% Coverage]</p> <p>Reference 1 - 1.09% Coverage</p> <p>The horses give that containment to think about those things for yourself.</p> <p><Files\\Used Data\\Respondent 7 Trainee F> - § 1 reference coded [0.89% Coverage]</p> <p>Reference 1 - 0.89% Coverage</p> <p>I did not need to speak. What we did spoke volumes.</p>
	-Responsivity without judgement	<p><Files\\Used Data\\Respondent 20 Client F> - § 1 reference coded [5.51% Coverage]</p> <p>Reference 1 - 5.51% Coverage</p> <p>I felt like I could go back to those reoccurring issues without feeling repetitive with EFP because the horses are not necessarily predictable. They might move funny or make a different noise which brings new meaning to you interaction and understanding of yourself. You feel safe with that nuance but also that unpredictability can elicit stuff that I did not know I had such issues with!</p>
	-The horse helps you to talk	<p><Files\\Used Data\\Respondent 10 EFP F> - § 2 references coded [4.35% Coverage]</p> <p>Reference 1 - 1.77% Coverage</p> <p>I know that I could not have got the support I needed during my bereavement without the horses but I also know that I needed the counsellor</p> <p>Reference 2 - 2.58% Coverage</p>

		<p>The two approaches feel complementary because I could identify things about myself in my work with the horses that they bring to my attention that I can then take to therapy to process in different ways.</p> <p><Files\\Used Data\\Respondent 11 Client F> - § 1 reference coded [2.68% Coverage]</p> <p>Reference 1 - 2.68% Coverage</p> <p>I said the same story over and over and I stopped feeling it. it was just something I said. You can't do that in EFP because it's not about what you tell people, it's what the horse tells you!</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 2 references coded [4.29% Coverage]</p> <p>Reference 1 - 1.75% Coverage</p> <p>I shared feelings and fears with the horses without saying a word but they reacted to me, moved when I moved and when I learned to ask them to move.</p> <p>Reference 2 - 2.54% Coverage</p> <p>I did not want to talk about the shame and the loss. I never had to say a word about this with EFP it was my choice. I was working on my trauma without having to talk about it, it felt easier to bear at this point.</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 1 reference coded [1.06% Coverage]</p> <p>Reference 1 - 1.06% Coverage</p> <p>I guess it felt more normal rather than you were actually doing therapy.</p>
--	--	--

		<p><Files\\Used Data\\Respondent 20 Client F> - § 1 reference coded [1.64% Coverage]</p> <p>Reference 1 - 1.64% Coverage</p> <p>I am a strong person and the thought of talking to a therapist just felt pathetic to me, so I thought horse, why not</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 2 references coded [3.00% Coverage]</p> <p>Reference 1 - 1.22% Coverage</p> <p>I feel that EFP has the same power to help as counselling and any other form of psychotherapy.</p> <p>Reference 2 - 1.78% Coverage</p> <p>EFP and counselling is not exactly comparing like for like but it shouldn't be either, because EFP is another way of working with people.</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 1 reference coded [1.04% Coverage]</p> <p>Reference 1 - 1.04% Coverage</p> <p>clients have to be receptive to change as with any therapeutic approach.</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 1 reference coded [3.15% Coverage]</p> <p>Reference 1 - 3.15% Coverage</p> <p>Comparing traditional talking therapy with EFP, they are of course very different but have a wonderful ability to be combined. Many facilitators have therapy rooms for</p>
--	--	---

		<p>psychotherapeutic sessions to help process things that may have come up during a session with the horses.</p>
<p>The Horse is the Agent for Internal Dialogue</p>	<p>-Comments on the horse's physicality or appearance</p>	<p><Files\\Used Data\\Respondent 21 Client M> - § 2 references coded [6.00% Coverage]</p> <p>Reference 1 - 0.63% Coverage</p> <p>This skeleton of a horse just totally changed my life</p> <p>Reference 2 - 5.37% Coverage</p> <p>Mario that made me think this and I said his bones poke out and he's like hardened to life. The practitioner told me that Mario had been a polo horse in his day which I didn't know anything about because it's proper posh and the horses get treated like machines. He had been through hell this horse but fuck me he was still fighting! The practitioner guy said that Mario had issues being in the herd because he'd basically been alone all his life.</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 2 references coded [2.90% Coverage]</p> <p>Reference 1 - 1.76% Coverage</p> <p>I met Wendy the big Shire horse and she a big lumbering thing just like me! I felt an immediate affinity with her even though she is really tall and I am really short!</p> <p>Reference 2 - 1.14% Coverage</p> <p>It was emotionally very powerful to have this big powerful horse at my side through that part of my journey</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [3.34% Coverage]</p>

		<p>Reference 1 - 3.34% Coverage</p> <p>the client went over to Shadow, a big coloured horse with wall eyes (blue eyes). Many describe Shadow as being a brute, being ugly, and I thought how interesting it was that this client, called a brute, called ugly, gravitated towards Shadow.</p> <p><Files\\Used Data\\Respondent 6 Client M> - § 2 references coded [5.25% Coverage]</p> <p>Reference 1 - 1.60% Coverage</p> <p>General followed me. It felt like there was this strength there with me. He felt solid and more powerful than me</p> <p>Reference 2 - 3.65% Coverage</p> <p>I am not very good with words and I think I just said that he's big isn't he or something like that. The facilitator asked me if General's size and build meant anything to me and I started to break down. General was what i once was. Big, proud and strong.</p>
	-Emotional release	<p><Files\\Used Data\\Respondent 1 Trainee F> - § 3 references coded [2.68% Coverage]</p> <p>Reference 1 - 0.98% Coverage</p> <p>When I did reach out and touch the horse it felt like a huge weight lifted.</p> <p>Reference 2 - 1.42% Coverage</p> <p>With EFP I felt a profound sense of ease in myself and then this wave of powerful emotion that took over me.</p>

		<p>Reference 3 - 0.29% Coverage</p> <p>It was really freeing.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 1 reference coded [0.64% Coverage]</p> <p>Reference 1 - 0.64% Coverage</p> <p>this real thing that I had not experienced for so long</p> <p><Files\\Used Data\\Respondent 16 Client F> - § 1 reference coded [3.02% Coverage]</p> <p>Reference 1 - 3.02% Coverage</p> <p>I leaned on her with my head on her back but not all my weight just like we were braced against each other. I cried like a dam had burst not being loud.</p> <p><Files\\Used Data\\Respondent 20 Client F> - § 1 reference coded [3.23% Coverage]</p> <p>Reference 1 - 3.23% Coverage</p> <p>Even when I was crying it was more like an outburst than sense aimed at anyone. I just cried like I had never cried before, really selfish but it felt so right! I spoke to Danny telling him all the things I wanted to tell my son</p>
	<p>-Projecting onto the horse</p>	<p><Files\\Used Data\\Respondent 10 EFP F> - § 1 reference coded [1.11% Coverage]</p> <p>Reference 1 - 1.11% Coverage</p> <p>It is more the horse that is the containing space rather than the environment as such.</p> <p><Files\\Used Data\\Respondent 11 Client F> - § 1 reference coded [4.44% Coverage]</p>

		<p>Reference 1 - 4.44% Coverage</p> <p>Blue felt wild like me and I remember stroking him and telling him it was ok that I would look after him. The facilitator told me that I had spoken to Blue the whole way round and I said that I wish someone had spoken to me and told me I was going to be safe and alright when I was trying to get through all my stuff.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 1 reference coded [1.98% Coverage]</p> <p>Reference 1 - 1.98% Coverage</p> <p>I did not have to say much if anything but I felt like the horse pushed me into the discomfort zone and the facilitator supported me to be there without drowning in it</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 1 reference coded [1.93% Coverage]</p> <p>Reference 1 - 1.93% Coverage</p> <p>It's a horse and you're thinking more about your own feelings when that horse bites you and tells you that you're affecting others!</p> <p><Files\\Used Data\\Respondent 19 Client F> - § 1 reference coded [4.43% Coverage]</p> <p>Reference 1 - 4.43% Coverage</p> <p>I don't talk much anyways so EFP suited me! Plus no one made me talk which really helped. Plus when I wanted to talk about stuff in my past, I could do it in my way without having to go into detail. I could talk about myself through the horse which made it easier to talk about pain and stuff.</p>
--	--	--

		<p><Files\\Used Data\\Respondent 20 Client F> - § 1 reference coded [3.51% Coverage]</p> <p>Reference 1 - 3.51% Coverage</p> <p>I spoke to Danny telling him all the things I wanted to tell my son. This helped because I rely on my son for everything and it must drive him mad. It's a way to have those conversations without him being there. Plus Danny can't tell me to shut up!</p> <p><Files\\Used Data\\Respondent 22 Trainee F> - § 2 references coded [4.38% Coverage]</p> <p>Reference 1 - 1.88% Coverage</p> <p>I said that I kept thinking on the same thing going back to losing my baby and that the horse kept taking me back there.</p> <p>Reference 2 - 2.50% Coverage</p> <p>Ben told me to be clear in my needs and that to communicate I need to manage my energies which is not necessarily about dulling them but using them differently.</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 1 reference coded [3.10% Coverage]</p> <p>Reference 1 - 3.10% Coverage</p> <p>As soon as we turned away from the box Wendy started walking with no issue. I swear she knew I didn't want to go in there, so we walked around the box! I was thankful for Wendy because I felt like she knew I was making myself do something that would make me unhappy, just like my marriage did.</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 2 references coded [4.33% Coverage]</p>
--	--	--

		<p>Reference 1 - 2.08% Coverage</p> <p>I remember watching my client approach my horse and thinking that my horse was going to run away because the client was sort of creeping up to the person.</p> <p>Reference 2 - 2.25% Coverage</p> <p>The fact that the client reached out to the horse and apologised for this is insightful so I asked the client what they were thinking when they reached out to my horse</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 2 references coded [6.99% Coverage]</p> <p>Reference 1 - 2.76% Coverage</p> <p>Not talking to the client suits me. I may be a qualified psychotherapist but so much more can be said when we are not talking our problems away and telling our clients what to do with their problems.</p> <p>Reference 2 - 4.23% Coverage</p> <p>For my client, I think that the experience of talk that was plain and to the point helped to root him in the here and now. My client was a soldier where words were not mixed. My ability to connect with him is not about opening up his feelings, but supporting him to explore his feelings through the horses.</p> <p><Files\\Used Data\\Respondent 30 Client M> - § 1 reference coded [4.25% Coverage]</p> <p>Reference 1 - 4.25% Coverage</p>
--	--	---

		<p>Seems strange to say but she is so alive and just reacting. There's no dishonesty or fakeness to her and she is listening to you, reacting to you as this other living thing with all these hang ups and she just says let it go just for one moment let it go.</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 1 reference coded [1.09% Coverage]</p> <p>Reference 1 - 1.09% Coverage</p> <p>The horses give that containment to think about those things for yourself.</p> <p><Files\\Used Data\\Respondent 7 Trainee F> - § 1 reference coded [0.89% Coverage]</p> <p>Reference 1 - 0.89% Coverage</p> <p>I did not need to speak. What we did spoke volumes.</p>
	-Self to self dialogue	<p><Files\\Used Data\\Respondent 1 Trainee F> - § 2 references coded [4.90% Coverage]</p> <p>Reference 1 - 3.90% Coverage</p> <p>I found it really hard not to talk to the horse! I am a psychotherapist and talking to others is part of my work. I have horses as well and I am always talking to them! Not being able to talk to or even touch the horse felt really strange because I would naturally reach out and stroke my own horse.</p> <p>Reference 2 - 1.00% Coverage</p> <p>I think I talk so much in my own life and I don't really take time for quiet.</p> <p><Files\\Used Data\\Respondent 11 Client F> - § 2 references coded [6.66% Coverage]</p>

		<p>Reference 1 - 4.44% Coverage</p> <p>Blue felt wild like me and I remember stroking him and telling him it was ok that I would look after him. The facilitator told me that I had spoken to Blue the whole way round and I said that I wish someone had spoken to me and told me I was going to be safe and alright when I was trying to get through all my stuff.</p> <p>Reference 2 - 2.22% Coverage</p> <p>I didn't have to tell Blue or the practitioner anything about me. They didn't really ask me about my past, I just went in and did what they said with the horse</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 4 references coded [12.98% Coverage]</p> <p>Reference 1 - 1.98% Coverage</p> <p>I did not have to say much if anything but I felt like the horse pushed me into the discomfort zone and the facilitator supported me to be there without drowning in it</p> <p>Reference 2 - 3.74% Coverage</p> <p>I did not say anything. A lot of that was linking to not talking and not being able to talk. But I felt like I said more in that moment with the brown horse whose name I have forgotten than I had said in months. That moment I held onto when I went home and I started to feel things that I had suppressed for so long.</p> <p>Reference 3 - 4.73% Coverage</p> <p>Not having to describe everything that happened helped me to feel safe because I don't want t frighten people and I hate the thought of burdening them. I shared feelings and fears with the horses without saying a word but they reacted to me, moved when I moved</p>
--	--	---

		<p>and when I learned to ask them to move. It felt like I could have purpose that I was effective again without having to say a word about it.</p> <p>Reference 4 - 2.53% Coverage</p> <p>I did not want to talk about the shame and the loss. I never had to say a word about this with EFP it was my choice. I was working on my trauma without having to talk about it, it felt easier to bear at this point.</p> <p><Files\\Used Data\\Respondent 14 Trainee F> - § 2 references coded [10.91% Coverage]</p> <p>Reference 1 - 5.21% Coverage</p> <p>I was so focused on the end task that I did not consider how I communicated meaning. My instructions were confused because I was not communicating clearly because I was not in tune with my body and not thinking about clearing my mind to let that message through</p> <p>Reference 2 - 5.69% Coverage</p> <p>I rely so much on my words to convey meaning. I focus on this so much and forget about how much more can be shared through shared body language. The body is the vessel that feels the pain, the good and the bad. Listening to the body is the first step I think in dealing with the past.</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 1 reference coded [3.12% Coverage]</p> <p>Reference 1 - 3.12% Coverage</p>
--	--	--

		<p>I was able to get on with Bart because I did not feel like my past was in the way because we did not speak about it. I could look at the past and go back there without having to talk about it and this helped me.</p> <p><Files\\Used Data\\Respondent 20 Client F> - § 2 references coded [3.96% Coverage]</p> <p>Reference 1 - 1.84% Coverage</p> <p>spoke to him under my breath apologising for keeping my son at home with me and for depending on him so much through the divorce.</p> <p>Reference 2 - 2.12% Coverage</p> <p>don't want to talk because I am saying the same old thing. I felt like I could go back to those reoccurring issues without feeling repetitive with EFP</p> <p><Files\\Used Data\\Respondent 21 Client M> - § 1 reference coded [6.10% Coverage]</p> <p>Reference 1 - 6.10% Coverage</p> <p>Talking is what you do when youre a druggie because you tell a good story and it helps with stuff in the dark. Youre stories mean fuck all with the horses because they know what's real and what's lies. You can't pretend because you can't sneak them food because youre not allowed so you have to do it. You can distract the group but that horse will just do whatever they want if you're not paying attention. It's more about looking and listening not talking which is really different to most drugs programmes.</p> <p><Files\\Used Data\\Respondent 22 Trainee F> - § 1 reference coded [2.16% Coverage]</p> <p>Reference 1 - 2.16% Coverage</p>
--	--	---

		<p>Much of my experience was about how I used my energies to communicate a message and this was very true even when I wasn't skipping about!</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 1 reference coded [4.50% Coverage]</p> <p>Reference 1 - 4.50% Coverage</p> <p>I chattered throughout all of mine but it was a physical experience. Even standing on your feet is communicating with the horse and you do a lot of work with the therapist exploring your own energies and getting to understand your arousal levels. This is so important when being with the horse because they feel everything, it is not about stopping the energy but working out how to change it and use it in a more healthy way.</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [2.76% Coverage]</p> <p>Reference 1 - 2.76% Coverage</p> <p>Not talking to the client suits me. I may be a qualified psychotherapist but so much more can be said when we are not talking our problems away and telling our clients what to do with their problems.</p> <p><Files\\Used Data\\Respondent 30 Client M> - § 1 reference coded [4.27% Coverage]</p> <p>Reference 1 - 4.27% Coverage</p> <p>The practitioner told me not to speak during the exercise and I did not say a word. it was all in my head. When Bella came over I swear we were having this full blown conversation that no one else knew about. She was a comfort and she answered my question.</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 1 reference coded [1.29% Coverage]</p>
--	--	---

		<p>Reference 1 - 1.29% Coverage</p> <p>The client said barely anything whilst he was with the horses and yet he reported feeling so much.</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 1 reference coded [1.20% Coverage]</p> <p>Reference 1 - 1.20% Coverage</p> <p>Not talking helps with that as it is the client's experience that is truly central.</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 1 reference coded [2.98% Coverage]</p> <p>Reference 1 - 2.98% Coverage</p> <p>M spoke to me that day and said nothing more than 'this is better isn't it'. I did not ask M to explain himself or to offer any observation. We spent the next few sessions in much the same way, saying very little to each other but Ben and M speaking volumes.</p> <p><Files\\Used Data\\Respondent 6 Client M> - § 1 reference coded [1.58% Coverage]</p> <p>Reference 1 - 1.58% Coverage</p> <p>I had this strong sense that he was there with me but also that he would be there against me should I need it.</p> <p><Files\\Used Data\\Respondent 7 Trainee F> - § 2 references coded [2.78% Coverage]</p> <p>Reference 1 - 1.89% Coverage</p>
--	--	--

		<p>What was really containing was that no one asked me to explain my experience and no one offered an analysis.</p> <p>Reference 2 - 0.89% Coverage</p> <p>I did not need to speak. What we did spoke volumes.</p>
	<p>-The horse chooses to be with you</p>	<p><Files\\Used Data\\Respondent 1 Trainee F> - § 1 reference coded [0.86% Coverage]</p> <p>Reference 1 - 0.86% Coverage</p> <p>I think Beau approached me because I wanted to be near the horses.</p> <p><Files\\Used Data\\Respondent 10 EFP F> - § 1 reference coded [1.11% Coverage]</p> <p>Reference 1 - 1.11% Coverage</p> <p>It is more the horse that is the containing space rather than the environment as such.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 2 references coded [2.93% Coverage]</p> <p>Reference 1 - 1.50% Coverage</p> <p>I did not touch the horse but I felt like that horse made a point of being with me, standing in my space and being in my mind.</p> <p>Reference 2 - 1.43% Coverage</p> <p>Just by looking at me that horse made me feel something at least something when I had been dead to the world for so long</p>

		<p><Files\\Used Data\\Respondent 21 Client M> - § 1 reference coded [1.22% Coverage]</p> <p>Reference 1 - 1.22% Coverage</p> <p>The practitioner watched you but because you were looking at the horses you were not like distracted.</p> <p><Files\\Used Data\\Respondent 22 Trainee F> - § 1 reference coded [3.05% Coverage]</p> <p>Reference 1 - 3.05% Coverage</p> <p>I said that I kept thinking on the same thing going back to losing my baby and that the horse kept taking me back there. i talked about feelings of helplessness, feeling powerless to do anything.</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 2 references coded [4.63% Coverage]</p> <p>Reference 1 - 2.77% Coverage</p> <p>The client shared that the horse did seem wary but that the horse reached out to them even though she looked a bit nervous herself. the client said that it was reassuring because both of them were nervous.</p> <p>Reference 2 - 1.86% Coverage</p> <p>EFP creates this healing space where clients can go on their journey through their trauma without being judged by the therapist, my horse!</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [2.80% Coverage]</p> <p>Reference 1 - 2.80% Coverage</p>
--	--	--

