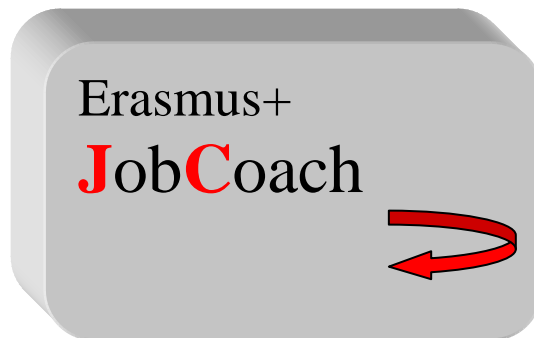




**Erasmus+ Project**

**„Job coach for persons with disabilities“**



***Teaching and learning material of Job Coaching for Persons with Disabilities International Qualification***

**Ewa Matuska**

**Project coordination**

Grone-Schulen Niedersachsen gGmbH

Anna Block

Tel.: 0049 (0) 4165 80370

Mail: [a.block@grone.de](mailto:a.block@grone.de)

[www.grone.de](http://www.grone.de)

**in cooperation with**

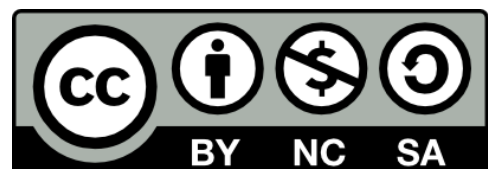
Fachhochschule Münster

Prof. Dr. Hanns Rüdiger Röttgers

Tel.: 0049 (0) 251 8365 818

Mail: [roettgers@fh-muenster.de](mailto:roettgers@fh-muenster.de)

[www.fh-muenster.de](http://www.fh-muenster.de)



## CONTENT

<b>Introduction</b> .....	<b>4</b>
<b>1. Educational purpose of the course</b> .....	<b>5</b>
<b>2. Definition of learning outcomes</b> .....	<b>8</b>
<b>3. Index of modules</b> .....	<b>9</b>
<b>4. Modules description</b> .....	<b>16</b>
<b>Outlook</b> .....	<b>49</b>
<b>References</b> .....	<b>49</b>

Teaching and learning material of job coaching for persons with disabilities  
International qualification

This handbook is a part of European concept of Job coach qualification which was developed in Erasmus+ project aimed to support the employment opportunities of persons with specific handicaps (persons with disabilities). It consists with specification of teaching and learning curricula developed to the educational proposal of the International Job Coach Qualification course specified for the 6<sup>th</sup> level of EQF.

The content was developed under the responsibility of the project partner Grone-Schulen Niedersachsen gGmbH in cooperation with Fachhochschule Münster. The following project partners directly supported the development of the product.

Here are mentioned:

	<p>Grone-Schulen Niedersachsen gGmbH Germany</p>
	<p>Fachhochschule Münster Germany</p>
	<p>Queen's University Belfast UK</p>
	<p>Les Genêts d'Or France</p>
	<p>Stowarzyszenie Wsparcie Społeczne Ja - Ty - My Poland</p>
	<p>Stowarzyszenie Niepełnosprawni dla Środowiska EKON Poland</p>
	<p>Cordaan Netherlands</p>
	<p>Grone-Bildungszentren NRW GmbH – gemeinnützig - Germany</p>

## Introduction

The professionally prepared Job Coaches for Disabled Persons (JS/Ds) are in rising demand on today's European labour market, and they are necessary to support employability opportunities of many people who are in a disadvantaged position only because of their disability. Employment for disabled persons means much more than simply earning a paycheck; it influences their independence, wellness, and overall quality of life. They ultimately need professional assistance on the way to increase their chances on the labour market and finding a job.

Till now, unfortunately, the 'job coach' occupation in Europe isn't formally registered, although there exist several similar kinds of professions like: job trainer, work assistant, employment support worker, etc. It seems it is the high time this occupation is clarified and prepared to be included into official occupational classification. It was just the mission of the project team: to plan and describe how it is possible to place JC/D occupation into ESCO - European Classification of Skills/Competences, Qualifications and Occupations<sup>1</sup> system via designing an educational path of qualification of professional job coaches on the basis of an international educational programme.

Presented below handbook untitled "***Teaching and learning material of Job Coaching for Persons with Disabilities International Qualification***" (product No 8<sup>th</sup> of the project) is the result of the cooperation of international partners coming from Germany, Netherlands, France, Poland and the United Kingdom, who together have realized the Erasmus+ project entitled "*Job coach for persons with disabilities. Strategic partnerships in vocational education and training (2015-2018)*". It covers the proposal of teaching and learning content which can be used for implementing training courses directed to educate professional job coaches for disabled persons.

According to the project's team agreement, the basic mandatory qualification level for professional JC/D should be a bachelor degree - it means the 6<sup>th</sup> level of education in line with the European Qualification Framework (EQF).<sup>2</sup> Here we present just such a kind of educational programme. However, because in some European countries (i.e. Germany, France) the roles of work trainers fill usually persons without academic preparation, on the basis of their vocational trainings, the learning curricula for JC/D are also available for so-called short cycle of higher education which corresponds with the 5<sup>th</sup> level of EQF.

---

<sup>1</sup> *European Classification of Skills/Competences, Qualifications and Occupations*, Luxembourg: Publications Office of the European Union, 2013, ISBN 978-92-79-32685-1; doi:10.2767/76494, online: <https://ec.europa.eu/esco/portal>

<sup>2</sup> European Qualifications Framework for lifelong learning, European Council, Official Journal C 111, 6.5. 2008.

The handbook is based on other products already developed in a project, especially on:

- *European quality standards for the profession Job Coach for persons with disabilities*<sup>3</sup>
- *European Qualification Profile of Job Coach for Persons with Disabilities*<sup>4</sup>
- *International adapted concept of qualifications for the Job Coach for persons with disabilities*<sup>5</sup>.

The last one - "*International adapted concept of qualifications for the Job Coach for persons with disabilities*" as the result of close cooperation in partnership reflects key features of national concepts developed by project partner organizations. The training course frame proposed in this text was addressed to the 5th level of EQF. Here – in a product No 8 - we have used the main conclusions from this document, however presented here teaching and learning material is addressed to the 6<sup>th</sup> level of European Qualification Framework (EQF<sup>6</sup>) as to the level of qualification of job coaches which was agreed by the majority of the partners. In addition, it is also worth to mention that for qualified job coaches exists possibility of further education at higher level (e.g. on Master's degree), or the path of advanced clinical specialization in particular kinds of disabilities or handicaps (postgraduate courses at EQF 5/6/7 levels).

## 1. Educational purpose of the course

The aim of the course is to educate specialists able to deliver professional job coaching services for persons with disabilities. They will hold occupational title of Job coaches for disabled persons (JC/Ds) and will be equipped with set of defined competences representing expected learning outcomes like it is demanded by European Qualifications Framework (EQF)<sup>7</sup>. In earlier documents developed by project's team, like "*European qualification profile for the Job Coach for persons with disabilities*"<sup>8</sup> (Product 2 of the project) and "*International adapted concept of qualifications for the Job Coach for persons with disabilities*"<sup>9</sup> (Product 3 of the Project), it was

---

<sup>3</sup> H.R. Röttgers & C.Metje, *European quality standards for the profession Job Coach for persons with disabilities*, 2016 (Product 1 of the project)

<sup>4</sup> E. Matuska, *European Qualification Profile of Job Coach for Persons with Disabilities*, Grone-Schulen Niedersachsen GmbH, Erasmus + project, 2016 (Product 2 of the project)

<sup>5</sup> A. Schulte-Ebbert, B.Wenzel, *International adapted concept of qualifications for the Job Coach for persons with disabilities*, Grone-Bildungszentrum NRW gGmbH, 2018 (Product 3 of the project)

<sup>6</sup> European Qualifications Framework for lifelong learning, European Council, Official Journal C 111, 6.5. 2008.

<sup>7</sup> European Council: *European Qualifications Framework - Recommendation of the European Parliament and of the Council of 23 April 2008*, Official Journal C 111, 6.5. 2008., Annex 1.

<sup>8</sup> Matuska E. (2016) *European qualification profile for the Job Coach for persons with disabilities* Grone-Schulen Niedersachsen GmbH, Erasmus + project, Product 2 of the project.

<sup>9</sup> Wenzel B.(ed). (2018) *International adapted concept of qualifications for the Job Coach for persons with disabilities*, Grone-Bildungszentrum NRW gGmbH

detailed description of what kind of mandatory learning outcomes<sup>10</sup>, as well as the general curricula content learning modules, should cover qualification programme for JC/D.

### *Basic information about programme*

#### **A. The name of the field of study, areas of education and associated disciplines**

- Field of the study - social sciences
- Areas of education – pedagogy, administration, management
- Disciplines – social pedagogics, counselling pedagogics, career management

#### **B. Educational EQF level**

- 6<sup>th</sup> level of EQF – specialist with academic title of Bachelor degree, practical profile of education (6 semesters)

#### **C. Profile, form and duration of education**

- Practical profile, daily and extramural forms, or 6 semesters (6<sup>th</sup> EQF level)

#### **D. Professional title obtained by a graduate and place in qualification's system**

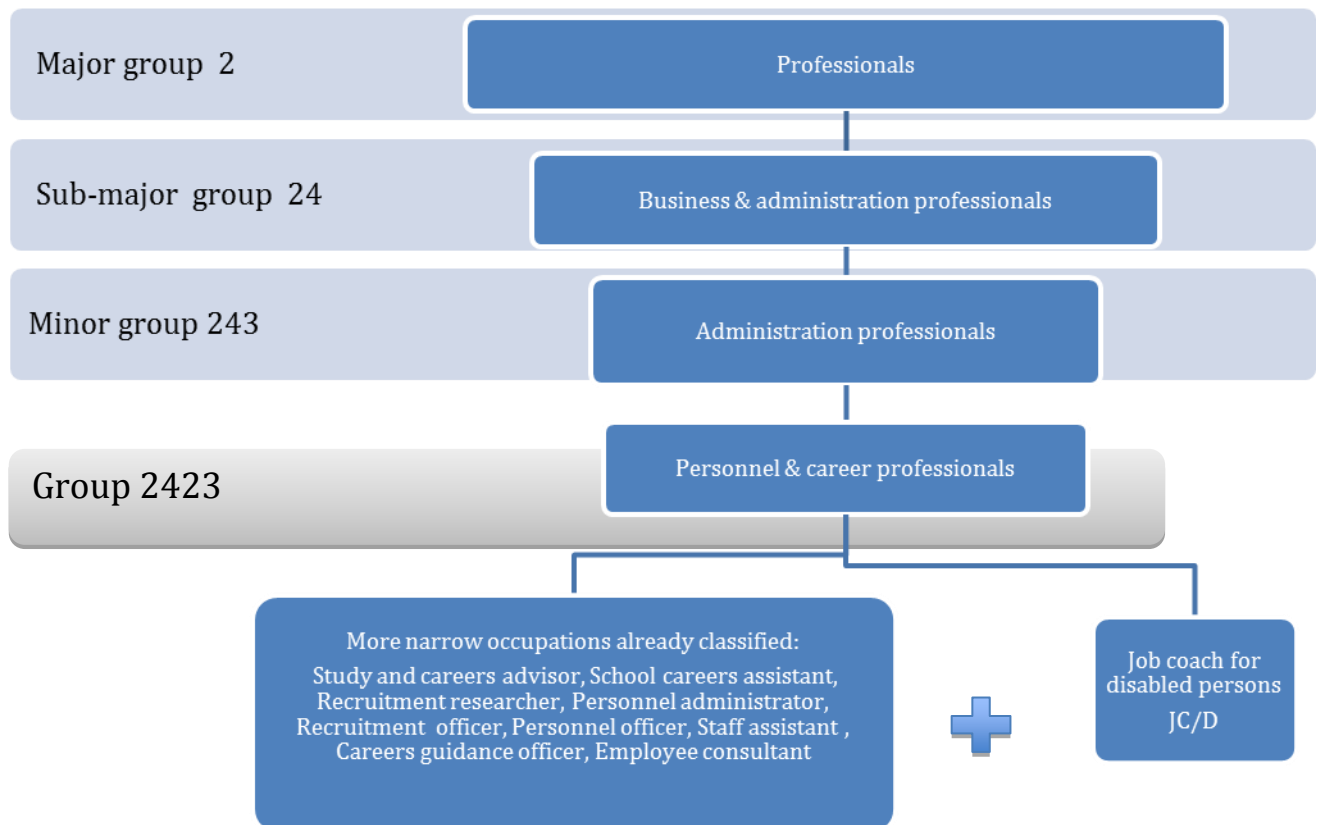
- **Job coach for disabled persons (JC/D)**
- Location in ESCO (European Classification of Skills/Competences, Qualifications and Occupations)<sup>11</sup>: occupational group No 2423 - Personnel and careers professionals; the new, more narrow occupation: **Job coach for disabled persons (JC/D)** (see: Picture 1).

