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Increasing Empathy



Manual: Empathy Training

The Center for Building a Culture of
Empathy and Compassion

Founder & Director: Edwin Rutsch

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1 Introduction

This training is developed for The center for Building a Culture of Empathy and Compassion (CBCEC). The reason for developing this training is the motivation of Edwin Rutsch to build a culture of empathy and compassion.

Edwin Rutsch is the founder and director of CBCEC and thinks fostering empathy is important because it helps to resolve conflicts and improve the connection between each other. Furthermore it leads to a broader awareness and more openness to new insights.

This is confirmed by the literature because research has shown that being empathic with each other and listen to each other leads to conflict resolution and a bigger connection between individuals (Davis & Oathout, 1987; Long, Angera, Carter, Nakamoto, & Kalso, 1999). Moreover empathy leads to a broader awareness (Rogers, 1982).

Lastly literature confirms that fostering empathy is important because it reduces bullying, prejudice and racism and increases the will of individuals to help others in need (Dixon, 2011; Gordon, 2012; Davis, 1980; Eisenberg & Miller, 1987). In Short, Empathy is a building block for a better society.

The main goal of this training is that the participants¹ can apply the learning materials from this training in real life situations to be able to be empathic with themselves as with others. The target group of this training concerns 18+ adults with different ethnical backgrounds.

This empathy training is based on the insights of Carl Rogers. This because Edwin Rutsch is interested in the insight from Rogers. Rogers (1995) defines empathy as follows:

“An empathic way of being with another person has several facets. It means entering the private perceptual world of the other and becoming truly at home in it. It involves being sensitive, moment by moment, to the changing felt meaning which flow in this other person, to the fear or tenderness or rage or confusion or whatever the other person is experiencing. It means to temporarily living in the others perceptual world and moving in it delicately without making judgments; it means sensing meanings of which the other is scarcely aware, but not trying to uncover totally unconscious feelings because this can be to threatening. It includes communicating your sensing’s of the person’s world as you look with fresh and un frightened eyes at elements of which he or she is fearful. It means frequently checking with the other person as to the accuracy of your sensing’s, and being guided by the responses that you receive. You are a confident companion to the person in his inner world. By pointing to the possible meanings in the flow of the other person’s experiencing, you can help him to focus on this useful type of referent. This way the other person can experience the personal meanings more fully and move forward in the experiencing.” (pp.142)

According to Rogers, in order to empathize with others, it is important to show unconditional positive regard, listen accurately and be able to take the perspective of others (1982). Unconditional positive regard means to not judge others but to accept them for who they are, both positive and negative sides and to acknowledge that they all are self-determining individuals. Showing unconditional positive regard towards others is important because it gives them the knowledge that they are just as important as everybody else and they are more likely to think “if he isn’t judging me and allows me for who I am, I am maybe not that strange person I always thought I was”. People who receive unconditional positive regard are more likely to show it towards themselves and start to empathize more with themselves (Rogers, 1982).

¹ In this manual the participants are described with he or him. Of course the participants are men as well as women but to make this manual more readable, constructions like he/she or he or she are being avoid (with the exception of the definition of Empathy from Rogers because this is a quote).

Accurate listening means listening sincerely interested at the speaker and being able to reflect feelings and thoughts of the speaker accurately. This is an important aspect because by listening accurately you can communicate your sensing's of the other person's world correctly and help him to understand his own feelings, thoughts and personal meanings and becoming congruent with himself. Eventually this can lead to a broader awareness and more openness to new insights. Furthermore by listening accurately to others you can create deeper connections with them (Rogers, 1982).

Perspective taking means to enter the perceptual world of the other and experiencing the feelings personal meanings and thoughts of the other person. This is important because it increases the ability to really understand the other person (Rogers, 1982).

Literature confirmed that the ability to empathize with others can be increased by at first learning how to be self empathic , observing without interpretations and by acknowledging others as self determining individuals. Furthermore by practicing in accurate listening and recognizing expressions. Finally by learning that the own references are not universal. The content of this training is based on these findings. Within this training there is room for a maximum of twelve participants to a minimum of six participants.

This training can be facilitated in a face to face setting. Furthermore with some adjustments in the exercises it is possible to facilitate parts of this training in an online setting.

2 Objectives

Based on the findings from desk research, the following learning objectives are formulated.

Mean learning objective

- I. After the training, the participant knows how to be empathic towards himself and can apply it in real life situations.

Learning objectives

1. After the training, the participant can listen to his inner experiences and is connected with the sensations in his body.
 - a. the participant can regulate his attention and focus it on the inner mental and physical events in the present moment and is able to name it.
 - b. the participant can observe his own mental and physical events in the present moment without judging.

Mean learning objective

- II. After the training, the participant knows how to be empathic towards others and can apply this in real life situations.

Learning objectives

2. After the training, the participant is able to accept others without judging.
 - a. the participant can observe others without judging by recognizing inner thoughts, feelings or judgments and letting them go.
 - b. the participant can acknowledge the other as self determining individual by telling.
3. After the training, the participant can listen accurately.
 - a. the participant can listen to the speaker without adding.
 - b. the participant can reflect the feelings, thoughts and intentions of the speaker correctly.
 - c. the participant is aware of the different expressions and can recognize at least a couple by telling which emotion is shown.
4. After the training, the participant is able to take the perspective of the other.
 - a. the participant is aware of the fact that every individual has his own point of view and knows the own perspective is not universal.
 - b. the participant can enter the perspective of the other by focusing the attention on the differences between himself and others and by temporarily putting aside the own references.

3 Didactic model

This training consists out of four modules each with a duration of 4 hours, excluding module 2 which takes 3 hours. The structure of this training is based on a Dutch model called OPOE-model. This model stands for Orientation, Presentation, Assignment and Evaluation (Hoobroeckx & Haak, 2002).

Every module will begin with a brief review on the previous module and the homework assignments. Thereafter the trainer presents the subject and learning objectives of the current module and asks if the participants can share something about it. In addition to the input of the participants, the trainer can present more information about it. Next the participants will perform different assignments to practice the learning materials. At last the module will be completed by a short evaluation. The method of evaluating will be various depending on the learning objectives (see chapter 4).

Global structure of the modules:

Opening: (1th module, introducing yourself and the whole Empathy training) Review on previous training and discussion of the homework assignments.
Orientation: Present the subject of the current module and ask if the participant can or like to share something about it.
Presentation: Present additional information about the subject of the module.
Assignments: Let the participants perform different assignments to practice the learning material.
Evaluation: End the module by evaluating it.

In this manual, all the activities of the trainer are described in 'steps'. Each step describes the duration of it, the materials that are necessary, the goal of the activity and the corresponding learning objectives. At last every step contains an explanation. These explanations consist of information the trainer can present to the participants and directions to perform an exercise.

When you are going to facilitate this training it is important to first read this manual before the start of the training. This way you know exactly what to do and how to follow the steps.

4 Evaluation

To monitor if the content of this empathy training can reach the learning objectives, it is important to evaluate. Based on evaluation, this empathy training can keep improving to reach its goals.

This training can be evaluated on different ways.

Learning objectives 1, 2 & 4 and 1a, 1b, 2a, 4a & 4b can be measured by the Five Facet Mindfulness Questionnaire (FFMQ) (Baer, et al., 2008) and the perspective taking scale from the Interpersonal Reactivity Index (IRI) from Davis (1980). These two questionnaires can be implemented in the first module of this training, and two weeks after the last module of this training. This way there will be a pre- and post measurement that indicates if the content of the training helps reaching the objectives. In enclosure 1 you can find a combined survey of both questionnaires and in enclosure 2 information about the scoring.

Learning objective 2d can be measured by discussing it during the training after practicing it. Furthermore learning objectives 3, 3a, 3b & 3c can be measured by the participants. During this training all participants are getting the opportunity to practice accurate listening in different settings, by reflecting what they've heard the other say. The speaker can say how well he has been heard and empathized with. In short, the participants are giving feedback to each other and receiving feedback from each other. This feedback can indicate if the participants reached the objectives.

During this training the participants also have the opportunity to share their experiences and opinion about the training and if they have any other additional things they would like to say. But because this isn't a very anonymous way to share opinions, the risk of a social desirable response from the participants is high. To make sure the information from the participants about the training is reliable, the participants receive a short survey in which they can share their opinions and experiences of this training anonymously.

Lastly the trainers can make suggestions to adjust this training based on their opinions and experiences with this training.

Module 1: Self Empathy

Time: 4 hours

Materials: Flap-over, marker, enclosure 1, 2 & 3

Mean

Objective: After the training, the participant knows how to be empathic towards himself and can apply it in real life situations.

Learning

objectives: After the training, the participant can listen to his inner experiences and is connected with the sensations in his body.

- a. The participant can regulate his attention and focus it on the inner mental and physical events in the present moment and is able to name it.
- b. The participant can observe his own mental and physical events in the present moment without judging.

Step 1	Introduction	0:00-0:30
Step 2	Pre-measurement	0:30-0:45
Step 3	Exercise 1: know each other well	0:45-2:00
Step 4	Break	2:00-2:30
Step 5	Exercise 2: body scan meditation	2:30-3:00
Step 6	Exercise 3: allowing what is	3:00-3:30
Step 7	Exercise 4: hugging practice	3:30-3:45
Step 8	Ending the module	3:45-4:00

Summary : In this Module the participants will learn how to listen to their own physical and inner mental experiences. Furthermore they will learn to allow and accept what is and to be kind towards themselves by hugging.

Step 1: introduction

Time: 30 min

Materials: Nametags & markers

Explanation: To start this training about empathy, it is important to first introduce yourself. For example you can tell something about yourself, your background and why you think empathy is important. You can also sum up other benefits of empathy. For example:

- empathy reduces prejudice and racism;
- empathy reduces bullying;
- empathic people are more likely to help others in need (Davis, 1980; Dixon, 2011; Eisenberg & Miller, 1987; Gordon, 2012).

Furthermore you can present the learning objectives (see above) of this module. You can also explain that in this module it is important to work on self-empathy because this increases the ability to be empathic with others (Miller, 2009; Rogers, 1982). In other words to be able to help and accept others and care for them, it is important to first help and accepts yourself and care for yourself.

Finally you can ask the participants to shortly introduce themselves by telling their names and ask what motivates them to join this training. You can also give the participants their nametags so it would be easier to remember their names.

Step 2: pre measurement

Time: 15 min

Materials: Enclosure 1 & 2, pencils

Goal: To monitor the progress in reaching learning objectives 1, 2 & 4 and 1a, 1b, 2c, 4h & 4i

Explanation: Before the training goes any further, it is important that the participants fill in a combined survey based on two test concerning the perspective taking scale from Davis (1980) and the Five Facet Mindfulness test from Baer, et al., (2008). In enclosure 1 you can find the survey. In enclosure 2 you can find a short explanation on how to implement it and information about the scoring. The intention of this measurement is described in chapter 4 Evaluation.

Step 3: Exercise 1 know each other well

Time: 1 hour and 15 min

Materials: Flap-over and a marker

Goal: To let the participants get to know each other and to let the participants share their expectations of the training with each other to create a good atmosphere.

Explanation: It is important that the participants really get to know each other. This because the participants have different ethnical backgrounds and little or inaccurate information about each other. This inaccurate or vague information can lead to prejudices, stereotypes and an unpleasant atmosphere (van Oudenhoven & van der Zee, 2006). So to make a sphere in which participants feel safe and free to fully

express themselves, it is important that they get to know each other well (Allport, 1954 as quoted in van Oudenhoven & van der Zee, 2006).

Put a schedule with numbers on the flap-over and give every participant a number from one to twelve. For example see Figure 1: Exchange scheme.

1th round	1 2 3/4 5 6/7 8 9/10 11 12
2th round	1 4 7/ 2 8 10/ 3 5 11/ 6 9 12
3th round	1 5 9/ 2 7 11/ 3 6 10/ 4 8 12
4th round	1 6 11/ 2 4 9/ 3 7 12/ 5 8 10

FIGURE 1: EXCHANGE SCHEME

Let the participants form the groups and ask them to shake hands and talk about why they take part in this training and which problems they hope to solve by following this training. After 15 minutes the group comes together and form the new groups according to the schedule. This will be repeated four times.

According to Oomkes (1995), this exercise is suitable to ease the participants. Furthermore the participants will get to know each other well.

Step 4: Break

Time: 30 min

Step 5: Exercise 2 Body scan meditation

Time: 30 min

Goal: To let the participants practice in regulating the own awareness to the inner mental and physical events in the present moment and to get connected with them.

Learning

objective: The participant can regulate his attention and focus it on the inner mental and physical events in the present moment and is able to name it.

Explanation: The purpose of this exercise is to pay attention to the inner experiences. This because according to Rogers (1982) the first step to be able to accept others and care for them, is to be aware of the own inner experiences. This can be practiced by performing some mindfulness exercises.

Let the participants make themselves comfortable and allow them to close their eyes gently. Follow the steps below to practice the body-scan with them (Beuningen2011).

1. Take a moment to get in touch with the movement of your breath and the sensations in your body.
2. Bring your attention to the physical sensations in your body. Especially to the sensations of touch or pressure.
3. Remind the intention of this practice. The goal is not to feel different, relaxed or calm. This may or may not happen. But the intention is to bring attention to any sensations you detect, as you focus your attention on each part of the body in

turn.

4. Whatever feelings, thoughts and/or physical sensations you are experiencing, accept them without judging the experiences as they are, and let them go.
5. Bring your awareness to the physical sensations in the lower abdomen and become aware of the changing patterns of sensations in the abdominal wall as you breathe in, and breathe out.
6. Bring your focus to the toes of your left foot. Feel all the sensations in your toes of your left foot with a kind and curious attitude.
7. On an inhalation imagine or feel the breath entering the lungs, and then passing down into the abdomen, into the left leg, the left foot, and out through the toes of the left foot. Thereafter, imagine or feel on an exhalation the breath coming all the way back up from the toes out of the foot, into the leg, up through the abdomen, chest, and out through the nose.
8. On an exhalation let go of awareness of the toes, and bring your awareness to the sensations on the bottom of your left foot bringing a gentle, investigative awareness to the sole of the foot, the instep, the heel etc. Again imagine how your breath flows from the foot through your body to the nose.
9. Now move your awareness to the ankle, your lower leg to the knee and then your whole left leg.
10. Now we are going to do the same with your right leg. Focus your awareness to all the sensations in that body part. The toes of your right foot, foot, heel, top of the foot, ankle, lower leg, knee, thigh and then your whole right leg.
11. Next, bring your awareness to your breathing and thus your abdomen, chest, back, left arm, right arm, neck, head and face.
12. If you become aware of tension, or of other sense of other intense sensations in a particular part of your body, than try to notice it in a friendly way and try to let it be.
13. During this exercise your mind will inevitably wander away from the breath and the body from time to time. That is entirely normal. If you notice this, then acknowledge that in a friendly way, and notice where your attention drifted to and again focus your attention on the part of the body were you want to focus on.
14. After the participants have "scanned" their whole body in this way, let them spend a few minutes being aware of the sense of the body as a whole, and of the breath flowing freely in and out of their body.

