



EMPATHIC COMMUNICATION

COMPANION GUIDE

INTRODUCTION

One of the most interesting and inspiring things we've noticed in conducting Motivational Interviewing and other Empathic Communication Workshops over the years, is that participants often end up reflecting on their personal relationships, and how communication influences the strength and health of those relationships. In some ways this isn't surprising - Motivational Interviewing and empathic communication philosophies are spiritual in nature: they involve deep, empathic listening to another; kindness and compassion regardless of another's condition or choices; and relating to everyone as equals. MI is, of course, also about change. It is an approach that helps us support others in their growth toward alignment with their values and toward a maximum use of their own unique gifts. It seems that in the process of deepening our own skills in this change approach, we also tend to grow and change personally. This companion guide is intended to be a friendly support tool, both as a practical guide (all of the MI slides are here) as well as a journal of sorts, to reflect and write our own thoughts and experiences around empathic communication.

For a curated list of other exceptional Motivational Interviewing and Empathic Care resources, visit my resources website at: www.emorrisonconsulting.com, under **"Motivational Interviewing"** and **"Empathy and Stigma"**.

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NOTICE

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MOTIVATIONAL INTERVIEWING WORKSHOP



Listen with ears of tolerance,
see with eyes of compassion
speak with the language of love.

- Rumi

Nonverbal Empathy (psychological safety)

| | | |
|---|--------------------------------|---|
|  | Eye Contact & Smile | Eye contact is the most important non-verbal empathic communication strategy, especially in an initial connection. Smiling is the primary way we communicate goodwill to another. |
|  | Nodding & Leaning | Nodding shows attentiveness, leaning toward shows interest and empathy. |
|  | Mirroring | Sitting if another is sitting; standing if they are standing—squarely shoulders to face another. Facial expressions that mirror another's feelings. |

Verbalizing Empathy (trust)

| | | |
|---|----------------------|---|
|  | Normalizing | Letting someone know they aren't pathologic or alone; assuring commonality <i>"relapse is so common"</i> ; <i>"we all struggle with honesty at times"</i> . |
|  | Acknowledging | Specifically, acknowledging feelings. Reflecting back specific feelings that have been stated <i>"you're feeling really overwhelmed"</i> , stating feelings that might be shown yet unspoken <i>"this is super frustrating for you"</i> , or summarizing <i>"that sounds so hard"</i> . |
|  | Affirming | Noticing and articulating specific strengths <i>"I'm so impressed at the effort you put into this"</i> ; <i>"I'm so struck by how important it is to you to be a good mom"</i> . |

Open-ended Questions (curiosity)

| | | |
|---|---|---|
|  | "How"; "What", and "Tell me more about..." | The gold standard of communication. At least a 3-1 ratio is recommended (3 open needed questions for every 1 closed question). Open-ended questions don't have a limited outcomes or answer. Avoid starting questions with "why" . |
|---|---|---|

Empathic Reflection (deep listening)

| | | |
|--|--------------------------------|---|
| | Exact Words | Using a few important words or a phrase that the other person used; <i>"it feels like things never work out"; "you're sick of this place".</i> |
| | Summary | Summarizing longer monologues <i>"It seems like you've had a really tough year, with a lot of losses".</i> |
| | Double-sided Reflection | Capturing both sides of someone's ambivalence <i>"On one hand you really want to attend AA, on the other hand, you don't know how you'd find the time, or if it would even work".</i> |

Affirming Autonomy (respect)

| | | |
|--|--------------------------------|--|
| | Acknowledging Free Will | If autonomy is threatened, even subtly, we begin to resist. We can assure autonomy by stating it directly <i>"it is totally your decision"; "whatever you think is best" "What are your thoughts about this?".</i> |
|--|--------------------------------|--|

Assess Conviction (curiosity & respect)

| | | |
|--|-----------------------------------|--|
| | Using a Scale | Using a 10-point scale, where 1 is low and 10 is high. The scale can measure desire to change, or how much of a problem someone thinks something is. (<i>"On a scale of 1-10, if 1 is smoking isn't a problem at all, and 10 means smoking is one of the biggest problem you have, where are you?"</i>). |
| | Using open-ended questions | <i>"How do you feel about your smoking?" or "Tell me a little about your thoughts on your alcohol use..."</i> |

Enhancing Conviction Strategies

| | | |
|--|--|--|
| | Strengthening the Relationship | The most important intervention when conviction is low. Double down on all empathy strategies, focus on building the relationship <i>"I appreciate your willingness to talk to me about this, and I respect your honesty. It must be difficult to have others pushing you to come today"</i> . |
| | Amplify Slivers of Change Talk | Listen closely for the smallest statements about problems with how things are, or thoughts about changing. When heard, reflect the statement back, and encourage exploration <i>"you hate how expensive cigarettes have become. Tell me more about that..."</i> . |
| | Roll with Resistance | Avoid arguing at all costs. Look for places to agree. Avoid correcting, opposing, or continuing on a subject when the other person has indicated they do not want to continue discussing. |
| | Follow up on the scale | Go low, then go high: <i>"You said you are a 3 in terms of how much a problem smoking is. I'm wondering what kept you from answering 0 or 1?"</i> |
| | Ask Permission to follow up | Inquire about future contact and permission to ask about the issue at hand <i>"I'm wondering if it is okay if I ask about this again when you come in next time?"</i> . |
| | Provide information (Ask, Ask, Tell, Ask) | A sk what they already know; A sk for permission to give information; T ell most important pieces of information (keep it short); A sk what the other person thought of it. |

Assessing Confidence (Curiosity & Support)

| | | |
|--|---------------------------------|--|
| | Using a Scaling Question | Using a 10-point scale, where 1 is low and 10 is high. <i>"On a scale of 1-10, if 1 means it would be impossible and 10 is so easy you could do it immediately..."</i> |
| | Use open-ended questions | <i>"How hard or easy do you think this goal will be?" or "How likely do you think it is that you will be successful with this goal?"</i> |

| Increasing Confidence (Collaboration & Support) | |
|---|--|
|  <p>Review past successes</p> | <p>Elicit past experiences when the other person has been successful in making a difficult change; encourage exploration and examination of the experiences. <i>"I remember that you had previously quit methamphetamine/started school again/left an unhealthy relationship- can you share more about how you did that?"</i></p> |
|  <p>Baby steps</p> | <p>Helping another break down goals into steps that are so small, success is ensured (calling the gym for prices is a small step. Exercising 20 minutes a day way too big. Checking out an Alcoholics Anonymous website is a small step. Quitting drinking is huge).</p> |
|  <p>Identify barriers and problem solve</p> | <p>Asking <i>"what might get in the way of meeting your goal?"</i> or another open-ended question to assess barriers, then asking <i>"what are your thoughts about how to address this?"</i> to facilitate problems solving. It is important that the other person identifies the barriers and does most of the (or all) the problem solving.</p> |
|  <p>Remembering what's most important prompts</p> | <p>Eliciting from patients the "why" of their goal, the deeper reason they want to make this change. Elicit further what would remind them of this when they need motivation or support (a photo of their kids, an inspirational quote, etc.) and how/where to strategically use this.</p> |

MOTIVATIONAL INTERVIEWING PART I

Motivational Interviewing: Part 1

Elizabeth Morrison LCSW, MAC

What is Motivational Interviewing (MI)?



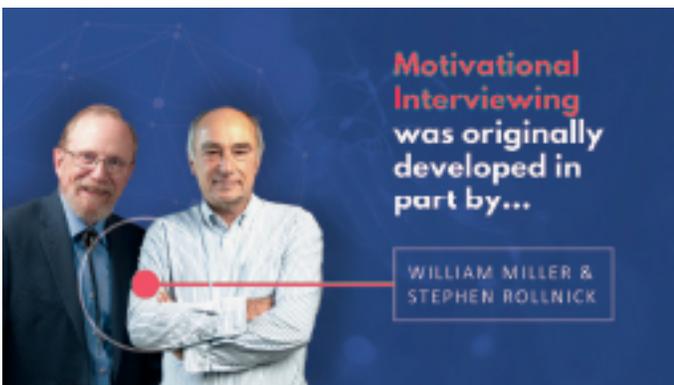
It is often engaged when we want to **help others make changes** that would enhance their wellbeing.