---

<sup>10</sup> European Council: *European Qualifications Framework - Recommendation of the European Parliament and of the Council of 23 April 2008*, Official Journal C 111, 6.5. 2008., Annex 1.

<sup>11</sup> *European Classification of Skills/Competences, Qualifications and Occupations*, Luxembourg: Publications Office of the European Union, 2013, ISBN 978-92-79-32685-1; doi:10.2767/76494, online: <https://ec.europa.eu/esco/portal>

Picture 1. Job coach for disabled persons occupation in ESCO classification



Source: Author's elaboration

## E. Profile of graduates

- *Characteristics of graduate:*

JC/Ds, as bachelor professional and certified specialists, deliver job coaching career services to persons with disabilities. Their main tasks include: identifying client's job-related strengths and weaknesses, delivering training opportunities, penetrating job market offers and negotiating work conditions with potential employers, facilitating transition from the job training centre (school) to the workplace, providing on-the-job and post – job support and assistance to the client and to employer.

- *Possibilities of employment:*

JC/Ds might work in support employment agencies, NGOs supporting disabled persons, specialized schools providing job-readiness training and assistance to graduates with disabilities, in companies opened to employ people from disadvantaged groups, etc.

- *Possibilities of continuing education:*

At 7<sup>th</sup> level of EQF, the Master degree with specialization in career counselling or job coaching, or postgraduate studies or certified courses in selected kind of disability.

## 2. Definition of learning outcomes

The term 'Learning Outcomes' (LO) developed in EQF means: "*statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence*". The abbreviation coined for these three outcomes is KSC and it means: specific knowledge (K), necessary social and technical skills (S) and expected developed social competences (C). The KSC differentiation of learning outcomes helps to clearly construct descriptors and to more easily classify the levels of qualifications. Nevertheless, KSC should not be read in isolation from each other, but they should be collectively perceived. Similarities may exist between particular categories (e.g. the column 'competence' includes certain skills; the column 'skills' also contains certain forms of knowledge).

Below we present the expected set of competences of job coach developed in a proposal of "*International adapted concept of qualifications for the Job Coach for persons with disabilities*" (product 3 of the project) on the basis of general assumptions of the job coach occupation fixed as a concept of "*European Qualification Profile of Job Coach for Persons with Disabilities*" (Product 2 of the project). After completing their education, graduates of the programme should be acquired with following KSCs:

### A. In a space of knowledge and skills (KS):

KS 1 - Specialized knowledge about disabilities and their groups
KS 2 - Specialized knowledge about supported employment system regulations
KS 3 - Specialized knowledge about labour market trends and job positions
KS 4 - Specialized knowledge about training and coaching methods and techniques
KS 5 - Basic knowledge about diversity management
KS 6 - Understanding complex socialization processes
KS 7 - Social - communicative and conflict resolution skills
KS 8 - Technical - methodological skills
KS 9 - Analysis of resources and obstacles
KS 10 - Basic clinical diagnosing skills
KS 11- Skills of task analysis
KS 12- Assessment skills of the client



KS 13 - Planning development of client's skills
KS 14 - Keeping client's documentation
KS 15 - Analyzing labour market data and statistics
KS 16 - Monitoring job offers
KS 17- Negotiating work conditions with employers
KS 18 - Using techniques of acquisition
KS 19 - Building up a social network
KS 20 - Using behavioral training methods and techniques
KS 21- Using different methods and techniques of coaching
KS 22- Teaching social acting in divergent situations

**B. In a space of social competence (C):**

C 1 - Self- awareness and auto reflection
C 2 - Understanding and sensitivity to divergence
C 3 - Empathy
C 4 - Creativity and ability to design variable solutions of the problem
C 5 - Ethic approach to professional tasks
C 6 - Stress autoregulation
C 7 - Skills of auto- presentation and self- marketing

Above LO, depending on the level of EQF and duration of education, can be in different way adapted in particular national educational programmes.

Below we present the content of educational programme developed “International adapted concept of qualifications for the Job Coach for persons with disabilities” (Product 3 of the project).

### 3. Index of modules

For the training program developed in the project as *International adapted concept of qualifications for the Job Coach for persons with disabilities* (Product 3) was developed the proposal of ten basic modules, internship module and 1 additional module called “*Job coaching adopted to specific disabilities*” which can be realized as specialization path after completing education on EQF level 5 or 6. This module was detaily described as the Product 6 of the project<sup>12</sup>.

Ten training modules of the programme are following:

- **Module 1 – Labour market and disability: comprehensive and regulatory approach**
- **Module 2 – Knowledge about clinical pictures**

---

<sup>12</sup> E. Matuska, *Job coaching adopted to specific disabilities*, Niedersachsen GmbH, Erasmus + project, 2018 (Product 6 of the project).

- **Module 3 – Handicaps’s implications for employability**
- **Module 4 – Social relations**
- **Module 5 – Work place creation**
- **Module 6 – Job coach tools**
- **Module 7 – Transfer to employment and support at work place**
- **Module 8 – Stabilising the employment**
- **Module 9 – Individual educational support**
- **Module 10 – Diploma seminary and final presentation**
- **Module 11 – Internship**

In addition to the training modules, the student is obliged to work independently on development of an own professional portfolio. A *Personal Development Plan* (PDP) and *Personal Action Plan* (PAP) form the foundation for the portfolio of professional job coaching skills of graduate of the training program. The activities carried out within the framework of the skills portfolio will be interimly assessed by an experienced teacher/coach providing feedback. Each module will conclude with a written exam. Modules 1 to 9 will be validated by taking Multiple Chose Questionnaires (MCQs) After each module the participant/student will receive a written evaluation by his/her tutor. Validation of the modules 1- 6 is necessary to be accredited to take the module 10: diploma seminary and to prepare final presentation. This module will last two semesters and will be completed with diploma exam in a form of oral presentation defending student’s dissertation based on the study of literature and own research in a form of case study. The internship (module 11) in organization employing job coaches can be realized after completion of 4<sup>th</sup> semester and will be evaluated on the end of 5<sup>th</sup> semester.

The schema of studying plan shows Table1.



**Table 1. Studying plan of the *Job Coaching for Persons with Disabilities International Qualification* course**

No	Module name and symbol	Content of the module	Semester	Hours with teacher	Hours of student self-studying	ECTS
1	<b>Work and disability: comprehensive and regulatory approach (WD)</b>	<ul style="list-style-type: none"> <li>• acquiring a comprehensive vision of the local labour market and of work environment (recent labour market data, trends)</li> <li>• engaging with emerging and existing markets</li> <li>• identifying stakeholders</li> <li>• analysing labour market resources</li> <li>• knowing how to update knowledge concerning the evolution of business sectors</li> <li>• knowing how to create a database of potential employers</li> <li>• cooperating with employers</li> <li>• cooperating with employment offices</li> <li>• knowing laws and regulations</li> <li>• knowing recent developments of social security</li> <li>• knowing instruments of re-integration to work</li> <li>• knowing legal foundations of supported employment</li> <li>• knowing possibilities of financial support for employees and employers, benefits legislation</li> </ul>	2	90	150	8
2	<b>Knowledge of the clinical picture (CP)</b>	<ul style="list-style-type: none"> <li>• basic knowledge of the International Classification of Functioning Disability and Health (ICF, DSM)</li> <li>• specific disabilities and their potential impact in seeking work</li> <li>• medical and diagnostic aspects</li> <li>• psychological aspects</li> <li>• specific knowledge in the areas of mental limitations, learning disabilities, ASD (Autism Spectrum Disorder), mental health problems (depression, anxiety, obsessive-compulsive disorder)</li> <li>• developmental and behavioral characteristics and the meaning of this for work places</li> <li>• creation of profiles according to ICF classification</li> </ul>	2	60	120	6
3	<b>Handicap and implications for employability (HE)</b>	<ul style="list-style-type: none"> <li>• knowing symptoms of the main handicaps and consequences in everyday and professional life</li> <li>• knowing care methods</li> <li>• educational support for persons with disabilities</li> <li>• knowing methods of assessment for persons with disabilities</li> <li>• understanding and knowing how to</li> </ul>	3	90	150	8

Teaching and learning material of job coaching for persons with disabilities  
International qualification

		<p>anticipate the consequences of each pathology on people's abilities and their employability</p> <ul style="list-style-type: none"> <li>• description of neurodevelopmental disorders and their consequences on employability</li> <li>• case study of two clinical cases with exercise: possible consequences on employability</li> <li>• description of mental disorders and their consequences on employability</li> <li>• case study of two clinical cases with exercise: possible consequences on employability</li> <li>• establishing the work profile of the employee respectful and positive presentation of the employee on the basis of his/her real professional potential</li> </ul>				
<b>4</b>	<b>Social relations (SR)</b>	<ul style="list-style-type: none"> <li>• identification of conditions for a successful taking up of a work place with regard to the social life of the supported person</li> <li>• knowing methods of supporting social inclusion thus as sport in an association, participation on company parties</li> <li>• knowing mechanisms of creating and sustaining social relations</li> <li>• considering family as an important element of the supported employment process</li> <li>• guidance of the cooperation between the Job coach and the family of the person with disability</li> </ul>	<b>2</b>	<b>30</b>	<b>90</b>	<b>4</b>
<b>5</b>	<b>Creation of work places (CWP)</b>	<ul style="list-style-type: none"> <li>• functional assessment</li> <li>• vocational profiling</li> <li>• acquiring interested companies</li> <li>• networking</li> <li>• manuel for interviewing an employer</li> <li>• tailoring employment around the company policy (how to move within a company, requirements and experience)</li> <li>• knowing the method of job carving</li> <li>• analysing work places inclusive ergonomic aspects</li> <li>• best-practice-examples: new created work places in direct relation to the strengths of the person with disability</li> <li>• knowing matching instruments</li> <li>• promoting strengths and addressing skills deficits using behaviour-based interventions (e.g. shaping, video modelling, use of apps)</li> <li>• serving employee to the employer</li> </ul>	<b>3</b>	<b>60</b>	<b>120</b>	<b>6</b>
<b>6</b>	<b>Job coach tools (JCT)</b>	<ul style="list-style-type: none"> <li>• knowing the background of the method Supported Employment</li> <li>• coaching tools and techniques and practical exercises</li> <li>• leading an effective communication</li> </ul>	<b>3,4</b>	<b>90</b>	<b>150</b>	<b>8</b>

