



Dear colleagues & friends of Psychophonetics,

Welcome. In this edition of the newsletter, there is information about our online conference in October, on the theme of Empathy, with a call for contributors to make a submission by July 15. The aim is to have a variety of speakers from diverse areas in the public who work with empathy, as well as those from the Psychophonetics field of work. It would be great to see you there. Once the program is finalised it will be sent out in August with registration details for attendees.

Empathy is a timely theme during this time of conflicts in the world and is a faculty much needed to be developed and deepened within each person and in relationships, for now and for the future, so we can communicate and resolve issues in more authentic, kind, and real ways.

A very busy teacher of Psychophonetics, Jana Mudra, gives us an insight into her life, work and passion for teaching the skills of methodical empathy. Also, Judy Greenberg gives us an interesting look into her collaborative work with a psychiatrist and his clients who also see her for Psychophonetics sessions.

The main article in this edition is on Methodical Empathy –see me, hear me, know me-by Yehuda Tagar, who describes the deeper layers of learning to become more empathic, with self and others.

Psychophonetics practitioners—please consider making a contribution at the conference in October and IAPP members, make a note of the October AGM and CPD dates in your diaries now.

I invite you to get a cuppa, make yourself comfortable and take some time to read this newsletter, and feel free to pass it on to others. Thank you for your interest.

Love & Blessings

Robin Steele PhD

Editor

Email: robin@lifeways.net.au

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This newsletter is sent to colleagues and friendly supporters of this work and is a great way for networking, for referrals, and for your work to be talked about by colleagues in the wider community, as well as for promoting the profession of Psychophonetics generally.

Send your contribution to Robin, the editor, at any time
Email > robin@lifeways.net.au < Thank you

Diversity of opinion from our contributors is welcome, which are not necessarily the view of the editor. I do not accept any liability arising from the material in the Psychophonetics Practitioners Newsletter.



IAPP
Intl. Association of
Psychophonetics Practitioners

6th INTERNATIONAL PSYCHOPHONETICS CONFERENCE

and our 1st conference on

EMPATHY

A frontline of human evolution

See me, hear me, know me

October 4 – 6, 2024 online

INVITATION

TO CONTRIBUTORS WORKING IN THE FIELD OF EMPATHY

Methodical empathy, phenomenology, counselling, participatory medicine,
person-centred education, humanizing society & workplaces

The future of humanity and the earth is empathy—if humanity and the earth are to have a future. YT.

Empathy is a rising field of interest, research, development and application

- ❖ Empathy is actually a new human capacity, still developing as a growing ideal.
- ❖ Empathy entered the dictionary in 1951 and has become an essential social standard, because we need it—and its meaning is still evolving.
- ❖ Conscious empathy is becoming an essential human ideal, expectation and rudimentary skill, mostly in the field of counselling, but also progressively in other areas.
- ❖ Methodical training in empathy is a crucial capacity much needed for couples, parents, friends, educators, health professionals, managers, cultural & social leaders.
- ❖ As adult educators & practitioners, we are here to facilitate change in this and invite you to join us.
- ❖ Skola Empatie—a branch of Psychophonetics Institute Intl.—have been developing Methodical Empathy processes since the 1980s, in many countries, based on Yehuda Tagar's development of Rudolf Steiner's Psychosophy, primarily for professional training of counsellors & psychotherapists.

We are reaching out for colleagues working with empathy

If you would like to make a contribution to this conference, please email your expression of interest with the following information by July 15, to Jana: info@skolaempatie.sk

- Personal & professional details
- Field of work &/or research
- Topic of contribution for a talk or workshop

Deadline for submissions: 15th July 2024

The conference will be in English

www.psychophonetics.com.au; www.skolaempatie.sk; www.psychophonetics.com

EMPATHY CONFERENCE

October 4-6, 2024

ATTENDEES



Welcome anyone who would like to attend this conference as a participant, to share in this experience of hearts and minds gathered together in the common theme of Empathy.

Conference Fee: €60

IAPP members & students: €40

Speakers: Free

CPD certificates for attendance issued on request

You can register early now—program & registration details will be sent out in August.

For queries, submissions, registration & payment details contact: Jana Mudra: info@skolaempatie.sk

Pre-Conference Events

IAPP

Intl. Association of Psychophonetics Practitioners

ANNUAL GENERAL MEETING

Friday 4th October

online/morning (Slovak time)

For registered members & invited guests

CPD

FOR PSYCHOPHONETICS PRACTITIONERS

online

The program & a link to register will be sent out in August: Book these dates in your calendar now!

