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Adolescents' health promotion by Equine Assisted Activities

Hyvönen, Hanna

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Laurea University of Applied Sciences
Laurea Otaniemi

Adolescents' health promotion by Equine Assisted Activities

Hanna Hyvönen
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Hanna Hyvönen

Nuorten terveyden edistäminen hevostoiminnan avulla

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Tämän opinnäytetyön tavoitteena oli nuorten terveyden edistäminen tukemalla heidän voimaantumista. Keskeinen tavoite terveyden edistämässä on voimaannuttaa ihmisiä. Hevostoiminta tarjoaa erilaisia mahdollisuuksia nuorten terveyden ja hyvinvoinnin edistämiseen. Tämän opinnäytetyön teoreettinen viitekehys muodostuu näistä avainkäsitteistä.

Tämä työ oli toiminnallinen opinnäytetyö, mikä toteutettiin yhteistyössä Turvallinen Koti hankkeen sekä yhden Perhetukikeskuksen kanssa. Opinnäytetyön tarkoituksena oli järjestää osallistavaa hevostoimintaa nuorille, jotka olivat tämän Perhetukikeskuksen asiakkaita. Opinnäytetyötehtävänä oli suunnitella, toteuttaa ja arvioida toimintakokonaisuus, mikä muodostui ryhmätoiminnasta hevostallilla, hyödyntäen myös HyvinvointiTV palveluita.

Ensimmäisessä HyvinvointiTV lähetyksessä nuoria informoitiin tulevasta hevostoiminnasta. Tämän jälkeen hevostoimintaa järjestettiin kolme kertaa yhdellä pienellä hevostallilla. Nuoren voimaantumista tuettiin ohjaamalla nuorta tunnistamaan, hyödyntämään ja luomaan voimavaroja, mihin hevostoiminta sopi erittäin hyvin. Toisessa HyvinvointiTV lähetyksessä järjestettiin avoin haastattelu, missä tavoitteena oli saada osallistujilta palautetta toiminnasta. Toiminnan toteutus, sisältö ja tavoitteiden toteutuminen arvioitiin perustuen aineistoon, mikä kerättiin avoimella haastattelulla sekä päiväkirjan avulla.

Ainoastaan yksi nuori osallistui toimintaan ja siten haluttu ryhmävaikutus jäi saavuttamatta. Muutoin hevostoiminta oli onnistunut, hyvin suunniteltu ja toteutettu, ja se tuki toiminnalle asetettujen tavoitteiden saavuttamista. Hevostoiminta oli niin positiivinen ja mielekäs kokemus tälle yhdelle nuorelle, että hän halusi jatkaa toimintaa myös tulevaisuudessa. Perustuen toiminnan arvioinnista saatuihin tuloksiin, voidaan todeta, että hevostoiminta tässä tapauksessa tuki nuoren voimaantumista ja sillä oli positiivinen vaikutus nuoren terveyteen. Silti nämä tulokset eivät ole yleistettävissä kaikkeen hevostoimintaan tai muihin tilanteisiin.

Asiasanat: nuoret, terveyden edistäminen, hevostoiminta

Hanna Hyvönen

Adolescents' health promotion by Equine Assisted Activities

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The aim of this thesis was adolescents' health promotion by supporting their empowerment. The fundamental aspect in health promotion is that it aims to empower people. Equine Assisted Activities (or EAA) provide different possibilities for adolescents' welfare and health promotion. These key concepts form the theoretical framework of this thesis.

This thesis was an action based study, which was carried out in collaboration with the Safe Home project and one Family Support Center. The purpose of this thesis was to produce participative EAA for adolescents, who were Family Support Center's clients. The research task was to plan, implement and evaluate a set of equine assisted group activities for adolescents in horse barn environment and also by utilizing CaringTV services.

During the first CaringTV programme adolescents were informed about the forthcoming EAA. Then three EAA events were implemented at one small horse barn. Adolescent's empowerment was supported by guiding adolescent to recognize, utilize and create resources, and for these purposes EAA suited very well. During the second CaringTV programme, an open interview was arranged, in which the aim was to get feedback about the action from participants. The implementation, content and achievement of the aims of the action were evaluated based on the data, which was collected by an open interview and a personal diary.

Only one adolescent participated to the activity and hence the desired group effect could not be reached. Otherwise EAA was successful, well planned and implemented, and it supported the achievement of the aim that was set for the action. EAA was such a positive and meaningful experience to this one adolescent that she wanted to continue activity even in the future. Based on the findings obtained from evaluation of the action, it can be stated that EAA in this case supported adolescent's empowerment and it had positive impact on adolescent's health. Still these findings are not generalizable to all EAA or to other situations.

Key words: adolescents, health promotion, equine assisted activity

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Adolescents are generally viewed as a healthy group of people. During adolescence mortality and serious diseases are mainly unusual and rare. (Rimpelä 2005.) Adolescents' health problems are often related to disorders in pubertal development as well as disturbances in psychological, emotional and social health (Peltoniemi 2010). Several studies have shown that general malaise and alienation has worsened among adolescents and often the different family disorders are found on the background of these problems. (Koistinen 2005, 1). Unhealthy lifestyle, antisocial behaviour, alienation and poor success in school begin already in early adolescence (Rimpelä 2005). Nowadays adolescents' problems are more diverse than before, and may not be resolved by traditional methods. Therefore it is important to develop and search for new, flexible and better working methods. (Hyvätti 2009, 8.)

Horse and its living environment provide many kinds of possibilities for adolescents' rehabilitation, welfare and health promotion, as well as for preventive work. (Peltonen 2008, 8). Various forms of equine related activities and therapies provided by different actors exist globally, and terms used about activity vary from country to country (Hirvonen 2010, 5). Equine Assisted Activities (or EAA) is any specific activity, in which the participants, instructors and equines are involved (NARHA 2010). In EAA the purpose is not to look for an answer to one's past problems or behaviour, instead the focus is on one's capabilities and resources (Peltonen 2008, 6). According to Peltomäki (2007, 2) EAA have a positive influence on adolescents' social growth, health, friendships and sense of communality. EAA are based on experiences that adolescents gain through their own functioning in the barn environment with horse (Hevosopisto 2010). As a functional method EAA give more tools for work which is done with adolescents and it has been proved to be well suitable for customers of social- and health care (Peltonen 2008, 4).

This thesis is an action based study and it belongs as one part to the Safe Home project. This thesis is also carried out in collaboration with one Family Support Center which services belong to child welfare services. One of the most critical factors affecting success in area of child welfare is stated to be those functional processes which promote clients' empowerment (Bardy 2009, 43). The purposes of the Safe Home project are inter alia to produce participative group activities and programmes for child welfare clients in order to promote their welfare and health. The purpose of this thesis is to produce participative equine assisted activities for adolescents. The aim of this thesis is adolescents' health promotion by supporting their empowerment. The fundamental aspect of health promotion is that it aims to empower people to have more control over those aspects in their lives which have an influence on their health (Ewles & Simnett 2003, 23-25).

2 Adolescents' health promotion by means of Equine Assisted Activities

The theoretical framework of this thesis consists of adolescents' health promotion and empowerment, as well as equine assisted activities and comprises the basic ideas of these concepts. These main concepts have been chosen based on the purpose and aim of this thesis. Articles, books and internet sources related to these concepts have been used, thus reliable material about equine assisted activities is quite limited.

2.1 Adolescents' health

Health is one of those words that everyone uses but its precise meaning is difficult to explain. Health is highly individual perception and being healthy means different things to different people and different people identify different aspects of being healthy as important. (Ewles & Simnett 2003, 3-5.) Individual definitions and interpretations of health vary according to an individual's previous experiences, knowledge, values, age and sociocultural influences. Health is extremely difficult word to define and traditionally it has been defined in terms of presence or absence of disease. World Health Organization (or WHO) has more holistic view about health and defines health as "*a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity*". This definition originating from year 1948 describes the individual functioning physically, psychologically and socially as a holistic being. WHO's definition places health in the context of environment, which means that peoples' lives and health is affected by everything they interact with. (Berman, Snyder, Kozier & Erb 2008, 295-296.) WHO's historic definition is still widely recognized and referenced, although the WHO has developed its view considerably since that time. However, this historic statement is often heavily criticized as being unrealistic and too idealistic. (Ewles & Simnett 2003, 6.) Defining health like this is seen as utopia, a state, which few, if anyone can ever reach (Litmanen, Pesonen, Renfors & Ryhänen 2004, 9). The ideal health is one, in which the individuals are successful in achieving their full potential; regardless of any limitations they might have (Smeltzer, Bare, Hinkle & Cheever 2008, 57).

WHO's definition of health encompasses physical, mental and social dimensions of health. The *physical health* concerns the proper mechanistic functions of the body. *Mental health* means the ability to think clearly and coherently and reason objectively. *Social health* means the ability to connect and interact successfully with other people and also to develop and maintain relationships. Health has at least these three components, but nowadays there are other dimensions of health recognized as well such as emotional, spiritual and societal dimensions. *Emotional health* means the ability to recognize emotions such as fear, anger and joy and to express such emotions and feelings appropriately. Emotional health also means ability to manage and cope with stress, tension, depression and anxiety. *Spiritual health* means the

ability to achieve peace of mind and harmony with oneself, behave according to own principles and it is connected to beliefs and practises which maybe either religious or personal. *Societal health* means that individual's health is inextricably related to everything that surrounds the person such as society, politics, poverty, economics and employment. All these different aspects of health are interrelated and interdependent on each other. Dividing health to different categories may sometimes seem artificial, still recognizing these different dimensions of health are important in understanding of the complexity of the concept of health. (Ewles & Simnett 2003, 6-7.)

Adolescents are generally viewed as a healthy group of people. Most of the adolescents experience that they are healthy and describe that the state of their health is good. During adolescence mortality and serious diseases, which affects individual's functionality are mainly unusual and rare. The primary causes of mortality during adolescence are accidents, injuries and violence. (Rimpelä 2005.) Adolescents' health problems are often related to disorders in pubertal development as well as disturbances in psychological, emotional and social health. Antisocial behaviour and alienation are also common problems among adolescents. (Peltoniemi 2010.) However, long-term diseases such asthma, allergies, lactose-intolerance and diabetes mellitus has constantly increased since 1970. Recently there are new sources of morbidity such as stress, fatigue, depression, and eating disorders increased steadily. These are usually a sign of general malaise and are related to other disturbances in health and experiences of failure in different areas of life. (Rimpelä 2005.) In addition, several studies has shown that besides general malaise also alienation has worsen among adolescents and often behind of these problems can be found different disturbances in families (Koistinen 2005, 1). From mental health disorders, adolescents' depression has escalated and it is one major single risk factor causing suicides and suicidal behaviour. Suicidal rates of Finnish adolescents' are highest in Europe. (Rimpelä 2005.) Unhealthy behaviour such as smoking, alcohol and other substance use has constantly increased among adolescents. Although vast majority of adolescents are healthy and live healthy, still this recent development is alarming. (Rimpelä 2005.)

2.1.1 Factors affecting adolescents' health

Adolescents' welfare and health consists of utilizing their own strengths and recourses, which makes balanced life possible (Aaltonen, Ojanen, Vihunen & Vilén 2003, 133). Health is not something that adolescents achieve suddenly at a specific time; instead it is an ongoing process, a way of life. A state of health is the result of a combination of factors having a particular effect on a particular individual at any one time. *In order to work towards better health, it is essential to identify these influential internal and external factors.* (Ewles & Simnett

2003, 8.) These major determinants influencing adolescents' health are *biologic, psychological, cognitive dimensions, physical and social environment*.

Biologic dimension includes factors such as genetic heredity which is related to adolescents' predisposition to specific disease. It means that some genes have higher probability lead to certain sickness or disease than others. Gender and age are also important factors influencing on health as well as the distribution and occurrence of diseases. Developmental level has a major impact on health such as individual's physical and psychological ability to respond to different stressors or environmental hazards. For instance during adolescence, adolescents are prone to risky behaviour and injuries. (Berman & al. 2008, 300-301.)

Psychological factors influence adolescents' health negatively or positively, and include mind-body interactions and self-esteem. Emotional responses to stress affect body function and emotional reactions occur in response to disturbances in body conditions. Prolonged emotional distress may increase susceptibility to somatic or mental disease or precipitate it. Self-esteem and body-image affects how adolescent view and handle situations, and can also affect health practices and responses to stress and sickness. (Berman & al. 2008, 300-301.)

Cognitive factors influencing health are lifestyle choices which refer to adolescents' general way of living. Lifestyle is often considered as behaviour and activities over which adolescents have control and it can affect on health positively or negatively. (Berman & al. 2008, 300-301.) Unhealthy habits such as poor nutrition, insufficient exercise, substance abuse, are all closely related to the incidence and course of different diseases. It is important to remember that lifestyle choices and relation to the health formed early in life remains tightly in person and may not be changed or corrected easily later in adulthood. Therefore first twenty years of individual's life is critical time when forming right, healthy ways of living. (Huttunen 2009.)

The physical environment has many threats such geographic location, climate and temperature among many other factors which are connected to increased risk of becoming ill (Huttunen 2009). Systems within the social environment, including family, peers, school, community, larger society, all contribute uniquely to adolescents' development and health. A key factor in the wellbeing and health of adolescents has proved to be family members who are emotionally available and appropriately involved in their lives. Then again, family dysfunction can be a strong contributor to various adolescents' problems such as depression, eating disorders, and school failure. Different kind of family disorders such as parental discord, alcohol, drug or other substance abuse, mental health disorders, sexual, emotional or physical abuse, may cause long term health problems and additional stress in young people coping with the challenging tasks of adolescence. (Hockenberry, Wilson, Winkelstein & Kline 2003, 826.) Dif-

ferent problems in families have increased and many times disadvantages accumulate among certain kind of families and are passed from generation to generation (Konsensuslausuma 2001). The health differences between social groups are formed already during adolescence. Unhealthy lifestyle, antisocial behaviour, alienation and poor success in school begin already in early adolescence. Prevention of development of alienation is essential challenge in health promotion. (Rimpelä 2005.)

2.1.2 Adolescence as a health factor

Adolescence is considered in human growth and development as a period of transition between childhood and adulthood (Hockenberry & al. 2003, 802). Adolescence literally means; “to grow into maturity” (Hockenberry & Wilson 2009, 514). During adolescence individuals reach physical and sexual maturity, develop more sophisticated reasoning abilities, acquire personal identity and make important decisions about health among other things which have long-term impact to their future life. Adolescence involves complex interplay of *physical, psychological, cognitive and social changes* which guides the adolescents’ life direction. (Hockenberry & al. 2003, 802-803.)