Teaching and learning material of job coaching for persons with disabilities  
International qualification

		<ul style="list-style-type: none"> <li>• guiding a conversation (Moderation techniques, standards of easy language, dealing with resistance, conveying bad news, emotional regulation)</li> <li>• training for different types of interviews</li> <li>• techniques used during the interview to create a trusting relationship and practical exercises</li> <li>• knowing writing techniques for a cover letter, a CV,.</li> <li>• crisis management techniques (e.g. prevention of an interruption of the employment, motivation)</li> <li>• problem-solving strategies and practical exercises</li> <li>• giving and receiving feedback</li> <li>• introduction to Applied Behaviour Analysis and practical exercises</li> <li>• self-marketing (e.g. website, network strategies, memberships, supervision)</li> <li>• using modern technologies for job searching</li> <li>• building a network of relationships</li> <li>• documentation and reporting</li> <li>• evaluation and quality assurance</li> </ul>				
<b>7</b>	<b>Support in the work place and transfer into employment (ST)</b>	<ul style="list-style-type: none"> <li>• sensitive information and personal data protection</li> <li>• identification of tools and techniques needed to collect the wishes of the supported person in terms of employment (occupation, location, working time, ...)</li> <li>• knowing contract conditions and employment procedures</li> <li>• Training/Information tools for preparation of the employer and future co-workers for the arrival of the supported person</li> <li>• knowing how to prepare the supported person for the job interview</li> <li>• elaborating Coaching Schedules with goals</li> <li>• elaborating the Coaching Plan into phases and translation into learning activities</li> <li>• Coach styles and methods: among others knowing various social skills development tools and practical exercises, solution focused coaching, appreciative inquisitive attitude</li> <li>• creation and implementation of the "Individual Action Plan"</li> <li>• knowing how to compile the training to increase the demanded working capacity especially required for the person with disability and his/her favoured work place</li> <li>• supporting hands-on experience directly at the work place</li> <li>• knowing how to identify resource people in the field of evaluation</li> <li>• protection for vulnerable adults (e.g.</li> </ul>	<b>4,5</b>	<b>60</b>	<b>120</b>	<b>6</b>

Teaching and learning material of job coaching for persons with disabilities  
International qualification

		anti-bullying measures and sexual exploitation prevention) <ul style="list-style-type: none"> <li>• knowing tools for the recording and monitoring process</li> <li>• knowing tools for the evaluation process of soft and professional skills</li> </ul>				
<b>8</b>	<b>Stabilising the employment (SE)</b>	<ul style="list-style-type: none"> <li>• knowing the responsibilities of the Job coach in the process of supporting the person with disabilities to fulfill his/her working duties</li> <li>• knowing methods to assure a sustainable employment thus as a regular analyse of the current working situation</li> <li>• knowing instruments for monitoring the job performance continuously</li> <li>• fading support and maintenance of skills over time</li> <li>• awareness of new technologies and research that can contribute to a stable working environment</li> </ul>	<b>5,6</b>	<b>60</b>	<b>120</b>	<b>6</b>
<b>9</b>	<b>Individual educational support (IES)</b>	<ul style="list-style-type: none"> <li>• accessing educational support for persons with disabilities</li> <li>• evidence based practice</li> <li>• continuous professional development: awareness of new technologies and research that can contribute to a stable working environment</li> </ul>	<b>5</b>	<b>60</b>	<b>120</b>	<b>6</b>
<b>10</b>	<b>Diploma seminary and final presentation (DF)</b>	<ul style="list-style-type: none"> <li>• Diploma seminary will last two semesters with assistance of group tutorials about methodology of scientific reasearch and preparing dissertations</li> <li>• An individual mentoring of the tutor to student</li> <li>• The presentation of dissertation including own case study in a front of commission</li> </ul>	<b>5,6</b>	<b>60</b>	<b>240</b>	<b>12</b>
<b>11</b>	<b>Internship (I)</b>	<ul style="list-style-type: none"> <li>• Three months, in case of stationary studies, two – for extramural, of practical apprenship at institutions (ie. hospitals, daily ambulatories, job offices, etc.) or enterprises offering coaching and careers services to disabled persons</li> <li>• The internship experience should be used for collecting data for case study elaborated during diploma seminary and described in dissertation</li> <li>• Supervision and evaluation by internship's tutor</li> </ul>	<b>5</b>	<b>90</b>	<b>510</b>	<b>20</b>
<b>TOTAL:</b>				<b>720</b>	<b>1890</b>	<b>90</b>

#### 4. Modules description

Below we present the content of the syllabuses for the earlier indexed modules 1 – 11 dedicated to the Job Coaching for Persons with Disabilities International Qualification at 6<sup>th</sup> level of EQF. We recommend to take them only as an illustration of the teaching/learning material for this kind of the new qualification. This content should be adopted/changed according to the concept and of the educational institution and obligatory – in line with formal rules existing in a given national system of education.

Moreover, necessary is to remember that below proposal covers only **specific modules (SM)** of the educational programme, which always is realized in the concrete discipline of the science: pedagogy, administration, or other social science. It means – it obligatory should be filled also with so called **studium generale modules (SGM)** which belong to given discipline and which are compulsory for all students of that discipline. Proposed specific modules 1-11 can be used as the content of **specialization path** in a frame of a given discipline (ie. pedagogy, social aid, administration, etc.). They can start from second or third semester of the bachelor's degree programme usually lasting 5 or 6 semesters. In our proposal, we have used 6 semesters schedule and enriched the programme with three months of compulsory internship for daily students and two – in case of extramural ones. Also, the content and requirements defined for diploma seminary can be flexibly adopted. There is recommended here to use (according to existing possibilities) the mentoring/ supervising help from the side of professionally active, well experienced, certified job coaches who are accredited by professional organizations of job coaches registered in a national system of education.

Finally, it has to be marked that literature which is proposed for particular syllabuses represents only basic index of positions in English language and obligatory should be verified/ updated by the most recent sources available in a national language. Also, the index of learning outcomes of the programme can be broadened, especially with the lists of practical and technical skills necessary for filling contemporary professional tasks.



## Syllabuses

No	Module's name				Module's symbol		
1.	<b>Work and disability: comprehensive and regulatory approach</b>				<b>WD</b>		
	Programme	EQF level	Semester	Education form			
	Job coach for disabled persons	6	2	Stationary (ST) / Extramural (EX)			
	<b>Department responsible for the module</b>		.....				
	<b>Teacher responsible for the module</b>		.....				
<b>Time of training including self- learning of student:</b>							
	Form of student activity	Hours				ECTS	
		With teacher		Student self work			Together
		ST	EX	ST	EX		
	<b>Theory [total]</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>40</b>	60	2
	• Lectures	29	19	-	-		
	• Literature study	-	-	30	40		
	• Credit	1	1	-	-		
	<b>Practice [total]</b>	<b>60</b>	<b>40</b>	<b>120</b>	<b>140</b>	180	6
	• Tutorials /Workshops	58	38	-	-		
	• Literature study	-	-	60	60		
	• Practical training	-	-	60	80		
	• Credit	2	2	-	-		
	<b>Total:</b>	<b>90</b>	<b>60</b>	<b>150</b>	<b>180</b>	<b>240</b>	<b>8</b>
<b>Didactic methods:</b>							
	<b>Theory:</b>			<b>Practice:</b>			
	• <b>With teacher:</b>			• <b>With teacher:</b>			
	information lecture, problem lecture, discussion			auditorium exercises; presentation of problems and dilemmas as well as discussion of how to solve them, team consultations			
	• <b>Student self work:</b>			• <b>Student self work:</b>			
	perception of lecture content, taking notes, studying literature, preparing for the colloquium			perception of the content of classes, making notes, studying literature, preparing for the auditorium exercises, preparing a multimedia presentation with an oral presentation, preparing for the test, preparing a final paper			
	Introductory subjects:			Prerequisites:			
	Basics of psychology, basics of sociology			Student knows the basic issues in the field of social sciences			
Objectives of the course:							

Teaching and learning material of job coaching for persons with disabilities  
International qualification

**in terms of knowledge and skills:**

*To acquire:*

- KS3 - Specialized knowledge about labour market trends and job positions
- KS5 - Basic knowledge about diversity management
- KS8 - Skills of explanation labour market mechanisms and demands
- KS 11 -Skills of task analysis addressed to labour market and disabilities
- KS 15 -Skills of analysis labour market data and statistics
- KS 16 - Skills of monitoring job offers
- KS 17 - Skills of negotiation work condition with employers
- KS 18 - Skills of using techniques of acquisition

**in terms of social competencies**

*To develop:*

- C3 - An empathic approach to disability
- C4 – Creativity and ability to design variable solution of the problem
- C5 – Ethical approach to professional tasks
- C7 - Skills of communication and auto-presentation

**Programme content:**

**Theory:**

Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing lecture and subject.	0,5	0,5
2.	Labour market – the notion of LM, its social, macro and micro- economic determinants, current trends in employment on global, European, and national LM. Research methods of LM.	8	6
3.	Situation of disabled persons on labour market – main statistics, employment opportunities and barriers	6	4
4.	Supported employment – notion, content, basic regulations, benefits to disabled persons and employers	6	4
5.	Labour market support institutions and their services to disabled persons	4	2
6.	Work reintegration methods and technics	4	2
7.	Evaluation / credit (knowledge test) and outlook	1,5	1,5
<b>Total of theory:</b>		<b>30</b>	<b>20</b>

**Practice:**

Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing tutorials	0,5	0,5
2.	Supported employment (SE) case studies – work possibilities for different kinds of disabilities	16	10
4.	Labour market research - data analysis and selection of suitable job offers	14	10
5.	Employers' benefits from SE point of view – work acquisition	12	8
6.	Work environment and stakeholders analysis in terms of SE	16	10
7.	Evaluation/ credit: oral presentation, written essay, final test	1,5	1,5
<b>Total of practice:</b>		<b>60</b>	<b>40</b>
<b>Overall amount hours of theory and practice:</b>		<b>90</b>	<b>60</b>

Teaching and learning material of job coaching for persons with disabilities  
International qualification