Closure: After performing the body scan with the participants you can ask them to share their experiences.

Step 6: Exercise 3 Allow and accept what is

Time: 30 min

Goal: To learn the participants how to allow and accept what is.

Learning

objective: The participant can observe his own mental and physical events in the present moment without judging.

Explanation: As previously described, according to Rogers (1982) being aware of our positive and negative thoughts and feelings and accept those is important because this will increase the ability to accept others. Furthermore kindness towards ourselves is important because this allows us to help others and showing compassion towards their shortcomings (Neff, 2011) .

Accepting others and care for them is one of the important aspects of empathy described by Rogers (1982). Perform the next exercise to allow and accept what is.

1. The first step is to close your eyes and notice where your attention is located in yourself, and to approach it in a friendly way.
2. The second step is to notice the way you handle the sensations in that spot. Often we are rejecting unpleasant feelings, thoughts or physical sensations. This because it is too painful or unpleasant. Then we are inclined to ignore it out of fear. These reactions are the opposite of accepting.

The best way to calmly handle your experience is to stop trying to feel something else than what you are truly experiencing.

Accepting the experience simply means making room for what is present instead of trying to make it something else. By accepting the experience we bring ourselves to what is.

If you notice that your attention is distracted by something else than the sensation you focused on, then the first thing you have to do is to be aware of that thought, feeling or physical sensation.

Focusing on the breathing can be helpful. At the same way as the body scan, you can approach the distracting feeling, thought or physical sensation on a friendly way by focusing the attention on it with every inhalation and exhalation.

If once your attention is focused on the feeling, thought or physical sensation and you are well aware of it, than say to yourself “ it is okay, whatever it is, it’s okay”.

Stay close to that sensation, thought or feeling and guide friendly attention towards every inhalation and accept what is.

Acceptance is not jet a state of rest in the mind, but is necessary to become aware of your difficulties. Afterwards you often can provide wise answers instead of immediately acting in a reflex (Beuningen, 2011).

Closure: After performing this exercise with the participants you can ask them to share their experiences.

Step 7: Exercise 4 Hugging practice

Time: 15 min

Goal: To let the participants be aware of how it feels to be kind towards themselves and where it may lead to.

Explanation: As described by Neff (2011), when we are kind towards ourselves, we are more likely to be kind towards others and accept others.

A good way to practice kindness towards our self is to frequently give our self a gentle hug. The body of the participant will respond to the physical gesture of warmth and care (Neff, 2011) because our skin is a sensitive organ. Research indicates that physical touch releases the hormone oxytocin. This hormone provides the sense of security, calms cardiovascular stress and soothes distressing emotions (Neff, 2011). Furthermore oxytocin increases emotional empathy (Baumgartner et al., 2011). This means that we are more likely to feel emotionally attached to another person and to feel what the other person might need (Thomas, 1993).

According to Neff (2011), it is important that the participants make a clear gesture that conveys feelings of care, love and tenderness during this exercise. One question you can ask the participants after the exercise is: "How do you feel after receiving the hug?"

Notice that the participants can keep trying to give themselves hugs in times of joy and times of suffering, for a period of three weeks, so they will start to develop the habit of physically comforting themselves. This way the participants learn how to be kind towards themselves (Neff, 2011).

Step 8: Ending this module

Time: 15 min

Materials: Enclosure 3

Explanation: You can end this module by asking some questions to evaluate it. Questions you can ask the participants:

- How did you experience this module?
- How did you experience the exercises?
- To what extent do you think you reached the learning objectives?
- To what extent do you think you can reach the learning objectives by practicing these exercises in your spare time?
- What did you think were positive points of this module?
- What were negative points?

Lastly you can give the participants the assignment to practice self-empathy in their spare time, by repeating the body scan meditation and observing the own mental and physical events in the present moment without judging. Furthermore by being kind towards themselves by for example giving themselves a hug frequently. To practice the body-scan and allowing what is, you can give the participants hand-out 1 in enclosure 3.

Module 2: Accepting others

Time: 3 hours

Materials: Twelve raisins, pencils and paper

Mean

objectives: After the training, the participant knows how to be empathic towards himself and can apply it in real life situations.
After the training the participant knows how to be empathic towards others and can apply this in real life situations.

Learning

objectives: After the training, the participant is able to accept others without judging and care for them.

- a. The participant can observe others without judging by recognizing inner thoughts, feelings or judgments and letting them go.
- b. The participant can acknowledge the other as self determining individual by telling.

Step 1	Introduction	0:00-0:30
Step 2	Exercise 1: Being aware of judgments	0:30-1:00
Step 3	Exercise 2: observing without judging	1:00-1:30
Step 4	Break	1:30-2:00
Step 5	Exercise 3: judgments are no facts	2:00-2:30
Step 6	Ending the module	2:30-3:00

Summary: In this Module the participants will learn how to be aware of their own thoughts and judgments and how to keep distance from them. They will also practice how to observe without judging.

Step 1: Introduction

Time: 30 min

Explanation: You can introduce this gathering by welcoming the participants. Furthermore you can start with a brief review on the previous module and by discussion the homework assignment.

Questions you can ask:

- How was it for you to practice the body-scan meditation in your spare time?
- How was it for you to practice observing the own mental and physical events in the present moment without judging?
- What was the outcome of practicing it?
- To what extent do you think you reached the learning objectives from the previous module now?
- How was it for you to give yourself a hug once in a while?

Lastly you can present the learning objectives and the content of this module and ask the participants what they already know about the importance of accepting others. If necessary you can add that according to Rogers (1982), in order to empathize with others, it is important to be able to show unconditional positive regard towards them. This gives others more reason to accept themselves and be self-empathic. Furthermore in their turn they are more likely to accept others. In short it leads to some sort of vicious circle.

Step 2: Exercise 1 Being aware of judgments

Time: 30 min

Goal: To let the participants be aware of previous judgments they had, and let them discover to what extent they were facts or just interpretations.

Explanation: Judging others is something we all do once in a while and it is not a good or a bad thing. So don't judge your own judging. What you can do to try put aside judgments and observe others without interpretations, is practicing some different exercises based on mindfulness. First of all you can try to be aware of previous judgments ("nonviolent communication", 2005).

Follow the next steps to practice with the participants:

- Ask the participant to think of someone who acts in a way that doesn't really fit in his life.
- Write down a situation and point a specific behavior. For example what the other did or said or didn't say.
- Try to feel what it does with your body (tension? where?).
- Notice if you interpret the behavior.

Closure: To end this exercise you can ask the following questions:

- Can you be absolutely sure that it is true?
- How do you respond when you think like this?
- Who would you be if you didn't have this thought?

Step 3: Exercise 2 Observing without judging

Time: 30 min

Materials: twelve raisins.

Goals: To learn the participants how to observe something/someone without judging.

Learning

objective: The participant can observe others without judging by recognizing inner thoughts, feelings or judgments and letting them go.

Explanation: According to Rogers (1982) it is important to observe the other without judging but accept him as who he is, both positive and negative sides. Furthermore his positive and negative thoughts and feelings. Observing others without judging is no easy task. To practice this, you can perform this exercise with the participants.

Give every participant a raisin. Tell them to focus their thoughts on it for 15 minutes even if they wander off.

Follow the steps below:

- Put the raisin in your hand and bring your attention towards your breathing.
- Look at the raisin as if you have never seen it before. Look at the structure and the grooves. Do you see any differences between the colors, shadows or patterns?
- Slowly roll the raisin between your fingers. Feel the structure of the raisin.
- Hold the raisin against the ear. Squeeze a bit. Does it make any sound?
- Bring the raisin to your lips and feel with your lips.
- Place it on your tongue and taste and feel the raisin without chewing on it or putting pressure on it. Move the raisin slowly in your mouth with your full attention on the sensation.
- If you eventually swallow the raisin, pay attention to the fullness of its taste.
- Imagine your body becomes precisely one raisin heavier.
(Beuningen, 2011).

Closure: You can end this exercise by asking the participants if they would like to share their experiences of practicing this exercise. You can also ask some questions:

- How was it for you to practice this exercise?
- To what extent do you think you can observe something /someone without judging them?
- What was easy for you?
- What was hard?

Step 4: Break

Time: 30 min

Step 5: Exercise 3 our judgments are no facts

Time: 30 min

Explanation: Our thoughts and judgments can have a strong influence on how we feel and what we do. Often thoughts and judgments are automatic. It is possible to take distance from your thoughts and judgments when you are conscious about them in your head and then move the focus on the breathing and your experiences in the current moment (Beuningen, 2011).

Through this you can experience that you can think something else than your previous thought or judgment. This can help free you from old patterns of how you were thinking and those who come automatically.

Most important is that we realize that:

- thoughts are merely events in our head;
- thoughts are no facts;
- and that we are more than our thoughts.

We can get a grip on our thoughts by focusing our attention on it. This can help to reduce our identification with it. "I am not my thought/judgment". There are some automatically not-helping thought patterns who can bring our mood down. Knowledge about it can help noticing thought patterns and to practice in more correct and effective thoughts.

Follow the next directions to perform this short exercise:

Try to get comfortable and close your eyes. Slowly breath in and out three times. Take some time to notice the thoughts or judgments which are in your head right at this moment. Try to imagine that you are in a movie theater and looking at a white screen. Wait until thoughts are coming up. What kind of thoughts are these? What happens with them?

We are looking at our thoughts and suddenly we are caught in the middle of it. When we are caught in it, we forget that they are just an appearance! It is astonishing to notice how much control unwishful thoughts may have. Thoughts can make us creasy.

The influence thoughts have on our life depends on how many control we give them. If we succeed in keeping distance to our thoughts and judgments, the control will be less.

The challenge is to be aware of our thoughts and judgments, to see them clear. At that moment we have the choice: 'We act or we don't.

(Beuningen, 2011).

Closure: To end this last exercise of this module you can ask the following questions:

- To what extent did you succeed in keeping distance from your unpleasant thoughts and judgments?
- What do you personally need, to find distance?
- To what extent do you think you will be better in it by practicing?

Step 6: Ending this module

Time: 30 min

Explanation: You can end this module by asking some questions to evaluate it.
Questions you can ask the participants:

- How did you experience this module?
- How did you experience performing the exercises?
- To what extent do you think you reached the learning objectives?
- What did you think were positive points of this module?
- What were negative points?

Furthermore you can give the participants the assignment to practice observing without judging in their spare time. Lastly you can give them the assignment to keep practicing the body-scan meditation and to keep observe the own mental and physical events in the present moment without judging.

Module 3 Accurate listening

Time: 4 hours

Materials: Enclosure 4, 5, 6, 7, 8 & 9 flap-over, a marker, paper and pencils

Mean

Objective: After the training, the participant knows how to be empathic towards others and can apply this in real life situations.

Learning

objectives: After the training, the participant can listen accurately.

- The participant can listen to the speaker without adding.
- The participant can reflect the feelings, thoughts and intentions of the speaker correctly.
- The participant is aware of the different expressions and can recognize at least a couple by telling which emotion is shown.

Step 1	Introduction	0:00-0:15
Step 2	Exercise 1: What can hinder listening?	0:15-1:00
Step 3	Warming up accurate listening	1:00-1:30
Step 4	Exercise 2: Accurate listening	1:30 -2:15
Step 5	Break	2:15-2:30
Step 6	Exercise 3: Reading expressions	2:30-3:00
Step 7	Exercise 4: Accurate listening again	3:00-3:45
Step 8	Ending this module	3:45-4:00

Summary: The participants will learn what can hinder accurate listening and how to correctly reflect back the thoughts, feelings and personal meanings of the speaker. Furthermore the participants will practice in reading (micro) expressions.

Step 1: Introduction

Time: 15 min

Explanation: You can introduce this gathering by welcoming the participants. Then you can do a brief review on the previous module and ask the participants how it went with the homework assignments.

Questions you can ask:

- How was it to practice the body-scan meditation in your spare time again?
- Do you notice any progress?
- How was it to practice observing the own mental and physical events in the present moment without judging?
- What was the outcome of practicing this?
- Do you notice any progress?
- How was it to practice observing things without interpretations?
- What was the result of practicing this?

Thereafter you can present the content and the learning objectives of this module and ask what the participants already know about this subject. You can add more information by telling that accurate listening and reflecting back the thoughts, feelings and personal meanings of the speaker is important because this helps to clarify the inner mental experiences for the speaker. In short, it leads to a broader awareness and more openness to new insights (Rogers, 1982). Furthermore a dialogue in which both parties are reflecting the thoughts, feelings and personal meaning of each other, can lead to a feeling of connectedness between each other (Davis & Oathout, 1987; Long & Andrews, 1990; Long, Angera, Carter, Nakamoto, & Kalso, 1999).

Step 2: Exercise 1 What can hinder listening accurately?

Time: 45 min

Goal: To let the participant be aware of what can hinder accurate listening.

Material: Enclosure 4, flap over, a marker, paper and pencils

Explanation: In this module the participants will learn how to listen accurately. But before they will practice this, this exercise helps to get the participants aware of what can hinder accurate listening.

Form the group in a circle and give one participant the task to whisper the story on enclosure 4 in the ear from the person next to him. Beware that the other participants don't read the short story on the hand-out. The other person shares also the short story he heard with the person next to him and so on. After the participants told the story to the other person next to them, they all write down what they've said. The last person of the circle writes the story down on the flap-over. Lastly the first person of the circle tells the story from enclosure 4 to the whole group. The first and last story will be compared to each other. The stories wrote down by the participants can clarify where information is added, missing or changed.

- Closure:* Questions you can ask:
- Why do you think the first and the last story are not the same?
 - What can hinder listening accurately to each other?
 - How can you deal with this hinder?
 - What are consequences of this phenomenon in real-life situations?