During adolescence occur many physical changes in young people which are also known as puberty. Puberty involves predictable, progressive sequence of physical and hormonal changes and sexual maturation. Major psychologic tasks of adolescence involve establishing a sense of identity along with autonomy. The task of identity formation is to develop a stable, coherent picture of oneself which includes integrating one’s past and present experiences with a sense of where person is headed in the future. The key to identity achievement lies in adolescents’ interactions with others. (Hockenberry & al. 2003, 803-812.) The process of evolving a personal identity is time consuming and fraught with periods of confusion, depression and discouragement (Hockenberry & Wilson 2009, 519.) The extent to which these tasks are successfully achieved earlier influences the adolescents’ ability to develop a healthy self-esteem and identity. Adolescents must establish a self-esteem that accepts both personal strengths and weaknesses. During adolescence cognitive abilities develop and mature. In this stage adolescents can think beyond the present and beyond the world of reality. Adolescents become increasingly capable of scientific and logical reasoning and abstract thinking. (Berman & al. 2008, 385-386.) To obtain full maturity, adolescents’ must draw away from their parents and gain independence. Part of this emancipation includes developing social relationships outside the family that helps adolescents identify their roles in society. During social development adolescents’ relationships with parents may be strained, whereas the influence of the peer group increases and intimate relationships assume importance. (Hockenberry & Wilson 2009, 520-521.)

Adolescence is challenging time and adolescents do not necessarily understand that decisions they make now have long-term consequences to their future life and health. They struggle to adapt behaviours that could decrease their risk of developing chronic diseases in adulthood. Adolescents' resolve during adolescence their relation for example to the smoking, substance use or sexuality. Thus adolescence is full of choices between healthy and unhealthy activities. At the end of this critical period in development these young people should be ready to enter adulthood and adopt its responsibilities. The changes of adolescence have important implications for understanding those health risks to which adolescents are exposed and risky behaviours in which they engage, and the major opportunities for health promotion among this population. (Hockenberry & al. 2003, 802-820.)

2.2 Health promotion by empowerment

Considerable differences appear in the literature regarding the use of term health promotion (Ewles & Simnett 2003, 23-25). Health promotion today encompasses a wide variety of activities, which assist people in developing resources that maintain or enhance wellbeing, improve their health status and quality of life (Smeltzer & al. 2008, 56). The WHO defines health promotion as *“the process of enabling people increase control over, and to improve, their health. It moves beyond a focus on individual behaviour towards a wide range of social and environmental interventions”*. This statement encompasses elements; improving health and having more control over it, which are essential to the goals and processes of health promotion. It defines health promotion as a process but implies an aim with a clear philosophical basis of self-empowerment. (Ewles & Simnett 2003, 23-25.)

Self-empowerment can be defined as *“a state in which an individual possesses a relatively high degree of actual power - that is, a genuine potential for making choices. Self-empowerment is associated with a number of beliefs about causality and the nature of control that are health promoting. It is also associated with relatively high level of realistically based self-esteem together with a repertoire of life skills that contribute to the exercise of power over the individual's life and health”*. (Tones & Tilford 2001, 40.) The fundamental aspect of health promotion is that it aims to empower people to have more control over those aspects in their lives which have an influence on their health (Ewles & Simnett 2003, 23-25).

Adolescents' health promotion involves empowering them to take developmentally and contextually appropriate actions toward understanding their potential (Hockenberry & al. 2003, 820). Appropriate and effective methods used in empowerment include methods such as group work, social skills training, therapy, advocacy and experiential learning (Ewles & Simnett 2003, 276-277). Also sensitive health education programmes directed for adolescents can empower them to take more control over their health (Ewles & Simnett 2003, 41). Health

education must be concerned with allowing adolescents to explore values, attitudes and feelings, to acquire knowledge and practice skills such as decision making, and to receive relevant information about health on which to base their decisions (Kemmer & Close 1995, 226). Effective programmes may also include different opportunities offered for adolescents to improve their problem solving skills, communication and social skills, and enhance their social network to make more positive connections (Hockenberry & Wilson 2009, 524). Most health education for adolescents concerns topics which aim to build up positive sense of self-esteem (Ewles & Simnett 2003, 27-29). The process of empowering adolescents involves modifying the way they feel about themselves through improving their self-awareness and self-esteem. There are many different strategies which are useful for increasing self-awareness, clarifying values and beliefs, and changing attitudes of people. Many of these strategies use experiential approaches that emphasises the importance of personal experience as a source of learning through undertaken exercises and other activities which are many times designed for group work. (Ewles & Simnett 2003, 276-279.)

2.2.1 Theory of empowerment

There have been various different studies, theories and surveys done regarding empowerment. The most of the studies done about empowerment is emphasized about efforts to help people to find their own resources and take responsibility of their own development. (Siitonen 1999, 13-14.) Different researchers have approached the concept of empowerment from various starting points and it's been used in different settings and contexts (Siitonen 1999, 82). Siitonen proposes in his doctoral thesis; Conceptualisation of empowerment fundamentals, that *"empowerment is an inherently human; it is a feeling when persons own resources are released"*.

Siitonen's study discloses five different premises which together form the theory of empowerment;

- Empowerment is individual and social process, in which the inner power is non-transferable to another person.
- Empowerment is process originating from individual itself, which is classified by goals, capacity beliefs, context beliefs and emotions as well as these inner relations.
- Empowerment has catalytic effect on commitment: strong empowerment results in strong commitment, while poor empowerment (disempowerment) results in poor commitment.
- Empowerment arises out of and gives rise to individual wellbeing.
- Empowerment is not permanent state. (Siitonen 1999, 161-165.)

Core concept of empowerment and its categories

The main result of the study; general theory of empowerment can be utilized as a background theory inter alia in research projects in nursing science that aims to empower and promote welfare of individuals (Siitonen 1999, 186-189). Siitonen argue that there are seven different categories that are closely interrelated and significant for the process of empowerment such as *freedom, responsibility, appreciation, confidence, context, climate and positive regard*. These categories are divided to different subcategories of empowerment. Conclusive deficiencies in any category can diminish or even prevent development and maintaining of empowerment and individual may remain disempowered. (Siitonen 1999, 61-63.)

Subcategories of *freedom* are; freedom of choice, voluntariness, suitability, latitude, own control and autonomy, which all are very important for development and maintaining of empowerment. Freedom to choose suitable context and functional environment are very important for the development of empowerment. Autonomy and complete voluntariness are connected in decision-making to experiences of confidence, unprejudiced climate and appreciation between the parties, which leads to individual's positive download, increased empowerment and commitment to try to do the best. Experienced freedom and own control over aspects supports taking responsibility and helps to find own roles, and thus increases self-confidence and strengthen empowerment. (Siitonen 1999, 61-64.)

Responsibility is connected to different subcategories such as true responsibility, perseverance, desire to be successful, willingness to learn and develop, courage to try, patronage, activity, criticality, attempting to do things well and experiences of necessity. Voluntariness and responsibility are seen in person as a desire to be successful and to do best, activity and taking true responsibility, which in turn are connected to climate, mutual confidence and self-confidence and thus development of empowerment. Experiences of confidential climate, trust to own capabilities and resources, and also voluntarily chosen learning environment have positive effect on individual's willingness to learn. Safe environment together with willingness to learn leads to courage to try things without fear of failure. Courage to try new things without prejudice may open up perceptions and views about own resources as well as support individual's self-image. Experiences of necessity empowers individual and releases recourses for taking responsibility of own welfare as well as the members of whole community. (Siitonen 1999, 65-66.)

Appreciation is connected to subcategories such as respect, experience and energy. Experiences of appreciation and respect are very important for development of empowerment, which in turn is closely connected to individual's willingness to function responsibly, confidentially and respectfully. Acceptance, friendly and supportive attitudes are fundamental for

new member of the community and are also important indicators of appreciative climate and respectful attitudes. Experiences of appreciation give energy, which in turn has important influence on maintaining empowerment. Positive experiences and reflecting them activate creative learning process. (Siitonen 1999, 67-68.)

Confidence is closely connected to subcategories such as individual's own capabilities, self-image, self-confidence, self-esteem, satisfaction, creativity and inspiration. Support from context and confidence towards possibilities as well as own capabilities to survive from forthcoming challenges are significant for development and maintaining of empowerment. Acceptance and confidential climate increase individual's courage to own creative and active functioning. Experiences gained in surprising situations from which the individual survives or copes well, strengthen self-confidence. Confidence is closely connected to the safe context where individuals have ability to reflect own learning, find own limits and potential as well as develop confidence towards own capabilities. Trust towards own capabilities and to oneself strengthen positive download and releases own resources. Freedom to try different solutions and also to learn from one's own mistakes are meaningful for development of self-knowledge and self-image. Positive experiences strengthen self-esteem. (Siitonen 1999, 68-71.)

Context (operational environment and community) is closely related to interaction and cooperation, equality, enablement, flexibility, authenticity and social subcategories. Experiences of equality are connected to development of confidence, appreciation, accountability and positive climate, which in turn are meaningful for experiencing safety. These experiences releases individual's resources and promote development of empowerment. In flexible context individual have possibility to self reflection. Individual's learning processes actualize in authentic context. Authentic experiences ease changing individual's previous attitudes, beliefs and assumptions, but it requires safe climate, confidence towards individual's own resources and courage to try alternative ways of functioning without fear of failure. Experiences gained in real life context and in authentic situations, if combined with responsibility and willingness to try, releases individual's resources the most. (Siitonen 1999, 71-73.)

Climate is fundamental for development of empowerment and it is connected to safety, openness, feelings of welcome, encouragement, unprejudiced, recreation and finding own roles. When individual experiences that he is welcomed and accepted, it increases own resources and willingness to try and it is also closely connected to feelings of encouragement. Within open, unrestricted, safe and confidential climate individual have the courage for initiative functioning and it also assists individual to critically assesses own previous beliefs, attitudes and assumptions, and find own roles. Openness increases positive regard, supports learning process, gives energy and it is connected to experiences of mutual appreciation be-

tween parties. Open climate together with experiences of encouragement, unprejudiced, and safety are significant for development of empowerment. (Siitonen 1999, 74-76.)

Positive regard is related to subcategories such as approval, positive attitude, facility, experiences of success, ethicality and adaptation. Combination of; experiences of appreciation, respect, acceptance, confidence, freedom and safe climate are all together forming positive regard. Positive regard reflects from empowered individual. Positive regard releases resources, is connected to accountability, shows as a positive attitude and respect toward oneself as well as towards other people. Positive regard increases enthusiasm, creates resources and gives energy, which are needed in challenging situations in life. Coping with challenging situations and experiences of success strengthen confidence towards own capabilities, supports positive regard of climate and increases feelings of competence and are related to increased development of empowerment. (Siitonen 1999, 76-78.)

According to Siitonen (1999, 181) it is very difficult to form that kind of definition from empowered individual's qualities that could be used as a basis in measuring or evaluating empowerment. This is due to the fact that qualities of empowerment appear in different people with different qualities, features, behaviour, skills and beliefs. Qualities of empowerment may also vary according to degrees of intensity, environment or timing. Siitonen (2007, 4) also states that each individual empowers in own way. Comprehensive list about prerequisites of empowerment cannot be made, neither says that when individual meet certain qualifications he empowers. Realizing these facts keeps us humble, because *we can only try to enable empowerment of different people*.

2.2.2 Subprocesses of empowerment

"When one talks about empowering people, the intent is to enable them to recognize, create and channel their own power". Siitonen's theory identifies the different subprocesses of empowerment that are classified into a framework *consisting of goals, capacity beliefs, context beliefs and emotions*. These subprocesses are closely interrelated and connected to each other. (Diagram 1). Siitonen's theory presumes that a person may remain disempowered if he has difficulties with some of the subprocesses that constitute the framework. Empowerment is process originating from individual itself and it is connected to individual's own desire, setting own goals, confidence towards own possibilities as well as view of one self and own effectiveness. Beliefs about one self and about own possibilities are structured essentially in social interaction. (Siitonen 1999, 116-119.) Empowerment is social process, and thus influenced by other people, context's circumstances and social structures. Therefore empowerment may be more likely in some certain context than the other. (Siitonen 1999, 189.)

GOALS	CAPACITY BELIEFS	CONTEXT BELIEFS	EMOTIONS
<ul style="list-style-type: none"> - Desired future states - Freedom - Values 	<ul style="list-style-type: none"> - Self-perception - Self-confidence and self-worth - Beliefs of self-efficacy - Responsibility 	<ul style="list-style-type: none"> - Approval - Appreciation, confidence and respect - Climate - Latitude - Authenticity - Equality 	<ul style="list-style-type: none"> - Regulating and energizing activities - Positive attitude - Hopefulness - Success and failure - Ethicality

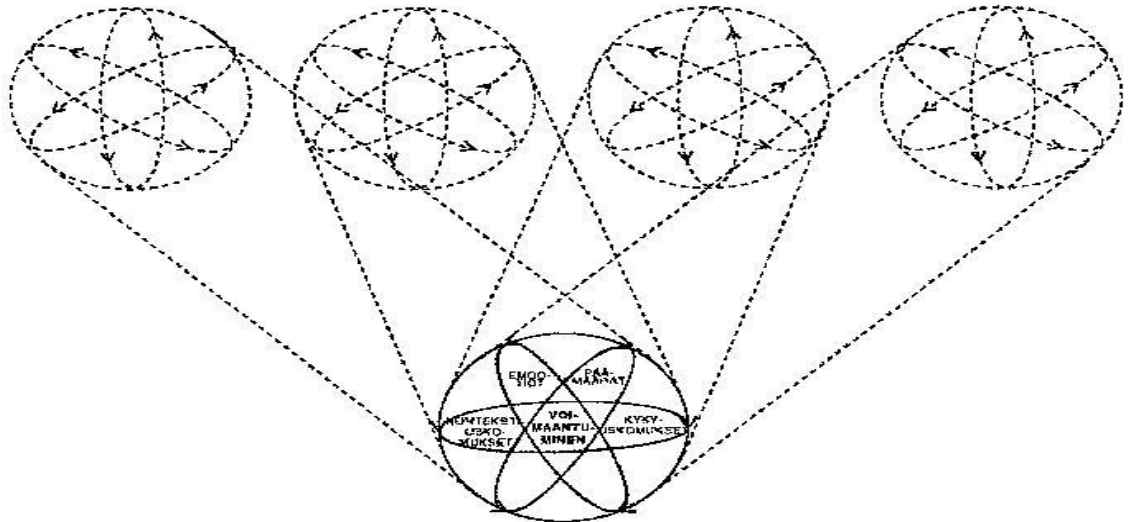


Diagram 1. Multidimensional connection of the subprocesses of empowerment (Siitonen 1999, 158).

Subprocesses connected to setting and pursuing *goals* are; desired future states, freedom and values which are fundamental in empowerment. It is crucial for empowerment that individual can freely set future dreams for himself. Personal goals are thoughts about wanted or non-wanted future states or outcomes, that person wants to achieve or avoid. Individual's commitment to the goal is influenced by his assessment of that goal is challenging enough but on the other hand achievable. Goals need to be experienced as concrete, clear, close and short-term as well as seen in long-term as valuable and significant. In fact, our life is mainly about trying to pursue things or goals that we value. Trying to pursue realistic goals are important for empowerment, because those are more likely to be achieved, which are followed by experiences of success, enthusiasm and willingness to try to achieve new more demanding goals. It is important for setting and pursuing goals that person gets constructive and positive feedback. (Siitonen 1999, 119-129.)