		<p>The client may feel less under the thumb as it were in much the same way that because the horses is there the emphasis is taken off me as the therapist allowing me to observe and process the interaction.</p> <p><Files\\Used Data\\Respondent 30 Client M> - § 2 references coded [10.64% Coverage]</p> <p>Reference 1 - 1.68% Coverage</p> <p>Bella turned in the pen and came straight over to me right up close like she knew I needed her there.</p> <p>Reference 2 - 8.96% Coverage</p> <p>my head was burning from all this emotion building up inside of me. I felt like I would burn alive if I did not ask the question. Bella was the one thing I knew was there. her black hair and soft long fur. I saw her eyelashes and heard her chewing. i could hear her stomach gurgle. Seems strange to say but she is so alive and just reacting. There's no dishonesty or fakeness to her and she is listening to you, reacting to you as this other living thing with all these hang ups and she just says let it go just for one moment let it go.</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 1 reference coded [0.91% Coverage]</p> <p>Reference 1 - 0.91% Coverage</p> <p>My horse immediately noticed him and sedately walked over to greet him</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 2 references coded [4.96% Coverage]</p> <p>Reference 1 - 3.41% Coverage</p>
--	--	--

		<p>He said it must take a lot of trust to let strangers meet the horses, and I reflected that the horses will let people know what they are and are not comfortable with. I said it for the horses to lead the session and for me to support.</p> <p>Reference 2 - 1.55% Coverage</p> <p>I can offer my thoughts and observations about the session, sharing any feelings I had, but I will not lead</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 3 references coded [5.26% Coverage]</p> <p>Reference 1 - 1.14% Coverage</p> <p>When I did say too much, Ben would walk between M and myself like he was saying to be quiet to me!</p> <p>Reference 2 - 1.78% Coverage</p> <p>I am not the lead, the horse is. Ben was the lead facilitator and I was just there as co-pilot to offer support or reflection when M and Ben looked for it</p> <p>Reference 3 - 2.34% Coverage</p> <p>we do not take unnecessary risks, but we as facilitators have to give space for our horses to lead with clients. That means giving clients the opportunity to be with the horses without our interference.</p> <p><Files\\Used Data\\Respondent 6 Client M> - § 1 reference coded [3.76% Coverage]</p> <p>Reference 1 - 3.76% Coverage</p>
--	--	---

		<p>When I walked back to the facilitator, General followed me. It felt like there was this strength there with me. He felt solid and more powerful than me. I had this strong sense that he was there with me but also that he would be there against me should I need it.</p>
	<p>-Your energy affects the horse</p>	<p><Files\\Used Data\\Respondent 11 Client F> - § 1 reference coded [1.40% Coverage]</p> <p>Reference 1 - 1.40% Coverage</p> <p>Blue was a mirror to my energies and he showed me that I need to be calm in myself to work with him.</p> <p><Files\\Used Data\\Respondent 16 Client F> - § 1 reference coded [2.46% Coverage]</p> <p>Reference 1 - 2.46% Coverage</p> <p>You have to focus on your energies if you want to be with the horses because they won't want to be with you if you're het up.</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 1 reference coded [2.11% Coverage]</p> <p>Reference 1 - 2.11% Coverage</p> <p>you get the horse to walk with you without pulling the rope or trying to force them. It's about your body language and your internal energies.</p> <p><Files\\Used Data\\Respondent 22 Trainee F> - § 4 references coded [15.93% Coverage]</p> <p>Reference 1 - 5.73% Coverage</p>

		<p>'moving with horses' exercise to get my horse moving and responding to my energies. I had been feeling like heavy and weak and I could not get Ben to move. He was trying but it felt like I was flat in my energy. I said enough is enough and I picked my feet up and skipped around the round pen. Ben went nuts! He began spronking about and running around after me like</p> <p>Reference 2 - 3.72% Coverage</p> <p>The practitioner suggested that I play about with my energies, dragging my feet or marching about. Ben appeared to get really involved and the more I thought about sending him my message clearly and confidently, the quicker he responded!</p> <p>Reference 3 - 2.53% Coverage</p> <p>Ben told me to be clear in my needs and that to communicate I need to manage my energies which is not necessarily about dulling them but using them differently.</p> <p>Reference 4 - 3.94% Coverage</p> <p>It was remarkable to find that even will static, I felt like an attraction and repulsion from the palms of my peers. Ben's skin flickered intensely when I reached out to him showing me that even though I felt dulled that my energy was really palpable.</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 1 reference coded [3.79% Coverage]</p> <p>Reference 1 - 3.79% Coverage</p> <p>Even standing on your feet is communicating with the horse and you do a lot of work with the therapist exploring your own energies and getting to understand your arousal levels. This is so important when being with the horse because they feel everything, it is</p>
--	--	--

		<p>not about stopping the energy but working out how to change it and use it in a more healthy way.</p> <p><Files\\Used Data\\Respondent 26 Trainee F> - § 1 reference coded [2.27% Coverage]</p> <p>Reference 1 - 2.27% Coverage</p> <p>Good supervision is vital for EFP practitioners as you absorb so much energy. Same for the horse, so they need plenty of rest between clients and cannot be overworked.</p> <p><Files\\Used Data\\Respondent 34 EFP F> - § 1 reference coded [3.90% Coverage]</p> <p>Reference 1 - 3.90% Coverage</p> <p>I think that M had experienced so much pain and was so hyper aware of his surroundings that his ability to connect to energy was highly attuned. Because Ben's energy was reactive to M's, M could experience how he impacts others without criticism or condemnation and Ben had never ridiculed him and cannot call M names or be cruel to him.</p> <p><Files\\Used Data\\Respondent 6 Client M> - § 1 reference coded [2.64% Coverage]</p> <p>Reference 1 - 2.64% Coverage</p> <p>EFP is about energy and for so long I had not felt anything. General made me feel something even if it was fear. He gave me comfort too and I worked with him a lot after this session.</p>
Therapeutic Impasse	-Therapy as threat to self	<p><Files\\Used Data\\Respondent 10 EFP F> - § 1 reference coded [2.02% Coverage]</p> <p>Reference 1 - 2.02% Coverage</p>

		<p>not outcome-based because that could be really restrictive for clients if we set predetermined expectations of where we expect clients to be post-intervention.</p> <p><Files\\Used Data\\Respondent 11 Client F> - § 3 references coded [6.17% Coverage]</p> <p>Reference 1 - 1.30% Coverage</p> <p>Its nice not to have talk to people because to be honest most of the time its just bullshit.</p> <p>Reference 2 - 1.31% Coverage</p> <p>I hate people trying to talk to me about how I feel because it treats you like you're pathetic</p> <p>Reference 3 - 3.56% Coverage</p> <p>I hated talking to people about my life. People complete the same assessments of you over and over and I know its process and stuff, but you just go dumb from it. I said the same story over and over and I stopped feeling it. it was just something I said.</p> <p><Files\\Used Data\\Respondent 13 Client M> - § 2 references coded [5.23% Coverage]</p> <p>Reference 1 - 3.44% Coverage</p> <p>It was reassuring not to have to talk. I had struggled sitting with a therapist because I had felt so defective. I had been a soldier and I was sitting there with this woman, who was lovely, but who could never understand what that experience is like. I did not feel this resentment with EFP</p> <p>Reference 2 - 1.79% Coverage</p>
--	--	---

		<p>tried so hard but it felt humiliating. It helped in some ways but I did not want to talk about seeing my friends die and feeling afraid with the noise.</p> <p><Files\\Used Data\\Respondent 17 Client M> - § 1 reference coded [2.07% Coverage]</p> <p>Reference 1 - 2.07% Coverage</p> <p>I cannot sit in a chair with some wrinkly whispering therapist talking to me about my feelings. I don't want to hear it! It's embarrassing!</p> <p><Files\\Used Data\\Respondent 19 Client F> - § 1 reference coded [3.22% Coverage]</p> <p>Reference 1 - 3.22% Coverage</p> <p>I have talked to people like counsellors and teachers and social services and in the end it was all empty. No one ever listened to you. I know that people wanted to help me but no one ever asked me what I wanted.</p> <p><Files\\Used Data\\Respondent 20 Client F> - § 2 references coded [4.36% Coverage]</p> <p>Reference 1 - 1.64% Coverage</p> <p>I am a strong person and the thought of talking to a therapist just felt pathetic to me, so I thought horse, why not</p> <p>Reference 2 - 2.72% Coverage</p> <p>I have done so much counselling! Of course it has helped me but there are times when I need it to help me in a different way, like I don't want to talk because I am saying the same old thing.</p>
--	--	--

		<p><Files\\Used Data\\Respondent 21 Client M> - § 2 references coded [4.53% Coverage]</p> <p>Reference 1 - 1.33% Coverage</p> <p>I had done like three drug things before in prison and it was just bullshit. You basically just made it a game.</p> <p>Reference 2 - 3.20% Coverage</p> <p>I did some group programmes for drugs in prison but it wasn't really meaningful. They don't have the resources to get into it with you in a group and I don't want to share that shit there. Like that's private. So you don't really get into whats under the behaviour.</p> <p><Files\\Used Data\\Respondent 22 Trainee F> - § 2 references coded [3.97% Coverage]</p> <p>Reference 1 - 2.38% Coverage</p> <p>I really needed my therapy but I think it became my noose rather than my lifeline at times. I know that I used my counsellor as a way to punish myself.</p> <p>Reference 2 - 1.60% Coverage</p> <p>As a client or trainee, you can engage in transference and counter-transference with the practitioner</p> <p><Files\\Used Data\\Respondent 25 Client F> - § 1 reference coded [1.38% Coverage]</p> <p>Reference 1 - 1.38% Coverage</p>
--	--	---

		<p>Counselling helped me a lot with this but whilst it felt a good place to share at the time, sometimes I came away feeling deflated.</p> <p><Files\\Used Data\\Respondent 27 EFP M> - § 1 reference coded [2.76% Coverage]</p> <p>Reference 1 - 2.76% Coverage</p> <p>Not talking to the client suits me. I may be a qualified psychotherapist but so much more can be said when we are not talking our problems away and telling our clients what to do with their problems.</p> <p><Files\\Used Data\\Respondent 30 Client M> - § 1 reference coded [3.14% Coverage]</p> <p>Reference 1 - 3.14% Coverage</p> <p>I felt that pain everytime I talked to a psychologist or doctor and I pushed it right back down. i put that beast in its cage and let it growl because I could not give that to the person.</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 2 references coded [2.49% Coverage]</p> <p>Reference 1 - 0.71% Coverage</p> <p>They are not facing me sat in a chair feeling awkward.</p> <p>Reference 2 - 1.78% Coverage</p> <p>EFP and counselling is not exactly comparing like for like but it shouldn't be either, because EFP is another way of working with people.</p>
--	--	---

	<p>-Trauma as threat to self and other</p>	<p><Files\\Used Data\\Respondent 13 Client M> - § 1 reference coded [1.79% Coverage]</p> <p>Reference 1 - 1.79% Coverage</p> <p>Not having to describe everything that happened helped me to feel safe because I don't want t frighten people and I hate the thought of burdening them.</p> <p><Files\\Used Data\\Respondent 16 Client F> - § 1 reference coded [1.60% Coverage]</p> <p>Reference 1 - 1.60% Coverage</p> <p>I find it hard to talk about things because I don't want people to think I'm weak</p> <p><Files\\Used Data\\Respondent 21 Client M> - § 1 reference coded [3.20% Coverage]</p> <p>Reference 1 - 3.20% Coverage</p> <p>I did some group programmes for drugs in prison but it wasn't really meaningful. They don't have the resources to get into it with you in a group and I don't want to share that shit there. Like that's private. So you don't really get into whats under the behaviour.</p> <p><Files\\Used Data\\Respondent 22 Trainee F> - § 1 reference coded [0.94% Coverage]</p> <p>Reference 1 - 0.94% Coverage</p> <p>I know that I used my counsellor as a way to punish myself.</p> <p><Files\\Used Data\\Respondent 30 Client M> - § 1 reference coded [5.60% Coverage]</p> <p>Reference 1 - 5.60% Coverage</p>
--	--	---

		<p>I felt that pain everytime I talked to a psychologist or doctor and I pushed it right back down. i put that beast in its cage and let it growl because I could not give that to the person. i didn't know how to tell somebody about the nightmares about hating the people you love and not wanting to live even though that would destroy them</p> <p><Files\\Used Data\\Respondent 32 Trainee F> - § 1 reference coded [1.62% Coverage]</p> <p>Reference 1 - 1.62% Coverage</p> <p>clients with trauma histories because they often feel really powerful emotions but are really disconnected from the situation</p> <p><Files\\Used Data\\Respondent 33 EFP F> - § 1 reference coded [3.02% Coverage]</p> <p>Reference 1 - 3.02% Coverage</p> <p>My client has spent so much of his life being told what to do, being told off, being put in prison and having no choices. It is not for me to tell him how he feels or how to deal with things in a better way.</p>
--	--	---

Appendix 7. Study Two Thematic Analysis Training Block One

The following table outlines the references selected from the researcher’s reflective diaries and field notes that comprise each code under each theme. Coverage refers to the proportional representation of the references within each code.

Themes and Codes		References
Acceptance	The horse does not hold trauma as people do	<p><Files\\Reflective diaries> - § 1 reference coded [1.20% Coverage]</p> <p>Reference 1 - 1.20% Coverage</p> <p>I noticed how my energy was quite tense and that my breathing was quite held. Rather than this affecting Charlie, she actually started yawning and chewing! It felt like she was just ridding herself of my tension and I could only smile</p>
	The horse will not hurt me	<p><Files\\January field notes> - § 1 reference coded [0.31% Coverage]</p> <p>Reference 1 - 0.31% Coverage</p> <p>I did remark that I had not noticed the other trainees and that when I was with Ted, everything else just went away.</p>
	The horse will not judge me	<p><Files\\January field notes> - § 1 reference coded [0.31% Coverage]</p> <p>Reference 1 - 0.31% Coverage</p>

		I did remark that I had not noticed the other trainees and that when I was with Freddie, everything else just went away.
Agency and Self Determination	Being and having to be congruent	<p><Files\\January field notes> - § 2 references coded [0.77% Coverage]</p> <p>Reference 1 - 0.46% Coverage</p> <p>-Feeling discomfort across my back, hips and shoulders, tight in my body, I wanted to roll and move but the purpose of the scan was to be aware and not to change anything.</p> <p>Reference 2 - 0.32% Coverage</p> <p>I need to maintain balance between observing and maintaining congruence with my own emotional experience and cognition.</p> <p><Files\\Reflective diaries> - § 1 reference coded [0.55% Coverage]</p> <p>Reference 1 - 0.55% Coverage</p> <p>I am aware in my body and mind that I was more open to the body mapping exercise and more embracing of it.</p>
	Being in the moment	<p><Files\\January field notes> - § 7 references coded [2.33% Coverage]</p> <p>Reference 1 - 0.46% Coverage</p>

		<p>-Feeling discomfort across my back, hips and shoulders, tight in my body, I wanted to roll and move but the purpose of the scan was to be aware and not to change anything.</p> <p>Reference 2 - 0.32% Coverage</p> <p>being on my feet, standing up the body scan felt like it had energy. It also felt safer because I felt like I could move.</p> <p>Reference 3 - 0.16% Coverage</p> <p>I found myself completely focused on Freddie rather than my past.</p> <p>Reference 4 - 0.39% Coverage</p> <p>All my thoughts were on helping to keep Freddie calm and walk through the cones calmly. I stroked his shoulder afterwards and told him he was a good boy.</p> <p>Reference 5 - 0.31% Coverage</p> <p>I did remark that I had not noticed the other trainees and that when I was with Freddie, everything else just went away.</p> <p>Reference 6 - 0.44% Coverage</p> <p>Working on energy like this really glued me to the spot and made me think about what is going on inside me, not just in that moment, but at other times in my life.</p>
--	--	--

		<p>Reference 7 - 0.24% Coverage</p> <p>When it is me and one of the horses, I feel such immediate ease, and everything goes away.</p> <p><Files\\Reflective diaries> - § 2 references coded [0.94% Coverage]</p> <p>Reference 1 - 0.55% Coverage</p> <p>I am aware in my body and mind that I was more open to the body mapping exercise and more embracing of it.</p> <p>Reference 2 - 0.39% Coverage</p> <p>I noticed how my energy was quite tense and that my breathing was quite held.</p>
	<p>The self as therapist</p>	<p><Files\\January field notes> - § 4 references coded [1.33% Coverage]</p> <p>Reference 1 - 0.03% Coverage</p> <p>client-led</p> <p>Reference 2 - 0.32% Coverage</p> <p>being on my feet, standing up the body scan felt like it had energy. It also felt safer because I felt like I could move.</p> <p>Reference 3 - 0.61% Coverage</p>

		<p>The facilitator explains the exercise to the client and gets the client perhaps to make their obstacle course. The client then names the different parts of the obstacle course and the facilitator will recite this back to the client.</p> <p>Reference 4 - 0.37% Coverage</p> <p>The client then chooses their horse to go on their journey with them by putting a rope headcollar on one of the loose horses in the area.</p> <p><Files\\Reflective diaries> - § 1 reference coded [1.00% Coverage]</p> <p>Reference 1 - 1.00% Coverage</p> <p>Reflecting on this, I think that my emotions and thoughts of failure and worry come from being in a place of stress with everything I have going on in my professional, academic and personal life.</p>
	The self experiences efficacy or purpose	<p><Files\\January field notes> - § 1 reference coded [0.22% Coverage]</p> <p>Reference 1 - 0.22% Coverage</p> <p>All my thoughts were on helping to keep Freddie calm and walk through the cones calmly.</p>
	Close enough to reassure, far enough back to enable	<p><Files\\January field notes> - § 2 references coded [0.51% Coverage]</p> <p>Reference 1 - 0.24% Coverage</p> <p>-clean language: the practitioner does not lead, you listen, the horse leads with the client</p>

<p>Power, threat and meaning in therapeutic encounters</p>		<p>Reference 2 - 0.26% Coverage</p> <p>I stood away from him because many of the trainees were near him, stroking him and talking to him.</p> <p><Files\\Reflective diaries> - § 1 reference coded [0.80% Coverage]</p> <p>Reference 1 - 0.80% Coverage</p> <p>Practicing facilitation on ‘The Journey’ helped me to feel that this is not my journey as therapist or facilitator, but as observer in the client’s journey.</p>
	<p>Feedback from the group</p>	<p><Files\\January field notes> - § 2 references coded [1.27% Coverage]</p> <p>Reference 1 - 0.67% Coverage</p> <p>The group were invited to offer their observations on the experience. One trainee said just how relaxed I looked, and that I seemed so much calmer with the horse than without. Another noted that I always had the horse between the onlookers and myself.</p> <p>Reference 2 - 0.60% Coverage</p> <p>The feedback from the other trainees made me feel a bit sad but also humbled. They noted how peaceful I had appeared and how calm. They said all my energy just went down when I physically brought myself down before the horse.</p>
	<p>Grounding the client</p>	<p><Files\\January field notes> - § 4 references coded [1.44% Coverage]</p> <p>Reference 1 - 0.58% Coverage</p>