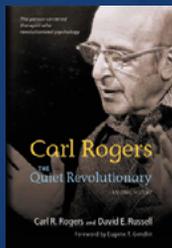
MI assumes that we all deeply want to do what is best for our wellbeing; we don't need to 'get' motivation from someone outside of us; instead, another can help us elevate and amplify our own intrinsic motivation.



What's with the name?



The reason we say “in part” is because MI builds on the work and writings of many other philosophies and theories, such as **Carl Rogers**.





Over 90 Clinical Trials
(MARMITE)



30 years of research
on the effectiveness of MI

**The spirit of MI is
non-judgmental, &
empathic**

**What are the core
elements?**

1. Empathic Presence

2. Skilful listening

3. Non-judgmental eliciting of thoughts and feelings, around behavior changes we are struggling with.





| | | |
|---|--|---|
| <p>'If you keep getting grades like this, you'll never get into a good college'</p> <p>FEAR</p> | <p>'Next time I catch you with pot, you will be grounded for months'</p> <p>PUNISHMENT</p> | <p>'I'm really disappointed in you. I thought you were better than that'</p> <p>SHAME</p> |
|---|--|---|

Principles

- Empathy
- Autonomy
- Relationship
- Respect



MI WORKS:

-  In Person
-  On Video
-  On The Telephone





Principle MI Strategies:
Non-Verbal Empathic Communication

EMPATHY - non verbal

- 
Eye Contact
- 
Mirroring
- 
Handshake
- 
Smiling





Principle MI Strategies:
Verbal Empathic Communication

Verbalizing EMPATHY

- 01** Affirming Strengths
- 02** Acknowledging Feelings
- 03** Normalizing
- 04** Stating Non-Judgment



Demonstration:

Verbalizing Empathy

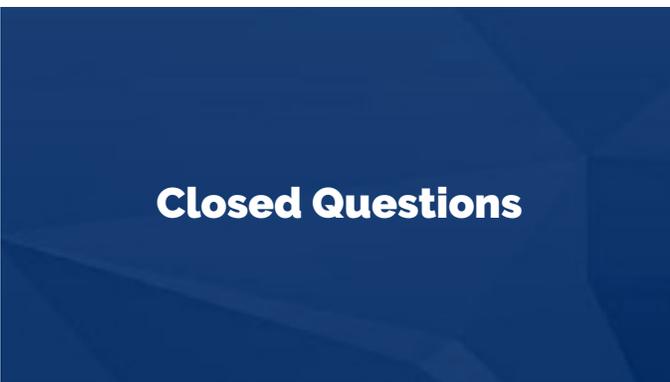
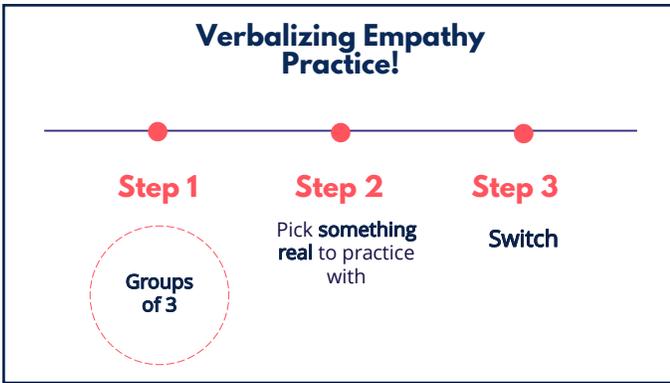
Most Common Challenges

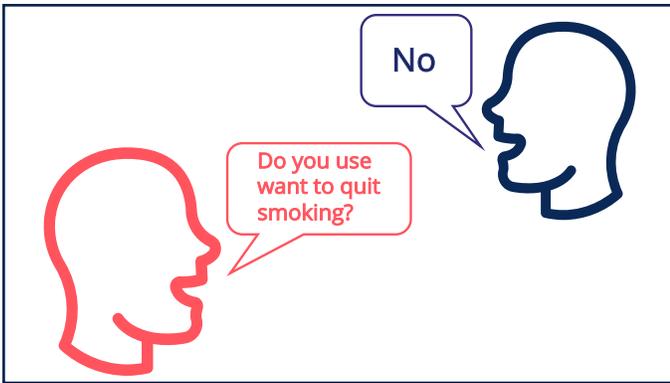


Advice Giving:
Increases passivity, no correlation to behavior change

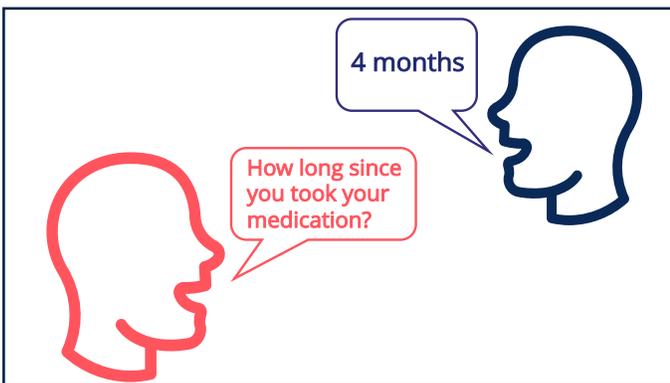


Righting Reflex:
Increases arguing, no correlation to behavior change





Narrow Questions



Stems:

- Tell me more (about)...
- How (did you/are you)...
- What (are your/do you)...

Why...?



Which medications are you taking?



Are you checking your blood sugars?



Do you want to quit drinking?



What are your thoughts about starting this medicine?



How are you doing with checking your blood sugars?



Tell me more about your feelings about drinking

Demonstration:

Open Ended Questions

Open Ended Questions Practice!

Step 1

Groups of 3

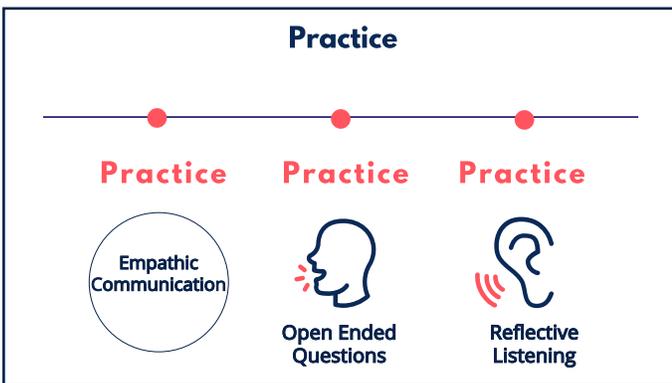
Step 2

Pick **something real** to practice with

Step 3

Switch





Motivational Interviewing: Part 2

Elizabeth Morrison LCSW, MAC

Our Empathic Presence and Communication Creates the **Space** for People to Consider Changes

