

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All Full-time Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Caring, Appreciation, Respect, and Empathy 關懷、欣賞、尊重和同理心
Course Code	: GEK2032
Department	: Special Education and Counselling (in collaboration with Centre for Religious and Spirituality Education (CRSE), CSNIE/FEHD and SSC/FLASS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: CMI supplemented with English
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Empathy is an important emotion which is defined as a stimulated emotional state and the ability to perceive, understand and care about the experiences or perspective of others. Research findings informed empathy is associated with diverse positive social and educational outcomes, including the extent to which a person can motivate and mediate prosocial and caring behaviours, establish rapport with another person, acquire moral values and moral judgements, and achieve better academic performances. Empathy also enhances successful emotion regulation to maintain health, prevent stress-related disorders, and enhance well-being. In addition, empathy has been consistently found to be associated with a number of positive values.

In this course, students will be introduced with the theories and related concepts of empathy in the context of psychology and education, with a specific focus of integrating its cognitive, emotional and behavioural components for the development of positive life perspectives, personal values, emotions and behaviours. Practices of empathy will be reviewed for the delivery of caring, appreciation and respect. Philosophy, practical skills and embodied experiences of mindfulness will further be examined for the cultivation of emotion regulation, psychological well-being and harmonious social relationship at personal and society levels. To facilitate students' integration of knowledge and reflective application of practical skills with positive emotions and behaviours, different interactive experiential-based learning activities – for example, mindfulness practice sessions, sharing sessions of guests and front-line practitioners, and visits to NGOs – will be arranged. Students will also have the chance to design their own and reflect further an “empathy project” for a selected group of needy people.

Upon satisfactory attendance (more than 80%) and performance (a grade at the B category and above) of this course, students will be issued a “Certificate of Recognition” as a token for next level of learning on the topic from the Centre for Religious and Spirituality Education (CRSE), and the Centre for Special Educational Needs and Inclusive Education (CSENIE) EdUHK. Students with outstanding achievements (100% attendance and a grade at the A category) will further be issued a “Student Award” from CRSE and CSENIE.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Understand the theories and related concepts of empathy in the context of positive psychology and life education;
- CILO₂ Reflect on life experiences and develop positive life education perspectives, personal values, emotions and behaviours;
- CILO₃ Develop awareness with mindfulness practices on individual differences and respect towards people with diverse needs in school contexts;
- CILO₄ Apply different practices of empathy in various life situations for the delivery of caring, appreciation and respect, and
- CILO₅ Interpret and design initiatives of empathy with embodied experiences of mindfulness practices for the cultivation of emotion regulation, psychological well-being and harmonious social relationship at personal and societal levels.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
I. Overview of the Training Scheme, Empathy	CILO ₁	• Lecture and class

<p>& Perspective Taking.</p> <ul style="list-style-type: none"> • Introduction on empathy as an important emotion; • Introduction of meaning & benefits of empathy in general & in educational settings; • The different dimensions of empathy -affective, somatic and cognitive components; • The misconceptions about empathy; • The philosophical dimension (e.g. nature or nurture) of empathy development; • The measurements of empathy; • Introduction of perspective taking & theory of mind; • Linking perspective-taking & empathy feelings in educational settings; 		<p>discussion</p> <ul style="list-style-type: none"> • Related video • Discussion • Interactive learning activities
<p>II. Empathy and Respect in Interpersonal Settings</p> <ul style="list-style-type: none"> • Introduction to the role of empathy in interpersonal relationships; • Introduction of communication skills which deliver empathy feelings; • Introduction to non-verbal interpersonal relationship skills which deliver empathy and respectful feelings; • Empathy and respect in intergenerational relationships; 	<p>CILO_{1,2,4}</p>	<ul style="list-style-type: none"> • Lecture and class discussion • Related video • Discussion • Interactive learning activities • Sharing session
<p>III. Empathy, Mindfulness & Caring</p> <ul style="list-style-type: none"> • Introduction to empathy and caring; • The relationship between mindfulness and empathy, caring and appreciation across dimensions (philosophical, psychological or sociological); • Experiential learning activities on empathy & caring; • Developing self-awareness with mindfulness training on body sensations, feelings and thoughts; 	<p>CILO_{1,2,3}</p>	<ul style="list-style-type: none"> • Lecture and class discussion • Related video • Discussion • Interactive learning activities • Mindfulness practice session
<p>IV. Delivering Empathy & Caring Training in Educational Settings</p> <ul style="list-style-type: none"> • Introduction to the structure of the training scheme; • Main concepts & methodologies of the training scheme; • Training caring and empathy in school contexts; 	<p>CILO_{1,2,3,4}</p>	<ul style="list-style-type: none"> • Lecture and class discussion • Related video • Discussion • Interactive learning activities