(Oomkes, 1998)

Step 3: Warming up accurate listening

Time: 30 min

Materials: Enclosure 5

Goals: To let the participants learn how to reproduce what they've heard.

Learning

Objective: The participant can listen to the speaker without adding.

Explanation: Accurate listening (also called empathic understanding) means to accurately sense the thoughts, feelings and personal meanings that the speaker is experiencing and communicate this towards the speaker (Rogers, 1982). When the listener is functioning on his best, he will be so much inside the world of the speaker, that the listener can clarify not only the meanings which the speaker is aware of but also those below the level of awareness (Rogers, 1982). When you truly hear a person and the meanings that are important to him at that moment many things can happen. First there can be a grateful look. the other feels released. Moreover the other person wants to tell more about his world and becomes more open to the process of change" (Rogers, 1982).

The ability to listen accurately can be increased by doing exercises in reflective listening (Barone et al., 2005). This means to let the participants reflect what they've heard the other person saying and ask the speaker if he feels fully heard. Because to listen accurately is difficult, it is important to practice it in small steps. In this exercise the participants will learn how to reproduce what they've heard the other person saying.

Divide the group in duos and let one person (the speaker) of every duo read one of the stories from enclosure 5 and ask the other (the listener) to reproduce what he heard the speaker saying. The one that is reading out loud can correct the other. Thereafter the participants can switch the roles until they are out of the stories.

Closure This exercise can be ended by a short discussion on how it went and by asking some questions like:

- What were easy parts for you during this exercise?
- What did you found difficult?
- How did you feel when the listener reflected back what you said correctly?
- What did you see or noticed when the speaker felt fully heard?
- What did you see or noticed when the speaker did not felt fully heard?
- What influence had this on you?

Step 4: Exercise 2 Accurate listening

Time: 45 min

Materials: Enclosure 6

Goal: To let the participants practice listening accurately.

Learning

objectives: The participant can listen to the speaker without adding.
The participant can reflect the feelings, thoughts and intentions of the speaker correctly.

Explanation: This exercise is taking a step to the next level of practicing accurate listening.

Before you let the participants practice accurate listening, it is important that you model it. This way you can give a clear example to the participants. So choose one participant to speak to you. Try to reflect him correctly and ask if he feels fully heard or if there was more. Continue doing this until the 'speaker' feels fully heard.

To let the participants practice this you can divide the group in trios and let them talk to each other about a recent topic that is important to them (for example something from the news). One person can be chosen as the speaker, the other as the listener and the third person as the observer. After 10 minutes you can switch the roles. Then the participants will learn how to listen accurately on different ways.

To make the exercise a bit more difficult you can ask the trios to talk about a topic in which they have different opinions. The difference in the opinions makes it harder to listen accurately and reflect back the point of view from the speaker.

You can give hand-out 2 in enclosure 6 with the different steps of practicing accurate listening to the participants. This hand-out can be a helpful guide for the participants during this exercise. Moreover hand-out 2 is a good tool that can be used after the training. This way the participants can practice reflective listening in real life situations.

Closure:

Questions you can ask the listener after the exercise:

- To what extent did you feel that you and your partner understood each other?
- What was it like to focus so deeply on understanding the meaning of the communication of someone else rather than on how you would react/ what you were going to say?
- To listen accurately, what did you personally have to let go?

Questions you can ask the speaker:

- When did you recognize that you have been fully heard?
- How does it feel to be fully heard?
- How does the feeling of being fully heard affect you?

Questions you can ask the observer:

- What were important things you noticed?
- Were there any things that specially attracted your attention?
- Why did it attract your attention?

Step 5: Break

Time: 15 min

Step 6: Exercise 3 Reading expressions

Time: 30 min

Materials: Flap-over a sheet of lined paper, pencils and enclosure 7 & 8 with fourteen expressions (make sure you print it on A3 format so the pictures will be clear to observe).

Learning

objectives: The participant is aware of the different expressions and can recognize at least a couple by telling which emotion is shown.

Explanation: According to Paul Ekman (2003), you can learn how to recognize expressions, such as expressions that are very brief or with not much muscular contraction and only registered in one area.

It is important that the participants get to know more about the different expressions and learn how to recognize some. This because it is a big step in improving communication. In some cases, based on the context and a partial or slight expression, you may be able to tell that another person's emotion is just beginning. Sometimes, in fact, you may know how a person is feeling before he knows, especially if the signal is a micro expression that resulted from suppression. You may also be able to recognize that a person is trying to diminish or conceal his expressions. This may influence your response to what he is saying or doing (Ekman, 2003).

When you become more familiar with each emotion and practice in recognizing slight and partial expressions, you will find that this is powerful information that can be applied to your workplace, friendships or your family life (Ekman, 2003).

In this exercise developed by Paul Ekman (2003), the participants are going to practice how to recognize expressions. This will be a first step to get to know more about the different expressions.

Let the participants write down the following words: anger, contempt, fear, disgust, surprise, sadness and enjoyment. These emotions are the possible choices for the expressions in each of the fourteen photographs.

Let the participants look to each picture for just a fraction of a second, so it will be similar to a micro expression. Later the participants have a chance to look longer at the pictures and can see if they do better. It is important that the participants look at only one picture at a time. Often the participants won't know what emotion a picture showed. It's important to not let them look a second time. Let them use their intuition or guess when they have to write down an emotion. Let the participants do this until they have seen all fourteen pictures.

Now the participants can have a second chance in which they may look a little bit longer. Give the participants a few minutes to take a break and let them use a clean sheet of paper. This way the participants are less likely to remember the first

impressions of each photo. Let the participants watch the pictures one more time for one second only, and let them write down their interpretations of the face. It is important to let them look for only one second because during conversations most expressions are between one-half of a second and two and a half second (Ekman, 2003).

Having done this exercise twice, the participants are now allowed to take more time to look at the pictures and to interpret the expressions. When the participants are ready, you can show the correct answers.

(Ekman, 2003)

- Closure:* To end this exercise you can ask the following questions:
- Who experienced this exercise as difficult?
 - Why do you think it was difficult?
 - Which emotions were easy for you to recognize?
 - Which were hard to recognize?
 - To what extent would you like more to learn about it?

Recognizing expressions (especially very brief expressions) is no easy task. You can advise the participants who experienced this exercise as difficult and would like to learn more about it, to read the book: Emotions revealed by Paul Ekman (2003), and to practice it more in their spare time.

Step 7 Exercise 4 Accurate listening

Time: 45 min

Materials: Enclosure 6

Learning

objectives: The participant can listen to the speaker without adding.
The participant can reflect the feelings, thoughts and intentions of the speaker correctly.
The participant is aware of the different expressions and can recognize at least a couple by telling which emotion is shown.

Explanation: As previously described, practicing in accurate listening increases the ability to listen accurately. Therefore it is important to let the participants practice as much as possible during this training. In this exercise the participants are going to practice accurate listening again but now in a different setting.

Divide the group of participants in two groups of both six persons and let them talk about current topics from the news that touched them. So before practicing it, let the participants shortly discuss a topic they would like talk to about.

One person (the speaker) talks about his views and opinions about the topic and before he starts talking he chooses one other person (the listener) that he would like to talk to and would like to be reflected by. The task of the listener is to try to listen as accurately as possible and reflect the feelings, thoughts and personal meanings of the other person. Afterwards the listener can ask the speaker if he feels fully heard. If so, the listener will become the speaker and will choose someone else to listen and

reflect. If not, the speaker can add parts that's been missing and the listener can keep reflecting until the speaker feels fully heard. The participants can take turns during this exercise after they've felt fully heard. The participants who aren't chosen as a listener and aren't in turn to speak can observe the process.

Step 8 Ending this module

Time: 15 min

Materials: Enclosure 9

Explanation: You can end this module by asking some questions to evaluate it. Questions you can ask the participants:

- How did you experience this module?
- How did you experience the exercises?
- To what extent do you think you reached the learning objectives?
- What did you think are positive points of this module?
- What did you think are negative points of this module?
- To what extent do you think you will practice accurate listening in real-life situations?

Lastly give the participants the assignment to practice accurate listening at least three times in their own environment by using enclosure 9 hand-out 3. This way they can practice it more but also teach it to others.

Module 4: Perspective Taking

Time: 4 hours

Materials: Flap-over, marker, pencils, paper, enclosure 1, 10, 11 & 12

Mean

Objective: After the training, the participant knows how to be empathic towards others and can apply this in real life situations.

Learning

Objectives: After the training, the participant is able to take the perspective of the other.

- a. The participant is aware of the fact that every individual has his own point of view and knows the own perspective is not universal.
- b. The participant can enter the perspective of the other by focusing the attention on the differences between himself and others and by temporarily putting aside the own references.

Step 1	Introduction	0:00-0:15
Step 2	Exercise 1 What do you see?	0:15-0:45
Step 3	We each see the world differently	0:45-1:45
Step 4	Break	1:45-2:15
Step 5	Understanding perception differences	2:15-3:00
Step 6	Setting goals	3:00-3:30
Step 7	Ending the empathy training	3:30-4:00

Summary: The participants will practice different exercises which helps them to become aware of the fact that the own perspective is not universal and that we all see the world differently. Eventually this makes it easier for the participants to temporarily set aside the own references (Todd, Hanco, Galinsky & Mussweiler, 2011).

Furthermore the participants will set personal goals to practice (self)empathy in their own time after this empathy training.

Step 1: Introduction

Time: 15 min

Explanation: You can introduce this gathering by welcoming the participants. Then you can do a brief review on the previous module and the homework assignment.

You can ask the next questions:

- How did it go with practicing accurate listening in your spare time?
- To what extent do you think you made progress in the ability of accurate listening?
- What did you notice when you were reflecting others?
- What were the results of these actions?
- How did others react?

At last you can present the content and the learning objectives of this last module. Thereafter you can ask the participants if they can share something about the subject. If necessary you can add some more information about the importance of perspective taking. According to Rogers taking the perspective of others is one important aspect of empathizing with others. Taking the perspective of others can lead to a better understanding of the other (1982).

Step 2: Exercise 1 What do you see?

Time: 30 min

Materials: Flap-over, enclosure 10 (printed in A3 format)

Learning objective:

The participant is aware of the fact that every individual has his own point of view and knows the own perspective is not universal.

Explanation: Follow the steps below to perform this exercise with the participants (“What do you see”, 2002). You can use the picture from enclosure 10 in this exercise.

1. Explain to the participants that you are going to show a picture on the flap-over. Ask them to look at it and think of what they are seeing. Beware that they don't say it out loud yet.
2. Show the picture without saying something.
3. Select one participant who sees the old woman to point her out to the others. Do the same for the young woman.
4. Explain to the participants that some people see an eagle and a beaver. Explain that other people may see other things.

Questions:

- Why did some see an old woman while others saw a young woman, an eagle while others saw a beaver?
- Is there a correct way to see the picture?
- What did you feel towards those who saw the picture the same way you did?
- What did you feel towards those who saw something else?
- What did you feel when you “discovered” the other aspect of the drawing?
- Was there ever a time in your life when you saw something one way and someone else saw it differently?
- How did you feel about the person who saw that situation differently than you?

Closure:

Lastly you can end this exercise by asking the following questions:

- Is it true that two individuals can look at the same thing and see something different without either being wrong?
- How do you think this might affect a conflict?
- What if each person sees the situation on a different way?
- How can those people figure out a solution to the conflict if they are both right about what they see?

Exercise based on "What do you see" (2002)

Step 3: Exercise 2 We each see the world differently

Time: 60 min

Materials: Flap-over, marker, pencils, paper and enclosure 11

Learning

objective:

The participant is aware of the fact that every individual has his own point of view and knows the own perspective is not universal.

The participant can enter the perspective of the other by focusing the attention on the differences between himself and others and by temporarily putting aside the own references.

Explanation:

Follow the steps below to perform this exercise with the participants.

1. Write the word OCEAN on the flap-over and ask the participants to close their eyes for a moment and let their senses take over as they imagine OCEAN. See it, smell it, hear it, feel it. Then ask the participants to share their thoughts and feeling when they think about the word OCEAN.
Write down what you hear. How are the images different?
Discuss with the participants how earlier personal experiences filter what we imagine. All of us have slightly different filters that help us to make meaning of the world. This is why our perceptions are never exactly like anyone else's (Lieber, 1994).
2. Divide the participants in three groups of four. Each participant will need a pencil and paper. Make three copies of enclosure 11 "Perception Cards" so that each group receives five or six different cards. Beforehand, cut out the card.
3. Explain that the groups may select cards and participants will write down what the word on the card means to them. Then each participant in the group will read their definitions in a go-round. Remind the participants that they don't interrupt or ask questions during this phase and remind them that the purpose of this exercise is to see how perceptions vary, not to determine a correct definition. This is also an opportunity to monitor for accurate listening skills and temporarily putting aside the own references. Each group may choose three words to use in this exercise.

For example:

- a. The group picks the first word they want to define. For example, Freedom.
- b. Each participant in the group takes a few minutes to write down a few words or phrases which give the word meaning.
- c. When every participant is finished writing, the group goes a go-around, each participant taking turns sharing what they wrote.
- d. If there is time left, participants reflect back to further explore the meaning each person shared.
- e. After 15 minutes, tell the participants to choose a next word.

Closure: In closing this exercise you can check out whether participants understanding of the words on the cards changed after they were discussed in their groups.

Exercise from Lieber (1994)

Step 4: Break

Time: 30 min

Step 5: Exercise 3 Understanding perception differences

Time: 45 min

Materials: Pencils and paper.

Learning objectives: The participant is aware of the fact that every individual has his own point of view and knows the own perspective is not universal.
The participant can enter the perspective of the other by focusing the attention on the differences between himself and others and by temporarily putting aside the own references.

Explanation: It is not an easy concept to learn and integrate in one's view of life that each individual brings a unique perception to his experiences and to the information to which he is exposed McGarity (2002). This exercise developed by Lauren McGarity (2002) helps illustrate that we don't all think alike. Even among those who have a lot in common.

1. Ask the participants to picture a old man walking down the street with three young children. Ask the participants to respond as to what they think the relationship is between the children and the man. Write down the different responses.
2. Ask the participants to imagine that they are in a bus. They stop at a traffic light and a Limousine pulls up next to the bus they are in. Ask the participants who is in the Limousine. Write down the different responses.
3. Lead discussion around the participants different reactions. Draw parallels between how each of us perceives information differently depending on our own experiences . Furthermore depending on what we have been exposed to in our own lives.
4. Let each participant write about a recent conflict which he believes was a result of perception differences.