-  Open ended questions 
-  Verbal empathy 
-  Non-verbal empathy 
-  Reflective listening 

| Verbal Empathy | |
|---|---|
| Normalizing | Letting someone know they aren't pathologic or alone; assuring commonality ('relapse is so common'; 'we all struggle with honesty at times') |
| Acknowledging | Specifically, acknowledging feelings. Reflecting back specific feelings that have been stated ('you're feeling really overwhelmed'), stating feelings that might be shown yet unspoken ('this is super frustrating for you'), or summarizing ('that sounds so hard'). |
| Affirming | Noticing and articulating specific strengths ('I'm so impressed at the effort you put into this'; 'I so appreciate your honesty') |
| Non-judgment | Explicitly assuring non-judgment ('I want to let you know I'm not judging you') |
| Open-ended Questions | |
| 'How', 'What', and 'Tell me more about...' | The gold standard of communication. At least a 3-1 ratio is recommended (3 open-ended questions for every 1 closed question). Avoid closed, and narrow questions (finite answers available). Avoid starting questions with 'why'. |
| Reflective Listening | |
| Exact Words | Using a few important words or a phrase that the other person used; remember no inflection at the end, just a statement ('it feels like things never work out'; 'you're sick of this place') |
| Summary | Summarizing longer sharing 'It seems like you've had a really tough year, with a lot of losses' |
| Double-sided Reflection | Capturing both sides of someone's ambivalence ('On one hand you really want to attend AA, on the other hand, you don't know how you'd find the time, or if it would even work') |



Part 2: Principle MI Strategies

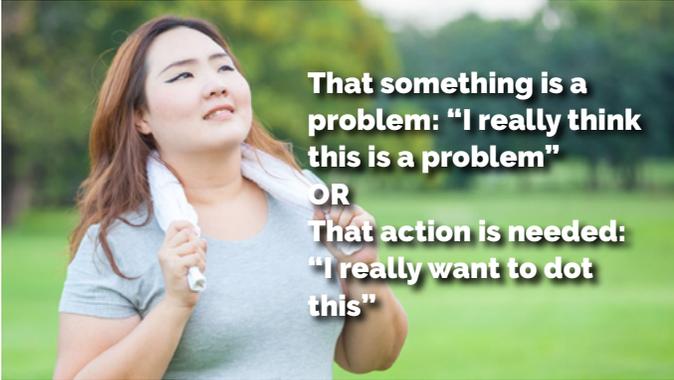
All part 2 strategies are effective with:



Concepts



A person's commitment to action comes from strong **CONVICTION**



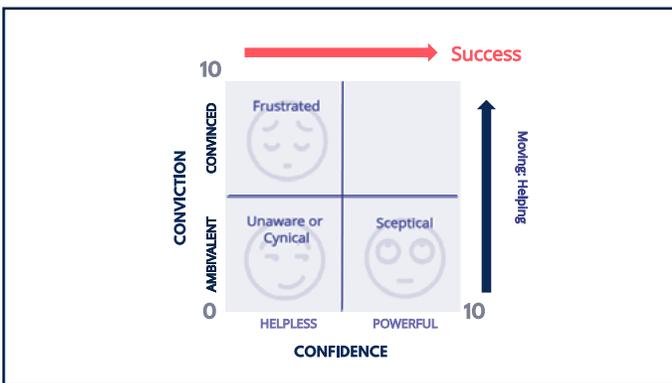
That something is a problem: "I really think this is a problem"
OR
That action is needed: "I really want to do this"



A person's commitment to action comes from strong **CONFIDENCE**



Conviction & Confidence



Principle Techniques



 “How do you **feel** about smoking/your weight/taking the medication....?”

 “How **important** is taking your medication/losing weight/stopping drinking to you?”



Assessing Conviction: Scaling

Not at all convinced 0 1 2 3 4 5 6 7 8 9 10 Totally convinced

“On a scale of 0 – 10, how convinced are you that you need to leave your job?”







“How **sure** are you that you can make this change?”



“How **easy or hard** do you think it is that you will be able to make this change?”



Assessing Confidence: Scaling

Not at all confident 0 1 2 3 4 5 6 7 8 9 10 Totally confident

“On a scale of 0 – 10, if 1 is super easy, and 10 is almost impossible, how sure are you that you can leave him this month?”



Time for Practice!



Practitioner:

Try both open ended questions, as well as a scaling questions



Practice:

Pick a behavior change you are ambivalent about



Observer:

Note aloud when the practicee has assessed conviction and confidence



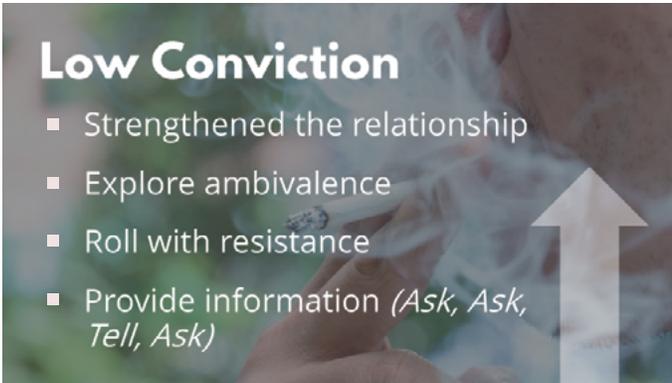
Conviction & Confidence

Strategies to enhance *Conviction* are VERY DIFFERENT than strategies for enhancing *Confidence*

Strategies to Enhance Conviction

Low Conviction

- Strengthened the relationship
- Explore ambivalence
- Roll with resistance
- Provide information (*Ask, Ask, Tell, Ask*)



Strengthen the Relationship



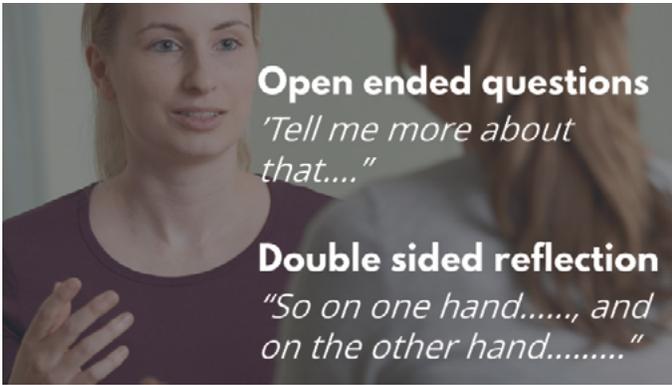
EMPATHY- verbal

- 01** Affirmation
- 02** Acknowledgement
- 03** Normalizing
- 04** Non-judgment



Explore Ambivalence





- “What’s the down side of exercising?”
- “What are the good things about smoking pot?”
- “Tell me more about the expense you mentioned”

Use the Scale- Go Low!

Not at all convinced 0 1 2 3 4 5 6 7 8 9 10 Totally convinced

“Oh, a 3, thanks for letting me know. What kept you from answering 1?”

Roll with the Resistance...

Phone, Computer, and Accessibility icons.

01 "It sounds like you just don't think medication is a solution for you."



02 "It sounds like you're frustrated, having the people around you constantly telling you that you should drink less."

03 "You feel math is a completely useless subject that will never help you in real life."



04 "I hear you. I'd feel the same way."

Giving Information AATA



A Ask **what** the person already knows

A Ask **permission** to give information

T Tell **them** the information you want them to have, using third person

A Ask **what they think** about what the information you gave

Strategies to Enhance Confidence

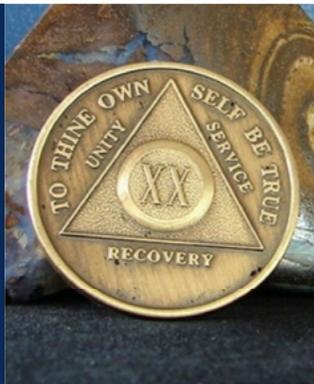


01 Review past successes

02 Define small steps

03 Identify barriers

Explore past successes with other behavior changes, or with this behavior change



Encourage smaller goals:

Goals need to be small enough that success is ensured



Identify Barriers & Elicit Problem Solving



-  **What do you think will get in the way of your goals/steps?**
-  **What are your thoughts about how to overcome that barrier?**
-  **What has helped you overcome this in the past?**

Practice





- Low conviction:**
- Strengthen the relationship
 - Explore ambivalence
 - Roll with resistance
 - AATA
- Low confidence:**
- Baby steps
 - Reflect on past successes
 - Elicit barriers and solutions
- 