<b>Passing the subject / verification of learning outcomes:</b>	
<b>Form of getting credit:</b>	Credit with grade
<b>Term of evaluation:</b>	Semester 2
<b>Conditions and criteria passing</b>	<ul style="list-style-type: none"> <li>• active participation during classes</li> <li>• positive grade from the final tests for theoretical classes</li> <li>• positive grade for written work and oral presentation</li> </ul>
<b>Way of calculation of final credit for theoretical classes (TC):</b>	TC = 100% for the grade from knowledge test
<b>Way of calculation of final credit for practical classes (PC):</b>	PC = 50% grade for written work + 30% grade for oral presentation + 20 % for active participation
<b>Way of calculation of final credit (FC) for the module:</b>	FC = 0,3 x TC + 0,7 x PC
<b>Recommended literature:</b>	
<b>A. Mandatory:</b>	
<ul style="list-style-type: none"> <li>• Loisel, Patrick, Anema, Johannes (Eds.) Handbook of Work Disability. Prevention and Management, Springer Science+Business Media , New York 2013.</li> <li>• Lindsay C., Grevelgnazio B., Cabras I., Ellison N., Kellett K. (2015), <i>New Perspectives on Health, Disability, Welfare and the Labour Market</i>, John Wiley &amp; Sons Ltd., Print ISBN:9781119145516  Online ISBN:9781119145486  DOI:10.1002/9781119145486</li> <li>• <i>World report on disability</i> (2011), WHO Library Cataloguing-in-Publication Data, ISBN 978 92 4 156418 ISBN 978 92 4 068521 5 (PDF), online: <a href="https://www.unicef.org/protection/World_report_on_disability_eng.pdf">https://www.unicef.org/protection/World_report_on_disability_eng.pdf</a></li> </ul>	
<b>B. Additional:</b>	
<ul style="list-style-type: none"> <li>• Lynn M. Shore, Beth G. Chung-Herrera, Michelle A. Dean, Karen Holcombe Ehrhart, Don I. Jung, Amy E. Randel, Gangaram Singh, <i>Diversity in organizations: Where are we now and where are we going?</i> Human Resource Management Review, Volume 19, Issue 2, 2009, pp. 117-133.</li> <li>• Jones Melanie K., (2008), <i>Disability and the Labour Market: A Review of the Empirical Evidence</i>, <i>Journal of Economic Studies</i>, Volume: 35, Issue: 5, Pages: 405 – 424.</li> <li>• Altman B. M., (2005), <i>The Labor Market Experience of Persons with Disabilities</i>, The Conundrum, 2005 Research Article, National Center for Health Statistics, Vol.32, issue: 3, page(s): 360-364.</li> </ul>	

Teaching and learning material of job coaching for persons with disabilities  
International qualification

No	Module's name				Module's symbol		
2.	<b>Knowledge about clinical pictures</b>				<b>CP</b>		
	<b>Programme</b>	<b>EQF level</b>	<b>Semester</b>	<b>Education form</b>			
	Job coach for disabled persons	6	2	Stationary (ST) / Extramural (EX)			
	<b>Department responsible for the module</b>		.....				
	<b>Teacher responsible for the module</b>		.....				
	<b>Time of training including self- learning of student:</b>						
	<b>Form of student activity</b>	<b>Hours</b>				<b>ECTS</b>	
		<b>With teacher</b>		<b>Student self work</b>			<b>Together</b>
		<b>ST</b>	<b>EX</b>	<b>ST</b>	<b>EX</b>		
	<b>Theory [total]</b>	<b>20</b>	<b>10</b>	<b>40</b>	<b>50</b>	60	2
	• Lectures	19	9	-	-		
	• Literature study	-	-	40	50		
	• Credit	1	1	-	-		
	<b>Practice [total]</b>	<b>40</b>	<b>30</b>	<b>80</b>	<b>90</b>	120	4
	• Tutorials /Workshops	38	28	-	-		
	• Literature study	-	-	60	60		
	• Practical training	-	-	20	30		
	• Credit	2	2	-	-		
	<b>Total:</b>	<b>60</b>	<b>40</b>	<b>120</b>	<b>140</b>	<b>180</b>	<b>6</b>
	<b>Didactic methods:</b>						
	<b>Theory:</b>			<b>Practice:</b>			
	• <b>With teacher:</b>			• <b>With teacher:</b>			
	information lecture, problem lecture, discussion			auditorium exercises; presentation of problems and dilemmas as well as discussion of how to solve them, team consultations			
	• <b>Student self work:</b>			• <b>Student self work:</b>			
	perception of lecture content, taking notes, studying literature, preparing for the colloquium			perception of the content of classes, making notes, studying literature, preparing a multimedia presentation with an oral presentation, preparing a final paper			
	Introductory subjects:			Prerequisites:			
	Clinical psychology			Student knows the basic issues in the field of clinical psychology			
	<b>Objectives of the course:</b>						
	<b>in terms of knowledge and skills:</b>						
	To acquire:						
	<ul style="list-style-type: none"> <li>KS 1- specialistic knowledge about recognition and understanding different disabilities and their</li> </ul>						

Teaching and learning material of job coaching for persons with disabilities  
International qualification

<p>groups</p> <ul style="list-style-type: none"> <li>• KS 5 - basic knowledge about diversity management</li> <li>• KS 6 - understanding complex socialization processes</li> <li>• KS 8- technical skills how to use international classification systems of disabilities (ICF, DSM)</li> <li>• KS-10 - basic diagnostic skills of recognition clinical symptoms and syndromes</li> </ul>			
<b>in terms of social competencies</b>			
<p>To develop:</p> <ul style="list-style-type: none"> <li>• C 2 - Understanding of abnormality and sensitivity to social divergence</li> <li>• C 3 - Empathy</li> <li>• C 4 - Analytical thinking and ability to find adequate solution of the problem</li> <li>• C 5 - Professional ethics</li> </ul>			
Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing lecture and subject.	0,5	0,5
2.	Problem of normative and abnormal behaviour and variable approaches to assume abnormality	4	2
3.	International diagnostical systems of ISC-10 and DSM V - comparision	4	2
4.	Description of ASD syndrome, Intellectual Disability and Schizophrenia in terms of ISC - 10 and DSM V clinical criteria, medical and psychological aspects	4	2
6.	Description of Affective disorders, Anxiety disorders, Obsessive - compulsive disorders in terms of ISC - 10 and DSM V clinical criteria, medical and psychological aspects	4	2
	Working possibilities and barriers in the main clinical syndroms	3	1
7.	Evaluation / credit (knowledge test)	0,5	0,5
<b>Total of theory:</b>		<b>20</b>	<b>10</b>
<b>Practice:</b>			
Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing tutorials	0,5	0,5
2.	Clinical diagnosis – the notion, kinds of diagnosis, medical and socio-psychological diagnostic techniques	4	2
3.	Clinical criteria of DSM V for recognition of ASD – case studies	4	3
4.	Clinical criteria of DSM V for recognition of Intellectual Disability – case studies	4	3
5.	Clinical criteria of DSM V for recognition of Schizophrenia - case studies	6	4
6.	Clinical criteria of DSM V for recognition of Affective disorders - case studies	4	3
	Clinical criteria of DSM V for recognition of Anxiety disorders – case studies	6	4
	Clinical criteria of DSM V for recognition of Obsessive - compulsive disorders – case studies	4	3
6.	Working possibilities and barriers in the main clinical syndroms – case studies	7	7
7.	Evaluation/ credit: oral presentation, written essay, final test	0,5	0,5
<b>Total of practice:</b>		<b>40</b>	<b>30</b>
<b>Overall amount hours of theory and practice:</b>		<b>60</b>	<b>40</b>

Teaching and learning material of job coaching for persons with disabilities  
International qualification

<b>Passing the subject / verification of learning outcomes:</b>	
<b>Form of getting credit:</b>	Exam
<b>Term of evaluation:</b>	Semester 2
<b>Conditions and criteria passing</b>	<ul style="list-style-type: none"> <li>• active participation during classes</li> <li>• positive grade from the final tests for theoretical classes</li> <li>• positive grade for written work and oral presentation</li> </ul>
<b>Way of calculation of final credit for theoretical classes (TC):</b>	TC = 100% for the grade from knowledge test
<b>Way of calculation of final credit for practical classes (PC):</b>	PC = 50% grade for written work + 30% grade for oral presentation + 20 % for active participation
<b>Way of calculation of final credit for the module (FC):</b>	FC = 0,3 x TC + 0,7 x PC
<b>Recommended literature:</b>	
<b>A. Mandatory:</b>	
<ul style="list-style-type: none"> <li>• <i>Diagnostic and Statistical Manual of Mental Disorders</i>, 5th edition (DSM-V); American Psychiatric Association, 2013.</li> <li>• <i>International Classification of Diseases</i>, Tenth Revision (ICD-10; World Health Organisation, 2016.</li> <li>• Ronald J. Comer &amp; Jonathan S. Comer, <i>Abnormal Psychology</i>, 10 th edition, Amazon, 2017</li> </ul>	
<b>B. Additional:</b>	
<ul style="list-style-type: none"> <li>• James Morrison, <i>DSM-5 Made Easy: The Clinician's Guide to Diagnosis</i>, Amazon, 2014.</li> <li>• V. Mark Durand &amp; David H. Barlow, <i>Essentials of Abnormal Psychology (MindTap Course List)</i>, Amazon, 2018.</li> </ul>	

Teaching and learning material of job coaching for persons with disabilities  
International qualification

No	Module's name				Module's symbol	
3.	Handicap's implications for employability				HE	
Programme		EQF level	Semester	Education form		
Job coach for disabled persons		6	3	Stationary (ST) / Extramural (EX)		
Department responsible for the module			.....			
Teacher responsible for the module			.....			
<b>Time of training including self- learning of student:</b>						
Form of student activity	Hours				Together	ECTS
	With teacher		Student self work			
	ST	EX	ST	EX		
<b>Theory [total]</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>40</b>	60	2
• Lectures	29	19	-	-		
• Literature study	-	-	30	40		
• Credit	1	1	-	-		
<b>Practice [total]</b>	<b>60</b>	<b>40</b>	<b>120</b>	<b>140</b>	180	6
• Tutorials /Workshops	58	38	-	-		
• Literature study	-	-	60	60		
• Practical training	-	-	60	80		
• Credit	2	2	-	-		
<b>Total:</b>	<b>90</b>	<b>60</b>	<b>150</b>	<b>180</b>	<b>240</b>	<b>8</b>
<b>Didactic methods:</b>						
<b>Theory:</b>			<b>Practice:</b>			
• <b>With teacher:</b>			• <b>With teacher:</b>			
information lecture, problem lecture, discussion			auditorium exercises; presentation of problems and dilemmas as well as discussion of how to solve them, team consultations			
• <b>Student self work:</b>			• <b>Student self work:</b>			
perception of lecture content, taking notes, studying literature, preparing for the colloquium			perception of the content of classes, making notes, studying literature, preparing for the auditorium exercises, preparing a multimedia presentation with an oral presentation, preparing a final paper			
Introductory subjects:			Prerequisites:			
Work and disability			Student knows the basic issues in the field of supported employment			
<b>Objectives of the course:</b>						
<b>in terms of knowledge and skills:</b>						

Teaching and learning material of job coaching for persons with disabilities  
International qualification

to acquire:

- KS 1- specialistic knowledge about understanding different disabilities and their groups
- KS 2 - specialistic knowledge about supported employment system benefits
- KS 3 - specialistic knowledge about labour market opportunities for disabled persons
- KS5 - basic knowledge about diversity management
- KS 8 - technical skills how to built methodological base for job coaching
- KS 9 - skills of analyzing client's employment resources and obstacles
- KS 11 -skills of task analysis on the example of employment
- KS 16 - skills of monitoring job offers

**in terms of social competencies:**

to develop:

- C 1 - self- awareness and auto reflection
- C 3 - empathy and understanding social diversity
- C 4 - analytical thinking and ability to find adequate solution of the problem
- C 8 - stress auto- regulation in confrontation with problem of handicap and employers

**Programme content:**

**Theory:**

Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing lecture and subject.	0,5	0,5
2.	The handicap – meaning, definition, interpretation in context of employability. Discrimination forms on labour market. Disadvantaged groups on the labour market and their characteristics.	6	3
3.	Diversity management and socialization in context of employment.	3	2
4.	European Union support policy initiatives. Supported employment system (EUSE) - goals, principles, stages, law regulations, benefits for employees and employers	8	6
4.	Job coaching in supported employment approach process. Career models available for disabled persons.	6	4
6.	Job description of job coaching. Job coach as profession.	6	4
7.	Evaluation / credit (knowledge test)	0,5	0,5
<b>Total of theory:</b>		<b>30</b>	<b>20</b>