		<p>1. Anchoring: preparation for any EFP work: who, what, where are your anchors? -My partner, my horses, being in the field (Similar anchors from other trainees: children, horse, partner, family, favourite places etc).</p> <p>Reference 2 - 0.04% Coverage</p> <p>2. Body scanning</p> <p>Reference 3 - 0.41% Coverage</p> <p>- stood on balls of feet during scan – not actually physically grounded, practitioners observed that I stand with my side facing people. I had not noticed.</p> <p>Reference 4 - 0.41% Coverage</p> <p>The facilitator then completes a body scan with the client, grounding them in the moment and helping them to connect with their body and sense of self.</p> <p><Files\\Reflective diaries> - § 1 reference coded [1.08% Coverage]</p> <p>Reference 1 - 1.08% Coverage</p> <p>Completing the anchoring exercise did reassure me. I appreciated this so much before meeting with the horses because I felt vulnerable. Reminding myself of these anchors helped to make me feel safe and grounded.</p>
--	--	--

	<p>Inviting the client to make an understanding of their experience with the horse</p>	<p><Files\\January field notes> - § 7 references coded [2.66% Coverage]</p> <p>Reference 1 - 0.33% Coverage</p> <p style="padding-left: 40px;">Practitioner did not suggest why I did it, but asked whether it meant anything to me. I said I felt comfortable that way.</p> <p>Reference 2 - 0.36% Coverage</p> <p>Others shared sensations of confusion that they found it hard to know what to do because they had not been given any precise instructions</p> <p>Reference 3 - 0.29% Coverage</p> <p>Once the client has finished their journey, the facilitator can invite the client to share their experience.</p> <p>Reference 4 - 0.20% Coverage</p> <p>The EFP/EFL trainer asked me if I had noticed anything during the journey.</p> <p>Reference 5 - 0.96% Coverage</p> <p>The trainer said they noticed that whilst I was talking that I did not stand still with Freddie. I said that Freddie seemed to prefer moving around and that it was easier letting him move around than forcing him to stand still. The facilitator suggested that perhaps I prefer to be moving around, and I reflected that I feel more relaxed when I am on my feet and moving.</p>
--	--	---

		<p>Reference 6 - 0.30% Coverage</p> <p>-Reflecting on 'The Journey', as a facilitator it was challenging not to offer interpretations of the experience.</p> <p>Reference 7 - 0.23% Coverage</p> <p>The facilitator invited me to share my experience and I described the respect I felt for the horse</p>
	Making suggestions when the client appears stuck	<p><Files\\January field notes> - § 1 reference coded [0.47% Coverage]</p> <p>Reference 1 - 0.47% Coverage</p> <p>The facilitator can offer guidance if the client look stuck on getting the horse to move for instance, but is not to interrupt or to offer interpretations of the experience.</p>
	<i>No touch, no talk</i>	<p><Files\\January field notes> - § 2 references coded [1.28% Coverage]</p> <p>Reference 1 - 0.30% Coverage</p> <p>-NO TOUCH, NO TALK: be aware of sensations in your body, any thoughts or feelings that the horses evoke in you.</p> <p>Reference 2 - 0.99% Coverage</p> <p>The client would pick from two horses, choosing one to lead through the obstacle course, which consists of a small (step-over) jump, three poles to walk over/around, three cones to</p>

		navigate around or in and out of, and a box shape made from cones that clients can choose to stand in with the horse. There is no talk during the exercise and the facilitator is to stand back.
	<i>On my feet</i>	<p><Files\\January field notes> - § 3 references coded [0.86% Coverage]</p> <p>Reference 1 - 0.16% Coverage</p> <p style="padding-left: 40px;">-I wanted to walk about but others were just stood watching.</p> <p>Reference 2 - 0.30% Coverage</p> <p>The researcher felt an urge to be on their feet, they had been sat down for sometime going through the syllabus</p> <p>Reference 3 - 0.40% Coverage</p> <p>The facilitator suggested that perhaps I prefer to be moving around, and I reflected that I feel more relaxed when I am on my feet and moving.</p>
	The horse as the intersubjective space between facilitator and client	<p><Files\\January field notes> - § 5 references coded [2.62% Coverage]</p> <p>Reference 1 - 0.24% Coverage</p> <p style="padding-left: 40px;">-clean language: the practitioner does not lead, you listen, the horse leads with the client</p> <p>Reference 2 - 0.38% Coverage</p> <p style="padding-left: 40px;">-I could hear them move, their breathing. I started to think about my own breathing and to forget that there were other trainees/people present.</p>

		<p>Reference 3 - 0.65% Coverage</p> <p>The EFP/EFL trainer asked me if I had noticed anything during the journey. I said that I felt really endeared towards Freddie because he reminded me so much of my own horse who I had to give up because I did not have time with my studies and my job</p> <p>Reference 4 - 0.74% Coverage</p> <p>The facilitator suggested that perhaps I prefer to be moving around, and I reflected that I feel more relaxed when I am on my feet and moving. Thinking about this now, I think I just wanted to be with Freddie rather than talking to people I did not really know about my experience.</p> <p>Reference 5 - 0.61% Coverage</p> <p>Another noted that I always had the horse between the onlookers and myself. I had to take a moment to think about their observations because I had not made a conscious effort to put the horse between myself and the other trainees.</p> <p><Files\\Reflective diaries> - § 5 references coded [5.82% Coverage]</p> <p>Reference 1 - 0.69% Coverage</p> <p>I just wanted to sit on the fence and watch them. It did not matter where they went or whether they approached me, I felt at ease there.</p> <p>Reference 2 - 0.80% Coverage</p> <p>Practicing facilitation on ‘The Journey’ helped me to feel that this is not my journey as therapist or facilitator, but as observer in the client’s journey.</p>
--	--	---

		<p>Reference 3 - 0.58% Coverage</p> <p>I have looked for this therapeutic experience that is not therapist driven, without such obvious power imbalances.</p> <p>Reference 4 - 2.55% Coverage</p> <p>I struggled with the reflective grooming because I did not want to impinge on other group members' experience or space and we were three to one horse. I am conscious about my reluctance to itch and scratch when I felt that Banjo was not receptive to the slow grooming. I felt constrained and this is a reflection of the restraints I place on myself, which I am not comfortable with, and that through self-imposition result in a rebellious rejection that shows my character as manic and conflicting.</p> <p>Reference 5 - 1.20% Coverage</p> <p>I noticed how my energy was quite tense and that my breathing was quite held. Rather than this affecting Charlie, she actually started yawning and chewing! It felt like she was just ridding herself of my tension and I could only smile.</p>
	<p>Trusting and allowing to enable</p>	<p><Files\\January field notes> - § 5 references coded [1.41% Coverage]</p> <p>Reference 1 - 0.10% Coverage</p> <p>-‘Bottom up, not top down experience’</p> <p>Reference 2 - 0.24% Coverage</p> <p>-clean language: the practitioner does not lead, you listen, the horse leads with the client</p>

		<p>Reference 3 - 0.44% Coverage</p> <p>as trainees we asked questions and were told to just go and experience. Some trainees found it difficult not to talk to the horses, and a couple talked to each other.</p> <p>Reference 4 - 0.35% Coverage</p> <p>The facilitator is to observe the journey, taking note of any moments or behaviours from the client and horse that appear significant</p> <p>Reference 5 - 0.28% Coverage</p> <p>It was a good exercise for helping me to be quiet and listen to the trainee going through ‘The Journey’.</p> <p><Files\\Reflective diaries> - § 1 reference coded [0.75% Coverage]</p> <p>Reference 1 - 0.75% Coverage</p> <p>The ground tying exercise really pushed me outside of my comfort zone because I worried about the horse stepping on the rope and hurting herself.</p>
<p>Reciprocal roles and relational processes</p>	<p>Experiencing connection with the horse</p>	<p><Files\\January field notes> - § 5 references coded [2.05% Coverage]</p> <p>Reference 1 - 0.38% Coverage</p> <p>-I could hear them move, their breathing. I started to think about my own breathing and to forget that there were other trainees/people present.</p>

		<p>Reference 2 - 0.26% Coverage</p> <p>I found myself mirroring Ted, picking up my own feet and standing tall as we went over the poles.</p> <p>Reference 3 - 0.71% Coverage</p> <p>-This exercises looks to explore and develop your relationship with the horse, how you communicate with the horse on a leadrope to ask them to follow you. You are not to drag the horse or pull on the rope, but to use your body energy to ask the horse to move with you.</p> <p>Reference 4 - 0.30% Coverage</p> <p>I had asked for Charlie again because I feel like I can defer to that mare, that it is ok for me to be led by her.</p> <p>Reference 5 - 0.40% Coverage</p> <p>They noted how peaceful I had appeared and how calm. They said all my energy just went down when I physically brought myself down before the horse.</p> <p><Files\\Reflective diaries> - § 2 references coded [1.43% Coverage]</p> <p>Reference 1 - 0.92% Coverage</p> <p>He felt like my partner on my journey, like my own partner is in life. I felt that I could change my intended path through the course, sensing his energies get higher as my own did.</p> <p>Reference 2 - 0.51% Coverage</p>
--	--	---

		<p>It felt so warming as he slowed his walk and going over the jump and knocking it down made me laugh.</p>
	<p>The client's behaviours causes the horse(s) to react</p>	<p><Files\\January field notes> - § 6 references coded [4.86% Coverage]</p> <p>Reference 1 - 0.46% Coverage</p> <p style="padding-left: 40px;">As I moved closer, he moved away, I felt the need to give him space but I was acutely aware of wanting to be near him. I wanted that horse to like me and to come over to me.</p> <p>Reference 2 - 0.21% Coverage</p> <p style="padding-left: 40px;">I noticed that when I stepped back the horse looked at me but stopped fidgeting</p> <p>Reference 3 - 0.85% Coverage</p> <p style="padding-left: 40px;">The next trainee was more confident, approached Charlie with relaxed body language and was decisive in their actions. However, the trainee pushed their distance further and further, seeing how far they could go with Charlie, and she eventually did the same again, moving slightly away from the trainee as a they walked away.</p> <p>Reference 4 - 1.94% Coverage</p> <p style="padding-left: 40px;">When I entered the round pen with Banjo, I thought I have to pick up my energy and get you moving with me. I pointed the stick at his backend and pointed for him to go forward to the right with my opposite hand. Banjo looked confused and I thought I have to get you moving because if I get his feet to move then I can build the energy into changing direction. I shook</p>

		<p>the stick towards his back end. I skipped on the spot to raise my own energy levels, and Banjo flicked his tail and trotted forward. I thought great, he is moving. I could keep him going forward but I could not get his direction going right. Banjo kept going into the end of the round pen and stopping, swishing his tail at me, and honestly, he looked confused!</p> <p>Reference 5 - 0.76% Coverage</p> <p>Eventually, I let go of trying to keep Banjo's energies up and just let him walk around in a circle. I brought myself to a stand still and dropped all the energy out of my body, bringing my shoulders low and looking at the ground. Banjo stopped, looked at me, and then walked over to me.</p> <p>Reference 6 - 0.64% Coverage</p> <p>They highlighted how my body was not facing Banjo at any point so that he was confused about what direction I wanted him to go. Because I had my body angled to the right, the direction I wanted Banjo to go, I was actually blocking his energy</p>
	<p>The horse as mirror or medicine to the self</p>	<p><Files\\January field notes> - § 4 references coded [2.03% Coverage]</p> <p>Reference 1 - 0.57% Coverage</p> <p>The second horse is free to roam throughout the obstacle course and represents an 'interrupter'. This can be anything that the client labels as something that has created an obstacle in their life for whatever reason.</p> <p>Reference 2 - 0.64% Coverage</p>

		<p>-The box represented negative parts about my past, where I had felt stuck at an impasse and quite alone. Freddie had tried to storm into and out of the box as fast as he could. He was reluctant to stand still in that space, and honestly so was I</p> <p>Reference 3 - 0.56% Coverage</p> <p>I kept trying to get Freddie to stand still in the box, stroking him and talking quietly to him. He did not want to so in the end I just walked forward to the next obstacle. I felt relieved to be out of that space.</p> <p>Reference 4 - 0.26% Coverage</p> <p>I found myself mirroring Freddie, picking up my own feet and standing tall as we went over the poles.</p> <p><Files\\Reflective diaries> - § 1 reference coded [1.79% Coverage]</p> <p>Reference 1 - 1.79% Coverage</p> <p>Each time Charlie walked past me she was so close to touch. I did not want to stand with my hands in my pockets because I do not like the message that sends and I tried to be conscious not do this. I am aware that with all the horses, I did not experience an urge to touch, other than with Freddie. I wanted to apologise to him for letting Scarlett go.</p>
	<p>The horse's behaviour causes the client to react</p>	<p><Files\\January field notes> - § 17 references coded [17.51% Coverage]</p> <p>Reference 1 - 0.38% Coverage</p>

		<p>-I could hear them move, their breathing. I started to think about my own breathing and to forget that there were other trainees/people present.</p> <p>Reference 2 - 0.87% Coverage</p> <p>He looked young and unsettled, he followed the other horses and then would spook at something and run away before running back. My stomach felt empty and heaving, like there was something weighing down on my abdomen. I moved about when I felt this, walking to another horse. I noticed the sensations but did not dwell on them.</p> <p>Reference 3 - 1.48% Coverage</p> <p>The grey horse was all over everyone! He nudged people with his head, he walked into people, he was curious and playful. He was a beautiful horse but I had a strong feeling of disdain towards him which shocked me. I did not want to be near him. He was so not bothered by anything, doing what he wanted, going where he wanted, and I kept thinking watching the other trainees get pushed about by him that they should hold their space and not back off from him. I stood away from him because many of the trainees were near him, stroking him and talking to him.</p> <p>Reference 4 - 1.17% Coverage</p> <p>The chestnut mare was older and wiser. She had this sense of duty and wisdom about her, unphased by the people around her. She was walking around the boundary of the arena, sniffing and touching the walls with her nose. I wanted her to come over to me, but I felt that it was wrong to walk over to her. I</p>
--	--	--

		<p>waited and she walked by me and that felt right. I had this strong feeling of respect for her that I did not have for the other horse.</p> <p>Reference 5 - 0.84% Coverage</p> <p>Freddie is young but big and is constantly being bossed about by the other horses. I found him quite childlike in his presentation and this endeared me to want to work with him. Freddie also had lots of energy and that made me feel more confident because I thought that I could get him walking forward through the obstacles.</p> <p>Reference 6 - 1.60% Coverage</p> <p>The start of my journey was the three cones that I had wanted to weave in and out of. The cones represented challenging moments with my family where I had felt confused and conflicted in the past. As I began walking with Freddie, he was quite high energy, walking a few strides in front of me, and me at times feeling like I was walking faster to keep up. As we got to the first cone, Freddie was charging ahead and I did not want to pull the lead rope to make him slow down because that might have hurt his head. Instead, I changed direction, going around the cone in a circle and he followed me automatically.</p> <p>Reference 7 - 1.91% Coverage</p> <p>It is recommended that you end on a positive, so the jump symbolised my future as a qualified Forensic Psychologist. We had a lot of energy coming out from the three poles so I felt like we would leap over the jump! Freddie had no hesitation as we came up to the small jump and he went as if to jump but instead changed his mind and did this big step instead, knocking the whole lot over! He did not spook at the noise and in fact did not look bothered in the slightest that he had knocked the jump down. I had this massive smile on my face because it was so</p>
--	--	--

		<p>funny! I felt all this tension leave my body and I stood stroking Freddie and telling him he was a good boy as he refused to stand still and walked around me in a circle</p> <p>Reference 8 - 0.46% Coverage</p> <p>shared a horse between three and in the end, I could see that the horse was uncomfortable with so many people around him, so I stepped back to allow the others to groom him</p> <p>Reference 9 - 0.38% Coverage</p> <p>I noticed that when I stepped back the horse looked at me but stopped fidgeting. The horse kept looking at me and I had my hands behind my back.</p> <p>Reference 10 - 0.74% Coverage</p> <p>Moved this to the horse. I did not rub my hands together, but as I brought them palm to the horse's skin, I was about three inches out when the horse's skin started to flicker. The exercise highlighted how sensitive horses are to our energies, reacting to us even without touch.</p> <p>Reference 11 - 0.45% Coverage</p> <p>I was working with Charlie, an older mare and ex-polo horse. Watching her through the week, I thought that she knows her own mind and does not want much fuss in her life.</p> <p>Reference 12 - 2.08% Coverage</p>
--	--	---

		<p>For me, I had no intention of doing any more than necessary because I felt like Charlie did not need fussing or pushing for more. I ultimately felt this strong sense of respect for her, I thought that she was wise and had experienced so much more of life than I could comment on. When I stroked her and placed the rope on the floor, I took 2 strides back and walked around her in a circle. She turned her head to look at me, but kept her feet still on the spot. She followed me with her eyes and ears rather than moving her legs to face me. When I had finished walking around her, I went back to her head and did not reach out to touch her. I offered her the palm of my hand and she touched it with her nose, sniffing and then chewing. I noticed she relaxed one leg as well at this point.</p> <p>Reference 13 - 0.26% Coverage</p> <p>I described the respect I felt for Charlie and that I did not feel the need to do more than we did.</p> <p>Reference 14 - 1.93% Coverage</p> <p>was working with Charlie again and having observed the exercise, I took my turn to lead her. I kept a loop in the lead rope and thought about picking my energy up to encourage her to walk at pace with me. Charlie was quite lack lustre, casually walking at her own pace. When I stood still she stood still and her ears went forward to greet me. She would reach out her nose to me and I put my palm to her muzzle and told her she was a good girl. I clicked my tongue to make a noise to prompt Charlie to walk forward, which she did, but I noticed that her ears when slightly back, away from me, like she was not really happy. I felt like she did not want to walk any faster than how she was and that it was wrong for me to push her.</p> <p>Reference 15 - 1.00% Coverage</p>
--	--	---

		<p>I recited my mantra over and over in my head, and all I could feel was my heart beating hard in my chest. My head started to ache because I could not stop thoughts from racing through my head. It was loud in my head but ominously quiet around me. I then heard Charlie chewing. I heard her out of the quiet and my own internal noise, and I thought ‘don’t make this so complicated’</p> <p>Reference 16 - 1.24% Coverage</p> <p>I stepped over the stick and looking at Charlie, she was at the far side of the pen away from the other trainees who were watching. I walked a couple of strides over to her and she swished her tail, I think telling me to keep my distance. I walked towards her shoulder and just knelt down before her. I kept my eyes on the ground and then she put her head down next to mine and she was breathing on me. I could see her back leg was rested and I could hear her breathing</p> <p>Reference 17 - 0.72% Coverage</p> <p>The trainers also fed back that the other horses that were loose outside the pen had also come over to the pen when I knelt down. Charlie had dropped her head down to mine and the other loose horses had walked over to the pen, standing amongst the trainees and just watching</p> <p><Files\\Reflective diaries> - § 9 references coded [15.28% Coverage]</p> <p>Reference 1 - 1.39% Coverage</p> <p>As the horses rushed to the fence, I deliberately stopped outside the menage rather than going straight in because I wanted to steady their energies. I wanted the horses to feel at ease with me the way I felt at ease with the flightiness in the wind and new surroundings.</p>
--	--	--