Subprocesses connected to *capacity beliefs* are; self-perception, self-confidence and self-worth, beliefs of self-efficacy and responsibility which all are fundamental for empowerment

and welfare of individual. Through the capacity beliefs individual assess if he is able to achieve the goals, thus individual's beliefs about self and own capabilities have very important meaning for empowerment. Those people who have strong capacity beliefs battle more when facing different barriers in life in order to achieve their goal. Individual's perception about self is related to his future expectations and how he assess own strengths and resources compared to these expectations. Self-perception includes three parts; self-image, self-esteem and identity. Self-image is individual's own conscious overall perception about self, a kind of attitude toward self. Individual's self-image develops through feedback received in social interaction. Feedback also increases individual's self-knowledge, which guides individual to set realistic goals and on that basis experiences of success are more likely. Self-esteem is crucial resource of individual. Self-esteem can be defined as an individual's ability to trust himself, like himself and respect himself despite the awareness of one's own weaknesses or limitations as well as a capability to see own life as important and unique. Feelings of safety and cohesion are important for individual's self-esteem which means that person is able to identify to some group or community and have their approval. Individual's empowerment appears above all as improved self-esteem, capability to set and achieve goals, feelings of life control as well as optimism towards future. Individual's empowerment is connected to development and strengthening of self-image and self-esteem as well as finding own identity. (Sii-tonen 1999, 129-142.)

Often context has fundamental meaning in development of self-confidence, self-worth and self-esteem. These are closely connected to each other and are partly overlapping concepts. In accepting and respectful context individual have courage to take risks. Succeeding brings self-confidence, which in turn supports self-worth. When individual appreciates oneself, his self-esteem improves or stays healthy. In these processes individual's inner power strengthens, individual empowers. Self-confidence means individual's own future expectations of success, believe in the fact that own attempts and efforts produce wanted outcome, although self-confidence develops as a result of experiences of success. Self-worth means that individual accepts, respect and appreciate oneself and is satisfied himself as such. Self-worth is based on that individual achieves something that he values. Low self-confidence and self-worth appear in person as depression. It is possible to support individual's empowerment through subtle and supportive measures that increases self-worth and self-confidence. Empathic, warm and respectful attitudes promote individual's self-worth the most. Development of self-confidence and self-worth requires activity where participants are able to utilize their own resources and get positive feedback from their actions. Participants should be offered individual tasks according to their own skills and capabilities to have opportunities to success. However, tasks should be challenging enough, so that succeeding in tasks would mean further strengthening and diversification of self-perception. People are usually proud about their performance if they assess that success was a result of own capabilities or efforts. An experi-

ence of success and positive views about future increases individual's self-confident, self-worth and positive attitude. Support and feelings of success formed as result of feedback increases self-efficacy. (Siitonen 1999, 129-142.)

Subprocesses connected to *context beliefs* are; approval, appreciation, confidence, respect, climate, latitude, authenticity, cooperation and equality. Good context offer possibilities to individuals to achieve their goals. Every good community enables their member's empowerment by supporting social subprocesses that are central in empowerment. Approval increases development of positive attitudes, which on the hand increases enthusiasm, creates resources and gives energy. Development of empowerment requires experiences of appreciation, confidence and respect. Deficiencies in any of these may cause that individual becomes desperate and disempowered. Safe, respectful and approving climate increases self-confidence, self-worth and positive attitudes. In good context individual may courageously function without any fear of getting negative criticism. Authentic experiences gained in real life context are significant for development of empowerment. (Siitonen 1999, 142-151.)

Subprocesses connected to the *emotions* are; regulating and energizing activities, positive attitude (download), hopefulness, success and failure, and ethicality. Emotions have central influence on individual's ability to function by affecting on initiation and formation of goals, capacity- and context beliefs. Positive download is very close to flow-concept in which individual's feelings are positive, full of energy and it help individual accomplishing tasks. Positive attitude is central quality of empowered individual. Hopefulness releases individual's resources. Hopeful individual don't give up easy neither depress when facing difficult challenges or when failing in own attempts. Experiences of success energize capacity- and context beliefs as well as influences on setting new goals. It is important for empowerment that individual is able to function in that kind of context where is possibility to get experiences of success. Individual's feelings of competence form as a result of success, and hence individual notices that he is valuable, skilled and important to other people. Individual is strong inside (empowered) and knows what he wants from his life. Therefore, individual have courage to take risks, say own opinions and also keep failures as learning situations, challenges. Individual with strong feelings of competence, knows well himself and is capable to accept own weaknesses. (Siitonen 1999, 151-157.)

2.3 Equine Assisted Activities

Humans have had a special bond with animals throughout a history, in the beginning with beneficial animals, later with pet animals and today also with therapy animals. Animals' positive influence on human health has been known for a long time especially in Central Europe and United States of America. (Fine 2006, xi-xiii.) Aubrey Fine has investigated animals'

therapeutic effects on humans and she uses concept; animal assisted interventions which encompasses terms; animal assisted therapies (or AAT) and animal assisted activities (or AAA) (Viialainen 2004, 31). AAT is goal directed intervention that encompasses different therapy programs, in which central feature is that it utilizes an animal with special characteristics as a therapeutic sense and animals are seen as integral part of a person's treatment or rehabilitation. AAA is more informal and provides opportunities for motivational, educational, recreational and therapeutic benefits to enhance quality of life. (Fine 2006, 22-23.) Many kinds of animals are used in these interventions, including equines, dogs, cats, birds, rabbits, hamsters and other small animals (Fine 2006, 264-269). Usually animals do their work sensitively, which actualize by touch, look and just being present (Chernak McElroy 1997, 107).

In Finland animals have been utilized in therapeutic purposes mostly in different kind of child welfare institutions, family homes, retirement homes, long-term care facilities and nursing homes of handicapped and disabled people. Today, diverse and wide problems such as antisocial behaviour and alienation, requires new, different kind of methods and approaches to manage these dilemmas. Therefore, in recent years people working in the field of child welfare has started to show more interest to AAT and AAA programs and popularity of these programs seems to be increasing. (Viialainen 2004, 31.) In child welfare equines are utilized in daily work with adolescents, inter alia in several family homes (Hyvätti 2009, 16).

Health comprises the integration of at least physical, psychological and social aspects of an individual into a functional whole. Animal assisted interventions are one of several ways that animals can enhance or compromise individuals' health. The impact of an animal on any one aspect of health will have effects on and affect other aspects. Animals can reduce stress, depression, feelings of loneliness, provide social support and increase interaction with the outside world. (Fine 2006, 95-96.) Animals can improve individuals' wellbeing and quality of life by providing unconditional love and acceptance, opportunities for affection, responsibility and empathy, stimulus for exercise and source of reassurance. Animals can alleviate discomfort and anxiety, and decrease the blood pressure and heart rates of some people. (Berman & al. 2008, 342.) Animals' influence on children's development and welfare may be remarkable, especially in situations when family lacks of caring and emotional support (Viialainen 2004, 31). The American Humane Association also claim that animals are nurturing and comforting, therefore incorporating them with children who have been abused, neglected or have witnessed trauma can have outstanding therapeutic benefits (American Humane 2010). Much of the research done on AAT or AAA can be applied in equine assisted activities or therapies, because horses are indeed animals. AAA and AAT with horses offer many unique aspects and therapeutic benefits that are not available with smaller animals such as dogs. (Fine 2006, 267.)

Being on and around horses has been considered therapeutic throughout history, still it have increased in popularity around the globe over the recent years since the benefits of the horses role as therapist have become well noted. Globally exists various forms of equine related activities and therapies provided by different organizations or actors, and terms used about activity vary from country to country. (Hirvonen 2010, 5.) Equine assisted activities and therapies (or EAAT) is an umbrella term for all of the range of programs derived from working with horses. Equine assisted therapy (or EAT) is goal directed intervention that incorporates equine activities or the equine environment, and it is always implemented together with specially trained therapist or medical professional. Equine assisted activities (or EAA) are any specific activity, in which the participants, instructors and equines are involved. (NARHA 2010.)

2.3.1 Different forms of Equine Assisted Activities and Therapies

One significant international voice for industry of equine related activities and therapies is North American Riding for the Handicapped Association (or NARHA). NARHA was formed in 1969 to promote EAAT for individuals with special needs throughout the United States and Canada. Today, NARHA has nearly 800 member centers in countries all over the globe, who help and support thousands individuals with special needs each year through a variety of EAAT programs. These individuals may face range of physical, emotional, behavioural and cognitive challenges. According to NARHA, EAAT may include inter alia; therapeutic horseback riding, hippotherapy, equine facilitated learning, equine assisted psychotherapy, interactive vaulting and carriage driving, which all utilize the equine as a partner in therapy or activity. (NARHA 2010.)

Therapeutic riding is a holistic rehabilitation approach carried out by the therapist and the horse as a team. Depending on the occupational training of the therapist, the therapeutic goals can be focused into the rider's motor, educational or emotional needs. Riding therapy is individual, systematic and goal oriented rehabilitation, which is usually integrated into the individual's comprehensive rehabilitation plan. The aim of the riding therapy is not to learn riding skills, instead with the horse individual learn to control of own body, mind and behaviour. An essential element in riding therapy is the three-dimensional movements of the horse's back which produces a motor stimulation that resembles human walk, and riders with physical disabilities often show improvement in endurance, flexibility, balance, breathing and muscle strength. Riding therapy directed for people with psychological or social problems emphasizes improving their interaction skills. Riding therapy may also include educational goals such as development of self-control, improvement of concentration and learn to obey the given rules and instructions. (Suomen ratsastusterapeutit ry 2010.)

The American Hippotherapy Association, Inc. defines *hippotherapy* as a physical, occupational, and speech-language therapy treatment strategy that utilizes equine movement as part of an integrated intervention program to achieve positive functional outcomes. Hippotherapy literally means “treatment with the help of the horse” and is derived from the Greek word, “hippos” meaning the horse. This treatment is used by specially trained therapist to address impairments, functional limitations or disabilities of individuals with mild to severe medical conditions. Hippotherapy is used as one part of a patient’s integrated treatment plan to improve their neuromuscular function. In Hippotherapy, the patient is positioned on the horse and actively responds to horse’s movement. The therapist may use the horse in a variety of ways depending on the needs and functional goals of the patient. (The American Hippotherapy Association, Inc 2010.)

Equine facilitated learning (or EFL), is an experiential approach to teaching and learning, with the help of horses for the purpose of promoting human growth and development. In EFL, participants interact with the environment, with one another, with their instructors and with the horses. Goals of the interaction may be increased knowledge on a wide range of topics and self-discovery by participants. In every case, participants learn about themselves, about the horses, and build skills they carry from EFL meetings into their own lives. EFL promotes personal exploration of feelings and behaviours in an educational format. Participants do not have or share medical diagnosis, as they would in equine facilitated psychotherapy or hippotherapy. Instead, individuals participate to an EFL session with a specific learning goal. (NARHA 2010.)

Equine assisted psychotherapy is defined as a specialized form of experiential psychotherapy that includes equines and it is implemented by appropriately trained mental health professional. It is a treatment approach that provides the participant with different psycho-social issues the opportunities to enhance self-awareness and re-pattern maladaptive behaviours, feelings and attitudes. (NARHA 2010.) It is designed to improve individual’s self-esteem and self-confidence, communication and interpersonal effectiveness, trust, boundaries and limit-setting, and group cohesion. Therapy provides opportunities for the participant to identify and understand personal emotions, develop empathy, develop a sense of responsibility, learn problem solving skills, and to succeed in new undertakings. The primary goal of therapy is to generate positive engagement with individuals utilizing an experiential- and animal-based treatment modality which is based on the use of metaphors. A basic goal of therapy is to encourage participant insight through horse examples. Interventions or activities are planned around the concept of the horse’s reflective behaviour. Interventions are tailored to each individual based on treatment goals and needs of the individual. (Schultz, Remick-Barlow & Robbins 2007.)

Interactive vaulting is an activity in which the participants perform movements on and around the horse. Often compared to gymnastics on horseback, vaulting uses a surcingle to allow riders to perform different kind of movements on the back of a horse on a lunge line. Movements can be simple such as sitting without holding onto the surcingle or more demanding movements such as kneeling or standing on the horse depending on the individual needs of the vaulter. Vaulting promotes strength, flexibility, balance and coordination through the physical moves, as well as self-confidence, trust, patience and critical thinking as participants must learn routines and develop the skills necessary to perform movements on a moving horse. All three gaits may be used, though the intensity of the speed and movements can be adjusted for therapeutic programs. Vaulting also promotes teamwork, fosters independence, builds confidence and encourages social interaction. (NARHA 2010.)

Carriage driving can offer participants with different disabilities the rewards of interaction and control of an equine while driving it from a carriage seat. Carriage driving gives those participants a riding alternative, that otherwise may be unable to ride due to different reasons such as weight, balance, physical limitations, or other issues. Carriage driving may provide the participant unique movement experience. Driving is about imparting knowledge of horses, harnessing, and driving skills to participants using teamwork. (NARHA 2010.)

2.3.2 Equine Assisted Activities in Finland

In Finland equine assisted activities is defined as a preventive, amendatory method of social rehabilitation in prevention of alienation and it is usually highlighted by social pedagogic context, in other words, support of welfare and social growth. *In EAA the purpose is not to look for an answer to one's past problems or behaviour, instead the focus is on one's capabilities and resources.* EAA is not therapy, neither cure for illness, but it is a good addition when included to other treatment or rehabilitation methods. The fundamental factors in EAA are communality, functionality, interaction, communication and experiences. (Peltonen 2008, 6.) Horse and the barn environment give clear boundaries and offers holistic, diverse and concrete activity for individuals (Suomen ratsastusterapeutit ry 2010). EAA are based on experiences that individuals gain through their own functioning in barn environment with horse. (Hevosopisto 2010). EAA are related to adventure and experimental approaches (Koistinen 2005, 5).

EAA means different activities involving equines and are directed first of all for children and adolescents. EAA is more than just riding or driving a horse, it includes all kind of barn activities, such as handling, feeding, brushing, grooming, watering and walking horses. EAA enable adolescents to learn about the care of the horse while gaining invaluable skills that transfers activities of daily living to their own life. With the help of the horse, it can be shown to ado-

lescents the importance of those factors affecting to their own welfare and health as well, such as hygiene, healthy nutrition, regular meal times, proper exercise and enough rest. (Hevosopisto 2010.) Many other beneficial elements are found from working with horses as well, such as possibility to get experiences of success and develop confidence towards own capabilities, which positively influence on one's self-image and self-esteem (Suomen ratsastusterapeutit ry 2010). Horses have ability to mirror exactly what human body language is telling them as well as innate ability to show inconsistencies between verbal and nonverbal communication (Tetreault 2006, 35-40). Therefore horses provide vast opportunities for metaphorical learning. The size and power of the horse are naturally intimidating to many youngsters. Overcoming different obstacles, fears, as well as building a relationship with horse requires relationship skills and problem-solving skills from young people. (Schultz & al. 2007.) Accomplishing a task involving the horse, in spite of fears, increases self-confidence and provides for wonderful metaphors when dealing with other intimidating and challenging situations in life (Tetreault 2006, 39).