<ul style="list-style-type: none"> • Catering for diversity including SEN students in daily school contexts; • Working with NGOs and teachers; • Barriers to empathy; 		
<p>V. Life & Values Education for well-being</p> <ul style="list-style-type: none"> • Empathy and positive life perspectives; • Nature of life & values education; • Importance of well-being for whole-person development; • Nature of activities & roles for participants' well-being and whole-person development; 	CILO _{1,2,3,4,5}	<ul style="list-style-type: none"> • Lecture and class discussion • Related video • Discussion • Interactive learning activities
<p>VI. Experiential activities (3 hours)</p> <ul style="list-style-type: none"> • Experiential learning without visual and/or auditory perceptions encourages participants to adapt to the sudden visual impairment in their teamwork and develop empathy and connect with each other. 	CILO _{2,3,4,5}	<ul style="list-style-type: none"> • Dark Experience • Silence Activity • Human Library sharing and facilitation • Logistic and briefing

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>1. Individual reflective journal</p> <p>A reflective journal (around 1,440 words in Chinese) documenting: (a) the experience of 2 critical daily-life incidences that relate to the theories of empathy that learnt in Modules I to III (empathy, caring, appreciation, respect and mindfulness), and (b) the reflection of one's feelings and thinking of the significance of empathy for one's positive emotions and behaviours</p>	30%	CILO _{1,2}
<p>2. Group project and presentation</p> <p>Students in groups of 4 to 5 to design an "empathy project" for a selected group of needy people (elderly, homeless, SEN or special population upon Course Lecturers' approval) to propose various initiatives and practices of empathy that would cultivate caring, appreciation and respect as well as emotion regulation, well-being and harmonious social relationship for the needy and the wider public.</p> <p>The presentation will cover: (a) the major findings of the needs assessment, (b) the design process of proposed various initiatives and practices of empathy, and (c) the evaluation/ reflection of the feedback that collected on the "project".</p>	30%	CILO _{3,4,5}

<p>3. Individual reflective essay</p> <p>A reflective essay (around 1,920 words in Chinese) synthesising the positive knowledge, skills, emotions and behaviours that learnt in this course and its implication to one's development of positive life perspectives (e.g., empathy, caring, appreciation) and personal values.</p>	40%	CILO _{1,2,3,4,5}
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5. Required Text(s)

NIL.

6. Recommended Readings

- Ciaramicoli, A. P., & Ketcham, K. (2000). *The power of empathy: A practical guide to creating intimacy, self-understanding and lasting love*. Piatkus Books.
- Decety, J., Bartal, I. B. A., Uzefovsky, F., & Knafo-Noam, A. (2016). Empathy as a driver of prosocial behaviour: Highly conserved neurobehavioural mechanisms across species. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 371(1686). <https://doi.org/10.1098/rstb.2015.0077>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Hoffman, M. L. (2001). *Empathy and moral development: Implications for caring and justice*. Cambridge University Press.
- Isern-Mas, C., & Gomila, A. (2019). Why does empathy matter for morality? *Análisis Filosófico*, 39(1), 5-26. <https://doi.org/10.36446/af.2019.310>
- Jones, A. P., Happé, F. G., Gilbert, F., Burnett, S., & Viding, E. (2010). Feeling, caring, knowing: Different types of empathy deficit in boys with psychopathic tendencies and autism spectrum disorder. *Journal of Child Psychology and Psychiatry*, 51(11), 1188-1197. <https://doi.org/10.1111/j.1469-7610.2010.02280.x>
- Schonert-Reichl, K. A., & Roeser, R. W. (2016). *Handbook of mindfulness in education: Integrating theory and research into practice* (1st ed.). Springer. <https://doi.org/10.1007/978-1-4939-3506-2>
- Krznicaric, R. (2015). *Empathy: Why it matters, and how to get it*. TarcherPerigee.
- Lopez, N. L., Bonenberger, J. L., & Schneider, H. G. (2001). Parental disciplinary history, current levels of empathy, and moral reasoning in young adults. *North American Journal of Psychology*, 3(2), 193.
- Lee, J. C. K., Yip, S. Y. W., & Kong, R. H. M. (2021). *Life and moral education in Greater China*. Taylor & Francis Group.
- Mace, C. (2008). *Mindfulness and mental health: Therapy, theory, and science*. Routledge.
- Markstrom, C. A., Huey, E., Stiles, B. M., & Krause, A. L. (2010). Frameworks of caring and helping in adolescence: Are empathy, religiosity, and spirituality related constructs? *Youth & Society*, 42(1), 59-80. <https://doi.org/10.1177/0044118X09333644>
- Orloff, J. (2017). *The empath's survival guide: Life strategies for sensitive people*. Sounds True.
- Rabois, I. (2016). *Compassionate critical thinking: How mindfulness, creativity, empathy, and Socratic questioning can transform teaching*. Rowman & Littlefield.
- Ross, M. (2019). *The empathy edge: Harnessing the value of compassion as an engine for success: A Playbook for Brands, Leaders, and Teams*. Page Two Books.
- Singh, N., & Joy, S. D. S. (2021). *Mindfulness-based interventions with children and*