Wednesday 2nd October – afternoon/evening

Thursday 3rd October—afternoon/evening

Slovak time

When I can accept your quietness
And not assume it's because of me,

When I can accept your anger
and not react as if you are angry with me,

When I can allow you to be indifferent
and not take it as an insult,

When I can be with you in company
And not see your behaviour as a reflection of me,

When I can accept your swings of mood
Without needing to understand or control,

When I can allow you to be you
I will be beyond ownership,

Then, my dear friend, not only will you feel my love
But I will have truly found freedom in me.

Author unknown

"We learn in friendship to look with the **eyes of another** person, to **listen** with her **ears**, and to **feel** with her **heart**."

Alfred Adler (1870-1937)

PRACTITIONER PROFILE

Jana Múdra

Slovakia



Psychophonetics counsellor, & coach, couple counsellor, and co-teacher at Skola Empatie.

I come from and live in Slovakia. I am a daughter of an Ukrainian mother and Slovak father. I was raised during communist times

which I feel makes me rich in experience.

Originally, I studied English language and literature and was a passionate English teacher. Only when I had kids of my own did I get to study at a seminar for Waldorf kindergarten teachers and also met Yehuda with Psychophonetics and Methodical Empathy there. I fell in love immediately and wanted to study at School of Empathy here in Slovakia, mostly to keep my marriage alive.

The study gave me so much that it is hard to put it in words but probably the most of the benefit was that I got to know myself. I got to be my own authority and kept my marriage alive for 7 more years, but now, we are no longer together.

Apart from that, I fell in love with supporting people to become more of themselves and couple counselling became my favourite thing.

While I was studying Psychophonetics in the western part of Slovakia, I started to invite Yehuda to introduce Psychophonetics to the eastern part - where I come from - and after several visits we opened a new branch of Skola Empatie in Košice, Slovakia. I started as an assistant



teacher and later became a co-teacher with Yehuda.

It's been a great journey for me and I am very grateful for that. I think I was born a teacher, although I only realized it recently. I have been teaching since I was 20 years old with students of different ages and with different content—teaching is my passion.

When I was studying Psychophonetics, I also discovered my passion for supporting people in their personal development. At first, I only wanted to help myself and my family but it became clear that I love Psychophonetics counselling and I want to develop, so I can support other people who need a skilled friend on the threshold.

I probably am a bit of a community builder and this is something that I am still developing.



My other passions apart from teaching and counselling, is creating rituals for special occasions—such as, moments of crossing thresholds for different people.

Dancing and drama are also great joys of mine, which I do regularly and I am on the path of discovering where they will take me. I have enrolled in Dramatherapy training starting in September and a part of the training is also devoted to dance therapy.

I am also currently in a course to become an accredited supervisor for the healing professions, and am also a mediator. All this makes me realize that I am not only a teacher in my heart but also a never-ending student.

My mission is to spread EMPATHY.

It took me a long time to figure it out. When I was little, my parents couldn't communicate about their difficulties. It eventually led to their divorce. I have since recovered from this and now I'm grateful. It's

interesting when you end up healing childhood trauma with professional work, among other things...as long as it's done consciously, it can work—I'm proof.

"We think we listen, but very rarely do we listen with real understanding, true empathy. Yet listening, of this very special kind, is one of the most potent forces for change that I know."
Carl Rogers

However, when my older daughter was in puberty, I was back where I didn't want to be—at point zero—until I changed something IN MYSELF!

I waited a long time in my marriage for my husband to change, to be more conscious, empathetic, caring, but as in the relationship with my daughter, I learned that this change could only start with me.

When couples come to me for counselling, mostly in crisis, I see how they expect each other to change. It comes naturally, of course—as I see you, and as I don't see me, I know exactly what you need to change. In couples counselling, they come to understand that change can only come individually. That is, if I change myself and you change yourself, if you want to, then that's a big win-win, because this can be the end of the war between them.



We practice empathy, we learn, and wonder about the world. It's not like we have it or we don't. Step by step, we can become closer to the other, seeing more

from the other's point of view. However, there is a small catch, or rather a big hook.

I can only recognize the other to the extent in which I know myself. That is how we learn—hearing, seeing and getting to know each other from each other's point of view.

