

H-HM/H/H-A Check List

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***HORSE MANAGEMENT EXPECTATIONS:** Candidates must demonstrate a sound knowledge of horses, their care, equipment, and training requirements including longeing. They must have comprehensive stable management knowledge and demonstrate the ability to make informed decisions about all aspects of running a barn, including daily routine, feeding programs, conditioning, care and emergency procedures. They will conduct a mounted lesson, showing understanding of safety practices and teaching techniques appropriate to different age levels. .*

Horse Management Skills	Signature & Date
PART 1– STABLE AND PASTURE MANAGEMENT	
<p>Presentation</p> <ul style="list-style-type: none"> • Show a mount in hand as if for sale. Show the mount to its best advantage, according to its suitability for the breed. • The mount should be shown in a correctly fitted bridle, with at least 3 braids, and the candidate should show control of the mount while working on a triangle to show the mount’s quality of movement at the halt, walk, and trot. The candidate should dress appropriately, in riding attire, including helmet, gloves and a whip, as if prepared to show how the mount performs. • Discuss general condition of the mount, giving an evaluation of age, breeding, and shoeing. Discuss the mount’s conformation, way of going and disposition related to the suitability for an appropriate activity and performance level. • Determine the age of the assigned mount utilizing the candidate’s knowledge of the following: incisors, structures and wear patterns, incisor angle changes, Galvayne’s groove progression, and tooth eruption patterns. Explain the differences among immature, mature, and aged teeth. Discuss the following faults and how they might affect the horse: parrot mouth/overshot jaw and undershot jaw. • Discuss the presented horse’s shoeing as it relates to conformation, physical condition and riding discipline. Be familiar with the following shoes or features: keg, feathered edge shoe, polo, fullered, eggbar, heart bar, rocking toe, aluminum wide web, aluminum race plates, clips, caulks, and studs (tapped shoes). • Discuss suitability and fit of tack used on the presented mount. <p>Evaluator’s Comments:</p>	
<p>Tack</p> <ul style="list-style-type: none"> • Describe inspection of saddlery for safety and fit, to determine need for adjustment, repairs and/or padding. Describe procedures for reclaiming neglected tack including synthetics. Identify indications that tack cannot be safely reclaimed. Discuss the best methods for long and short term storage of tack. • Know how to make temporary adjustments in ill-fitting tack, such as saddle on withers, cantle too low, leathers too long, bridle too large, reins too long, bit too large or small, broken tree. Discuss elements of safety when making tack adjustments. • Recognize types of bits and saddles, their fit, actions, and applications for various mounts. Indicate which discipline and level for which the equipment is appropriate. Bits: English snaffles, double bridle, curb, pelham, kimberwick, gag, elevator, and hackamores. Saddles: all purpose, dressage jumping, close contact, etc. • Discuss correct fitting, uses and misuses of different types of bits, saddles, girths, martingales, overgirths, draw reins, side reins, boots, cruppers, and breast plates. <p>Evaluator’s Comments:</p>	

Stable / Farm Design and Management Plan *This template replaces several blocks and lines in the HM/H/H-A Standard under Stable Management: Record book, Stable Management, Stable Construction/Pasture Management*

- Candidates will design, present and be prepared to discuss a detailed outline of a hypothetical facility and horse management plan for the care of 5-10 horses within a safe and efficient system based on best geographical best management practices. At the beginning of the test, candidates will present to the examiners):
- A drawing of the entire facility including barn, turnout areas, riding/training areas, driveways and walkways gates.
- A floor plan of the barn showing location and size of stalls, aisles, feed/hay/bedding storage, tack room, grooming area, windows, doors, etc.
- A detailed floor plan with dimensions of a stall, the tack room and feed area. • A description of the materials chosen for construction to include flooring for all areas, fencing, footing for riding/training areas, doors, gates.
- A description of the type of facility.
- A sample schedule of daily facility care routine.
- Parasite management philosophy/routine/schedule
- Pasture management routine/schedule for facility
- Pictures, descriptions and poisoning symptoms for at least 5 poisonous plants in the candidate's area.
- Manure management plan for the facility
- A yearly inoculation and dental schedule for facility.
- Yearly schedule for farrier care.
- An emergency plan for facility with planning for potential crisis of both a general and a geographic nature.
- Seasonal differences or adjustments for above plans/schedule

Evaluator's Comments:

Nutrition

- Demonstrate ability to purchase feed responsibly by discussing the characteristics, advantages, and disadvantages of different types of grains, pellets, sweet and mixed feeds, bran, and extruded feeds.
- Discuss and define a complete nutritional program for various types of horses (i.e., aged, growing, breeding, lactating, working, idle, lay up, special health conditions) that includes consideration and common sources of protein, fat, fiber, and carbohydrates, minerals, vitamins, electrolytes; and interpretation of the nutritional value of feed available from label information. Describe a basic, appropriate ration—to include composition of concentrates vs. roughages and percentages of protein, fat and fiber and need for specific vitamins and minerals.
- Be able to discuss the nutritional management of health conditions including Equine Cushing's Disease, Equine Metabolic Syndrome, and Insulin Resistance.
- Discuss cost of and safe storage methods for different varieties and quantities of feed.
- Discuss criteria used to determine whether or not feed supplements or nutraceuticals are needed. Discuss benefits and dangers of use.
- Discuss differences in care, as related to seasonal weather changes for mounts at grass.

