

Coaching Log for analyzing the situation of the patient and applying therapy

Posted on July 10, 2018

A coaching log is the same as other log books, but it is created, and everyone has their own design with regard to its field. A person who is a gym trainer will have a different kind of log, and a person conducting an athlete or sports training will have different types of log with different subject titles. Logs help develop your time routine, making it easy to analyze the subject with the requirement of working on their behavior for the present and also help to plan out future activities, so there is a major chance of developing a good coaching impact on the subject.

Psychologists are more in need of this because they are dealing with the minds of people and changing the patient behavior, for some time they are unable to plan out quickly on the matter of person in one session. Mostly, the coaching log helps them to differentiate with regards to the people and how they can imply good coaching towards them. The coaching log identifies the condition of the patient and the kind of attention the patient wants to acquire from the psychologist. It helps us to analyze things differently and whether they are moving in the proper position or not.

In this paper today, with the above-given log, we are going to help out different people by providing them coaching by applying a different model to improve their condition with regard to their issues and sustain their lives. The sessions are based on analyzing the situation of the patient and applying therapy and outcomes at the end of the sessions. All of the names are shared anonymously and have different situations, under which we have planned to put up different models to rehabilitate from their situation and what impact of different models came out.

Log 1

Name of the patient: Michael

Duration: 2 Hours

Issue: Facing issues when deciding on professional life.

Session format: Face to Face

Applied Coaching: GROW Model

Description

Michael is a businessman and has a restaurant chain around different states of America, but he is suffering from decision-making problems. He states that he severely faces issues regarding making a decision. He is unable to identify how many numbers of employees he should hire, whether should he develop his business and expand it or not, should I invest in other areas and even he is not able to decide about the matter for which he is dependent on his team and staff. He is declaring it a threat because he is facing loss in some of his outlets, and he is unable to decide the best way to get out of these issues, which leads him to depression sometimes and it disturbs his work.

Identification

Looking at the situation of the subject we can analyze that he is unable to decide how to react to the happenings in his personal life, even if we ask about his status regarding relations he was unable to define it in a proper way and he was a bit disturbed talking about that. It means that the actual problem he is facing is confusion. The confusion caused could involve a lack of knowledge, exposure, low confidence, and mental consciousness. There are many other reasons, but what looks to work on the confusion of a mind is essential. According to the patient, he faces difficulty in decision-making due to confusion and being manipulated about working and living. The main responsible thing for it could be self-esteem, which he is lacking. Self-esteem is the prominent skill required by anyone to develop self-confidence, and it is the actual source of motivation to work properly and analyze working in their life.

Treatment

We applied the GROW Mode(Cox, 2015)I, in which we tried to show the patient what he has in their mind, what he needs to develop in himself, and what options we can check out and work on. We break it according to the GROW model as follows;

Firstly, we discussed the goal he had in mind for us to work on; every kind of psychological counseling requires the patient's engagement with a mentor to produce a good result. Here, we have identified the goal of coaching, which is to help a person develop decision-making skills (Bishop, 2015).

The reality that we have discussed with the subject is that he explains all of his situations regarding his personal and professional life, and we identified him as weak in his performance regarding many things. I tried to make him realize that he was confused and could not clear out the different scenarios. It matters to clear out the subject with their condition reality so they are able to realize the deficiencies in their performance and could work on it.

After the break, we noticed in the discussion that the patient identified the real situation and he was ready to work out it. The first is to develop self-esteem, and he will identify his skills and weaknesses

after we work on them. The other is to take the skills management sessions through which he will be mentored and developed.

The way forward he took to develop his self-esteem in which he was guided to list out the skills and lacks which are needed to work. Also, there was a format provided that he can use to make a decision and self-discussion development through he can make functionalized impacts in his personal and professional life.

Results and outcomes:

The patient states that during the session when he realized the reality of the weaknesses being identified, he remembered many events that happened due to his lack of confidence and became confused. Also, he decides the way forward, and he told some of the decisions he is going to make, which were looking correct regarding his business, like developing monitoring procedures for staff, taking up an office in his hands besides handing it over to the manager and responding properly to his girlfriend.

The outcome through the implementation of this model was that in each step help seeker was getting able to realize the weakness and potential he had to develop in himself to accommodate his life in person or in a professional way.

Log 2

Name of the patient: Sara

Duration: 2 Hours

Issue: She does not like to do homework and does not find her school interesting anyway.