Closure: Ask if some participants would like to share the conflict they have wrote about and why they think it was a result of perception differences. You can also ask the participant how he thinks he would deal with a similar situation in the future. (McGarity, 2002).

Step 6: Setting goals

Time: 30 min

Goal: To keep the participants active in practicing (self)empathy and to motivate them to improve their abilities.

Materials: Paper and pencils

Explanation: To reach the intention that the participants will keep practicing in being empathic with themselves as with others, it is important that they set some goals to work on in their spare time after this training.

Give the participants 15 minutes to write down five goals. Afterwards ask the participants if they would like to share the goals and why they have chosen that goals. You can give feedback in order to let the participants improve the goals. This will lead to more specific goals which are achievable.

Step 7: Ending the empathy training.

Time: 30 min

Materials: Enclosure 1 & 12

Explanation: The training comes to an end.

Ask the participants how they experienced this module:

- How did you experience the exercises?
- To what extent do you think you reached the learning objectives?
- What did you think are positive points of this module?
- What did you think are negative points of this module?

Furthermore ask them how the experienced the whole empathy training:

- How did you experience the whole training?
- What were the most positive points of this training?
- What were the negative points?
- To what extent do you think you will practice the learning materials from this training in your spare time?
- What did you gain by following this training?

At last notice that all the participants receive an email in two weeks with the questionnaire (enclosure 1) from the pre-measurement and with a survey (enclosure 12). The purpose is to let the participants fill in the questionnaire again and send it back to the trainer. Moreover that they fill in the survey about the training. This with the intention to evaluate the content of the training and keep improving it. In chapter 4 you can find more information about the evaluation of this training.

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Appendix

Enclosure 1: Questionnaire

Please rate each of the following statements using the scale provided. Write the number in the blank that best describes your own opinion of what is generally true for you.

1	2	3	4	5
never or very rarely true	rarely true	sometimes true	often true	very often or always true

- _____ 1. When I'm walking, I deliberately notice the sensations of my body moving.
- _____ 2. I'm good at finding words to describe my feelings.
- _____ 3. I criticize myself for having irrational or inappropriate emotions.
- _____ 4. I perceive my feelings and emotions without having to react to them.
- _____ 5. When I do things, my mind wanders off and I'm easily distracted.
- _____ 6. When I take a shower or bath, I stay alert to the sensations of water on my body.
- _____ 7. I can easily put my beliefs, opinions, and expectations into words.
- _____ 8. I don't pay attention to what I'm doing because I'm daydreaming, worrying, or otherwise distracted.
- _____ 9. I watch my feelings without getting lost in them.
- _____ 10. I tell myself I shouldn't be feeling the way I'm feeling.
- _____ 11. I notice how foods and drinks affect my thoughts, bodily sensations, and emotions.
- _____ 12. It's hard for me to find the words to describe what I'm thinking.
- _____ 13. I am easily distracted.
- _____ 14. I believe some of my thoughts are abnormal or bad and I shouldn't think that way.
- _____ 15. I pay attention to sensations, such as the wind in my hair or sun on my face.
- _____ 16. I have trouble thinking of the right words to express how I feel about things
- _____ 17. I make judgments about whether my thoughts are good or bad.
- _____ 18. I find it difficult to stay focused on what's happening in the present.
- _____ 19. When I have distressing thoughts or images, I "step back" and am aware of the thought or image without getting taken over by it.
- _____ 20. I pay attention to sounds, such as clocks ticking, birds chirping, or cars passing.
- _____ 21. In difficult situations, I can pause without immediately reacting.
- _____ 22. When I have a sensation in my body, it's difficult for me to describe it because I can't find the right words.
- _____ 23. It seems I am "running on automatic" without much awareness of what I'm doing.
- _____ 24. When I have distressing thoughts or images, I feel calm soon after.
- _____ 25. I tell myself that I shouldn't be thinking the way I'm thinking.
- _____ 26. I notice the smells and aromas of things.
- _____ 27. Even when I'm feeling terribly upset, I can find a way to put it into words.
- _____ 28. I rush through activities without being really attentive to them.
- _____ 29. When I have distressing thoughts or images I am able just to notice them without reacting.
- _____ 30. I think some of my emotions are bad or inappropriate and I shouldn't feel them.
- _____ 31. I notice visual elements in art or nature, such as colors, shapes, textures, or

patterns of light and shadow.

- _____ 32. My natural tendency is to put my experiences into words.
- _____ 33. When I have distressing thoughts or images, I just notice them and let them go.
- _____ 34. I do jobs or tasks automatically without being aware of what I'm doing.
- _____ 35. When I have distressing thoughts or images, I judge myself as good or bad, depending what the thought/image is about.
- _____ 36. I pay attention to how my emotions affect my thoughts and behavior.
- _____ 37. I can usually describe how I feel at the moment in considerable detail.
- _____ 38. I find myself doing things without paying attention.
- _____ 39. I disapprove of myself when I have irrational ideas.

The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by choosing the appropriate letter on the scale at the top of the page: A, B, C, D, or E. When you have decided on your answer, fill in the letter on the answer sheet next to the item number. READ EACH ITEM CAREFULLY BEFORE RESPONDING. Answer as honestly as you can. Thank you.

ANSWER SCALE:

A	B	C	D	E
DOES NOT DESCRIBE ME WELL				DESCRIBES ME VERY WELL

1. I sometimes find it difficult to see things from the "other guy's" point of view. (-)
2. I try to look at everybody's side of a disagreement before I make a decision.
3. I sometimes try to understand my friends better by imagining how things look from their perspective.
4. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments. (-)
5. I believe that there are two sides to every question and try to look at them both.
6. When I'm upset at someone, I usually try to "put myself in his shoes" for a while.
7. Before criticizing somebody, I try to imagine how I would feel if I were in their place.

(Bear, et al., 2008; Davis, 1980).

Enclosure 2: Explanation FFMQ and the perspective taking scale

Scoring Information of the FFMQ:

The FFMQ is based on a factor analytic study of five independently developed mindfulness questionnaires. The analysis yielded five factors that appear to represent elements of mindfulness as it is currently conceptualized. The five facets are observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience (Bear, et al., 2008).

The next questions recoding (1=5; 2=4; 4=2; 5=1):

q3, q5, q8, q10, q12, q13, q14, q16, q17, q18, q22, q23, q25, q28, q30, q34, q35, q38, q39

FFMQ total score:

sum of q1 t/m q39

FFMQ facet scores:

Observing = q1 + q6 + q11 + q15 + q20 + q26 + q31 + q36

Describing = q2 + q7 + q12 + q16 + q22 + q27 + q32 + q37

Act with Awareness = q5 + q8 + q13 + q18 + q23 + q28 + q34 + q38

Non-judge = q3 + q10 + q14 + q17 + q25 + q30 + q35 + q39

Non-react = q4 + q9 + q19 + q21 + q24 + q29 + q33

(Bear, et al., 2008)

Norm table : Perspective taking Scale

Standard deviation and averages of the Perspective taking scale from the Interpersonal Reactivity Index from Davis (1980) (Catalogue of selected documents, 1980, 10, 85.)

Man (N= 579)

16.78

(4.72)

Women (N= 582)

17.96

(4.85)

(Bear, et al., 2008; Davis, 1980).

Enclosure 3: Hand-out 1: Tips for the Body-scan

- It doesn't matter what you experience, if you lose your concentration or think of something else or if you can't feel something. These are all experiences from this moment. The intention is to just be aware of what you experience.
- You may get sleepy. If so, it helps to open your eyes for a little while.
- When your thoughts wander off, notice that your thoughts are passing events and bring your attention on a friendly way back to the body-scan.
- Release thoughts of 'success', 'failure' and 'mistakes'. You don't have to achieve something. The only thing that is necessary is to practice this regularly. Make sure you do this with an open and curious attitude.
- Avoid expectations in what the body-scan might do for you. Imagine it like a seed you planted. Provide the proper conditions: being calm and practice often. The more you are trying to influence what the exercise has to do for you, the less there is a result.
- Try to approach your experiences from this moment with 'Okay, this is how it is right now at this moment'. If you try to fight against unpleasant thoughts or feelings, then these will only distract you. Try to be attentive to what there is at this moment.
- After practicing the body-scan, try to have the intention to pay more attention to your experiences during the day and try to not judge them or interpret them.

(Beuningen, 2011)

Enclosure 4: A story to tell

My wife and I went on a vacation to Switzerland. When we arrived we were looking at some pretty mountains with snow on the tops. In our hotel there stood a wooden dog. When I walked by and nobody saw me I put a hat on his head and a scarf around his neck so the dog wouldn't be cold. But when I passed by later the hat and scarf were gone. Later that evening I was going to the bar with my wife. When I walked back to the room through hallway, the dog was standing in a different position on two legs. I probably had too much beer and went up stairs to get some sleep. The next morning I went to the gym for some exercise and suddenly the dog was there staring at the people who were working out. That evening a tourist grabbed the dog and threw it in the pool to see if it could float. Unfortunately it didn't and sank to the bottom.

Enclosure 5: Stories from the news to tell

Author Jean Plaidy passed away

During a cruise on the Mediterranean Sea the English novelist Jean Plaidy passed away. She wrote more than a hundred books, such as the pseudonyms Victoria Holt, Philippa Carr, Elbur Ford en Ellalice Tate.

The heart of the mummy doesn't beat

The guard of the National Museum in Leiden in the Netherlands was amazed by the large number of telephone calls after the announcement from the news that the heart of the old mummy would be brought back to beating. Yesterday schools traveled from all over the country to Leiden to witness the miracle. But unfortunately this would never happen, it seems to be a joke.

Stuck in a machine

Stuck in a snack machine with two fingers! This happened in Italy to a young boy from eleven years old named Marco. This boy had put a coin in the machine but no snack was coming out. He tried to grab the candy himself, but he failed. The fire department had to step in and free the boy. Marco had to go to the doctor to check his fingers. One comfort, the boy received two candy's from the nurse.

Child (9) drives drunken father home.

The police from Berlin had to stop a 39 year old man from a small village near Berlin because he let his 9 year old son Tim drive him home. On Tuesday the agents were amazed when they saw a little boy driving a red car. When the agents stopped the car, the man walked out the car and argued that his sister would drive back but she had too much to drink. The man and his sister were in denial about the age of the boy and said that the agents had to fix their eyes. According to the agents the man thought he was also too drunk to drive them home.

(Oomkes, 1998)

Enclosure 6: Hand-out 2: Exercise to practice accurate listening

To practice accurate listening follow the steps bellow.

- Step 1** You must concentrate on not talking, while the other person is talking. Be sure to pay attention and to look directly at the speaker.

- Step 2** Be sure you are listening to the other person when he is talking, instead of preparing your reply.

- Step 3** Make sure you are paying attention to how the person is behaving.

- Step 4** Be aware of the body language of the other person.

- Step 5** Let the other person know that you're listening. For example by shaking your head.

- Step 6** When the other person stops talking, try to paraphrase or translate what he said. Reflect what you think you have heard. This technique helps to ensure if there is a clear understanding.

- Step 7** Try to recognize the individual's feelings. For example: "You sound angry" or "you seem to be upset" etc.

("Active Listening," 2012)

Enclosure 7: Reading Micro expressions

These Photos are from the book: 'Emotions Revealed' from Paul Ekman (2003)