		<p>Reference 2 - 2.65% Coverage</p> <p>I was triggered by the coloured horse Freddie because he is the spitting image of my own horse Scarlett who I gave up this year because I was doing her a disservice with all my stress and lack of time. I have never parted with a horse by choice and this decision whilst being so healthy still leaves me feeling hallow. Seeing Freddie and thinking of Scarlett brought back feelings of failure, loss, and weakness. I felt able to hold these thoughts and sensations because of the cold on my face and by just watching the horses.</p> <p>Reference 3 - 1.65% Coverage</p> <p>Banjo seems intuitive. He made me think that he has much to say but to the right person. I did not feel like I was the right person for him. I had a strong sensation that this horse needed time to trust me, but I did not feel compelled to approach him. I felt patient for that choice to be his (which is unusual for me!).</p> <p>Reference 4 - 2.66% Coverage</p> <p>In the indoor arena, I met Benny and was immediately struck by my strong sensation of ‘you will not be in my space’. He knocked my face as I passed him and I was determined that I would walk away. Watching him, I felt resentment at the ease with which he approached people. He did not appear to express hesitation and his lack of respect for personal space and boundaries left me laughing. I admired him for his teenage charm, but again, I did not feel a need to be with him despite how very beautiful he is to look at.</p> <p>Reference 5 - 2.87% Coverage</p> <p>I ventured up the other end of the school away from the other trainees to be near the chestnut mare, Charlie. She was walking in repetitive figures it seemed around the school, intermittently calling for her friends. It was mournful to watch in a way because she seemed unsettled. I kept looking at her shape and figure which suggest she is an older mare and I thought a lot about my own horse who has aged markedly in body over the last year. With this</p>
--	--	--

		<p>experience has come a strong sense of transition for me, how change is coming that makes me sad in many ways.</p> <p>Reference 6 - 1.79% Coverage</p> <p>Each time Charlie walked past me she was so close to touch. I did not want to stand with my hands in my pockets because I do not like the message that sends and I tried to be conscious not do this. I am aware that with all the horses, I did not experience an urge to touch, other than with Freddie. I wanted to apologise to him for letting Scarlett go.</p> <p>Reference 7 - 0.76% Coverage</p> <p>I felt that I was abandoning her when I walked away, but she chewed and licked and stood with ease and my own internal energies felt warm but light</p> <p>Reference 8 - 0.94% Coverage</p> <p>When I bent down to pick up the rope, she started to sniff my head and I was overwhelmed with warmth, sadness and love. Her breath was warm and I had a strong urge to sit at her feet.</p> <p>Reference 9 - 0.57% Coverage</p> <p>When Benny started to vibrate his coat, I realised just how perceptive horses are to our auras and our energies.</p>
	<p>The horse's behaviour leads to reflection</p>	<p><Files\\January field notes> - § 24 references coded [19.73% Coverage]</p> <p>Reference 1 - 0.87% Coverage</p> <p>He looked young and unsettled, he followed the other horses and then would spook at something and run away before running back. My stomach felt empty and heaving,</p>

		<p>like there was something weighing down on my abdomen. I moved about when I felt this, walking to another horse. I noticed the sensations but did not dwell on them.</p> <p>Reference 2 - 0.84% Coverage</p> <p>She was walking around the boundary of the arena, sniffing and touching the walls with her nose. I wanted her to come over to me, but I felt that it was wrong to walk over to her. I waited and she walked by me and that felt right. I had this strong feeling of respect for her that I did not have for the other horse.</p> <p>Reference 3 - 0.74% Coverage</p> <p>One trainee remarked about how much the grey horse made her think of her own children, their trust and joy. She then remarked how her young clients can be so trusting despite years of abuse but how she wished for others to have that same joy that the grey gelding made her feel.</p> <p>Reference 4 - 0.15% Coverage</p> <ol style="list-style-type: none"> 1. Need for space from other trainees and/or from the horse <p>Reference 5 - 0.30% Coverage</p> <ol style="list-style-type: none"> 2. Finding it hard to achieve and maintain boundaries, some of the horses feeling like they are invading your space. <p>Reference 6 - 1.58% Coverage</p>
--	--	---

		<p>The box represented negative parts about my past, where I had felt stuck at an impasse and quite alone. Freddie had tried to storm into and out of the box as fast as he could. He was reluctant to stand still in that space, and honestly so was I. That time in my life represented by the box was a difficult place for me, and I do not like to think about it too often because I feel ashamed. I kept trying to get Freddie to stand still in the box, stroking him and talking quietly to him. He did not want to so in the end I just walked forward to the next obstacle. I felt relieved to be out of that space.</p> <p>Reference 7 - 1.23% Coverage</p> <p>The next obstacle was the three poles. I had decided to walk over them and again, Freddie walked with purpose, lifting his feet high but often clanging the poles as he walked. The poles represented my journey towards the future, and this is a positive part of my life because it is forward thinking. The fact that Freddie knocked every pole made me laugh with relief because the journey is not easy, you make mistakes, knock stuff over, but you are always going forward.</p> <p>Reference 8 - 0.43% Coverage</p> <p>I have put so much pressure on myself to meet this goal that Freddie complete nonchalance about destroying the whole lot reminded me that there is often more to life!</p> <p>Reference 9 - 0.83% Coverage</p> <p>said that I felt really endeared towards Freddie because he reminded me so much of my own horse who I had to give up because I did not have time with my studies and my job. I said how relieved I had felt coming over the cones and then over the jump because I put a lot of pressure on myself (and others) to achieve.</p>
--	--	--

		<p>Reference 10 - 1.13% Coverage</p> <p>The horse kept looking at me and I had my hands behind my back. I wanted to brush and stroke the horse but wanted the other trainees to have that option. What does this say about me? That I let others go before even when I really want to do something. Am I not assertive? Or am I patient? I had felt happy to stand back and allow the others to groom and it allowed me to watch how the horse responded to the other two trainees</p> <p>Reference 11 - 0.50% Coverage</p> <p>He stood still but did not drop his head as if resting. He appeared quite alert. This could have been due to the number of people in the school and it was a different place for the horse.</p> <p>Reference 12 - 0.58% Coverage</p> <p>I was quite taken about by this and was left thinking about much of a vibe I must give off to other people without even realising it. My focus is so external to myself that I am finding it difficult to be in the moment.</p> <p>Reference 13 - 0.94% Coverage</p> <p>One was quite nervous and took a long time preparing Charlie, and Charlie moved forward and slightly away from the person when they step backwards from her. The trainee and facilitator discussed issues around trust and control, not overdoing it in certain situations, and the trainee reflected their general anxiety about expecting situations to go wrong.</p> <p>Reference 14 - 0.85% Coverage</p>
--	--	---

		<p>However, the trainee pushed their distance further and further, seeing how far they could go with Charlie, and she eventually did the same again, moving slightly away from the trainee as a they walked away. This trainee talked about their tendency in life to push for more and that this situation reflected that for them.</p> <p>Reference 15 - 1.01% Coverage</p> <p>I went back to her head and did not reach out to touch her. I offered her the palm of my hand and she touched it with her nose, sniffing and then chewing. I noticed she relaxed one leg as well at this point. Charlie let out her energy and I breathed out too, not like I was stressed, but more in response to her doing it. She felt like a leader to me, and I just respected that.</p> <p>Reference 16 - 1.55% Coverage</p> <p>I clicked my tongue to make a noise to prompt Charlie to walk forward, which she did, but I noticed that her ears when slightly back, away from me, like she was not really happy. I felt like she did not want to walk any faster than how she was and that it was wrong for me to push her. I found myself thinking about how hard I push for things in my own life, that I drive myself (and often others) really hard when I am working towards something that I really want. Charlie's facial expression made me think that I cannot have things my own way here, that it was very much on her terms.</p> <p>Reference 17 - 0.60% Coverage</p> <p>I asked her to stand again and she seemed to do this so happily and willingly that I did not want to ask any more of her. I felt like she had done enough, that day and in her life, and that I had no right to ask anymore of her.</p>
--	--	--

		<p>Reference 18 - 0.38% Coverage</p> <p>For many of us, it has started a reflection on how we interact with our own horses at present, and also how we have been working with clients.</p> <p>Reference 19 - 1.00% Coverage</p> <p>I recited my mantra over and over in my head, and all I could feel was my heart beating hard in my chest. My head started to ache because I could not stop thoughts from racing through my head. It was loud in my head but ominously quiet around me. I then heard Charlie chewing. I heard her out of the quiet and my own internal noise, and I thought ‘don’t make this so complicated’</p> <p>Reference 20 - 0.47% Coverage</p> <p>It was so quiet and so peaceful and I did not have to do or say anything for anyone in that moment. I was not being asked to do anything in that moment and it was wonderful.</p> <p>Reference 21 - 1.00% Coverage</p> <p>The moment was broken when horses started galloping in fields outside the school. Charlie came to and looked up, but she did not walk off or anything. I did not feel like I had my peace shattered or anything, if anything that noise brought me back to the moment and allowed me to stand and face the other trainees without feeling like I had been vulnerable or exposed somehow.</p> <p>Reference 22 - 1.76% Coverage</p>
--	--	--

		<p>The trainers also fed back that the other horses that were loose outside the pen had also come over to the pen when I knelt down. Charlie had dropped her head down to mine and the other loose horses had walked over to the pen, standing amongst the trainees and just watching. I had not noticed this but hearing that the horses came to me when I was just being me rather than something better than me made me feel safe and comforted. It felt like there were guardians around me but one's that I could talk to without having to perform or meet some kind of expectation. That feedback, even though I had not seen the horses behave that way, left me feeling reflective.</p> <p>Reference 23 - 0.24% Coverage</p> <p>I had been so focused on the end task that I did not pay enough attention to the process.</p> <p>Reference 24 - 0.76% Coverage</p> <p>Practicing with my own horses: rather than me getting done what I have to do, I want to take time to watch my horses and to see how they are in the herd with one another. I feel like to go forward with this training and with this research, I need to step back rather than rush forward.</p> <p><Files\\Reflective diaries> - § 11 references coded [23.66% Coverage]</p> <p>Reference 1 - 4.31% Coverage</p> <p>I ventured up the other end of the school away from the other trainees to be near the chestnut mare, Charlie. She was walking in repetitive figures it seemed around the school, intermittently calling for her friends. It was mournful to watch in a way because she seemed unsettled. I kept looking at her shape and figure which suggest she is an older mare and I thought a lot about my own horse who has aged markedly in body over the last year. With this experience has come a strong sense of transition for me, how change is coming that makes me</p>
--	--	--

		<p>sad in many ways. I relate this sense of aging and change to my personal life, leaving home, starting a life away from my family, and starting a career where my time with my horse family will be constrained even more. I felt that I related to that little mare in so many ways just by watching her.</p> <p>Reference 2 - 1.64% Coverage</p> <p>His babylike qualities and solid stature endeared me and helped me to feel safe. He felt like my partner on my journey, like my own partner is in life. I felt that I could change my intended path through the course, sensing his energies get higher as my own did. I eased my pace and changed direction to help ease us both.</p> <p>Reference 3 - 2.15% Coverage</p> <p>It felt so warming as he slowed his walk and going over the jump and knocking it down made me laugh. That jump had symbolised my future but knocking it down eased all my tension and worry about what's going to happen next year for me and my loved ones! It reminded me how unpredictable life can be and we should not set too much store by something. Afterall, knocking the pole down did not lead to catastrophe did it!</p> <p>Reference 4 - 2.55% Coverage</p> <p>I struggled with the reflective grooming because I did not want to impinge on other group members' experience or space and we were three to one horse. I am conscious about my reluctance to itch and scratch when I felt that Banjo was not receptive to the slow grooming. I felt constrained and this is a reflection of the restraints I place on myself, which I am not comfortable with, and that through self-imposition result in a rebellious rejection that shows my character as manic and conflicting.</p> <p>Reference 5 - 1.88% Coverage</p>
--	--	---

		<p>The ground tying exercise really pushed me outside of my comfort zone because I worried about the horse stepping on the rope and hurting herself. Reflecting on this, I know I can catastrophise a lot. I would not describe myself as risk averse but worrisome. I love doing new things by myself but the fear about risk to others can often leave me afraid to do anything!</p> <p>Reference 6 - 1.01% Coverage</p> <p>It felt like I could give myself over to her, I trusted her, and I did not need to be in charge, in control or so strong all the time. It felt like the first time I had drawn breath in a long time.</p> <p>Reference 7 - 1.79% Coverage</p> <p>Experiencing how our different energies move us even without touch has left me reflecting on how my energy impacts on my horses. When Benny started to vibrate his coat, I realised just how perceptive horses are to our auras and our energies. This is something I will be mindful of with my own horses and with my clients (and loved ones) going forward.</p> <p>Reference 8 - 1.37% Coverage</p> <p>I was conscious of not needing to touch Charlie to feel her energy. I lowered my body and crouched before her because I know that I have difficulties handing over control and trusting someone else to lead. I felt like I had to be physically smaller to be able to let go.</p> <p>Reference 9 - 1.02% Coverage</p> <p>I noticed that Charlie dropped her head to mine and the group remarked that the other horses had looked towards us both at this moment. I felt like all the anxiety and stress just left me for a moment.</p> <p>Reference 10 - 2.79% Coverage</p>
--	--	--

		<p>Reflecting on this experience, I am conscious that I often refuse to let myself have peace. I am conscious that when I feel the energy in my body ease that I have clarity of thought. Endeavouring to give myself this space and time is important for my personal wellbeing and professional development.</p> <p>Reflecting on my facilitation of the reflective round pen exercise, I think I made a conscious effort to use clean language and to focus on the horse's behaviour and client's rather than to give my interpretation of their thoughts and feelings.</p> <p>Reference 11 - 3.14% Coverage</p> <p>I have much to reflect on with the active round pen exercise! I was so caught up in driving forward that I stopped listening to what the horse was trying to tell me. I felt in conflict with Banjo and it was reflected to me by the observers that my body language was not clear. I stood side on to the horse, pointing one way but facing my body in the opposite direction. I felt like this reflected my own uncertainties and not being confident in which direction my life is going. I found that the exercise had me thinking about those uncertainties and I was aware of feeling insecure later in the day about this.</p>
The self as therapist	Environment or context	<p><Files\January field notes> - § 3 references coded [0.88% Coverage]</p> <p>Reference 1 - 0.13% Coverage</p> <p>-Having an environment in which you can verbalise</p> <p>Reference 2 - 0.35% Coverage</p> <p>Indoor school due to adverse weather conditions. The horses were loose in the school and were quite agitated being in a new place.</p>

		<p>Reference 3 - 0.40% Coverage</p> <p>They noted how peaceful I had appeared and how calm. They said all my energy just went down when I physically brought myself down before the horse.</p> <p><Files\\Reflective diaries> - § 4 references coded [3.14% Coverage]</p> <p>Reference 1 - 0.80% Coverage</p> <p>Whilst I have a busy week of work, I have this change of context, space and contact (with the horse) to have some sense of peace attached to these demands.</p> <p>Reference 2 - 1.07% Coverage</p> <p>When it came to ‘Meet the Herd’, I felt so eager to be outside. Feeling the chill wind on my face, smelling the air, and seeing the three horses rush towards us full of high spirits and curiosity, I felt joy.</p> <p>Reference 3 - 0.69% Coverage</p> <p>I just wanted to sit on the fence and watch them. It did not matter where they went or whether they approached me, I felt at ease there.</p> <p>Reference 4 - 0.58% Coverage</p> <p>I felt able to hold these thoughts and sensations because of the cold on my face and by just watching the horses.</p>
--	--	---

	Horses do not hold trauma as people do	None
	Projecting onto the horse	<p><Files\\January field notes> - § 6 references coded [2.93% Coverage]</p> <p>Reference 1 - 0.15% Coverage</p> <p>-issues with transference on the horse from the client</p> <p>Reference 2 - 0.38% Coverage</p> <p>Freddie also had lots of energy and that made me feel more confident because I thought that I could get him walking forward through the obstacles.</p> <p>Reference 3 - 1.15% Coverage</p> <p>I brought them palm to the horse's skin, I was about three inches out when the horse's skin started to flicker. The exercise highlighted how sensitive horses are to our energies, reacting to us even without touch. I was quite taken about by this and was left thinking about much of a vibe I must give off to other people without even realising it. My focus is so external to myself that I am finding it difficult to be in the moment.</p> <p>Reference 4 - 0.26% Coverage</p> <p>I described the respect I felt for Charlie and that I did not feel the need to do more than we did.</p> <p>Reference 5 - 0.61% Coverage</p>

		<p>I did not feel like I had my peace shattered or anything, if anything that noise brought me back to the moment and allowed me to stand and face the other trainees without feeling like I had been vulnerable or exposed somehow.</p> <p>Reference 6 - 0.39% Coverage</p> <p>I apologised to him verbally for making such a mess of what I thought would be a straight forward exercise that I though I should be able to do.</p> <p><Files\\Reflective diaries> - § 4 references coded [5.67% Coverage]</p> <p>Reference 1 - 1.65% Coverage</p> <p>Banjo seems intuitive. He made me think that he has much to say but to the right person. I did not feel like I was the right person for him. I had a strong sensation that this horse needed time to trust me, but I did not feel compelled to approach him. I felt patient for that choice to be his (which is unusual for me!).</p> <p>Reference 2 - 1.79% Coverage</p> <p>Each time Charlie walked past me she was so close to touch. I did not want to stand with my hands in my pockets because I do not like the message that sends and I tried to be conscious not do this. I am aware that with all the horses, I did not experience an urge to touch, other than with Freddie. I wanted to apologise to him for letting Scarlett go.</p> <p>Reference 3 - 0.87% Coverage</p> <p>I did not want to drop the rope because it felt disrespectful to Charlie. I cannot just drop her when she gives so much. I felt that I was abandoning her when I walked away,</p>
--	--	---

		<p>Reference 4 - 1.36% Coverage</p> <p>Thinking about facilitating this exercise, I would work hard to give concise instructions but not to give too many instructions. I would hope to support the client to focus on using their energies to direct the horse. To do this, I need to say less and listen more.</p>
	Responsivity without judgement	<p><Files\\January field notes> - § 2 references coded [0.50% Coverage]</p> <p>Reference 1 - 0.10% Coverage</p> <p>- 'Bottom up, not top down experience'</p> <p>Reference 2 - 0.40% Coverage</p> <p>They noted how peaceful I had appeared and how calm. They said all my energy just went down when I physically brought myself down before the horse.</p>
	The horse helps you to talk	<p><Files\\January field notes> - § 1 reference coded [0.83% Coverage]</p> <p>Reference 1 - 0.83% Coverage</p> <p>said that I felt really endeared towards Freddie because he reminded me so much of my own horse who I had to give up because I did not have time with my studies and my job. I said how relieved I had felt coming over the cones and then over the jump because I put a lot of pressure on myself (and others) to achieve.</p>
	<i>The horse is familiar and keeps me safe during the therapeutic encounter</i>	<p><Files\\January field notes> - § 8 references coded [3.69% Coverage]</p> <p>Reference 1 - 0.14% Coverage</p>

