The Effectiveness of Training for Empathy in Pre-Service Teacher Education

by

John Bruce Jessen

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Science in Psychology

Approved:

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Logan, Utah 84322

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John Bruce Jessen
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Abstract

The Effectiveness of Training for Empathy in Pre-Service Teacher Education

by

John Bruce Jessen, Master of Science
Utah State University, 1976

Major Professor: Dr. David R. Stone
Department: Psychology

The specific objective of this research was to determine the effectiveness of training on understanding empathy in the teacher training process.

Subjects were Utah State University students enrolled in Elementary Education during winter quarter 1976. The experimental group was composed of 34 subjects and the control group of 27 subjects.

Both groups were administered a pretest. The experimental group then received the treatment which consisted of a training program designed to help them to be able to (1) define, (2) recognize instances of, and (3) to emit empathic behavior. At the conclusion of the training program both the experimental and the control groups were administered a posttest.

A hypothesis of significant difference was formulated stating there would be a significant difference between posttest scores of the experimental and control groups on a measure of empathic understanding.

Results of the study indicate that in fact a significant difference was found as a result of the experimental treatment.
On the criteria measured, the empathy training program did have a significant effect on the emitted empathic behavior of the subjects in the treatment group.
Introduction

A review of the literature indicates that most research on teacher training programs has dealt primarily with those skills necessary for the teacher to effectively implement specific teaching behaviors and to communicate knowledge to the student in a given academic area (Manifie, 1974). Examples include teaching word attack skills (Knafle, 1974), demonstrating the value of positive and negative numbers using a number line (Byers, 1973), redirecting the same question to more than one pupil so each one contributes part of the total answer (Borg, 1973), and providing cues or information to aid the pupil in giving a better answer to a question are examples of these teaching skills, as seen in the teacher behavior of "prompting."

In the effort to improve the use of these teaching skills, however, an important component of the teaching process has received little attention. This component is the impact of the teacher's own personality on the educational setting he or she provides for students, and on the way attitudes effect the use of teaching skills.

One component of personality which has been established as a facilitative trait in producing meaningful interpersonal experiences, in other than classroom settings, is empathy (Truax and Carkhuff, 1967; Combs et al., 1969; Carkhuff, 1969). Empathy is "listening to another person in a manner in which we put ourselves into the frame of reference of another so that the other person's thinking, feeling and behaving are completely understood, even to the point of being predictable" (Kurpius, 1971). The utilization of empathy in interpersonal relationships has been stressed in the fields of counseling (Brammer,
(1973) and psychiatry (Kolb, 1973). The facilitative effect that empathy has on interpersonal relations has generated research in areas such as empathy discrimination training (Guy, 1971) and the development of empathy tests to measure differences in the tendency to assume similarity between oneself and others (Smith, 1973). Research and training on empathy have been aimed at more effective interpersonal interaction in terms of a therapeutic relationship between the counselor and his client. The usefulness of empathy in interpersonal interaction has also been established in the business and personnel fields (Hatch, 1972). There is some evidence that empathy is also facilitative in the instructional setting (Kurpius, 1971).

In Developing Teacher Competencies in Interpersonal Transactions, Kurpius (1971) pointed out that if the teacher is unable to understand how the student feels and how he or she is experiencing a given situation, a "barrier" in the relationship between the student and the teacher may begin to develop. If, however, the teacher understands the student's feelings and how he or she is experiencing the situation, the outcome of that interaction can be more meaningful and productive for both the student and the teacher. The importance of this understanding is borne out in a recent study by Robert C. Cornwall (1974). Students were asked to view the problems of classroom instruction in general "as perceived by the teacher." Specifically, they were to list what they considered to be problems, obstacles, and concerns of the instructors. In other words they were to look at the basic problem under consideration from the teacher's point of view. Similarly, the teacher was to consider classroom instruction from the student's position. Students
and teacher made lists, and the items were discussed in class. In reporting his findings, Cornwall states:

This rather simple exercise has proved to be of greater value than was expected. Two very important things have been realized as a result of these efforts. The first benefit of this type of exchange was that all persons involved seem to have developed a better understanding of the concept of "empathy." This approach to learning seemed to add another dimension which helps an individual to conceptualize.

The second benefit was the new insights students and teacher gained about each other. This information has developed a greater "feel" for the other person's needs and aspirations. In short, the exchange has opened up additional opportunities to communicate on a level that would probably not otherwise be available.

(Cornwall, 1974, p. 124)

In order to facilitate a meaningful interaction between the teacher and the student, empathy training programs have been constructed (Kurpius, 1973). However, there is a lack of research evidence on their effectiveness in teacher training programs, in terms of training teachers to begin to develop empathy behaviors on three increasingly complex training levels as described by Borg (1972). Research generated from this lack of research evidence could provide a unique opportunity to utilize the concepts from counseling which have impact on the work of the teacher.

Purpose

The purpose of this study is to determine the effectiveness of a training program for prospective teachers, enrolled in a teacher training program, designed to help them to be able to (1) define, (2) recognize instances of, and to (3) emit empathic behavior.

Objective and Hypothesis

The specific objective of this study is to determine if the
Empathy training program has had an effect on the empathic verbal responses of teacher trainees. This study will test the following hypothesis:

There will be a significant difference between mean scores on a measure of empathic verbal responses of education majors at Utah State University enrolled in a teacher training program that includes a training program on emitting empathic behavior as compared with similar majors in a program that does not include training on understanding empathy.

Definitions

Empathy/empathic understanding. Listening to another person in a manner in which we put ourselves into the frame of reference of another so that the other person's thinking, feeling, and behaving are completely understood, even to the point of being predictable.

Five point empathy scale. The five point empathy scale is an abbreviation for "Empathic understanding in interpersonal processes: a scale for measurement." This scale is a revision of earlier versions of empathy scales (Carkhuff, 1968; Carkhuff and Berenson, 1967; Truax and Carkhuff, 1967).

Limitations

The limitations of this study were:

1. The empathy training program dealt only with elementary education students at Utah State University. Therefore, the results of this study cannot easily be generalized to students in teacher education programs throughout the state.
2. The research reported in this thesis did not assess the impact of the empathy training program in any other environment than the elementary education classroom.

3. Perhaps the empathy training program had long term impact on students in a way or ways not measured by the evaluative techniques of this particular study.

4. The evaluation of this study was based on subjective ratings which may assume some degree of variance from rater to rater, although inter-rater reliability was observed to be relatively high (over 80 percent).

5. The experimental and control groups were not randomly selected from their population, but, were randomly selected as intact class units.
Review of Literature

This review of literature will focus on: (1) the measurement of empathy, (2) theoretical foundations and related research, (3) empathy training programs, and (4) the role of empathy training in teacher education programs.

Measurement of Empathy

The fields of psychology and psychiatry include the assessment of empathy as a part of their professional training (Dalton, 1973; Payne, 1970, 1971). Within the fields of psychology and psychiatry there have been several scales developed to measure empathy (Campbell, 1971; Chapman, 1971; Hogan, 1969; Means, 1973). Freese (1972) has developed a measurement procedure using the ratings of both self and trained raters in the measurement of empathy. Freese concluded that his method of empathic measurement is more reliable than those methods which use self-ratings of trained raters alone. Another method of measuring empathy includes the use of video tape simulation (Park, 1971). The counseling interview is simulated with the trainee viewing and hearing a subject on television. The trainee responds to the subject's statements, and those responses are rated, using Carkhuff's five point empathic communications scale, as being empathic or nonempathic by trained raters.

Chandler (1974) discussed two controversial criticisms of standard assessment procedures for the measurement of empathy. First, he asserted that assessment procedures which attempt to measure the accuracy able to characterize other people's feelings provide little or
no useful information about the process of empathic understanding. Second, he argued that assessment procedures which require that the subjects share, as well as understand the feelings of others "hopelessly confuse the process of empathy and projection, and logically exclude the possibility of achieving an unambiguous index of empathic skill."

Theoretical Foundations and Related Research

Carl Rogers hypothesized in 1967 that one of the conditions necessary for effective therapy to occur is empathy. According to Rogers, the condition of empathy is met when "the therapist senses and expresses the client's felt meaning, catching what the client communicates as it seems to the client" (Rogers, 1967, p. 10). Rogers views empathy as an attitudinal or personal characteristic of the therapist rather than a special technique which he might apply. Rogers also maintains that the therapeutic significance of the core conditions, including empathy is atheoretical (Rogers, 1967).

