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کوچینگ چیست؟ بر اساس شواهد علمی، چه کاربردهایی برای پزشکان و کادر درمان دارد؟

دکتر شروین فرهمند

استاد تمام دانشگاه علوم پزشکی تهران

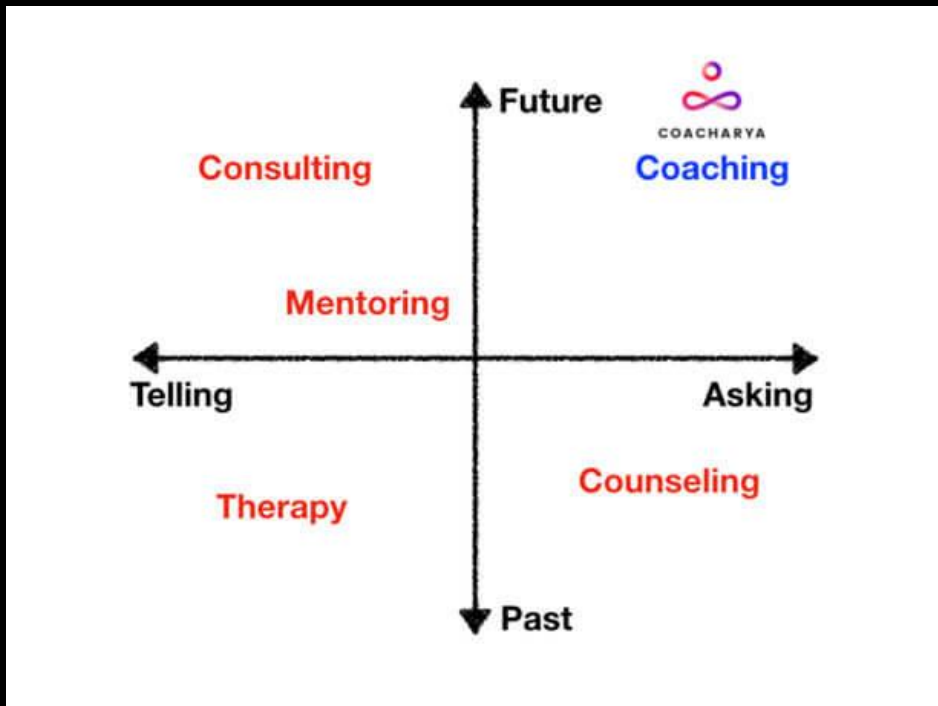
متخصص طب اورژانس

ICF Member; Impact Certified Coach

Medical Coach



در ابتدا، ...



• کوچینگ و رابطه کوچینگ چه چیز/هایی نیست؟

— معلم

— منتور

— مشاور

— کارشناس

— روان درمانگر (روان شناس، روان روان کاوی، ...)

— تسهیلگر



پس کوچینگ چیست؟



- کوچینگ مجموعه ای است از مهارت های کلیدی، موثر و بنیادین برای برقراری یک ارتباط موثر
- شالوده و پایه اصلی این ارتباط موثر:
 - Professionalism و احترام به اصول حرفه ای و در راس آن رازداری و ایجاد فضا امن
 - Collaboration و ایجاد امکان همکاری و همراهی
 - Humanity و احترام به ارزش های انسانی
 - رعایت اصل Equity یا برابری در رابطه بین کوچ و مراجع



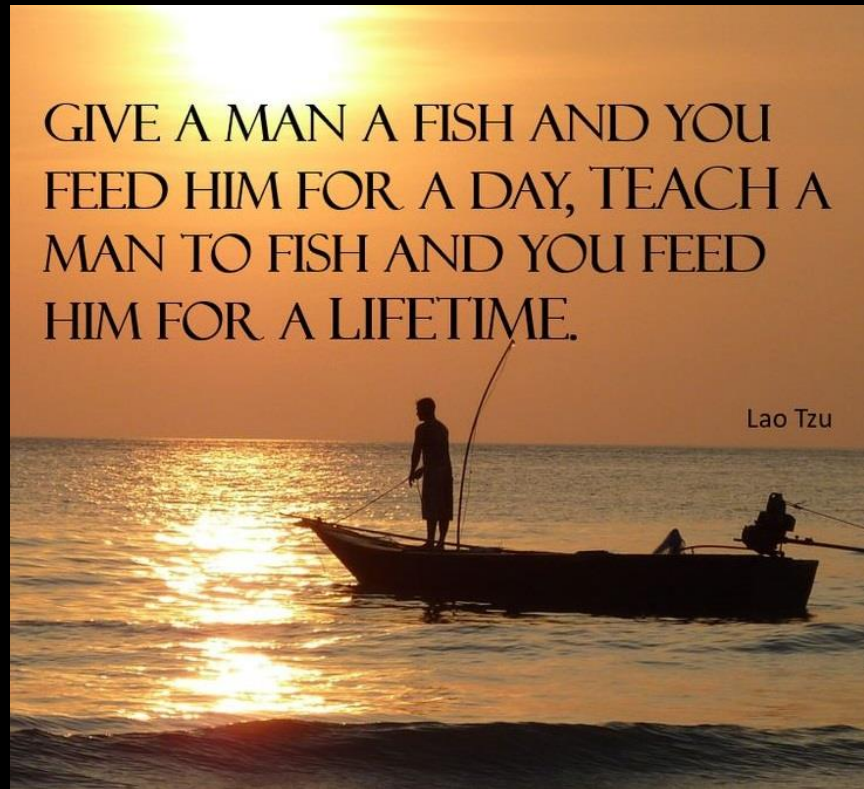
چه چیز/هایی امکان ارتباط موثر برای کوچ را فراهم می نماید؟



1. حضور کامل، توأم با ذهن آگاهی
2. شنیدن فعالانه
3. ذهن جستجوگر، خلاق و پرسشگر (در مقابل کنجکاوی در زندگی فردی)
4. سوالات قدرتمند
- سوالاتی غالباً باز، عمیق، ریشه ای و تفکر برانگیز که مراجع را دعوت به اندیشیدین در مورد خود، موقعیت ها و شرایط می نماید
5. حضور بدون قضاوت
6. حفظ حریم شخصی مراجع



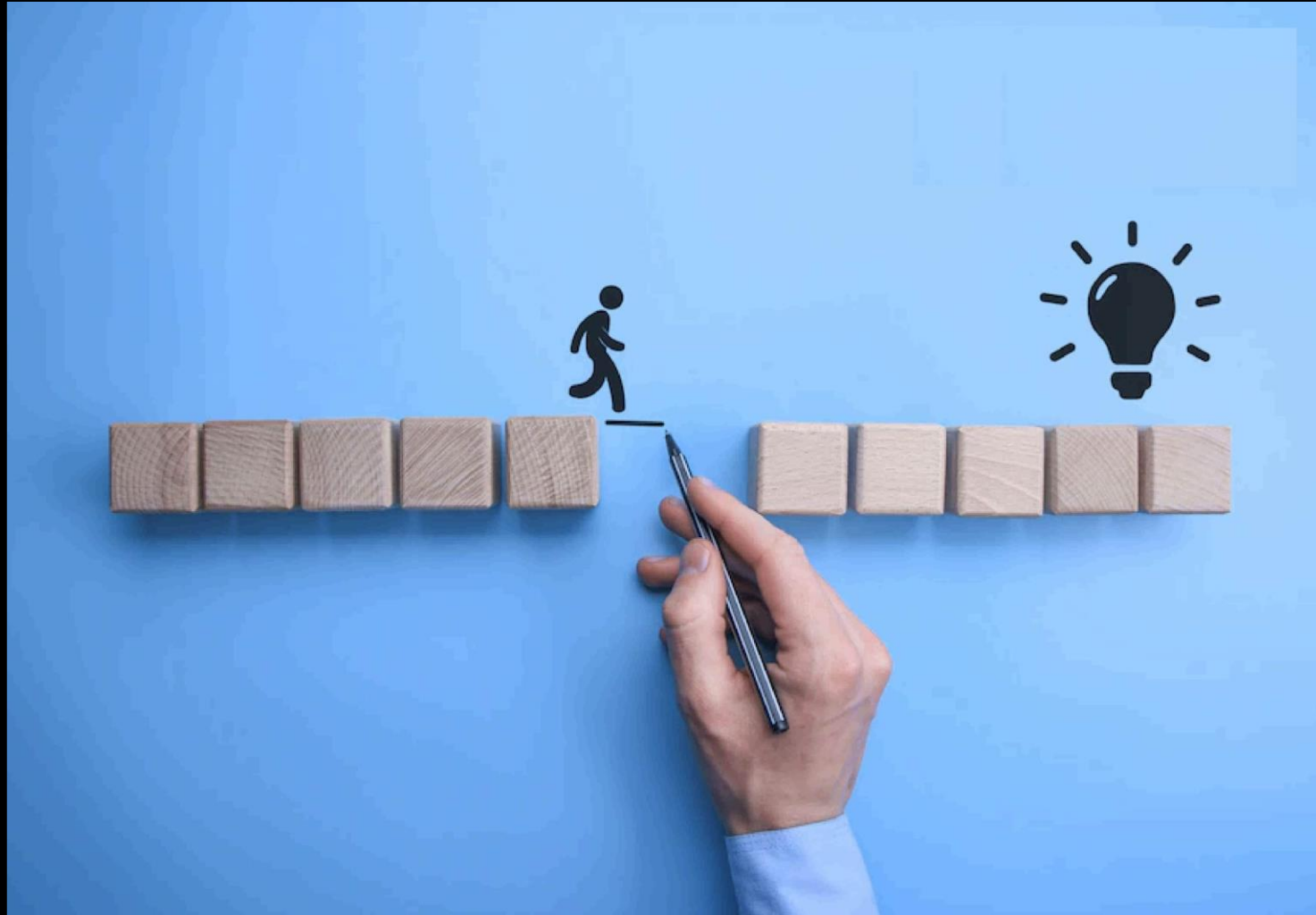
در فضای ارتباط کوچینگ و با حضور کوچ، چگونه به حل مشکلات مراجع کمک می شود؟



- باور به توانمندی مراجع در مدیریت چالش های فردی
- ایجاد فضا برای مراجع با هدف تأمل در خود یا (Self-reflection) و ایجاد ذهن آگاهی (Mindfulness)
- همراهی با مراجع برای قدم گذاشتن در خارج از شرایط فعلی و باز نگری مساله از زاویه ای دیگر
- **STOP Strategy:**
 - Step back
 - Think
 - Organize
 - Proceed
- ادامه همراهی با مراجع تا "دست یافتن به راه حل"، تعیین اهداف جدید، طراحی "طرح عملی (Action Plan)" برای مدیریت چالش و اقدام کردن

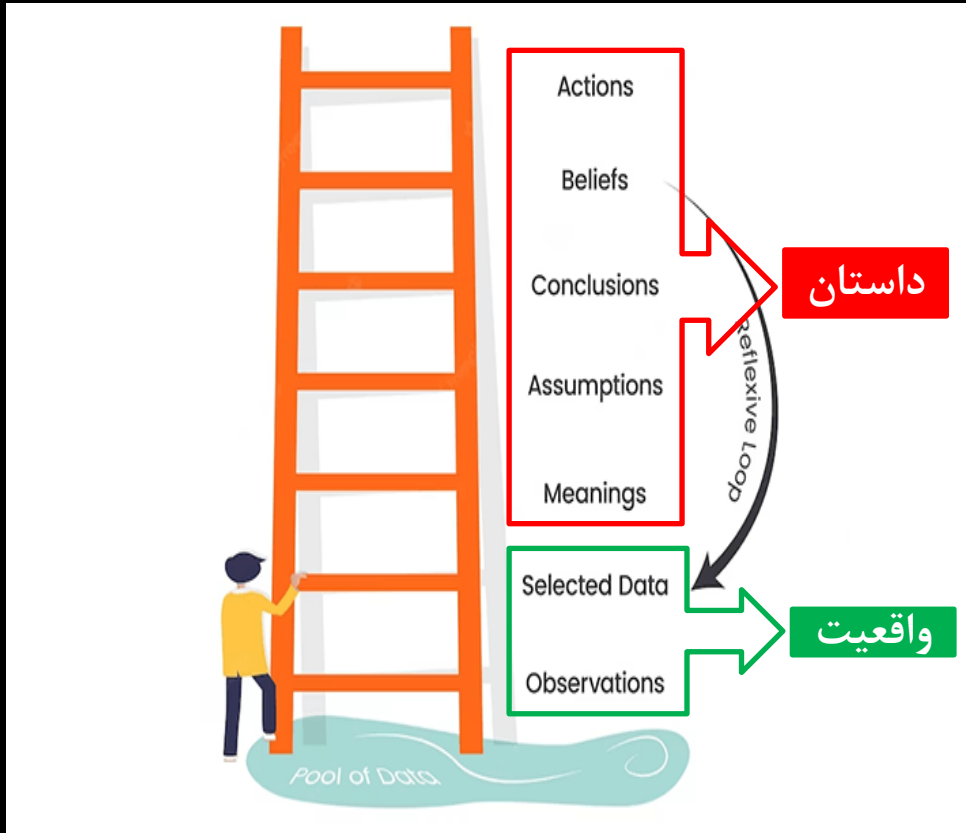


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Ladder of Inference



1. مشاهده کردن
2. انتخاب داده ها
3. معنا بخشیدن به داده ها
4. ایجاد فرضیه
5. نتیجه گیری
6. باورها
7. اقدام



Event



Response



Outcome



آیا کوچینگ به مدیریت چالش های پزشکان و کادر درمان کمک می کند؟ شواهد علمی چه می گوید؟

► Cureus. 2019 Jun 3;11(6):e4805. doi: [10.7759/cureus.4805](https://doi.org/10.7759/cureus.4805)

A Review on Strategies to Manage Physician Burnout

[Rikinkumar S Patel](#)^{1,✉}, [Shiana Sekhri](#)², [Narmada Neerja Bhimanadham](#)³, [Sundus Imran](#)⁴, [Sadaf Hossain](#)⁵

Editors: Alexander Muacevic, John R Adler

Providing professional coaching to trainees is another significant way to prevent burnout. This method has long been used by executives in corporate businesses and is making its way into the medical profession. Coaching is a creative process that enables doctors to maximize their professional potential and maximally utilize their mental capabilities and expertise to tackle life challenges. A core coaching principle is to increase a client's internal sense of control, making a belief that one's actions have as much or more impact on life outcomes than external forces or individuals

- Looking for mentor replacement therapy? A coach may be the answer
 - Bickel J. J Am Med Women Assoc. 2003;58:210–211
- A culture of coaching: achieving peak performance of individuals and teams in academic health centers.
 - Thorn PM, JM Raj. Acad Med. 2012;87:1482–1483
- Surgical coaching for individual performance improvement
 - Greenberg CC, Ghouseini HN, Pavuluri Quamme SR, Beasley HL, Wiegmann DA. Ann Surg. 2015;261:32–34



.... ادامه

Prog Health Sci 2017, Vol 7, No 2 Coaching and burnout in medical professionals

Coaching as a method for potentially reducing the risk of burnout in medical professionals

Sułkowska J*.^{1ABDEF}, Kuźmich I.^{1ABDEF}, Malinowska-Lipień I.^{1ABDEF}, Lickiewicz J.^{2ABDEF}, Brzostek T.^{1DF}, Makara-Studzińska M.^{2DF}

It seems that health/medical coaching can be an effective intervention that reduces the risk of burnout in a group of medical professionals.

There is no doubt that further research is necessary in order to verify the efficacy of coaching as a form of education and strengthening the motivation of medical personnel

> [Open Med \(Wars\)](#). 2018 Jul 4;13:253-263. doi: 10.1515/med-2018-0039. eCollection 2018.

Intervention for Physician Burnout: A Systematic Review

Brenda K Wiederhold^{1 2}, Pietro Cipresso^{3 4}, Daniele Pizzioli¹, Mark Wiederhold², Giuseppe Riva^{3 4}

An important set of techniques emerged in the studies reviewed here. Among them, the training of coping strategies, the training of interpersonal skills to increase social support, the management of negative emotions, the improvement of communication skills, the discussion of specific professional high-stress situations, and the use of relaxation techniques should be considered



Publication	Medical profession	Specificity of the job	Effects of coaching
van Mierlo, Meiland & Dröes (2012) [74]	Informal caregivers of dementia patients	Caregivers are observed to experience high levels of stress, depression and burden	1. Telecoaching in combination with institutional support (day care units) reduced the burden and incidence of health problems among informal caregivers of dementia patients
Aboalshamat, Hou, & Strodl (2013) [75]	Medical and dental students	Psychological health disturbances, high levels of stress, depression and anxiety – confirmed by examination	2. Significant improvement in mental health (among others, in the area of depression, the sense of self-efficacy and satisfaction with life)
Schneider, Kingsolver & Rosdahl (2014) [76]	Physicians	Exposure to stress	3. Greater resistance to stress, indirect positive effect on patient care
Gazelle et al. (2014) [27]	Physicians	Exposure to burnout	4. Improved functioning, extended self-awareness, increased mental resilience
Palamara, Kauffman, Stone, Bazari, & Donelan (2015) [77]	Physicians and residents	Limited support for residents, lack of experience, long working hours, time pressure, exaggerated stress reactions are conducive to burnout.	5. Less emotional exhaustion and burnout among residents. Positive assessment of the coaching program
Fares et al. (2016) [28]	Medical students	A high level of stress related to studies. Exposure to burnout	6. Reducing the incidence of stress and burnout by influencing stress-coping methods



ادامہ

RESEARCH ARTICLE

Impact of coaching on physician wellness: A systematic review

Sylvain Boet^{1,2,3,4,5*}, Cole Etherington^{1,3}, Pierre-Marc Dion^{3,6}, Chloé Desjardins⁶, Manvinder Kaur³, Valentina Ly⁷, Manon Denis-LeBlanc⁴, Cecile Andreas⁸, Abi Sriharan⁹

The literature search yielded 2531 studies

Conclusions

Evidence from available RCTs suggests coaching for physicians can improve well-being and reduce distress/burnout. Non-randomized interventional studies have similar findings but face many limitations. Consistent reporting and standardized outcome measures are needed

- Physician coaching to enhance well-being: A qualitative analysis of a pilot intervention.
 - Schneider S, Kingsolver K, Rosdahl J. *Explore J Sci Heal*. 2014 Nov 1; 10(6):372–9
- Effect of a professional coaching intervention on the well-being and distress of physicians: a pilot randomized clinical trial.
 - Dyrbye LN, Shanafelt TD, Gill PR, Satele VD, West CP. *JAMA Intern Med*. 2019; 179(10):1406–14
- The effect of coaching on physician well-being, distress and burnout: A systematic review of interventional studies.
 - Etherington C. *OSF [Internet]*. 2022 Aug 25 [cited 2022 Aug 29]
- Professional coaching as a continuing professional development intervention to address the physician distress epidemic.
 - Boet S, Etherington C, Andreas C, Denis-LeBlanc M. *J Contin Educ Health Prof*.
- Professional identity formation in the transition from medical school to working life: a qualitative study of group-coaching courses for junior doctors.
 - de Lasson L, Just E, Stegeager N, Mallings B. *BMC Med Educ*. 2016 Jun 24; 16:165
- When coaching meets mentoring: impact of incorporating coaching into an existing mentoring program at a community hospital
 - Kakarala R, Smith SJ, Barreto E, Donelan K, Palamara K. *Cureus*. 2018 Aug; 10(8):e3138



کوچینگ چه نقشی در آموزش پزشکی نوین دارد؟

• کوچ آکادمیک

- یا متخصص یا بدون تخصص در زمینه نیازهای مشخص شده توسط فراگیر
- ماهر در کمک به فراگیر:
 - برای تأمل دقیق در عملکرد خود
 - کشف نیازهای خود برای رشد و ارتقا
 - کسب بینش در مورد اهداف

• اهداف یک برنامه کوچینگ آکادمیک

- فراهم کردن فضایی امن برای تفکر آگاهانه فراگیران در مورد عملکردهای آکادمیک، شخصی و حرفه‌ای
- اطمینان از نیک بودن (well-being) فراگیران
- کمک به فراگیران در تعیین و رسیدن به اهداف منتهی به سطوح بالای موفقیت‌های آکادمیک/حرفه‌ای و رضایتمندی شخصی
- تشویق فراگیران به ایجاد عادت‌هایی در زمینه تأمل مستمر، تعیین اهداف و یادگیری مادام‌العمر





کوچینگ در آموزش تخصصی پزشکی



- رشته پزشکی فی نفسه افرادی را انتخاب می کند دارای انگیزه، خودانتقادی و رقابتی
- برداشت بسیاری از دستیاران تخصصی نسبت به خود، کم عملی بودن به تمرکز بر نکات منفی و ناتوانی
 - سندرم فریبکاری (Imposter Syndrome)
- یک مربی می تواند در موارد زیر کمک کند:
 - ارزشیابی های بهتر از خود
 - شناسایی نقاط قوت خود
 - تمرکز بر نکات مثبت تمرکز
 - ایجاد محیطی سرشار از توانمندی و تاب آوری



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Institution	Scope of coaching role	Number of coaches in program	Number of students/ coach	Time commitment	FTE	Funding source
Ohio State University College of Medicine	Review of portfolio, performance rating of other students (coached by others) on OSCE	100	8–10	100 hrs/year incl 20 hrs/yr OSCE rating	.05	College of Medicine
Oregon Health Services University School of Medicine	Review of portfolio with assessments and learning plans, career advice	32	20	4 hrs/week (flexible times)	.1	UME education budget SOM
University of California San Francisco School of Medicine	Review of assessments (dashboard) and learning plans, career advice, clinical skills teaching, oversight student QI projects	56	12	1 assigned day/week	.2	Dean's office SOM
University of Connecticut School of Medicine	Review of academic progress, goal setting	40	5*	90–100 hrs/year	.05	
University of Michigan School of Medicine	Review of academic performance and goal setting	64	10–12	Regular 30 minute coaching sessions throughout the year (15–20 hrs/yr)	.02	Dean's office SOM



Coaching in Medical Education

A faculty handbook

Nicole M. Deiorio, MD
Maya M. Hammoud, MD, MBA

Journal of Medical Education and Curricular Development

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A Model Curriculum For New Faculty Coaches in Undergraduate Medical Education

[Thomas Lance Tippitt](#), [Irene Chi](#), and [Jessica T. Servey](#) [View all authors and affiliations](#)

[All Articles](#) | <https://doi.org/10.1177/23821205231217896>

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Role-play-based coaching program for empowering clinical educators

[Hajime Kasai MD, PhD](#) [Kiyoshi Shikino MD, PhD, MHPE, FACP](#), [Shogo Mohri MD](#), [Asuka Sato MD, PhD](#), [Hidetaka Yokoh MD, PhD, MHPE](#)

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