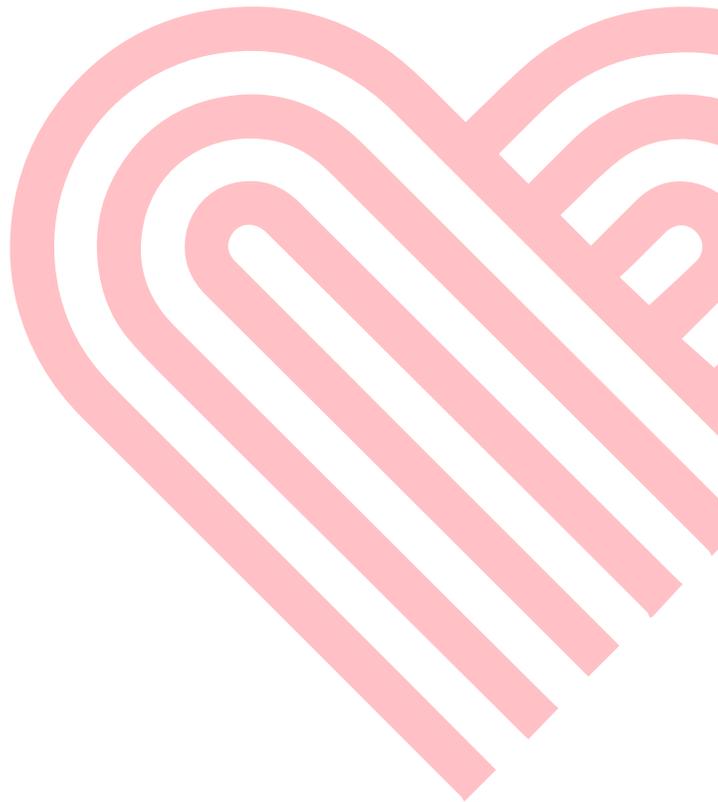


Goals

**Thank you for being here
with us today!**

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www.emorrisonconsulting.com



MOTIVATIONAL INTERVIEWING REFLECTIONS AND GOALS

What part of the workshop was most meaningful to you?



In terms of communication, what would you like to do more of?



What would you like to do less of?



CONTINUAL GROWTH AND LEARNING SUPPORT

Think about yourself when you are listening and communicating at your best - empathically present, deeply connected and listening wholeheartedly.

How would you describe yourself in those moments?



What does it feel like for you?



What fundamentals (mindfulness practices, getting enough sleep, pausing for your lunch, engaging in your meditation or exercise routine, having enough time alone, etc.) helps you to be in that place?



What rituals or reminders have worked for you, to prompt you in the moment, toward empathic presence? (prayer, touching a talisman/rock/ring, a conscious breath, etc)



What gets in the way of you being able to be in this place?



What have you found to be helpful with overcoming these barriers?



Consider how you aspire to be in connection with other humans - in your work life and your personal life. Write your deep intention:



DEEPENING PRACTICE



Empathy doesn't require that we have the exact same experiences as the person sharing their story with us...Empathy is connecting with the emotion that someone is experiencing, not the event or the circumstance.

- Brené Brown

FOUNDATIONAL SKILLS



“An exchange of empathy provides an entry point for people to see what healing feels like.”

-Tarana Burke

OPEN ENDED QUESTIONS

Open-ended questions are considered the gold standard of communication. They are the foundation of effective assessment and are related to diagnostic accuracy, in both the behavioral health and the medical field. More generally, they are one of the core techniques of skilled interpersonal interactions, and a building block for empathic connection, in both personal and professional realms. They show curiosity, convey an interest in what others think or feel, and can make a patient (or our kids, partner, friends....) feel less guarded since they are less likely to perceive the conversation to be bound by a rigid agenda.

When questions are truly open, we don't know what we will hear next or where things might go in the conversation, and that is okay! In asking open-ended questions, we are demonstrating to others that we value their story and their perspective– not imparting our own judgment or opinions on their experience. Open-ended questions are an invitation for others to share what's on their mind, allowing us to see things from their point of view and catch a glimpse of their beliefs, values, and strengths.

Here are some open-ended question stems:

✓ **“Tell me more about...”**

Even though this is more of a request than a question, it is incredibly effective. “Tell me more” is versatile and can be used in front of any subject. It can guide the conversation to a specific place if we need it to go there, while still keeping the question open and, thus, empathetic.

✓ **“How did you decide...?”**

✓ **“What are your thoughts about...?”**

Note that even though “why” is also an open-ended question stem, it isn't very effective. “Why” sounds judgmental, even when we don't mean it to be. It tends to put people on the defensive and closes the door to a fuller conversation. Just think about what happens when we say “why” to our kids. Watch how quickly they fold their arms and shut down.



Open-ended questions are considered to be the “gold standard” of communication by the Institute of Medicine.

Example at work:

- ✓ **“Tell me more about your medicines” or “What are your thoughts about smoking?”**

Example at home:

- ✓ **“How did you make that decision?” or ‘Tell me more about your thoughts on that.’**

What has been your experience asking open ended questions?



What has been your experience being asked open ended questions?



A QUICK WORD ON CLOSED AND NARROW QUESTIONS

Closed questions only allow for “yes” and “no”, and narrow questions restrict the possible answers to one word or subject. They demonstrate that we are really concerned with our agenda, narrowing the recipient’s focus to what we feel is important. Closed questions squeeze out the other person’s freedom to speak about what they believe is really important concerning a given topic or subject. Narrow questions also limit dialogue and squash rapport. While they may obtain transactional information, they aren’t very effective at conveying empathy.

Here are some examples of closed and narrow questions that tend to lead to one- word or otherwise restricted answers:

- ✗ “Did you have a good day?”
- ✗ “Do you get along with your mom?”
- ✗ “Are you taking your medication?”
- ✗ “How often are you taking your medications?”
- ✗ “When did you meet her?”



Research demonstrates a higher ratio of open-ended questions is related to diagnostic accuracy.

Now, consider these closed questions:

- ✗ “What classes are you taking in school?”
- ✗ “Do you think you’re ready now, or do you want to wait?”
- ✗ “Is your medication working?”

We can observe how much more empathetic the same questions sound when framed as open questions:

- ✓ “Tell me more about your classes.”
- ✓ “How do you feel about going now?”
- ✓ “What are your thoughts about how the medications are working?”

EMPATHIC REFLECTION

Empathic reflection involves repeating back what we have heard the other person say. This demonstrates that we are paying attention and that we want to make sure we've heard someone correctly. More importantly, it demonstrates hearing them is important to us, and that we value what they've shared. When we are very skillful in using empathic reflection, we can actually help others identify how they feel and what they think, just by interpreting and reflecting what they've said.

In practice, empathic reflection can take the place of a question, prompting someone to talk further, without having to pose an inquiry. Empathic reflection also replaces evaluative judgments. These are statements like "that's great!" or "how horrible!". Reflecting, instead of evaluating, gives the other person the freedom to evaluate what they feel and think for themselves. By reflecting back what we've heard, we are signaling that we are "with" the person and that we are willing to suspend our own reactions to hear more about theirs.

Repeating back selected parts of what another person has said might seem counter-intuitive, and often, empathic reflection is one of the empathic communication techniques that people find most challenging. This is for good reason! While we were growing up, it is unlikely others used empathic reflection with us. Also, sometimes when it is unskillfully used in professional settings, it can sound insulting or disingenuous. However, with practice, empathic reflection can be a powerful empathic communication technique - perhaps the one with the biggest pay off for patient care outcomes (and our own personal relationships!).

Example at work - Medical Assistant speaking to a patient:

- ✓ **"You want to make sure the doctor knows the medication isn't working. You also want to ask about your lab results and to find out the status of the referral for your foot."**

This is an "exact word reflection". The patient feels confident they've been heard and reassured that their issues will be addressed. The patient likely will not feel the need to repeat these things.