The Accurate Empathy Rating Scale by Charles B. Truax is an attempt to describe the concept of empathy in operational terms. This nine-point research scale defines empathy by degrees and provides a means of assessing the level of empathy which a therapist offers during ongoing therapeutic interactions. The scale has been applied as the criterion measure of empathy in numerous psychotherapy processes and outcome studies. Truax defines a high level of accurate empathy in the following way:

At a high level of accurate empathy the message "I am with you" is unmistakably clear--the therapist's remarks fit perfectly with the
client's mood and content. His responses not only indicate his sensitive understanding of the obvious feelings, but also serve to clarify and expand the client's awareness of his own feelings or experiences. (Truax and Carkhuff, 1967, p. 46)

A low level of accurate empathy is described by Truax in the following excerpt:

At a low level of accurate empathy the therapist may go off on a tangent of his own or may misinterpret what the patient is feeling. ... the therapist is doing something other than "listening", "understanding", or "being sensitive", he may be evaluating the client, giving advice, sermonizing, or simply reflecting upon his own experiences. (Truax and Carkhuff, 1967, p. 46)

The view of empathy reflected by the rating scale follows Roger's position but also includes elements of the psychoanalytic stance (Bergin, 1966; Truax and Carkhuff, 1967). Truax has found that accuracy in empathy, similar to the psychoanalytic concept of moment-to-moment diagnostic accuracy, is important to client improvement. The accurately empathetic therapist has the skill to see the client's world, not as it really is, but, more importantly, as the client sees it. The process of trial identification in psychoanalysis approximates the concept of the accurately empathetic therapist who senses the client's experience as if the experience were his own. A high level accurate empathy response closely resembles a psychoanalytic interpretive response in that it attempts to go slightly beyond the client's immediate experiencing in order to extend his awareness. By comparison, this simple reflective response, most frequently associated with Rogerian, client-centered therapy, is rated as only a moderate level of accurate empathy. A reflective response typically refers to the client's more obvious feelings and meaning, the mid-point on the Accurate Empathy Rating Scale (Truax and Carkhuff, 1967).
Robert R. Carkhuff has reworded and modified Truax's original empathy scale in an attempt to develop a measure which could be applied to all interpersonal processes. This effort by Carkhuff reflects a growing emphasis to unite counseling and teaching behaviors in terms of more effective intrapersonal communication in the classroom setting. This five point scale for measuring accurate empathy will be used in the present study (Carkhuff, 1969, Vol. 1, pp 174-175).

The mid-point on both Truax's and Carkhuff's scales represents the minimum level of empathy which will have a facilitating effect in a relationship; ratings above the mid-point reflect higher levels of empathy on both scales, while ratings below the mid-point reflect low levels of empathy (Truax and Carkhuff, 1969, Vols. 1 and 2). Although Carkhuff identifies the scale mid-point as the minimally facilitative level of accurate empathy, he also suggests that still higher levels of empathy are necessary in order to effect therapeutic movement and positive client change. Carkhuff defines the five point scale for measuring accurate empathy in this excerpt:

At level 3 of the empathic understanding scale, the verbal or behavioral expressions of the first person (the counselor or therapist, teacher, or parent) in response to the verbal or behavioral expressions of the second person (the client, student, or child) are essentially interchangeable with those of the second person in that they express essentially the same effect and meaning. Below level 3, the responses of the counselor detract from those of the client. And above level 3, the first person's responses are additive in nature. (Carkhuff and Berenson, 1967, p. 55)

The research conducted on the five point empathy scale (summarized in Truax and Carkhuff, 1967; Carkhuff, 1968, Carkhuff and Berenson, 1967) has been in terms of extensive process and outcome research on counseling and psychotherapy and repeated replication studies in the
same and different settings. Examples of this research include a study in which Truax (1961) compared the levels of empathy in four hospitalized patients who showed clear improvement on a variety of personality tests and four who showed clear deterioration after six months of intensive psychotherapy. A total of 384 two-minute samples were selected from the middle third of the therapy sessions, then randomly assigned code numbers and submitted to judges for rating on the empathy scale. The findings indicated that the psychotherapists whose patients improved on the tests rated consistently higher on empathy than those with test deteriorated cases.

In another study, using samples obtained from early and late interviews with the 14 hospitalized and 14 outpatient cases, Truax (1963) found that the level of empathy offered in therapy was significantly higher for successful cases than for failures. This positive relationship between empathy and outcome of therapy held for both hospitalized schizophrenics and outpatients seen in counseling.

A study which further clarifies the relationship between empathy and outcome, consisted of complete interviews from early and late therapy in 14 schizophrenic cases. In that study, consecutive five-minute samples were made throughout the 28 interviews, thus covering every single moment of therapeutic interaction during those sessions. Since therapists vary in their level of empathy from response to response, an analysis could be made on the data of both high and low responses of empathy, and mean or average levels of empathy. Thus, the question became, "Is the average level of empathy the important factor, or does the patient respond to those rarer responses of high empathy?"
A further question was, "Do occasionally quite low levels of empathy impede the process of therapy?"

The analysis of the data (Truax, 1962) indicated that although patients who received average higher levels of empathy were those who showed improvement, the highest moments of empathy obtained throughout the interviews were more predictive of outcome compared to cases with relatively lower "highest" moments. By contrast, there was no relationship between the level of the lowest moment of empathy and case outcome.

Continuing the line of investigation using the empathy scale, Bergin and Solomon (1963) presented evidence indicating that the level of empathy as measured from tape-recorded therapy conducted by fourth-year clinical psychology graduate students, was significantly related to the student-therapist's ability to produce outcome as judged by his supervisors.

A recently completed study on 40 outpatients treated by resident psychiatrists at the Phipps Psychiatric Clinic at Johns Hopkins (Truax, Wargo, Frank, Imber, Battle, Hoehn-Sorkin, Nash, and Stone, 1966) was an attempt to cross-validate the findings from the studies on individual psychotherapy with hospitalized schizophrenics with data from a very different patient and therapist population. Analysis of that data indicated greater improvement for patients of therapists offering high levels of empathy, than for patients receiving relatively lower levels of empathy.

Truax and Carkhuff's regard for empathy as the key ingredient in helping is also apparent in the programs which they have developed for
training prospective counselors in the core conditions. Training begins with the construct of empathy as defined by the rating scales. According to these authors, once students have mastered the dimension of empathy, the remaining core conditions are grasped fairly easily.

**Empathy Training Programs**

Empathy training has received much attention in the fields of psychology and psychiatry (Truax and Lister, 1971; Saltmarsh, 1973; Gazda, 1968, 1973). Berenson, Carkhuff, and Myrus (1967) studied the effectiveness of training psychology graduate students to be more empathetic with clients. Berenson et al's study sought to determine a more effective training method than those currently being used in counselor education. In reporting their findings, Berenson and his associates concluded, "the direct suggestion is that a systematically implemented program integrating both the didactic and experimental approaches and making heavy use of previously validated research scales and group therapy is superior to the usually more loosely conceived and implemented program."

Brockhaus (1971) conducted a study on the effectiveness of an empathy training program for psychiatric aides. Training consisted of six two-hour sessions of role playing, class discussion, home assignment, group and individual presentation, and lecture activities. Brockhaus found a significant difference in pre and posttest scores on the Hogan Empathy Scale and concluded that training was effective for the specific sample used in her study.
Empathy training has also been studied in the teacher education field (Kurpius, 1971). One such study considered the need to provide empathy training for teachers of young impoverished children and for those who help these children's families (Bierman, 1972). Before and after the training program, subjects were instructed to write down what they would say, in response to tape recorded helpee stimulus expressions, in order to be helpful. Their responses were rated on a five point empathic communication scale which measures the accuracy with which a subject can reflect the affective expressions of another person. The trainees' posttest scores improved from "a mean starting level of essentially shutting out others' affective expressions to a level of reflective responses to others' feelings."

Another study of the effects of an empathy training program for teachers was conducted by Dustin (1973). In order to establish a better relationship between school teachers and school counselors a five-day workshop was conducted to determine: (1) whether counselors and teachers improved their statements, as to the degree of empathy expressed, as a result of limited training, and (2) whether counselors improved more than teachers. Using Carkhuff's five point empathic communication scale, subjects were rated as to the degree of empathy expressed on a fifteen-minute recorded interview. One interview was taken before the workshop started and another the last day of training. The interviews were then rated by three experienced raters. In discussing his findings, Dustin states that "the interesting finding is that the teachers and counselors did not differ significantly in their
empathy skills." It was concluded that the training was effective in improving the degree of empathy expressed on the fifteen-minute taped interviews.

Summary

This review of literature has included a discussion of the theoretical foundations of empathy as a mode of more meaningful and effective communication and its current implementation in psychological and psychiatric training programs as well as in the educational setting.

Conclusion

It has been determined that empathic communication has promise as a useful means of improving teacher-student interpersonal relationships; thus producing a more meaningful and productive learning environment.