		<p>Keen to engage with activities involving the horses</p> <p>Reference 2 - 0.65% Coverage</p> <p>-Wanting to meet with the horses again: all of the trainees have contact with horses, either owning them, loaning or working with them. The desire to be with the horses felt like an urge to be in a familiar space when doing something different.</p> <p>Reference 3 - 0.46% Coverage</p> <p>With my own horses, if they are charging ahead like that then I change direction because it puts the horse behind you again. This usually encourages the horse to slow down.</p> <p>Reference 4 - 0.28% Coverage</p> <p>One trainee said just how relaxed I looked, and that I seemed so much calmer with the horse than without</p> <p>Reference 5 - 0.61% Coverage</p> <p>Another noted that I always had the horse between the onlookers and myself. I had to take a moment to think about their observations because I had not made a conscious effort to put the horse between myself and the other trainees.</p> <p>Reference 6 - 0.31% Coverage</p> <p>I did remark that I had not noticed the other trainees and that when I was with Freddie, everything else just went away.</p>
--	--	--

		<p>Reference 7 - 0.40% Coverage</p> <p>They noted how peaceful I had appeared and how calm. They said all my energy just went down when I physically brought myself down before the horse.</p> <p>Reference 8 - 0.86% Coverage</p> <p>-I stood with Banjo whilst I received the feedback. I had my hand on his neck lightly. His presence felt comforting through that feedback and as guilty as a I felt for confusing him, the fact that he stood with me through the feedback (which made me feel quite vulnerable and small) helped me to hear what they had to say.</p>
<p>The horse is the therapist for internal dialogue</p>	<p>Comments on the horse's physicality or appearance</p>	<p><Files\\January field notes> - § 5 references coded [1.84% Coverage]</p> <p>Reference 1 - 0.48% Coverage</p> <p>A big coloured horse looked nervous and quite flighty- My heart beat faster looking at him and the more agitated he looked in a different environment, I felt an urge to be near him.</p> <p>Reference 2 - 0.15% Coverage</p> <p>Palomino pony: small and cheeky, made me smile and laugh.</p> <p>Reference 3 - 0.43% Coverage</p>

		<p>-Dartmoor pony: appears settled and content, moving with the others and had a warm eye. I felt at ease watching him but I was not struck by any particular emotion.</p> <p>Reference 4 - 0.32% Coverage</p> <p>The chestnut mare was older and wiser. She had this sense of duty and wisdom about her, unphased by the people around her</p> <p>Reference 5 - 0.46% Coverage</p> <p>Freddie is young but big and is constantly being bossed about by the other horses. I found him quite childlike in his presentation and this endeared me to want to work with him.</p> <p><Files\\Reflective diaries> - § 2 references coded [1.78% Coverage]</p> <p>Reference 1 - 1.02% Coverage</p> <p>I admired the little Section A, Flora. She is so full of spirit and drive, it really lifted me to watch. And to watch Freddie, this big hairy horse, follow her so loyally! It was pleasurable to watch.</p> <p>Reference 2 - 0.77% Coverage</p> <p>His babylike qualities and solid stature endeared me and helped me to feel safe. He felt like my partner on my journey, like my own partner is in life.</p>
	Emotional release	<p><Files\\January field notes> - § 4 references coded [0.87% Coverage]</p> <p>Reference 1 - 0.06% Coverage</p>

		<p>-‘Somatic experience’</p> <p>Reference 2 - 0.26% Coverage</p> <p>Some trainees were moved to tears because the horses evoked powerful feelings and memories for them.</p> <p>Reference 3 - 0.37% Coverage</p> <p>Reflecting on ‘The Journey’ as a ‘client’, it was a moving experience but very different to my ‘Journey’ experience on my Introductory day.</p> <p>Reference 4 - 0.17% Coverage</p> <p>The trainees appear to expect this to be an emotional experience.</p> <p><Files\\Reflective diaries> - § 2 references coded [1.37% Coverage]</p> <p>Reference 1 - 0.72% Coverage</p> <p>Reflecting on this sensation now, I am conscious about how readily all that stress, worry and anxiety dissipated about work, study and life!</p> <p>Reference 2 - 0.65% Coverage</p> <p>The reflective round pen exercise was incredibly moving. It felt like the first time in a long time that I actually felt peace.</p>
--	--	--

	<p>Projecting onto the horse</p>	<p><Files\\January field notes> - § 8 references coded [3.48% Coverage]</p> <p>Reference 1 - 0.15% Coverage</p> <p>-issues with transference on the horse from the client</p> <p>Reference 2 - 0.10% Coverage</p> <p>-‘Desiring closeness with the horse’</p> <p>Reference 3 - 0.38% Coverage</p> <p>Freddie also had lots of energy and that made me feel more confident because I thought that I could get him walking forward through the obstacles.</p> <p>Reference 4 - 0.42% Coverage</p> <p>I felt more positive and more in control this time because I felt like Freddie needed me to be. I felt like he needed me to lead him rather than him showing me.</p> <p>Reference 5 - 1.15% Coverage</p> <p>I brought them palm to the horse’s skin, I was about three inches out when the horse’s skin started to flicker. The exercise highlighted how sensitive horses are to our energies, reacting to us even without touch. I was quite taken about by this and was left thinking about much of a vibe I must give off to other people without even realising it. My focus is so external to myself that I am finding it difficult to be in the moment.</p>
--	----------------------------------	--

		<p>Reference 6 - 0.30% Coverage</p> <p>I had asked for Charlie again because I feel like I can defer to that mare, that it is ok for me to be led by her.</p> <p>Reference 7 - 0.61% Coverage</p> <p>I did not feel like I had my peace shattered or anything, if anything that noise brought me back to the moment and allowed me to stand and face the other trainees without feeling like I had been vulnerable or exposed somehow.</p> <p>Reference 8 - 0.39% Coverage</p> <p>I apologised to him verbally for making such a mess of what I thought would be a straight forward exercise that I though I should be able to do.</p> <p><Files\\Reflective diaries> - § 7 references coded [10.31% Coverage]</p> <p>Reference 1 - 1.65% Coverage</p> <p>Banjo seems intuitive. He made me think that he has much to say but to the right person. I did not feel like I was the right person for him. I had a strong sensation that this horse needed time to trust me, but I did not feel compelled to approach him. I felt patient for that choice to be his (which is unusual for me!).</p> <p>Reference 2 - 1.79% Coverage</p> <p>Each time Charlie walked past me she was so close to touch. I did not want to stand with my hands in my pockets because I do not like the message that sends and I tried to be conscious not do this. I am aware that with all the horses, I did not experience an urge to touch, other than with Freddie. I wanted to apologise to him for letting Scarlett go.</p>
--	--	---

		<p>Reference 3 - 2.55% Coverage I struggled with the reflective grooming because I did not want to impinge on other group members' experience or space and we were three to one horse. I am conscious about my reluctance to itch and scratch when I felt that Banjo was not receptive to the slow grooming. I felt constrained and this is a reflection of the restraints I place on myself, which I am not comfortable with, and that through self-imposition result in a rebellious rejection that shows my character as manic and conflicting.</p> <p>Reference 4 - 0.87% Coverage I did not want to drop the rope because it felt disrespectful to Charlie. I cannot just drop her when she gives so much. I felt that I was abandoning her when I walked away</p> <p>Reference 5 - 1.08% Coverage It felt good to go at her pace and her responsiveness to halting and waiting made me feel contained and safe. It felt very trusting and also uplifting as she nudged almost as if to say, 'stop worrying so much!'.</p> <p>Reference 6 - 1.01% Coverage I could give myself over to her, I trusted her, and I did not need to be in charge, in control or so strong all the time. It felt like the first time I had drawn breath in a long time.</p> <p>Reference 7 - 1.36% Coverage Thinking about facilitating this exercise, I would work hard to give concise instructions but not to give too many instructions. I would hope to support the client to focus on using their energies to direct the horse. To do this, I need to say less and listen more</p>
	Self to self dialogue	<p><Files\\January field notes> - § 21 references coded [14.30% Coverage]</p> <p>Reference 1 - 1.11% Coverage</p>

		<p>my own feelings through the experience, I was taken aback by how provoking I found some of the contact with the different horses. I found myself thinking about how stressed I was and how anxious and not really knowing why. I wanted to reach out and stroke the horses but I could not, and then I wondered what was stopping me? I found it difficult being within my body and to let emotions and thoughts come and pass.</p> <p>Reference 2 - 0.12% Coverage</p> <ol style="list-style-type: none"> 1. Need for proximity 2. Need for physical contact <p>Reference 3 - 0.16% Coverage</p> <ol style="list-style-type: none"> 3. Needing to be wanted by the horse 4. Desire for connectedness <p>Reference 4 - 0.29% Coverage</p> <p>The desire to be with the horses felt like an urge to be in a familiar space when doing something different.</p> <p>Reference 5 - 0.36% Coverage</p> <p>Thinking about this now, I think I just wanted to be with Freddie rather than talking to people I did not really know about my experience.</p>
--	--	--

		<p>Reference 6 - 0.42% Coverage</p> <p>I felt more positive and more in control this time because I felt like Freddie needed me to be. I felt like he needed me to lead him rather than him showing me.</p> <p>Reference 7 - 0.86% Coverage</p> <p>On reflection, was I too preoccupied with control? Was I not noticing what Freddie was doing? Were my energies directed more at an object or outcome, completing the obstacle course, than really engaging with my thoughts and feelings about the two positive and two negative things that I had identified as being my 'Journey'?</p> <p>Reference 8 - 0.25% Coverage</p> <p>Can I maintain engagement with the training if I am too preoccupied with being an ethnographer?</p> <p>Reference 9 - 0.72% Coverage</p> <p>There is the potential that because this is challenging and could engage me with my own trauma and previous negative experiences that I use the opportunity for ethnography not to engage with my sense of self by projecting or externalising my focus, emotions, thoughts.</p> <p>Reference 10 - 0.57% Coverage</p> <p>Issues with familiarity with horses; all trainees are 'horse people' and therefore bringing their own preconceptions about how to handle the horses and their own predefined interpretations of the horse's behaviour.</p>
--	--	---

		<p>Reference 11 - 0.59% Coverage</p> <p>After yesterday's experience, I was feeling a bit guarded at first. I had not expected to be so moved emotionally by 'The Journey' experience, and I was worried about feelings such strong emotions in front of other trainees.</p> <p>Reference 12 - 1.13% Coverage</p> <p>The horse kept looking at me and I had my hands behind my back. I wanted to brush and stroke the horse but wanted the other trainees to have that option. What does this say about me? That I let others go before even when I really want to do something. Am I not assertive? Or am I patient? I had felt happy to stand back and allow the others to groom and it allowed me to watch how the horse responded to the other two trainees</p> <p>Reference 13 - 0.58% Coverage</p> <p>I was quite taken about by this and was left thinking about much of a vibe I must give off to other people without even realising it. My focus is so external to myself that I am finding it difficult to be in the moment.</p> <p>Reference 14 - 1.57% Coverage</p> <p>I also do not feel like my expertise with horses is being judged so much, whereas during some exercises with the other facilitators I sometimes feel like they are looking at me critically when I am working with their horses. I completely understand this, as these are their horses and I would feel the same. I do know that my sensitivity to this is impacting my experience of the training, and perhaps my oneness with the horses. When it is me and one of the horses, I</p>
--	--	--

		<p>feel such immediate ease, and everything goes away. Honestly, I do not like coming back to the trainers for their feedback.</p> <p>Reference 15 - 0.63% Coverage</p> <p>I found myself thinking about this for some time afterwards. That what I interpret as my own drive actually drives people away. I know how to walk with Charlie and the importance of going at her pace, but how do I replicate this in my life?</p> <p>Reference 16 - 0.62% Coverage</p> <p>When it comes to writing the thesis, I know that I need to bring my own experience because the ethnography is my data. I also need to be mindful about how I do that, managing how I bring my own personal experiences in to the research.</p> <p>Reference 17 - 2.10% Coverage</p> <p>I had not noticed this but hearing that the horses came to me when I was just being me rather than something better than me made me feel safe and comforted. It felt like there were guardians around me but one's that I could talk to without having to perform or meet some kind of expectation. That feedback, even though I had not seen the horses behave that way, left me feeling reflective. There is so much about myself that I worry about but that I will not engage with. I worry so much about looking after everyone else, doing a good job, getting things right that to not have those expectations is a relief but also unnerving. And to have had other people watch that and identify it, I felt a bit unsure. Had I been alone, I might have felt a bit safer with these thoughts and feelings.</p> <p>Reference 18 - 0.21% Coverage</p>
--	--	---

		<p>I was getting confused, thinking why can't I do this? What am I doing wrong?</p> <p>Reference 19 - 1.00% Coverage</p> <p>I had been so focused on the end task that I did not pay enough attention to the process. This is much how I am in life, focused on getting the job done rather than relishing the journey to get there. This means that I struggle with anything less than perfection or being the best at something, because I do not appreciate the journey enough. Much to take away with me today.</p> <p>Reference 20 - 0.41% Coverage</p> <p>I was surprised at my response to the exercises today. I had been confident at the start and then found myself unravelled when things did not go to plan.</p> <p>Reference 21 - 0.62% Coverage</p> <p>I felt like I was not getting the exercises right. On reflection, the exercises are not about being 'right' or 'wrong'. They are about facilitating a space and process whereby the client can direct their own therapeutic intervention.</p> <p><Files\\Reflective diaries> - § 10 references coded [19.20% Coverage]</p> <p>Reference 1 - 0.64% Coverage</p> <p>I am conscious to use this opportunity for reflective practice and also for reprieve from environments that I find stressful.</p>
--	--	---

		<p>Reference 2 - 4.66% Coverage</p> <p>I am aware in my body and mind that I was more open to the body mapping exercise and more embracing of it. I was conscious not let the exercise become a relaxation exercise but to use it for self-awareness. When reaching my feet, I realised that I was standing on the balls of my feet and immediately rocked back before hearing the trainer say not to change anything. I shocked myself about how quickly I reacted to changing my body weight and that that movement came from a place of panic rather than ease or comfort. I think that balancing on the balls of my feet is my readiness stance. I am conscious that I approach activities in my life with verve that can be intimidating. Where I felt unnerved by my discomfort at changing my readiness at the time, I feel now that changing that readiness helped to lower my arousal and ease my own energy to a more grounded place by grounding me physically on the spot.</p> <p>Reference 3 - 1.75% Coverage</p> <p>Reflecting on this sensation now, I am conscious about how readily all that stress, worry and anxiety dissipated about work, study and life! I felt quiet in my heart (and always feel like my heart slams in my chest rather than beats). The sound of my own heart unsettles me and I find it difficult to steady my heart by just focusing on it.</p> <p>Reference 4 - 2.22% Coverage</p> <p>I do not experience worry about sharing my experiences but throughout this week I am endeavouring to speak less. I want to hear more. I want to think before I speak, and I want to make more of an effort not to make people laugh. I want to be comfortable with quiet and with discomfort. I know that I need to make changes in myself to achieve this and I want to use this training this week to support that process of personal change.</p> <p>Reference 5 - 1.87% Coverage</p>
--	--	--

		<p>Reflecting on my body scan facilitation, I need to manage my tone. I became quite lulling, which could become a relaxation exercise rather than about self-awareness. I explored different parts of the body, but I need to use terms such as ‘notice’ and avoid making suggestions. Given options about sensations, images, experiences and the like to prompt exploration.</p> <p>Reference 6 - 1.76% Coverage</p> <p>Facilitating the journey, I felt lacking. I wanted to say the right thing. On reflection there is not right thing, but questions that support the client to explore meaning for themselves. Practicing facilitation on ‘The Journey’ helped me to feel that this is not my journey as therapist or facilitator, but as observer in the client’s journey.</p> <p>Reference 7 - 1.88% Coverage</p> <p>The ground tying exercise really pushed me outside of my comfort zone because I worried about the horse stepping on the rope and hurting herself. Reflecting on this, I know I can catastrophise a lot. I would not describe myself as risk averse but worrisome. I love doing new things by myself but the fear about risk to others can often leave me afraid to</p> <p>Reference 8 - 0.68% Coverage</p> <p>On reflection, I think that my fear of abandoning her was more about feeling abandoned myself, that she might leave me if I let her.</p> <p>Reference 9 - 2.36% Coverage</p> <p>I was also very aware of my own assertiveness, presence and conviction through this exercise that felt quite natural. Why do I not have this in my relationship with people? I try to please, seek proximity and also reject for fear? I think that I present with dismissing attachment</p>
--	--	---

		<p>styles, over-dependence and total fear of rejection. Whilst that manifests in my professional and personal life, I am conscious that I did not experience this here in this situation.</p> <p>Reference 10 - 1.36% Coverage</p> <p>Thinking about facilitating this exercise, I would work hard to give concise instructions but not to give too many instructions. I would hope to support the client to focus on using their energies to direct the horse. To do this, I need to say less and listen more.</p>
	<p>The horse chooses to be with you</p>	<p><Files\\January field notes> - § 2 references coded [0.70% Coverage]</p> <p>Reference 1 - 0.42% Coverage</p> <p>I felt more positive and more in control this time because I felt like Ted needed me to be. I felt like he needed me to lead him rather than him showing me.</p> <p>Reference 2 - 0.28% Coverage</p> <p>I felt like she did not want to walk any faster than how she was and that it was wrong for me to push her.</p> <p><Files\\Reflective diaries> - § 3 references coded [1.66% Coverage]</p> <p>Reference 1 - 0.99% Coverage</p> <p>I got a feel for that today and realised that I have much to develop and many habits to undo. I intend to be kind to myself on this journey and to relish its challenges, pitfalls and successes.</p> <p>Reference 2 - 0.15% Coverage</p> <p>It felt good to go at her pace</p>

		<p>Reference 3 - 0.52% Coverage</p> <p>It felt very trusting and also uplifting as she nudged almost as if to say, ‘stop worrying so much!’.</p>
	Your energy affects the horse	<p><Files\\January field notes> - § 1 reference coded [0.30% Coverage]</p> <p>Reference 1 - 0.30% Coverage</p> <p>My energy had felt really calm and I kept my eyes low so as not to stare at him and make him feel uncomfortable.</p>
Therapeutic impasse	<i>Therapeutic training</i> as threat to self	<p><Files\\January field notes> - § 11 references coded [6.28% Coverage]</p> <p>Reference 1 - 0.11% Coverage</p> <p>-‘Trauma: difficulties with verbalisation’</p> <p>Reference 2 - 0.27% Coverage</p> <p>-Apprehension: lots of expertise in the room, and much more experienced in the field than the research</p> <p>Reference 3 - 0.22% Coverage</p> <p>-Felt tense, struggling to clear my mind, everything feels like it takes so long.</p> <p>Reference 4 - 0.46% Coverage</p>