Example at home - Spouse speaking to partner who has disclosed multiple events at work that were distressing today:

- ✓ **"Wow, that sounds like a really tough day."**

This is a "summary reflection". Summary reflections attempt to capture the general nature of what was shared, instead of reflecting back the specific list of items that were shared.



Example at home or work:

"It's been really tough for me to lose all this weight this year."

- ✓ **"It's been tough...."** (Selected exact word reflection).
- ✓ **"Sounds like it has been hard for you."** (Summary with a stem. Stems are phrases like 'Sounds like...' and 'I hear you saying....').

Unfortunately, instead of reflecting, we often use ineffective responses:

"It's been really tough for me to lose all this weight this year."

- ✗ **"Don't lose too much too quickly!"** (Advice).
- ✗ **"It's wonderful that you've lost weight!"** (Cheerleading).
- ✗ **"I don't think that's necessarily a good thing."** (Judging).
- ✗ **"Don't worry, it is tough for everyone."** (Reassurance and dismissing).
- ✗ **"You need to take better care of yourself."** (Correcting).

All of these responses block the person making the statement from describing how they feel about losing so much weight.

Another common mistake is making the reflection into a question:

- ✗ **"So, you're feeling sad?"**

Instead, try:

- ✓ **"I hear you're sad..."**

Rest assured that if you are incorrect in your reflection, the other person will let you know, and the reflection will still have the impact of conveying empathy.

Parent speaking to child:

Parent: "I hear you're sad."

Child: "No, not sad, just frustrated."

Parent: "Just frustrated..."

What are your experiences with using empathic reflection?



What are your experiences with being on the other end of skillful reflective listening?



FOCUS ON STRENGTHS-AFFIRMING

Orienting our communication in a way that recognizes and validates another person's strengths benefits the relationship that we have with them in a multitude of ways. No one wants to feel as if they are a walking problem, are incapable, unable, or ineffective. When others are sharing difficulties with us, we want to first let them know we see them as fundamentally good and whole, before jumping into the problem.

By affirming strengths, we show them that we are focused and attuned to what is best about them, their inherent worth and unique abilities. This strengths perspective represents a paradigm shift in the field of healthcare. It is a move away from traditional deficit and pathology-based communication models and towards truly whole-person care.

Focusing on strengths is much harder than it sounds for most of us. We've been raised, trained and educated to follow the problem, so it usually takes quite a bit of conscious practice for most of us, to not follow the 'problem' immediately, and instead first highlight the goodness that lies beneath the concern.

Examples at work:

"I don't smoke in the car when my kids are with me."

- ✓ **"You really care about the health of your children."**
- ✗ **Instead of: "There is likely still second hand smoke exposure" (problem focused, some judgment).**

Or:

"I can't seem to stick to a diet, or exercise. It's hopeless."

- ✓ **"You really want to be able to make healthy changes to your lifestyle."**
- ✗ **Instead of: "Have you tried the Paleo diet?" (problem focus, advice).**

Or:

"I'm sick of waiting for 2 hours every time I come here."

- ✓ **"I sure appreciate how honest you are about your feelings. I know I'd feel the same way."**
- ✗ **Instead of: "The doctor had a delivery at the hospital this morning." (problem focus, explaining).**



Examples at home:

"I hate math!"

- ✓ **"I'm amazed that you can continue to work on it even though you can't stand it. That's real grit."**
- ✗ **"Well, it won't help to complain, you still have to just do it." (problem focus, dismissing).**

Or

"I don't know why Ethan is mad at me again. We had another argument at school."

- ✓ **"You really value harmony in your friendship with him."**
- ✗ **Instead of: "what was it about this time?" (problem focus, content driven).**

Or

"I feel bad about this, but sometimes I don't want to be around Grandma."

- ✓ **"I'm impressed you were willing to tell me. It's often hard to talk about feelings we feel bad about."**
- ✗ **Instead of: "She is your grandma. She loves you, you shouldn't feel that way." (problem focus, judgment, advice).**

Imagine someone in your life that recently shared a difficulty. What would you say to affirm their strengths?



ELICITING

When someone asks for advice, it is quite tempting to jump right in and tell them what to do. Especially in healthcare, sometimes we feel the reasons people come to see us is to be told what to do! Unfortunately for those of us that are 'fixers', advice doesn't actually work very well. In fact, while there is a whole cannon of research to demonstrate this, most of us know this from our own experience.

We can though, give others information. There are a few things we can do to ensure the information we give is 1) wanted 2) timely 3) helpful. One technique to do this, is when we feel the urge to give advice, take a breath, step back and start by asking the other person what they think first. Asking others for their thoughts before we share our own often takes practice and a fair amount of discipline. It is worth the effort though- conversations that involve jumping to advice giving aren't very rewarding, as it often makes others withdraw; conversations where we ask others what they think first, tend to be richer, more interesting, and more empathic. As we say in the helping professions, if advice worked, no one would need professional care!

Examples of eliciting:

"I mean, what am I supposed to do after hearing something like that?"

- ✓ **"Yes, wow. What are your initial thoughts?"**
- ✗ **Instead of: "Well, first you can tell him he can't talk to you like that." (advice).**

Or:

"And now my sister is saying that my mom should move in with us! How is that possible?"

- ✓ **"What are your thoughts about that?"**
- ✗ **Instead of: "You have to tell her no; that would be impossible!" (advise).**

Or

"What do you think is causing these panic attacks?"

- ✓ **"I'd love to hear your thoughts on that first. What comes to you when you've asked yourself that question?"**
- ✗ **"Well, panic attacks are often partly hereditary, so I suspect it runs in your family." (expert trap).**

Often, we do need to provide information to patients (or to family and friends). We may want to let a patient know about the effects of failing to lose weight or quitting drinking. We might want to let our child know what the consequences will be if he/she doesn't clean their room.



The difference between giving advice and giving information is that giving information is not telling someone what they should do. Rather, it is offering data to inform their decision. The following are 4 steps that can help us more skillfully share information.



When we give advice to others, the most common response is a defensive defiance to protect our autonomy and personal decision-making.

Making sure you aren't telling someone what they already know: *"what do you already know about smoking during pregnancy?"*

Making sure the other person wants the information by asking permission: *"Can I give you some information?" (assuming they say yes...)*

Avoid the "you" pronoun when giving the information and keep it short! *"What we know about smoking during pregnancy is that it can cause babies to be born underweight"*

Finally, it is about asking how the information was received:

"what are your thoughts about that?"

When giving information, an easy way to remember these steps is AATA or Ask Tell Ask.

Ask what they already know about the subject in which you want to give information.

Ask permission to give information they don't already have.

Tell them the information, keeping it short and avoiding the 'you' pronoun when possible.

Ask them what their thoughts are on what you shared.

Here is an example at home:

Ask: Okay, it sounds like you really want to drop the class. What do you already know about what might happen if you do that?

Ask: Can I give you some information about that? (assuming they say yes...).

Tell: I'm fairly certain if you drop the class, you won't be full time anymore, and will lose your financial aid. This would be tough, as your dad and I can't help you this semester.

Ask: What are your thoughts about that?

How easy or hard is it for you to not give advice? Circle 1-10 with 10 being “impossible” and 1 being “not difficult at all”. What led you to answer the number you did?

1 2 3 4 5 6 7 8 9 10



How easy or hard is it for you to ask others for their thoughts on their own problems? Circle 1-10 with 10 being “impossible” and 1 being “not difficult at all”. What led you to answer the number you did?

1 2 3 4 5 6 7 8 9 10



NORMALIZING

Normalizing is the opposite of making something or someone, bad, wrong, or pathological. It is letting others know that they're not the only ones to have ever felt this way, done this, or had this happen to them. It is letting others know they are not alone. Maybe the same thing has happened to us, and even if it hasn't, we can effectively normalize. Normalizing strengthens the relationship, increases self-disclosure and encourages the other person to tell us more.