That empathy training is effective in teaching empathic skill and essential to the teacher education process has been strongly claimed in Empathy: A search for New Direction in Canadian Teacher Education (Halamandaris, 1972). Halamandaris stated, "a lack of responsible balance between skill-competence and empathy-competence may result in the teacher considering the transmission of cognitive skills as his sole responsibility." This claim is supported in an article by McMurrin (1969) discussing "The Affective Function of Instruction." McMurrin concludes that a combination of content and affective instruction are essential to effective education. A useful first step in attaining this affective instruction may well be to teach teachers to understand empathy and to be able to make empathic responses.
Methodology

Population and Sample

The accessible population for this study were teacher trainees in Education at Utah State University enrolled in Elementary Education 100 during winter quarter 1976.

The accessible population corresponded with the more general population in that all education training programs in the State of Utah meet the same certification requirements established by the State Board of Education. In addition, all these teacher trainees will enter school systems in which student-teacher interpersonal communication is a vital part of teaching.

The sample consisted of three class sections, one with 34 students, one with 15 students, and one with 27 students, of Elementary Education number 100. The students in the classes were both male and female and all were Education majors. The students who participated in the study were intact groups made available through the Department of Elementary Education. The control group consisted of 27 students and the experimental group consisted of 34 students.

Design

The nonequivalent control-group design was used in this study. First a pretest was administered to the students in both the control and experimental groups. Second, although it was impossible to randomly assign the students to the class sections because of schedule conflicts, the classes were randomly assigned as experimental and control groups. Third, after the treatment had been administered, all students in the three classes were administered the posttest.
Regression provided a threat to the internal validity of the study in that it was not possible to use random assignment of subjects to the control and experimental groups, nor to use matched pairs randomly assigned to the two groups. Thus regression was controlled for only by random assignment of the intact groups. However, regression and maturation as threats to the internal validity of the study seem minimal because the control and experimental groups did not represent extremes in their population. They were recruited on the same basis and due to their homogeneity, any biological or psychological selection or changes which may have occurred will have probably had an equal effect on both groups. The effect of testing was reduced by the two month period of latency between the pre and posttests.

Calendar of Events

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>14</td>
<td>Pretest administered to control group</td>
</tr>
<tr>
<td>January</td>
<td>15</td>
<td>Pretest administered to experimental group</td>
</tr>
<tr>
<td>January</td>
<td>22</td>
<td>Orientation to training program</td>
</tr>
<tr>
<td>January</td>
<td>29</td>
<td>Task 1 completed</td>
</tr>
<tr>
<td>February</td>
<td>5</td>
<td>Task 2 completed--criterion check made by trainee supervisor on tasks 1 and 2</td>
</tr>
<tr>
<td>February</td>
<td>12</td>
<td>Task 3 completed</td>
</tr>
<tr>
<td>February</td>
<td>19</td>
<td>Task 3-S completed--criterion check made by trainee supervisor on tasks 3 and 3-S.</td>
</tr>
<tr>
<td>February</td>
<td>26</td>
<td>Task 4 completed--task 3-S handed back to trainees</td>
</tr>
<tr>
<td>March</td>
<td>2</td>
<td>Group discussion of task 4</td>
</tr>
</tbody>
</table>
March 3  Posttest administered to control group
March 4  Posttest administered to experimental group

Treatment Program/Content Brief
of Training Program

Note: content is in a training manual which was supplied to each student.

I. Orientation to training program
   A. Explanation of the use of training manual
   B. How training sequence coincides with class structure
   C. Group discussion on empathy

II. Introduction to empathy training program.
   A. Objectives: at the end of this introduction the learner should be able to:
      1. State the purpose of empathy training as it will effect you as a prospective teacher
      2. Name and briefly describe the three training levels used in this empathy training program
      3. Be aware of task completion dates
   B. Purpose of training program
      1. Why empathy is important in education
      2. How empathy can improve interpersonal relationships between the teacher and the student
   C. Training levels
      1. Explanation of definition level
      2. Explanation of recognition level
      3. Explanation of emittance level
D. Training sequence
   1. Explanation of task assignments
   2. Calendar of events

E. Self evaluation, introduction to empathy training

F. Scoring key, introduction

III. Definition level

A. Introduction

B. Learner objectives

1. The learner will be able to state in his or her own words the definition of empathy to be used in this training program

2. The learner will be able to discuss the concepts of content and intent as they relate to empathy

3. The learner will be able to discriminate between Carkhuff's five levels of empathic understanding

   Level 1. The helper does everything but express that he is listening, understanding, or being sensitive to even the most obvious feelings of the helpee in such a way as to distract significantly from the communications of the helpee.

   Level 2. The helper tends to respond to other than what the helpee is expressing or indicating.

   Level 3. The helper is responding so as to neither subtract from nor add to the expressions of the helpee. He does not respond accurately to how the person really feels beneath the surface.
feelings; but he indicates a willingness and openness to do so.

Level 4. The helper's responses add deeper feeling and meaning to the expressions of the helpee.

Level 5. The helper is responding with a full awareness of who the other person is and with a comprehensive and accurate empathic understanding of that individual's deepest feelings.

C. How empathy is defined
   1. Discussion on the origin and common usage of empathy
   2. Discussion on using empathy to understand how another person feels

D. Content and intent
   1. Discussion of "reflection"
   2. Reflection of content
   3. Reflection of intent

E. Five levels of empathic understanding
   1. Familiarization with the five level empathy scale

F. Self-evaluation, definition level

IV. Recognition level
A. Instructions
   1. Rating instructions
   2. Review of five level empathy scale

B. Recognition level practice lesson 1--task 3
   1. Rating exercise on 8 stimulus excerpts including 4 helper responses with each excerpt
2. Rating check--comparison with expert ratings of helper responses

C. Recognition level practice less 2--task 3-S
   1. Rating exercise on 8 stimulus excerpts including 4 helper responses with each excerpt
   2. Ratings evaluated by trainee supervisor

V. Emittance level
   A. Introduction
      1. Explanation of task 4 procedures
      2. Review of five point empathy scale
   B. Self-evaluation, emittance level--task 4
      1. Trainee responses to 4 stimulus excerpts
      2. Self rating of responses
      3. Group discussion of responses
   C. Task 4-S, trainees will respond to 20 stimulus excerpts to be accomplished in class

The training program was self instructive with the exception of a one-hour orientation and a one-hour discussion in class. It is pertinent to discuss the content of these components of the training program in view of the fact they are not described in the training manual. The orientation consisted of (1) an overview of the training program, (2) an explanation of the purpose of the study, and (3) a brief discussion of empathic communication in the school setting.

The group discussion consisted of (1) a discussion on discrimination between the concepts of empathy and sympathy, (2) role playing experience in which teacher trainees assumed the roles of the student
and the teacher. In these the student would present the teacher with a verbal communication, thereupon, the teacher would exercise his or her empathic skills in responding to the student statement. These teacher responses were then rated by the observing class members on the five point empathy scale and a discussion of their content was carried out, and (3) finally, a question and answer period was conducted to clarify any problems pertaining to the training program.

Data and Instrumentation

The pretest and posttest consisted of 20 printed student statements. These student statements were adapted from a recent study by Cornwall (1974) in which he invited students to list "problems, obstacles, and concerns of the student as perceived by the student." The subjects in the control and experimental groups responded to each student statement in writing. These responses were rated by trained raters on Carkhuff's five point empathy scale.

The Carkhuff five point empathy scale has been used in many studies on empathy training. Validity data on this scale has been established in extensive process and outcome research on counseling and psychotherapy. In a discussion on the validity of the five point empathy scale, Truax and Carkhuff (1967) state:

Establishing validity raises the question: Does the scale measure what it purports to measure? Does the empathy scale measure empathy or something else? That kind of question is more difficult to answer in any clear fashion. The reader can assess the face validity of the scale itself as he reads them. Beyond that, we know from the evidence cited in the next chapter (chpt 3) that these scales are significantly related to a variety of client therapeutic outcomes (Truax and Carkhuff, 1976, p. 48).

Examples of the research referred to in this quote are found under Theoretical foundations and related research in the review of literature
above. In addition, similar measures of similar constructs have received extensive support in the literature of counseling and therapy and education (Carkhuff, 1969).

The raters were three graduate student wives who were paid for their work. The process of training the raters consisted of (1) an orientation meeting which included an explanation of the study and an introduction to the five point empathy scale, and (2) practice rating sessions with discussion and clarification after each rating exercise. These practice rating sessions were conducted until a constant 80 percent consensus of rating agreement was reached. This criterion was established after three two-hour training sessions. Another consensus check was made half way through the ratings of the actual research data. At that point a consensus of 87 percent was being maintained. Consensus computed at the end of the rating showed an overall rater agreement of 85 percent.
Results

The results of this study will be reported in terms of an evaluation of the specific hypothesis reported under the objective section of this thesis.

Hypothesis

There will be a significant difference between mean scores on a measure of empathic verbal response of education majors at Utah State University enrolled in a teacher training program that includes a training program on emitting empathic behavior, as compared with similar education majors in a program that does not include training on emitting empathic behavior.

