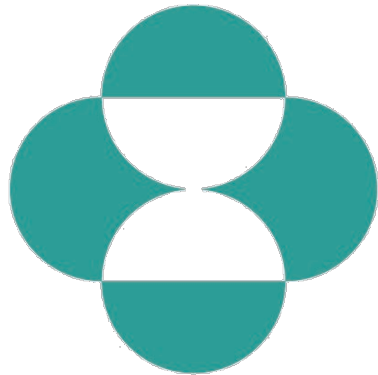




USPC Tutoring Tuesday Webinar Series

Sponsored by:



MERCK

Animal Health

Horse Management in Real Life

How USPC Develops the Next Generation of Horsepeople

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USPC Horse Management Committee Co-Chair



For the things we have to
learn before we can do them,
we learn by doing them.

-Aristotle, The Nichomachean Ethics

Real Questions I have been asked

- ▶ Do you think he's lame?
- ▶ Which bay horse is that?
- ▶ What blanket should I use today?
- ▶ Does this saddle/bridle/blanket/boot fit?
- ▶ What type of feed is this?
- ▶ Does this smell funny to you?
- ▶ How much hay is 2 flakes?
- ▶ Can you get this shoe off?
- ▶ Is this bit upside down?
- ▶ Also, what kind of bit is this?
- ▶ Can you hitch the trailer?
- ▶ How many feet is 5 strides?
- ▶ What's that in his eye?
- ▶ Can you clip?
- ▶ How do you attach a lunge line?
- ▶ Can you do standing wraps?
- ▶ Does this helmet fit me/my child?
- ▶ Does this need stitches?
- ▶ Can you take his temperature?
- ▶ Also, what temperature is normal for a horse?



When you choose to interact
with a living being, you have an
obligation to care for that being
to the best of your ability

****Horsemen aren't born, they're made****



So what is
Horse Management?

Horse Management vs horse management



- ▶ horse management refers to the care of equines in general
- ▶ Horse Management is one of the USPC disciplines
- ▶ What's the difference?
 - ▶ Ad hoc vs deliberate acquisition of knowledge and skills

Where we start



- ▶ Truth #1: Children do not see danger
- ▶ Truth #2: Children do not see dirt
- ▶ Truth #3: Common sense can be taught



Goals of USPC Horse Management Program



- ▶ Encourage a safe environment
- ▶ Teach and advance the principles of safe, sensible and responsible horse care
- ▶ Encourage members to demonstrate and increase their individual knowledge of unmounted horsemanship
- ▶ In competition:
 - ▶ Evaluate the knowledge level of competitors
 - ▶ Encourage teamwork
 - ▶ Enable Club and Regional leaders to assess the effectiveness of their HM programs.
 - ▶ Competitors are judged on their knowledge and use of safe, sound, practical horse care.

What does that have to do with memorizing HM rules?



Every rule in the HM handbook, even the ones that you don't agree with, is there for a reason

HM 8b. Halters

- ▶ Every mount must wear a clean, properly fitted safety (leather or breakaway) halter at all times when not under saddle, unless approved by the CHMJ.

Why?

- ▶ Halters are used for control, and ill-fitting halters are at best less useful and at worst dangerous.
- ▶ Breakaway halters are less likely to injure a horse in case of an emergency
- ▶ Horses without halters are hard to catch, and harder to identify.

Notice that

- ▶ Not a system of concrete rules that covers all situations
- ▶ Exceptions are allowed BUT you must have a reason. You must also know that reason.
- ▶ Make smart decisions
 - ▶ Evaluate situation
 - ▶ Identify options
 - ▶ Choose best option
- ▶ Be aware of choices and consequences

What does this mean?



- ▶ Context matters! No single set of rules could ever cover every potential situation.
- ▶ For example:
 - ▶ Don't pet the zebra!
- ▶ Understand the reason for the guidelines rather than memorizing rules in order to learn how to make independent, informed decisions

Begin at the Beginning: D Levels



Themes from the Standards of Proficiency:

- ▶ D1: Learning simple routine necessary for safe handling of quiet, well-trained horses
 - ▶ Name
- ▶ D2: Able to demonstrate simple skills, with assistance if necessary, and should understand the basic reasons for the everyday routines of caring for own mount
 - ▶ Identify & Know Reason
- ▶ D3: Able to demonstrate simple skills without assistance, and to discuss care of the mount using common horse terms
 - ▶ Describe, Know Reason, Demonstrate

Learning vocabulary of horse care and basic reasons for basic care.