**Practice:**

Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing tutorials	0,5	0,5
2.	Social inclusion of persons with disabilities – the issue, opportunities, barriers, variable forms of support	3	2
3.	Labour market changes prospective to employment of disabled persons	4	2
4.	Employment possibilities for variable forms of disability – case studies	12	8
5.	Supported employment system in national law regulations and benefits for employers - case studies	8	5
6.	Supported employment system in national law regulations and benefits for employees with variable forms of disability - case studies	12	8
7.	Job coaching in supported employment system – methodological base of the profession, analysis of necessary skills	8	6



Teaching and learning material of job coaching for persons with disabilities  
International qualification

8.	Job coaching in supported employment system – workshop directed on development necessary skills	12	8
9.	Evaluation/ credit: oral presentation, written essay, final test	0,5	0,5
<b>Total of practice:</b>		<b>60</b>	<b>40</b>
<b>Overall amount hours of theory and practice:</b>		<b>90</b>	<b>60</b>
<b>Passing the subject / verification of learning outcomes:</b>			
<b>Form of getting credit:</b>	Exam		
<b>Term of evaluation:</b>	Semester 3		
<b>Conditions and criteria passing</b>	<ul style="list-style-type: none"> <li>• active participation during classes</li> <li>• positive grade from the final tests for theoretical classes</li> <li>• positive grade for written work and oral presentation</li> </ul>		
<b>Way of calculation of final credit for theoretical classes (TC):</b>	TC = 100% for the grade from knowledge test		
<b>Way of calculation of final credit for practical classes (PC):</b>	PC = 50% grade for written work + 30% grade for oral presentation + 20 % for active participation		
<b>Way of calculation of final credit for the module (FC):</b>	FC = 0,3 x TC + 0,7 x PC		
<b>Recommended literature:</b>			
<b>A. Mandatory:</b>			
<ul style="list-style-type: none"> <li>• <i>European Union of Supported Employment. Toolkit for Diversity</i>, 2014, EUSE (European Union of Supported Employment), Online: <a href="http://www.iase.ie/_wp_/wp-content/uploads/2015/05/EUSE-DIVERSITY-SE-Toolkit-2014.pdf">http://www.iase.ie/_wp_/wp-content/uploads/2015/05/EUSE-DIVERSITY-SE-Toolkit-2014.pdf</a></li> <li>• Gerald Foeman, 2009, <i>A Review of 21st Century Research into the Development of Supported Employment (SE) Programs: Major Findings, Debates, and Dilemmas</i>, City of Philadelphia (USA) Department of Behavioral Health and Mental Retardation Services.</li> <li>• Wehman, P., Targett, P.S., &amp; Cifu, D. (2006). <i>Job coaches: A workplace support</i>. "American Journal of Physical Medicine and Rehabilitation", 85(8)704.</li> </ul>			
<b>B. Additional:</b>			
<ul style="list-style-type: none"> <li>• Bond, Gary R.; Wehman, Paul; &amp; Wittenburg, David. <i>Evidence-Based Practices that Promote Employment of People with Disabilities</i>, 2004.</li> <li>• Yin Lee, Amit Kramer, <i>The role of purposeful diversity and inclusion strategy (PDIS) and cultural tightness/looseness in the relationship between national culture and organizational culture</i>, Human Resource Management Review, Volume 26, Issue 3, 2016, pp. 198-208</li> <li>• <a href="http://www.euse.org">http://www.euse.org</a></li> <li>• <a href="http://www.eusetoolkit.eu/index.php/toolkit">http://www.eusetoolkit.eu/index.php/toolkit</a></li> <li>• <a href="http://www.iase.ie/">http://www.iase.ie/</a></li> </ul>			

Teaching and learning material of job coaching for persons with disabilities  
International qualification

No	Module's name				Module's symbol	
4.	Social relations				SR	
Programme		EQF level	Semester	Education form		
Job coach for disabled persons		6	2	Stationary (ST) / Extramural (EX)		
Department responsible for the module			.....			
Teacher responsible for the module			.....			
<b>Time of training including self- learning of student:</b>						
Form of student activity	Hours				Together	ECTS
	With teacher		Student self work			
	ST	EX	ST	EX		
<b>Theory [total]</b>	<b>15</b>	<b>10</b>	<b>45</b>	<b>50</b>	60	2
• Lectures	14	9	-	-		
• Literature study	-	-	45	50		
• Credit	1	1	-	-		
<b>Practice [total]</b>	<b>15</b>	<b>10</b>	<b>45</b>	<b>50</b>	60	2
• Tutorials /Workshops	14	9	-	-		
• Literature study	-	-	15	20		
• Practical training	-	-	30	30		
• Credit	1	1	-	-		
<b>Total:</b>	<b>30</b>	<b>20</b>	<b>90</b>	<b>100</b>	<b>120</b>	<b>4</b>
<b>Didactic methods:</b>						
<b>Theory:</b>			<b>Practice:</b>			
• <b>With teacher:</b>			• <b>With teacher:</b>			
information lecture, problem lecture, discussion			auditorium exercises; presentation of problems and dilemmas, discussion, team consultations			
• <b>Student self work:</b>			• <b>Student self work:</b>			
perception of lecture content, studying literature, preparing for the colloquium			perception of the content of classes, studying literature, preparing for the auditorium exercises, preparing a multimedia presentation with an oral presentation,			
Introductory subjects:			Prerequisites:			
Basics of psychology, basics of sociology			Student knows the basic issues in the field of social sciences			
<b>Objectives of the course:</b>						
<b>in terms of knowledge and skills:</b>						
to acquire:						

Teaching and learning material of job coaching for persons with disabilities  
International qualification

- KS 6 – knowledge and skills addressed to complex socialization processes
- KS 7 – social skills- communicative and conflict resolution skills
- KS 8 - technical skills how to effectively communicate and built social networks for job coaching
- KS 9 - skills of mapping client’s social relations including family relations
- KS 12 – skills of designing client’s social relation portfolio as a part of his assessment
- KS13 – skills of preparing and executing client’s socialization development plan
- KS 16 - skills of building positive social relations and networks at family and work
- KS 17 – skills of negotiating work conditions with employers

**in terms of social competencies:**

to develop:

- C 1 - self- awareness and auto reflection
- C 3 - empathy and understanding social diversity
- C 8 - stress auto- regulation in confrontation with complex social situations

**Programme content:**

**Theory:**

Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing lecture and subject.	0,5	0,5
2.	Social relations – definition, kinds of relations, meaning of socialization, employment and socialization, types of social relations in job sourannings. Networking – notion, methods of bulding networks.	4	3
3	Family relations in social life of disabled persons. Types of familes and their impact on taking job by disabled persons.	4	2
3.	Theories of socialization – main sociological and psychological approaches.	4	2
4	Methods and techniques of diagnosing and developing social skills of clients.	2	2
5.	Evaluation / credit (knowledge test)	0,5	0,5
<b>Total of theory:</b>		<b>15</b>	<b>10</b>

**Practice:**

Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing tutorials	0,5	0,5
2.	Barriers of socialization of disabled persons – analysis of social relations negatively impacting chances for employability – case studies	3	2
3.	Methods of supporting social inclusion of disabled persons – case studies	4	2
4.	Family relation analysis in behavioural approach and transactional analysis	4	3
5.	Building social networks of job coach in work sourranging of the client	3	2
6.	Evaluation/ credit: oral presentation, written essay	0,5	0,5
<b>Total of practice:</b>		<b>15</b>	<b>10</b>
<b>Overall amount hours of theory and practice:</b>		<b>30</b>	<b>20</b>

**Passing the subject / verification of learning outcomes:**

**Form of getting credit:** Credit with grade

**Term of evaluation:** Semester 2

Teaching and learning material of job coaching for persons with disabilities  
International qualification

<b>Conditions and criteria passing</b>	<ul style="list-style-type: none"> <li>• active participation during classes</li> <li>• positive grade from the final tests for theoretical classes</li> <li>• positive grade for written work and oral presentation</li> </ul>
<b>Way of calculation of final credit for theoretical classes (TC):</b>	TC = 100% for the grade from knowledge test
<b>Way of calculation of final credit for practical classes (PC):</b>	PC = 50% grade for written work + 30% grade for oral presentation + 20 % for active participation
<b>Way of calculation of final credit for the module (FC):</b>	FC = 0,3 x TC + 0,7 x PC
<b>Recommended literature:</b>	
<b>A. Mandatory:</b>	
<ul style="list-style-type: none"> <li>• Cialdini, R.B (2000). <i>Influence: Science and Practice</i>. Allyn and Bacon, UK</li> <li>• Kassin, S., Fein, S., &amp; Markus, H.R. (2017). <i>Social psychology</i> (10th edition). Belmont, CA: Cengage Learning.</li> <li>• Michael Oliver &amp; Colin Barnes (2012). <i>The New Politics of Disablement</i>, Palgrave Macmillan</li> <li>• Yin Lee, Amit Kramer, <i>The role of purposeful diversity and inclusion strategy (PDIS) and cultural tightness/looseness in the relationship between national culture and organizational culture</i>, Human Resource Management Review, Volume 26, Issue 3, 2016, pp. 198-208</li> </ul>	
<b>B. Additional:</b>	
<ul style="list-style-type: none"> <li>• Moscovici, S; Markova, I (2006). <i>The Making of Modern Social Psychology</i>. Cambridge, UK: Polity Press.</li> <li>• Berne, Eric (1964). <i>Games People Play – The Basic Hand Book of Transactional Analysis</i>. New York: Ballantine Books</li> <li>• <a href="http://www.sociologyguide.com/basic-concepts/">http://www.sociologyguide.com/basic-concepts/</a></li> </ul>	

Teaching and learning material of job coaching for persons with disabilities  
International qualification

<b>No</b>	<b>Module's name</b>				<b>Module's symbol</b>	
5.	<b>Work place creation</b>				<b>WPC</b>	
<b>Programme</b>		<b>EQF level</b>	<b>Semester</b>	<b>Education form</b>		
Job coach for disabled persons		6	3	Stationary (ST) / Extramural (EX)		
<b>Department responsible for the module</b>			.....			
<b>Teacher responsible for the module</b>			.....			
<b>Time of training including self- learning of student:</b>						
<b>Form of student activity</b>	<b>Hours</b>				<b>Together</b>	<b>ECTS</b>
	<b>With teacher</b>		<b>Student self work</b>			
	<b>ST</b>	<b>EX</b>	<b>ST</b>	<b>EX</b>		
<b>Theory [total]</b>	<b>20</b>	<b>10</b>	<b>40</b>	<b>50</b>	60	2
• Lectures	19	9	-	-		
• Literature study	-	-	40	50		
• Credit	1	1	-	-		
<b>Practice [total]</b>	<b>40</b>	<b>30</b>	<b>80</b>	<b>90</b>	120	4
• Tutorials /Workshops	38	28	-	-		
• Literature study	-	-	60	60		
• Practical training	-	-	20	30		
• Credit	2	2	-	-		
<b>Total:</b>	<b>60</b>	<b>40</b>	<b>120</b>	<b>140</b>	<b>180</b>	<b>6</b>
<b>Didactic methods:</b>						
<b>Theory:</b>			<b>Practice:</b>			
• <b>With teacher:</b>			• <b>With teacher:</b>			
information lecture, problem lecture, discussion			auditorium exercises; presentation of problems and dilemmas, discussion, team consultations			
• <b>Student self work:</b>			• <b>Student self work:</b>			
perception of lecture content, taking notes, studying literature, preparing for the colloquium			perception of the content of classes, studying literature, preparing for the auditorium exercises, preparing project task with an oral presentation, preparing for the test			
<b>Introductory subjects:</b>			<b>Prerequisites:</b>			
Work and disability, knowledge about clinical pictures			Student knows the basic issues in the field of labour market and work circumstances			
<b>Objectives of the course:</b>						
<b>in terms of knowledge and skills:</b>						
To acquire:						