These examples illustrate the difference between pathologizing and normalizing:

"I know I shouldn't, but I actually started talking to my ex-boyfriend again."

- ✓ **"Gosh, we've all done things we know we shouldn't. Tell me more." (Normalizing).**
- ✗ **Instead of: "You know where that leads - the same place every time." (Judgment).**

Or

"I've been yelling at my kids a lot lately."

- ✓ **"When we are stressed, it seems to come out on those closest to us." (Normalizing).**
- ✗ **Instead of: "You can't take your stress out on them." (Judgment).**

Or:

"I picked up cigarettes again last week."

- ✓ **"Gosh, cigarettes are so tough. We all have those things we struggle with. How are you feeling about it?" (Normalizing).**
- ✗ **Instead of: "Again? You've got to start taking care of yourself." (Pathologizing, Advice).**

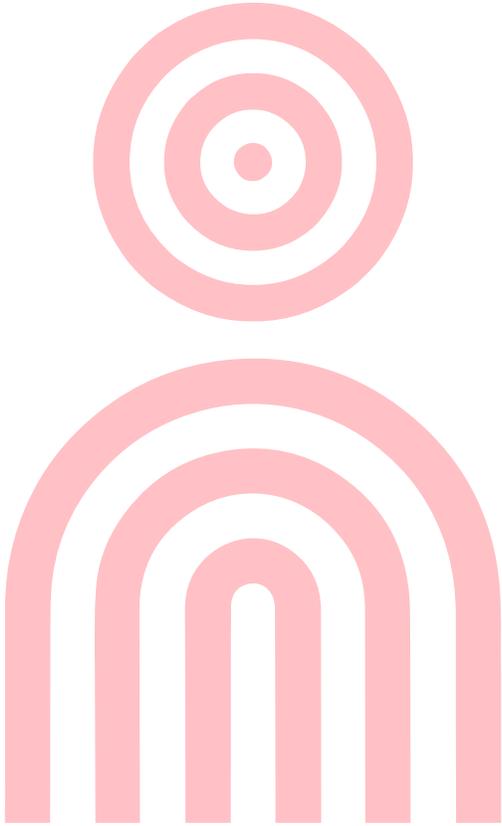
Or:

"I ended up dropping out of school this semester, it was just too much."

- ✓ **"I've had to drop commitments before when I was overwhelmed too. Tell me more about it." (Normalizing).**
- ✗ **Instead of: "When I was in school, I had two kids and I was working." (Shaming).**



Imagine something your clients or patients often disclosed, that you have not experienced. How could you normalize this for them? Write what you might say?



ACKNOWLEDGING FEELINGS

“Never meet a feeling with a fact” is a phrase we often use to talk about acknowledging feelings. Acknowledging feelings is one of the fundamental cornerstones of effective human interaction, although depending on our upbringing, it can be exceedingly difficult to do initially. Many of us didn't have our feeling acknowledged when we were growing up. Remember hearing comments like these?

- ✘ **“You don't have anything to cry about.”**
- ✘ **“You shouldn't be angry about this, it's nothing.”**
- ✘ **“Don't be embarrassed.”**
- ✘ **“You should be happy about....”**

Hearing such remarks as kids often led us to believe that what we were feeling wasn't “real” or important. As a result, today, we may find it difficult to acknowledge our feelings, much less the feelings of others. We may continue saying similar phrases to patients and our loved ones out of habit or routine.

Acknowledging another person's feelings shows care and concern for their experiences. Often, the mere act of acknowledging someone's feelings by repeating their “feeling words” helps them feel better. It can increase their tolerance for a difficult feeling and lessen the feeling's intensity. Simply put, when our feelings are acknowledged, we feel valued and cared about. Dismissing another person's feelings does exactly the opposite. It can make someone feel alone, ignored, or shamed. Ignoring feelings also increases their intensity. Psychologists often use the phrase ‘name it to tame it’ when describing acknowledgement. This applies to others feelings as well as our own. This doesn't mean that we discuss all feelings deeply, or that we need to “process” all feelings, it only means that we acknowledge the feeling.

Here are some ways to acknowledge others' feelings:

“I'm so nervous about surgery.”

- ✓ **“Sounds like you have some worries about it.” (Reflection of a stated feeling).**
- ✓ **“You're feeling really nervous.” (Reflection of a stated feeling).**
- ✘ **Instead of: “There's no reason to be scared. The surgeon has done this procedure 100 times.” (Dismissing).**



Or:

"Every time I come here, I have to wait for two hours in this waiting room!"

- ✓ **"I hear your frustration with the wait time." (Reflection of a stated feeling).**
- ✓ **"You must be really frustrated." (Reflection of a stated feeling).**
- ✗ **Instead of: "Have a seat and I will check to see when you will be called" (Ignoring the feeling, fixing).**

Acknowledging the feelings of friends and family is equally important in maintain good relationships and conveying empathy. These are also the things we can regularly think about saying to ourselves.

Examples at home:

"I'm too embarrassed!"

- ✓ **"You feel really embarrassed." (Reflecting a stated feeling).**
- ✓ **"This is tough for you." (Reflecting a demonstrated feeling).**
- ✗ **Instead of: "Don't be embarrassed! No one even notices!" (Dismissing/ Reassuring).**

Or:

"I feel so hopeless."

- ✓ **"You are really feeling down..." (Reflection of an expressed feeling).**
- ✓ **"You've had a hard time lately." (Reflection of an expressed feeling).**
- ✗ **Instead of: You don't have any reason to be depressed, your life is great." (Judging/Dismissing).**

What feelings are most difficult for you to acknowledge in others? In yourself?



What feelings do you find you acknowledge fairly easily in others? In yourself?



BODY LANGUAGE AND TONE OF VOICE

Research shows that we tend to believe what we see in someone's body language and hear in their tone of voice more than their actual words. An "I'm sorry" with a genuine look of concern and a slight leaning in is believable. An "I'm sorry" with a surly tone and arched eyebrows is received entirely different. To this end, it is important to remember that our body language and tone of voice can naturally convey empathy when we are feeling open and caring of others. However, when we are tired, irritable, judgmental, fearful, or distracted it takes some extra conscious thinking to manage our body language and tone.

We know quite a bit about what types of body language and tone of voice convey empathy (whether we are feeling it that day or not) from cross cultural research.



Studies have found that when we are communicating with someone, words only account for 7% of the overall message. Tone of voice accounts for 38% and body language accounts for the remaining 55%.



Eye contact provides the most powerful non-verbal way to convey empathy. Maintaining eye contact becomes more difficult as we become more familiar with others. As a result, our families often get the least amount of eye contact of all. Initial eye contact when a patient walks up to reception, or when a provider walks into a room, must happen within the first few seconds for it to be effective.



Smiling is one of the only ways we can convey goodwill to someone non-verbally. Smiling is incredibly powerful in conveying empathy and has been researched extensively. It has been written about by many spiritual leaders of different traditions. It is sometimes referred to as "holding hands" without touching.



"We shall never know all the good that a single smile can do"
- Mother Teresa



Open body posture that is "squared" to the other person conveys engagement and care. Crossed arms or side positioning can indicate disengagement or judgment. Likewise, leaning slightly forward, when sitting or standing, conveys empathy. On the other hand, leaning back conveys a lack of engagement and, in some circumstances, judgment, as well.



Voice Tone, as well as pitch and pacing that conveys warmth and sincerity demonstrates care goodwill, and sincerity.

Can you think of a statement or comment that can be interpreted or received vastly differently depending on voice tone?



Describe an experience you've had as patient, when you walk into a medical office—either one where the staff made eye contact, smiled, and had warm voice tone, or one where these things were absent.



PUTTING IT ALL TOGETHER

Those of us in healthcare entered the profession to help and we typically go to great lengths to continually learn and grow in our skills as helpers. Spending time learning, enhancing and practicing our empathetic communication skills is an investment in our professional effectiveness, as well as in our most cherished personal relationships. We can also practice empathetic communication when we talk to ourselves!