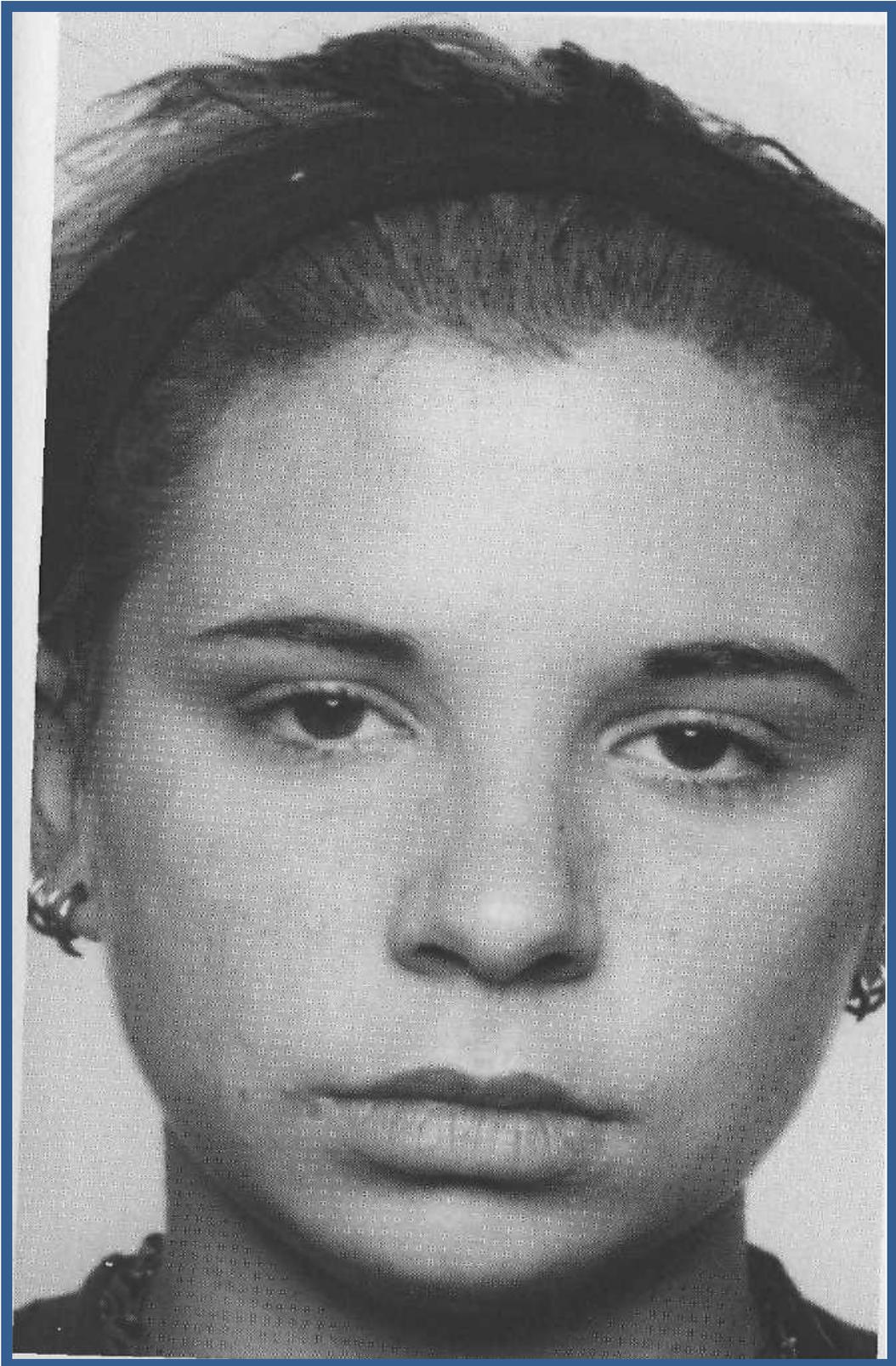


Photo 1

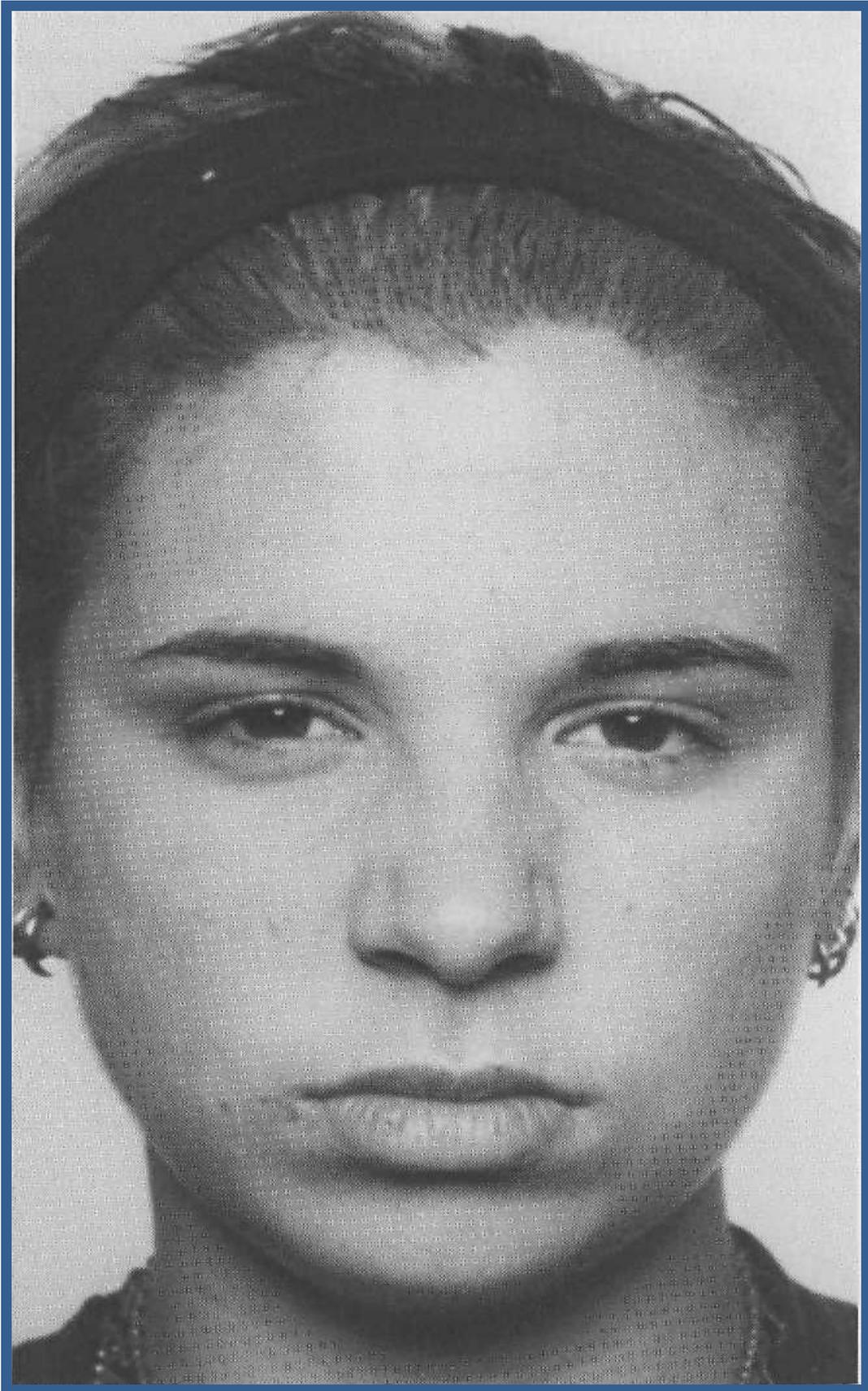


Photo 2

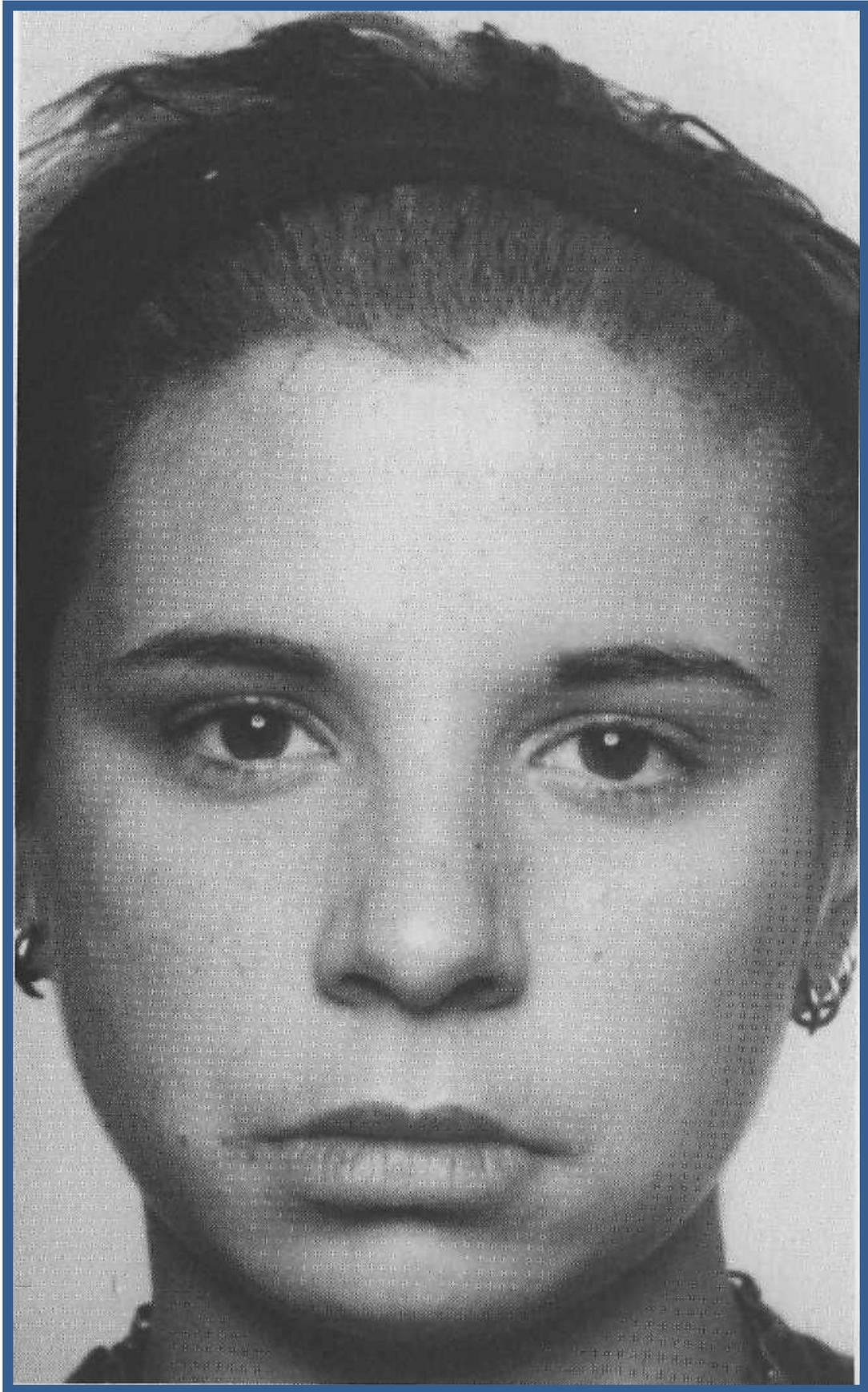


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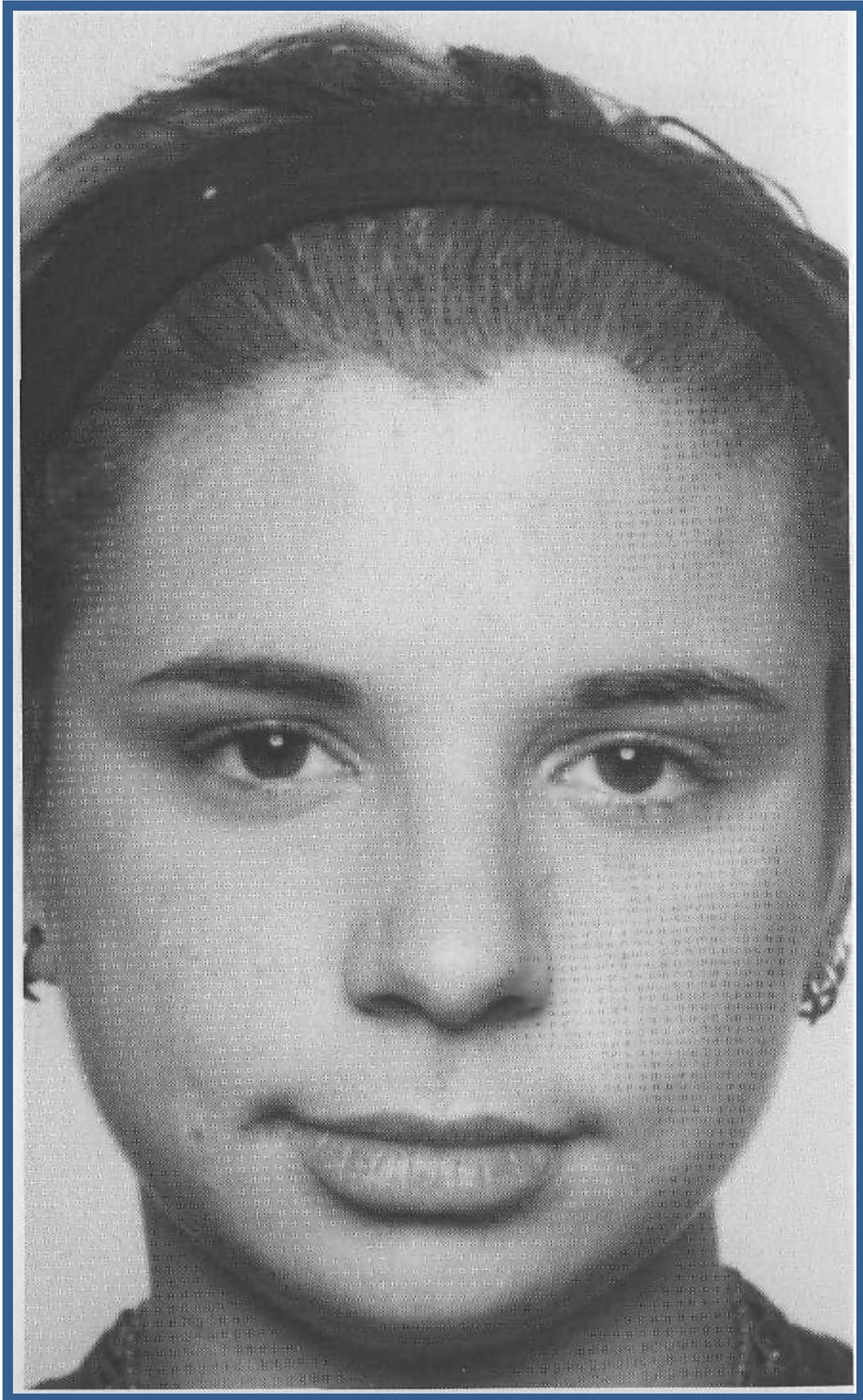


Photo 4

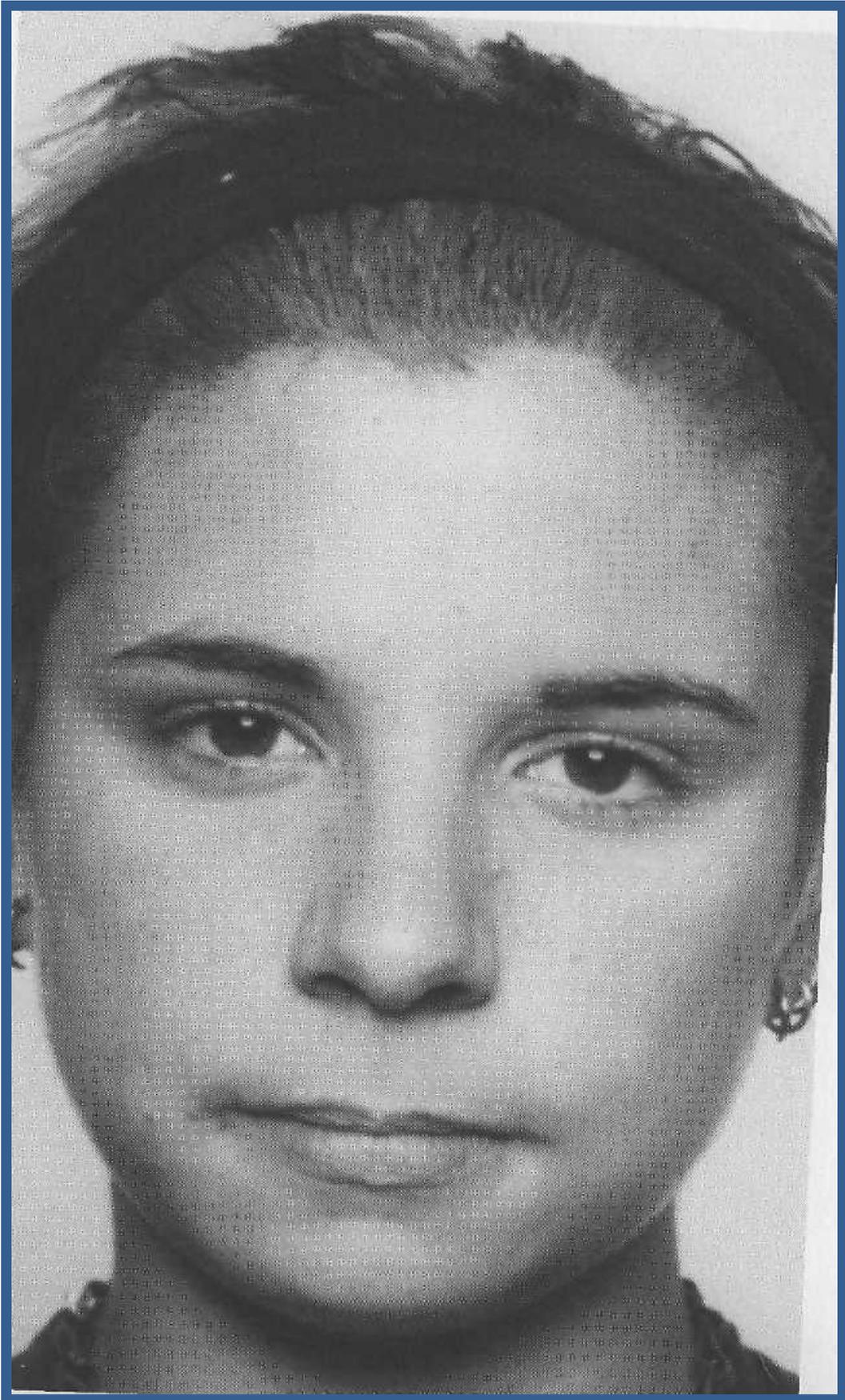


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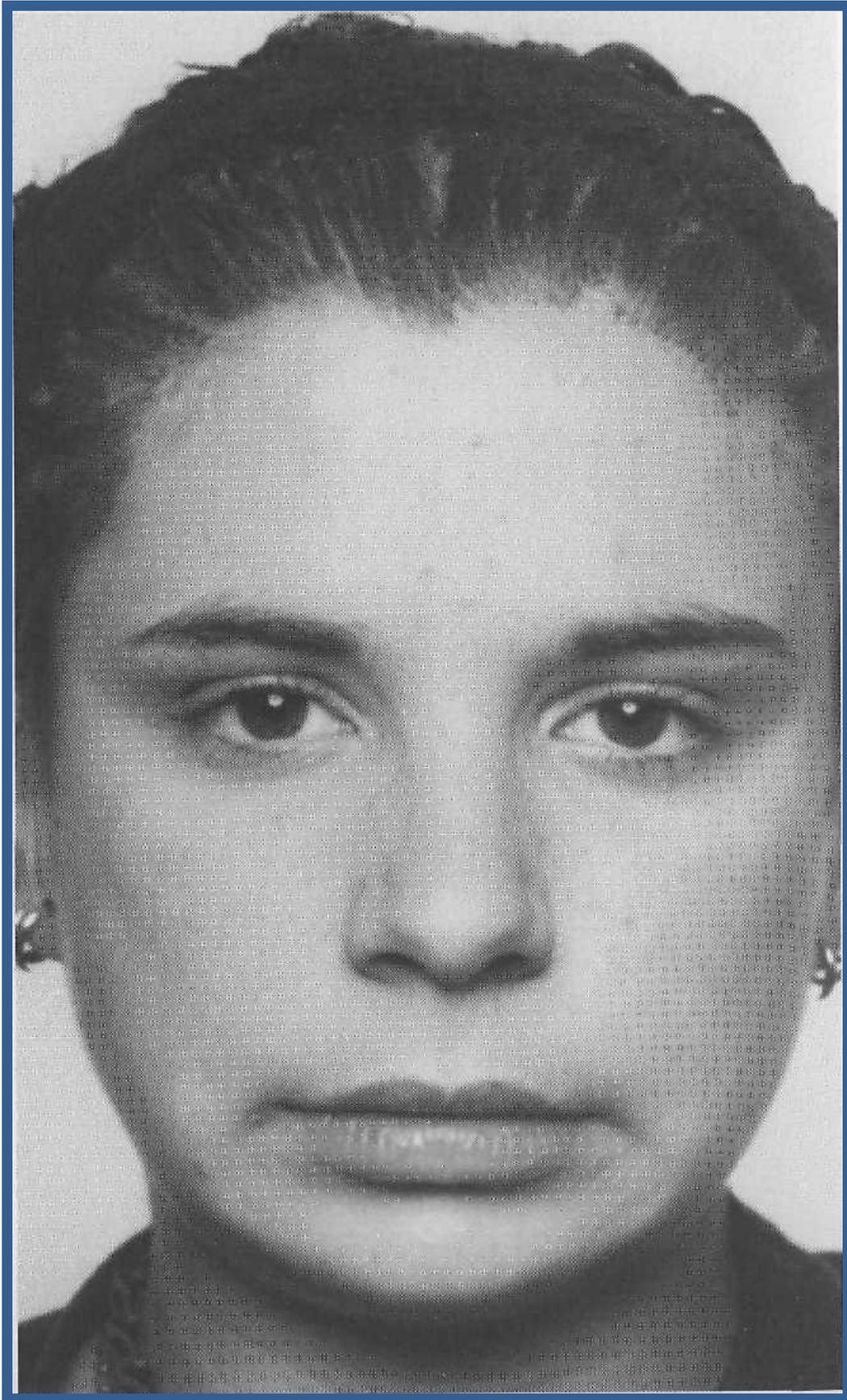