- adolescents : Research and Practice*. Routledge.
- Stanley, S., Purser, R. E., & Singh, N. N. (2018). *Handbook of ethical foundations of mindfulness*. Springer International Publishing AG.
- Wang, Y. A., & Todd, A. R. (2020). Evaluations of empathizers depend on the target of empathy. *Journal of Personality and Social Psychology*, *121*(5), 1005–1028. <https://doi.org/10.1037/pspi0000341>
- Weilenmann, S., Schnyder, U., Parkinson, B., Corda, C., Von Kaenel, R., & Pfaltz, M. C. (2018). Emotion transfer, emotion regulation, and empathy-related processes in physician-patient interactions and their association with physician well-being: a theoretical model. *Frontiers in psychiatry*, *9*, 389. <https://doi.org/10.3389/fpsy.2018.00389>
- Williams, D. M. (2010). *Teacher empathy and middle school students' perception of care*. Stephen F. Austin State University.
- Williams H. G. (2019). Empathy as special form of motor skill that can be trained. In G. Barton & S. Garvis (1st ed), *Compassion and empathy in educational contexts* (pp. 15 - 37). Springer International Publishing: Imprint: Palgrave Macmillan.
- Williams, M. & Penman, D. (2011). *Mindfulness: A practical guide to finding peace in a frantic world*. Piatkus.
- Wong, P. H., Lee, J. C. K. et al. (Eds.) (2016). *Life education: Its intellectual, emotional, volitional and practical dimensions*. Yang Chih. [in Chinese]
- Zaki, J. (2019). *The war for kindness: Building empathy in a fractured world*. Crown.
- Zaki, J. (2020). Integrating empathy and interpersonal emotion regulation. *Annual Review of Psychology*, *71*(1), 517-540. <https://doi.org/10.1146/annurev-psych-010419-050830>
- 冼權鋒、呂明等編 (2020)：《共融學習指南》，香港教育大學特殊學習需要與融合教育中心及港浸會大學教育學系學習科學中心。
- 張家偉、彭梓鳴、冼權鋒和呂明 (2019)：在融合教育中實踐服務學習概念：個案示範，《香港教師中心學報》，18，頁1-13。
(<https://www.edb.org.hk/hktc/contentplaintext.aspx?id=20200123153312&lang=t>)
- 冼權鋒和林鎮威 (2018)：《樂教融容系列：共融初體驗》，香港，香港教育大學特殊學習需要與融合教育中心。(香港教育大學發展輔助基金贊助。)

7. Related Web Resources

- Empathy <https://www.empathy.com/>
- Centre for Building a Culture of Empathy <http://cultureofempathy.com/>
- Roots of Empathy <https://rootsofempathy.org/>
- Be mindful UK www.bemindful.co.uk Greater Good Science Center, UC Berkeley <https://ggia.berkeley.edu/>
- Oxford Mindfulness Centre, University of Oxford <http://oxfordmindfulness.org/>
- Centre for Religious and Spirituality Education (CRSE), Education University of Hong Kong <https://www.eduhk.hk/crse/tc/>
- Center for Special Educational Needs and Inclusive Education (CSENIE), EdUHK <https://www.eduhk.hk/csenie/>

8. Related Journals

- Journal of Positive Psychology*
- Journal of Happiness Studies*
- Journal of School Psychology*
- Journal of Life Education*

http://www.edubook.com.tw/tw/Journal_list.aspx?no=1108

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

NIL

Disclaimer

Any aspect of the course and course offerings (including, without limitation, the content of the course and the manner in which the course is taught) may be subject to change at any time at the sole discretion of the University. Without limiting the right of the University to amend the course and its course offerings, it is envisaged that changes may be required due to factors such as staffing, enrolment levels, logistical arrangements and curriculum changes.