

**“Enhancing Interprofessional  
Collaboration and Learning for  
Strengthening Primary Health Care”**

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## TUFH 2021 ABSTRACTS

Title	PARTICIPANTS PERCEPTIONS ON A TWO-DAY WORKSHOP TO TRAIN TRAINERS TO TEACH EMPATHY IN SCHOOLS
Type	<b>Oral Presentation</b> <i>Innovative Ways for Community Mobilization and Engagement of Stakeholders</i>
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Country	<b>SRI LANKA</b>
Abstract N <sup>o</sup>	<b>TUFH586</b>
Content	UNESCO Sri Lanka teamed up with a group of medical professionals experienced in teaching communication to develop a two-day workshop to train teacher trainers to teach empathy in school. Ten empathetic competencies; literacy, perception, communication, action, self-control, collaboration, identity, courage, imagination, and change maker were recognized. Six teaching methods; role-modeling, acknowledging empathetic behavior, lectures, narratives, pictures, role play, and projects and surveys were used. It was expected to inculcate the same competencies and skills in the participants. Perception about the need to teach 10 empathetic competencies was tested using a 20 self-administered validated Likert-type questionnaire (Cronbach's Alpha - 0.837). Three main themes were identified namely; a) positive points/strengths of the program which includes diverse teaching modalities improved learner engagement and Less pressured environment increased fact conceptualization, b) Advantages/benefits of new learning include; increase the insight of empathy education and Incorporating learned facts in classroom teaching., and c) Suggestions to improve the program; Disseminate training addressing all the levels of professional categories and Need of continuous training. Pre and post-test comparison of percentage of supporting responses were as follows; Teaching empathetic literacy (68.3% to 79.25%), perspective taking (54.9% to 77.5%), action (50.63% to 87.5%), self-control (87.8% to 92.15%) imagination (51.25% to 67.5%), moral identity (31.75% to 58.95%), collaboration (40.3% to 71.05%), moral courage (54.9% to 62.5%), communication (22% to 38.4%), and change-making (34.1% to 45%). In spite of improved perceptions, master trainers had diverse attitudes about the “need to teach empathy at schools”. This may be due to different levels of experience understanding or sociocultural influences on teaching this kind of soft skills.