This is what I love doing. This is how we can support each other, in our personal & professional relationships, and accessing counselling when needed.



The session with Janka was not easy as I carried a lot from the past, but Janka was able to guide me through my old traumas empathically and with great understanding.

She helped with everything she could and I am extremely grateful to her for stepping into my life. Kindness, caress, empathy—this is how I would describe Janka in words :) Ester 29 yrs.

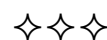
Thank you, dear Robin, for this opportunity to write about myself, and thank you, Yehuda, for bringing Psychophonetics to Slovakia.

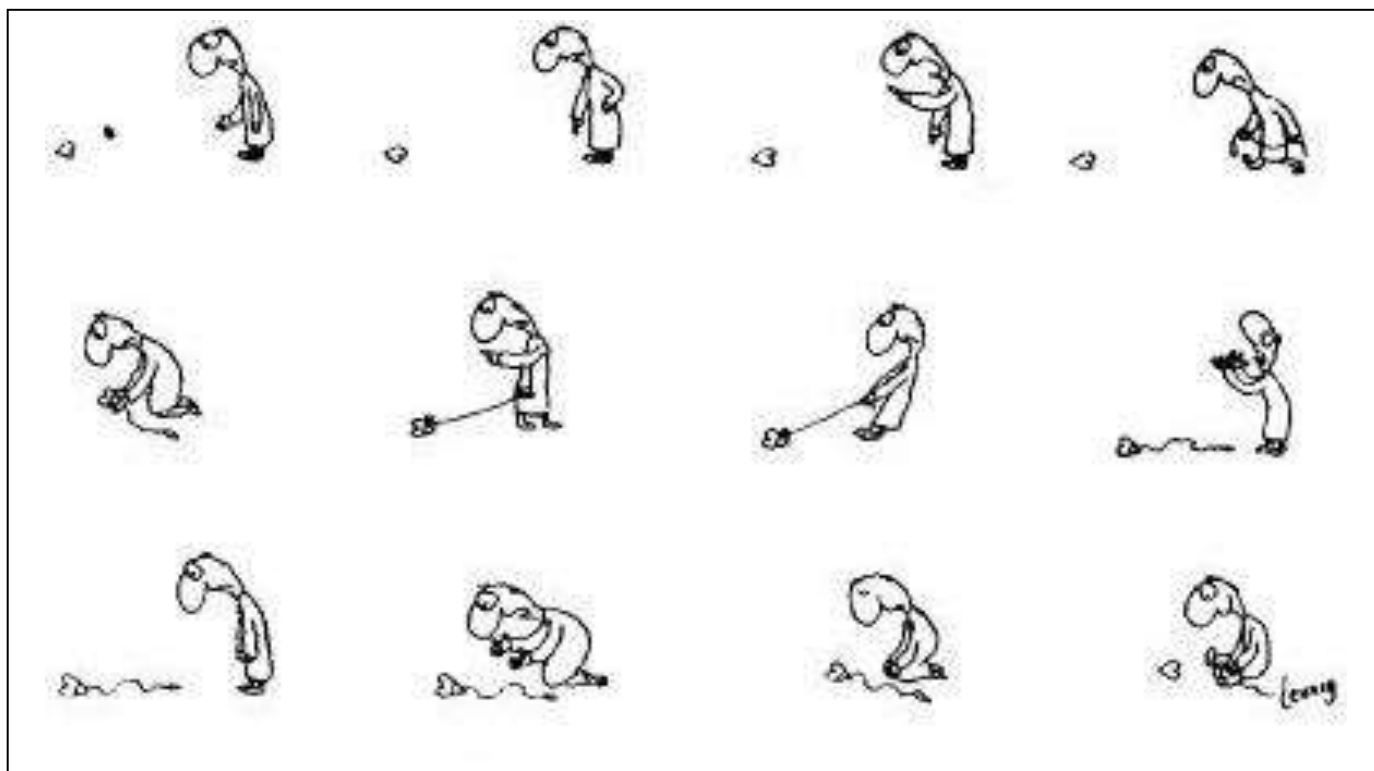
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A PICTURE IN MIND: A reflection on a cartoon as a metaphor for relationship counselling

Kerry Bergin¹

Leunig's charm, sensitivity, poignant perspicacity and inimitable cartoonist style draws an evocative picture in my mind of the 'heart of the matter of the counselling task'. With a picture in mind and story to tell, people come for counselling...They tell their stories about 'having lost heart', feeling 'broken hearted', 'down-hearted', 'heart sick' and 'heart sore'.

Stories are told about 'their heart running away with their head' or someone having 'their heart on a string'; of trying to 'win somebody's heart', or, the desperate need to 'set their heart at rest'.

Stories that reveal they 'wear their heart on their sleeve' or conversely, are 'keeping very close to the

heart'. We hear stories that are 'heart-rending'; that pull on our own 'heart-strings'.

Stories are told that touch our own heart and elicit thoughts, feelings and experiences in our mind. We string together what we hear and feel and see. We draw a picture in mind of what might be the 'heart of the matter'.

Yes...but...there is more to all this of course...which Leunig illustrates superbly and precisely.

Leunig depicts the dissociation, control, coercion, punishment, resistance, pleading, begging, manipulation, interceding, the psychological mechanisms used to defend 'one's heart' and heart-felt feelings...The path of counselling rarely follows a straight path from 'massive splitting, projection and dissociation' to blissful, contented, reflective 'heart to heart' engagement.

✧✧✧

¹ Bergin, K. A picture in mind: A reflection on a cartoon as a metaphor for relationship counselling. *Journal of Family Studies* Vol 4 (2) 1998, p.224



METHODICAL EMPATHY

See me, Hear me, Know me

Yehuda Tagar

Methodical Empathy, the core component of professional training in Psychophonetics, is a methodical path of conscious development aiming at the progressive cultivation of an empathic faculty, potentially for everyone. *Empathy* can be defined in the simplest way as: The ability to perceive and understand the reality of others from their own point of view.

In Psychophonetics-based Methodical Empathy, the empathic process includes a Conversational phase and an Action phase: *Wish, Action Phase* and *Homework*. The *Conversational phase* that leads to the *Wish* is comprised of two major parts—

- 1) *Perceptive Empathy* aiming at the perception, both by client and counsellor, of the present reality of the client from the client's own point of view;
- 2) *Transformative Empathy* aiming at the encounter between the client's innate will for change and the client's own present reality.

Four levels of Perceptive Empathy

The Conversational counselling phase consists of four levels of Perceptive Empathy aiming at the perception of the four major components of the client's consciousness:

- 1) **Reflective Empathy** for the perception of what the client already knows and chooses to present (identifying the presenting issue);
- 2) **Imaginative Empathy** for the *Seeing* perception of the active mental-pictures which underly the conscious forms of the client's verbal expression;
- 3) **Inspirative Empathy** for the *Hearing* perception of the deep emotional meaning to the client, of the client's expressions;
- 4) **Intuitive Empathy** for the perception of the client's deep intention in presenting the content which is the topic of the counselling conversation: the individual-spiritual *context* of the *Presenting Issue* which gives it its meaning in the context of

their life as a whole. To perceive that context, Intuitive Empathy is required.

The Imaginative, Inspirative and Intuitive levels of empathy take empathy to much deeper levels of understanding another human being, but the clarity and accuracy of perception on the Imaginative, Inspirative and Intuitive levels of empathy depends to a large extent on the clarity and accuracy of the first level of empathy in this process: *Reflective Empathy*.

In reality, this first level of empathy is a threshold that requires a transition from normal interpersonal communication/pre-Empathy communication. It is practically impossible to develop an accurate perception of a person's experience and meaning on the Imaginative, Inspirative and Intuitive levels without being right on the first level of empathy/*Reflective Empathy*.

Methodical Empathy: 5 levels of perception

are required for the development of Methodical Empathy—real perception of the human reality of others: Pro-Active Reflective Perception; Imaginative Perception; Inspirative Perception; Intuitive Perception; Transformative Perception. These 5 levels have the potential to lead from illusion to reality in understanding other people.

1) Pro-Active Reflective Perception

To this initial level of Methodical Empathy, the Sense of Thought, in its normal sensory function leads inevitably to reflective cognition that attaches one's own existing mental pictures to the new impression. That is: *The surface of things*. Observation of the automatic stream of one's own mental pictures being magnetised to the expression of the other, is the start of overcoming the passivity of the *Sense of Thoughts*.

It is like cleaning one's lenses while watching the frontal view. Letting the thought impression of the other reach one's awareness without being constantly coloured by the stream of one's associations, restores and awakens the genuine *Sense of Thought* to perceive the mental pictures of the other.

It is a shift from hearing what you *want* to hear, what you *fear* to hear, what you *assume* you hear, and what

your *associations* tell you—into hearing what the other person *is actually trying to tell you*.

To be able to do that, attention must be paid to one's own surging reality. This is what we call in Methodical Empathy, *Parallel Processing level 1*—that is, the ongoing cultivation of the *Sense of Thought* as an organ of empathy: **Reflective Empathy**.

2) Sense organ of Imaginative Perception: SEE ME

Once activated, this sense organ is progressively capable of perceiving the otherwise invisible life dynamics which activate the bodily reality of all living beings. In human interaction, Imagination is capable of perceiving the mental images which are formed by and are the formative forces of, *meaning*. Without activating this pro-active perceptive capacity—the actual mental images behind the expression of the one we are listening to will remain invisible to us.

Instead of perceiving the genuine mental pictures of the one who speaks—the triggered existing mental pictures of the listener will dominate the act of listening, colouring the perception of what is actually meant by the speaker—with the projection of the listener's meaning. That is the opposite of empathy, and is completely normal in ordinary human communication.

To remove this obstacle to a real understanding of the other, two conscious acts are necessary:

- The *second act* is the perception of the original mental pictures of the speaker which underly their expression. They have to be *seen*. That requires a certain degree of development of *Imaginative Perception*;
- In preparation for that second act, the listener's own mental pictures that automatically get provoked by the speaker's expressions must be acknowledged, *seen* and neutralised. One's own mental pictures cannot be neutralised and removed from the act of listening to another person unless they are being *seen* first by the listener. He/she has to *see* his/her own mental pictures first.

The major turning point discovery on the path of creating the process of Methodical Empathy was the realisation that paradoxically, it is the *objective perception* of one's own *subjective experience* that leads to the possibility of *objective perception* of another person's *subjective experience*! This is the actual reality of the process.

Obtaining *Imaginative Perception* is not a one-off act. This new capacity must be renewed with every act of perception. It is not a physical organ sense organ; it is a pure dynamic of conscious *Supersensible* activity: the mental images of the inner life of the speaker cannot enter a passive sense organ as is the case with the sense of sight or hearing. Conscious creative activity of image-making on the part of the listener is required to *see* the mental images of the speaker.

The activity of Imaginative sensing itself constitutes the continuous creation of that sense organ!

Observation and acknowledgement of imaginations caused by one's internal dynamics and not by the new impressions of the other, must be continuously observed and cleared.

This is *Parallel Processing level 2*: The ongoing cultivation of: **Imaginative Empathy**.

3) Sense organ of Inspirative Perception: HEAR ME

The voice of the inner reality of the other person must be heard for the person to *feel* heard. The only instrument for that perception is the inner resonance of one's own soul—used as a *resonance chamber* for the perception of another. Inside the inner space of one's own feelings, emotions, deep experience, and character, lives the potential space for *hearing* the same of the other. We call it *Inspiration* because of its Latin root: *In-Spiritum*: the spirit inside. Allowing the reality of the other to resonate inside oneself.

Using an objective mode of listening to another is like trying to see voices or smell sights. It takes inner resonance to perceive inner resonance. Of course, the differentiation between one's own emotional resonances and the emotional resonances of the other is the major challenge. Special training is

required, comprising primarily of deeper observation and intimate awareness of one's own emotionality. That is the very instrument for the *hearing* of the reality of the other.

This is *Parallel Processing level 3*: The ongoing cultivation of: **Inspirative Perception**.

4) Sense organ of Intuitive Perception: KNOW ME

In light of Idealistic philosophy, the human 'I' is not a concept, psychological theory, product of biology and biography, or a product of life. It is a being that knows itself. Psychosophy altogether can be summed up in this statement: *The human 'I' is a Source*. Every human being knows oneself as an 'I' and no one can use this term designating anyone else but oneself. Stating 'I am', 'I am here' or 'Me', is a unique individual statement that refers to oneself only. It is not a concept but a direct, undeniable, intimate experience every time it is spoken.

One's 'I' knows oneself intuitively, namely, *from the inside*. In-tuition means practically, *knowledge from the inside*. To feel known to you—the other person needs to know that you come close to experiencing their reality from the inside of their self-knowing. The deepest longing in human existence is to be known.

For self-knowledge to evolve, we need to be known by significant others who can reflect us to ourselves, not only in childhood, but for the duration of our lives.

Reflective, Imaginative, and Inspirative levels of empathy are perceptions of *expressions* of a person's being. *Intuitive Empathy* is the striving to come to know the *being itself* from the inside.

That is the most demanding challenge for clarity of boundaries: being able to distinguish the reality of one's own 'I' from the 'I' of the other. It requires a more intimate awareness of oneself than the previous levels.

This is *parallel processing level 4*: leading to: **Intuitive Empathy**.

5) Transformative Empathy: Engaging the human *will* in the process of understanding oneself.

This is the most active form of empathy and potentially the most threatening to the integrity, autonomy and self-authority of the other. At its best, it is a form of encouraging and mobilising; at its worst, it is a form of dominating, consciously or not.

Engaging the will in the act of empathy is not only *Perceptive*. It is *Transformative*. In Methodical Empathy, it is called: *Transformative Empathy*. This phase includes *Challenging*, *Concluding*, formation of the *Wish* and the *Action Phase* of the process.

Special training in self-awareness and conscious boundaries is required to develop Transformative Empathy professionally and safely. In Psychophonetics /Methodical Empathy professional training, this is the outcome of the third year of the training, prepared for by at least two years of Conversational Methodical Empathy.

This article is an edited extract from Yehuda's paper presented at the *Mystics and Scientists Conference 2024—Love, Forgiveness and Compassion: Where Spirituality meets Science*²
Read the full paper [here](#).

Yehuda Tagar is the founder of Psychophonetics, Methodical Empathy and Humanising the Workplace. He is a counsellor/psychotherapist, trainer & lecturer based in Slovakia; director of Psychophonetics Institute Intl; co-director of Skola Empatie Slovakia.
Email: tagar.yehuda@gmail.com



The ability to be accurately empathic is something which can be developed by training. Therapists, parents and teachers can be helped to become empathetic.

Carl Rogers

² <https://scientificandmedical.net/events/mystics-and-scientists-conference-2024/>



✚ EMPATHY: How is the educator or therapist to be educated today?

Rudolf Steiner describes what we now call empathy as not simply a feeling, or just a question of putting oneself into the other person's situation, but as an understanding that arises out of an effort of feeling—as a practice for therapeutic understanding:

If the teacher [or therapist] can feel his way right into the situation [of the other person]...if he is able himself to feel what the child [other person] feels, and able at the same time out of his own energy to evoke in his soul a deep compassion with the child's [other person's] experience, then he will develop in his own astral body an understanding for the situation the child [other person] is in, and will gradually succeed in eliminating in himself all subjective reaction of feeling when faced with this phenomenon in the child [other person].

By ridding himself of every trace of subjective reaction, the teacher [therapist] educates his own astral body.

How may one set about acquiring this kind of understanding?

By developing greater and greater interest in the mystery of the human organisation.

REF: Steiner, R. (1924). *Curative Education*, Lecture 2, para 25.



✚ COLLABORATION: *Psychophonetics Counselling and Psychiatry*

Judy Greenberg
Melbourne, Australia



I graduated in 2003 as a Psychophonetics counsellor/psychotherapist and was so inspired by its impact on my healing journey that I told many people about it. My eldest son Jesse, age 26 at the time, was evidently impressed by my sharing and decided to enrol in the course to explore it for himself.

Jesse's friend Justin also joined and both of them spent the Foundation Year learning Psychophonetics with Yehuda. Jesse was a secondary classroom and outdoor education teacher, while Justin was training to be a psychiatrist. They both loved the work and being taught by Yehuda.

I know Justin through my son, and some years later, when he was working as a psychiatrist, he asked if he could refer some of his patients to me for counselling. He wanted to refer those who were well enough, not too heavily medicated, interested in, and capable of, understanding themselves better. Justin, both as a human being and a psychiatrist, understands the importance of personal development, healing, and transformation through expanding one's awareness and taking responsibility for one's wellbeing.

Justin also has a good understanding of the impact of trauma, particularly childhood trauma, and the potential benefits of exploring current behaviours and emotions in relation to past unhealed experiences.

Over at least the last 10 or so years, Justin and I have regularly discussed the progress of his patients/my clients, which allowed me to gauge how deeply it was safe for them to go into the Psychophonetics processes with me.

Having a medically trained colleague has given me a sense of security regarding my clients' wellbeing. Additionally, having this backup and confirmation has supported my confidence in understanding the capacity of people deemed unwell to rise above the expectations of medical assessments.

It is very affirming for both Justin and myself to provide these individuals with the opportunity to understand, heal, and often deeply transform their issues and lives. It is incredibly rewarding to see how much more enriched their lives can become compared to those treated solely with medication. The healing and growth we have witnessed in many has been remarkable.

However, it is also true that some people have not been able to take responsibility for their behaviours and therefore, progress with their healing, such as, a couple of individuals with severe addictions. For others, the underlying impact of trauma and associated emotions was too painful, preventing them from confronting their pain. In these cases, the option of seeing Justin and managing their medication was the best support for them.

I am very grateful to Justin for his openness to, and appreciation of Psychophonetics Counselling and for his trust in me as a colleague and collaborator. Justin comments: *'Judy has helped me enormously over the years too which I am always grateful for'*.

I encourage others to seek out and collaborate with medical practitioners who are more holistic and open to supporting their patients' wellbeing beyond the traditional medical model.

Judy is a counsellor/psychotherapist in private practice for over 20 years, and also facilitates workshops, for the public and as part of the *Initiatives of Change* programs.

Email: judyemma1@gmail.com



HOLISTIC APPROACHES TO PSYCHIATRY

Advances in the understanding of the causes of mental illness have important implications for therapeutic uses of complementary and alternative (CAM) therapies in the treatment of depressed mood, bipolar disorder, schizophrenia, and other mental health problems. Recently, innovative new approaches to understanding and treating mental illness have emerged into the mainstream. Integrative mental health care is a rapidly emerging paradigm that combines prescription medications, psychotherapy and a range of evidence-based CAM therapies.

Highly purified natural products are now widely used to treat depressed mood and other mental health problems. Omega-3 essential fatty acids derived from fish oil, kelp or flaxseed oil have beneficial effects at many levels in the body and brain and are commonly recommended by family doctors and psychiatrists to increase the beneficial effects of antidepressants, mood stabilizers, and other psychotropic medications.

In addition to the above therapies based on well-known biological mechanisms of action, so-called 'energy' therapies, including Reiki, qigong, Healing Touch, and energy psychology are widely used to treat mental health issues. Energy therapies pose complex challenges to contemporary Western-style research methods. A more complete understanding of clinical

benefits associated with light, electricity, and sound, as well as so-called 'energy' therapies, may require conceptual advances in the foundations of science and medicine and greater openness to emerging models of physics including complexity theory, quantum mechanics, and quantum information theory.

Read the full article:

www.psychologytoday.com/au/blog/integrative-mental-health-care/201708/introduction-integrative-mental-health-care



➤ TOPICS & EVENTS OF INTEREST

❖ Transformation enroute - South Africa with Gabriele Wellens

30th September – 16th October 2024



Website: <http://sichheilen.com/veranstaltungen/>



For details email Gabi: gabrielewellens@gmail.com



5-day Seminars - Slovakia

❖ The basics of stress management, burnout prevention & self-care

Wed. 19th – Sund. 23rd June

Košice or online.

Email: info@skolaempatie.sk

Website: skolaempatie.sk/.../zaklady-pre-manazment-stresu.../

❖ **Conflict resolution and teamwork skills**

Wed. 18th – Sund. 22nd September 2024

Bernolákovo, Slovakia + Online

Email: info@skolaempatie.sk

Website: psychophonetics.com/events/conflict-resolution-and-teamwork-skills/



Bratislava & Kosice, Slovakia

❖ **TRAINING COURSES**

Certificate of Foundation Year in Psychophonetics
Methodical Empathy, Counselling & Self-Leadership

Diploma in Holistic Counselling

Psychophonetics, Methodical Empathy, Counselling & Leadership Skills.

Advanced Diploma in Psychophonetics

Consultant for personal & professional development: Methodical Empathy, Counselling, Personal & Organisational Transformation and Health.

For further details & to enrol in the training, click on this link: <https://psychophonetics.com/courses/foundation-year-in-psychophonetics/>



❖ **Katherine Train PhD**
South Africa



Empathic Intersivision integrates empathy into organisations and communities as a developed skill and a versatile tool through training and consultation. Train to become an Integrative Empathy practitioner, facilitator or consultant.

Katherine:

Mobile: +27 (73) 130 1625

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Website: <https://empathicintersivision.com>

📚 **BOOKS, VIDEOS, ARTICLES**➤ **BOOKS**

PSYCHOPHONETICS *Holistic Counselling and Psychotherapy: Stories and insights from practice*

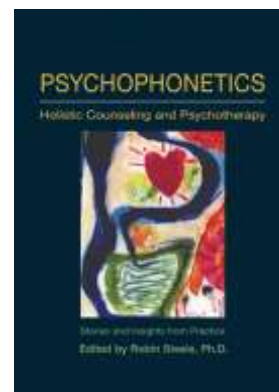
Robin Steele PhD (2011)
[Steiner Books](#)

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➤ **VIDEOS**

Talks & workshops with Yehuda Tagar

Talks are in English, most with translation into Slovak

www.youtube.com/channel/UCsT1nONTAPMy_gDCsRRhHn/g/videos

➤ **ARTICLES**

Click on the titles below to read an article

- [Understanding Others](#)
- [Cooperating-with-the-life-forces-from-within](#)
- [Psychosomatic-participatory-medicine-and-multiple-sclerosis](#)
- [Evolution-is-a-conscious-process-now-personal-development-and-evolution-became-one](#)

Read further articles in the online Brainz magazine:
www.brainzmagazine.com/executive-contributor/yehuda-tagar

All publications on Psychophonetics are available to read/download on the practitioners' website >
www.psychophonetics.com.au

IAPP**International Association of Psychophonetics Practitioners****Committee Members 2023-2024****President/chairman****Yehuda Tagar**tagar.yehuda@gmail.com**Secretary****Jana Mudra**iapp@psychophonetics.com**Treasurer****Mira Tagar**tagar.mira@gmail.com**Membership Officer****Robin Steele**robin@lifeways.net.au**Committee member****Louise Waterfall**louisewaterfall@icloud.com**Committee member****Anne Bass**annebass66@googlemail.com**IAPP AGM 2024****Friday 4th October**

morning - Slovak time/on zoom

For registered members & invited guests

For enquiries, contact the IAPP secretary,

Jana: iapp@psychophonetics.com**Honorary Life Membership**

Yehuda Tagar & Robin Steele

in recognition of their contributions in
establishing Psychophonetics & IAPP
in the world.

INTERESTING RESOURCES

- **A 25-year study reveals how empathy is passed from parents to teens to their future children (2024)**



Jessica A. Stern. Research Scientist, Psychology, University of Virginia

Joseph P. Allen. Professor of Psychology, University of Virginia

This longitudinal study traced how empathy develops across three generations: New research shows that parents who express empathy toward their teenagers may give teens a head start in developing the skill themselves. In addition, adolescents who show empathy and support toward their friends are more likely to become supportive parents, which may foster empathy in their own offspring.

<https://theconversation.com/a-25-year-study-reveals-how-empathy-is-passed-from-parents-to-teens-to-their-future-children-229780>



ATELIER FOR THE SOCIAL QUEST

Shaping a new form of university

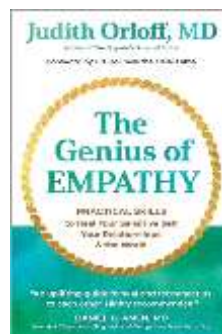
Nigel Hoffman

The new university is dedicated to the thinking of the whole human being, a being of thinking, feeling and willing, through

- ❖ the cultivation of a living, imaginative thinking as the fundamental aim in teaching and research- the inseparability of science and art
- ❖ Goethean-style phenomenology as orientation in relation to all faculties; awakening the eye of the spirit
- ❖ the university as the expression and practice of the threefold social life

www.ateliersocialquest.com/

- **The Genius of Empathy: Practical skills to heal your sensitive self, your relationships, and the world (2024)**

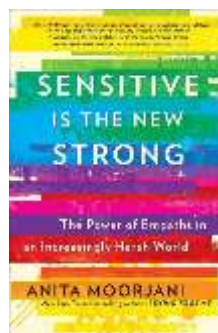


Judith Orloff (Author),
Dalai Lama (Foreword)

A potent guide not only for highly sensitive people but for anyone with the desire to develop the gifts of empathy that we all possess.



- **Sensitive is the New Strong: The power of empaths in an increasingly harsh world (2021)**



Anita Moorjani

Groundbreaking information, tools, and exercises in understanding the challenges faced by empaths.



- **EMPATHY: The human connection to patient care**
Cleveland Clinic

This video on empathy is a must watch! Over 7 million people have seen it. It becomes more moving when watched more than once.



WATCH: https://youtu.be/cDDWvj_q-o8