Working towards Independence: the C Levels



- ▶ C1: Developing awareness of cause and effect in the care of own mount, familiar with local common horse terms.
 - ▶ Discuss, Describe, Demonstrate, Give Reasons
 - ▶ Teach
 - ▶ Recognize good vs. bad
- ▶ C2: Solid awareness of cause and effect in horse management skills.
 - ▶ Discuss, Describe, Demonstrate, Give Reasons
 - ▶ Scope includes disease transmission, longeing, teaching unmounted lessons, care of mount in various scenarios

**Members are starting to evaluate scenarios
and identify consequences**

Putting Theory into Practice: The HB



- ▶ H-B: Demonstrate sound judgment and maturity in the continuing care of mounts and equipment. Understand reasons for their decisions, knowing when to seek assistance. Through discussion and demonstration, show knowledge of veterinary care and teaching principles. Able to explain stable and veterinary routines to D-level members.
 - ▶ Evaluate, Analyze, Teach

The Independent Equine Professional: H-HM/H/HA

- ▶ H-HM/H/HA: Demonstrate a sound knowledge of horses, their care, equipment and training requirements including longeing. Comprehensive stable management knowledge, ability to make informed decisions about all aspects of running a barn, including daily routine, feeding programs, conditioning, care and emergency procedures. Understand safety practices and teaching techniques appropriate to different age levels.

The Journey in Action



- ▶ D1: Name 10 parts of the pony
- ▶ D2: Name and locate 15 parts of the pony
- ▶ D3: Identify at least 20 parts of the pony, including hock, gaskin, withers, croup, fetlock, pastern. Know common conformation faults of neck, back, shoulder, head and pasterns.
- ▶ C1: Identify good and bad points of basic leg conformation. Describe 5 common unsoundnesses (location and appearance).
- ▶ C2: Know 5 basic conformation qualities that you want in a mount and how they affect basic movement. Discuss angles of shoulder and hip of own mount. Name and locate ringbone, curb, bowed tendons, sidebone, spavin, navicular, splint, thoroughpin, sprains.
- ▶ HB: Identify the anatomy of the front and hind leg from the shoulder and hip down, to include principle bones, tendons and ligaments. Evaluate and discuss overall balance of presented mount, to include good and bad conformation points and how they relate to long-term soundness. Identify and discuss conformation faults, blemishes and unsoundnesses (25 total)
- ▶ H-HM/H/H-A: Locate and discuss lameness which might be associated with conformation faults (17 total). Discuss anatomy of the leg, including bones, principle joints, tendons and ligaments from the shoulder/hip down. Observe a mount in action and assess athletic ability and suitable use as it may be affected by any of the conformation faults listed (29 total). Observe a mount's motion and identify front/hind leg un/soundness

What would this look like?

D Level

- ▶ D1: Name 10 parts of the pony
 - ▶ Head, neck, mane, tail, leg, knee, nose, eye, ear and foot. I mean hoof.
- ▶ D2: Name and locate 15 parts of the pony
- ▶ D3: Identify at least 20 parts of the pony, including hock, gaskin, withers, croup, fetlock, pastern.
 - ▶ Know common conformation faults of neck, back, shoulder, head and pasterns.



Conformation: C level

- ▶ C1: Identify good and bad points of basic leg conformation.
 - ▶ Pasterns: medium length, not too short or too long
 - ▶ Cannon bones: short and straight
 - ▶ Legs are straight (both front and side)
- ▶ C2: Know 5 basic conformation qualities that you want in a mount and how they affect basic movement. Discuss angles of shoulder and hip of own mount
 - ▶ Pastern angle matches hoof angle, both are 45° . Strong but flexible.
 - ▶ Straight line from shoulder to hip to fetlock. Reduces strain on the joints.
 - ▶ Long, sloping shoulder. Creates long, sweeping stride.
 - ▶ Long forearm and short cannon bone. Helps horse lift knees over fences.
 - ▶ Medium set neck. Helps horse balance without being swan-necked.
 - ▶ Shoulder is about 45° , which is good. The angle between the shoulder and elbow is a little closed.
 - ▶ Hip is well-balanced, not steep or flat. Not particularly long or short. Triangle from point of hip to point of buttock to stifle is about equal on all sides.



Conformation: HB

Evaluate and discuss overall balance of presented mount, to include good and bad conformation points and how they relate to long-term soundness

- ▶ This horse has a long back, which gives him a rectangular frame. He is lightly built and very narrow.
- ▶ Shoulder has 45° angle, stride length should not be hindered.
- ▶ Neck tied in above the point of shoulder, and is of medium length. Topline is weak.
- ▶ Very long over the withers and loins, weak connection to hind end. It will be difficult to lift his back.
- ▶ Hip is well-balanced, not steep or flat. Not particularly long or short. Triangle from point of hip to point of buttock to stifle is about equal on all sides.
- ▶ Legs are reasonably sturdy given his light frame. Plumb line dropped from the middle of the shoulder would pass through the knee and fetlock. Tendons are tight and the joints are well-formed. Pastern angle matches hoof angle, both about 45°.
- ▶ Hocks are a bit high and a little straight. Hocks are the same distance apart as fetlocks (not cow-hocked).
- ▶ As seen from the front, a plumb line dropped from the point of shoulder would pass through the middle of the knee and fetlock. Toes in very slightly below the fetlock. This places uneven strain on the hoof, which could lead to ringbone or sidebone.
- ▶ Feet seem sturdy for size, round in shape.