Teaching and learning material of job coaching for persons with disabilities  
International qualification

- KS 2 - Specialized knowledge about supported employment system regulations applied to work places
- KS 3 - Specialized knowledge of ergonomics and work threats
- KS 6 - Understanding complex socialization processes at work places
- KS 8 - Technical and methodological skills of work station creation
- KS 9 - Assessment skills of analysis vocational resources and obstacles of the client
- KS 11 - Task analysis addressed to ergonomic designing of work station
- KS 12 - Designing and tailoring client's vocational profile
- KS 15 - Analyzing labour market data and statistics
- KS 16 - Monitoring job offers
- KS 17- Negotiating work conditions with employers
- KS 18 - Using techniques of job acquisition
- KS 19 - Building up a social network

**in terms of social competencies:**

To develop:

- C 4 - Creativity and ability to design variable solutions of the problem
- C 5 - Ethic approach to professional tasks
- C 7 - Skills of auto- presentation and self- marketing

**Programme content:**

**Theory:**

Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing lecture and subject.	0,5	0,5
2.	Supported work place – definition, rules of organization, requirements and benefits for employers and employees	3	1
3.	Job carving and headhunting – labour market research, employer's interviewing, job offers analysis, client's vocational profiling and matching with employer's job description	4	3
4.	Ergonomics - basic notions and tasks. Work environmental risk factors: physical, chemical, biological, psychosocial, static vs dynamic work position, energy and physiological costs of work	4	2
5.	Disability and work place adaptation – necessary equipment and tools for different kinds of disability, building social network at work place	4	3
6.	Evaluation / credit (knowledge test)	0,5	0,5
<b>Total of theory:</b>		<b>20</b>	<b>10</b>

**Practice:**

Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing tutorials	0,5	0,5
2.	Work requirements and work position creation at production, at office (with computer), teleworking – case studies	8	4
3.	Functional assessment of ergonomic conditions at work place: methods and tools of assesment, vocational profiling of the client for the choosen job position – case studies	10	8
4.	Ergonomic design - adjustment of positions to the characteristics of different kinds of disability: anthropometric dimensions, material factors, chronobiological rhythm, stress and fatigue - project task	10	8
5.	Work place training support for disabled employee – training at work station, mentoring at the work place for employee, mentoring and coaching for co-workers, networking	10	8

Teaching and learning material of job coaching for persons with disabilities  
International qualification

6.	Evaluation/credit: oral presentation of project task, final test	1,5	1,5
<b>Total of practice:</b>		<b>40</b>	<b>30</b>
<b>Overall amount hours of theory and practice:</b>		<b>60</b>	<b>40</b>
<b>Passing the subject / verification of learning outcomes:</b>			
<b>Form of getting credit:</b>	Credit with grade		
<b>Term of evaluation:</b>	Semester 3		
<b>Conditions and criteria passing</b>	<ul style="list-style-type: none"> <li>• active participation during classes</li> <li>• positive grade from the final tests for theoretical classes</li> <li>• positive grade for written work and oral presentation</li> </ul>		
<b>Way of calculation of final credit for theoretical classes (TC):</b>	TC = 100% for the grade from knowledge test		
<b>Way of calculation of final credit for practical classes (PC):</b>	PC = 50% grade for written work + 30% grade for oral presentation + 20 % for active participation		
<b>Way of calculation of final credit for the module (FC):</b>	FC = 0,3 x TC + 0,7 x PC		
<b>Recommended literature:</b>			
<b>A. Mandatory:</b>			
<ul style="list-style-type: none"> <li>• <i>Disability in the Workplace: Company Practices</i>, Working Paper No 3ILO, Bureau for Employers' Activities and Skills and Employability Department; International Labour Organization 2010.</li> <li>• Marcelo M. Soares, Francisco Rebelo, <i>Ergonomics in Design: Methods and Techniques</i>, CRC Press, 2016. SBN 9781498760706 - CAT# K28697</li> </ul>			
<b>B. Additional:</b>			
<ul style="list-style-type: none"> <li>• Berlin C. &amp; Adams C. 2017. <i>Production Ergonomics: Designing Work Systems to Support Optimal Human Performance</i>. London: Ubiquity Press. DOI: <a href="https://doi.org/10.5334/bbe">https://doi.org/10.5334/bbe</a></li> <li>• <a href="https://osha.europa.eu/pl/tools-and-publications">https://osha.europa.eu/pl/tools-and-publications</a></li> <li>• <a href="https://visualisation.osha.europa.eu/osh-costs#!/eu-analysis-illness">https://visualisation.osha.europa.eu/osh-costs#!/eu-analysis-illness</a></li> <li>• <a href="https://osha.europa.eu/pl/surveys-and-statistics-osh/esener/2014en">https://osha.europa.eu/pl/surveys-and-statistics-osh/esener/2014en</a></li> </ul>			

Teaching and learning material of job coaching for persons with disabilities  
International qualification

<b>No</b>	<b>Module's name</b>				<b>Module's symbol</b>	
6.	Job coach tools				JCT	
<b>Programme</b>		<b>EQF level</b>	<b>Semester</b>	<b>Education form</b>		
Job coach for disabled persons		6	3,4	Stationary (ST) / Extramural (EX)		
<b>Department responsible for the module</b>			.....			
<b>Teacher responsible for the module</b>			.....			
<b>Time of training including self- learning of student:</b>						
<b>Form of student activity</b>	<b>Hours</b>					<b>ECTS</b>
	<b>With teacher</b>		<b>Student self work</b>		<b>Together</b>	
	<b>ST</b>	<b>EX</b>	<b>ST</b>	<b>EX</b>		
<b>Theory [total]</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>40</b>	60	2
• Lectures	29	19	-	-	60	2
• Literature study	-	-	30	40		
• Credit	1	1	-	-		
<b>Practice [total]</b>	<b>60</b>	<b>40</b>	<b>120</b>	<b>140</b>	180	6
• Tutorials /Workshops	58	38	-	-	180	6
• Literature study	-	-	60	60		
• Practical training	-	-	60	80		
• Credit	2	2	-	-		
<b>Total:</b>	<b>90</b>	<b>60</b>	<b>150</b>	<b>180</b>	<b>240</b>	<b>8</b>
<b>Didactic methods:</b>						
<b>Theory:</b>			<b>Practice:</b>			
• <b>With teacher:</b>			• <b>With teacher:</b>			
information lecture, problem lecture, discussion			auditorium exercises; presentation of problems and dilemmas as well as discussion of how to solve them, team consultations			
• <b>Student self work:</b>			• <b>Student self work:</b>			
perception of lecture content, taking notes, studying literature, preparing for the colloquium			perception of the content of classes, making notes, studying literature, preparing for the auditorium exercises, preparing a multimedia presentation with an oral presentation, preparing for the test, preparing a final paper			
Introductory subjects:			Prerequisites:			
Work and disability, social relations, pedagogics, counselling			Student knows the basic issues in the field of pedagogy and counselling			
Objectives of the course:						



Teaching and learning material of job coaching for persons with disabilities  
International qualification

in terms of knowledge and skills:			
To acquire:			
<ul style="list-style-type: none"> <li>• KS 4 - Specialized knowledge about training and coaching methods and techniques</li> <li>• KS 7 - Social - communicative and conflict resolution skills</li> <li>• KS 8 - Technical and methodological skills</li> <li>• KS 9 - Analysis of resources and obstacles</li> <li>• KS 11- Skills of task analysis</li> <li>• KS 13 - Planning development of client's skills</li> <li>• KS 14 - Keeping client's documentation</li> <li>• KS 18 - Using techniques of acquisition</li> <li>• KS 19 - Building up a social network</li> <li>• KS 20 -Using behavioral training methods and techniques</li> <li>• KS 21- Using different methods and techniques of coaching</li> </ul>			
in terms of social competencies			
To develop:			
<ul style="list-style-type: none"> <li>• C 1 - Self- awareness and auto reflection</li> <li>• C 4 - Creativity and ability to design variable solutions of the problem</li> <li>• C 5 - Ethic approach to professional tasks</li> <li>• C 6 - Stress autoregulation</li> <li>• C 7 - Skills of auto- presentation and self- marketing</li> </ul>			
<b>Programme content:</b>			
<b>Theory:</b>			
Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing lecture and subject.	0,5	0,5
2.	Coaching as an intervention approach – definition, rules, tasks, differences to counselling and psychotherapy, the role in supported employment and career management	4	3
3.	Different kinds of job coaching: individual carrer coaching, <b>team coaching on job</b> , family coaching, lifecoaching, business coaching	4	3
4.	Job coach roles and competences – job description, regular and additional tasks, services for the client and for employer	4	3
5.	Job coaching theoretical and practical models – the review	8	5
6.	Job coaching methods and tools used in staff recruitment and selection	4	2
7.	Use of Applied Behaviour Analysis (APA) and cognitive behavioural therapy in job coaching process	5	3
8.	Evaluation / credit (knowledge test)	0,5	0,5
<b>Total of theory:</b>		<b>30</b>	<b>20</b>
<b>Practice:</b>			
Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing tutorials	0,5	0,5
2.	Coaching, mentoring, counselling – similarities and differences, applications for different kinds of disabled clients – case studies	4	3
3.	Coaching process in supported employment approach – characteristics of particular stages and review of their specific coaching methods and tools,	6	4

Teaching and learning material of job coaching for persons with disabilities  
International qualification

	Job coach portfolio of knowledge and skills.		
4.	Job acquisition workshop – preparing job applications and elaborating job advertisements (CV, cover letter, job description, scenarios for job interviews), guiding job interviews and making assessment of job applications, work networking and marketing - traditional and with using IT tools (job portals, social media, company's websites, etc.)	10	7
5.	Communication training – verbal and nonverbal context, building positive first impression, using paraphrase and open questions, feedback, coaching mood of questioning, moderation techniques	8	5
6.	Stress regulation motivational techniques - autogenic training, positive reinterpretation, elements of cognitive behavioural therapy and family therapy supporting client in employment motivation	8	5
7.	Practical work with selected coaching models: Lucas model, models: Smart, Grow, Mirror, etc., applied to job coaching process	10	6
8.	Problem-solving strategies and practical exercises in terms of Applied Behaviour Analysis	8	6
9.	Job coach administration tools and tips: processing and coding data, collecting documentation and reporting	4	2
10.	Evaluation/ credit: oral presentation, written essay, final test	1,5	1,5
<b>Total of practice:</b>		<b>60</b>	<b>40</b>
<b>Overall amount hours of theory and practice:</b>		<b>90</b>	<b>60</b>
<b>Passing the subject / verification of learning outcomes:</b>			
<b>Form of getting credit:</b>	Exam		
<b>Term of evaluation:</b>	Semester 4		
<b>Conditions and criteria passing</b>	<ul style="list-style-type: none"> <li>• active participation during classes</li> <li>• positive grade from the final tests for theoretical classes</li> <li>• positive grade for written work and oral presentation</li> </ul>		
<b>Way of calculation of final credit for theoretical classes (TC):</b>	TC = 100% for the grade from knowledge test		
<b>Way of calculation of final credit for practical classes (PC):</b>	PC = 50% grade for written work + 30% grade for oral presentation + 20 % for active participation		
<b>Way of calculation of final credit for the module (FC):</b>	FC = 0,3 x TC + 0,7 x PC		
<b>Recommended literature:</b>			
<b>A. Mandatory:</b>			
<ul style="list-style-type: none"> <li>• McLean, Pamela D. (2012), <i>The completely revised Handbook of coaching: a developmental approach</i>, 2 edition, San Francisco- Jossey-Bass -Wiley.</li> <li>• Brockbank, Anne (2006), <i>Facilitating reflective learning through mentoring &amp; coaching</i>, London-Philadelphia: Kogan Page.</li> <li>• Stewart, Ian (1992). <i>Eric Berne: Volume 2 of Key Figures in Counselling and Psychotherapy</i>. London: Sage Publications.</li> </ul>			
<b>B. Additional:</b>			
<ul style="list-style-type: none"> <li>• Bluckert, Peter (2005), The Similarities and Differences Between Coaching and Therapy. <i>Industrial &amp; Commercial Training</i>, 2005, 37(2):91-96.</li> <li>• Stoltfuz Tony, <i>Coaching Questions: A Coach's Guide to Powerful Asking Skills</i>, Amazon. ISBN-13: 978-0979416361, ISBN-10: 0979416361</li> <li>• <a href="https://www.cipd.co.uk/knowledge/work">https://www.cipd.co.uk/knowledge/work</a></li> </ul>			

