



# Psychoeducation Activity in EAT

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# Psychoeducation

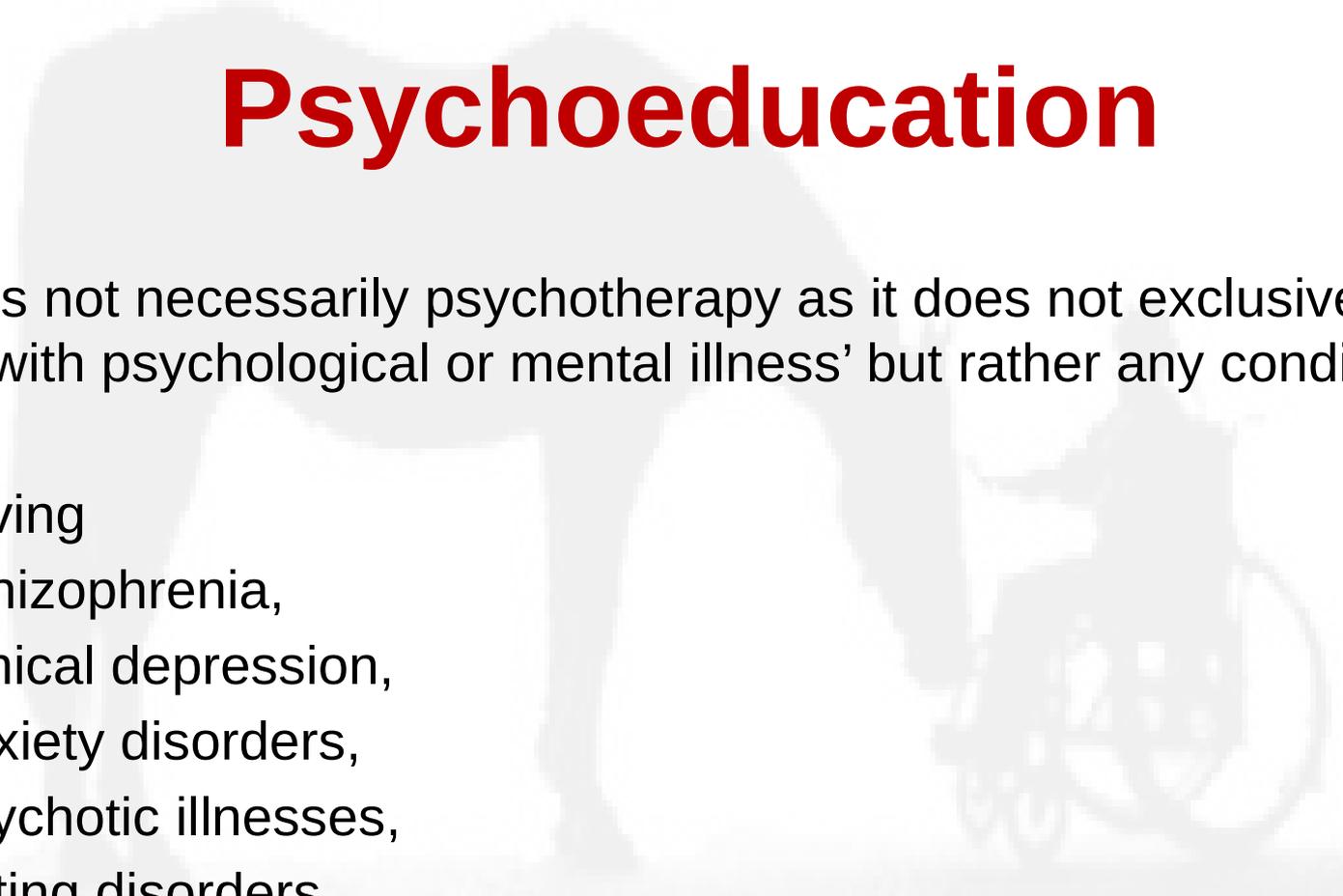
Psychoeducation has been defined as “the education of a person with a psychiatric disorder in subject areas that serve the goals of treatment and rehabilitation.” According to the American Psychiatric Association (APA).

# Psychoeducation

Psychoeducation is a flexible intervention, able to be implemented in a variety of different formats and settings.

Which format is chosen depends on the illness or disorder, the developmental age of the client whose condition is the subject of the program, and the individual needs of the client/patient and others in his/her life.