Evaluator's Comments:

Conditioning

- Present, discuss and evaluate an 8 week conditioning plan that is designed to prepare a horse for a stated activity, competition, injury rehabilitation or return from roughing off. The plan needs to include description of mount (e.g., age, breed, current fitness level, body condition score, etc.). Discuss how you will evaluate the effectiveness of your plan and what factors might alter your plan. Discuss the nutritional changes that might occur as the plan progresses.

Evaluator's Comments:

<p>Land Conservation</p> <ul style="list-style-type: none"> • Discuss the relationship between land conservation concerns and initiatives and equine sports and horse management. Discussion may include current and future challenges from the local area to the global environment. Describe appropriate methods to include land conservation awareness into an unmounted curriculum. <p>Evaluator's Comments:</p>	
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<p>PART 2– VETERINARY KNOWLEDGE</p>	
<p>Health/Systems/Diseases</p> <ul style="list-style-type: none"> • Candidates will be presented with disease scenarios and should have sufficient knowledge to identify major anatomical parts and to describe the basic functions of the following systems: respiratory, urinary, circulatory/lymphatic, nervous, digestive, reproductive, skeletal, and major muscle groups involved with locomotion (circle of muscles). i.e.-Trapezius, Rhomboideus, Triceps group, Biceps brachii, Longissimus dorsi, Rectus abdominis, Pectoral group, Gluteal group, Digital extensor group, Digital flexor group, Quadriceps group, Biceps femoris, Hamstring group (Semitendinosus & Semi-membranosus) • Locate and discuss the following disorders/diseases according to the anatomical system involved, causative agent, signs, and care: colic, gastric ulcer, choke, heaves, laminitis, recurrent uveitis (periodic ophthalmia), eye problems, rhinopneumonitis, influenza, Equine viral arteritis, encephalomyelitis, tetanus, strangles, equine infectious anemia, rabies, Potomac horse fever, EPM (Equine Protozoal Myeloencephalitis), botulism, West Nile, metabolic disorders, (Equine Cushing's Disease, insulin resistance, Equine metabolic syndrome). • Discuss predisposing factors, including symptoms and care of mount for the following: fever, tying up, inflammation, edema, arthritis, shock, and dehydration. • Discuss diseases associated with travel and exposure to strange mounts. <p>Evaluator's Comments:</p>	

<p>Bandaging</p> <ul style="list-style-type: none"> • <i>Discuss and demonstrate the application of selected specialty bandages using appropriate materials, such as: sheet cotton, flannel, track bandages, vet wrap, elastic adhesive bandages, Ace bandages, conforming gauze, quilt batting, quilts, diapers, towels, etc. (see the manual). Discuss values and potential dangers when any of the above materials are prescribed.</i> • Demonstrate one specialty bandage that includes the knee or hock joint from the following selection: spider or figure eight. • Demonstrate one specialty bandage from the following selection: shipping bandages, sweat, poultice, pressure, hoof abscess, heel grab, cold water, and ice. <p>Evaluator's Comments:</p>	
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<p>Special Care</p> <ul style="list-style-type: none"> • Discuss possible indications for use of the following drug classes. • Understand the possible complications that can result from their use and when a veterinarian should be consulted prior to or during their use. • Discuss administration and storage of each drug. • Discuss any management concerns that need to be addressed for a horse on those drug classes: <p>NSAIDS</p> <ul style="list-style-type: none"> • Firocoxib (Equioxx®) • Phenylbutazone (Bute) • Flunixin meglumine (Banamine®) • Diclofenac (Surpass®) <p>Tranquilizers</p> <ul style="list-style-type: none"> • Acepromazine (PromAce®) <p>Continued on Page 4....</p>	
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Special Care Continued.