Data Analysis

The pretest--posttest non equivalent control group design yields pre and posttest scores for both the experimental and control groups. The statistical method used was an analysis of covariance (ANCOVA), in which the posttest means are compared using the pretest means as the covariate.

Discussion and Recommendations

As previously stated, there were 34 subjects in the experimental group and 27 subjects in the control group. All 34 members of the experimental group completed the empathy training program at criterion level. Table 1 gives the unadjusted and adjusted means for pre and posttest scores for the rated responses as recorded on the Exercise in Empathic Communication. Table 2 gives the ANCOVA for the same
rated responses as found on the Exercise in Empathic Communication comparing experimental and control groups' pre and posttest mean scores.

Table 1
Summary Table of Unadjusted and Adjusted Means for Pre and Posttest Scores of Rated Responses Found on the Exercise in Empathic Communication using ANCOVA

<table>
<thead>
<tr>
<th>Group</th>
<th>Unadjusted Means</th>
<th>Adjusted Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp.</td>
<td>179.1176</td>
<td>179.1752</td>
</tr>
<tr>
<td>Control</td>
<td>60.7778</td>
<td>60.70524</td>
</tr>
</tbody>
</table>

Table 2
Summary Table of Analysis of Covariance for Pre and Posttest Scores Based on Rated Responses on the Exercise in Empathic Communication

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>MS</th>
<th>ADJ-F</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRT.</td>
<td>1</td>
<td>209519.8</td>
<td>689.9635</td>
</tr>
<tr>
<td>REG.</td>
<td>31.45640</td>
<td>.1035882</td>
<td></td>
</tr>
<tr>
<td>ERR.</td>
<td>58</td>
<td>303.6679</td>
<td></td>
</tr>
</tbody>
</table>

Note: For significance at the 0.05 level, $F = 4.08$ with 1 and 58 DF.

The adjusted means vary significantly one from another, a fact which is clearly reflected in the large F-ratio. Using the rated responses found on the Exercise in Empathic Communication as a measure of empathic understanding the hypothesis stated above was retained.
Thus, it must be concluded that this data indicates a significant difference between the experimental group and the control group in understanding empathy and emitting empathic responses as a result of the experimental treatment.

The treatment did produce a significant difference favoring posttest over pretest scores on a measure of empathic response at the 0.05 level of significance. Thus, training on empathy was effective in terms of teaching trainees enrolled in a teacher education program to understand empathy and to emit empathic responses.

Further conclusions which should be noted are:

1. A combination of didactic instruction, group interaction, and use of previously validated research scales was effective as an empathic training program. This conclusion is in support of Berenson, Carkhuff, and Myrus (1967) findings as reported earlier.

2. Extensive, long term training programs are not necessary, within the confines of this study, for teaching subjects to understand empathy as defined by Brockhaus (1971).

3. In terms of rated empathic responses reported in this study, in order to function at the minimum level of empathic understanding as stated by Carkhuff (1969a), training was necessary in all cases for the sample studied.

From the findings of this study, the following suggestions for future research and study are recommended:

1. A study, according to the author, which would be perhaps the most meaningful to the research reported in this thesis would be a follow-up study. The follow-up study might be in terms of reporting
the empathic abilities of the subjects used in this study when they enter an actual teaching environment.

2. Another study could review the effectiveness of group discussion and role playing as opposed to the self-instructive portion of the training program used in this thesis. This comparison could be in terms of which component is the most effective in training empathic skills; and is one component sufficient by itself.

3. The responses made by the subjects in this study were in reference to written statements. An interesting study would be to use "real life" or even simulated interactions in which rated data would be in response to actual teacher-trainee, student interactions.

4. In terms of the limitations of this study, research which included a random selection and assignment of subjects from a larger population would allow more conclusive generalizations to be made on the findings reported in this thesis.
Summary

Of three dimensions in the competency-based teacher education program movement (personality, subject matter, and skills) this study dealt with the personality dimension.

Specifically, the personality trait of empathy was chosen for study. A training program was developed including three behavioral levels: definition, recognition and emittance. The Carkhuff theory of five level empathy behaviors was taken as the basis for the program development.

The subjects were 61 prospective teachers in the Utah State University SODIA training program. They were divided into experimental (34) and control (27) groups.

As a result of the eight-week program, highly significant differences were found favoring the trained group.


Campbell, Robert J. & others. The development and validation of a scale to measure affective sensitivity (empathy). Journal of Counseling Psychology, September, 1971, 18, No. 5.


Halamandaris, P. G. Empathy competence: search for new direction in Canadian teacher education. Education Technology, November, 1972, 12, No. 11, 20-22


Knafle, June D. Childrens use of color in words. Paper presented at annual meeting of the College Reading Association, Bethesda, Maryland, October, 1974.


Payne, Paul A. A reconsideration of empathy in counselor effectiveness. Cincinnati University, Ohio, April, 1971.

Payne, Paul A. & others. Effects of empathy superior style upon the learning of empathy in a supervision dialogue. Ohio State University, Columbus, March, 1970.


Truax, C. B. A tentative scale for the measurement of unconditional positive regard. Psychiatric Institute Building, Wisconsin Psychiatric Institute, University of Wisconsin, 1962, 2, 1.


APPENDIXES
Appendix A

Exercise in Empathic Communication

Name: 

Date Due:

Step One: Read the section on "How is Empathy Defined?"

How is Empathy Defined?

The word empathy derives from the German word "einfulung" meaning "feeling into". It is related to the kind of response, for example, that sports spectators give when they lean forward with the jumper. Similarly, a person using empathy, or being empathetic with someone, tends to "feel into" the other person's emotional experience as he talks. A phrase often used when trying to understand why another person behaves as he does is "you should walk in his shoes for a while." This is also related to being empathetic. In order to understand how another person feels, you must ask yourself several questions. "What is the other person feeling right now? How does he view this problem? What does he see in his world?" When a problem exists you may ask why questions such as: Why is he so upset? What is causing the problem? Thus, empathy is "listening to another person in a manner in which we put ourselves into the frame of reference of another so that the other person's thinking, feeling, and behaving are completely understood, even to the point of being predictable," so we "see" the problem as he sees it and share common feelings about it.

Step Two: In this exercise you will be presented with 20 student statements. You will assume the role of the teacher and respond empathetically to each student statement. Read each student statement and respond in writing, on the space provided below each statement. Your responses should be made with the highest level of empathy that you are capable of expressing.

1-Student: "I don't understand it. Nothing I do seems to work. Your tests are too hard. I don't think I'll ever be able to do well enough in this class to pass. I should have taken P.E. this hour, and then you wouldn't have to bother with me."

Teacher Response:
2-Student: "I don't know if something is wrong with me or not. I don't like to be with or don't get along with the kids at school. They all think that I don't have any problems. They say 'He is smart', 'He has a car', 'He is the captain of the basketball team', but I say big deal!"

Teacher Response:

3-Student: "Please tell me what will be on the test. I just can't fail. I have all A's this term except in this class. All the kids think I am going to get an A in here too. I just have to know!"

Teacher Response:

4-Student: "Mrs. Jones isn't fair is she? Nobody likes her class. She always fails everybody, doesn't she? I'm not going to re-take her stupid test; she would just fail me anyway, so what's the use?"

Teacher Response:

5-Student: "You know, I would sure like to participate more in class discussions, but I feel so uncomfortable asking questions in front of the other students. I don't think they are any smarter than I. Why, when we have written assignments you know I always do very well. I just can't figure it out, and sometimes it makes me so mad that I could just hit myself."

Teacher Response:

6-Student: "I am having a hard time studying for this class. I want to be a truck driver, and I just can't see where Algebra is going to be helpful to me in that job. Why should I have to learn something which will not help me in the future?"

Teacher Response:
7-Student: "Boy! I have a test in English on Thursday, a term paper to hand in for U.S. Government on Friday, and now you give us all this reading to do before Wednesday's class. How can I ever do it all? I wish you teachers could remember what it's like to be a student!"

Teacher Response:

8-Student: "I don't see why we have to always do things exactly like you say. After all, it's my education and I would like to have something to say about how I gain it. Why can't we have something to say about our assignments? Boy, I feel like a slave."

Teacher Response:

9-Student: "I am really learning a lot from your class, and you are a real good teacher, but, sometimes I feel so dumb in here. When you are lecturing I can follow along for a while, until I reach the point when you have used so many big words I don't really know, then I am simply lost. I really try to understand."

Teacher Response:

10-Student: "I don't know what to study for this class. You know, sometimes I am not even sure where we are. I try to follow along in the book, but things just don't seem to fit together. And when it comes time for an exam, I am just frustrated."

Teacher Response:

11-Student: "Sometimes I feel almost guilty, like I should be more excited about this class. You always make it sound like it's the most important subject in school. I feel like you expect us to put so much more into it than I do. You know, I do think it is important, but I have a lot of other classes to work on, and I have to do well in them too."

Teacher Response:
12-Student: "I don't think I can take all of the classes that I have and survive this term. Boy, there are so many hard ones, and I'm not as smart as the other kids. If I just had some idea that I could do it. Everyone says that you have to stay in school to be successful in life, but what if you—maybe—well, some people don't have what it takes for school."

Teacher Response:

13-Student: "I did read the assignment! That's not the reason I didn't answer the question. Boy! I lose every way! If I don't answer your questions in class, you think I don't read the assignment, and if I answer, all the kids laugh at the way I talk. I might as well not even come, then you all would be happy.

Teacher Response:

14-Student: "Believe me! I try to read the text book, but I don't understand it. All the other kids have the same problem. That book has so many strange words in it, and if I try to look them all up, I get more confused. I never knew Biology was so hard!"

Teacher Response:

15-Student: "I can't ever hear what you say. If it wasn't for what you write on the board, I would be at a total loss. The others are so noisy, and everyone is always running around the room. I can't study at all in here. I just get farther and farther behind."

Teacher Response:

16-Student: "Nobody could pass your tests! I spent more time studying for this exam than I ever have before, and what good did it do me? I think you like to see people fail. I'm not going to break my back studying for your class if it's not going to do any good. I may as well spend the time doing something I enjoy because the test results will be the same if I don't study."

Teacher Response:
17-Student: "I'm so happy that I took this class. I didn't know that there was a class as neat as this one. It's just great! I feel like I am really doing something well for a change! I haven't felt like this for a long time."

Teacher Response:

18-Student: "Gee, those guys! Who do they think they are? I can't stand being around them. Just a bunch of phonies. They make me so frustrated. They make me so uptight. I get angry with myself. I don't even want to be bothered with them anymore. I wish I didn't have to take this class with them. I just wish I could be honest with them and tell them where to get off! But I guess I can't do that."

Teacher Response:

19-Student: "I think that was the best report I have ever written! When I got done with it I just felt good all over, then you only gave me a C-. You don't like me! I guess I don't have the right last name."

Teacher Response:

20-Student: "Go ahead and send me to the principal! I don't care. If you want to know what I think, you can 'chuck' the whole school! You teachers all think you're so smart. Well, I think you're dumb. I hope they kick me out of this dump."

Teacher Response:

When you have completed this exercise, return it to your instructor! It is vitally important that you return this exercise on the day due!
Appendix B

EMPATHY

Teacher Training Manual

Field Test Only
Edition 1976
GENERAL INTRODUCTION

There are three dimensions of competence in teaching. They are:
- Personal Qualities
- Subject Knowledge
- Teaching Skills

In this manual, ONE personal quality, "Empathy," is described. Subject knowledge and skills are not considered. However, it is obvious that all three dimensions can and do interact.

Some feel that personal qualities can be changed only by psychotherapy, but we feel that some increased empathy behavior can be developed in you by this short term program. In this manual you will be given training which aims to develop in you an increased amount of EMPATHY. If the program is successful you should be able to define empathy better than you now do. You should also be able to recognize verbal behavior expressing empathy better than you now do, and you should be able to use expressions of empathy better than you now do.
EMPATHY

Introduction to Empathy Training Program

Objectives

At the end of this introduction the learner should be able to:

1. State the purpose of empathy training as it will affect you as a prospective teacher.

2. Name and briefly describe the three training levels used in this empathy training program.

3. Be aware of task completion dates.

Purpose of Training Program

In order to facilitate a meaningful interaction between you as a prospective teacher and the students with whom you will work, this empathy training program has been provided for you.

In the education setting if the teacher is unable to understand how the student feels, and how he or she is experiencing a given situation, a "barrier" in the relationship between the student and the teacher may begin to develop. If, however, the teacher understands the student's feelings and how he or she is experiencing a situation, the outcome of that interaction can be more meaningful and productive for both the student and the teacher. The teacher who can relate to how a student feels about what he or she is experiencing is using empathy.
Training Levels*

This training program consists of three main divisions or levels. The first of these is the definition level. At the definition level you will learn a definition of empathy and two important concepts, content and intent, which will aid in your understanding and future application of empathy. At the definition level you will also be introduced to Carkhuff's 5 level scale of empathic understanding. This scale will assist you in sharpening your own definition of empathy.

The second division is the recognition level. At the recognition level you will develop skills necessary to recognize empathy in the responses of others. Being able to detect when a person is empathetic with someone else and how much empathy that person is using will prepare you for the final level.

The final training level is the emittance level. To emit means to send out, discharge, or to utter. At the emittance level you will apply the skills you learn in the first two levels in responding to student statements as empathetically as possible.

Training Sequence

This training program is designed as a self-study program. Thus, the major portion of training will be done by you, the student, in out-of-class time. The calendar found at the back of your training booklet will be your reference as to the dates when you are to have completed the various tasks included in the training levels.

*See USU Protocol Series, W R Borg, for more details on these levels.
The training sequence goes as follows:

1. Introduction to Empathy Training
   Evaluation = Task 1 self-evaluation

2. Definition Level
   Evaluation = Task 2 self-evaluation

3. Recognition Level
   Evaluation = Task 3 self-evaluation
   Task 3S evaluated by trainee supervisor

4. Emittance Level
   Evaluation = Task 4 self-evaluation
   Task 4S evaluated by trainee supervisor

This check off sheet will help you to keep track of your training progress. Keep it up to date!

<table>
<thead>
<tr>
<th>TASK</th>
<th>DATE DUE</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task 2</td>
<td></td>
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<td>Task 3S</td>
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<td>Task 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task 4S</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHECK OFF SHEET
Task 1
Evaluate Your Knowledge

Self-Evaluation, Introduction to Empathy Training

Instructions
In order to demonstrate understanding of the empathy training program it is necessary that you (1) state the purpose of empathy training as it will affect you as a prospective teacher, (2) name and briefly describe the three training levels used in this empathy training program and, (3) fill in the date due column for task completion on the "CHECK OFF SHEET." Since this basic understanding is essential to successful completion of the empathy training program, you must answer all items correctly.

1. State in your own words the purpose of empathy training as it will effect you as a prospective teacher.

2. Name and briefly describe the three training levels used in this training program.
   (A) NAME: __________________________ DESCRIPTION:
   (B) NAME: __________________________ DESCRIPTION:
3. Turn to your "CHECK OFF SHEET" and using the information found on the calendar at the back of your training manual, fill in the date due for all tasks.

Now check your answers against the key given on the next page.
Instructions

Compare your answers with the model answers given below. It is not necessary that your answers be identical, but the key ideas included in the model answer should be included in your answer. If your answer contains all of these ideas, either in the same or different words, your answer is correct. If any of the key ideas are absent, study the material until you can give correct answers. You will be tested on these items after you have completed the training program.

1. State in your own words the purpose of empathy training as it will effect you as a prospective teacher. I, as a teacher, will better relate to students' feelings and experiences. This will make my interactions with students more productive and meaningful.

2. Name and briefly describe the three training levels used in this empathy training program.

(A) NAME: Definition level DESCRIPTION: The definition level includes a definition of empathy and two important concepts, content and intent. Also an introduction to Carkhuff's 5 level scale of empathetic understanding.

(B) NAME: Recognition level DESCRIPTION: At the recognition level I will learn skills necessary to recognize empathy in the things others say.
NAME: Emittance level  DESCRIPTION: At the emittance level I will use the skills learned at former levels to respond, in an empathetic way, to student statements.

3. See calendar at back of training booklet for task due dates.
DEFINITION LEVEL
EMPATHY

Definition Level

Introduction

In this level of training you will learn a definition of empathy which will be used in the training program. The concepts of content (verbal message) and intent (feeling and emotions) as expressions of empathy will be discussed. You will also be introduced to Carkuff's 5 levels of empathic understanding. This 5 level scale measures a person's empathic understanding in response to another person's statement.

Learner Objectives

1. The learner will be able to state in his or her own words the definition of empathy to be used in this training program.

2. The learner will be able to discuss the concepts of content (verbal message) and intent (feeling and emotions) as they relate to empathy.

3. The learner will be able to name Carkhuff's 5 levels of empathic understanding.

How is Empathy Defined?

The word empathy derives from the German word "einfühlung" meaning "feeling into". It is related to the kind of response, for example, that sports spectators give when they lean forward with the jumper. Similarly, a person using empathy, or being empathetic with someone, tends to "feel into" the other person's emotional experience as he talks. A phrase often
used when trying to understand why another person behaves as he does is "you should walk in his shoes for a while." This is also related to being empathetic. In order to understand how another person feels you must ask yourself several questions. What is the other person feeling right now? How does he view this problem? What does he see in his world? When a problem exists you may ask "why" questions such as: Why is he so upset? What is causing the problem? Thus, empathy is "listening to another person in a manner in which we put ourselves into the frame of reference of another so that the other person's thinking, feeling, and behaving are completely understood, even to the point of being predictable." So, we "see" the problem as he sees it and share common feelings about it.

Content and Intent

What a person says can be reflected in two major categories, content (verbal message) and intent (feeling and emotions). It will be helpful at this point for you to use the term reflection when describing your empathetic responses to another person's statements. What you say in response to a statement another person has made is your reflection of that statement. The use of reflection of content is: a simple style of merely repeating almost verbatim the words the student has just used. It may be useful for the student to hear the words that he has used so that he has a better understanding of how they sound. Sample - Student statement: "I failed the exam because I didn't read the chapter." Teacher response: "You failed the exam because you didn't prepare properly." The use of reflection of intent (feeling and emotions) implies a higher level of empathic understanding. Oftentimes the student will make a response to the teacher in which the words describe a cognitive kind of statement.
while the feeling of the student is at a much deeper level. Reflecting the intent of the student's response tells him that you really do understand how he feels about what he is saying even though he is not verbalizing it. Sample - Student statement: "I did it again, I failed the exam because I didn't read this chapter." Teacher response: "You feel bad because you failed the exam, and you're kicking yourself for not preparing properly."

5 Levels of Empathic Understanding

Carkhuff's 5 levels of empathic understanding (understanding through the use of empathy) have been developed for the purpose of teaching listening and responding skills in communication through empathy. The scales are designed to range from Level 1, the lowest level of empathic functioning to Level 5, which is the highest level of empathic functioning. Each scale level has three parts: (1) the description of the level, (2) an example of the level, and (3) a summary of that level. Read the empathy scale until you are very familiar with all 5 levels.

5 LEVEL EMPATHY SCALE

Level 1. The helper does everything but express that he is listening, understanding, or being sensitive to even the most obvious feelings of the helpee in such a way as to distract significantly from the communications of the helpee.

Key words: Bored, disinterested, preconceived frame of reference

Level 2. The helper tends to respond to other than what the helpee is expressing or indicating.

Key words: Obvious feelings, drain off affect, distort meaning

Level 3. The helper is responding so as to neither subtract from nor add to the expressions of the helpee. He does not respond accurately to how that person really
feels beneath the surface feelings; but he indicates a willingness and openness to do so.
Key words: Surface feelings only

Level 4. The helper's responses add deeper feeling and meaning to the expressions of the helpee.
Key words: Level deeper than surface

Level 5. The helper is responding with a full awareness of who the other person is and with a comprehensive and accurate empathic understanding of that individual's deepest feelings.
Key words: Tuned in, previously unexplored areas.

It is important for you to have a good understanding of the levels of recognizing and responding to communicated empathy. You will be asked to identify them in this program.

Summary, Definition Level

Empathy is defined as "listening to another person in a manner in which we put ourselves into the frame of reference of another so that the other person's thinking, feeling, and behaving are completely understood, even to the point of being predictable."

What a person says can be reflected in two major categories, (1) content: a simple style of merely repeating almost verbatim the words the person has just used, and (2) intent: repeating or reflecting the feelings and emotions behind the statement of another person.

Carkhuff has developed a 5 level scale of empathic understanding. This scale provides one with feedback as to his level of empathic understanding of a student's statement. This scale is referred to often in the process of this empathy training system.
Instructions

In order to demonstrate understanding of the concept empathy, it is necessary that you state in your own words the definition of empathy presented to you under "What is Empathy," to name and briefly define the two major categories under which your reflections of another person's statement may fall, and to match key words, taken from Carkhuff's 5 Level Scale of Empathic Communication, in their correct order. Since definitional understanding is essential to successful completion of the remainder of the training program, you must answer all items correctly.

1. State in your own words the definition of empathy presented to you under "What is Empathy".

2. Name and briefly define the two major categories under which your reflections of another person's statement may fall.

   (A) NAME: ____________________________ DEFINITION:

   (B) NAME: ____________________________ DEFINITION:
3. Match these key words, taken from Carkhuff's 5 Level Scale of Empathic Communication, in their correct order with empathic understanding levels 1-5.

Put correct letter in blank.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<tbody>
<tr>
<td>A. Add significantly to</td>
<td>B. Interchangeable with</td>
<td>C. Detract significantly from</td>
<td>D. Subtracts noticeable affect from</td>
<td>E. Add noticeably to</td>
</tr>
</tbody>
</table>

Now check your answers against the key given on the next page.
EMPATHY

Scoring Key, Definition Level

Instructions

Compare your answers with the model answers given below. It is not necessary that your answers be identical, but the key ideas included in the model answer should be included in your answer. If your answer contains all of these ideas, either in the same or different words, your answer is correct. If any of the key ideas are absent, study the principle or level until you can give correct answers. You will be tested on these items after you have completed the training program.

1. State in your own words the definition of empathy presented to you under "What is Empathy". Model answer: **Empathy is being able to listen to what someone else says in a way that we enter the other person's frame of reference so what the other person feels, thinks and does is understood completely, so completely that you can foretell those feelings, actions and thoughts.**

2. Name and briefly define the two major categories under which your reflections of another person's statement may fall.

   (A) NAME: Content Reflection DEFINITION: A simple style of merely repeating almost verbatim the words the person has just used.

   (B) NAME: Intent Reflection DEFINITION: Repeating or reflect-the feelings and emotion behind the statement of another person.
3. Match these key words, taken from Carkhuff's 5 Level Scale of Empathic Communication, in their correct order with empathic understanding levels 1-5.

The correct letter is in the blank.

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<tr>
<th>Level 1</th>
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<tr>
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RECOGNITION LEVEL
EMPATHY

Recognition Level

Instructions

The purpose of the following practice session is to aid you in developing skills to recognize the empathic statements of others. You will rate the responses of others based on Carkhuff's 5 point empathy scale which was introduced to you in the preceding section. Here is a review of that scale:

5 LEVEL EMPATHY SCALE

Level 1. The helper does everything but express that he is listening, understanding, or being sensitive to even the most obvious feelings of the helpee in such a way as to distract significantly from the communications of the helpee.

Key words: Bored, disinterested, preconceived frame of reference

Level 2. The helper tends to respond to other than what the helpee is expressing or indicating.

Key words: Obvious feelings, drain off affect, distort meaning

Level 3. The helper is responding so as to neither subtract from nor add to the expressions of the helpee. He does not respond accurately to how that person really feels beneath the surface feelings; but he indicates a willingness and openness to do so.

Key words: Surface feelings only

Level 4. The helper's responses add deeper feeling and meaning to the expressions of the helpee.

Key words: Level deeper than surface

Level 5. The helper is responding with a full awareness of who the other person is and with a comprehensive and accurate empathic understanding of that individual's deepest feelings.

Key words: Tuned in, previously unexplored areas
You should consider the following excerpts in terms of a "helpee", who is the person making the statement, and a "helper", who is the person responding to the helpee statement.

The following excerpts involve a number of helpee stimulus expressions and in turn a number of helper responses. There are eight expressions by helpees of problems, and in response to each expression there are four possible helper responses.

You are to read the helpee statements and then read each of the helper responses, rating each one on Carkhuff's 5 point empathy scale according to the empathetic level at which each helper is responding.
Rate each excerpt 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0 according to Carkhuff's 5 levels of empathic response.

Excerpt 1
HELPEE: I don't know if I am right or wrong feeling the way I do. But I find myself withdrawing from people. I don't seem to socialize and play their stupid little games any more. I get upset and come home depressed and have headaches. It all seems so superficial. There was a time when I used to get along with everybody. Everybody said, "Isn't she wonderful. She gets along with everybody. Everybody likes her." I used to think that was something to be really proud of, but that was who I was at that time. I had no depth. I was what the crowd wanted me to be--the particular group I was with.

HELPER RESPONSES:
(1) You know you have changed a lot. There are a lot of things you want to do but no longer can.
(2) You are damned sure who you can't be any longer but you are not sure who you are. Still hesitant as to who you are yet.
(3) Who are these people that make you so angry? Why don't you tell them where to get off! They can't control your existence. You have to be your own person.
(4) So you have a social problem involving interpersonal difficulties with others.

Excerpt 2
HELPEE: I love my children and my husband and I like doing most household things. They get boring at times but on the whole I think it can be a very rewarding thing at times. I don't miss working, going to the office every day. Most women complain of being just a housewife and just a mother. But, then, again, I wonder if there is more for me. Others say there has to be. I really don't know.
HELPER RESPONSES:

(1) Hmm. Who are these other people?

(2) So you find yourself raising a lot of questions about yourself—educationally, vocationally.

(3) Why are you dominated by what others see for you? If you are comfortable and enjoy being a housewife, then continue in this job. The role of mother, homemaker can be a full-time, self-satisfying job.

(4) While others raise these questions, these questions are real for you. You don't know if there is more out there for you. You don't know if you can find more fulfillment than you have.