		<p>-Feeling discomfort across my back, hips and shoulders, tight in my body, I wanted to roll and move but the purpose of the scan was to be aware and not to change anything.</p> <p>Reference 5 - 0.46% Coverage</p> <p>I had struggled to connect with the experience, having an internal conflict about what to give my problem away and yet not wanting my problems to go anywhere else but to me.</p> <p>Reference 6 - 0.20% Coverage</p> <p>I was worried about feelings such strong emotions in front of other trainees.</p> <p>Reference 7 - 2.28% Coverage</p> <p>am conscious that I am responsive to this facilitator more than the others who are women. I do not know at this point whether it is because he is a man that I am responding to him with more ease, as I typically get along with men better than women, or whether I respond to his energy differently. He is compassionate and quietly spoken, much like one of the other female facilitators and I find myself gravitating more to them. The other two facilitators I find more challenging and I do not feel so trusting towards them. With the male facilitator, he has talked about having little horse knowledge before beginning this work and has shared his experiences of substance abuse and mental illness. I do not experience him as judging and I do not feel as tense when he gives me feedback, I trust him more because I find he speaks from the client's perspective.</p> <p>Reference 8 - 1.27% Coverage</p>
--	--	--

		<p>This is the difference between participating in training and participating in the therapy. To qualify, I have to have that feedback, but my receptiveness to it mirrors other aspects of my life associated with hurt and pain. I have to take the feedback as a Trainee in EFL, but the training also puts me in the role of the client, and within a short space of time, I have found myself unwittingly reflecting on my past and my future without intending to bring that to the training.</p> <p>Reference 9 - 0.16% Coverage</p> <p>I was not looking forward to feedback from the trainers at all</p> <p>Reference 10 - 0.56% Coverage</p> <p>It was hard having that experience personally because I do not like other people to see me fail at something, and because it is training, rather than therapy, I felt like I was not getting the exercises right.</p> <p>Reference 11 - 0.28% Coverage</p> <p>The training has been a therapeutic journey and I am mindful about coming back for the next training block.</p>
	<p><i>Trauma or the past</i> as threat to self and others</p>	<p><Files\\January field notes> - § 2 references coded [0.57% Coverage]</p> <p>Reference 1 - 0.11% Coverage</p> <p>-‘Trauma: difficulties with verbalisation’</p>

		<p>Reference 2 - 0.46% Coverage</p> <p>I had struggled to connect with the experience, having an internal conflict about what to give my problem away and yet not wanting my problems to go anywhere else but to me.</p>
<i>Exercises without horses</i>	<i>Disconnected from the moment</i>	<p><Files\\January field notes> - § 4 references coded [2.05% Coverage]</p> <p>Reference 1 - 0.57% Coverage</p> <p>Whilst I did not have to describe my experience, I found it hard to make it for me with other trainees there. I was noticing their behaviour and body language, rather than thinking about my own emotional experience.</p> <p>Reference 2 - 0.46% Coverage</p> <p>I had struggled to connect with the experience, having an internal conflict about what to give my problem away and yet not wanting my problems to go anywhere else but to me.</p> <p>Reference 3 - 0.43% Coverage</p> <p>When it is me and one of the horses, I feel such immediate ease, and everything goes away. Honestly, I do not like coming back to the trainers for their feedback.</p> <p>Reference 4 - 0.58% Coverage</p>

		<p>When I am with the horse, I noticed that I felt better in my body, and I noticed energy between us. When I was close to the other trainees, my focus was outside my body and outside the therapeutic space with the horse.</p>
	<p><i>Feeling exposed</i></p>	<p><Files\\January field notes> - § 6 references coded [2.76% Coverage]</p> <p>Reference 1 - 0.35% Coverage</p> <p>I found it hard to connect with that moment for it's meaning to be rid of something negative because I personally felt too exposed.</p> <p>Reference 2 - 0.64% Coverage</p> <p>-Reflecting on the 'Fire Ceremony', I felt quite agitated afterwards. I had struggled to connect with the experience, having an internal conflict about what to give my problem away and yet not wanting my problems to go anywhere else but to me.</p> <p>Reference 3 - 0.59% Coverage</p> <p>After yesterday's experience, I was feeling a bit guarded at first. I had not expected to be so moved emotionally by 'The Journey' experience, and I was worried about feelings such strong emotions in front of other trainees.</p> <p>Reference 4 - 0.43% Coverage</p> <p>When it is me and one of the horses, I feel such immediate ease, and everything goes away. Honestly, I do not like coming back to the trainers for their feedback.</p> <p>Reference 5 - 0.58% Coverage</p>

		<p>When I am with the horse, I noticed that I felt better in my body, and I noticed energy between us. When I was close to the other trainees, my focus was outside my body and outside the therapeutic space with the horse.</p> <p>Reference 6 - 0.16% Coverage</p> <p>I was not looking forward to feedback from the trainers at all</p> <p><Files\\Reflective diaries> - § 1 reference coded [0.51% Coverage]</p> <p>Reference 1 - 0.51% Coverage</p> <p>Conscious about other people watching me and the strength of my feeling to cry, I had to stand up.</p>
--	--	---

Appendix 8. Study Two Thematic Analysis Training Block Two

The following table outlines the references selected from the researcher’s reflective diaries and field notes that comprise each code under each theme. Coverage refers to the proportional representation of the references within each code.

Themes and Codes		References
Acceptance	The horse does not hold trauma as people do	<p><Files\\May field notes> - § 2 references coded [1.31% Coverage]</p> <p>Reference 1 - 0.50% Coverage</p> <p>The trainee greeted Samson and immediately he dropped his head, commencing licking and chewing with his mouth, which is a sign of relaxation and releasing tension.</p> <p>Reference 2 - 0.81% Coverage</p> <p>The trainee walked away with Samson initially following and then making his way to naturally walk shoulder to shoulder. He has allowed his penis to drop, was yawning, and was licking and chewing with his mouth. Such behaviours are demonstrative of energy release.</p>
	The horse will not hurt me	<p><Files\\May field notes> - § 1 reference coded [0.69% Coverage]</p> <p>Reference 1 - 0.69% Coverage</p> <p>I tied the cloth in his mane and put my hand to his chest and my other hand just behind his withers (neck area to spine). This was a natural ‘heart hug’ and I had not intended to do it but it felt like an act of gratitude.</p>
	The horse will not judge me	<p><Files\\May field notes> - § 1 reference coded [0.69% Coverage]</p>

		<p>Reference 1 - 0.69% Coverage</p> <p>I tied the cloth in his mane and put my hand to his chest and my other hand just behind his withers (neck area to spine). This was a natural 'heart hug' and I had not intended to do it but it felt like an act of gratitude.</p>
<p>Agency and Self Determination</p>	<p>Being and having to be congruent</p>	<p><Files\\May field notes> - § 5 references coded [2.49% Coverage]</p> <p>Reference 1 - 0.17% Coverage</p> <p>-Feeling content and lighter in the therapeutic space</p> <p>Reference 2 - 0.75% Coverage</p> <p>During the debrief, the trainee said that he knew that she had no energy and that she did not want to change her pace so why should he. The trainee reflected that it was nice to just be for a change, not having to be in charge and taking note.</p> <p>Reference 3 - 0.47% Coverage</p> <p>Reminding myself to be in my body, I tried to focus on my own emotions and sensations rather than to dissociate into thoughts about analysis and practice.</p> <p>Reference 4 - 0.36% Coverage</p>

		<p>Body scan to be aware of how your energies are and to reflect on what you want to bring with you on the final ride.</p> <p>Reference 5 - 0.74% Coverage</p> <p>I had so much going on in my mind that I was not present in the moment until I was faced with a living breathing creature that reacted to my movement, talk, breathing and to my feelings when I was not actually physically touching the horse.</p>
	<p>Being in the moment</p>	<p><Files\\May field notes> - § 10 references coded [6.73% Coverage]</p> <p>Reference 1 - 0.50% Coverage</p> <ol style="list-style-type: none"> 1. Too much in the head and not enough in the body: that's when you miss the horse's behaviour and become task oriented rather than experiencing emotions and thoughts. <p>Reference 2 - 0.20% Coverage</p> <ol style="list-style-type: none"> 2. Experiencing rather than analysing: being present in the moment. <p>Reference 3 - 0.47% Coverage</p> <p>Reminding myself to be in my body, I tried to focus on my own emotions and sensations rather than to dissociate into thoughts about analysis and practice.</p> <p>Reference 4 - 0.56% Coverage</p>

		<p>I could hear the drum, smell the sage and feel the heat of it as the facilitator ran the smoke of the burnt sage around my body. I was not aware of any person around me at this point.</p> <p>Reference 5 - 2.33% Coverage</p> <p>We completed the body scan as a group. The experience was so different to my first body scan experience in January. I felt like I could hear the horses breathing from within my own head. I honestly felt like the bird singing and the sound of the breeze were in my mind, emanating from me rather than from outside me. I tend to find body scans uncomfortable because I struggle to let the thoughts come and pass. I can find myself feeling agitated some times because I feel focused upon. Previously I have felt sensations like jitters and sickness in my stomach which I attribute to nerves. Today, I felt part of my surroundings and completely removed from the people stood either side of me. I could hear the horses around us moving and swishing their tails.</p> <p>Reference 6 - 0.34% Coverage</p> <p>What we needed was balance together and to have found ways to communicate this meaning when we could not speak</p> <p>Reference 7 - 0.31% Coverage</p> <p>Observing the horses, I was aware of feeling quite vulnerable and wanting a strong character with me.</p> <p>Reference 8 - 0.83% Coverage</p>
--	--	--

		<p>Should a client dissociate or loose touch with the thought and sensation of connectedness with the horse, the horse can become unsettled. If noticed by the facilitator, the facilitator reminds the client to breath and to feel the connection with the horse beneath them.</p> <p>Reference 9 - 0.44% Coverage</p> <p>I closed my eyes and I was aware that there was a walker either side of me, but honestly I felt like it was just me and the horse walking around.</p> <p>Reference 10 - 0.74% Coverage</p> <p>I had so much going on in my mind that I was not present in the moment until I was faced with a living breathing creature that reacted to my movement, talk, breathing and to my feelings when I was not actually physically touching the horse.</p>
	Self as therapist	<p><Files\\May field notes> - § 7 references coded [4.82% Coverage]</p> <p>Reference 1 - 0.75% Coverage</p> <p>During the debrief, the trainee said that he knew that she had no energy and that she did not want to change her pace so why should he. The trainee reflected that it was nice to just be for a change, not having to be in charge and taking note.</p> <p>Reference 2 - 0.11% Coverage</p> <ol style="list-style-type: none"> 1. Letting the client lead the debrief <p>Reference 3 - 0.82% Coverage</p>

		<p>was conscious that the burnt sage had a really pungent smell and I was curious how this would work with addicts. Reminding myself to be in my body, I tried to focus on my own emotions and sensations rather than to dissociate into thoughts about analysis and practice.</p> <p>Reference 4 - 1.36% Coverage</p> <p>I tend to find body scans uncomfortable because I struggle to let the thoughts come and pass. I can find myself feeling agitated some times because I feel focused upon. Previously I have felt sensations like jitters and sickness in my stomach which I attribute to nerves. Today, I felt part of my surroundings and completely removed from the people stood either side of me. I could hear the horses around us moving and swishing their tails.</p> <p>Reference 5 - 0.31% Coverage</p> <p>Observing the horses, I was aware of feeling quite vulnerable and wanting a strong character with me.</p> <p>Reference 6 - 0.36% Coverage</p> <p>Body scan to be aware of how your energies are and to reflect on what you want to bring with you on the final ride.</p> <p>Reference 7 - 1.10% Coverage</p> <p>I realise how much work I need to do to achieve that sensation of presentness when working with clients with trauma. I had so much going on in my mind that I was not present in the</p>
--	--	--

		moment until I was faced with a living breathing creature that reacted to my movement, talk, breathing and to my feelings when I was not actually physically touching the horse.
	The self experiences efficacy or purpose	No references
Feedback from others when the horse is not present	Disconnected from the moment	No references
	Feeling exposed	No references
Power, threat and meaning in therapeutic encounters	Close enough to reassure, far enough back to enable	No references
	Feedback from the group	<p><Files\\May field notes> - § 1 reference coded [1.12% Coverage]</p> <p>Reference 1 - 1.12% Coverage</p> <p>It was observed by another trainee that when I was on the horse that I became completely calm. Another trainee reflected that as soon as I was on the horse's back my usual excitable/anxious energy just disappeared and it was like it came in waves off the horse and I. They said that they felt their energy change when they were with me that there was less tension.</p>
	Grounding the client	<p><Files\\May field notes> - § 1 reference coded [0.83% Coverage]</p> <p>Reference 1 - 0.83% Coverage</p> <p>Should a client dissociate or loose touch with the thought and sensation of connectedness with the horse, the horse can become unsettled. If noticed by the facilitator, the facilitator reminds the client to breath and to feel the connection with the horse beneath them.</p>

	<p>Inviting the client to make an understanding of their experience with the horse</p>	<p><Files\\May field notes> - § 3 references coded [0.91% Coverage]</p> <p>Reference 1 - 0.27% Coverage</p> <p>The client is there to process their experience rather than you to process it for them.</p> <p>Reference 2 - 0.19% Coverage</p> <p>The facilitators asked why I had not caught one of the horses</p> <p>Reference 3 - 0.46% Coverage</p> <p>I had not noticed but the facilitators observed that I was squeezing the headcollar for the horse tightly and they asked what I wanted to do with it.</p>
	<p>Making suggestions when clients appear stuck</p>	<p><Files\\May field notes> - § 2 references coded [1.17% Coverage]</p> <p>Reference 1 - 0.34% Coverage</p> <p>clients may have questions and request more direction. Reflection on this as opposed to offering more questions.</p> <p>Reference 2 - 0.83% Coverage</p> <p>Should a client dissociate or loose touch with the thought and sensation of connectedness with the horse, the horse can become unsettled. If noticed by the facilitator, the facilitator reminds the client to breath and to feel the connection with the horse beneath them.</p>

<p>No touch, no talk</p>		<p><Files\\May field notes> - § 2 references coded [0.64% Coverage]</p> <p>Reference 1 - 0.38% Coverage</p> <p>Limited instruction. Intention to connect trainees with the horses in the moment without over thinking the situation.</p> <p>Reference 2 - 0.26% Coverage</p> <p>Not using verbal or written words but the symbols to describe you problem or issue.</p>
<p>On my feet</p>		<p>No references</p>
<p>The horse as the intersubjective space between facilitator and client</p>		<p><Files\\May field notes> - § 1 reference coded [0.64% Coverage]</p> <p>Reference 1 - 0.64% Coverage</p> <p>As a facilitator, it felt a relief not to have an overzealous commitment to providing feedback. Asking the trainee for their thoughts about the experience gave them power and actually took some burden off me</p>
<p>Trusting and allowing to enable</p>		<p><Files\\May field notes> - § 1 reference coded [0.58% Coverage]</p> <p>Reference 1 - 0.58% Coverage</p> <p>I felt awkward at times because I felt like I should be saying more but actually the experience between horse and client had been quite connected and it alright not to have more to say.</p>

<p>Reciprocal Roles and Relational Processes</p>	<p>Experiencing connection with the horse</p>	<p><Files\\May field notes> - § 7 references coded [2.57% Coverage]</p> <p>Reference 1 - 0.19% Coverage</p> <p>When she walked away from his shoulder, he mirrored her pace.</p> <p>Reference 2 - 0.10% Coverage</p> <p>1. Needing to be wanted by the horse</p> <p>Reference 3 - 0.24% Coverage</p> <p>I felt this powerful pull right from chest and belly button towards Kingston.</p> <p>Reference 4 - 0.69% Coverage</p> <p>I tied the cloth in his mane and put my hand to his chest and my other hand just behind his withers (neck area to spine). This was a natural ‘heart hug’ and I had not intended to do it but it felt like an act of gratitude.</p> <p>Reference 5 - 0.34% Coverage</p> <p>I felt this connectedness with the horses even though I was not touching them or directly interacting with them.</p> <p>Reference 6 - 0.35% Coverage</p>

		<p>Reach out and touch the horse, breath to mirror the horse's energy as this is about you connecting with the horse.</p> <p>Reference 7 - 0.66% Coverage</p> <p>I was aware that there was a walker either side of me, but honestly I felt like it was just me and the horse walking around. I could feel his fur and warmth beneath my hands and I thought about the training experience</p>
	<p>The client's behaviours cause the horse(s) to react</p>	<p><Files\\May field notes> - § 5 references coded [5.20% Coverage]</p> <p>Reference 1 - 0.19% Coverage</p> <p>When she walked away from his shoulder, he mirrored her pace.</p> <p>Reference 2 - 0.53% Coverage</p> <p>The trainee started to jog in an attempt to increase Samson speed and tempo. He actually lengthened his stride but did not trot, and the trainee quickly smiled and patted him</p> <p>Reference 3 - 1.99% Coverage</p> <p>They lifted their own energy by jumping and encouraging Samson to lift his. It was observed that the focus on getting him moving with more energy meant that the trainee two did not think about how they were communicating that message to Samson, they were more focus on their motivation/expectation that they wanted Samson to move with more energy than recognising that he was confused by the message and not sure which way she wanted him to go. Samson appeared to be stuck in a corner at one point because the trainee two was still</p>

		<p>maintaining her own high energy but kept stepping sideways into stop zones, confusing Samson about which way to turn.</p> <p>Reference 4 - 1.44% Coverage</p> <p>Eventually the pair unstuck themselves and Samson was trotting around the space. He overtook trainee two at one point and she dropped her jog to a walk and began looking at her feet, trying to bring his energy down. Samson had trotted past her and looked over his shoulder at her almost as if he was wondering why she was not there. He stood still rather than walking but picked up the trot again, tossing his head, when trainee two began skipping and jogging again.</p> <p>Reference 5 - 1.06% Coverage</p> <p>I had not noticed but the facilitators observed that I was squeezing the headcollar for the horse tightly and they asked what I wanted to do with it. I said I wanted to put it down at which point the small horse immediately approached me with her ears perked. When I stopped thinking about having to catch her, I eased up and she approached me.</p>
	<p>The horse as mirror or medicine to the self</p>	<p><Files\\May field notes> - § 17 references coded [17.08% Coverage]</p> <p>Reference 1 - 0.50% Coverage</p> <p>The trainee greeted Samson and immediately he dropped his head, commencing licking and chewing with his mouth, which is a sign of relaxation and releasing tension.</p> <p>Reference 2 - 1.51% Coverage</p>

