



RED NOSES
CLOWNDOCTORS
International



RED NOSES International Curriculum

Introduction

RED NOSES International (RNI) has developed and maintained high artistic quality standards and is constantly investing in the training of its artists. With the implementation of a solid and uniformed curriculum, the RED NOSES group seeks to remain in the vanguard of artistic quality by providing the best possible training and education for its healthcare clowns.

The curriculum is obligatory for all RED NOSES partner organisations and therefore all clowns are required to complete the certification process.

To obtain the “RED NOSES International Certificate”, the applicant is required to **complete all curriculum units.**

Unit 08 is an additional section and optional for organisations who haven't yet established such a programme. However, the introductory lecture (8.1. Introducing the Elderly Programme) is mandatory for every clown. **It is not mandatory to complete the units in order.**

The entire curriculum comprises a **total of 480 hours.**

RED NOSES Clowndoctors was founded in 1994 in Austria as a non-profit organisation, bringing humour and laughter to people in need of joy. In 2003 the charitable non-profit foundation RED NOSES Clowndoctors International (RNI), also based in Austria, was established as headquarters of the RED NOSES group. Its tasks are to build up, monitor and support international RED NOSES partner organisations. In doing so, RED NOSES International simultaneously develops and maintains high ethical and artistic quality standards in all its clown programmes within the group.

Today, RED NOSES Clowndoctors is one of the largest clown doctor groups in the world with partner organisations in 10 countries. In 2017, our international team of 371 clowns brought joy and laughter to 518,000 people – and that in more than 760 medical and social institutions. The RED NOSES group has developed a wide range of specific formats within its programmes for all major beneficiaries: sick children, senior patients, multiply disabled children and rehabilitation patients, as well as people in vulnerable situations. Since 2014, RED NOSES Clowndoctors International also works in cooperation with international aid institutions and sends specially trained clown teams on Emergency Smile missions to crisis areas.

Contents

Unit 01 STEOP (Study Entry Orientation Phase) [lectures]

- 1.1 Clown Ethics within RED NOSES
- 1.2 Ethics and Drivers of the RED NOSES Foundation
- 1.3 Structures
- 1.4 Introduction to selected RNI Programmes
- 1.5 Theory of Hospital Clowning
- 1.6 History of Clowns

Unit 02 Artistic Studies [workshops]

- 2.1 Clown Discovery Work
- 2.2 Clown / Humour Systems
- 2.3 Clown Partner Work
- 2.4 Hospital Clowning
- 2.5 Tools

Unit 03 Healthcare Studies & Clinical Exposure [lectures]

- 3.1 Introduction
- 3.2 Physical and Psychological Diseases / Medical Symptoms
- 3.3 Hospital Procedures

Unit 04 Psycho-Social Studies [lectures]

- 4.1 Psychology in Hospital
- 4.2 Psychology, Humour and Healthcare
- 4.3 Behavioural and Emotional Disorders
- 4.4 Humour as a Communication Tool / Possibilities / Exclusions

Unit 05 Sociology [lectures]

- 5.1 Introduction
- 5.2 Intercultural Studies / Cultural and Social Identity
- 5.3 Sociology of Systems and Social Structures

Unit 06 Communication Studies [lectures]

- 6.1 Introduction / Intrapersonal Communication
- 6.2 Interpersonal Communication
- 6.3 External Communication

