**SYLLABUS**

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| COURSE TITLE | | Empathy training | |
| CREDITS | | 2 | |
| LANGUAGE OF INSTRUCTION | | English | |
| DEPARTMENT/FACULTY | | Education and Psychology | |
| LECTURER(S) | | Dr hab. Agnieszka Lewicka-Zelent, prof. UMCS | |
| COURSE OBJECTIVES | | | |
| Students who successfully complete this course will have a basic knowledge of and insight into:   * The student can indicate the reasons for the empathy deficits and ways of developing it * The student recognizes problems related to the possibility of developing empathy * The student is familiar with the types of empathy, its conditions and functions * The student is able to identify problems resulting from lack of empathy * The student is aware of their empathy deficits or resources | | | |
| PREREQUISITES | none | | |
| COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS | | | |
| 10 hours of workshops  5 hours of on-line study | | | |
| COURSE DESCRIPTION | | | |
| The purpose of empathy training is to provide students with the knowledge about empathy and how to develop it. They will be able to understand the effects of empathy deficits in the emotional and social spheres. They learn different methods of developing empathy through activating methods. They will learn that developing empathy is one of the goals of education, prevention and social rehabilitation. | | | |
| METHODS OF INSTRUCTION | | | lecture, discussion, didactic film, reading assignments, on-line exercises, playing roles |
| REQUIREMENTS AND ASSESSMENTS | | | \* Attendance and active participation in classes  \* Preparing exercises about empathy  \* One short presentation about empathy  \* Doing on-line exercises |
| GRADING SYSTEM | | | Success in this course depends on attending class regularly, actively participating in class, and taking thorough notes.  Preparing three author’s exercises about empathy.  Preparing presentation about empathy (min. 10 slides).  On-line exercises:  0-50% - 2.0 50-59%-3.0 60-69% -3.5  70-79%-4.0 80-89% - 4.5 90-100%-5.0 |
| TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT POINTS | | | |  |  | | --- | --- | | **Activity** | **Hours:** | | Workshops | 10 | | On-line | 5 | | Preparation for classes (Reading) | 15 | | Preparation a presentation | 10 | | Preparation author’s exercises | 10 | | Total | 50 | | ECTS | 2 | |
| STUDY MATERIALS | | | **PRIMARY OR REQUIRED BOOKS/READINGS:**  Armstrong, K. (2018). I Feel Your Pain’: The Neuroscience of Empathy, <https://www.psychologicalscience.org/observer/i-feel-your-pain-the-neuroscience-of-empathy>  Cameron, C. D., Hutcherson, C. A., Ferguson, A. M., Scheffer, J. A., Hadjiandreou, E., & Inzlicht, M. (2019). Empathy Is Hard Work: People Choose to Avoid Empathy Because of Its Cognitive Costs. Journal of Experimental Psychology: General. Advance online publication. <http://dx.doi.org/10.1037/xge0000595>  Eisenberg- Berg, N., Mussen, P. (1978). Empathy and Moral Development in Adolescence. Developmental Psychology, Vol. 14, No. 2, 185-186. <https://www.researchgate.net/profile/Nancy_Eisenberg/publication/232545858_Empathy_and_moral_development_in_adolescenceDevelopmental_Psychology_14_185-186/links/00b7d539bdae421584000000/Empathy-and-moral-development-in-adolescenceDevelopmental-Psychology-14-185-186.pdf>  Hoffman, M.L. (1973). Empathy, Role-Taking, Guilt, and Development of Altruistic Motives. <https://eric.ed.gov/?id=ED085109>  Wang, Y.-W., Davidson, M. M., Yakushko, O. F., Savoy, H. B., Tan, J. A., & Bleier, J. K. (2003). The Scale of Ethnocultural Empathy: Development, validation, and reliability. *Journal of Counseling Psychology, 50*(2), 221–234. [https://doi.org/10.1037/0022-0167.50.2.221](https://psycnet.apa.org/doi/10.1037/0022-0167.50.2.221)  **SUPPLEMENTAL OR OPTIONAL BOOKS/READINGS:**  Lewicka, A. (2006). Rozwijanie empatii u studentów pedagogiki specjalnej. UMCS Lublin. |