Session format: Face to Face

Applied Coaching: Blended Model

Description

Sara is ten years old school-going girl with an average school record for the last two years, while she was a really good performing student in her class either in academic or extracurricular activities. Now, she is not feeling well with her school, and according to her parents, she cries about going to school, and sometimes she closes the door of the room, and we get forced to leave her alone. We are getting regular complaints regarding her inability to complete homework and tasks provided in class. She is getting weak with performance, and her parents have found torn notebooks and course books in the

bag and room.

Identification

It was a case where the girl was normal, and she was beautiful, and when I talked to her, she was calm but so suppressed that someone asked her not to say anything. While looking at her previous records, she gave a brief picture of how she was the brightest student in her class. I saw something on her hand and recommended a physical examination where some marks of scratch and injury had been found. When I tried to be calm with her and promised to help her out, so she told me about some seniors who used to bully her for being a black girl. As she is an African American and has a different physical appearance than the others, she is unable to cope with that. She shared that they passed her hate comments, pushed her badly, sometimes punching her, and once they tried to abuse her sexually. There was something serious, and there was a blend of different things that we had to cope with.

Treatment

Here the blended model has been applied in which there was a responsibility to understand what she is facing, sometimes we can do things and can recommend practices by our experience with the subject. However, Sara's case was different, where we had to apply the blended model for coaching because here, the most important thing was to learn. Because bullying is not having one kind and we have seen the issues being faced by Sara, not one, she was bullied in multiple ways and had to cope out the best way to make her back to life. This is only possible when we take up things by learning on our own (Soni & Taylor, 2016).

Initially, we tried to acknowledge her as an important part of society. We shared different success stories of the African American to boost her motivation. But here we start with their life failures, so she does not see the charming side of their life but what they faced when they were her age.

Also, we tried to identify the suspected students those are involved in this crime. Also, we tried to counsel her with the law that if she gets hurt in some way and finds something uncasual and undesirable can approach the administration of the school and the police.

Also, we tried to develop her interest in school, for which we tried to create some incentives from her parent's end, either if it was small because she was in need of motivation. Also, we tried to identify the result in a proper way besides hypnotizing or making her in an unnatural way. She was badly disturbed and was in need of some motivation to do something, even if her parents tried to put her to sleep (Picciano, Dziuban, & Graham, 2013).

Outcomes

The parents are happy now she is having the normal routine she used to have. She also told the administration of the school about the bullying persons, and she is now dealing confidently with all of her activities. She also plays a good part in class debates, and she does not feel ashamed anymore because of her color and race.

There was need of motivation which she was lacking, and there were some different issues that were blended out in which I tried to conduct a behavior study on her personality and took responsibility to learn about her all behaviors it was becoming easier to provide coaching. This model is helpful for dealing with the changing of different traits happening in a normal person.

Log 3

Name of the patient: Nancy

Duration: 2 Hours

Issue: She is fed up with her life, and she tried to commit suicide

Session format: Face to Face

Applied Coaching: Cognitive behavioral Coaching

Description

Nancy is a young girl; she is a student in college who has performed well, and she is expected to be a gold medalist in her class. Suddenly once, she was found to have overdosed on sleeping pills, and then she was taken to the hospital by her roommate. She was analyzed that she did not take proper food, did not go to class, and even her boyfriend, who left her a year ago, claimed no contact with her. Nancy is unconscious, and it was really difficult to talk with her because she does not respond to any questions asked while she is considered social and interactive in her social groups. She enthusiastically took part in different activities, and she was a casual-wearing girl from the start and really career-oriented. She wants to become a manager of IT at Google, for which she was struggling hard, but from the year, it is noted that she has not had more interest in any activities.

Identification

She is having the issue of emotional behavior as she is alone and she is not talking to anyone. Also, different things have been seen during the discussion, and she is unable even to identify what she is feeling right now. But the main thing we identify is that she is missing a partner, and it is all the

outcome of the breakup where she loses everything. For a year, she has been behaving like this. Also, in the interview, we saw that whenever we want to talk about her past, she enthusiastically talks about different things, and she likes her romantic period with her boyfriend. She thinks of herself right now as useless as we tried to identify if any conversation she had with her boyfriend last where she came to know that her friends told about him and what he thinks of her now as he talked about personality, her thinking, and her body and think of her as vintage time girl. Also, her parents are not supportive of her, and she is earning a livelihood by herself, for which she gets rare time to get rest. also, she does not go for outings,s, etc. However, here, the thing that comes out is that she lacks emotional support from her surroundings, and many factors are involved. Also, she became kind of an introvert and did not like people in her surroundings, which is affecting her more(Onyechi et al., 2016).

