

**Psycho-Educational and Social
Intervention Program for Parents**



Erasmus+

Program 2016-1-RO01-KA204-024504KA2
Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for adult education Development and Innovation

Psycho-Educational Kit

Trainer's Manual & Trainee's Workbook



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**PSYCHO-EDUCATIONAL AND SOCIAL
INTERVENTION PROGRAM FOR
PARENTS**

**PSYCHO-EDUCATIONAL KIT:
TRAINER'S MANUAL AND
TRAINEE'S WORKBOOK**

Coordinator **Aurora Adina COLOMEISCHI**

PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS. PSYCHO-EDUCATIONAL KIT: TRAINER'S MANUAL AND TRAINEE'S WORKBOOK

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Cooperation for Innovation and the Exchange of Good Practices Strategic Partnerships for adult education Development and Innovation

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The template for developing the units of the training programs is elaborated by Mine Gol-Guven, Bogazici University, Istanbul, Turkey.

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PROGRAM UNIT 9 - EMOTIONAL COMPETENCE – EMPATHY

TIME NEEDED FOR UNIT: 2 hours

Maria Augusta Romão da Veiga Branco
Institute Politechnik of Braganca

RATIONALE AND THEORETICAL BACKGROUND

Empathy - Empathy is the ability to sense other people’s emotions, coupled with the ability to imagine what someone else might be thinking or feeling. Research suggests that empathic people tend to be more generous and concerned with others’ welfare, and they also tend to have happier relationships and greater personal well-being. Empathy can also improve leadership ability and facilitate effective communication.

Sintonia or Be syntonic - (of a person) responsive to and in harmony with their environment so that affect is appropriate to the given situation.

Social awareness - the ability to accurately pick up on emotions of other people and to “read” situations. It is about sensing what other people are feeling and being able to take their perspective using your capacity for empathy.

OBJECTIVES



- 1- To reflect on the concept of empathy
- 2- To recognize the empathy as an ability
- 3- To recognize the Social exclusion situations and contexts
- 4- To analyze the Social Exclusion Phenomenon

RESOURCES











- Room with 5 tables and respective chairs
- Paper sheets, pencil and eraser

PREPARATION



- Distribute Text of Table to each of the trainees (parents)
- Explain carefully each individual or Group Dynamic
- Give time to the final reflection in big group



CONTENTS	
	<p>1- The empathy – concept 2- The empathy as an ability 3- Social exclusion situations and contexts</p>
NOTE TO THE TRAINER	
<p>5 minutes</p> 	<ul style="list-style-type: none"> ➤ Open the PPT with presentation of the Table 1 ➤ Introduce the Group Dynamic ➤ Let each parent introduce themselves They should say their name, name/s of children, number of children, age of children, type of disability of a child, employment etc.
1. INTRODUCTION	
2. GROUP WORK	
 <p>30 minutes</p> 	<p>3.3. Individual Dynamic</p> <p>- Is there an empathic attitude in my feedback?</p> <p>Game</p> <p>Objective</p> <p>- To recognize empathy in our daily life feedback to the others</p> <p>Procedure</p> <p>Trainer presents the Table 1 and invite trainees to fill it.</p> <p>Resources</p> <p>Table 1 - <i>Is there an empathic attitude in my feedback?</i></p> <p>Conclusion</p> <p>They read the evaluation and reflect individually</p>
3. ENDING - Reflection	
“What I have to do to be more empathic?”	
 <p>40 minutes</p> 	<p>Finally, the trainer proposed the following reflection:</p> <p>3. Reflective Questions based on the activities</p> <p>Trainees share with the others the last evaluation.</p> <p>Then they must find 10 words to answer just to one of these questions:</p> <p>“What I have to do to be more empathic?”</p>
4. KEY NOTE	
 <p>10 minutes</p> 	<p>TAKE HOME MESSAGE</p> <p>“What can I do to know more and to help more about social exclusion and inclusion”</p>

SUGGESTIONS

ATTACHMENTS

Table 1 - **Is there an empathic attitude in my feedback?**

	Question	Regularly	Some times	Rarely
1	I direct my comments to specific events related to the work or task.			
2	My comments are descriptive and subjective instead of using evaluations or numbers.			
3	I'd rather keep the comments so that they can be presented and discussed in detail in the annual staff performance review.			
4	I always do my best so that my feedback is clearly understood.			
5	I complement the criticisms with suggestions on what the person can do to improve.			
6	My feedback is directed to the person's past and not to a potential future.			
7	I always try to find something positive to say even if there are negative things.			
8	I always ask the opinion of another person about my feedback.			
9	Instead of getting into a discussion, I always tell the individual in question how I want him to behave in the future.			
10	I ask the other person for their opinion about his performance before giving my own.			
11	I find it difficult to give negative feedback when I should do it.			
12	I compliment someone who has done a good job.			
	Total			

What was your score?

Questions 2, 3, 6, 9 e 11

Regularly – 1 points
 Sometimes – 2 points
 Rarely – 3 points

Questions 1, 4, 5, 7, 8, 10 e 12

Regularly – 3 points
 Sometimes – 2 points
 Rarely – 1 points

More than 32 - You have an empathic attitude in your normal daily life. Your feedback capabilities look good, but they can be improved in some areas.

26-32 - You have enough empathic attitude in your normal daily life.

You have some capabilities, but you can achieve considerable improvements.

Less than 26 - You don't have enough empathic attitude in your normal daily life. Sorry... Your capabilities need considerable improvements in many areas.