# Psychoeducation



This is not necessarily psychotherapy as it does not exclusively deal with psychological or mental illness' but rather any condition...

Involving

- schizophrenia,
- clinical depression,
- anxiety disorders,
- psychotic illnesses,
- eating disorders,
- personality disorders,
- patient training courses in the context of the treatment of physical illnesses.

# Psychoeducation

- This term was started to be used in the literature in early 1900s (*The Journal of Abnormal Psychology*, 1911).
- It was popularized in the 1980s.
- Multiple studies have demonstrated clear superiority of psychoeducational family interventions as compared with standard treatments.

# Psychoeducation

The term “psychoeducation” employed by Anderson et al (1980) was used to describe a behavioral therapeutic concept consisting of 4 elements;

- briefing the patients about their illness
- problem solving training,
- communication training, and self-assertiveness training
- whereby relatives were also included.

# Psychoeducation

- Psychoeducation is usually implemented by a psychologist or anybody who got training in this specific area.
- ? (who can apply these activities in our case)  
Situation in Turkey !!

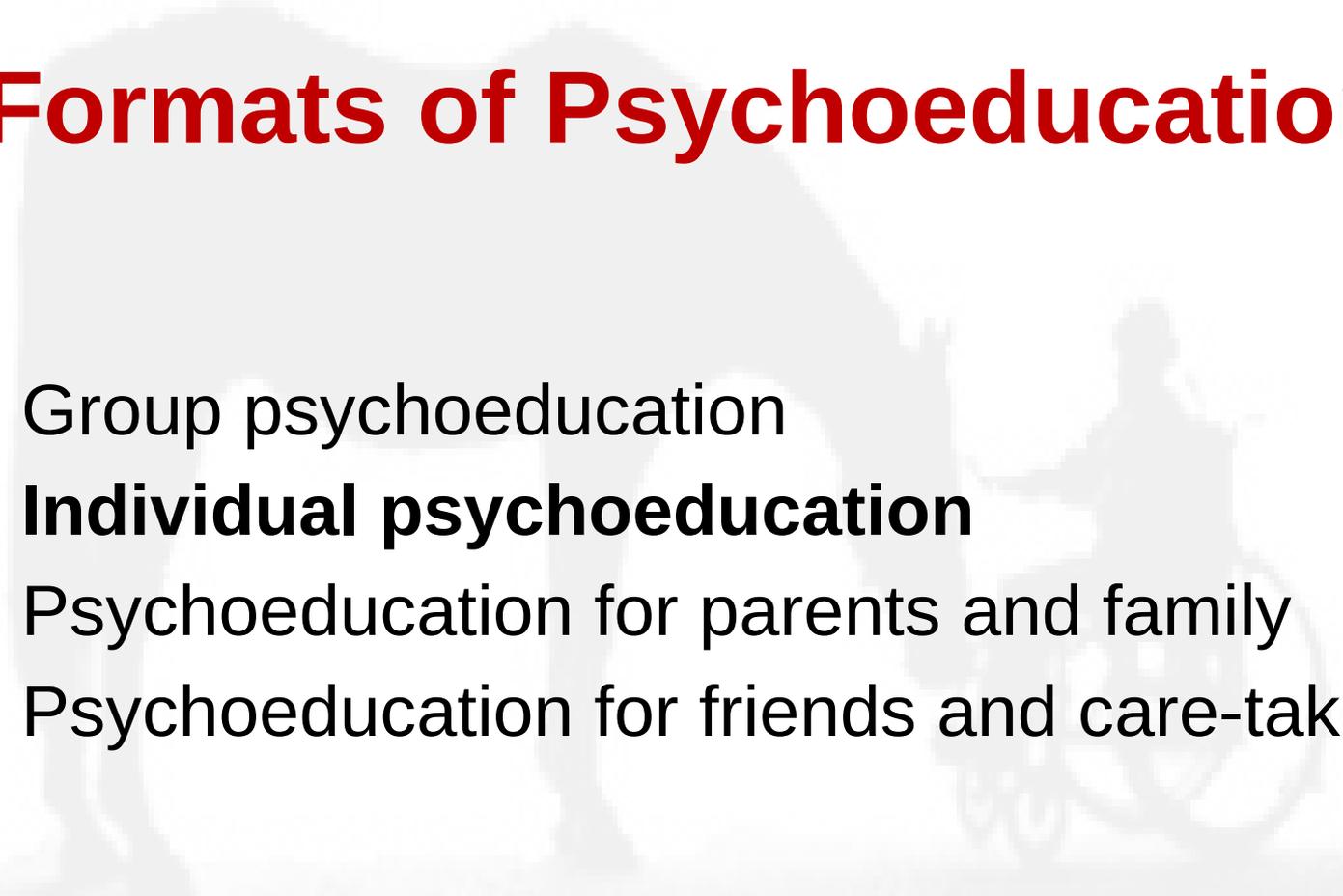
# Aims of Psychoeducation

- Improving insight into illness and improvement of compliance
- Promoting relapse prevention
- Engaging in crisis management
- Supporting healthy components
- Motivating to join the educational activities

# Benefits of Psychoeducation

- Individuals feel more relaxed and confident if they have a greater level of understanding about the given subject.
- People who are educated about their condition are more likely to actively participate in their self-management and relapse prevention.
- Brings about positive social and self-esteem changes which all add to the individual's self-efficacy.

# Formats of Psychoeducation



- Group psychoeducation
- **Individual psychoeducation**
- Psychoeducation for parents and family
- Psychoeducation for friends and care-takers

# Why Psychoeducation with Equine?

- Building a relationship with horses can provide;
  - Sensory,
  - Somatic,
  - Relational experiences
    - Soothing,
    - Calming,
    - Joyful,
    - Pleasurable,

# Why Psychoeducation with Equine?

## Unique Feedback

A feedback mechanism of how clients feel and behave in relationship. Due to horses heightened sensitivity and natural instincts of responding to subtle changes in the field/environment, they respond to each person uniquely.

Additionally, when a person tries something different, and makes a change in intention, feeling or behavior, the horse's response changes. In this way, horse feedback can encourage self-awareness and congruency of body, feelings, thoughts, and beliefs. Non-verbal feedback from horses can be powerful and can effect change with client groups whom are not able or interested to verbalize or reflect.