		<p>The trainee walked away with Samson initially following and then making his way to naturally walk shoulder to shoulder. He has allowed his penis to drop, was yawning, and was licking and chewing with his mouth. Such behaviours are demonstrative of energy release.</p> <p>-The trainee was smiling and had her eyes slightly closed at times. She looked over her shoulder occasionally to see where Samson was in relation to her. At no point did he overtake, bump her or generally interrupt her direction</p> <p>Reference 3 - 0.67% Coverage</p> <p>Trainee one was lost at first about what they were supposed to do. Followed Samson and wanted to be in the relationship space. Constantly trying to physically touch. Observed discomfort when entered the driving space.</p> <p>Reference 4 - 0.71% Coverage</p> <p>He trotted but tossed his head when he was prompted to pick up his energy when he possibly did not want to. When given the opportunity to just be and to move at leisure, he chose to follow the person's whose energy was about rest.</p> <p>Reference 5 - 1.33% Coverage</p> <p>I felt this powerful pull right from chest and belly button towards Kingston. I walked to him instantly but calmly. I noticed that before I had even moved that he had turned his head and neck to look at me and he was licking and chewing. I approached him and showed him the cloth with my problem on it. He sniffed it curiously and spent ages going over it in my hand. He then began licking and chewing heavily and rested his hind leg.</p> <p>Reference 6 - 1.10% Coverage</p>
--	--	---

		<p>As a group, the horses trotted away and I felt like this strike through my chest, like something had been pulled out of me. My heart felt like it was squeezed suddenly like in act of exertion and I felt like I could fall to my knees as Kingston trotted away. He looked so at ease with 'my problem', this baggage that I had carried around with me for so long</p> <p>Reference 7 - 0.71% Coverage</p> <p>As I described my safe place to the facilitators, it was observed that the three loose horses had all gone into the opposite corner of the arena and were close together facing the wall. All three horses were facing into the corner.</p> <p>Reference 8 - 1.72% Coverage</p> <p>As I talked about people being able to access my safe place and be with me, the smallest horse moved the other two horses out of the corner. As I described situations of conflict in my life, the two larger horses began to play fight with one another. Nipping at each other and rearing, striking out at one another with their front legs, I found them mirroring my description. The little horse then rushed in, breaking up the conflict and immediately began grooming one of the horses. It was like she was sorting everything out, which is how I describe my role.</p> <p>Reference 9 - 1.14% Coverage</p> <p>I fix things and then go back to being on my own where other people cannot get to me. As I described this, all three horses returned to the opposite corner and were facing out, but they were together. I felt a pang in my stomach, it was a sudden tug like I had been prodded in the stomach. It looked really unified and strong with the three horses stood together like that.</p>
--	--	--

		<p>Reference 10 - 0.23% Coverage</p> <p>I decided on the small horse, as she seemed quite decisive and a leader.</p> <p>Reference 11 - 1.68% Coverage</p> <p>I began approaching the horses from the edge of the arena and they began to shuffle around. I observed that they were all three still in the corner and I did not want to approach and make them feel trapped. So I watched and waited until one of the horses gave me a signal that made me feel like I could approach. The small horse was licking and chewing, suggesting that she was releasing tension. I was aware of feeling tense in my body, feeling like I was not breathing, and having a heavy sensation in my head. I was not in the present moment.</p> <p>Reference 12 - 1.15% Coverage</p> <p>When the small horse turned her head and looked at me, I made a move to approach and she turned and walked away from me. She then moved the other two horses away from me and out of the corner. I did not feel like I was abandoned but I experienced a sense of lightness in my chest, shoulders and head, relieved that they had moved out of the corner and were not trapped in it.</p> <p>Reference 13 - 1.22% Coverage</p> <p>I said the horses were moving away from the space and that I felt like they did not want to be in the corner. The facilitators asked me how I felt about this, and I said relieved because I would not want to force the horse to stand with me if they did not want to. At that moment,</p>
--	--	---

		<p>the small horse walked into my space and stood in front of me, creating a barrier between myself and the facilitators.</p> <p>Reference 14 - 0.82% Coverage</p> <p>I began stroking her and remembered not to touch the horses as this is a form of self-soothing that we have been discouraged from using. The small horse then walked off and went to the place where I had been sat, sniffing it, before tossing her head and rushing away.</p> <p>Reference 15 - 0.56% Coverage</p> <p>As I described that my safe place is a lonely place but that it is safe, the other horse (an older horse) stood behind and immediately began licking and chewing, releasing his energy.</p> <p>Reference 16 - 1.06% Coverage</p> <p>I had not noticed but the facilitators observed that I was squeezing the headcollar for the horse tightly and they asked what I wanted to do with it. I said I wanted to put it down at which point the small horse immediately approached me with her ears perked. When I stopped thinking about having to catch her, I eased up and she approached me.</p> <p>Reference 17 - 0.96% Coverage</p> <p>I rang my hands down his neck and shoulders before I dismounted. I then put one hand to the centre of his chest and he turned his head to me licking and chewing. The horse I rode was the same horse I had given my problem to during symbolic language. He chewed and licked and I kissed his neck and said thank you.</p>
--	--	---

	<p>The horse's behaviour causes the client to react</p>	<p><Files\\May field notes> - § 17 references coded [17.08% Coverage]</p> <p>Reference 1 - 0.50% Coverage</p> <p>The trainee greeted Samson and immediately he dropped his head, commencing licking and chewing with his mouth, which is a sign of relaxation and releasing tension.</p> <p>Reference 2 - 1.51% Coverage</p> <p>The trainee walked away with Samson initially following and then making his way to naturally walk shoulder to shoulder. He has allowed his penis to drop, was yawning, and was licking and chewing with his mouth. Such behaviours are demonstrative of energy release.</p> <p>-The trainee was smiling and had her eyes slightly closed at times. She looked over her shoulder occasionally to see where Samson was in relation to her. At no point did he overtake, bump her or generally interrupt her direction</p> <p>Reference 3 - 0.67% Coverage</p> <p>Trainee one was lost at first about what they were supposed to do. Followed Samson and wanted to be in the relationship space. Constantly trying to physically touch. Observed discomfort when entered the driving space.</p> <p>Reference 4 - 0.71% Coverage</p>
--	---	--

		<p>He trotted but tossed his head when he was prompted to pick up his energy when he possibly did not want to. When given the opportunity to just be and to move at leisure, he chose to follow the person's whose energy was about rest.</p> <p>Reference 5 - 1.33% Coverage</p> <p>I felt this powerful pull right from chest and belly button towards Kingston. I walked to him instantly but calmly. I noticed that before I had even moved that he had turned his head and neck to look at me and he was licking and chewing. I approached him and showed him the cloth with my problem on it. He sniffed it curiously and spent ages going over it in my hand. He then began licking and chewing heavily and rested his hind leg.</p> <p>Reference 6 - 1.10% Coverage</p> <p>As a group, the horses trotted away and I felt like this strike through my chest, like something had been pulled out of me. My heart felt like it was squeezed suddenly like in act of exertion and I felt like I could fall to my knees as Kingston trotted away. He looked so at ease with 'my problem', this baggage that I had carried around with me for so long</p> <p>Reference 7 - 0.71% Coverage</p> <p>As I described my safe place to the facilitators, it was observed that the three loose horses had all gone into the opposite corner of the arena and were close together facing the wall. All three horses were facing into the corner.</p> <p>Reference 8 - 1.72% Coverage</p>
--	--	---

		<p>As I talked about people being able to access my safe place and be with me, the smallest horse moved the other two horses out of the corner. As I described situations of conflict in my life, the two larger horses began to play fight with one another. Nipping at each other and rearing, striking out at one another with their front legs, I found them mirroring my description. The little horse then rushed in, breaking up the conflict and immediately began grooming one of the horses. It was like she was sorting everything out, which is how I describe my role.</p> <p>Reference 9 - 1.14% Coverage</p> <p>I fix things and then go back to being on my own where other people cannot get to me. As I described this, all three horses returned to the opposite corner and were facing out, but they were together. I felt a pang in my stomach, it was a sudden tug like I had been prodded in the stomach. It looked really unified and strong with the three horses stood together like that.</p> <p>Reference 10 - 0.23% Coverage</p> <p>I decided on the small horse, as she seemed quite decisive and a leader.</p> <p>Reference 11 - 1.68% Coverage</p> <p>I began approaching the horses from the edge of the arena and they began to shuffle around. I observed that they were all three still in the corner and I did not want to approach and make them feel trapped. So I watched and waited until one of the horses gave me a signal that made me feel like I could approach. The small horse was licking and chewing, suggesting that she was releasing tension. I was aware of feeling tense in my body, feeling like I was not breathing, and having a heavy sensation in my head. I was not in the present moment.</p>
--	--	---

		<p>Reference 12 - 1.15% Coverage</p> <p>When the small horse turned her head and looked at me, I made a move to approach and she turned and walked away from me. She then moved the other two horses away from me and out of the corner. I did not feel like I was abandoned but I experienced a sense of lightness in my chest, shoulders and head, relieved that they had moved out of the corner and were not trapped in it.</p> <p>Reference 13 - 1.22% Coverage</p> <p>I said the horses were moving away from the space and that I felt like they did not want to be in the corner. The facilitators asked me how I felt about this, and I said relieved because I would not want to force the horse to stand with me if they did not want to. At that moment, the small horse walked into my space and stood in front of me, creating a barrier between myself and the facilitators.</p> <p>Reference 14 - 0.82% Coverage</p> <p>I began stroking her and remembered not to touch the horses as this is a form of self-soothing that we have been discouraged from using. The small horse then walked off and went to the place where I had been sat, sniffing it, before tossing her head and rushing away.</p> <p>Reference 15 - 0.56% Coverage</p> <p>As I described that my safe place is a lonely place but that it is safe, the other horse (an older horse) stood behind and immediately began licking and chewing, releasing his energy.</p> <p>Reference 16 - 1.06% Coverage</p>
--	--	--

		<p>I had not noticed but the facilitators observed that I was squeezing the headcollar for the horse tightly and they asked what I wanted to do with it. I said I wanted to put it down at which point the small horse immediately approached me with her ears perked. When I stopped thinking about having to catch her, I eased up and she approached me.</p> <p>Reference 17 - 0.96% Coverage</p> <p>I rang my hands down his neck and shoulders before I dismounted. I then put one hand to the centre of his chest and he turned his head to me licking and chewing. The horse I rode was the same horse I had given my problem to during symbolic language. He chewed and licked and I kissed his neck and said thank you.</p>
	<p>The horse's behaviour leads to reflection</p>	<p><Files\\May field notes> - § 18 references coded [21.56% Coverage]</p> <p>Reference 1 - 0.92% Coverage</p> <p>The trainee was smiling and had her eyes slightly closed at times. She looked over her shoulder occasionally to see where Samson was in relation to her. At no point did he overtake, bump her or generally interrupt her direction. It felt very contained and unified compared to previous facilitators.</p> <p>Reference 2 - 0.75% Coverage</p> <p>During the debrief, the trainee said that he knew that she had no energy and that she did not want to change her pace so why should he. The trainee reflected that it was nice to just be for a change, not having to be in charge and taking note.</p> <p>Reference 3 - 1.61% Coverage</p>

		<p>The trainee reflected that they did not want to drive Samson away from them and that they wanted to be with him as an equal. That's how they view their work with clients. The stroking was about reassuring Samson but with reflection from the group observing, the trainee recognised that they found themselves trying to apologise for the fact that they were not sure what to do. They lacked clear direction in what they were trying to communicate and this resulted in soothing and stroking (apologising/compensating) behaviours.</p> <p>Reference 4 - 1.16% Coverage</p> <p>Trainee two wanted the session to be playful and insisted on the experience being about picking the energy up and being about play.</p> <p>-They lifted their own energy by jumping and encouraging Samson to lift his. It was observed that the focus on getting him moving with more energy meant that the trainee two did not think about how they were communicating that message to Samson,</p> <p>Reference 5 - 0.85% Coverage</p> <p>, trainee two said that they wanted Samson to be more energetic and playful with them but that they felt that he did not want to. It was reflected that the emphasis on play could be unsettling for clients or encourage them to people-please by restricting their focus to play.</p> <p>Reference 6 - 1.12% Coverage</p> <p>He responded to them with confusion and misdirection when they were not clear what message they were trying to communicate with him. He trotted but tossed his head when he was prompted to pick up his energy when he possibly did not want to. When given the opportunity to just be and to move at leisure, he chose to follow the person's whose energy was about rest.</p>
--	--	---

		<p>Reference 7 - 0.18% Coverage</p> <ol style="list-style-type: none"> 1. Insecurity as facilitators: we should be doing/saying more? <p>Reference 8 - 1.26% Coverage</p> <p>I approached him and showed him the cloth with my problem on it. He sniffed it curiously and spent ages going over it in my hand. He then began licking and chewing heavily and rested his hind leg. I actually breathed a heavy outward breath and I realised that I wanted his permission to ‘burden him’ with my problem. I hate burdening others with my issues and I find it hard to trust others with my problems.</p> <p>Reference 9 - 1.65% Coverage</p> <p>As a group, the horses trotted away and I felt like this strike through my chest, like something had been pulled out of me. My heart felt like it was squeezed suddenly like in act of exertion and I felt like I could fall to my knees as Kingston trotted away. He looked so at ease with ‘my problem’, this baggage that I had carried around with me for so long. It felt lighter in my chest particularly and watching him graze with the other horses, I saw in my mind what it is to live with problems and not to criticise yourself for them.</p> <p>Reference 10 - 1.48% Coverage</p> <p>My partner and I were completely discordant. We both focused on the horse but were attempting to communicate two different messages. I was thinking we need to speed up, lift the energy to keep the horse moving forward and active. My partner was more about keeping slow and steady to direct the horse through the obstacles. With our separate agendas, neither</p>
--	--	---

		<p>of us were focusing on Kingston's body language. He was completely ignoring us because we were not communicating clear intent</p> <p>Reference 11 - 1.44% Coverage</p> <p>We had to admit defeat and we laughed because Kingston was so non-plussed by our attempts to direct and move him through the course and I was tired with my efforts! I had this immediate reflection that this is how I am in my professional and personal life, just thinking forward without much direction or intent. I must constantly keep moving and keep going. I do not communicate with others, I am not paying enough attention to their needs, and I am not sharing my own.</p> <p>Reference 12 - 1.29% Coverage</p> <p>-Reflecting on the alleyway exercise, I feel that I have learnt so much about myself from the interaction with Kingston and my partner. In our shared space with the horse we had shared nothing but lack of communication and acknowledgement, not because we do not like each other, but because we could not or would not face each other (literally and symbolically). At least this is how it felt for me from my experience.</p> <p>Reference 13 - 1.71% Coverage</p> <p>The little horse then rushed in, breaking up the conflict and immediately began grooming one of the horses. It was like she was sorting everything out, which is how I describe my role. I fix things and then go back to being on my own where other people cannot get to me. As I described this, all three horses returned to the opposite corner and were facing out, but they were together. I felt a pang in my stomach, it was a sudden tug like I had been prodded in the stomach. It looked really unified and strong with the three horses stood together like that.</p>
--	--	---

		<p>Reference 14 - 1.59% Coverage</p> <p>I realised that my 'safe place' is only safe because the premise is not about letting others in it. The horses were moving about in an arc about the periphery, looking at me as if they were about to approach but then turning and shaking their heads violently before rushing away and coming back. It felt like they were hitting a force field but they kept coming back and trying to get in. I had the sensation that this must be what it is like for other people on the outside looking in, that I am difficult to approach</p> <p>Reference 15 - 1.68% Coverage</p> <p>I began approaching the horses from the edge of the arena and they began to shuffle around. I observed that they were all three still in the corner and I did not want to approach and make them feel trapped. So I watched and waited until one of the horses gave me a signal that made me feel like I could approach. The small horse was licking and chewing, suggesting that she was releasing tension. I was aware of feeling tense in my body, feeling like I was not breathing, and having a heavy sensation in my head. I was not in the present moment.</p> <p>Reference 16 - 1.49% Coverage</p> <p>As I described that my safe place is a lonely place but that it is safe, the other horse (an older horse) stood behind and immediately began licking and chewing, releasing his energy. I was aware he was there, and his proximity made me stand taller (as observed by the facilitator). Again, I felt a lightness and lifting of my head, chest and shoulders. I said that I knew the horses were there and it felt like they were there for me, that I did not have to be alone all the time.</p> <p>Reference 17 - 0.45% Coverage</p>
--	--	---

		<p>facilitators introduced constellation as a means of describing the behaviour as I had described how the horses appeared to reflect family members.</p> <p>Reference 18 - 0.91% Coverage</p> <p>I knew that I was not ready to work with clients in this way because I need to work on my needs first. I was not sad and I did not feel like a failure, I felt a huge sense of relief like the pressure was lifted. I experienced the horse lengthen his stride beneath me and I just sank into him.</p>
Self as Therapist	Environment or context	<p><Files\\May field notes> - § 2 references coded [1.02% Coverage]</p> <p>Reference 1 - 0.92% Coverage</p> <p>I was aware he was there, and his proximity made me stand taller (as observed by the facilitator). Again, I felt a lightness and lifting of my head, chest and shoulders. I said that I knew the horses were there and it felt like they were there for me, that I did not have to be alone all the time.</p> <p>Reference 2 - 0.10% Coverage</p> <p>On the horse, I felt comfortable</p>
	Horses do not hold trauma as people do	<p><Files\\May field notes> - § 2 references coded [1.50% Coverage]</p> <p>Reference 1 - 0.94% Coverage</p> <p>Can you measure congruence? The horse cannot falsify its reaction to you therefore the horse will always give an honest and natural response to what it senses. Not all horses react in the</p>

		<p>same way to an individual's energy and behaviour, but the client often chooses their own horse (mirror or medicine).</p> <p>Reference 2 - 0.56% Coverage</p> <p>As I described that my safe place is a lonely place but that it is safe, the other horse (an older horse) stood behind and immediately began licking and chewing, releasing his energy.</p>
	<p>Projecting onto the horse</p>	<p><Files\\May field notes> - § 4 references coded [3.68% Coverage]</p> <p>Reference 1 - 0.63% Coverage</p> <p>The stroking was about reassuring Samson but with reflection from the group observing, the trainee recognised that they found themselves trying to apologise for the fact that they were not sure what to do</p> <p>Reference 2 - 0.86% Coverage</p> <p>He looked so at ease with 'my problem', this baggage that I had carried around with me for so long. It felt lighter in my chest particularly and watching him graze with the other horses, I saw in my mind what it is to live with problems and not to criticise yourself for them.</p> <p>Reference 3 - 1.28% Coverage</p> <p>The horses were moving about in an arc about the periphery, looking at me as if they were about to approach but then turning and shaking their heads violently before rushing away and coming back. It felt like they were hitting a force field but they kept coming back and trying</p>

		<p>to get in. I had the sensation that this must be what it is like for other people on the outside looking in, that I am difficult to approach</p> <p>Reference 4 - 0.92% Coverage</p> <p>I was aware he was there, and his proximity made me stand taller (as observed by the facilitator). Again, I felt a lightness and lifting of my head, chest and shoulders. I said that I knew the horses were there and it felt like they were there for me, that I did not have to be alone all the time.</p>
	<p>Responsivity without judgement</p>	<p><Files\\May field notes> - § 4 references coded [3.37% Coverage]</p> <p>Reference 1 - 0.63% Coverage</p> <p>The stroking was about reassuring Samson but with reflection from the group observing, the trainee recognised that they found themselves trying to apologise for the fact that they were not sure what to do</p> <p>Reference 2 - 1.05% Coverage</p> <p>It is a symbolic exercise but it had this profound visceral impact on me. I was really taken aback by the experience but not overwhelmed by it. I did not find myself thinking over and over about it, trying to process it. It felt like I had done the exercise and that my problem was still there but I was not anxious about thinking about it.</p> <p>Reference 3 - 0.96% Coverage</p>