In Finland EAA has arisen to great target of interest and recently several bachelors and masters dissertations from the field have been done, which results has been positive (Hyvätti 2009, 14). Pärnä (2004, 85-89) has investigated if using horses as a method of social work in rehabilitation of behaviour disordered youngsters is possible. The findings reveal that when EAA is implemented correctly, it could even change behaviour of the most challenging youngsters. Peltomäki (2007, 2) has stated based on her pro gradu research findings that EAA can be shown to have positive influence on adolescent's social growth, health, friendships and experiences of sense of communality. It also supports the development of adolescents' self-esteem and teaches accountability. Mustonen (2008, 62-64) revealed similar findings and propose that EAA is effective and holistic rehabilitation method, which has positive influence on adolescents' self-image, development of self-esteem as well as learning social skills. According to Mustonen, EAA fits perfectly to rehabilitation of adolescents with special needs. The purpose of Miettinen's (2005) pro gradu research was to find out if it is possible to improve the sense of life control of socially disordered teenagers by using horse-based action. She stated that especially learning new things, feelings of success and taking care of the horses caused positive emotional responses. She also noticed positive changes in youngsters' confidence, concentration, activity, self-confidence and self-knowledge. Brandt (2005, 22) argues that when talking about EAA, thence can be appointed out two different societal discourse which are; order discourse and social discourse. These are in conflict with each other, but on the other hand dependent on each other. Fundamental concepts in order discourse are centrality of performance, systematic, work moral and barn's hierarchy. Fundamental concepts in social discourse are cohesion, *empowerment*, interaction, experiences and feelings.

3 Purpose, aim and research task

The *purpose* of this thesis is to produce participative equine assisted activities for adolescents. The *aim* is adolescents' health promotion by supporting their empowerment. In order to reach the aim of this study, the following specific *research task* has been set; the research task is to plan, implement and evaluate a set of equine assisted group activities for adolescents in horse barn environment and also by utilizing CaringTV services.

4 Planning of the action

In this study the planning phase includes the planning of the implementation, content and evaluation for the action. Action in this study forms from two CaringTV programmes and three events of EAA. Action is intended to carry out so that first is the CaringTV programme followed by three events of EAA, followed by the last CaringTV programme.

4.1 Co-operation partners and participants

This thesis belongs as one part to the Safe Home project. The purposes of the Safe Home project are to investigate, develop, produce and evaluate e-wellbeing services through CaringTV to different kinds of client groups. These services are produced to promote welfare and health and also to support rehabilitation, participation, vitality and activity, sense of community, safety and daily functioning of the clients'. Safe Home project produces participative group activities and programmes inter alia for child welfare clients who are in danger to social exclusion. (Turvallinen Koti 2010.)

In Finland child welfare is guided by a child welfare law, which purpose is to secure children's rights for the safe growing environment, balanced and diverse development and also rights for special protection. The fundamental principles in child welfare are to support parents or guardians in upbringing of their children. (Lastensuojelulaki, 2007/417, 1-4§.) In child welfare law is listed special supportive functions of non-institutional care, from which one of the most significant is family work in child welfare. Preventive family work means holistic, planned and long-term support and it is based on voluntariness. The main tasks of preventive family work are to rehabilitate, support life management, prevent social exclusion and alienation, support the introduction of own resources and also strengthen daily functions in families. (Sosiaaliportti 2010.) *One of the most critical factors affecting success in area of child welfare is stated to be those functional processes which promote clients' empowerment* (Bardy 2009, 43).

In this study participative EAA are arranged for small group of child welfare clients. These clients are adolescents from one Family Support Center, which services belong to child welfare services. The function of the Family Support Center is based on child welfare law and the care is preventive and supportive non-institutional care. The most common reasons behind the need of the services are confusing or unbalanced situation in families. (Family Support Center 2010.) According to information received from Family Support Center, there are six adolescents between ages 13-18, who could possibly participate to the activity. EAA is funded by the Safe Home Project.

4.2 Planning of the CaringTV programmes

CaringTV is a service concept in which interactive programmes and e-services are broadcasted on-line through the aid of an interactive video connection. The CaringTV aims to maintain or improve the health and wellbeing of its clients. The objective is clients' independent coping and living at home. The focus is on the clients' participation and empowerment. (CaringTV 2010.) In this study, CaringTV services are utilized twice as a part of the action. CaringTV programmes are broadcasted from Active Life Village, which is located in Otaniemi, Espoo. The duration of each CaringTV broadcast is 30 minutes.

The purpose of the first CaringTV programme is orientation for forthcoming EAA. Purpose is also that all the participants meet and get to know each other. The goal is that each participant achieves general knowledge about the action, so that they know what this action is about and why, when and how it is implemented. The goal is also that from all the adolescents as many as possible are interested in and willing to participate to the activity. The content of the programme consists of necessary information about the action so that implementation of action could actualize as good as possible (Appendix 1). The purpose of the second CaringTV programme is to evaluate the content, implementation and goal of the action. The goal of the last CaringTV programme is to get feedback from adolescents regarding the first CaringTV programme and three events of EAA. The content of the programme consists of topics related to evaluation of the action (Appendix 5).

4.3 Planning of the Equine Assisted Activities

In this study, EAA consist of three different events. The duration of the each EAA event is two hours. EAA events are carried out in tight schedule once a week during late fall 2010. EAA is implemented at the one small horse barn that belongs to larger barn complex. Four equines live in the barn, but only one small pony and one bigger riding horse are mainly available for EAA. The barn keeper is specially trained EAA professional, who guides the action. It is impor-

tant for the good outcome of action that instructor have proper schooling, theoretical and practical knowledge about EAA, as well as long background working with adolescents.

The primary purpose of EAA events is to arrange participative group activities for adolescents. EAA events aspire to respond to aim of this thesis. Therefore the aim of the events is to support adolescents' empowerment. Planning the content for EAA is based on the assumption that participants do not have any previous experiences about horses. In this study, the content of EAA consists of different barn activities such as cleaning the stalls, feeding, brushing, grooming, petting, equipping the equines, equipment maintenance, handling, walking, riding, driving and driving equines (Appendix 2, 3 and 4). The content is planned so that in the beginning the tasks with equines are easy. When action continues adolescents can participate more demanding and diverse tasks according to their own capabilities and skills. During events different topics related to the care of the horses will be discussed, so that adolescents could learn new things about horses.

4.4 Planning of the evaluation

Evaluation plan for the action consists of evaluation of the implementation, content and achievement of goals of the action, including first CaringTV programme and three events of EAA. The important part of the evaluation is adolescents' own experiences and thoughts about the action. Evaluation of the action is based on the data, which is collected by qualitative data collection methods.

Evaluation of the first CaringTV programme includes evaluation of the implementation, content and achievement of the goal of the programme. Evaluation of the implementation includes evaluation of the timing, duration and the amount of the programmes. Evaluation of the content includes assessment of how informative the programme was. When evaluating the achievement of the goal of the programme, an answer to the following question is searched; Did participants knew after the CaringTV programme what this action is about, and also why, when and how it is implemented? Participants are able to express their own opinions and suggestions regarding improvement, change or development of the programme.

Evaluation of the EAA includes evaluation of the implementation, content and achievement of the goal of this activity. Evaluation of the implementation includes; guidance, equines used in activity, barn and barn environment, timetable, timing, duration and the amount of the events. Evaluation of the content includes assessment of the different barn activities. Adolescents are asked to express their opinions about activities such as which barn tasks they think were important, best or the worst and their willingness to participate to the similar activity in the future. Adolescents are able to express their own opinions and suggestions regarding

improvement, change or development of the EAA. Evaluation of the achievement of the aim of EAA is based on Siitonen's theory about empowerment. The qualitative approach is used in evaluation. In following chapters are introduced data collection and analysing methods.

4.4.1 Data collection

In this study data is collected by using qualitative data collection methods. Qualitative studies favour those methods in data collection in which examinees' perspectives and voice come out well such as interview, observation and different kind of documents. Qualitative studies also favours human as instrument in data collection, in other words the most important means of the study is the researcher itself. This is based on that individual rely the most on own perceptions and is flexible enough to adapt to varying situations. Different documents may be used as complementary source of data. (Hirsjärvi, Remes & Sajavaara 2006, 155.) In qualitative studies interviews have been main method in data collection (Hirsjärvi & al. 2006, 194). *In this study, the data is collected by using open interview. In addition personal diaries are used as a support* in data collection, because open interview as only data collection method could be too challenging.

Interviews are considered as a one kind of conversation. Different subcategories of interviews exist, which are divided according to how structured or controlled the interview situation is. An open interview is from all the categories the closest to the conversation. It is unstructured, completely free interview, in which interviewer have in mind only a certain topic or theme and conversation will take place within this theme. In the open interview interviewer clarifies interviewee's thoughts, opinions, feelings or perceptions according to how these appear during conversation. Topic can even change during conversation. (Hirsjärvi & al. 2006, 196-200.) An open interview is chosen in this study, because it can be implemented naturally like feedback conversation as a final part of the action. Adolescents have a possibility to give freely feedback about things concerning the content, implementation and goals of the action. Open interview is implemented through CaringTV.

Different documents and texts such as letters, memos and diaries as a source data have become more popular in qualitative studies. Documents are written by people whose thoughts and behaviour the researcher wishes to study and understand. A diary is kind of self-directed questionnaire with open answering technique. It may include totally unstructured data and on the other hand it may include series of answers for very specific questions. Participants may be asked to write to the diary about different events, experiences or learned things. Diaries include participants' personal reflection and interpretation of happenings of the events. Analysing the texts of the diaries for research purposes is demanding task. On the other hand unstructured data gives for the researcher the great freedom to interpretation of data. (Hirs-

järvi & al. 2006, 206-208.) Diaries have the potential to provide rich source of data (Denscombe 2003, 216). In this study, adolescents are given personal diaries, which they are asked to write after EAA events. (Appendix 6). Adolescents are able to write openly and freely about their experiences, feelings and thoughts about the EAA. They are given list of words related to empowerment which they may use as support when writing the diary, if needed (Appendix 7). Adolescents are also asked to write to the diary about their own aims, which they set for the events.

4.4.2 Data analysis

In this study, the implementation, content and achievement of the aims of the action are evaluated based on the data, which is collected by an open interview and diaries. Achievement of the aim of EAA is analyzed by using qualitative data analysing technique. The most important point in research is analysis, interpretation and conclusions made from collected data. According to Hirsjärvi & al. (2006, 209-212) in qualitative studies the data is not analysed just in one phase of the research especially if the data is collected with different methods and from different events. The researcher should start processing and analysing the data as soon as possible after data collection or field work. Various different ways to analyse the collected data exists. *The data collected in this study is analysed by content analysis*, which is the basic analysis technique and can be used in all qualitative studies. Before the data can be analysed, it needs to be transferred to such form that analysing is possible. Usually interviews and notes are transcribed. (Metsämuuronen 2008, 48.)

According to Tuomi & Sarajärvi (2009, 91-92) from the collected data the researcher should find the most important facts about investigated topic, and also choose strictly restricted and narrow phenomenon from investigated topic. In content analysis, from the collected data the researcher look for descriptive views about certain theme. In this study, the data is analysed and placed under the certain themes based on Siitonen's theory about empowerment. Empowerment theory is presented in detail in theoretical framework of this study. The most important facts concerning the support of the empowerment are collected from data and are divided according to different subprocesses of empowerment; *consisting of goals, capacity beliefs, context beliefs and emotions*.

5 Implementation of the action

In the following chapters it is presented how action was implemented. CaringTV programmes were arranged twice, in the beginning and at the end of the action. EAA were arranged three times in the middle of the action.

5.1 Implementation of the first CaringTV programme

The first CaringTV programme was carried out in November 2010. Family Support Center's staff had already been talking to the adolescents living in Family Support Center about the horse activity and possibility to get more information about it during the CaringTV programme. The whole group had a possibility to participate, but only three adolescents were present in the programme, who was interested in participating to the EAA. At first adolescents were told about the purpose and aim of the current programme. All participants introduced themselves and told about their own previous experiences with horses. One girl had lots of experience about horses and even riding in competitions. One girl had been taking riding lessons for two years and had some experience taking care of horses. One girl had brushed horse once, so she basically was just a beginner. Then adolescents were told about the thesis work, its purpose and aim, and how it is related to EAA. They were also told about the research task and what it encompasses. Adolescents were told about the purpose and aim of the EAA, and explained shortly what is meant by empowerment.

Adolescents were told about the EAA and implementation schedule, things such as location of the barn and timetable. Then adolescents were introduced the content of EAA, including different tasks and activities with horses, which were planned for the events. They had a chance to express their wishes concerning the content and implementation of the action. Adolescents were shown pictures about equines living in the barn, which they were really excited to see, and they started talking and asking questions about them. Adolescents were also actively asking questions about their possibility to ride horses and started sharing their ideas with each other about the things they want to do at the barn with horses. The content and implementation schedule of EAA was also e-mailed to Family Support Center after the programme.

Adolescents were told about the final conversation that was intended to arrange through CaringTV at the end of the action. They were explained that the purpose of the final conversation is to evaluate the action; content, implementation as well as achievement of the aim of the action. Adolescents were also given necessary information about the writing a diary. Adolescents were asked to set own goals to EAA events. At the end of the programme, adolescents were informed about ethical issues, such that participation to the activity is completely voluntary and their right to drop out from activity in any time, if they choose to do so. They were also told about that participation to the evaluation of the action, including final conversation and writing a diary is voluntary for them. They were explained that their anonymity is secured and the data collected is going to be handled confidentially. At the end of the programme all three girls expressed that they are willing to participate to the activity.

5.2 Implementation of the Equine Assisted Activities

Original programme for the EAA events was planned for small group of adolescents, who have little or no previous experiences about horses. Information obtained later during the CaringTV programme revealed that some adolescents already had previous experiences about riding and handling horses, and therefore the programme had to be changed little bit according to their current level. During the CaringTV broadcast all three adolescents expressed that they are interested in to participate to the EAA. Still for some reason two of them were absent in following events. Only one adolescent participated to the each EAA event, and therefore programme had to be changed again. Original idea was to arrange four events of EAA, but when facing great difficulties in scheduling events with various actors, it was decided that EAA is implemented only three times. According to original plan EAA was suppose to be implemented in early autumn. Scheduling the events and financial arrangements took longer than expected, and therefore the implementation of EAA was delayed and arranged in December, when it was very cold and dark outside.

The first EAA event

The first EAA event was carried out in the very beginning of the December 2010. We were expecting three adolescents, but only one of them came to the barn. This adolescent had two years of previous experience taking riding lessons and some experience of handling horses. First the instructor introduced herself and told about the farm and her barn. We looked around the barn and she introduced her equines. Then we discussed about barn hygiene and brought some peat into the stalls. Then instructor taught adolescent how horses should be approached safely and they picked up one horse from the paddock and brought horse into the barn. Then we discussed about barn's safety issues and practiced to tie the horse with a lead chain to the stall, so that the horse would stand still during the grooming. We practised to do safety slipknot with a lead chain, which is easy to open in case if horse gets scared or starts pulling.

