

## **Therapeutic Clowning Certificate description**

Our unique Therapeutic Clowning Certificate offers in-depth personalized training from leaders of the field to prepare you for a part-time or occasional career as a professional Therapeutic Clown Practitioner. Adhering to global best practice standards, you will develop separate clown personas suitable for pediatrics and geriatrics. Classroom learning will include the following areas: medical, psychological and psychosocial; reflective practice; ethics, dignity and privacy; infection control/prevention and inter-professional collaboration. In studio, the artistic training will encompass advanced artistic development within the duo model (including duo dynamics, persona development, rhythm and musical skills, and communication/engagement techniques). You will also benefit from learning how to pitch and foster your own program following graduation with an ongoing support network. You will gain knowledge about leading practices worldwide and learn from guest lectures, including those from the medical and inter-professional team, as well as family members and former clients who will share their stories and experiences. Throughout the course, job shadowing and student placements occur in healthcare settings along with artistic role-playing with peers and guests across the age spectrum in order to deepen the learning experience. The program culminates in a practice session clowning on the units, in duo, with supervision, feedback and evaluation. A final interview and group/individual reflection will occur prior to graduation.

**The Certificate Program is divided into 3 Modules of varying lengths and content:**

### **LEARNING MODULES for THERAPEUTIC CLOWNING CERTIFICATE**

#### **MODULE 1: (September-December 2018)**

In the classroom setting, students will be introduced to the profession of Therapeutic Clowning from a national and global perspective. Concepts including dignity, privacy, risk and safety will be covered. Basic anatomy, physiology and medical terminology will be studied. Infection control and prevention, the breadth of dementia, common diseases and disorders will be introduced and the effects of short and long-term hospitalization will be examined. Reflective Practice will be lead by a guest trainer and other guests include The Alzheimer Society and a variety of healthcare clinicians.

Students will job shadow experienced Therapeutic Clown Practitioners in healthcare and have the opportunity to feedback and discuss the approaches and techniques they observed.

Artistically in studio, students will identify and explore their own skills and talents, and develop other skills in context of healthcare (including dance, slapstick, percussion, ukulele playing, lazzis, and improvised song-making). Use of props, developing duo-ships, and designing outfits suitable for pediatrics and elders will be accomplished. They will develop and refine clown personas for both pediatric and geriatric settings and explore their clown names for each.

#### **Learning outcomes: by the end of Module 1, students will be able to:**

1. Design two separate clown personas with guidance and direction
2. Artistically develop their clown personas by following direction and establishing consistent habits, rhythms and gestures
3. Recognize the success factors of master programs worldwide (via video and research papers) and identify successes and challenges of senior practitioners on the units during job shadowing
4. Develop the ability to both give and receive feedback from duo partners and instructors or other peers
5. Demonstrate excellent listening and observation skills
6. Retain a basic knowledge of medical/healthcare vocabulary, common diseases, disorders and procedures, infection control/prevention and common effects of hospitalization
7. Adhere to the various ethical requirements including codes of conduct, dignity, privacy laws and conflict of interest guidelines

8. Demonstrate advanced soft skills in areas including listening, communication, observation, generosity, reliability and emotional maturity
9. Develop an ability to efficiently self-reflect about the impacts of the process, clients, clinicians and peers

### **MODULE 2: (January-March 2019)**

In the classroom setting, students will gain an overview in areas including psychology, growth and development, mental health, bioethics, surgical and medical procedures, medical equipment and assistive devices/prosthetics, collaborative practice, peer support/team dynamics, the feedback process, and compassion fatigue during Reflective Practice sessions. They will have an advanced training into cleaning, disinfection and maintenance of their props and outfits.

In the studio, duo techniques including mirroring, rhythm, status, contrast and various music and dance genres will be developed. As well, use of hospital objects as puppets and mask work will be explored. Communication techniques with teens, elders and those who are non-verbal will be developed. Various ways of approaching patients will be explored and identified. Guest artistic trainers will be invited into studio during this period.

Having developed their clown personas and outfits, students will be paired 'in nose' with a professional Therapeutic Clown practitioner and will shadow other students at other times in healthcare as part of their placement.

#### **Learning outcomes: by the end of Module 2, students will be able to:**

1. Identify common remedies (medical, therapeutic, psychosocial) used in healthcare to assist in controlling, curing and/or assisting clients with their healthcare needs
2. Retain an advanced knowledge of infection control/prevention protocols including personal hygiene and care of equipment/properties/instruments
3. Demonstrate skill and sensitivity toward their partners during role-play exploration and student placements
4. Identify common medical equipment and assistive devices, prosthetics, and other medical materials found in healthcare
5. Demonstrate an appreciation of the impact of the Therapeutic Clown Practitioner's personal values, attitudes, beliefs and artistic choices while working with clients, clinicians and peers and be able to reflect on these in practice
6. Retain the artistic integrity of both clown personas in order to appropriately serve the entire age spectrum of all clients by following direction and ensuring adjustments are made
7. Demonstrate various artistic and communication skills as developed in group artistic sessions
8. Further develop an ability to efficiently self-reflect about the impacts of the process, clients, clinicians and peers

### **MODULE 3: (April-May 2019)**

In the classroom, students will develop a deeper understanding about the concepts of dignity, personhood, respect, privacy and risk with the help of guest lecturers. They will hear from parents and former patients about their healthcare experience. Collaboration and various roles of other practitioners working in hospitals and long term care facilities will be identified and explored. Behaviors due to brain injuries and disorders will be studied. The business of Therapeutic Clowning and how one can develop and maintain one's own program will be taught.

In studio, the focus will be on role-playing the concepts learned from the classroom in an artistic framework. Advanced development of musical skills and duo dynamics will be offered and an artistic 'review' covering many areas including lazzis and engagement techniques will take place.

Students complete their student placements by pairing up with each other, being shadowed by an instructor. Final private interviews conclude the course.

**Learning outcomes: by the end of Module 3, students will be able to:**

1. Identify the various clinical roles in healthcare and demonstrate how one may collaborate with them inter-professionally; developing an appreciation for the successes and challenges they may face
2. Develop an ability to promote and maintain their own future program following specific restrictions and guidelines
3. Demonstrate mastery of artistic skills within and beyond clown including physical comedy, improvisation, movement/dance and musical/vocal skills
4. Develop an ability to follow the lead of the client, creating opportunities of engagement based on their choices and desires
5. Understand common behaviors due to various diagnoses
6. Appreciate the challenges faced by families and former patients
7. Demonstrate advanced soft skills in areas including listening, communication, observation, generosity, reliability and emotional maturity