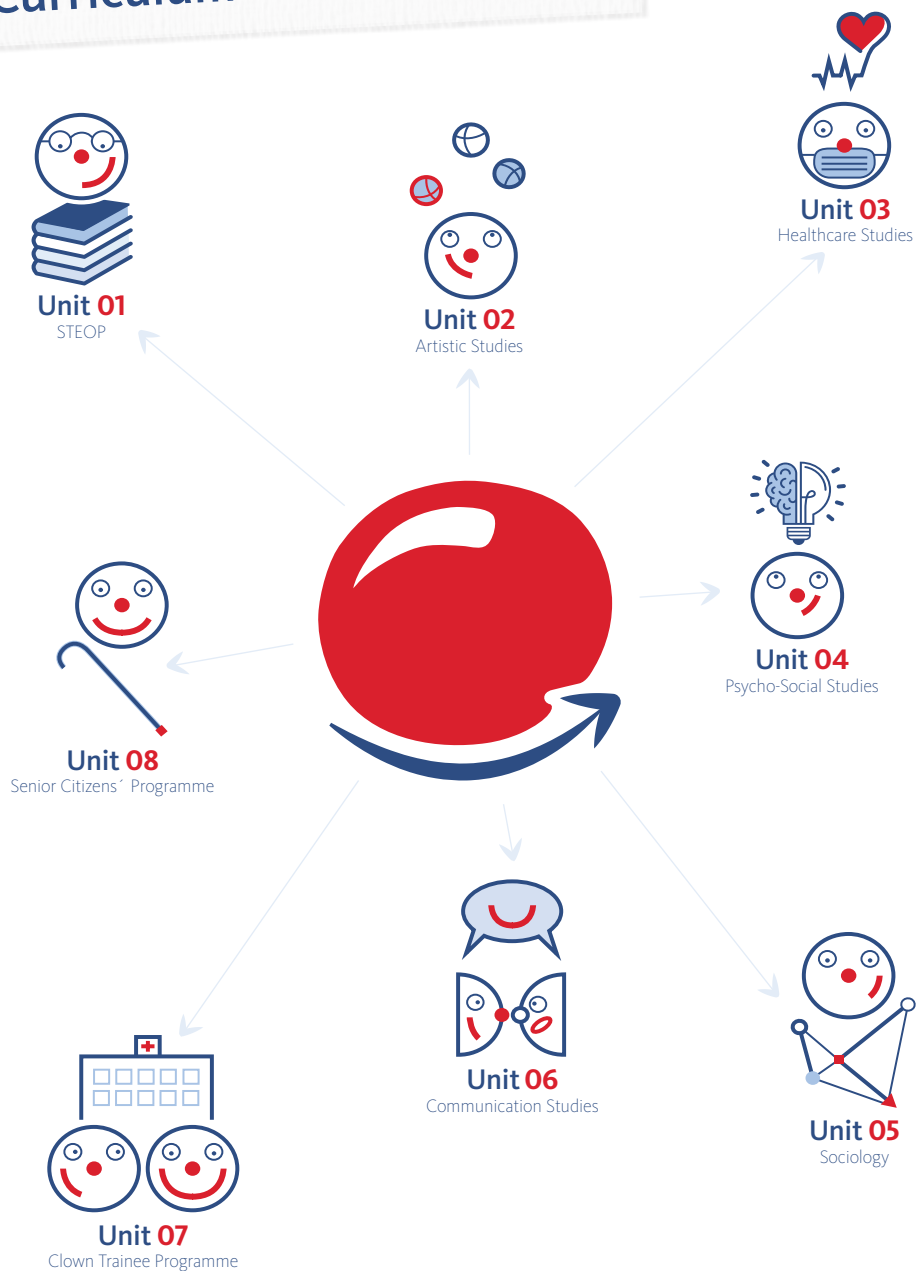
Unit 07 Clown Trainee Programme [practical experience]

- 7.1 Hospital Visits (25 visits á 4 hours)
- 7.2 Coaching Sessions (4 sessions á 3 hours)

Unit 08 Senior Citizens' Programme [workshops and lectures]

- 8.1 Introducing the Elderly Programme [lecture]
- 8.2 Illnesses of Eldery People [lecture]
- 8.3 Age Psychology / Development Psychology [lecture]
- 8.4 Palliative Care [lecture]
- 8.5 Validation / Communication with the Elderly [WS / lecture]
- 8.6 Instant Aging [WS]
- 8.7 Clowning for the Elderly [WS]

Curriculum Unit Overview



Curriculum Unit 01



STEOP (Study Entry and Orientation Phase)

The STEOP is a necessary introductory unit to get a basic understanding of the ethics, drivers and structures of RED NOSES International (RNI) as well as the theoretical knowledge of hospital clowning.