# Why Psychoeducation with Equine?

## **Emotional Safety and Trust**

The presence of calm and healthy horses can contribute to clients feeling calm, confident and developing trust in 'others', beginning with trusting the horse, extending to equine practitioner, over time extending to others in life.

# Why Psychoeducation with Equine?

## Individual Qualities and Strengths

Horses are individuals, and experiences with different horses can support clients to understand different feelings and parts of themselves and others, and can be an engaging way to accept one's natural strengths.

# Why Psychoeducation with Equine?

## **Authentic Relationship**

Authentic and honest contact, relationship and attachment experiences that are reliable, free of judgement and interpretation. Experiences in relationship, and with a herd, can model and trigger exploration of relationships in 'family herds' and 'organization/work herds'.

# Why Psychoeducation with Equine?

## **Confirmation**

People can feel or receive unconditional positive regard, 'therapeutic holding' or experience 'love' from the horse. Sometimes this is the first time a client may have ever felt truly confirmed or loved by another.

## **Evoke**

Unconscious or unaware feelings and needs can be evoked sometimes in the presence of horses. These feelings and needs can then be attended to/facilitated in the therapeutic contract.

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# Why Psychoeducation with Equine?

## Model

Horses model ways to be aware, connected to senses, receiving feelings as information about the person-environment field, boundary-setting and communication, different styles of leadership. Practitioners can highlight these horse behaviours in the sessions and offer appropriate psychoeducation and experiential learning.

# How should we organize psychoeducation activities in EAT?

We think that;

- We need to get to know the person's problems very well,
- We should decide in which aspects we will make improvements,
- Which equipments (boxes, toys, figures, etc.) we will use,
- How we will organize the arena,
- How we will provide the safety,
- We need to also measure the efficacy of the activities,
- What else?

# Case Report

- Ece 8 years old girl; CP, cognitive disorders, short-term memory, balance, speaking, and visual problems
- Easygoing, open for the communication, likes animals,
- She has problem with making connection of more than one subject. (It takes time for her)
- She has no experiences with horses

# Case Report

At the end;

- She was very happy and motivated during the activities.
- Her father was also very satisfied with activities.
- At the beginning of the games, she had problems with connection of the figures, but she was very good after 2-3 matches.
- She could not properly pronounce the words at the beginning but throughout the session she showed improvements.

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