Here are a few additional examples that tie together the techniques in this guide.

Example 1

"Sometimes in the morning, I look in the mirror and I just hate myself."

- ✓ **"(With empathetic tone of voice and body language) Ah, you sound angry at yourself (Acknowledgement). Many of us have felt that way before (Normalizing). I appreciate your willingness to share this with me (Strengths focus). Tell me more about how you feel," (Open-ended question).**

Example 2

"I can't stand checking my blood sugar!"

- ✓ **"You really dislike it (Acknowledgement, reflection). It must be such a chore to have to do it every day (Acknowledgment). I'm so impressed that you actually continue to do it. Your health must be really important to you (Strengths focus). Tell me more about your experience with it." (Open-ended question).**



Research shows that responding empathically to good news correlates to happiness in intimate relationships.

Example 3

"I can't lose weight. I've tried everything, and nothing works."

- ✓ **"(With empathetic tone of voice and body language) You've tried everything (Reflection). It must be so frustrating that nothing has worked (Acknowledgment). I'm amazed you've continued to try so many things (Strengths focus). What are your thoughts about your weight now?" (Open-ended question).**

Example 4

"I got a job interview!"

- ✓ **"You got an interview! (Reflection). You must have done a lot of footwork to make that happen! (Strengths focus). How are you feeling?" (Open-ended question).**

Think about a recent conversation that you wish you had handled differently. Write what you wish you would have said, using some of the skills outlined above.



Consider a recent conversation where you wish someone had understood you better or had heard what you were saying. Write what you wish they would've said to you.



10 TIPS FOR EMPATHIC COMMUNICATION

- 1. Use advice and reassurance sparingly.** Although both usually come from a place of caring, both can also convey that we don't want to hear any more from the other person; that we instead want to "fix" their feelings, tell them what to do, and be done with it.
- 2. Use open-ended questions,** encouraging the other person to share their thoughts and feelings. Closed questions tend to shut the conversation down.
- 3. Use cheerleading sparingly.** Cheerleading ("that is great!" or "how awesome!") is well-meaning, and most of us are in the habit of using it quite a bit. Cheerleading, however, doesn't invite others to share with us how they feel about their accomplishments. When we do feel the desire to give positive feedback, we can provide others with specific praise, such as "I'm so impressed by the effort and time you put into your homework."
- 4. Acknowledge the other person's feelings before trying to "fix" anything.** This creates a positive bond, and often if we do this well, we don't need to "fix" anything!
- 5. Avoid "control words", like "should", "must", "have to", "need to".** As human beings, we have a natural tendency to protect our autonomy. When we hear words that tell us what we "must" do, we tend to resist.
- 6. Practice focusing on the strength that underlies the other person's disclosure.** Focusing on strengths before addressing the difficulty that has been shared is a very impactful way of showing empathy and goodwill.
- 7. Avoid qualifying responses with a "but" as this will often signify a shift from an empathetic response to judgment or advice-giving.** For example, resist "You've done so well on your weight loss this year, but you still need to work on the smoking."
- 8. Consciously use body language and voice tone to convey empathy.** Remember that so much of what we are communicating is being conveyed through body language and tone of voice.
- 9. Engage in empathic reflection.** This allows the other person to know that their thoughts and feelings are important to us, and that we are truly hearing them.
- 10. Practice, repair and practice again!** Enhancing empathetic communication is enriching for our patients, our loved ones, and ourselves!



What are some other tips you would add to this list?

11.

12.

13.

14.

15.



EMPATHETIC PRESENCE



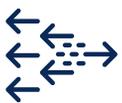
“When you are in psychological distress and someone really hears you without passing judgement on you, without trying to take responsibility for you, without trying to mold you, it feels damn good!”

- Carl Rogers

BARRIERS AND SUPPORTS TO EMPATHIC COMMUNICATION

Almost all of us want to communicate empathically. Sometimes it is fairly natural and easy for us to do so and, at other times, it seems difficult or even impossible. The following is a list of some of the most common barriers to empathic communication and possible supports for addressing them.

Lack of skills: Many of us were not raised with a lot of empathic communication, despite the fact that our parents likely loved us deeply. If our parents and caregivers didn't ask about our thoughts on things, had trouble apologizing to us, even went warranted, or dismissed and ignored our feelings, we may not have learned good empathic communication skills and we slip into these same patterns when interacting with others, as well.



Support: Just as with many other patterns we might have inherited from our parents or caregivers, once we become aware of them, we can make the choice to change them. Of course, this isn't meant to underestimate the difficulty of changing. Sometimes it can be really tough to change a pattern, especially a communication one! This is why we call empathic communication a practice.

Lack of time: While we probably don't need research to tell us - When we are hurried, our empathy ebbs low.



Support: Lack of time is a reality, and also a construct of our minds. We can do our part to manage our lives and schedules so there is space to breath between things (waking up earlier), time for the unknown (traffic), allowances for others to be themselves (our toddler inspecting rocks on the way to the car). We can strive to avoid scheduling back to back meetings or phone calls, say “no” to requests when it seems possible and preferable. However, often times we do not have significant control over the pace and schedule of our personal or work lives. There are times

when our personal lives are just packed full and our work lives in healthcare are dictated by difficult scheduling practices and the needs of our patients. During these times, it can be helpful to remind ourselves that “hurrying” in our minds doesn’t make our bodies go any faster. We can only be one place at one time. We can practice slowing our mind down to breath and focus on the person in front of us, even if it is just for a few minutes.

Lack of focus: Often, we are distracted by thoughts in our mind that keep us from being able to be fully present in the current conversation we are in, which makes empathic communication almost impossible. Worry, above all, is what takes our minds away from the conversation we are in. When worry comes with feeling hurried, it becomes even more of an empathic barrier, as our minds are far away from the conversation in front of us.



Support: The good news and bad news of empathic communication is that we need to be present for it to do its job- connecting us to others, and others to us.



Being present, as most of us know, is a lot harder than it sounds. The first step is becoming aware that our minds are elsewhere. Once we realize this, we can gently bring our minds back to the moment and to the person in front of us. We can take a breath and use our willpower to re-focus. In doing this we build up our mindfulness muscles. For those that struggle with chronic worry, this can be a very difficult thought pattern to break. There is an abundance of resources on practicing mindfulness. There are classes, apps, videos and a variety of programs to support this practice. For more on this subject and related resources, see “Empathetic Communication Resources”.

Bias, stigma and judgment: Bias, stigma and negative judgments are all fundamentally a cluster of negative thoughts about another person or group of people. When we are judging someone, it is nearly impossible to feel empathy for them. In fact, empathy and judgment can be seen as a see-saw, when one goes up, the other goes down. Bias, stigma and judgment can be implicit, meaning we aren’t consciously aware of them. They can also be explicit, meaning we are fully aware of them, and are choosing to keep this perspective.



Support: Awareness is the key in countering bias, stigma and judgment. When these conditioned thoughts are implicit, we can’t do anything about them. The goal is to make them explicit, so we can challenge, mitigate, counter and ultimately change them. One way to bring our implicit biases into consciousness is to remind ourselves that everyone has negative biases, stigma and judgments toward different ethnicities, ages, particular conditions, actions or characteristics- it is part of being a conditioned human. We are conditioned by our culture, family, religion, media... the list goes on. By understanding that we all have biases, it allows us to explore what ours are. Once we are aware, we can make a decision about how we want to proceed. Most of us want to be rid of negative biases, for a number

of reasons. First, almost all of us have been on the receiving end of judgment, bias, stigma too, and we know how bad it feels. Second, when we are feeling judgmental, we are unhappy too! Third, for many of us, it isn't congruent with our value system, with how we want to be. "Counter cues" are thinking corrections for negative bias, stigma and judgments. There are many different counter cues that have been heavily researched and you can begin by picking one or two that stand out to you to try. Some counter-cues to negate bias include imagining life from the other person's perspective or imagining that they may have been abused or otherwise hurt as a child. You can also try to picture the person as being from a group that we don't have biases toward. For more on bias and counter-cues, see "anger supports" below, or look at "The Empathy Effect" under Empathic Communication Resources.