Photo 6

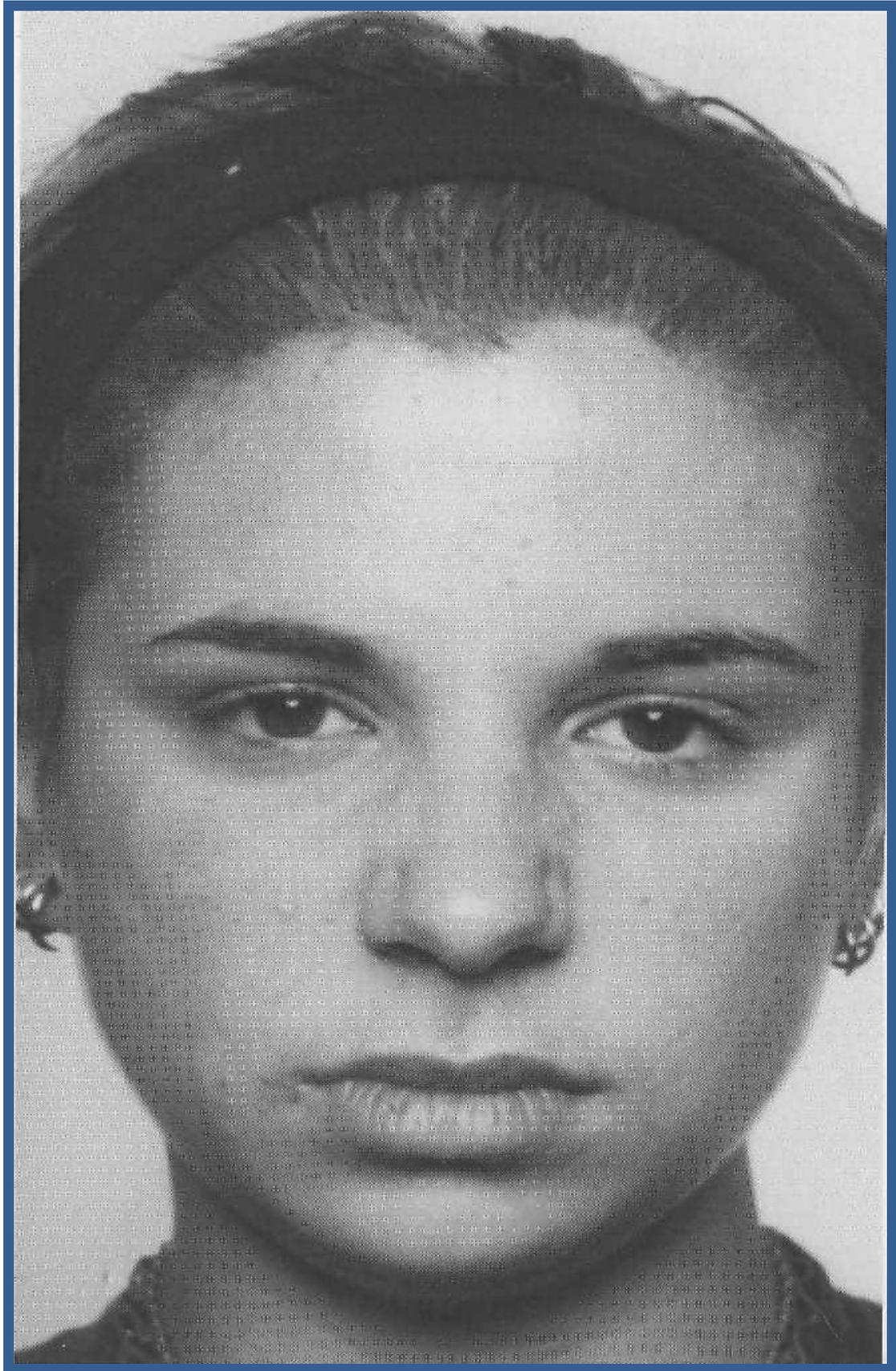


Photo 7

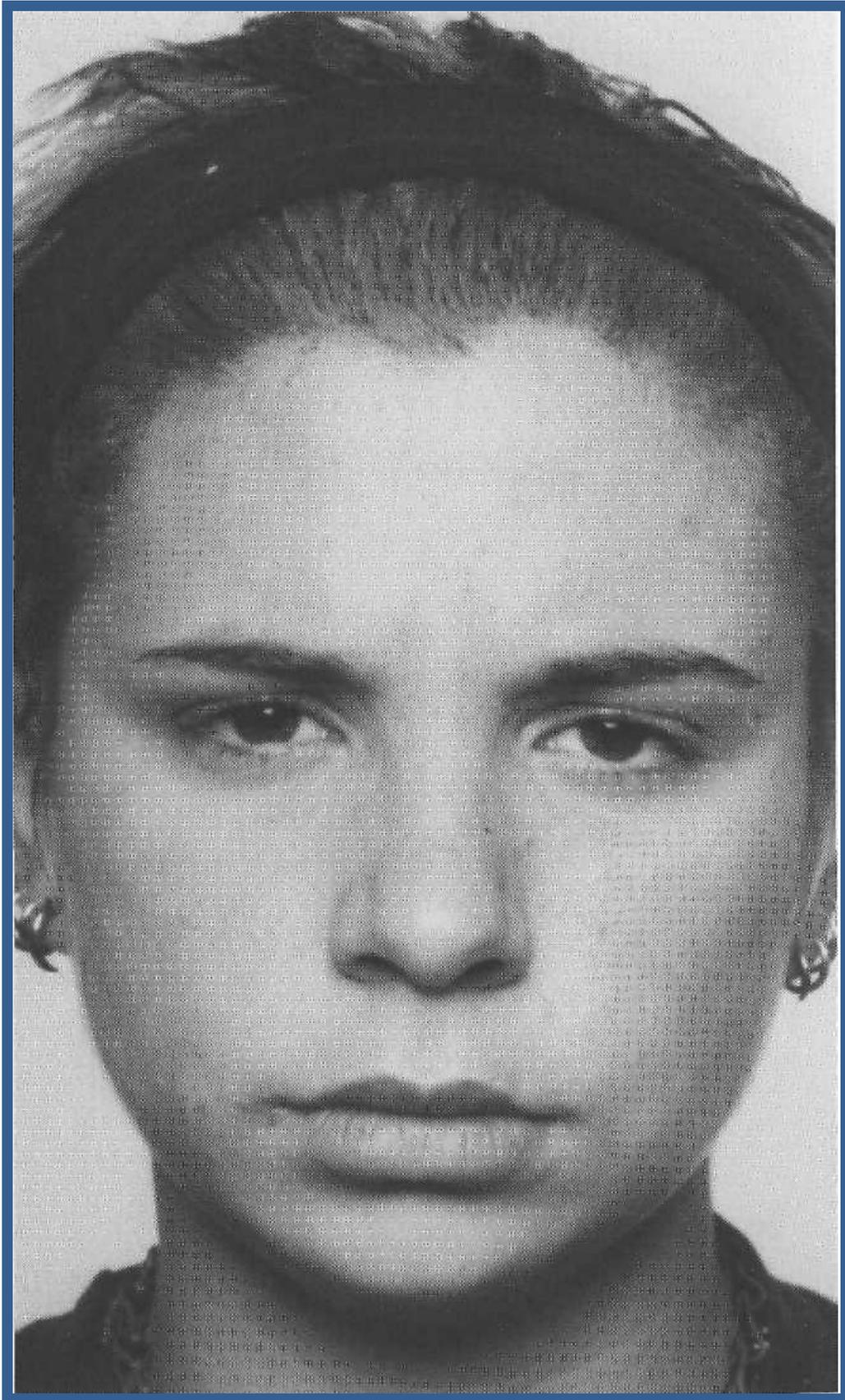


Photo 8

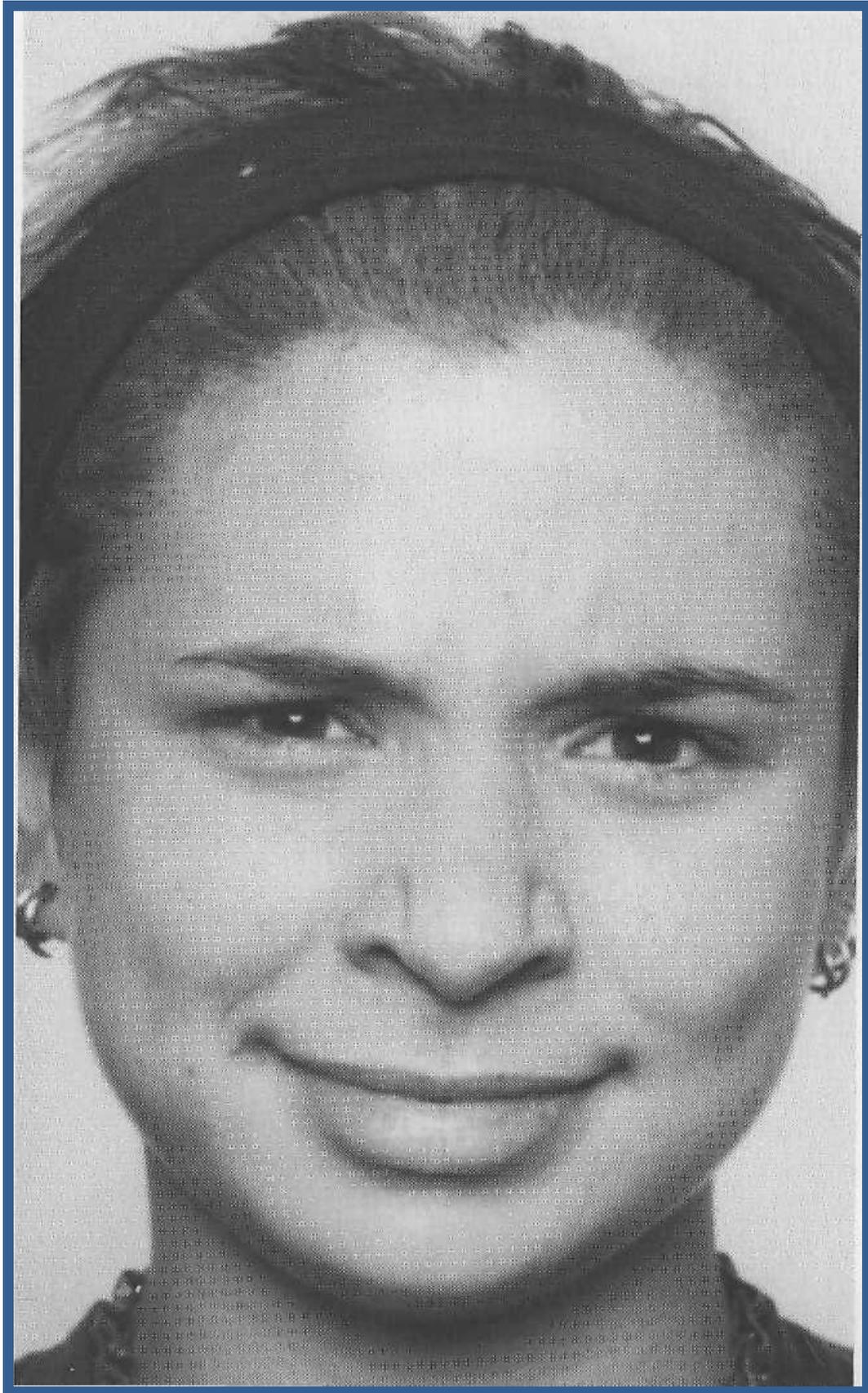


Photo 9

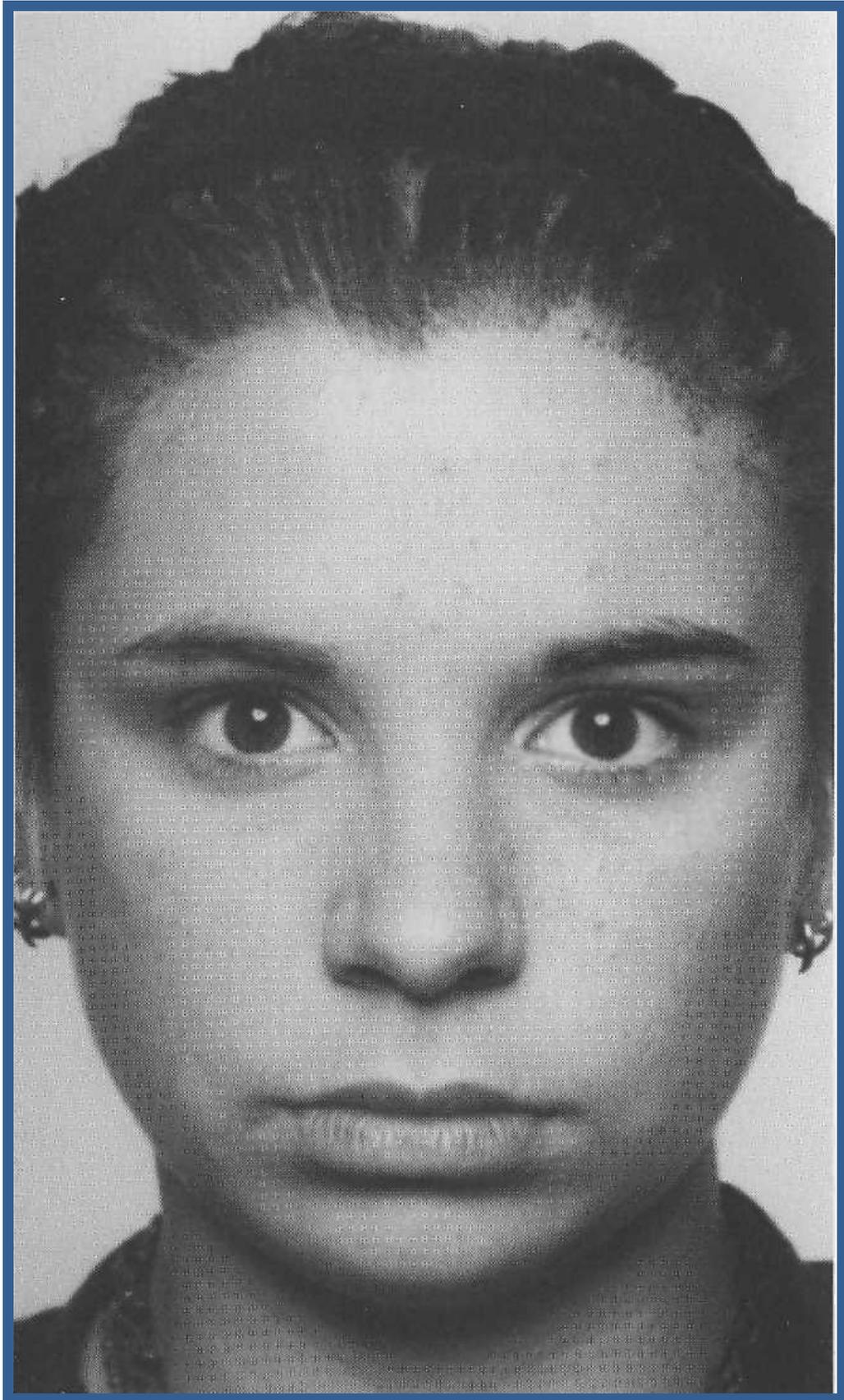


Photo 10

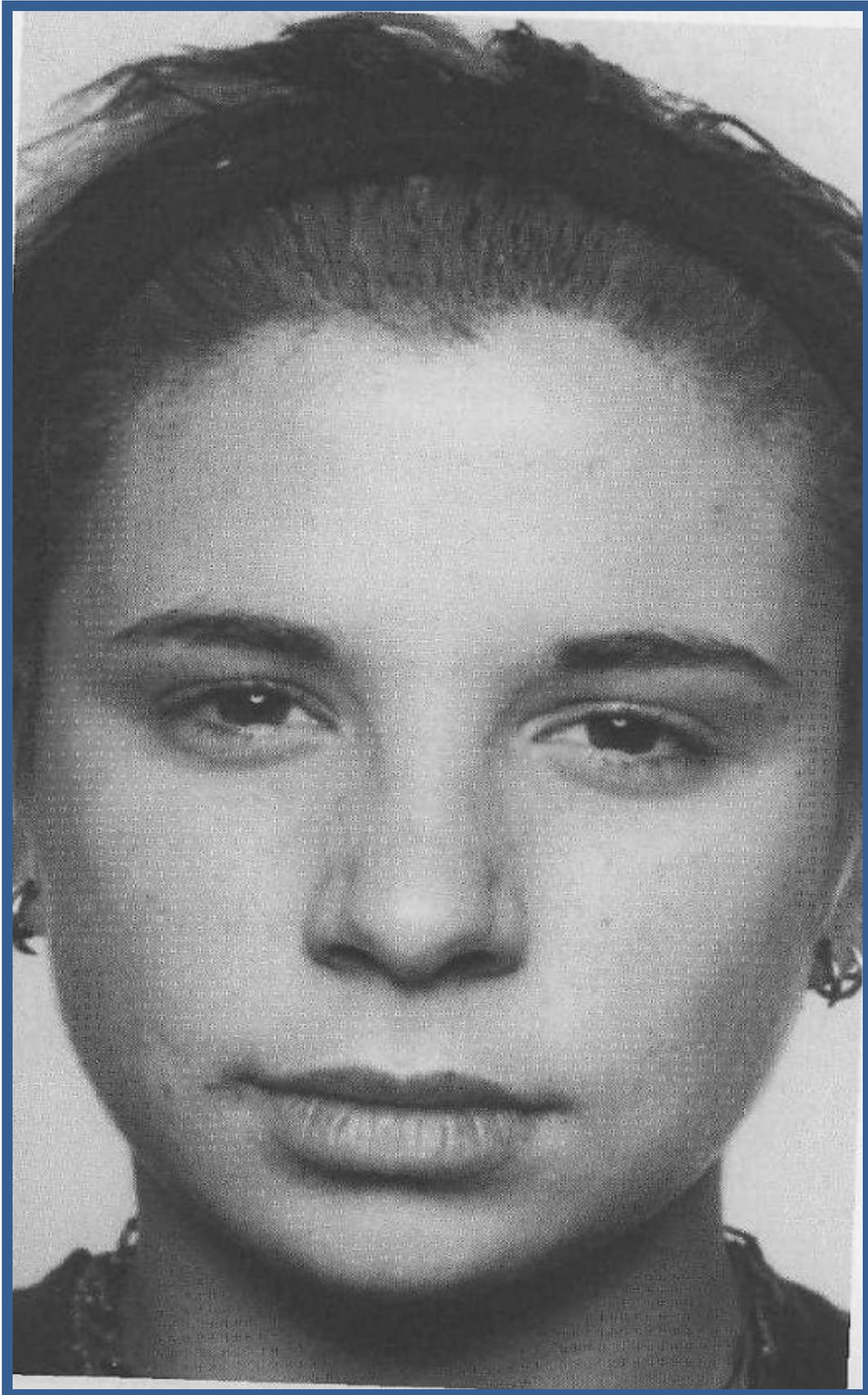


Photo 11

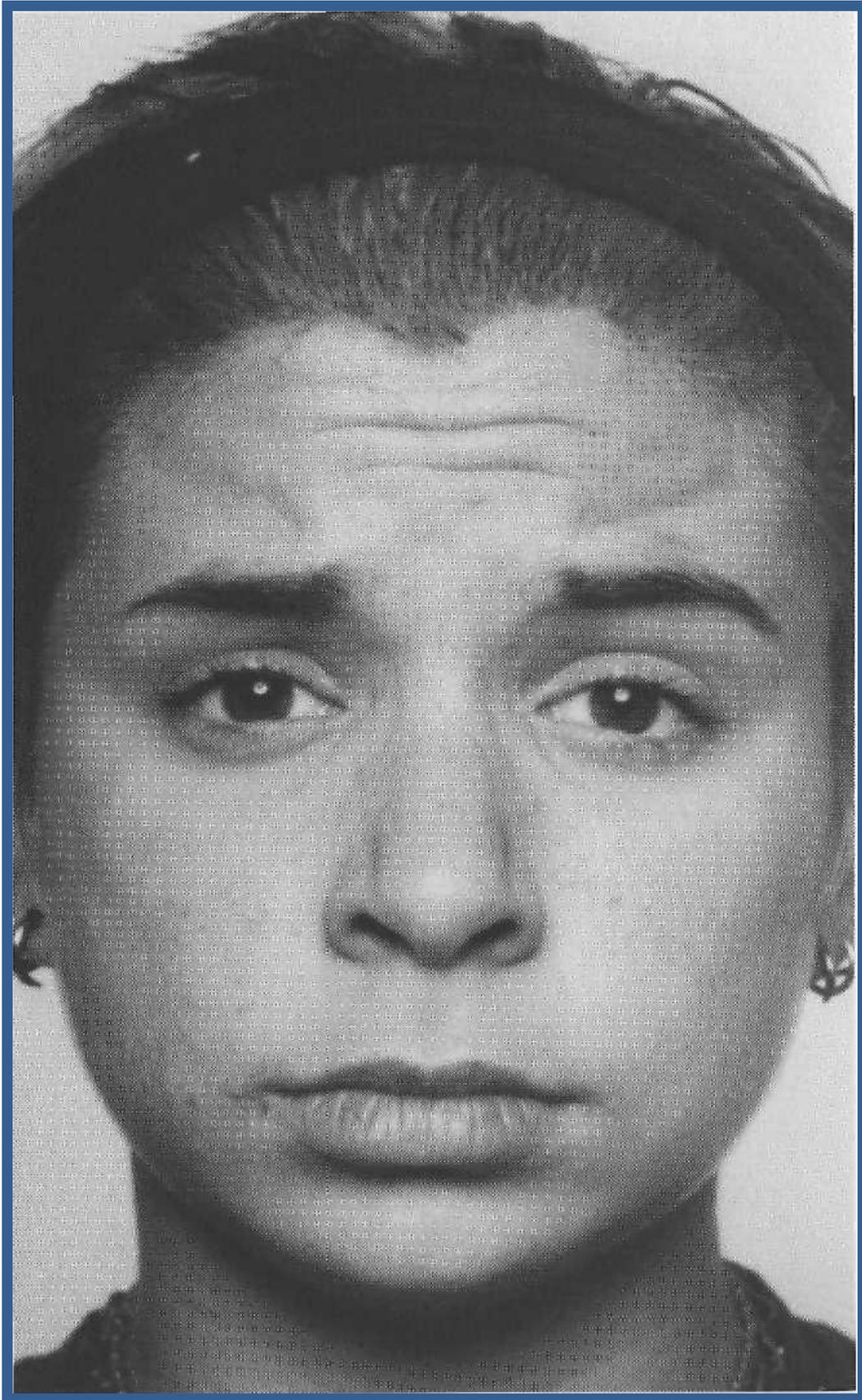


Photo 12

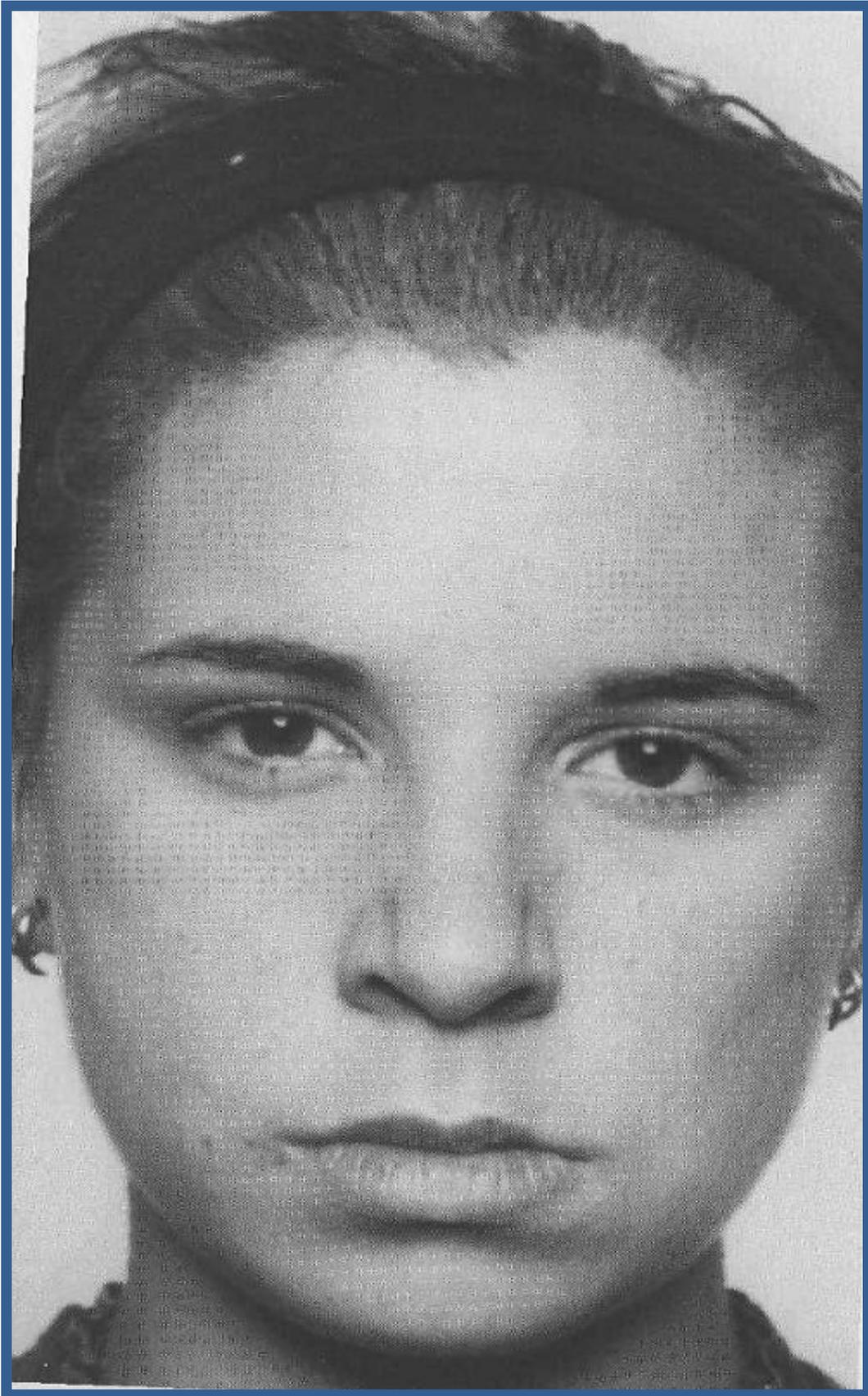


Photo 13

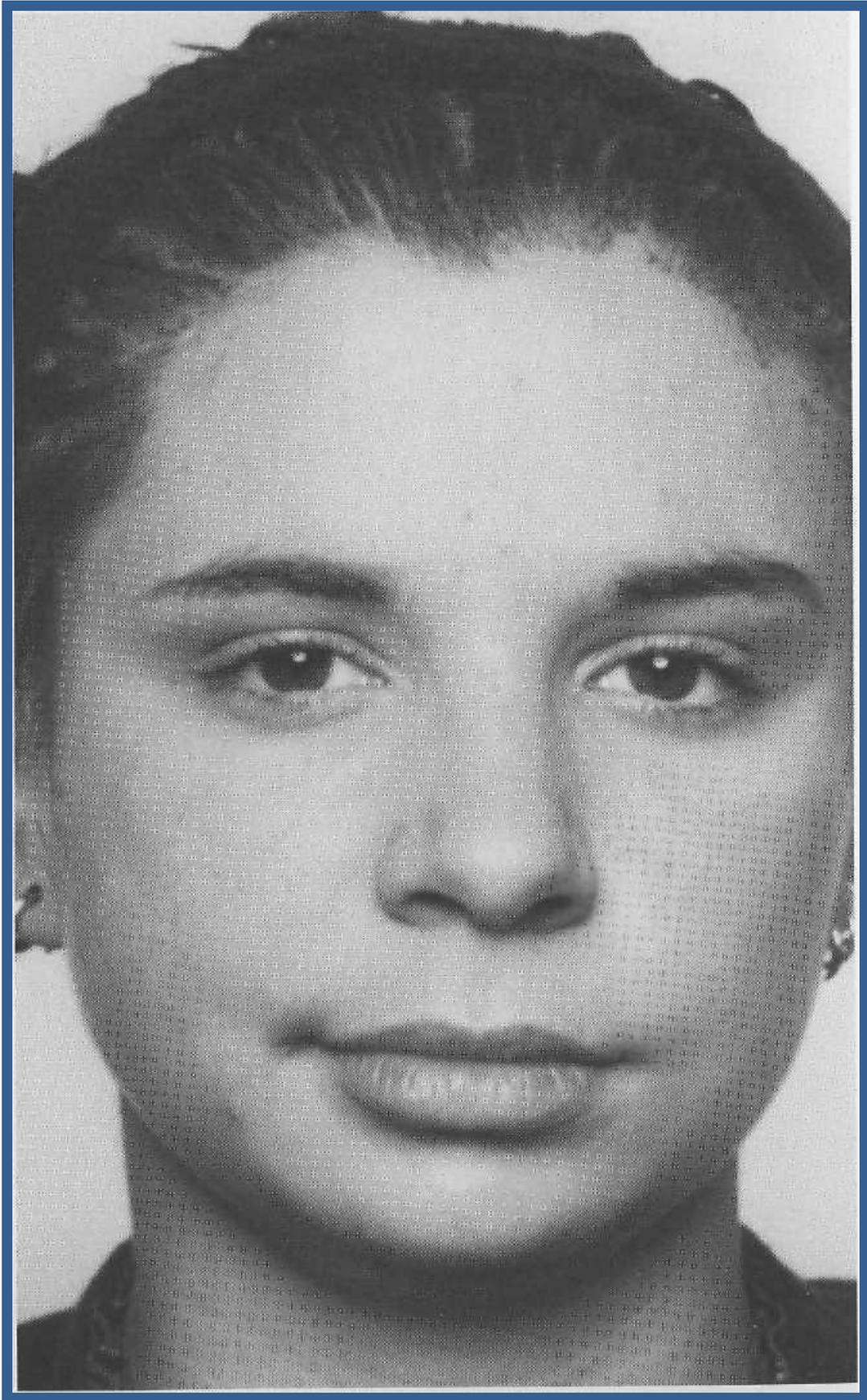


Photo 14

Enclosure 8: Recognizing the Expressions—The Answers

These answers are coming from the exercise from the book: 'Emotions Revealed' from Paul Ekman (2003).

Photo 1

Slight sadness. Anything related, such as "dejected" or "blue" or "depressed," would also be correct. This expression is shown in the drooping upper eyelids. Sleepy or tired could also be correct, because of the drooping eyelids she shows. This can occur in tiredness as well as sadness; when the upper eyelids begin to droop in tiredness, you might, however, see the eyes lose their focus, and an occasional yawn or shaking of the head.

Photo 2

Disgust. Again any related word would be acceptable, with the exception of the anger family, such as irritated or annoyed. The clue is in the slight contraction of the muscle that wrinkles the nose and narrows the eyes.

Photo 3

Slight sadness, again. But this time it is expressed in the lips with the slight pulling down of the lip corners. Compare the position of the lips in this picture with the position in photo 1, in which the lips are relaxed. Sadness can be expressed through the eyelids, the lips or both.

Photo 4

Slight enjoyment; any word in that set of words—pleased, OK, feels good—would be correct. Compare the lips in photo 4 with the relaxed lips in photo 1.

Photo 5

Very slight anger (annoyance) or highly controlled- or determination. With this expression you can't be certain when the only clue is a slight pressing and narrowing of the lips. Even though it is ambiguous, you don't want to miss this clue. Because if you spotted it in real life, you probably would be able to figure out whether it is determination or an anger sign based on when it was shown or what was being said by you or that person. This can be one of the first signs of anger, alerting you before matters get irreversible; sometimes this sign even occurs before the other person recognizes that he is becoming angry.

Photo 6

Highly or slight controlled fear. The most common mistake is that people interpret this as a sign of disgust. The clue to fear is in the lips., they are slightly stretched. Sometimes when a person is describing or thinking about a time when he was afraid, but not actually feeling it in the moment, the person will show this slight fear expression.

Photo 7

Disgust again, this time shown in the slightly raised upper lip. Disdain could also describe this expression.

Photo 8

Upset, unhappy, perplexed, miserable etc. These are all possibilities. All of these refer to the anger theme of having an obstacle in the path of a goal. It might even be highly controlled anger. The lowered tensed eyelids and the lowered brows signal anger.

Photo 9

An expression of anger that is masked. The expressions looks like a happy one because of her smiling lips, but the eyebrows don't fit an enjoyable emotion. This could either be a blend of anger and enjoyment, an attempt to mask anger (the emotion shown in the eyebrows) with a happy smile or amusement about being confused or perplexed. The eyebrows in this picture look very the same as those shown in photo 8, only the movement is a little stronger.

Photo 10

Surprise or fear—or just rapt attention. It's difficult to be certain when the clue is limited to just the raised upper eyelids. If it is surprise or fear, it would be either slightly felt or highly controlled stronger feelings.

Photo 11

Very slight annoyance just beginning, controlled anger or having trouble focusing on something (literally or figuratively). When the clue is the tensed eyelids, the context could help you in identifying the correct understanding of the person's emotion.

Photo 12

Controlled fear, worry or apprehension. This configuration in the eyebrows in this picture is one of the most reliable signs of these feelings.

Photo 13

Annoyance or controlled anger. The clue in this picture is the jaw, which is moved forward and the lower eyelids which are slightly tensed.

Photo 14

Disdainful, contempt or smug, The tightening of one lip corner in this picture signals this set of related emotions.

Ekman (2003)

Ekman: "Don't worry about how many you missed. Most people who look at these photographs briefly do not get more than five correct. Even when people get to look longer, most don't get more than ten correct. The expressions are difficult to read—because they are partial, slight, and sometimes involve two emotions merging into a blend (pp. 251, 2003)".

Tell the participants that according to Ekman(2013), it should be easier to recognize these expressions once you have read the explanations of how each emotion is registered in the face in his book: 'Emotions Revealed'. So the participants who had a hard time recognizing and are interested in practicing more and get better, can read more about it in their spare time.

Enclosure 9: Hand-out 3: Accurate listening in real-life situations

Now that you were introduced with accurate listening in this training, you can also try to do this in real-life situations. Consider for example a person in your family or at work who you have a different opinion to. The next steps below describe how you can practice reflective listening and really hear the other person in real-life situations. You can use this tool whenever you have to deal with for example a discussion or conflict between people.

- Step 1** Choose a person with whom you are having relationship difficulties or a person that you know holds different beliefs from your own, and really try to step into those shoes for a period of time. For example, try to imagine you are doing someone else's work. You can note whether your ability to emphasize changes based on seeing the others point of view.
- Step 2** Think about the conversations that you have had with that person. Consciously check your own interpretations of what that person is saying.
- Step 4** You can begin on focusing on them and before moving forward, think about what would happen if you framed the conversation from the perspective of "I just want to make sure I understand you. Can I clarify?" Rarely people say no to this.
- Step 5** Clarify what you've heard by reflecting the meanings and feelings from the other person. You can check if you fully understood the other by asking.
- Step 6** When you are speaking you can also ask the other person if he wouldn't mind sharing what they've heard you say. Then you can consider how you would correct the other if you feel misunderstood.

("Reflective Listening," 2012)

Enclosure 10: What do you see?



Enclosure 11: Perception Cards

Lieber (1994)

Success	Freedom	Morality
Racism	Injustice	Community
Democracy	Family	Police
Human rights	Love	Sexism
Tolerance	Prejudice	Friend

Enclosure 12: Survey

Recently you've participated the Empathy Training from the Center for Building a Culture of Empathy and Compassion (CBCEC). To keep improving this training we would like you to fill in this form and send it back to CBCEC.

In this survey you can rate the following phrases from 1 to 5. The numbers stands for: 1 = bad, 2 = mediocre, 3 = adequate, 4 = good and 5 = excellent. Furthermore there are three questions about this training you can answer.

How do you rate:

The entire Empathy training	1	2	3	4	5
The topics of the modules	1	2	3	4	5
The structure of the training	1	2	3	4	5
The learning objectives of this training	1	2	3	4	5
The learning materials of the training	1	2	3	4	5
The exercises of the training	1	2	3	4	5
The homework assignments of this training	1	2	3	4	5
The appearance of the trainer who facilitates the training	1	2	3	4	5
The space in which the training is facilitated	1	2	3	4	5
The sphere of the training	1	2	3	4	5
The knowledge of the trainers	1	2	3	4	5
The skills of the trainers	1	2	3	4	5
The feeling of safety in the group	1	2	3	4	5

What did you gain from this training?

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.....
.....

What did you think was unnecessary during this training?

.....
.....
.....
.....
.....

Here you can write down suggestions to improve the training or any other additional things you would like to point out.

.....
.....
.....
.....
.....

Thank you for filling in this form!