01	Module	Content	Hours
1.1	Clown Ethics within RED NOSES	<ul style="list-style-type: none"> Self-conception of the clown's work Code of ethics Demands and duties of the clown Philosophy of the clown 	1
1.2	Ethics and Drivers of the RED NOSES Group	Mission, vision and philosophy of RN	1.5
1.3	Structures	Basic understanding of the structures of RN partner organisations and RNI	1.5
1.4	Introduction to selected RNI Programmes/ Formats (besides Children's Programme)	Caravan Orchestra, Circus Patientus, Rehabilitation, Emergency Smile	2
1.5	Theory of Hospital Clowning	The hospital as a stage "5 Levels in Cooperation" with the staff	3
1.6	History of Clowns	History of clowns and hospital clowning	2
	Reflection paper		1
Total			12

Curriculum Unit 02



Artistic Studies

The largest section of the curriculum includes a series of workshops taught by accredited professionals. It is executed through both the RNI main training platform – the International School of Humour (ISH), located in Vienna – and the implementation of national/regional workshops.

02	Module	Content	Hours
2.1	Clown Discovery Work	• Clown discovery	17
		• The smallest mask and contact with the audience	17
		• Clown existence and "inner conflict"	17
		• Biographical work	17
		• Costumes and props	17
2.2	Clown/Humour Systems	<ul style="list-style-type: none"> • Mechanisms • The dramaturgy of a sketch 	17
2.3	Clown Partner Work	<ul style="list-style-type: none"> • Basic partner work • Status • Classical clown couples 	25
		<ul style="list-style-type: none"> • Improvisation for clowns in hospitals 	17
2.4	Hospital Clowning	<ul style="list-style-type: none"> • Typical hospital scenes To play and represent typical hospital situations as clown, patient, relative and hospital staff 	17
2.5	Tools	• Skills development [practical self-study / special workshops]	70
		• Integrating professional skills into clowning	17
		• Toolbox	12
Total			260

Curriculum Unit 03



Healthcare Studies & Clinical Exposure (HSCE)

To work in the delicate hospital setting, it is essential to understand its environment and rules. In order to connect better with the patient it should be a requirement to understand his/her condition. The HSCE component of the curriculum takes place nationally and is taught in the national language.

03	Module	Content	Hours
3.1	Introduction	<ul style="list-style-type: none"> • Illness and the child – basic healthcare questions • Special features of children's hospitals • Leisure time in hospital – possibilities and limits 	2
3.2	Physical and Psychological Diseases / Medical Symptoms	<ul style="list-style-type: none"> • Illness and the child • Clinical signs and symptoms of illness • Healing activity • Disease models, acute / chronic 	6
3.3	Hospital Procedures	<ul style="list-style-type: none"> • General guidebook of hospital work • Handover • Basic hygiene knowledge and rules • Guide of basic medical techniques & terms • Possibilities of cooperation 	6
Reflection paper			2
Total			16

Curriculum Unit 04



Psycho-Social Studies

The psycho-social studies component of the curriculum takes place nationally and is taught in the national language. The goal is to enhance the understanding of patient reactions and expectations and to be able to adopt the most comprehensive and culturally appropriate approach possible.

04	Module	Content	Hours
4.1	Psychology in Hospital	<ul style="list-style-type: none"> • Introduction lecture: common psychology • Psychology in hospital (How does the hospital environment affect the psychology of a child, staff, parents etc.) • The connection between illness and psychology 	4
4.2	Psychology, Humour and Healthcare	<ul style="list-style-type: none"> • The developmental psychology of the child and the teenager • How children understand and perceive humour / clowns • Types and variations of humour relevant to healthcare 	4
4.3	Behavioural and Emotional Disorders	<ul style="list-style-type: none"> • Behavioural and emotional disorders and how we can work with them • Children and youth psychiatry 	2
4.4	Humour as a Communication Tool / Possibilities / Exclusions	The clown's advantage / the limits of the clown / the freedom of the fool	4
	Reflection paper		2
Total			16

Curriculum Unit 05



Sociology

RN clowns work in different medical departments in hospitals and other social institutions, and with people of all ages. The aim of this lecture is to enable specific sociological knowledge to meet the needs for profound clown work in the hospital environment.

Furthermore this component of the curriculum provides an understanding of how to interact with people of diverse cultures and ethnicities.