Anger: When someone is angry at us, or when we are angry at someone else (or both) it is tough to have empathy. This is why it we are capable of saying mean things to even the people we love the most when we are angry. Because, when we are in a fight, we tend to feel hurt, maybe even fear or shame, and all of these emotions tend to underlie anger.



Support: Anger is complicated. It is typically what we call a secondary emotion because it always covers up more vulnerable feelings. The most common feelings anger covers up are hurt, shame, sadness and fear. It can be helpful to discern what feeling is under our anger, in order to relate to it more skillfully. However, sometimes it is important to stay angry- anger can protect us from others by keeping more vulnerable feelings at bay and pushing people away. This is important if others are a danger to us, physically or emotionally. Anger can also propel us away from unhealthy or dangerous situations. This is why anger often helps us leave unhealthy relationships.

Often though, anger doesn't serve a useful purpose for us. it is instead a reflexive defense against our feelings being hurt, feeling embarrassed or ashamed, feeling scared or sad. If we are in front of someone that we are fairly certain is not a danger to us, it is usually better to try and manage our anger and get to a place where we can communicate empathically. There are some tricks to doing this, many of them similar to the counter-cues mentioned above. For example, imagining the other person as an innocent child, identifying what you have in common with the other person, or reminding yourself that they too are vulnerable under their anger. These strategies help get our mind and hearts back into an empathic place.

What barriers to feeling empathy do you most relate to in this section?



What remedies have you found helpful for this?



CONCERNS ABOUT EMPATHIC COMMUNICATION

While it might seem like there is no downside to empathy, many of us have concerns and hesitations about both feeling empathy and communicating empathically. The following is a list of common concerns.

It will take too much time: This can be true. When we make efforts to develop empathic connections with others, it often results in people wanting to share more with us. This normally is a positive thing and something we are trying to do, whether it is in a relationship with our children, friends, or our patients. However, when we don't feel we have time to really engage and listen, it can become another source of stress. While there is no easy solution to this, it is important to consider that not using empathic communication also takes more time, because when we aren't listening or otherwise communicating empathically, others don't disclose things honestly to us, or they might repeat themselves in an attempt to feel heard or dismiss our input. One piece of information that might be comforting around this, is that an empathic connection can be formed quickly, even in interactions that last only a few minutes.

The other person will cry: This may be true. People are more apt to cry when someone is communicating empathically with them. Part of empathic communication is allowing others to express and experience their feelings. Our job is just be with them, without trying to "fix" them. If the person's tears cause us discomfort, we can make conscious decisions to work on this in ourselves, to be able to be with others who are crying and remain comfortable.

I have too much empathy already and it is draining: It is true that feeling what others are feeling can be very painful. Empathic communication encourages "cognitive empathy", which is taking the perspective of another and trying to understand where they are coming from. "Affective empathy" is feeling exactly like the other person feels. For example, feeling hopeless when they feel hopeless or feeling abandoned when they feel abandoned. This type of empathy can be very draining, and not always helpful to either person. Practicing cognitive empathy, where we listen deeply, step in to their world and imagine how they feel, without actually feeling the exact same feeling, leaves us feeling connected, not drained.

I will be a doormat: This one does not have to be true! We can say "no" empathically. As we will address below, our verbal communication (what we say) is only one piece of the puzzle. Our non-verbal communication (body language) and para-verbal communication (how we say it, such as tone of voice) also convey empathy. So, we can say "move out", empathically or "I can't talk about this anymore", empathically. We do not need to be angry to draw boundaries and set limits. In fact, often when we are more practiced at saying "no", or setting other limits, we don't feel resentful of the other person, so we can more easily empathize with them.



What concerns do you have about using empathic communication?



What have you done in the past to address these concerns?



EMPATHIC PRESENCE

Empathic Presence refers to the spirit we bring our interactions. It is more of a quality than a technique. It is a willingness and intention to:

- Listen without an agenda
- To just be with someone, in their struggles
- Be in a space of total acceptance of another
- Drop any thoughts of trying to change how another feels
- Drop any thoughts of what another's feelings might have to do with us
- Be curious about another's experience

Most of us have been in this place with others - both in giving and receiving empathic presence. It is rare enough that we usually remember those moments very clearly. They leave an impact on us! One participant in an empathic communication workshop said "once you have experienced someone being empathically present with you, who totally accepts you, isn't trying to fix you or change you, we can then do this for others".

Reflect on and write on a time when you felt totally accepted and seen by another.



Likewise, we have all experienced times that lacked an empathic presence.

Reflect on and write about a time when you were vulnerable and felt ignored, dismissed, or judged.



Reflect and write about a time in which someone confided in you and you tried to rescue/save/protect/change/fix/control them. What were you feeling or experiencing that kept you from responding in a more helpful way? (hint; often, it is fear, sadness, feeling rushed or judgment...)



WHAT TO DO WHEN WE DON'T FEEL EMPATHIC PRESENCE

There are going to be times when conveying an empathic presence is difficult. As we have discussed throughout this guide, it can depend on many different personal and work factors. The good news is that we can use empathic communication techniques even when we aren't feeling empathic. In fact, there are a few good reasons to do so.

- 1. Fake it till you make it:** The first is that sometimes by "acting as if" we are feeling empathic, by using empathic communication techniques, we actually start to feel empathy. The techniques themselves tend to help others bring their guard down, soften a bit, making them easier for us to feel for them.
- 2. Decreasing anger:** If we are in a situation where someone is angry, defensive, argumentative or irritable, we likely aren't feeling empathy, however using these techniques can be useful in helping them de-escalate. Often as a result, we start to feel empathy for them as well.
- 3. Professional duty:** We don't refuse patients appointments, withhold flu shots, or refuse to refill medications, just because we don't feel empathic toward them. In the same way, we don't want to withhold empathic communications just because when we don't empathize with them. Because communication has such a big impact on health outcomes, even when we don't feel empathy, we have an obligation of sorts to communicate the best we can. As in the first two, often this changes the interaction enough that we start to feel for them anyway.



EMPATHIC COMMUNICATION RESOURCES

The Institute for Health Care Communication has several empathy-based workshops for healthcare professionals. The newest one, "The Empathy Effect: Countering Bias to Improve Health Outcomes" was co-created by Elizabeth Morrison and Michele Nanchoff. You can find more information about The Empathy Effect and the IHC's other workshops, as well as their Train the Trainer Courses at: www.healthcarecomm.org. Under "bibliographies" you will find "The Empathy Effect" bibliography, which contains all the research cited in this guide.

Elizabeth Morrison has a website just for resources, which includes tools, research, slide decks and other resources on empathy and stigma, among other subjects. This website can be found at: www.emorrisonconsulting.com. **If you would like to receive my newsletter, you can sign up here as well.**

William Miller, of Motivational Interviewing fame, wrote a wonderful book recently, which compliments this guide. It is a very short, slim book called Listening Well: The Art of Empathic Understanding.

The Greater Good Science Center is one of my all-time favorite organizations. They study empathy and its' opposite – bias. They also study gratitude, happiness, awe, grit, and a whole host of other positive emotions. There is a specific focus on interpersonal communication and they offer many mini-exercises and practices around this. Mindfulness is an area of focus as well, and they offer many free resources in this area, including podcasts and videos.

The Language of Caring is an organization dedicated to spreading the practice of empathic care in healthcare. They offer trainings, videos, webinars and workshops, many of which are free or low cost. Their e-newsletter "Heartbeat" is excellent.





PLEASE FEEL FREE TO REACH OUT!

If you'd like to be on my mailing list, you can sign up at
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