Sedatives/Pain Relievers

- Xylazine (Rompun®) • Detomidine (Dormosedan®) • Romifidine (Sedivet®) • Butorphanol (Torbugesic*)

Corticosteroids

- Dexamethasone (Azium®) • Triamcinolone (Vetalog®) • Methylprednisolone (Depo-Medrol®)

Gastric Ulcer Treatments

- Omeprazole (Gastrogard®/Ulcerguard®)

Osteoarthritis Treatments

- Hyaluronic Acid (Legend®, Conquer®) • Polysulfated glycosaminoglycans (Adequan*)
- Discuss specific precautions when shipping, feeding and restraining a sedated mount.
- Discuss twitches-benefits, dangers and different types..
- Describe other methods of physical restraint, from mild to aggressive

Evaluator's Comments:



Conformation and Lameness

- With horse(s) present, the candidate locates and discusses the following conformation faults. Discussion should include the effects these might have on movement and how they might contribute to lameness. base wide, short upright pasterns, base narrow, standing under, cow hocks, bench knees, sickle hocks, knock knees, toe-in, calf knees, toe-out, over at the knee, contracted heels, bow leg, camped out in front, straight stifle/post leg, long sloping pasterns
- Discuss the functional anatomy of the legs to include the joints, the groups of locomotor muscles and insertions of major tendons and ligaments.
- Have a basic understanding of the biomechanics of movement and self carriage (Circle of Muscles).
- Observe a mount in motion to assess its athletic ability and suitability use as it might be affected by any of the conformation faults listed above and below: straight shoulder, long back, too long or short neck, mutton/high withers, various slopes of croup, slab sided, and ewe neck.
- Observe a mount in motion and identify obvious front and hind leg unsoundness. .

Evaluator's Comments:



PART 3– TEACHING & TRAINING

Teaching Techniques

- Know techniques included in USPC Manual of Horsemanship, Vol. III and be able to demonstrate knowledge of those skills as acquired through teaching experience.
- Discuss ways to handle the following lesson situations: mixed age or skill group, effective use of assistant, interfering coach or parent, unsuitable and/or unsound mount, runaway mount, disobedient mount, fall of rider, arguing student, uninterested student, fearful student, unfit condition of mount or student, change in weather or environment prior to or during a lesson, and any problems beyond a teacher's ability or training to solve. Discuss how to recognize and to adapt teaching technique(s) for students who might have physical differences or different learning styles.
- Discuss skills that would be covered in teaching a C Pony Club member to longe a mount safely and effectively. Demonstrate knowledge of D, C, and B Standards requirements.
- Discuss and demonstrate as directed the use of general first aid equipment. Discuss instructor emergency preparedness and risk management suitable for any teaching situation. For the safety of their lessons a candidate should bring: hat, cell phone, local emergency number (might not always be 911), address of teaching location, rubber bands, extra pair of rein stops, tape measure, towel, whip, spurs, gloves, first aid kit and your teaching tools, (i.e., cones) Know the local phone numbers for a farrier, vet, ambulance and fire department. All candidates should be in riding attire including proper footwear. All students must wear USPC approved medical armbands or bracelets.

Evaluator's Comments:



Teaching a Class

- Prepare a lesson plan for assigned lesson. Lesson topics and levels will be assigned by examiners at the test site.
- Demonstrate teaching a safe, informative 20-minute lesson to a group of three to five riders (D-1 to B or adult volunteers). Each lesson must demonstrate the candidate's ability to teach a key concept, movement or skill that is a level or two above the current riding ability of the students in the group, as appropriate on the USPC Standards of Proficiency. Emphasis should be placed on the correctness of the figure or skill, the explanations of correct aids and their uses, the riders' basic balanced position, and the candidate's ability to make appropriate corrections and improvements in the performance of the riders and/or mounts.
- Evaluate the lesson plan used and discuss whether the teaching objectives were achieved, how the lesson could be improved, and what, if any, changes were made to the lesson plan for safety considerations.
- Discuss a student's riding position and suggest three exercises to help solve any problem, including exercises on the longe.
- Discuss and/or demonstrate appropriate safety considerations when setting up a jumping lesson, including use and spacing of cavalletti/trotting poles and distances between fences in a grid or a jumping line.

Evaluator's Comments:

Training/Longeing

- Discuss and demonstrate proper fit and use of equipment, to include side reins or other training equipment described in the manual.
- Discuss and demonstrate safe, confident, effective longeing techniques.
- Demonstrate techniques for longeing appropriate to the mount's level of training. Should demonstrate free forward movement, with a regular rhythm, demonstrating horse's acceptance of aids to develop lateral and longitudinal suppleness.
- Discuss additional safety precautions to be considered when longeing a rider.
- Evaluate performance and training of mount before, during, and after longeing session

Evaluator's Comments:

Safety

- Discuss the symptoms of heat stroke and how you would care for a rider suspected of heat stroke.
- Discuss concussion to include symptoms and immediate care of a rider with suspected concussion.
- Discuss knowledge of how to manage the aftermath of a rider fall, to include consideration of circumstance (e.g., in arena vs. in the open).
- Discuss the detailed procedure involved in determining if a rider should continue riding after a fall using USPC's "Concussion Return to Play" protocol.

Evaluator's Comments: