

Form B-2  
(FY2022)  
Must be typed

Date (日付)  
24/10/22 (Date/Month/Year: 日/月/年)

**Activity Report -Science Dialogue Program-**  
(サイエンス・ダイアログ事業 実施報告書)

- Fellow's name (講師氏名): Nathan Michon (ID No. P20744)

- Name and title of the lecture assistant (講義補助者の職・氏名)

高宣也 龍谷大学非常勤講師

- Participating school (学校名) Wakasa High School, Fukui

- Date (実施日時): 18/10/22 (Date/Month/Year: 日/月/年)

- Lecture title (講義題目):

Care and Listening During Crisis

- Lecture format (講義形式):

◆  Onsite ・  Online (Please choose one.) ( 対面 ・  オンライン (どちらか選択ください。))

◆ Lecture time (講義時間) 90 min (分), Q&A time (質疑応答時間) 20 min (分)

◆ Lecture style (ex.: used projector, conducted experiments)

(講義方法 (例: プロジェクター使用による講義、実験・実習の有無など))

I used a projector with power point for the lecture about Listening skills and healthy compassion during crisis care, but stopped about every 15 minutes for Dake-sensei to provide a brief summary and to answer any questions. Near the end, I guided the students through a role-playing activity in pairs to practice some of the skills I discussed in the lecture and to help them think about what aspects of the lecture might be applicable to their daily life.

- Lecture summary (講義概要): Please summarize your lecture within 200-500 words.

I began with a brief self-introduction about my hometown, education, and research background. I then provided stories about my time working with survivors of the 3.11 disaster in Tohoku and with elderly residents during COVID, as an introduction to talk about people's needs during a crisis.

I then transitioned to discuss a little about social science research, the differences between qualitative and quantitative research; I introduced "depth interviews" as an example of a research methodology I often used and discuss the processes and ethical issues that I consider while

conducting interviews.

I then transitioned back to discussing crises, with a particular focus on mental health needs. At the conclusion of this part of the presentation, I linked it to my own training in caregiving and my interviews with people in Japan about how they train people to be better listeners while caring for others in need.

I then told the students I would introduce some of the basic tips that such trainers use when talking about how to be better listeners and how to develop listening skills. I first pointed out four common habits that are best to avoid, before discussing several ways to become a more effective listener.

After this, I transitioned back to discussion of professional care providers (doctors, nurses, chaplains, social workers, etc.) and the issues of compassion fatigue and secondary traumatic stress that can sometimes develop, especially among such workers. I then let the students think about and consider how they might handle such dilemmas as whether to (a) open one's heart to provide compassionate care to others while risking harm to oneself or (b) close off such emotions to protect one's own mind, even if it meant the care might not be as effective. Then I introduced some psychological research about compassion that showed there are more effective ways people in the helping professions can engage those in need: by identifying the different types of compassion we are experiencing and feeling, research shows we can be open to better helping others, while also protecting our own psychological states.

Finally, I had the students break into pairs and think about how this knowledge might be applicable in their own daily lives. I gave them worksheets to learn about how to do role-playing practice and we went through the points together. They then had a little time to think about a character with a small problem or issue. The pair then played rock, paper, scissors to decide who would be the character with an issue they want to discuss and who would be the compassionate listener. After four minutes, they switched roles and practiced the other way. Then we had a short discussion about the activity, before I answered questions about the presentation as a whole.

◆Other noteworthy information (その他特筆すべき事項):

While some of my research is very academic, specialized, and specific, I tried to take some aspects of my research that I thought would be more relevant and applicable to general high school students. I tried to also present it in a way that would be more easily understandable for them and in the hopes that they might find some aspects of it that are beneficial in their daily life. I believe listening skills can be helpful for almost anyone, including (or maybe especially) high school students. So hopefully, there were at least a few useful points and tips that each of them could take away for their future practice and use.

## SD

### ※弊会記入欄

- Impressions and comments from the lecture assistant (講義補助者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。):

Nathan 先生の講義補助・通訳を担当しました嵩宣也です。今回のプログラムは、とても良い経験になりました。とりわけ、一方向ではなく、双方向の講義をされた Nathan 先生の授業方法は大学での講義でもぜひとも取り入れようと思います。また自分の専門分野を普遍化して伝えるためには、どのような説明方法が有効なのかにかんしても非常に勉強になりました。今後もこのような機会があれば、よろしくお願いいたします。