Treatment

Nancy lacks absorption of past thoughts, and she is affected by them. We tried to apply a quick-responding method of coaching, which is known as Cognitive Behavioural Coaching. Most people confuse it with CBT, but it is something different. It is more focused on the client, outcome-oriented, skill-based, and linked to educational working out, which is a requirement for Nancy's condition. Nancy is not ready to take up any of the medication as she needs some support to recover back to what she was, but right now, firstly, there is a need to work on her basic behavioral approaches, which include focus, goal orientation, self-esteem, motivation, and social acceptance. CBC is the best and quickest responding model in which we can prepare Nancy to come back with all of the activities in her life(Eseadi, Obidoa, Ogbuabor, & Ikechukwu-Ilomuanya, 2017).

The initial step in which we tried to counsel her with the realization of Self Worthiness. Nancy needed to understand her actual value for herself and this world. We tried to identify her good qualities and conduct those activities as a source of motivation to help her get back to her university life. She congested her life with the guy who left her for whom she left everything, and she developed a thought that she was nothing, and that is why he left her. We tried to make her realize how worthy she is and that her friends need her in many ways, as they need her for group assignments, group studies, and an outing. To make her realize she is not unworthy.

We tried to make her mind that a career is important, but there is something in yourself that needs changes. We tried to highlight some of the good-naming women in the professional field with their old and recent pictures. In which there was a difference in their dressing and what dressing puts an impact on the development of personality. Considering it important, there was a need for change in her behavior as she does not accept changes.

For her emotional side, we tried to put up some techniques to realize that actually, he was worthless and who left her, not that she did anything wrong. There, we tried to make her realize things with a positive side and what could be better for her in any way.

Results and outcomes

Nancy was feeling fine after this session, and she discussed in a better way where she stands and what kind of changes she should bring to herself. She was looking much better and relaxed as she cried, too, which was a sign that she was helping herself to get out of this trauma. She was feeling helpless, but now she doesn't need the help of anyone, as she said, and she is ready to say sorry to her friends and move on with her life.

After someday when I checked out with her friends, I came to know she had moved on, and now she is the same way she used to be in her life before.

Log 4

Name of the patient: David

Duration: 3 Hours

Issue: Unable to decide to pursue an academic career

Session format: Face to Face

Applied Coaching: Mindfulness Coaching

Description

David is now free from high school. He belongs to a middle-income family, and his father is a technician in one of the workshops around their house. Her mother is a data entry officer in the bank and has no siblings. He is a single child from his parents, and they are living happily with each other. David's parents are saying that he is unable to continue his classes properly, and we find that he does not like to talk about his studies, and he changed subjects twice at university. Firstly, he went for English, and later on, he took Arabic literature. He wanted to move on with his career in nursing, but he was not satisfied. He gradually changes the field he wants to learn. The parents always supported her in every way and never tried to trouble them out with this activity, but they are concerned if he goes like this, he will not be able to complete the degree on time.

Identification

The thing which is observed is that David has the potential to do different things. He likes to read, and he likes to watch things analytically. We identified the issue with him, which was the family status. He wants to be in a field that could give him the highest level of earning and respect after he is Latino American. They are facing racism in different parts of society and do not have a good reputation in

the education sector, either. The thing is about the money. He wants a big mansion with luxurious cars and beautiful women in his life who could entertain him and live happily with him with all his luxuries.

Treatment

The most important was about this treatment was to catch out his mind and take him out of life on autopilot and make him focus on living reality. In we applied mindfulness-based coaching where we tried to make him realize the reality of life and the sense of interest he should have to work out (Gross et al., 2016).

At first, we tried to make him focus on his interests and what he could do better. We tried to watch out for her daily activities and saw that his photography skills are really good in most animal photography. His parents bought a DSLR Camera, which he takes with him every time, and he tries to take good pictures of the surroundings, which animals are his favorite.

Also, there was no place to divert his mind, but to make his mind focus, I tried to show him the successful photographer and their lifestyle in an easy mode where he was in need of seeing that eagerly. I showed him the other people who are rich, what their qualifications are, and what makes them rich. I tried to put something in his mind that everything that gives you more in any way is the interest in that thing (Spijkerman, Pots, & Bohlmeijer, 2016).

Outcomes

As in session, he was eager to watch the people with photography and having kind of style, and he seems that defined his passion and promised to be focused.