Excerpt 3

HELPEE: Sometimes I question my adequacy of raising three boys, especially the baby. I call him the baby—well, he is the last. I can't have any more. So I know I kept him a baby longer than the others. He won't let anyone else do things for him. If someone else opens the door, he says he wants Mommy to do it. If he closes the door, I have to open it. I encourage this. I do it. I don't know if this is right or wrong. He insists on sleeping with me every night and I allow it. And he says when he grows up he won't do it any more. Right now he is my baby and I don't discourage this much. I don't know if this comes out of my needs or if I'm making too much out of the situation or if this will handicap him when he goes to school—breaking away from Mamma. Is it going to be a traumatic experience for him? Is it something I'm creating for him? I do worry more about my children than I think most mothers do.

HELPER RESPONSES:

(1) So you find yourself raising a lot of questions as to if what you are doing is right for your child.

(2) Is it perhaps possible for you to have the child become involved in a situation such as some experiences in a public park where the child could play and perhaps at a distance you could supervise—where the child can gain some independence?

(3) Could you tell me—have you talked to your husband about this?

(4) While you are raising a lot of questions for yourself about yourself in relation to your youngest child, you are raising some more basic questions about yourself in relation to you. In lots of ways you're not certain where you are going—not sure who you are.
Excerpt 4

HELPEE: It's not an easy thing to talk about. I guess the heart of the problem is sort of a sexual problem. I never thought I would have this sort of problem. But I find myself not getting the fulfillment I used to. It's not as enjoyable--for my husband either, although we don't discuss it. I used to enjoy and look forward to making love. I used to have an orgasm but I don't anymore. I can't remember the last time I was satisfied. I find myself being attracted to other men and wondering what it would be like to go to bed with them. I don't know what this means. Is this symptomatic of our whole relationship as a marriage? Is something wrong with me or us?

HELPER RESPONSES:

(1) Perhaps you feel your marriage and role of mother is holding you back and preventing you from being something else you want to be. Your resentment here against your husband is manifested in your frigidity. Perhaps it is your way of paying him back for keeping you down in this role, for confining you, for restricting you.

(2) What about your relationship with your husband, his role as father and companion?

(3) You don't quite know what to make of all this but you know something is dreadfully wrong and you are determined to find out for yourself, for your marriage.

(4) What's happened between you and your husband has raised a lot of questions about you, about him, about your marriage.

Excerpt 5

HELPEE: Gee, those people! Who do they think they are? I just can't stand interacting with them anymore. Just a bunch of phonies. They leave me so frustrated. They make me so anxious. I get angry at myself. I don't even want to be bothered with them anymore. I just wish I could be honest with them and tell them all to go to hell! But I guess I just can't do it.

HELPER RESPONSES:

(1) They really make you very angry. You wish you could handle them more effectively than you do.

(2) Damn, they make you furious! But it's just not them. It's with yourself, too, because you don't act on how you feel.

(3) Why do you feel these people are phony? What do they say to you?
Maybe society itself is at fault here--making you feel inadequate, giving you this negative view of yourself, leading you to be unable to successfully interact with others.

Excerpt 6

HELPEE: They wave that degree up like it's a pot of gold at the end of the rainbow. I used to think that, too, until I tried it, I'm happy being a housewife; I don't care to get a degree. But the people I associate with, the first thing they ask is, "Where did you get your degree?" I answer, "I don't have a degree." Christ, they look at you like you are some sort of a freak, some backwoodsman your husband picked up along the way. They actually believe that people with degrees are better. In fact, I think they are worse. I've found a lot of people without degrees that are a hell of a lot smarter than these people. They think that just because they have degrees they are something special. These poor kids that think they have to go to college or they are ruined. It seems that we are trying to perpetrate a fraud on these kids. If no degree, they think they will end up digging ditches the rest of their lives. They are looked down upon. That makes me sick.

HELPER RESPONSES:

(1) You really resent having to meet the goals other people set for you.

(2) What do you mean by "it makes me sick?"

(3) Do you honestly feel a degree makes a person worse or better? And not having a degree makes you better? Do you realize society perpetrates many frauds and sets many prerequisites such as a degree. You must realize how doors are closed unless you have a degree, while the ditches are certainly open.

(4) A lot of these expectations make you furious. Yet, they do tap in on something in yourself you are not sure of--something about yourself in relation to these other people.

Excerpt 7

HELPEE: I get so frustrated and furious with my daughter. I just don't know what to do with her. She is bright and sensitive, but damn, she has some characteristics that make me so on edge. I can't handle
it sometimes. She just--I feel myself getting more and more angry! She won't do what you tell her to. She tests limits like mad. I scream and yell and lose control and think there is something wrong with me--I'm not an understanding mother or something. Damn! What potential! What she could do with what she has. There are times she doesn't use what she's got. She gets by too cheaply. I just don't know what to do with her. Then she can be so nice and then, boy, she can be as onery as she can be. And then I scream and yell and I'm about ready to slam her across the room. I don't like to feel this way. I don't know what to do with it.

HELPER RESPONSES:

____ (1) So you find yourself screaming and yelling at your daughter more frequently during the past three months.

____ (2) Why don't you try giving your daughter some very precise limitations. Tell her what you expect from her and what you don't expect from her. No excuses.

____ (3) While she frustrates the hell out of you, what you are really asking is, "How can I help her? How can I help myself, particularly in relation to this kid?"

____ (4) While she makes you very angry, you really care what happens to her.

Excerpt 8

HELPEE: He is ridiculous! Everything has to be done when he wants to do it, the way he wants it done. It's as if nobody else exists. It's everything he wants to do. There is a range of things I have to do--not just be a housewife and take care of the kids. Oh no, I have to do his typing for him, errands for him. If I don't do it right away, I'm stupid--I'm not a good wife or something stupid like that. I have an identity of my own, and I'm not going to have it wrapped up in him. It makes me--it infuriates me! I want to punch him right in the mouth. What am I going to do? Who does he think he is anyway?

HELPER RESPONSES:

____ (1) It really angers you when you realize in how many ways he has taken advantage of you.

____ (2) Tell me, what is your concept of a good marriage?

____ (3) Your husband makes you feel inferior in your own eyes. You feel incompetent. In many ways you make him sound like a very cruel and destructive man.

____ (4) It makes you furious when you think of the one-sidedness of this relationship. He imposes upon you everywhere, particularly in your own struggle for your own identity. And you don't know where this relationship is going.
Instructions

Upon completion of all eight excerpts, check your ratings with the expert ratings listed below. Under the column "trainee ratings", enter your rating of the helper responses; then compare your ratings with those listed under the column "expert ratings".

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All of your own rating scores should be within 1/2 of a point of the expert ratings. For all of your ratings which are more than 1/2 of a point different from the expert ratings, follow this procedure: (1) Turn
to the helpee stimulus expression and reread that expression. (2) Re-read the helper response. (3) Read the description of the empathic level of response on Carkhuff's scale which corresponds with your original rating choice. (4) Read the description of the empathic level of response on Carkhuff's scale which corresponds with the expert rating for that helper response. (5) Try to determine why you classified the helper response incorrectly. Follow this same procedure for all of your trainee ratings which are 1/2 a point different from the expert ratings. When you have completed this procedure with all of your incorrect ratings, go to Recognition Practice, Lesson 2.
EMPATHY

Recognition Level
Practice Lesson 2

Instructions

Important: Task 3S rating scores to be handed in to class instructor!

The following excerpts involve a number of helpee stimulus expressions and, in turn, a number of helper responses. There are eight expressions by helpees of problems, and in response to each expression there are four possible helper responses.

You are to read the helpee statements and then read each of the helper responses, rating each one on Carkhuff's 5 point empathy scale according to the empathic level at which each helper is responding. Rate each excerpt 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0, according to Carkhuff's 5 levels of empathic response.

Excerpt 1

HELPEE: I finally found somebody I can really get along with. There is no pretentiousness about them at all. They are real and they understand me. I can be myself with them. I don't have to worry about what I say and that they might take me wrong, because I do sometimes say things that don't come out the way I want them to. I don't have to worry that they are going to criticize me. They are just marvelous people! I just can't wait to be with them! For once I actually enjoy going out and interacting. I didn't think I could ever find people like this again. I can really be myself. It's such a wonderful feeling not to have people criticizing you for everything you say that doesn't agree with them. They are warm and understanding, and I just love them! It's just marvelous!
HELPER RESPONSES:

(1) Sounds like you found someone who really matters to you.
(2) Why do these kind of people accept you?
(3) That's a real good feeling to have someone to trust and share with. "Finally, I can be myself."
(4) Now that you have found these people who enjoy you and whom you enjoy, spend your time with these people. Forget about the other types who make you anxious. Spend your time with the people who can understand and be warm with you.

Excerpt 2

HELPEE: I'm really excited! We are going to California. I'm going to have a second lease on life. I found a marvelous job! It's great! It's so great I can't believe it's true--it's so great! I have a secretarial job. I can be a mother and can have a part-time job which I think I will enjoy very much. I can be home when the kids get home from school. It's too good to be true. It's so exciting. New horizons are unfolding. I just can't wait to get started. It's great!