Conformation: H-HM/H/H/HA

H-HM/H/H-A: Observe a mount in action and assess athletic ability and suitable use as it may be affected by any of the conformation faults listed (29 total). Observe a mount's motion and identify front/hind leg un/soundness

This is a 15.2h chestnut gelding, between 12 and 15 years of age. He is clearly part Arabian, based on his type and conformation. His conformation indicates that he would be a useful horse for many low-level activities, including dressage and jumping. His basic structures are sound and balanced, with the exception of a long back and weak connection over the loins. His legs are straight, with well-formed joints. He toes in slightly in front, from the fetlock down, although does not visibly paddle when he trots. His balance is slightly uphill, as seen by withers higher than croup and elbow level with stifle. His chest is narrow, and shallow through the chest and heart girth. His neck is of medium length and set, ties in above the point of shoulder. His forearms are long compared to his cannon bones, and added to his 45° shoulder should give a long, sweeping stride. His hocks could be lower, and are a bit straight. Paired with his long back, this horse will not naturally engage his hind end and will tend to move with short, bouncy strides. The muscling along the bottom of his neck, paired with his weak topline overall, indicate he is likely to carry his neck inverted as well. His overall good basic conformation indicates that with proper training and conditioning, he could overcome this tendency. He is slab-sided and very narrow, should wear boots when jumping to prevent interfering.



This horse has no visible blemishes or unsoundnesses.

Overall, this horse improves upon examination. His movement is balanced and even, if not spectacular. Despite his fragile appearance, his conformation indicates potential for long term soundness and usefulness.



Sounds Great!

But how does it work for me?



Training the Horse people of Tomorrow

Building a Base of Knowledge

1. Name
2. Identify
3. Analyze
4. Evaluate
5. Act



Learning the vocabulary

- ▶ Build the language: learning the names
- ▶ Spice it up:
 - ▶ Use live models
 - ▶ Go new places
- ▶ Good news: straightforward, almost anyone can teach this!
- ▶ Example: These are bandage scissors



Building on the base



Knowledge grows in two ways: increased scope and increased depth

Or

Knowing about more things

Knowing more about things



Putting names to faces

- ▶ Identification: learning to match names to items, recognizing the problem
- ▶ Start building in knowledge of form/function
 - ▶ Ask questions forwards and backwards
 - ▶ What is this? What is it used for?
 - ▶ Which one of these items would you use to cut the bandage on a horse's leg?



- ▶ Frame the inquiry
 - ▶ Is this a good place to tie a pony?



Teaching Critical Thinking



- ▶ Walk through the process
 - ▶ Identify the problem
 - ▶ Identify parameters
 - ▶ Come up with options
 - ▶ Determine pros/cons of each option
 - ▶ Choose a plan
 - ▶ Execute the plan

Determining options



- ▶ Analysis: identifying potential solutions to the problem
 - ▶ What exactly is the problem?
 - ▶ What is the goal?
 - ▶ How can this goal be reached?
- ▶ Get interactive!
 - ▶ Problem-solving scenarios
 - ▶ Direct the query

Choosing the best option



- ▶ Evaluation: determining the relative merit of each potential solution
 - ▶ Safe vs. unsafe
 - ▶ Good idea vs. bad idea
- ▶ Problem-solving scenarios
 - ▶ Keep asking
 - ▶ WHY things are done a certain way
 - ▶ How does this achieve the goal of the current task
- ▶ Incorporate new data
 - ▶ Sometimes you won't know until you try

Learning New Skills



- ▶ Books and brains only get you part of the way
- ▶ Physical skills must be learned and practiced
 - ▶ Mucking, bandaging, longeing, giving medications, removing shoes, stacking hay, driving trailers
- ▶ Trying new things is hard, and scary
- ▶ Do the new thing anyway.
- ▶ Do it a lot.
- ▶ Use your brain to evaluate the results, and keep on doing the new thing until you get the result that your brain knows is right.

Taking Ownership

- ▶ Independence means doing things on your own
- ▶ Ownership means taking responsibility for the outcomes of your choices
- ▶ Tack, horses, equipment - if you are using it, it is your responsibility


And....Action!



- ▶ After the problem is identified, the options are evaluated and the best option is chosen, the time for action has arrived
- ▶ Possess the skills required
 - ▶ or the ability to choose someone who does

To Review



- ▶ Think!
 - ▶ What are you doing?
 - ▶ Evaluate!
 - ▶ Why are you doing it?
 - ▶ Learn!
 - ▶ Is there a better way?
 - ▶ Act!
- 

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before we can do them,
we learn by doing them.

-Aristotle, *The Nichomachean Ethics*

Persistence is genius

-Daniel Castro



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At Merck Animal Health, we are driven by one mission - the health and welfare of the horse. Our products, our research and our horse owner education programs are all focused on providing a better life for our equine companions and better medicine for the equine practitioner.

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