

## **Abstract**

In this presentation, participants will learn evidence-based current theories/models of empathy and practical methods to make full use of the empathic experiences in counseling/psychotherapy. Although empathy has been discussed and studied for centuries, it is now currently recognized that empathy has inconsistent definitions in the field of counseling/psychotherapy (Cuff, Brown, Taylor, and Howat, 2014). The presentation starts with the discussion of these definitions. Participants will be exposed to various research-based definitions to reflect on their own definition of empathy in counseling/psychotherapy. Then, participants will be involved in the discussion of the efficacy of empathy in psychotherapeutic outcomes (Elliott, Bohart, Watson, and Murphy, 2018). Participants will be introduced to a socio-neurological model (Decity and Moriguchi, 2007; Prochazkova and Kret, 2017), which involves automatic mimicry and emotion contagion. Participants will be engaged in an activity to experience the foundational processes of empathy. Participants' self-reflections will be facilitated by completing self-report scales on Self-Other differentiation (Corcoran, 1982) and emotion regulation (Gratz and Roemer, 2004). The first part of the presentation will be concluded by the materials being summarized. In the second part of this presentation, the participants will learn a clinical empathy model developed by the author, based on currently available

literature on physiological synchrony. Participants will be provided with information about three components of the model: tonic synchrony, intervention, and phasic synchrony. Participants learn the clinical applications of the components, including observing, self-disclosing, and waiting. A demonstration video will be viewed as a practical guide of the three therapeutic actions. Following the video demonstration, participants will have an opportunity to reflect on and share their own definitions of empathy.