Log 5

Name of the patient: Kumar Santosh

Duration: 3 Hours

Issue: Substance use disorder

Session format: Face to Face

Applied Coaching: Behavioral coaching

Description

Kumar is a teenager who is sitting in bad company, and he is addicted to substance use. According to his medical reports, he uses Marijuana and Alcohol. Also, he is not performing well in school and has been terminated from one school already. He does not eat food properly and cannot even do urine if he doesn't drink alcohol or Marijuana.

Identification

The substance addiction has been so high in the subject due to his social traits and performance being unstable. The subject's behavior is not in his control, and it is substance dependency (Clark, Camiré, Wade, & Cairney, 2015).

Treatment

The Behavioral coaching model was applied for the healthy approach development for which we tried to work on the behavior. The process was term out long, and we tried to look up what level he was going to recover. Firstly, we tried to identify the change of place for him and make negative enforcement in terms of restricting pocket money. Also, we engaged the family to give him more time and try to engage him in good, healthy opportunities. Also, the company was changed in which good friends were involved (Archer & Yates, 2017).

Outcome

After some days, we concluded that he is getting back on his diet and is active in class performance. Also, the impact of the good company was developed, and they were trying to remove the negative habits from him. Also, he started a blog for himself where he is writing content for substance-addicted people and their recovery.

Reference

Archer, S., & Yates, J. (2017). Understanding potential career changers' experience of career confidence following a positive psychology-based coaching programme. *Coaching: An International Journal of Theory, Research and Practice*, 10(2), 157-175.
<https://doi.org/10.1080/17521882.2017.1292535>

Bishop, J. (2015, January). An investigation into the extent and limitations of the GROW model for coaching and mentoring online: Towards "prosthetic learning" - ProQuest. Retrieved February 11, 2018, from
<https://search.proquest.com/openview/8bacc3e0ba6c01ca71d8dddec2b1b1ce/1?pq-origsite=gscholar>

&cbl=1976356

Clark, H. J., Camiré, M., Wade, T. J., & Cairney, J. (2015). Sport participation and its association with social and psychological factors known to predict substance use and abuse among youth: A scoping review of the literature. *International Review of Sport and Exercise Psychology*, 8(1), 224–250. <https://doi.org/10.1080/1750984X.2015.1068829>

Cox, E. (2015). Coaching and Adult Learning: Theory and Practice. *New Directions for Adult and Continuing Education*, 2015(148), 27–38. <https://doi.org/10.1002/ace.20149>

Eseadi, C., Obidoa, M. A., Ogbuabor, S. E., & Ikechukwu-Ilomuanya, A. B. (2017). Effects of Group-Focused Cognitive-Behavioral Coaching Program on Depressive Symptoms in a Sample of Inmates in a Nigerian Prison. *International Journal of Offender Therapy and Comparative Criminology*, 0306624X16687046. <https://doi.org/10.1177/0306624X16687046>

Gross, M., Moore, Z. E., Gardner, F. L., Wolanin, A. T., Pess, R., & Marks, D. R. (2016). An empirical examination comparing the Mindfulness-Acceptance-Commitment approach and Psychological Skills Training for the mental health and sports performance of female student-athletes. *International Journal of Sport and Exercise Psychology*, 0(0), 1–21. <https://doi.org/10.1080/1612197X.2016.1250802>

Onyechi, K. C. N., Eseadi, C., Okere, A. U., Onuigbo, L. N., Umoke, P. C. I., Anyaegbunam, N. J., ... Ugorji, N. J. (2016). Effects of cognitive behavioral coaching on depressive symptoms in a sample of type 2 diabetic inpatients in Nigeria. *Medicine*, 95(31). <https://doi.org/10.1097/MD.0000000000004444>

Picciano, A. G., Dziuban, C. D., & Graham, C. R. (2013). *Blended Learning: Research Perspectives*. Routledge.

Soni, G., & Taylor, M. (2016). A Statewide Action Research Project: Blended Learning, Collaborative Networks, and Coaching (pp. 1291–1298). Presented at the Society for Information Technology & Teacher Education International Conference, Association for the Advancement of Computing in Education (AACE). Retrieved from <https://www.learntechlib.org/p/171857/>

Spijkerman, M. P. J., Pots, W. T. M., & Bohlmeijer, E. T. (2016). Effectiveness of online mindfulness-based interventions in improving mental health: A review and meta-analysis of randomized controlled trials. *Clinical Psychology Review*, 45, 102–114. <https://doi.org/10.1016/j.cpr.2016.03.009>