HELPER RESPONSES:

(1) Don't you think you are biting off a little bit more than you can chew? Don't you think that working and taking care of the children will be a little bit too much? How does your husband feel about this?
(2) Hey, that's a mighty good feeling. You are on your way now. Even though there are some things you don't know along the way, it's just exciting to be gone.
(3) Let me caution you to be cautious in your judgment. Don't be too hasty. Try to get settled first.
(4) It's a good feeling to contemplate doing these things.

Excerpt 3

HELPEE: I'm so pleased with the kids. They are doing just marvelously. They have done so well at school and at home; they get along together. It's amazing. I never thought they would. They seem a little older. They play together better and they enjoy each other, and I enjoy them. Life has become so much easier. It's really a joy to raise three boys. I didn't think it would be. I'm just so pleased and hopeful for the future. For them and for us. It's just great! I can't believe it. It's marvelous!
HELPER RESPONSES:

(1) It's a good feeling to have your kids settled once again.
(2) It is possible your kids were happy before but you never noticed it before? You mentioned your boys. How about your husband? Is he happy?
(3) Do you feel this is a permanent change?
(4) Hey, that's great! Whatever the problem, and you know there will be problems, it's great to have experienced the positive side of it.

Excerpt 4

HELPEE: I'm really excited the way things are going at home with my husband. It's just amazing! We get along great together now. Sexually, I didn't know we could be that happy. I didn't know anyone could be that happy. It's just marvelous! I'm just so pleased, I don't know what else to say.

HELPER RESPONSES:

(1) It's a wonderful feeling when things are going well maritally.
(2) It's really exciting to be alive again, to feel your body again, to be in love again.
(3) Is your husband aware of these changes?
(4) Now don't go overboard on this right now. There will be problems that lie ahead and during these periods that you have these problems I want you to remember well the bliss you experienced in this moment in time.

Excerpt 5

HELPEE: I'm so thrilled to have found a counselor like you. I didn't know any existed. You seem to understand me so well. It's just great! I feel like I'm coming alive again. I have not felt like this in so long.

HELPER RESPONSES:

(1) Gratitude is a natural emotion.
(2) This is quite nice but remember, unless extreme caution is exercised, you may find yourself moving in the other direction.
(3) That's a good feeling.
(4) Hey, I'm as thrilled to hear you talk this way as you are! I'm pleased that I have been helpful. I do think we still have some work to do yet, though.

Excerpt 6

HELPEE: No response. (Moving about in chair.)
HELPER RESPONSES:

(1) You can't really say all that you feel at this moment.
(2) A penny for your thoughts.
(3) Are you nervous? Maybe you haven't made the progress here we hoped for.
(4) You just don't know what to say at this moment.

Excerpt 7

HELPEE: Gee, I'm so disappointed. I thought we could get along together and you could help me. We don't seem to be getting anywhere. You don't understand me. You don't know I'm here. I don't even think you care for me. You don't hear me when I talk. You seem to be somewhere else. Your responses are independent of anything I have to say. I don't know where to turn. I'm just so--doggone it--I don't know what I'm going to do, but I know you can't help me. There just is no hope.

HELPER RESPONSES:

(1) I have no reason to try and not to help you. I have every reason to want to help you.
(2) Only when we establish mutual understanding and trust and only then can we proceed to work on your problem effectively.
(3) It's disappointing and disillusioning to think you have made so little progress.
(4) I feel badly that you feel that way. I do want to help. I'm wondering, "Is it me? Is it you, both of us?" Can we work something out?

Excerpt 8

HELPEE: Who do you think you are? You call yourself a therapist! Damn, here I am spilling my guts out and all you do is look at the clock. You don't hear what I say. Your responses are not attuned to what I'm saying. I never heard of such therapy. You are supposed to be helping me. You are so wrapped up in your world you don't hear a thing I'm saying. You don't give me the time. The minute the hour is up you push me out the door whether I have something important to say or not. I--uh--it makes me so goddamn mad!

HELPER RESPONSES:

(1) You are suggesting I'm wrapped up in myself. Do you think that perhaps, in fact, this is your problem?
(2) I'm only trying to listen to you. Really, I think we are making a whole lot of progress here.
___ (3) You are pretty displeased with what has been going on here.
___ (4) All right, you are furious, but I wonder if it's all mine or is there something else eating you.

Upon completion of Task 3S enter your rating scores under the column "trainee ratings" on the following page, then remove that page from your training book and hand it to your class instructor!
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EMITTANCE LEVEL
EMPATHY

Emittance Level

Introduction

In this training level you will apply the understanding you have gained (about empathy) by responding to student statements with the highest level of empathy possible for you.

The student will assume the role of the helpee and you, the teacher, will assume the role of the helper. In Task 4 you will be presented with eight expressions by students (helpees) to which you the teacher (helper) will respond at the highest level of empathy possible for you.

You are to read each student statement carefully and then respond in writing in the space provided below the student statement. Remember to consider both the content (verbal message) and intent (feeling and emotions) of the student statements. As an empathetic teacher you will listen to the student in a manner in which you put yourself into the frame of reference of the student so that the student's thinking, feeling, and behaving are completely understood by you, even to the point of being predictable. So, you will "see" the problem as the student "sees" it, and share common feelings about it. Your responses will be rated according to Carkhuff's 5 point empathy scale.

5 LEVEL EMPATHY SCALE

Level 1. The helper does everything but express that he is listening, understanding, or being sensitive to even the most obvious feelings of the helpee in such a way as to distract significantly from the communications of the helpee.
Key words: Bored, disinterested, preconceived frame of reference

Level 2. The helper tends to respond to other than what the helpee is expressing or indicating.
Key words: Obvious feelings, drain off affect, distort meaning

Level 3. The helper is responding so as to neither subtract from nor add to the expressions of the helpee. He does not respond accurately to how that person really feels beneath the surface feelings; but he indicates a willingness and openness to do so.
Key words: Surface feelings only

Level 4. The helper's responses add deeper feeling and meaning to the expressions of the helpee.
Key words: Level deeper than surface

Level 5. The helper is responding with a full awareness of who the other person is and with a comprehensive and accurate empathic understanding of that individual's deepest feelings.
Key words: Tuned in, previously unexplored areas
Tasks

4

Evaluate your empathy skills

Self-Evaluation, Emittance Level

Instructions

Read each student statement and respond in writing on the space provided below the statement. Your responses should be made at the highest level of empathic communication you are capable of responding at.

Excerpt 1

STUDENT: I know I did poorly on the exam today. I can't seem to study the right things for your class. I try to follow your assignments closely, but, it never fails. When I study one thing, you test on the other. I seem to do ok in my other classes. Maybe I should have taken P.E. this period.

TRAINEE (TEACHER) RESPONSE:

Excerpt 2

STUDENT: Why don't I respond more in class? I think of things to say but when I start to raise my hand to respond, something stops me cold. You know how the kids in this class are; what if I responded with the wrong answer?

TRAINEE (TEACHER) RESPONSE:
Excerpt 3

STUDENT: I have always done well in math and chemistry and those are the real important subjects. Why do I need English? Just because you think it's so neat that doesn't mean I do. I know how to talk well enough for what I want to do.

TRAINEE (TEACHER) RESPONSE:

Excerpt 4

STUDENT: I don't like it here in school. Why should I waste my time here when I could be doing a job that interests me? I could be making money working on a job. School is for the book worms who like to get A's and study and things like that. It's not for me!

TRAINEE (TEACHER) RESPONSE:

When you have responded to all four student statements, please determine how, in your own mind, your responses would be rated according to Carkhuff's 5 point empathy scale.

Upon completion of Task 4, there will be a class discussion to aid you in evaluating your responses.
NOTE: Task 4S

Task 4S is not included in your teacher training manual. It will be presented to you in class by the trainee supervisor at the end of the quarter. Task 4S will be your final evaluation of the empathy training program.
VITA
John Bruce Jessen
Candidate for the Degree of
Master of Science

Thesis: The Effectiveness of Training on Empathy in the Teacher Education Process

Major Field: Psychology

Biographical Information:


Education: Attended elementary school in Ashton, Idaho; graduated from North Fremont High School in 1967; attended Ricks College, Rexburg, Idaho; received Bachelor of Science degree from Utah State University, with a major in psychology and minors in aerospace studies and Italian in December, 1974.

Professional Experience: 1973-1975, dormitory counselor; practicum assignments: 1975-1976, counseling consultant to parents, teachers, and students of the Cache and Box Elder Head Start program; Spring 1975, counseling and test interpretation for Psychology 101 students at Utah State University; Fall 1975 through Spring 1976, career and guidance counseling for the tri-county school system based in St. Anthony, Idaho.