05	Module	Content	Hours
5.1	Introduction	The focuses of sociology	2
5.2	Intercultural Studies / Cultural and social Identity	<ul style="list-style-type: none"> • Diversity – variety • Deviance – being different • Inclusion and exclusion • Socialisation • Prejudices and stereotypes Taboos 	8
5.3	Sociology of Systems and Social Structures	<ul style="list-style-type: none"> • Hospital as a field of action • Hierarchy – significance and value • Role and effect of the clown in the organisational system 	4
	Reflection paper		2
Total			16

Curriculum Unit 06



Communication Studies

Good communication is an essential tool in maintaining strong working relationships at all levels of an organisation. In this section of the curriculum, different communication skills are taught to ensure a common understanding within the organisation and to promote good governance. Presentation methods are also discussed for spreading the mission of RN to different groups.

06	Module	Content	Hours
6.1	Introduction / Intrapersonal Communication	<ul style="list-style-type: none"> • What is communication? • Rules and processes of communication 	2
6.2	Interpersonal Communication	<ul style="list-style-type: none"> • Focus on internal communication: clown pairs and clown teams • Introduction to supervision • Internal feedback culture 	4
6.3	External Communication	<ul style="list-style-type: none"> • Communication guideline of the RED NOSES group • Medical facilities: Doctors, nurses, parents, patients, confidentiality of personal information • Guidelines for communication with the media • Administration: RNI office, PO office 	3
Total			9

Curriculum Unit 07



Clown Trainee Programme

The Clown Trainee Programme covers practical work in hospital and comprises four coaching sessions in between the visits.

This unit ensures that healthcare clowns complete a minimum of practical work in the hospital, but it is expected that all clowns will complete additional visits during the training period.

07	Module	Content	Hours
7.1	Hospital Visits (25 visits á 4 hours)	Accompany, 3rd clown and acting clown in the hospital	100
7.2	Coaching Sessions (4 sessions á 3 hours)	Coaching sessions after hospital visits	12
Total			112



Senior Citizens' Programme

The Senior Citizens' Programme represents the second largest component after the childrens' programme in the RED NOSES group and is an important and integral part of our work.

Unit 08 is an additional section and optional for organisations who haven't yet established such a programme. However, the introductory lecture (8.1. Introducing the Elderly Programme) is mandatory for every clown.

08	Module	Content	Hours
8.1	Introducing the Elderly Programme	<ul style="list-style-type: none"> • Definition of geriatrics • Definition of "geriatric medicine" and "geriatric patients", the geriatric syndrome • Areas: Geriatric hospitals, nursing homes • Acute, short-term and long-term care • Levels of care • Models of care 	2
8.2	Illnesses of Elderly People	Dementia, Parkinson's disease and others	3
8.3	Age Psychology / Development Psychology	Age-step model according to Erikson	2
8.4	Palliative Care		2
8.5	Validation / Communication with the Elderly		6
8.6	Instant Aging		6
8.7	Clowning for the Elderly		17
Total			38

► **Workshops:** The clowns are required to attend a minimum of 260 hours of workshops which are taught by internationally renowned artists. In these 3 or 4-days workshops the clowns work on various disciplines needed for the implementation of RN's clown programmes.

► **Practical work in hospital & coaching sessions:** In addition to the minimum of 260 hours of workshops, the applicant is required to complete a total of 25 clown visits in hospital wards (100 hours). The participation in 4 coaching sessions (3 hours each) is also a prerequisite. This practical stage is the "Clown Trainee Programme" and comprises a total of 112 hours.

► **Lectures:** The non-artistic modules consist of a variety of lectures taught by experts in the field. The local lecturer is chosen by the partner organisation. At the end of selected modules the healthcare clown is required to write a reflection paper.

► **External reading:** As part of the lectures, external readings are an additional prerequisite as it is not possible to give all know-how and content in a short lecture.

► **Optional:** Exchange programmes are an added value to the clowns' education and training, therefore and when possible, RN clowns are encouraged to participate in international cross-border exchange programmes.

In addition to this curriculum, each healthcare clown must sign the RN Code of Ethics and be willing to attend regular psychological supervisions.

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