Instructor introduced some grooming equipments, and taught their purposes and how those should be used. The adolescent took the blanket off from horse, brushed the horse and cleaned horse's feet. During grooming we had a conversation from various topics such as how to recognize if the horse is ill, where horse's temperature is taken, and shoeing of horses among other topics related to care of the horses. Everyone participated to the conversation and were sharing own experiences. Adolescent was actively asking questions and was very interested in to learn more. Adolescent already knew a lot about horses and said that she has been studying horse books at home.

The adolescent practiced to put saddle and bridle on horse. She also practiced to put on cannon boots and bell boots on the horse's front legs, and pads and bandages on the hind legs of the horse. Then we had some time left to go to ride. The adolescent was asked to use a helmet and reflective vest always when riding or driving equines. We helped her to get to the saddle and instructor was walking and leading the horse. We walked around the farm and went to ride also to inside arena. In inside arena the adolescent was able to ride alone, still so that the instructor was walking close by without holding the horse. There were many other riders as well, which we had to watch out for, and therefore adolescent wasn't able to ride completely alone and instructor had to stay close by. After riding for a while we walked back to the barn. During riding she was very talkative and told about the barn she usually go to see horses and things she has been able to do over there.

At the end of the ride adolescent took equipment off from the horse and groomed the horse. Adolescent practiced to put a blanket on the horse. Then adolescent took rest of the horses in from the paddock together with instructor. Time was going fast and we actually ran out of time that was scheduled for this event, but adolescent wanted to stay overtime and feed the horses together with instructor. She gave hay and grain to the horses and the pony. Adolescent gave own nicknames for two equines; the pony was "Rikkaimuri" and riding horse was "Tepa Tepastelija". Adolescent was petting the pony and expressed that the event went really fast and she felt bad that it was over already. At the end adolescent was asked if she wants to write a diary and she was willing to do that. Then we reviewed the instructions about writing the diary. Adolescent's aspirations for the next event were inquired.

The second EAA event

The second EAA event took place one week after the first event. The same adolescent participated to the activity than last time; the rest of the group was absent for some reason. In the beginning we talked about the event's schedule and her aspirations for the event. The adolescent expressed that she want to do same barn tasks than last time, but the horseback riding was the most important thing for her. At the previous time we were late in the schedule and therefore it was decided that this time we do barn tasks little bit faster in the beginning, so that adolescent could have more time for riding.

We started event by bringing some peat into the stalls and sweeping the floors. The adolescent brought all the horses in together with instructor. We didn't want to leave the horses out, because it was windy and snowing outside. The adolescent brushed and groomed the same horse than last time. During grooming we talked and rehearsed about the things learned previous time. Adolescent demonstrated for us for example how to do safety slipknot. Besides horses we talked about various different topics such as her day at the school, her pets at

home and other hobbies she has. The adolescent put saddle, bridle, boots and bandages on horse. She managed very well to put the equipment on horse, and she only needed little help with boots and bandages.

We helped her to get to the saddle and instructor was walking next to the horse and leading it. We walked on the other side of the farm and went to ride to the fenced field. In fenced field the adolescent was able to ride alone, still so that the instructor was walking close by without holding the horse. After a while when riding looked safe and smooth instructor let the adolescent completely ride alone. At first adolescent was only just walking the horse and instructor was guiding and giving riding instructions from the side of the field. When it looked that adolescent can handle well the horse in walk, she was asked to trot with the horse. There were lots of snow in the field which changed horse's gait and made riding difficult, but adolescent managed well to hold on the saddle and steer the horse. She was calm and followed instructor's directions well. Adolescent was able to ride a quite long time, but then we had return to the barn and finish other barn tasks. On the way back to our own barn we visited one big riding horse barn at the farm, and we went to see horses over there.

At the end of the ride adolescent took equipment off, groomed and put the dry blanket on the horse. Time passed quickly and we actually ran out of the time also at this event, although we tried to plan time schedule better and we did barn tasks faster in the beginning compared to previous event. Riding took little bit longer than expected. However, we didn't want to hurry because adolescent was so excited about riding. Family Support Center employee came to pick her up and adolescent was able to leave but she wanted to stay and feed horses. When asked about the current event at the end, adolescent expressed that the event went again really fast and it's been really fun. Adolescent said that she couldn't believe that the next time would be the last event already, and she was hoping that we could arrange more events. At the end adolescent was reminded about writing the diary and asked about her aspirations for the next time.

The third EAA event

The third EAA event took place about one week after the second event. The same adolescent participated to the activity than previous occasions. Adolescent's own instructor from Family Support Center brought her over to the barn. He started telling about how enthusiastic adolescent was about the horse activity and revealed that she wanted to continue it after this project is over. He said they were able to get financial support for the activity from one sponsor. When Family Support Center's employee left, we discussed about the day's schedule and adolescent's aspirations for the event. The adolescent expressed that she wanted to do same barn tasks than before and ride the horse, but she also wanted to try to line drive the pony.

We decided that adolescent can at first line drive the pony and afterwards she can ride a horse without a saddle.

We started barn tasks by bringing some peat into the stalls and sweeping the floors. The adolescent brought pony and horse in together with instructor. The adolescent brushed and groomed the pony while instructor made riding horse ready. During grooming we talked and rehearsed about the things learned previous times. Then we talked about exercising horses, how often training should be done, its intensity, among other important things which need to be considered when exercising horses. We also discussed about other topics not related to horses, such as adolescent's day at the school and Christmas vacation. Then we discussed and clarified purposes of the different parts of harness and adolescent practiced to harness the pony.

We decided to go riding and line driving out of the farm to the small road that goes around the farm, and also to near forest. First when we left from the barn I rode the horse and adolescent line drove the pony together with instructor. Because adolescent had no previous experiences of driving any equine we advised her how to do it. The adolescent was for instance told how to keep the lines in her hand, how close to the pony she should be walking and how to steer the pony. After a while we switched the turns, I took the pony and adolescent rode the horse. We helped her to get to the back of the horse and instructor led the horse. This time instructor was leading the horse during the whole riding, because we were out of the farm and adolescent did not have a saddle. The adolescent also said that she has been able to ride bareback horse only few times before and therefore she was little bit nervous in the beginning. Instructor was guiding her how to relax and stay calm. We walked together through the forest and came back to the barn. The adolescent was excited because this was her first time ever riding in the forest.

At the end of the ride adolescent took harness off and groomed the pony. Then she brought the last horse in from the paddock and fed horses together with instructor. Family Support Center employee came to pick her up, and he was talking again with instructor about adolescent's possibility to continue activity at this same barn in the future. They changed contact information for the further arrangements. Then we drank some hot juice and ate biscuits. The adolescent was asked about the event and she expressed that it's been again really fun. The adolescent hugged both of us, and said that she is really thankful about this opportunity, and she really appreciates that we gave her a chance to participate to the activity. The adolescent also said that she hopes that she can come back to the barn and continue the activity, because she has been so active. At the end adolescent was reminded about writing a diary and upcoming CaringTV programme.

5.3 Implementation of the last CaringTV programme

The last CaringTV programme was carried out only one day after the third EAA event. The same adolescent participated to the CaringTV programme that was present during previous events. When programme started, some other adolescents were present in the programme, who did not participate to the EAA. Therefore, they were asked to leave the room where the broadcasting took place. Instead of leaving they remained in the same room on the side, so that they were invisible to the camera. In the beginning of the programme adolescent's permission to record conversation was asked and she agreed. The adolescent was told that the purpose of the current programme is to have final conversation about the whole action including the first CaringTV programme and three EAA events. The adolescent was told that the aim is to get feedback from her about the action so that it can be evaluated. She had a possibility to give freely feedback about activity.

The conversation took place within topics according to evaluation plan. First we had conversation about the first CaringTV programme, including themes related evaluation of the implementation, content and goal of the programme. After that we discussed about the three EAA events, including topics related to evaluation the implementation, content and goal of this activity. The end of the broadcasting, we looked some pictures taken from the barn where adolescent was grooming and riding the horse or the pony. During the programme adolescent was kind of withdrawn and quiet compared to what she was during EAA. She did answer to the questions shortly.

6 Evaluation of the action

In following chapters the findings obtained from evaluation of the action is presented, including the first CaringTV programme and three EAA events. These findings are based on feedback received from the adolescent during an open interview, and the data collected by a personal diary. Conversations had at the barn during EAA are utilized in findings. Original quotations from adolescent's diary and recorded data are used, which are written in italics and placed inside the quotation marks.

6.1 CaringTV programme

Implementation of the CaringTV programme

The purpose of the first CaringTV programme was that participants meet and get to know each other, and orientate well for forthcoming EAA. The adolescent thought that one programme was appropriate amount, and it provided enough information for her to orientate

well for EAA. Adolescent also expressed, that duration of programme which was 30 minutes was sufficient to go through all the necessary information about EAA. The CaringTV programme was kept two weeks ahead of the beginning of EAA. Adolescent told that two weeks was enough time for her to prepare well for the activity.

Content of the CaringTV programme

The content of the programme consisted of necessary information about the action, so that implementation of action could actualize as good as possible. The adolescent was asked if the content of the programme was informative and comprehensive enough, or did student forget for instance to say something important, that should have been mentioned about activity already in the beginning. The adolescent thought that content was informative enough. "*Jookyl mun mielestä siinä oli kaikki*". During the CaringTV programme it was noticed that pictures shown about horses was good add for the content.

When the adolescent was asked to tell if she had in her mind some suggestions regarding improvement, change or development of CaringTV programme, she proposed: "*Eipä oikeen, paitsi et ehkä sitä pitäs niinku, painottaa et niinku se ei ole sellainen niin paljon ratsastusjuttu, et se on sellanen et siinä on kaikkea puuhailua, kaikkea kivaa*". Thus, it should have been somehow emphasized more that EAA includes besides riding, also other tasks done at the barn with horses. Even though, EAA did not include that much riding than adolescent expected, still she was not disappointed on that. Instead she was happy to potter around in the barn and do regular barn tasks with horses.

Aim of the CaringTV programme

The aim of the CaringTV programme was that participants achieve general knowledge about the action, so that they knew what this action is about and also why, when and how it is implemented. The adolescent expressed that she achieved the general knowledge about the action, and thus from this part the goal was achieved. The goal of the CaringTV programme was also to arouse interest and get as many adolescent as possible to participate to the activity. Only one adolescent participated to EAA events, although all three of them were interested in about activity. It was heard from Family Support Center's employees that one adolescent could not come, because she did not have proper warm winter clothes to wear. One adolescent could not participate, because she had some other unresolved problems related to her own life. However, from this part the goal was not achieved. Maybe some other methods should have been used in motivation of adolescents.

6.2 Equine Assisted Activities

Implementation of the Equine Assisted Activities

The purpose of the EAA events was to produce participative group activities for adolescents. Only one adolescent was present in each event, and therefore group activities could not be arranged and desired group effect could not be reached. During EAA adolescent got guidance from instructor and student. Proper guidance and clear rules are very important in safety point of view at the barn when dealing with huge animals such as horses, in order to avoid accidents. When having conversation with adolescent about the guidance, she said: *“Joo, ehdottomasti, yksi ihminen sai kahdelta ihmiseltä vinkkejä, niin kyl se on ihan tarpeeks”*. At the barn adolescent obeyed the given instructions well and seemed to be pleased about guidance.

EAA was arranged in one small horse barn that was a part of a larger barn complex. It was important to choose that kind of context, which supported the achievement of the goals set for the action. When adolescent was asked to describe the barn and environment, she answered shortly: *“Joo, tosi kiva”*. Although the barn was small and old, it was suitable for implementation of the action. The adolescent expressed that the barn is not the main thing in EAA, instead what matters the most is the different tasks done over there. During events it was noticed that adolescent was satisfied about the barn environment, in which was possibility to ride inside arena and also at the nearby forest.

For the safety and good outcome of the action, it was very important that equines used in activity were suitable for it. Mainly two equines were used in activity, and both of them were reliable and calm when grooming and doing different tasks with them. When adolescent was asked to describe the equines used in activity, she answered: *“Rikkaimuri ja Tepastelija on ihanii”*. Equines were appropriate for action, which made it easier for adolescent to get close to them, and form relationship with them already in the beginning. The adolescent also liked instructor's dog and thought that she was sweet. She wrote to her diary: *“Sissi söpö”* and draw a smiling face at the end of the sentence. It was observed that adolescent's interaction and behaviour with animals was natural, and she became attached to them pretty fast.

EAA consisted of three events. Adolescent expressed several times during action that three events was definitely not enough, and she was hoping that we could arrange more events. She wrote to her diary after the last event: *“Yhyy vika kerta”* and draw unhappy face at the end of the sentence. During the CaringTV programme she was asked her opinion about which would be appropriate amount for arranging this kind of activity and she answered: *“20 kertaa, vuoden mittainen sessio”*. Adolescent also wrote to her diary: *“Siis ois voinnu olla väh.”*

10 kertaa. Mut nyt ei tullu peppu tai reidet kipeeks” and draw smiling face at the end of the sentence. Thus, it was very clear that activity should have consisted of numerous events, which would have given continuity for action and better support for achievement of the goals.

The duration of the events was always two hours and almost each time we had difficulties to stay in the schedule. When discussed about appropriate duration of the events, adolescent said: *“No, jos se olis ollu vaikka kaks ja puol tai kolme tuntii niin ois ehkä ollu niinku, silleen et ois ehtiny paremmin”*. She also wrote to her diary after last event: *”Tosi onnistunu sessio, mut ois voinnu olla pitempi, ku just pääs vauhtii”* and draw smiling face at the end of the sentence. So, it was obvious that duration of events should have been longer than two hours.

EAA events were arranged approximately once a week. When discussed about the success of the timing of the events adolescent said: *“Joo, kerran viikossa on tosi hyvä niinku aika käydä talleilla, voishan sitä useemminki”*. Events implemented once a week was probably the most suitable, because action was continuous, still leaving enough time for her other hobbies and school work.

EAA events were arranged during the week, in the evenings. Adolescent thought that it was not hard after the school day to participate to the EAA. *“Ei, ku siis se tekee just et sillee hyvää, et saa unta sitte”*. The adolescent expressed that doing barn tasks were good physical exercise and was comparable to gymnasium. Weekday evenings were suitable for arranging action, and physical barn work during EAA even helped the adolescent to sleep better and maintain balance in her daily rhythm.

EAA was implemented in December 2010. The adolescent expressed that summer time would be probably the best time of the year for implementation. *“No, mä oon sellanen niinku, niin painotetusti kesäihminen, et mä tykkään niinku, et jos kaikki tapahtuu kesällä, koska kesä on tavallaan, kesä on niin paras, kesä on jotenki niin energinen, mut sillon on tietty kaikki kärpäset ja on niin kauheen kuuma ja kaikkee”*. Thus, it was obvious that EAA would have been better to implement in some other season, when the weather is warmer and there is daylight outside.

Content of the Equine Assisted Activities

When discussed with adolescent about the content of the events, she described: *“No, se on sellast tavallaan jokapäiväsii arkijuttui hevosten kaa ja kuuluu siihen hevosten kaa olemiseen ja elämiseen ja silleen”*. During EAA events we did some same barn tasks such as bringing peat into the stalls. She experienced ordinary barn tasks as pleasant and gladly participated in those. *“... sitä paitsi toi turpeen lapioiminen, se on mulle harvinaista herkkuu”*. It was also

noticed at the barn, that adolescent really liked besides riding, also regular barn tasks such as feeding horses. Still every event something new and different was added to the content. When adolescent was asked to describe about the diversity of the tasks, she answered: *“Joo siinä on aina jotain uutta, aina oppi jotain”*. Even though the content of EAA mainly consisted of similar activities, adolescent still thought that the tasks were challenging enough. We also discussed about participatory impact of the barn tasks, and she expressed that activities were participative. *“...et se (toiminta) on sellanen et siinä on kaikkea puuhailua, kaikkea kivaa”*. *“Joo kaikki turpeet ja heinät ja hevosten taluttelut, harjaamiset, pintelöimiset, ponin silitelyt ja kaikkee, rikkaimuriksi haukkumiset ja muuta”*. It was noticed at the barn, that adolescent was eager to participate to all activities planned for the events.

The adolescent could not point out exactly what was the most pleasant, best or important thing in EAA. *“No en mä tiä, jotenki toi koko juttu tai silleen, seku oli siellä tallilla”*. When adolescent was asked to describe which the highlight in EAA was, she answered: *“Se oli varmaan se ku mä ratsastin koska tai en mä tiedä tai sit toi iltahainien jakaminen, siit tulee aina se iltafiilis tavallaan, hepat rouskuttaa ja se heinän tuoksu”*. She could not describe which the worst thing in EAA was, and she had to think for a while, but then she said: *“No talvella on kylmä”*. When adolescent was asked to express if she had in her mind some suggestions regarding improvement, change or development of EAA, she answered: *“Eipä oikein”*.

At the end of the EAA it was discovered that adolescent was so enthusiastic about the activity that she wanted to continue it in the future at this same barn. The adolescent was asked about her hopes, aspirations or wishes for those events in the future and she answered: *“No vähän sellasta saman tyyppistä, että hoitaa hevosii, laittaa karsinoita, ruokkii, harjaa, taluttelee, tekee kaikkee silleen”*. She must have experienced that the content and implementation of action was mainly suitable and successful, because she wanted continue the same activities in the future and even in the same barn. Adolescent also said during the CaringTV programme: *“...no siis mun mielestä tää oli niinku, tosi hyvin niinku suunniteltu, ja tällä lailla niinku, tää oli tällänen ytimekäs juttu hevosista, käytiin kaikkea läpi silleen, niit kysymysii oli ja sitä käytännön toimintaa ja kaikkee”*. This statement also supports assumption that EAA was successful, well planned and implemented, and it supported achievement of the aim that was set for the action.

Aim of the Equine Assisted Activities

EAA's aim was to support adolescents' empowerment. Subprocesses of empowerment are classified into a framework *consisting of goals, capacity beliefs, context beliefs and emotions*, and hence these findings are divided and presented according to this classification.

Subprocesses included in goals-category

Complete voluntariness and freedom of choice are the first factors that support empowerment and commitment. (Siitonen 1999, 64.) In this study, participation to the EAA and CaringTV programme was completely voluntary for all adolescents, so in that respect their empowerment was supported. Adolescents were also informed that they have a right to drop out from action in any time if they choose to do so. This assured that adolescents do not feel that they are forced to participate to the EAA later on, if they decided to sign in. Autonomy relates to freedom of choice, freedom to set individual goals, make plans, try out different tasks, and to do mistakes at the level of thinking as well as actions (Siitonen 1999, 125). During EAA adolescent was asked to express her own aspirations for the events, and this way participate to the planning of activity. It was thought that participation to the events would be incentive for her, if she could influence on the content also herself. In EAA adolescent had a freedom to try, do, experience and learn (also from own mistakes), which on the other hand are meaningful in formation of self-knowledge and self-image. The adolescent was asked to set individual goals for the events and write about goals to her diary if she so wished. All of these aspects are significant for individual's empowerment, and hence were taken in attention in EAA.

The adolescent did set the individual goals for EAA events, and was also able to achieve her goals. Her goal for the first event was to get to know the barn environment, people and the horses. *"Paikat ja ihmiset, hevosek tutuiksi. Toteutu hyvin ja oli tosi hauskaa. Oli kivaa päästä pitkält aikaa hevosen selkään"*. Goals for the second event was to ride little bit longer, take care of horses, just spend time with them and have fun. *"Päästä vähän pitemmäks aikaa Tepastelijan selkään. Hevosten kanssa oleminen ja puuhailu. Hauskanpito. Tavotteet tuli taas hyvin toteutettuu. Oli tosi kivaa"*. Her goals for the third event was to line drive the pony, potter around in the barn and take care of horses. *"Ickan ohjasajo. Hoitaminen ja muuta puuhailua. Smilein. No kyllähä me aikas kiva lenkki tehtiinki"*. These goals were concrete, realistic, short-term goals and were meaningful and valuable for her. Trying to pursue realistic goals was important, because those were achieved, which was followed by experiences of success and enthusiasm. Achieving the short-term goals was probably significant also in that sense, because those releases resources and gives energy when striving towards new challenges in life.

Subprocesses included in capacity beliefs-category

Capacity beliefs are fundamental for empowerment and welfare of an individual (Siitonen 1999, 129). During EAA adolescent was given positive and constructive feedback about her

actions and this way achievement of her goals was supported, and it also improves self-image. *“Se oli sellast rakentavaa kritiikkiä, kyl sitä tuli niinku tarpeeksi, niinku myöntävää tai aina silleen niinku”*. Besides instructor, she got feedback also from horses. *“Joo ja sit mä sain hevosiltakin palautetta. Ne oli sellasii rentoi, kun mä olin rento ja silleen”*. Self-esteem is crucial resource of individual, which can be improved by providing the feelings of cohesion, safety, approval and success, and therefore these aspects were taken in particular attention in EAA. Feelings of cohesion and belonging to certain community such as barn community influence on personality development and identity formation. Empathic, warm and respectful attitudes promote individual's self-worth the most, and hence these aspects were considered in EAA. The adolescent was encountered respectfully and she received recognition from her actions. This way her feelings of competence were supported, which in turn strengthens and supports self-worth. The adolescent got descriptive feedback about her progress in different tasks, which in turn increases self-worth. For instance putting bandages on horse's hind legs was difficult at first, but adolescent managed to do it next time very well, and she got feedback about her progress. It was important to support adolescent in her intentions, and give positive feedback about her well behaviour and successful actions, and not focus on unsuccessful accomplishments. Feedback was given in positive spirit which gave the adolescent possibility to self-reflection. Support and feelings of success formed as result of feedback increases self-efficacy.

The adolescent expressed that learning new things was important for her. She described that the best way for her to learn is by participating, and learning by doing things herself. Learning from own experiences releases resources, which on the other hand create self-confidence and strengthen self-image. During EAA adolescent learned different things about horses and horsemanship skills through own functioning, which on the other hand supports the feelings of capability and competence. New things adolescent learned about feeding, grooming, harnessing, exercising, equipments, health and welfare of the horse. *“(toiminnassa) ...aina oppi jotain”*. *“No siis mä opin laittaa niit valjaita, niin eilen, ja mä opin sitä ohjasajoa, ja sit mä opin saamaan tilsoi vähän paremmin pois..”*. We brought some challenge to her learning by asking questions about topics discussed at previous events. The adolescent was motivated and interested in to learn more about horses and develop her horsemanship skills. During EAA, it was noticed that adolescent was perseverance, active and willing to try different tasks at the barn. The adolescent was functional from her character which distinctly showed during action, and she accomplished different barn tasks carefully. The adolescent courageously brought up some own ideas about best barn practices; she for instance taught and demonstrated us how to warm up the cold bit between her thighs before putting the bridle on the horse. Courage creatively to try new things without fear of failure or prejudice perhaps opened up some perceptions and views about her own resources and supported her self-image. Once when grooming a horse adolescent said that the best things about horse activi-

ties are things such as; at the barn she is able to meet new people and to do something that she feels useful, beneficial and meaningful such as helping the horses and grooming them. Individual's feelings and experiences of necessity increases taking responsibility. Taking responsibility of the welfare of horses, even occasionally, possibly helped adolescent to cope in her own difficult life situation. Experiences of necessity empowers individual and releases resources for taking responsibility of own welfare as well as the members of the whole community (Siitonen 1999, 65-66).

Subprocesses included in context beliefs-category

Good context support and offer possibilities to individuals to achieve their goals (Siitonen 1999, 142-143). Experiences of approval, confidence, appreciation and respect are very important for development of empowerment, and therefore these aspects were taken in consideration already in the very beginning of EAA. When adolescent came to the barn, we talked to her, asked questions, listened her and showed interest towards her. It was important to make adolescent feel that she was expected and welcomed to the barn. We were friendly and we had positive attitudes towards her, which in turn increases enthusiasm and give positive energy. The adolescent experienced that climate at the barn was warm and kind. *"Tosi hyvä ilmapiiri. Se oli sellainen lämmin ja ystävällinen"*. The adolescent also expressed that climate was safe, in which she was able to try, do and participate to different tasks. Adults' constant presence and feedback about own functioning perhaps increased her feelings of safety. The adolescent also expressed that horses utilized in activity were safe. *"...ne (hevoset) oli turvallisii"*. The adolescent was encouraged and supported in different tasks, which in turn supports empowerment. It required from instructor the skills to be encouraging and supportive in the right way and also ability to operate flexibly depending on the situation. In safe barn context, in open climate adolescent had possibility to reflect own learning, find own limits and potential as well as develop confidence towards own capabilities, without any fear of getting negative criticism. Safe and unprejudiced climate is significant for development of empowerment.

Adolescent's aspirations and wishes concerning activity were taken in consideration and those were inquired frequently. EAA was carried out basically in adolescent's own terms, which made her function courageously, creatively and actively. Own latitude and possibility to control activity are very important in empowerment, since those releases resources and promotes commitment. Tasks with horses gave different experiences to the adolescent in real life context. Trying to put halter on the horse was difficult for adolescent in the beginning, but she managed to do that later, after reflecting the best way to do it. *"No tietysti se oli silleen edistys askel, et mut siin kohtaa tavallaan ku mä olin oppinu tunteen sen, niin mä vähän juttelin sille rauhottavasti silleen ja sit mä sain laitettuu sen (riimun) silleen nopees-*

ti..” Successful and unsuccessful tasks with horses also made her to reflect own functioning and possible reasons for these outcomes. ”.. *kyl mä varmaan oisin sen (riimun) saanu sil to-kallaki kerralla, mut sit mä vähän liian pitkään aloin säätää sen kaa, niin se päätti nostaa päätä..*” Tasks with horses in authentic situations often required from adolescent creative functioning and solutions, which in turn give competence to self-evaluation and recognition of own resources. “*No mä pystyn taas vaihteeks toteamaan, että on ihanaa olla silleen rauhalli-nen ja rentoutunut*”. These different experiences gained in real life context and in authentic situations, combined with responsibility and willingness to try, release resources the most and promote development of empowerment. The adolescent was very talkative at the barn and it seemed that she was not afraid to express her own ideas, opinions or participate to conversa-tion. ”..*se oli sellaista niinku kivaa smalltalkkia ja tolleen*”. Equality between participants, open dialogue and interaction, reciprocity in talking and listening are central in empower-ment, and therefore these aspects were taken in particular attention during EAA.

Subprocesses included in emotions-category

Emotions affect individual’s ability to function and are important source of energy (Siitonen 1999, 151-152). Positive attitude is central quality of empowered individual and it increases enthusiasm, hopefulness, gives energy and creates resources. Formation of positive attitude requires safe, confidential, respectful, appreciative and approving climate, and hence these aspects were considered in EAA. Positive attitude, satisfaction and enthusiasm reflected from adolescent during EAA. Several employees from Family Support Center also said that adoles-cent was enthusiastic about the EAA, and she was talking about it often. EAA was such a posi-tive experience for adolescent that she wanted to continue it after this project was over. When said to the adolescent that hopefully this enthusiasm about EAA continues also in the future, she answered: “*Joo tietysti, se ei lopu missään vaiheessa, ei siitä oikeen pääse yli eikä ympäri*”. The adolescent expressed that activity made her feel good and affected posi-tively her daily rhythm. “*...kyl mä aina niinku tuun tosiaan hyvälle tuulelle sit ku on ollu vä-hän aikaa tallilla ja saa vähän paremmin nukuttuu, niin sit on vähän pirteempi seuraavana päivänä*”. The adolescent was hopeful about the future, which in turn perhaps gave her en-ergy and released resources to pursue her short-term goals. “*Mä salaa haaveilin oikeesti ku toi (toiminta) alko, et mä saisin vielä jatkaa, ja nyt toi toteutuu*”. It was probably crucial for adolescent’s empowerment that she could freely set this future dream for herself, and she was excited that her dream came true at the end.

Different experiences are central in empowerment. During EAA the adolescent had possibility to participate individual tasks according to her own skills and capabilities to have opportuni-ties to success, which on the other hand increases feelings of competence. Some of the barn tasks were similar, but each event some new and challenging tasks were added to the con-

tent, so that succeeding in tasks would mean further strengthening and diversification of her self-perception. Horses are huge and powerful animals, and therefore overcoming fears belongs to as a part of successful functioning with them. For instance the adolescent was tense and nervous about riding bareback horse in the forest in the beginning, but was able to calm down after a while and get over these obstacles. As soon as adolescent behaved calmly, the horse reflected back by calming down as well. Ability to control the huge horse possibly increased adolescent's self-esteem and gave experiences of success. It is also important to remember that horses, even domesticated ones are prey animals, which contribute to the challenge of the tasks done with them. It was important for the adolescent to learn tolerate unsuccessful actions or disappointments, which are inevitably faced when working with horses. Recognizing and learning to express negative feelings or emotions appropriately are important part of healthy development of the adolescent. By participating variety of functional tasks in EAA, the adolescent was given possibility to recognize and utilize her own resources.

7 Discussion

In the following chapters the trustworthiness and ethical aspects of this study are reflected and presented. The principles, relations and generalizations shown by the findings obtained from evaluation of action are discussed and presented.

7.1 Trustworthiness

When evaluating the trustworthiness of the study the target of interest is consistency of the results and reality. Trustworthiness is related to the researcher, research data, research methods and presentation of the findings. (Räsänen 2007.) However, unambiguous guidelines for evaluation of trustworthiness in qualitative studies does not exist (Tuomi & Sarajärvi 2009, 140). Trustworthiness of the study usually refers to reliability and validity. The reliability means the repeatability of the research findings, in other words its ability to give non-random results. The validity means the ability of the study to measure what it claims to measure. (Hirsjärvi & al. 2006, 216.) Validity is also known as another word for truth (Silverman 2005, 210). In qualitative studies trustworthiness can be specified by means of triangulation. Triangulation means that different data collection methods, theories or source of data are combined in same research. (Tuomi & Sarajärvi 2009, 142-143.) In this study a personal diary and an open interview were used in data collection which increases trustworthiness of this study.

During the open interview the adolescent was withdrawn and quiet compared to what she was at the barn. This could be due to disturbance of other adolescents who remained in the same room where broadcasting took place. Also some Family Support Center's employees stayed at this same room, which perhaps distracted adolescent's ability to concentrate. It also might be

caused by student's inadequate interviewing skills and lack of experience of being interviewer. However, all of these aspects decrease the validity of this study. The adolescent also expressed during broadcasting that some of the topics we had already been talking at the barn during EAA, and perhaps she felt that she was repeating herself. It is also important to notice, that it was probably easier for adolescent to discuss and be more open at the barn where the climate was more informal and relaxed, and conversation came naturally alongside working with horses. Therefore, perhaps it would have been better to implement open interview at the barn instead through the CaringTV. The CaringTV was not probably the most suitable way to implement the interview, because it was more difficult to speak to camera than face to face with individual. The interview was recorded, which made it possible to recall conversation when the data was interpreted and this on the other hand improves trustworthiness. Recordings were transcribed soon after interview. Transcribed text accumulated totally about four pages.

The adolescent kept a diary during EAA about her goals and experiences of the EAA events. She wrote the diary about three pages, but the letters used were large, so the total amount of text was approximately less than one page. She also drew some pictures about happy and unhappy faces to her diary at the end of the sentences. The adolescent was able to write the diary at home in peace whenever she felt was best time to do it. The adolescent was given both written and verbal instructions about writing the diary. Otherwise, it was open diary, meaning that the adolescent was able to write freely about her experiences and thoughts about activity. When these aspects are taken into consideration, it can be assumed that adolescent wrote the diary honestly and truthfully. Still, it is important to remember that diaries must always be seen as a version of things by the writer, filtered through the writers past experiences, own identity, aspirations and personality (Denscombe 2003, 216).

In this study, the target of reflection was aspects of impartiality and partiality that are usually related to qualitative studies. According to Tuomi & Sarajärvi (2009, 135-136) researcher's impartiality or partiality can affect for instance on how and what she hears or observes. In this case, did student's positive attitude towards horses affect negatively to the trustworthiness of the findings? On the other hand, this helped student to understand different practical aspects better and gave broader perspective to interpretation of data. Trustworthiness of qualitative studies can be improved by writing precise report of implementation of the research process (Hirsjärvi & al. 2006, 217). In this study, writing report of the thesis process was done as precisely and coherently as possible. The data collection, data analysis and writing report was done in tight schedule and was started right after when action was completed. These improve trustworthiness of this study, because the happenings of the events were still fresh in memory.

In the findings adolescent's experiences and thoughts about EAA are presented as precisely and truthfully as possible. However, it is important to notice that the findings of this study are based on adolescent's subjective perceptions and experiences about EAA, and therefore this study's reliability and generalizability is questionable. It is also essential to remember that only one adolescent participated to EAA and evaluation, and hence perspective in findings became narrow, which decreases trustworthiness of this study. According to Hirsjärvi & al. (2006, 218) trustworthiness of qualitative studies can be improved by using straight quotations from documents, which was also done in this study.

7.2 Ethicality

The aspiration in the research is that the researcher does consciously and ethically justified choices in every step of the research (Hirsjärvi & al. 2006, 26). Ethicality concerns the quality of the research. The problems in research ethics are mainly related to research action such as informing participants, trustworthiness in data collection- and analysing methods, anonymous of the participants and presentation of the results. (Tuomi & Sarajärvi 2009, 127-132.)

Researcher should be especially careful, if the target of investigation is people (Hirsjärvi & al. 2006, 26). When people are involved, in general it means that human rights forms the basis of research ethics and the protection of the participants in every way are crucial. This includes that the researcher clarify to the participants the goals, methods and possible risks of the research. Also participants' informed consent should be asked. (Tuomi & Sarajärvi 2009, 131.) Informed means that participants know all the important details about what research is about and what is going to happen during the research. Consent means that participant participates voluntarily and is qualified to make matured decisions. (Hirsjärvi & al. 2006, 26-27.) In this study, participants' informed consent was asked during the first meeting through CaringTV. Also permission to record conversation was asked from the adolescent, who participated to the interview.

Protection also includes that the participants have a right; to refuse to be a part of the research, to drop out from research any time during the research, to deny using data collected concerning participant as a research data and also right to know these rights. In this study participants were explained about these ethical issues and their rights during first meeting through the CaringTV. Essential part of protection of the participants is that their rights and welfare is secured in every step of the research. Participants must not be harmed in any way and their welfare should be placed ahead of everything else. The research data must be handled confidentially and cannot be handed over to outsiders. The collected data should not be used in any other purpose than was promised and it should be handled in such way that anonymous of the participants is secured. (Tuomi & Sarajärvi 2009, 131.) Because this study

involved underage people, therefore their protection and ethical aspects were taken in particular attention. Research permission was applied from Safe Home Project (Appendix 7).

7.3 Discussion of the action

In this study, a set of activities were planned, implemented and evaluated. The activities consisted of three EAA events and two CaringTV programmes. Activities were arranged for adolescents, who were clients of child welfare services and they lived in one Family Support Center. The purpose was to arrange participative group activities for adolescents at one horse barn. Only one adolescent participated to the events, and therefore group activities could not be arranged and the desired group effect could not be reached. This was perhaps due to the inadequate motivation of adolescents, and possibly some other methods should have been used in motivation and in orientation of EAA, besides CaringTV. However, EAA was such a positive and meaningful experience to this one adolescent that she actually wanted to continue activity also in the future.

Generally, it was necessary for the good outcome of the action, to really focus on the planning of the content and implementation, so that it supported the achievement of the goal that was set for the action. It was important to select suitable context, equines and instructor, as well as plan the content based on adolescent's needs. However, the findings obtained from evaluation of the action revealed that EAA should have contained more events, the duration of the events should have been longer, and it should have been arranged in some other season of the year. Still, it can be stated that overall EAA was successful, well planned and implemented, which in turn supported achievement of the objective that was set for the action.

The aim of this study was adolescents' health promotion by supporting their empowerment. Empowerment is very complicated process, in which the different subprocesses are closely interrelated and connected to each other. Therefore, the evaluation of the effectiveness of the action and achievement of the aim was extremely difficult. Empowerment cannot be evaluated reliably, which is due to the facts that qualities of empowerment appear in different people with different features, behaviours, skills and beliefs, and the qualities may also vary according to degrees of intensity, environment or timing (Siitonen 1999, 181). Empowerment is not permanent state either and it changes constantly depending on the changes in subprocesses of empowerment (Siitonen 1999, 164). It is essential to notice that in this study, EAA events were arranged only three times and two hours at the time, which was a quite short-term intervention. EAA was also only small part of adolescent's life and one form of support among others. Due to all of these reasons EAA's effectiveness was quite challenging to authenticate and any major conclusions cannot be made reliably.

Empowerment is a process originating from individual itself, which is classified by goals, capacity beliefs, context beliefs and emotions as well as these inner relations (Siitonen 1999, 162). In EAA, adolescent's empowerment was supported by supporting these subprocesses of empowerment by various subtle measures. The main idea was to arrange participative activities, in which the adolescent had a possibility to function freely and creatively, develop confidence towards own capabilities, find own limits and potential. The adolescent had a possibility to express own wishes and aspirations for the events. Own latitude and possibility to control action are important in empowerment. The adolescent was offered individual, diverse tasks according to her own skills and capabilities to have opportunities to success, and enhance sense of competence. At the barn the adolescent was able to form relationships, learn different things, reflect own learning, and get experiences of success and necessity. The adolescent was supported and encouraged in different barn tasks, and she was given positive feedback about her actions. It was important to create safe, approving, confidential, respectful and unprejudiced climate, which encouraged the adolescent to function initiatively, responsibly and actively. Experiences of unprejudiced climate may be remarkable, especially for adolescents who are clients of child welfare services, and who may otherwise be afraid of becoming stigmatized. The fundamental aspect in supporting of empowerment was that adolescent was guided to recognize, utilize and create resources, and for these purposes EAA suited very well.

Empowerment arises out of and gives rise to individual wellbeing (Siitonen 1999, 162). Functioning with equines was very meaningful and diverse activity for adolescent, which included physical, psychical, emotional and social elements of health promotion. The adolescent expressed that the activity with horses made her feel good. The physical work with horses made adolescent tired, which helped her to sleep better and maintain regular daily rhythms. The adolescent expressed that at the barn, she was able to meet new people, do things that she felt useful, beneficial and meaningful for herself. Activity with horses also helped the adolescent to recognize and express different feelings and emotions appropriately. Therefore EAA can be said to have different kind of positive influences on adolescent's health and it also supports adolescent's life management.

World Health Organization (WHO) places health in the context of environment, meaning that individual's health is affected by everything they interact with. WHO's definition of health describes individual functioning as a holistic being, in which individual's health forms from various dimensions that are interrelated and interdependent on each other. (Berman & al. 2008, 295-296.) Therefore, the EAA's impact on any aspect of health had effect on other aspects of health as well. Nevertheless, it cannot be proved if it's possible to maintain any positive changes in adolescent's health in the longer run.

Empowerment has a catalytic effect on commitment, meaning that strong empowerment results in strong commitment (Siitonen 1999, 162). In this study, the adolescent was committed to EAA, because she was eager to participate to events, and she even wanted to continue activity in the future. Based on the findings of this study, it can be stated that EAA in this case supported adolescent's empowerment, still these findings are not generalizable or transferable to all equine assisted activities or to other situations. This is due to the facts that each one of us empowers in our own way, comprehensive list about prerequisites of empowerment does not exist either. It is also important to remember that empowerment is individual process in which the inner power is non-transferable to another person (Siitonen 1999, 161). Because each one of us is individual, multidimensional actor, therefore actions always need to be planned according to individual's needs and according to the situation.

Although EAA in this case supported adolescent's empowerment, still it required also adolescent's own interest towards animals and for this reason EAA may not be suitable for empowerment of all adolescents. On the other hand, adolescents who are not familiar with animals could also benefit from the activity, if they would get tempted into the activity by someone. Even empowerment is an individual process, it is also a social process, and thus influenced by other people, context's circumstances and social structures. Based on the findings of this study, it can be argued that in this case, barn environment and climate formed such a context, which supported adolescent's empowerment. Still, it is necessary to notice that each barn context is different, with different people, social structures, ways of functioning, and thus empowerment may be more likely in some certain barn context than the other.

In this study, one adolescent participated to the EAA, which was arranged only three times and hence the activity could not reach its fullest potential. Therefore the interesting subject for the further study would be to arrange similar activity implemented as a long-term intervention to the small group of adolescents, to find out what kind of outcome this way could be achieved. This study supports the earlier findings done from the field about EAA's suitability used as an additional support for clients of child welfare services. These adolescents are vulnerable, burdened by family disorders and challenging tasks of adolescence, and therefore any activity which can improve their welfare or enhance the quality of life is very much needed and important.

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Appendices

Appendix 1. Ensimmäinen HyvinvointiTV ohjelma

Paikka:

Active Life Village, Laurea AMK, Otaniemi

Aika:

Keskiviikko 17 Marraskuuta 2010, klo; 17.30-18.00

Ohjelman nimi:

Orientoituminen hevostoimintaan

Ohjelmälähteyksen tarkoitus:

Tarkoituksena on osallistujien orientoituminen hevostoimintaan.

Ohjelmälähteyksen tavoite:

Tavoitteena on, että nuoret tietävät mistä hevostoiminnassa on kyse sekä miksi, milloin ja mitä tehdään. Tavoitteena on, että mahdollisimman moni nuori olisi innostunut asiasta ja halukas osallistumaan toimintaan.

Ohjelman sisältö ja rakenne:

- Osallistujien esittely:
 - Nimi, ikä, jne
 - Aikaisemmat kokemukset eläimistä ja hevosista
- Kerrotaan nuorille:
 - Opinnäytetyön tarkoitus ja tavoitteet
 - Miten hevostoiminta liittyy opinnäytetyöhön
 - Hevostoiminnan tarkoitus; järjestää osallistavaa ryhmätoimintaa
 - Hevostoiminnan tavoite; voimaantumisen tukeminen
 - Mitä on voimaantuminen
- Kerrotaan nuorille hevostoiminnasta ja aikataulusta:
 - Missä talli sijaitsee ja kuka toimintaa ohjaa
 - Milloin tallille mennään ja mitä siellä tehdään
 - Käydään yhdessä läpi toteutussuunnitelma
 - Kerrotaan millaisia hevosia tallilla asuu ja näytetään kuvia hevosista
- Kerrotaan nuorille toiminnan loppukeskustelusta ja päiväkirjan pidosta:
 - Loppukeskustelu viimeisellä tapaamiskerralla HyvinvointiTV:n kautta
 - Loppukeskustelussa tarkoituksena arvioida toimintaa; toteutus, sisältö ja tavoite
 - Nuoret asettavat itselleen tavoitteet jokaiselle tallikerralle
 - Ohjeita päiväkirjan kirjoittamiseen
- Kerrotaan nuorille eettisistä asioista:
 - Vapaaehtoisuus osallistua toimintaan
 - Vapaaehtoisuus osallistua toiminnan arviointiin
 - Nuorten oikeudesta keskeyttää mukanaolonsa milloin tahansa toiminnan aikana
 - Nuorten oikeudesta kieltää heitä itseään koskevan aineiston käyttö arvioinnissa
 - Henkilötietojen luottamuksellisuus ja anonyymius
- Lopuksi keskustelua:
 - Ketkä nuorista ovat halukkaita osallistumaan toimintaan
 - Mahdollisia toivomuksia toiminnan toteutuksen tai sisällön suhteen
 - Keskustelua/ kysymyksiä/ vastuksia toimintaan liittyen

Appendix 2. Ensimmäinen toimintapäivä tallilla

Paikka ja toteuttaja:

Talli; XXX. Toiminnanohjaaja; XXX

Aika:

Torstai 2 Joulukuuta 2010. Klo; 17.30-19.30

Toimintapäivän tarkoitus:

Tarkoituksena on järjestää osallistavaa hevostoimintaa nuorille. Osallistujat saavat rauhassa tutustua toisiinsa, talliin ja hevosiin.

Toimintapäivän tavoite:

Toiminnan tavoitteena on tukea nuorten voimaantumista. Hevoset, talli ja talliympäristö tulevat osallistujille tutuksi ja nuoret kokevat olevansa tervetulleita tallille.