		<p>I rang my hands down his neck and shoulders before I dismounted. I then put one hand to the centre of his chest and he turned his head to me licking and chewing. The horse I rode was the same horse I had given my problem to during symbolic language. He chewed and licked and I kissed his neck and said thank you.</p> <p>Reference 4 - 0.74% Coverage</p> <p>I had so much going on in my mind that I was not present in the moment until I was faced with a living breathing creature that reacted to my movement, talk, breathing and to my feelings when I was not actually physically touching the horse.</p>
	<p>The horse helps you to talk</p>	<p><Files\\May field notes> - § 2 references coded [1.09% Coverage]</p> <p>Reference 1 - 0.28% Coverage</p> <ol style="list-style-type: none"> 1. Clients paying attention to the horse's behaviour; what is the horse communicating with you? <p>Reference 2 - 0.81% Coverage</p> <p>I said the horses were moving away from the space and that I felt like they did not want to be in the corner. The facilitators asked me how I felt about this, and I said relieved because I would not want to force the horse to stand with me if they did not want to</p>
	<p>The horse is familiar and keeps me safe during the therapeutic encounter</p>	<p><Files\\May field notes> - § 2 references coded [1.02% Coverage]</p> <p>Reference 1 - 0.92% Coverage</p>

		<p>I was aware he was there, and his proximity made me stand taller (as observed by the facilitator). Again, I felt a lightness and lifting of my head, chest and shoulders. I said that I knew the horses were there and it felt like they were there for me, that I did not have to be alone all the time.</p> <p>Reference 2 - 0.10% Coverage</p> <p>On the horse, I felt comfortable</p>
The horse is the therapist for internal dialogue	Comments on the horse's physicality or appearance	No references
	Emotional release	<p><Files\\May field notes> - § 2 references coded [1.58% Coverage]</p> <p>Reference 1 - 1.05% Coverage</p> <p>It is a symbolic exercise but it had this profound visceral impact on me. I was really taken aback by the experience but not overwhelmed by it. I did not find myself thinking over and over about it, trying to process it. It felt like I had done the exercise and that my problem was still there but I was not anxious about thinking about it.</p> <p>Reference 2 - 0.53% Coverage</p> <p>I felt a strong urge to cry and a sensation of gentleness came over me seeing the horses with the symbols on them. It felt like so much was said without a word being spoken.</p>
	Observing and reflecting on the herd interacting	<p><Files\\May field notes> - § 4 references coded [5.66% Coverage]</p> <p>Reference 1 - 2.49% Coverage</p>

		<p>Kingston and Benny were engaged in quite competitive play involving nipping and biting. I observed that Benny was quite relentless towards Kingston, but that Kingston would kick and buck. He actually connected and cut Benny's neck. I have owned horses for many years, and I wanted to intervene to separate the two. The sand school is not their natural environment and the horses have been travelled to the venue which is relatively unfamiliar. I felt like the horses (having just met) were trying to establish their boundaries but that what could be perceived as play was bordering on becoming quite violent. I wanted to interject, and I wanted the trainers to separate them sooner than they did. I found it really disconcerting because I was not comfortable with the play because it felt like it was dominating.</p> <p>Reference 2 - 0.71% Coverage</p> <p>We walked with the horses out to the paddock and together all the horses were let loose into the paddock. As a group, the horses trotted away and I felt like this strike through my chest, like something had been pulled out of me.</p> <p>Reference 3 - 0.86% Coverage</p> <p>The horse then moved off and began to playfight again, with the small horse bossing the other two about and separating them when their play became too much. The facilitators asked me about whether the horses reflected other influences in my life, drawing on family as an example.</p> <p>Reference 4 - 1.61% Coverage</p> <p>observed how one of the taller horses was playful but also quite aloof at times, interjecting subtly. The small horse seemed to me to be very demonstrative. She made her meaning clear by squealing, rushing into the other two horse, kicking out and rearing. The taller horses</p>
--	--	---

		<p>immediately changed their behaviour when she did this. The other horse appeared to get along with everyone, greeting each horse, initiating play by nipping at the other horses, but then immediately grooming when the little horse started to groom him.</p>
	<p>Projecting onto the horse</p>	<p><Files\\May field notes> - § 4 references coded [3.36% Coverage]</p> <p>Reference 1 - 0.86% Coverage</p> <p>He looked so at ease with ‘my problem’, this baggage that I had carried around with me for so long. It felt lighter in my chest particularly and watching him graze with the other horses, I saw in my mind what it is to live with problems and not to criticise yourself for them.</p> <p>Reference 2 - 0.30% Coverage</p> <p>I realised that my ‘safe place’ is only safe because the premise is not about letting others in it.</p> <p>Reference 3 - 1.28% Coverage</p> <p>The horses were moving about in an arc about the periphery, looking at me as if they were about to approach but then turning and shaking their heads violently before rushing away and coming back. It felt like they were hitting a force field but they kept coming back and trying to get in. I had the sensation that this must be what it is like for other people on the outside looking in, that I am difficult to approach</p> <p>Reference 4 - 0.92% Coverage</p> <p>I was aware he was there, and his proximity made me stand taller (as observed by the facilitator). Again, I felt a lightness and lifting of my head, chest and shoulders. I said that I</p>

		<p>knew the horses were there and it felt like they were there for me, that I did not have to be alone all the time.</p>
	<p>Self to self dialogue</p>	<p><Files\\May field notes> - § 24 references coded [19.95% Coverage]</p> <p>Reference 1 - 0.64% Coverage</p> <p>As a facilitator, it felt a relief not to have an overzealous commitment to providing feedback. Asking the trainee for their thoughts about the experience gave them power and actually took some burden off me.</p> <p>Reference 2 - 0.58% Coverage</p> <p>I felt awkward at times because I felt like I should be saying more but actually the experience between horse and client had been quite connected and it alright not to have more to say.</p> <p>Reference 3 - 1.09% Coverage</p> <p>The stroking was about reassuring Samson but with reflection from the group observing, the trainee recognised that they found themselves trying to apologise for the fact that they were not sure what to do. They lacked clear direction in what they were trying to communicate and this resulted in soothing and stroking (apologising/compensating) behaviours.</p> <p>Reference 4 - 0.18% Coverage</p> <ol style="list-style-type: none"> 1. Insecurity as facilitators: we should be doing/saying more? <p>Reference 5 - 0.36% Coverage</p>

		<p>2. What should we say to clients? How do we introduce exercises? How do we use clean language and avoid being leading?</p> <p>Reference 6 - 0.25% Coverage</p> <p>3. Need for physical contact/self-soothing observed in trainees in the client role</p> <p>Reference 7 - 0.11% Coverage</p> <p>how do you contain the facilitator?</p> <p>Reference 8 - 0.30% Coverage</p> <p>what if you the facilitator feel that the client is not being honest with themselves/is in denial?</p> <p>Reference 9 - 1.36% Coverage</p> <p>I tend to find body scans uncomfortable because I struggle to let the thoughts come and pass. I can find myself feeling agitated some times because I feel focused upon. Previously I have felt sensations like jitters and sickness in my stomach which I attribute to nerves. Today, I felt part of my surroundings and completely removed from the people stood either side of me. I could hear the horses around us moving and swishing their tails.</p> <p>Reference 10 - 1.10% Coverage</p> <p>I actually breathed a heavy outward breath and I realised that I wanted his permission to 'burden him' with my problem. I hate burdening others with my issues and I find it hard to</p>
--	--	---

		<p>trust others with my problems. Because I did not have to talk about it or tell any of the trainers or trainees what it meant, I felt at ease about giving my problem to Kingston</p> <p>Reference 11 - 0.65% Coverage</p> <p>When the leading rope was exchanged for pieces of thread I did experience a sensation of loosing control and was quite taken aback by how much that leading rope was an instrument of control/reassurance for me.</p> <p>Reference 12 - 1.48% Coverage</p> <p>My partner and I were completely discordant. We both focused on the horse but were attempting to communicate two different messages. I was thinking we need to speed up, lift the energy to keep the horse moving forward and active. My partner was more about keeping slow and steady to direct the horse through the obstacles. With our separate agendas, neither of us were focusing on Kingston's body language. He was completely ignoring us because we were not communicating clear intent</p> <p>Reference 13 - 1.69% Coverage</p> <p>Attempting the exercise again, I was so focused on bringing my energy level up to try to raise Kingston's that I was completely pointing my body the wrong way. I was facing the relationship zone (neck and shoulders of the horse) which is an area for closeness and proximity, rather than aiming my energy at the driving zone (body and hindquarters). I was in my own head thinking about what I had to do that I was not noticing anything about Kingston's communication and body language. I was also not paying attention to my partner's and nor she to me.</p>
--	--	---

		<p>Reference 14 - 1.63% Coverage</p> <p>I had this immediate reflection that this is how I am in my professional and personal life, just thinking forward without much direction or intent. I must constantly keep moving and keep going. I do not communicate with others, I am not paying enough attention to their needs, and I am not sharing my own. But rather than feel upset or shocked by these thoughts, I was grinning emphatically because I realised just how detached from my own body I have been! It was good to know this and to know that it is alright to be this way.</p> <p>Reference 15 - 1.10% Coverage</p> <p>What matters is about noticing what is going on around me in this moment, to take time to stand still. I had thought my partner was not listening to me, but I realise that her standing still at least gave time to notice the behaviour and situation. What we needed was balance together and to have found ways to communicate this meaning when we could not speak.</p> <p>Reference 16 - 1.29% Coverage</p> <p>-Reflecting on the alleyway exercise, I feel that I have learnt so much about myself from the interaction with Kingston and my partner. In our shared space with the horse we had shared nothing but lack of communication and acknowledgement, not because we do not like each other, but because we could not or would not face each other (literally and symbolically). At least this is how it felt for me from my experience.</p> <p>Reference 17 - 1.28% Coverage</p> <p>The horses were moving about in an arc about the periphery, looking at me as if they were about to approach but then turning and shaking their heads violently before rushing away and coming back. It felt like they were hitting a force field but they kept coming back and trying</p>
--	--	---

		<p>to get in. I had the sensation that this must be what it is like for other people on the outside looking in, that I am difficult to approach</p> <p>Reference 18 - 0.40% Coverage</p> <p>My response surprised even me that I would not want to have anyone sit in that space with me because it is not a nice place to be.</p> <p>Reference 19 - 0.77% Coverage</p> <p>Much has come up for me personally and professionally this week and I was feeling like the final ride would be an intensely emotional experience for me. I was feeling quite vulnerable but also conscious about what the ride represents, a celebration.</p> <p>Reference 20 - 1.23% Coverage</p> <p>I ride horses regularly but this was so different because it was not about trying to get the horse to move a particular way. It was just about feeling the physical connection with the horse and I noticed my horse sped up when I started to think about negative experiences and feeling this I automatically breathed and smiled, releasing my own tension and the horse slowed their walk down beneath me</p> <p>Reference 21 - 0.91% Coverage</p> <p>I knew that I was not ready to work with clients in this way because I need to work on my needs first. I was not sad and I did not feel like a failure, I felt a huge sense of relief like the pressure was lifted. I experienced the horse lengthen his stride beneath me and I just sank into him.</p>
--	--	--

		<p>Reference 22 - 0.36% Coverage</p> <p>I realise how much work I need to do to achieve that sensation of presentness when working with clients with trauma.</p> <p>Reference 23 - 0.78% Coverage</p> <p>working with the horses made me reflect on my own dissociation from negative experiences and how this could impact on my work with clients. As a prospective facilitator, you need to be in the moment and present to support a client to achieve that also.</p> <p>Reference 24 - 0.44% Coverage</p> <p>Able to hold negative feelings and to think about painful experiences without feeling overwhelmed by it: how do you capture that in research?</p>
	<p>The horse chooses to be with you</p>	<p><Files\\May field notes> - § 1 reference coded [0.66% Coverage]</p> <p>Reference 1 - 0.66% Coverage</p> <p>I had not expected the experience to have been so moving and yet so containing. The relief I did not have to explain to anyone and there was no debrief. That was the chapter closed but so many opportunities opened.</p>
	<p>Your energy affects the horse</p>	<p><Files\\May field notes> - § 1 reference coded [0.36% Coverage]</p> <p>Reference 1 - 0.36% Coverage</p>

		Body scan to be aware of how your energies are and to reflect on what you want to bring with you on the final ride.
Therapeutic Impasse	Therapeutic training as threat to self	No references
	Trauma or the past as threat to self and others	No references

Appendix 9. Extracts informing Sequential Diagrammatic Reformulations with Codes

Blue: Informs Reciprocal Roles

Green: Informs Exits from Patterns of Thinking

Pink: Consequences of Reciprocal Roles

Ethnographic field notes 11.01.2019

-Having completed the body scan, the trainers described the Reflective Round Pen exercise. The horse is loose in the pen, the client completes a body scan with the practitioner outside the pen. The practitioner gives the client a 'wand' (stick) and when the client is ready they enter the pen with the horse. Placing the stick at your feet and standing behind it, you are to recite 'I am the student, you are the teacher, what is the lesson?'. You recite this as many times as you need before stepping over the stick to approach the horse. You approach the horse when you feel that the horse has invited/allowed you to.

-I had asked for Charlie again because **I feel like I can defer to that mare, that it is ok for me to be led by her.** I recited my mantra over and over in my head, and **all I could feel was my heart beating hard in my chest. My head started to ache because I could not stop thoughts from racing through my head. It was loud in my head but ominously quiet around me. I then heard Charlie chewing. I heard her out of the quiet and my own internal noise, and I thought 'don't make this so complicated'.** I stepped over the stick and looking at Charlie, she was at the far side of the pen away from the other trainees who were watching. I walked a couple of strides over to her and she swished her tail, I think telling me to keep my distance. I walked towards her shoulder and just knelt down before her. I kept my eyes on the ground and then **she put her head down next to mine and she was breathing on me. I could see her back leg was rested and I could hear her breathing. It was so quiet and so peaceful and I did not have to do or say anything for anyone in that moment.** I was not being asked to do anything in that moment and it was wonderful.

-The moment was broken when horses started galloping in fields outside the school. Charlie came to and looked up, but she did not walk off or anything. I did not feel like I had my peace shattered or anything, if anything that **noise brought me back to the moment and allowed me**

to stand and face the other trainees without feeling like I had been vulnerable or exposed somehow.

-The feedback from the other trainees made me feel a bit sad but also humbled. They noted how peaceful I had appeared and how calm. They said all my energy just went down when I physically brought myself down before the horse.

-The trainers also fed back that the other horses that were loose outside the pen had also come over to the pen when I knelt down. Charlie had dropped her head down to mine and the other loose horses had walked over to the pen, standing amongst the trainees and just watching. I had not noticed this but hearing that the horses came to me when I was just being me rather than something better than me made me feel safe and comforted. It felt like there were guardians around me but one's that I could talk to without having to perform or meet some kind of expectation. That feedback, even though I had not seen the horses behave that way, left me feeling reflective. There is so much about myself that I worry about but that I will not engage with. I worry so much about looking after everyone else, doing a good job, getting things right that to not have those expectations is a relief but also unnerving. And to have had other people watch that and identify it, I felt a bit unsure. Had I been alone, I might have felt a bit safer with these thoughts and feelings.

Reflective Diary Extract 11.01.2019

The reflective round pen exercise was incredibly moving. It felt like the first time in a long time that I actually felt peace. I was conscious of not needing to touch Charlie to feel her energy. I lowered my body and crouched before her because I know that I have difficulties handing over control and trusting someone else to lead. I felt like I had to be physically smaller to be able to let go. I noticed that Charlie dropped her head to mine and the group remarked that the other horses had looked towards us both at this moment. I felt like all the anxiety and stress just left me for a moment. I heard the horses galloping outside and it broke me out of my peace suddenly and I had to leave the round pen.

Reflecting on this experience, I am conscious that I often refuse to let myself have peace. I am

conscious that when I feel the energy in my body ease that I have clarity of thought. Endeavouring to give myself this space and time is important for my personal wellbeing and professional development.

Ethnographic field notes 11.01.2019

*Active Round Pen exercise. This looks at how we communicate meaning to the horse to get them to move at different paces and change direction without touching them.

-I worked with Benny and I thought that having had horses for most of my life that I would be alright at getting a horse to move forward and change direction. I completely got it wrong today! When I entered the round pen with Benny, I thought I have to pick up my energy and get you moving with me. I pointed the stick at his backend and pointed for him to go forward to the right with my opposite hand. Benny looked confused and I thought I have to get you moving because if I get his feet to move then I can build the energy into changing direction. I shook the stick towards his back end. I skipped on the spot to raise my own energy levels, and Benny flicked his tail and trotted forward. I thought great, he is moving. I could keep him going forward but I could not get his direction going right. Benny kept going into the end of the round pen and stopping, swishing his tail at me, and honestly, he looked confused! I was getting confused, thinking why can't I do this? What am I doing wrong? Eventually, I let go of trying to keep Benny's energies up and just let him walk around in a circle. I brought myself to a stand still and dropped all the energy out of my body, bringing my shoulders low and looking at the ground. Benny stopped, looked at me, and then walked over to me. I apologised to him verbally for making such a mess of what I thought would be a straight forward exercise that I thought I should be able to do.

-I was not looking forward to feedback from the trainers at all. They highlighted how my body was not facing Benny at any point so that he was confused about what direction I wanted him to go. Because I had my body angled to the right, the direction I wanted Benny to go, I was actually blocking his energy. As soon as it was said to me, I knew. I had been so focused on the end task that I did not pay enough attention to the process. This is much how I am in life, focused on getting the job done rather than relishing the journey to get there. This means that I struggle with anything less than perfection or being the best at something, because I do not appreciate the journey enough. Much to take away with me today.

-I stood with Benny whilst I received the feedback. I had my hand on his neck lightly. His presence felt comforting through that feedback and as guilty as a I felt for confusing him, the fact that he stood with me through the feedback (which made me feel quite vulnerable and small) helped me to hear what they had to say.

Reflective Diary Extract 11.01.2019

-I was surprised at my response to the exercises today. I had been confident at the start and then found myself unravelled when things did not go to plan. It was hard having that experience personally because I do not like other people to see me fail at something, and because it is training, rather than therapy, I felt like I was not getting the exercises right. On reflection, the exercises are not about being 'right' or 'wrong'. They are about facilitating a space and process whereby the client can direct their own therapeutic intervention.

I have much to reflect on with the active round pen exercise! I was so caught up in driving forward that I stopped listening to what the horse was trying to tell me. I felt in conflict with Benny and it was reflected to me by the observers that my body language was not clear. I stood side on to the horse, pointing one way but facing my body in the opposite direction. I felt like this reflected my own uncertainties and not being confident in which direction my life is going. I found that the exercise had me thinking about those uncertainties and I was aware of feeling insecure later in the day about this.