Toiminnan sisältö ja rakenne:

- Osallistujat esittelevät itsensä
- Ohjaaja ohjaa toimintaa yhdessä opiskelijan kanssa
- Tutustuminen talliin, talliympäristöön ja hevosiin
- Kerrotaan osallistujille;
 - o Tallin turvallisuus säännöistä
 - o Hevosesta ja sen käyttäytymisestä
 - o Yleisesti käyttäytymisestä tallissa
- Ensin yhdessä ohjaajan kanssa käydään läpi seuraavat asiat/tallitehtävät, jonka jälkeen nuorilla on mahdollisuus itse harjoitella niitä ohjaajien valvonnassa.
 - o Tallin ”hygienia”; karsinan siivous ja kuivitus, käytävän lakaisu, jne
 - o Opetellaan hevosen hoitovälineet ja käyttötarkoitus; harjat, kaviokoukku, jne
 - o Opetellaan hevosen varusteita ja käyttötarkoitus; valjaat, satula, päävehkeet, ym
 - o Hevosen haku aitauksesta; lähestyminen ja taluttaminen turvallisesti, jne
 - o Hevosen ”kiinnitys” turvallisesti
 - o Hevosen puhtaus; harjaus, kavioiden puhdistus ja kenkien tarkistus, jne
 - o Hevosen terveys; mistä tietää onko hevonen sairas, lämmön mittaus, jne
 - o Harjoitellaan laittamaan hevoselle varusteet päälle; satula, suojat, päävehkeet, jne
 - o Harjoitellaan nousemaan hevosen selkään
 - o Ratsastusta käynnissä taluttajan kanssa (tai ilman esim. aitauksessa/ kentällä/ maneesissa)
 - o Varusteiden purku ja putsaus
 - o Hevosen hoito ratsastuksen jälkeen; harjaus, jalkojen pesu ja loimen laitto
 - o Hevosen ruokinta; mitä hevonen syö, kuinka paljon, kuinka usein, ruokinnassa tärkeää, jne
 - o Hevosen päivärytmit ja nukkuminen; hiljaisuus tallissa ja hevosen lepo
- Annetaan nuorille päiväkirjat ja käydään yhdessä läpi ohjeet päiväkirjan kirjoittamisesta

Appendix 3. Toinen toimintapäivä tallilla

Paikka ja toteuttaja:

Talli; XXX. Toiminnanohjaaja; XXX

Aika:

Torstai 9 Joulukuuta 2010. Klo; 17.30-19.30

Toimintapäivän tarkoitus:

Tarkoituksena on järjestää osallistavaa hevostoimintaa nuorille. Nuorilla on mahdollisuus omien kykyjen mukaan osallistua toimintaan yhdessä ohjaajan ja ryhmän jäsenten kanssa.

Toimintapäivän tavoite:

Toiminnan tavoitteena on tukea nuorten voimaantumista.

Toiminnan sisältö ja rakenne:

- Kerrataan edellisellä kerralla opittuja asioita;
 - o Tallin turvallisuus säännöistä
 - o Hevosesta ja sen käyttäytymisestä
 - o Yleisesti käyttäytymisestä tallissa

- Ensimmäisessä ohjaajan kanssa käydään läpi seuraavat asiat/tallitehtävät, jonka jälkeen nuorilla on mahdollisuus harjoitella niitä itsenäisesti ohjaajan valvonnassa;
 - o Karsinan siivous ja kuivitus, käytävän lakaisu
 - o Hevosen haku aitauksesta/talutus
 - o Hevosen harjaus, kavioiden puhdistus ja kenkien tarkistus
 - o Hevosen ”terveyden tarkistus”

 - o Laitetaan hevoselle varusteet päälle; satula, suojat, päävehkeet, jne
 - o Harjoitellaan nousemaan hevosen selkään
 - o Ratsastusta taluttajan kanssa (tai ilman esim. aitauksessa/kentällä/maneesissa)
 - o Tehdään ratsastusharjoituksia käynnissä ja ravissa. Opetellaan mm. liikkeelle lähtöä ja pysähtymistä, voltteja, jne

- ja/tai
 - o Laitetaan ponille varusteet päälle; valjaat, päävehkeet, jne
 - o Ohjastamisen harjoittelua/poniajelua talliympäristössä

 - o Varusteiden purku ja putsaus
 - o Hevosen hoito ratsastuksen/ponin hoito ajon jälkeen; harjaus, jalkojen pesu ja loimen laitto
 - o Hevosten ruokinta

- Muistutetaan nuoria päiväkirjan kirjoittamisesta

Appendix 4. Kolmas toimintapäivä tallilla

Paikka ja toteuttaja:

Talli; XXX. Toiminnanohjaaja; XXX

Aika:

Tiistai 14 Joulukuuta 2010. Klo; 17.30-19.30

Toimintapäivän tarkoitus:

Tarkoituksena on järjestää osallistavaa hevostoimintaa nuorille. Nuorilla on mahdollisuus omien kykyjen mukaan osallistua toimintaan yhdessä ohjaajan ja ryhmän jäsenten kanssa.

Toimintapäivän tavoite:

Toiminnan tavoitteena on tukea nuorten voimaantumista.

Toiminnan sisältö ja rakenne:

- Kerrataan edellisellä kerralla opittuja asioita
 - Kerrotaan nuorille hevosen liikunnan ja ulkoilun tarpeesta
 - Ensin yhdessä ohjaajan kanssa käydään läpi seuraavat asiat/tallitehtävät, jonka jälkeen nuorilla on mahdollisuus harjoitella niitä itsenäisesti ohjaajan valvonnassa:
 - o Karsinan siivous ja kuivitus, käytävän lakaisu
 - o Hevosen haku aitauksesta/talutus
 - o Hevosen ”kiinnitys” turvallisesti
 - o Hevosen harjaus, kavioiden puhdistus ja kenkien tarkistus
 - o Hevosen ”terveyden tarkistus”
 - o Laitetaan hevoselle varusteet päälle; satula, suojat, päävehkeet, jne
 - o Noustaan hevosen selkään
 - o Ratsastusta taluttajan kanssa (tai ilman esim. aitauksessa/kentällä)
 - o Ratsastusta halukkaille käynnissä ilman satulaa taluttajan kanssa
 - o Ratsastusta maastossa/metsässä taluttajan kanssa
- ja/tai
- o Laitetaan ponille varusteet päälle; valjaat, päävehkeet, jne
 - o Ohjastamisen harjoittelua/poniajelua talliympäristössä
 - o Varusteiden purku ja putsaus
 - o Hevosen hoito ratsastuksen/ponin hoito ajon jälkeen; harjaus, jalkojen pesu ja loimen laitto
 - o Hevosten ruokinta
- Muistutetaan nuoria päiväkirjan kirjoittamisesta

Appendix 5. Toinen HyvinvointiTV ohjelma

Paikka:

Active Life Village, Laurea AMK, Otaniemi

Aika:

Keskiviikko 15 Joulukuuta 2010, Klo; 17.30-18.00

Ohjelman nimi:

Hevostoiminnan palautekeskustelu

Ohjelmälähetyksen tarkoitus:

Tarkoituksena on arvioida HyvinvointiTV ohjelmaa sekä hevostoimintaa (toteutus, sisältö ja tavoite).

Ohjelmälähetyksen tavoite:

Tavoitteena on saada palautetta nuorilta HyvinvointiTV ohjelmasta sekä hevostoiminnasta.

Ohjelman sisältö ja rakenne:

- Jokaisella nuorella on mahdollisuus antaa palautetta toiminnasta:
- HyvinvointiTV ohjelman arviointi:
 - o Toteutus; ohjelmakertojen määrä, kesto ja aikataulu
 - o Sisältö; informatiivisuus ja kattavuus
 - o Parannettavaa, muutettavaa tai kehitettävää ohjelmaan
 - o Tavoite; tiesivätkö osallistujat lähetyksen jälkeen mistä toiminnassa oli kyse, sekä miksi, milloin ja mitä tehdään?
- Hevostoiminnan arviointi:
 - o Toteutus; ohjaaja, talli/ympäristö, hevoset, kertojen määrä, ajankohta, kesto, aikataulu
 - o Sisältö; tallitehtävien monipuolisuus, haastavuus, osallistavuus
 - o Tärkeintä, mukavinta, parasta, ikävintä toiminnassa oli?
 - o Parannettavaa, muutettavaa tai kehitettävää toiminnassa
 - o Halukkuus osallistua vastaavaan toimintaan tulevaisuudessa
- Hevostoiminnan tavoitteen toteutumisen arviointi:
 - o Nuorten omat ajatukset ja odotukset toiminnan alussa ja lopussa
 - o Vuorovaikutustilanteissa saatu palaute ohjaajilta
 - o Kontekstin; talliympäristön, yhteisön, hevosten merkitys nuorille
 - o Ilmapiirin merkitys nuorille
 - o Toiminnan kautta saadut kokemukset ja elämykset; positiiviset/negatiiviset, onnistumiset/epäonnistumiset
 - o Toiminnan kautta löytyneet uudet puolet itsestä/omat voimavarat
 - o Toiminnan kautta opitut uudet asiat/tiedot/taidot ja halu oppia
 - o Toiminnan vaikutus arkielämään

Appendix 6. Saatekirje päiväkirjaan

Arvoisa Nuori!

On tärkeää, että kirjoitat päiväkirjaa jokaisen hevostoimintapäivän jälkeen.

Toivon, että kirjoitat päiväkirjaan; mitkä olivat omat tavoitteesi jokaiselle toimintakerralle ja miten tavoitteesi toteutuivat. Näiden lisäksi päiväkirjaan voit vapaasti kirjoittaa omista kokemuksista, tunteista tai elämyksistä mitä toiminta tallilla hevosten kanssa sinulle antoi tai millaisia asioita tai ajatuksia hevostoiminta sinussa herätti. Muistathan, että kirjoittamaasi tekstiä käsittelemme luottamuksellisesti ja tietoja ei luovuteta ulkopuolisille.

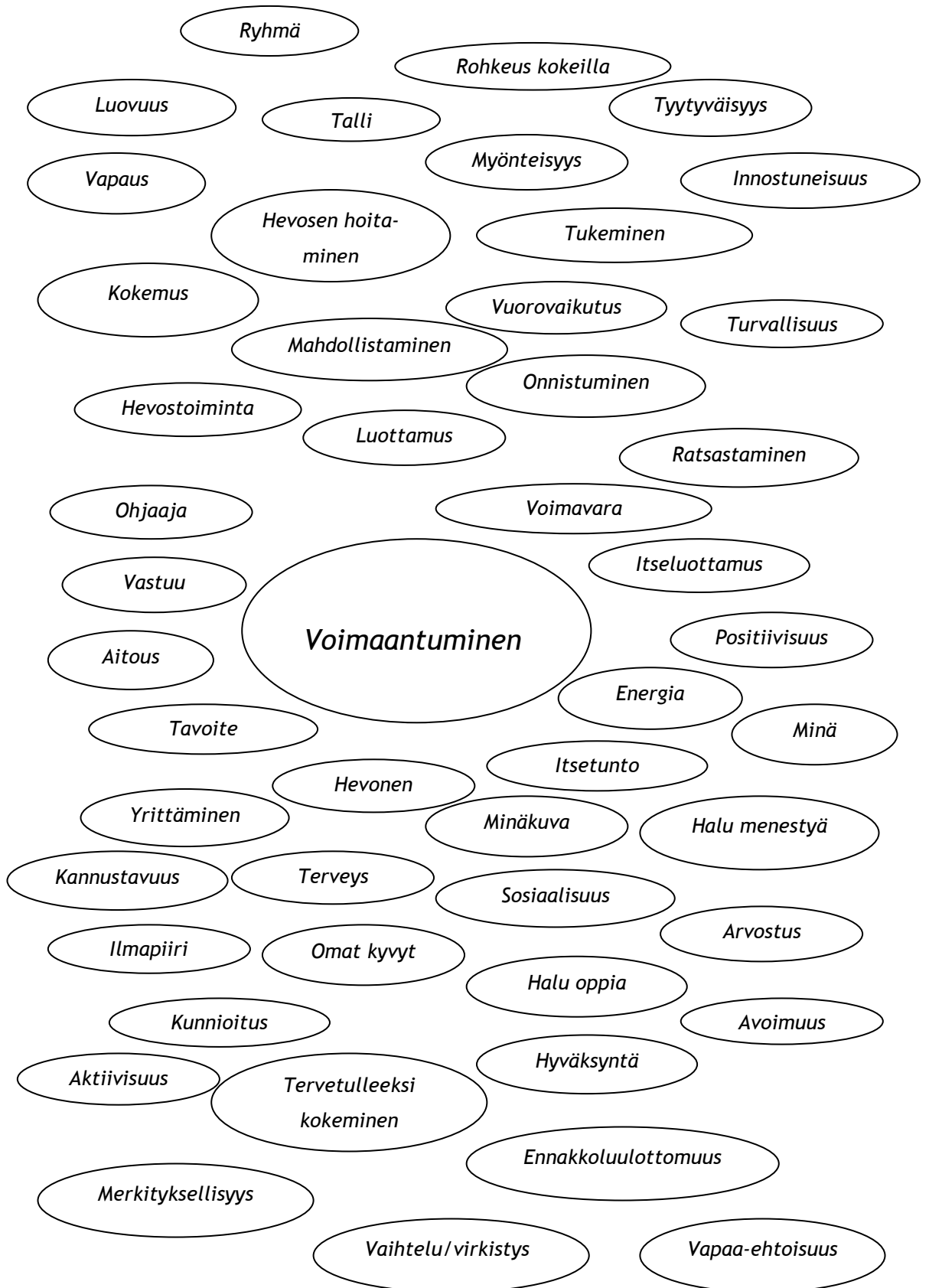
Seuraavalla sivulla on lueteltuna tukisanoja, mitä voit halutessasi käyttää apuna kirjoittamisessa.

Ystävällisin terveisin,

Hanna Hyvönen
Opiskelija, Laurea AMK



Appendix 7. Tukisanat



Appendix 8. Tutkimuslupahakemus

Hanna Hyvönen
Opiskelija, SNG08SN
Laurea AMK, Otaniemi

TUTKIMUSLUPAHAKEMUS
6/12/2010

Paula Lehto/
Turvallinen Koti Hanke
Active Life Village, Otaniemi

Anon lupaa loppukeskustelun järjestämiseen HyvinvointiTV:n kautta, jossa tavoitteena on saada palautetta XXX Perhetukikeskuksen nuorilta heille järjestystä hevostoiminnasta. Palautetta käytetään apuna toimintakokonaisuuden arvioinnissa.

Anon myös lupaa kerätä tietoja XXX Perhetukikeskuksen nuorilta päiväkirjojen avulla. Päiväkirjojen avulla saatua tietoa käytetään apuna toimintakokonaisuuden arvioinnissa.

Tietoja kerätään toimintaan osallistuvien nuorten suostumuksella.

Sitoudun siihen, että käsittelen keräämiäni tietoja luottamuksellisesti. Lupaan, etten käytä saamiani tietoja nuorten vahingoksi tai halventamiseksi enkä luovuta saamiani tietoja sivullisille.

ESPOOSSA 6.12.2010

Ystävällisesti,

Hanna Hyvönen

Liitteet; Opinnäytetyösuunnitelma, liitteet