Teaching and learning material of job coaching for persons with disabilities  
International qualification

No	Module's name				Module's symbol	
7.	Transfer to employment and support at work place				TES	
Programme		EQF level	Semester	Education form		
Job coach for disabled persons		6	4,5	Stationary (ST) / Extramural (EX)		
Department responsible for the module			.....			
Teacher responsible for the module			.....			
<b>Time of training including self- learning of student:</b>						
Form of student activity	Hours					ECTS
	With teacher		Student self work		Together	
	ST	EX	ST	EX		
<b>Theory [total]</b>	<b>20</b>	<b>10</b>	<b>40</b>	<b>50</b>	60	2
• Lectures	19	9	-	-		
• Literature study	-	-	40	50		
• Credit	1	1	-	-		
<b>Practice [total]</b>	<b>40</b>	<b>30</b>	<b>80</b>	<b>90</b>	120	4
• Tutorials /Workshops	38	28	-	-		
• Literature study	-	-	60	60		
• Practical training	-	-	20	30		
• Credit	2	2	-	-		
<b>Total:</b>	<b>60</b>	<b>40</b>	<b>120</b>	<b>140</b>	<b>180</b>	<b>6</b>
<b>Didactic methods:</b>						
<b>Theory:</b>			<b>Practice:</b>			
• <b>With teacher:</b>			• <b>With teacher:</b>			
information lecture, problem lecture, discussion			auditorium exercises; presentation of problems and dilemmas as well as discussion of how to solve them, team consultations			
• <b>Student self work:</b>			• <b>Student self work:</b>			
perception of lecture content, taking notes, studying literature, preparing for the colloquium			perception of the content of classes, making notes, studying literature, preparing for the auditorium exercises, preparing a multimedia presentation and final paper, preparing for the test			
Introductory subjects:			Prerequisites:			
Work and disability, labour market			Student knows the basic issues in the field of work relations and conditions			

Teaching and learning material of job coaching for persons with disabilities  
International qualification

Objectives of the course:			
in terms of knowledge and skills:			
To acquire:			
<ul style="list-style-type: none"> <li>• KS 2 - Specialized knowledge about supported employment system regulations</li> <li>• KS 3 - Specialized knowledge about labour market trends and job positions</li> <li>• KS 6 - Understanding complex socialization processes</li> <li>• KS 7 - Social - communicative and conflict resolution skills</li> <li>• KS 9 - Analysis of resources and obstacles</li> <li>• KS 13 - Planning development of client's skills</li> <li>• KS 15 - Analyzing labour market data and statistics</li> <li>• KS 16 - Monitoring job offers</li> <li>• KS 17- Negotiating work conditions with employers</li> <li>• KS 18 - Using techniques of acquisition</li> <li>• KS 19 - Building up a social network</li> <li>• KS 20 - Using behavioral training methods and techniques</li> <li>• KS 22- Teaching social acting in divergent situations</li> </ul>			
in terms of social competencies			
To develop:			
<ul style="list-style-type: none"> <li>• C 2 - Understanding and sensitivity to divergence</li> <li>• C 4 - Creativity and ability to design variable solutions of the problem</li> <li>• C 5 - Ethic approach to professional tasks</li> <li>• C 7 - Skills of auto- presentation and self- marketing</li> </ul>			
<b>Programme content:</b>			
<b>Theory:</b>			
Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of the course, content of course, organization of classes, rules for passing lecture and subject.	0,5	0,5
2.	Theoretical models of work carrers and employment at open labour market – contemporary trends and opportunities for the people with different kinds of disability.	4	2
3.	Work contracts – the legal and personal aspects. Save processing and collecting personal data.	3	2
4.	Human resources management processes and their specificity. Staff's selection methods and tools. Employer's point of the view for employing disabled persons.	6	3
5.	Personal policy at work place – corporate social responsibility measures: occupational stress prevention, anti-mobbing measures, social inclusion.	3	1
6.	Vocational training, coaching and mentoring at work place for facilitating social inclusion of disabled employees.	3	1
7.	Evaluation / credit (knowledge test)	0,5	0,5
<b>Total of theory:</b>		<b>20</b>	<b>10</b>
<b>Practice:</b>			
Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing tutorials	0,5	0,5
2.	Career counselling at open labour market – rules, tasks, methods and tools.	6	4
3.	Carreer models adjusted for people with disabilities. Evaluation and selection of job offers available on open labour market with the aim to	6	4

Teaching and learning material of job coaching for persons with disabilities  
International qualification

	employ disabled clients – case studies.		
4.	Creation and implementation of the “Individual Action Plan” towards employment of disabled person. Profiling client’s vocational portfolio for job description of the offer – workshop.	10	8
5.	Preparing the client to meet employer’s demands – effective job applications and job interviews. Negotiating work contracts – workshop.	10	8
6.	Disabled person as an employee – organizational roles, tasks, responsibilities, building the network for social and vocational support at work place – instructing employer and training coworkers.	6	4
7.	Evaluation/ credit: oral presentation, written essay.	1,5	1.5
<b>Total of practice:</b>		<b>40</b>	<b>30</b>
<b>Overall amount hours of theory and practice:</b>		<b>60</b>	<b>40</b>
<b>Passing the subject / verification of learning outcomes:</b>			
<b>Form of getting credit:</b>	Credit with grade		
<b>Term of evaluation:</b>	Semester 5		
<b>Conditions and criteria passing</b>	<ul style="list-style-type: none"> <li>• active participation during classes</li> <li>• positive grade from the final tests for theoretical classes</li> <li>• positive grade for written work and oral presentation</li> </ul>		
<b>Way of calculation of final credit for theoretical classes (TC):</b>	TC = 100% for the grade from knowledge test		
<b>Way of calculation of final credit for practical classes (PC):</b>	PC = 50% grade for written work + 30% grade for oral presentation + 20 % for active participation		
<b>Way of calculation of final credit for the module (FC):</b>	FC = 0,3 x TC + 0,7 x PC		
<b>Recommended literature:</b>			
<b>A. Mandatory:</b>			
<ul style="list-style-type: none"> <li>• Tomas Boman, Anders Kjellberg, Berth Danermark, Eva Boman, <i>Employment opportunities for persons with different types of disability</i>, ALTER - European Journal of Disability Research / Revue Européenne de Recherche sur le Handicap, Volume 9, Issue 2, 2015, pp. 116-129.</li> <li>• Daniel J. Ryan, <i>Job Search Handbook for People with Disabilities. A Complete Career Planning and Job Search Guide</i>, 2011 (3<sup>rd</sup> ed.), JIST Works, 2011.</li> <li>• <i>Disability in the Workplace: Company Practices</i>, Working Paper No 3ILO, Bureau for Employers’ Activities and Skills and Employability Department; International Labour Organization 2010</li> <li>• Employment Action Plan for People with Disability 2013-2019, JACS, <a href="https://www.parliament.act.gov.au">https://www.parliament.act.gov.au</a></li> <li>• Kathy Daniels, <i>Introduction to Employment Law. Fundamentals for HR and Business Students</i>, CIPD - Kogan Page, 2018</li> </ul>			
<b>B. Additional:</b>			
<ul style="list-style-type: none"> <li>• Bond, Gary R.; Wehman, Paul; &amp; Wittenburg, David, <i>Evidence-Based Practices that Promote Employment of People with Disabilities</i>, 2004.</li> <li>• Brodie D., <i>The Employment Contract: Legal Principles, Drafting, and Interpretation (Employment Law Practice Series)</i>, 2005, Oxford University Press, ISBN-13: 978-0199269662</li> <li>• Hensel, Elizabeth; Kroese, Biza Stenfert; &amp; Rose, John. 2007. <i>Psychological Factors Associated with Obtaining Employment</i>. Journal of Applied Research in Intellectual Disabilities (20,2:175-181).</li> <li>• <a href="https://oshwiki.eu/wiki/Workers_with_disabilities">https://oshwiki.eu/wiki/Workers_with_disabilities</a></li> </ul>			

Teaching and learning material of job coaching for persons with disabilities  
International qualification

No	Module's name				Module's symbol	
8.	Stabilising the employment				SE	
Programme		EQF level	Semester	Education form		
Job coach for disabled persons		6	5,6	Stationary (ST) / Extramural (EX)		
Department responsible for the module			.....			
Teacher responsible for the module			.....			
<b>Time of training including self- learning of student:</b>						
Form of student activity	Hours				Together	ECTS
	With teacher		Student self work			
	ST	EX	ST	EX		
<b>Theory [total]</b>	<b>20</b>	<b>10</b>	<b>40</b>	<b>50</b>	60	2
• Lectures	19	9	-	-		
• Literature study	-	-	40	50		
• Credit	1	1	-	-		
<b>Practice [total]</b>	<b>40</b>	<b>30</b>	<b>80</b>	<b>90</b>	120	4
• Tutorials /Workshops	38	28	-	-		
• Literature study	-	-	60	60		
• Practical training	-	-	20	30		
• Credit	2	2	-	-		
<b>Total:</b>	<b>60</b>	<b>40</b>	<b>120</b>	<b>140</b>	<b>180</b>	<b>6</b>
<b>Didactic methods:</b>						
<b>Theory:</b>			<b>Practice:</b>			
• <b>With teacher:</b>			• <b>With teacher:</b>			
information lecture, problem lecture, discussion			auditorium exercises; presentation of problems and dilemmas as well as discussion of how to solve them, team consultations			
• <b>Student self work:</b>			• <b>Student self work:</b>			
perception of lecture content, taking notes, studying literature, preparing for the colloquium			perception of the content of classes, making notes, studying literature, preparing for the auditorium exercises, preparing a multimedia presentation with an oral presentation, preparing for the test, preparing a final paper			
Introductory subjects:			Prerequisites:			
Work and disability, labour market, supported employment			Student knows the basic issues in the field of work conditions and relations			
Objectives of the course:						

Teaching and learning material of job coaching for persons with disabilities  
International qualification

in terms of knowledge and skills:

To acquire:

- KS 2 - Specialized knowledge about supported employment system regulations
- KS 3 - Specialized knowledge about labour market trends and job positions
- KS 4 - Specialized knowledge about training and coaching methods and techniques
- KS 8 - Technical and methodological skills
- KS 9 - Analysis of resources and obstacles
- KS 11- Skills of task analysis
- KS 12- Assessment skills of the client
- KS 13 - Planning development of client's skills
- KS 14 - Keeping client's documentation
- KS 15 - Analyzing labour market data and statistics
- KS 16 - Monitoring job offers
- KS 17- Negotiating work conditions with employers
- KS 18 - Using techniques of acquisition
- KS 19 - Building up a social network
- KS 20 - Using behavioral training methods and techniques
- KS 21- Using different methods and techniques of coaching
- KS 22- Teaching social acting in divergent situations

in terms of social competencies

To develop:

- C 2 - Understanding and sensitivity to divergence
- C 4 - Creativity and ability to design variable solutions of the problem
- C 5 - Ethic approach to professional tasks
- C 7 - Skills of auto- presentation and self- marketing

**Programme content:**

**Theory:**

Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing lecture and subject.	0.5	0.5
2.	Sustainable employment – the benefits for disabled persons and their families, perspectives for different kinds of disabilities.	3	2
3.	Elastic forms of employment adjusted to peoples with disability. Support of new technologies at work.	3	1
4.	Work motivation – theory of motivation, motivational systems financial and non-financial incentive	6	3
5.	Work performance – the measures of efficiency at work, periodic work assesments system and their methods and techniques	3	1
6.	Job coaching methods and techniques for monitoring and supporting continuous employment of the client	4	2
7.	Evaluation / credit (knowledge test)	0,5	0,5
<b>Total of theory:</b>		<b>20</b>	<b>10</b>

**Practice:**

Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing tutorials	0,5	0,5
2.	Employment during life span of persons with different kinds of disability – case studies	6	4
3.	Work organization in elastic forms of employment in case of disability:	6	4

Teaching and learning material of job coaching for persons with disabilities  
International qualification

	distant work, tele-work, shared positions, self-employment – case studies		
4.	Using new technologies, including ICT at support continuous employment of disabled clients – review of methods and techniques	10	8
5.	Disabled person as an employee: the long life-learning plan, planning client's career development – job coaching workshop.	10	8
6.	Methods and techniques of supporting motivation at work in case of disabled persons – job coaching workshop.	6	4
7.	Evaluation/ credit: oral presentation, written essay, final test	1,5	1.5
<b>Total of practice:</b>		<b>40</b>	<b>30</b>
<b>Overall amount hours of theory and practice:</b>		<b>60</b>	<b>40</b>
<b>Passing the subject / verification of learning outcomes:</b>			
<b>Form of getting credit:</b>	Credit with grade		
<b>Term of evaluation:</b>	Semester 6		
<b>Way of calculation of final credit for theoretical classes (TC):</b>	TC = 100% for the grade from knowledge test		
<b>Way of calculation of final credit for practical classes (PC):</b>	PC = 50% grade for written work + 30% grade for oral presentation + 20 % for active participation		
<b>Way of calculation of final credit for the module (FC):</b>	FC = 0,3 x TC + 0,7 x PC		
<b>Recommended literature:</b>			
<b>A. Mandatory:</b>			
<ul style="list-style-type: none"> <li>• Armstrong Michael, Taylor Stephen, <i>Armstrong's Handbook of Human Resource Management</i>, Practice, Kogan Page, 2017.</li> <li>• Arthur Gutman, <i>Major EEO issues relating to personnel selection decisions</i>, Human Resource Management Review, Volume 19, Issue 3, 2009, pp. 232-250</li> <li>• Boedeker, W., Klindworth, H., <i>Hearts and minds at work in Europe. A European work-related public health report on cardiovascular diseases and mental ill health</i>, BKK Bundesverband, Essen, Germany, 2007.</li> <li>• Hees, H.L., Nieuwenhuijsen, K, Koeter M.W.J., Ute Bú Itmann, U, Schene, A.H., 'Towards a New Definition of Return-to-Work Outcomes in Common Mental Disorders from a Multi-Stakeholder Perspective', PLoS ONE 7 (6), 2012. Available at: <a href="https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0039947">https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0039947</a></li> </ul>			
<b>B. Additional:</b>			
<ul style="list-style-type: none"> <li>• Lagerveld, SE., Blonk, R.W. B., Brenninkmeijer, V., Wijngaards-de, M. L., Schaufeli, W.B., 'Work-Focused Treatment of Common Mental Disorders and Return to Work: A Comparative Outcome Study', Journal of occupational health psychology 17 (2), 2012, pp. 220-234.</li> <li>• Mukta Kulkarni, Reimara Valk. <i>Don't ask, don't tell: Two views on human resource practices for people with disabilities</i>, IIMB Management Review, Vol. 22, Issue 4, 2010, pp. 137-146.</li> <li>• <a href="https://oshwiki.eu/wiki/Return_to_Work_after_sick_leave_due_to_mental_health_problems">https://oshwiki.eu/wiki/Return_to_Work_after_sick_leave_due_to_mental_health_problems</a></li> <li>• <a href="https://oshwiki.eu/wiki/Disability_Management">https://oshwiki.eu/wiki/Disability_Management</a></li> </ul>			



Teaching and learning material of job coaching for persons with disabilities  
International qualification

No	Module's name				Module's symbol	
9.	Individual educational support				IES	
Programme		EQF level	Semester	Education form		
Job coach for disabled persons		6	5,6	Stationary (ST) / Extramural (EX)		
Department responsible for the module			.....			
Teacher responsible for the module			.....			
<b>Time of training including self- learning of student:</b>						
Form of student activity	Hours				Together	ECTS
	With teacher		Student self work			
	ST	EX	ST	EX		
<b>Theory [total]</b>	<b>20</b>	<b>10</b>	<b>40</b>	<b>50</b>	60	2
• Lectures	19	9	-	-		
• Literature study	-	-	40	50		
• Credit	1	1	-	-		
<b>Practice [total]</b>	<b>40</b>	<b>30</b>	<b>80</b>	<b>90</b>	120	4
• Tutorials /Workshops	38	28	-	-		
• Literature study	-	-	60	60		
• Practical training	-	-	20	30		
• Credit	2	2	-	-		
<b>Total:</b>	<b>60</b>	<b>40</b>	<b>120</b>	<b>140</b>	<b>180</b>	<b>6</b>
<b>Didactic methods:</b>						
<b>Theory:</b>			<b>Practice:</b>			
• <b>With teacher:</b>			• <b>With teacher:</b>			
information lecture, problem lecture, discussion			auditorium exercises; presentation of problems and dilemmas as well as discussion of how to solve them,			
• <b>Student self work:</b>			• <b>Student self work:</b>			
perception of lecture content, taking notes, studying literature, preparing for the colloquium			perception of the content of classes, making notes, studying literature, preparing for the auditorium exercises, preparing a multimedia presentation with an oral presentation, preparing for the examination test			
Introductory subjects:			Prerequisites:			
Basics of pedagogisc, psychology, work and disability, job coach tools			Student knows the basic issues in the field of social sciences			
Objectives of the course:						
in terms of knowledge and skills:						
To acquire:						
<ul style="list-style-type: none"> <li>• KS 4 - Specialized knowledge about training and coaching methods and techniques</li> </ul>						

Teaching and learning material of job coaching for persons with disabilities  
International qualification

- KS 8 - Technical and methodological skills
- KS 9 - Analysis of resources and obstacles
- KS 11- Skills of task analysis
- KS 12- Assessment skills of the client
- KS 13 - Planning development of client's skills
- KS 20 - Using behavioral training methods and techniques
- KS 21- Using different methods and techniques of coaching
- KS 22- Teaching social acting in divergent situations

in terms of social competencies

To develop:

- C 1 - Self- awareness and auto reflection
- C 2 - Understanding and sensitivity to divergence
- C 4 - Creativity and ability to design variable solutions of the problem
- C 5 - Ethic approach to professional tasks
- C 6 - Stress autoregulation

**Programme content:**

**Theory:**

Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing lecture and subject.	0,5	0,5
2.	European Qualification Frame – educational levels and learning outcomes. The individual and group forms of education – pros and cons.	3	1
3.	National and EU programmes of educational support for disabled persons and employers. Benefits and obligations of participants of different forms of grants.	4	2
4.	The long-life learning approach as EU employment policy. Learning methods and techniques of adults used in HRM and supported employment.	4	2
5.	Positive psychology concept used for building learning and working motivation of the client.	4	2
6.	Accessing educational support for persons with disabilities – evidence-based practices and useful law regulations (EU, national).	4	2
7.	Evaluation/ credit: written test.	0,5	0,5
<b>Total of theory:</b>		<b>20</b>	<b>10</b>

**Practice:**

Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing tutorials.	0,5	0,5
2.	Supporting learning motivation and efficiency of disabled persons – case studies.	8	4
3.	E- learning and blended learning methods – structuring learning material into e-courses - the job coaching workshop.	10	8
5.	Storytelling and development center as personally tailored learning methods – the job coaching workshop.	10	8
6.	Building long -term educational Individual Development Plan of the client - the job coaching workshop.	10	8
7.	Evaluation/ credit: oral presentation, written essay, final test.	1,5	1.5
<b>Total of practice:</b>		<b>40</b>	<b>30</b>

Teaching and learning material of job coaching for persons with disabilities  
International qualification

<b>Overall amount hours of theory and practice:</b>		<b>60</b>	<b>40</b>
<b>Passing the subject / verification of learning outcomes:</b>			
<b>Form of getting credit:</b>	Credit with grade		
<b>Term of evaluation:</b>	Semester 6		
<b>Conditions and criteria passing</b>	<ul style="list-style-type: none"> <li>• active participation during classes</li> <li>• positive grade from the final tests for theoretical classes</li> <li>• positive grade for written work and oral presentation</li> </ul>		
<b>Way of calculation of final credit for theoretical classes (TC):</b>	TC = 100% for the grade from knowledge test		
<b>Way of calculation of final credit for practical classes (PC):</b>	PC = 50% grade for written work + 30% grade for oral presentation + 20 % for active participation		
<b>Way of calculation of final credit for the module (FC):</b>	FC = 0,3 x TC + 0,7 x PC		
<b>Recommended literature:</b>			
<b>A. Mandatory:</b>			
<ul style="list-style-type: none"> <li>• Schultz, Izabela Z., Gatchel, Robert J. (Eds.). <i>Handbook of Return to Work. From Research to Practice</i>, Springer New York 2016.</li> <li>• Kreuter E. A, Moltner K. M.(eds). <i>Treatment and Management of Maladaptive Schemas</i>, Springer New York 2014.</li> <li>• Serge Ebersol, Marie José Schmitt. <i>Inclusive education for young disabled people in Europe: Trends, Issues and Challenges. A synthesis of evidence from ANED country reports and additional sources</i>. April 2011.</li> <li>• Edited by Nicola Garcea, Susan Harrington, P. Alex Linley (Eds). <i>Oxford Handbook of Positive Psychology and Work</i>, Oxford Library of Psychology 2009, ISBN: 9780195335446</li> <li>• Colin Cameron (ed), <i>Disability Studies. A Student's Guide</i>.Sage Publ. 2014.</li> </ul>			
<b>B. Additional:</b>			
<ul style="list-style-type: none"> <li>• <a href="https://ec.europa.eu/info/education_en">https://ec.europa.eu/info/education_en</a></li> <li>• <a href="https://eacea.ec.europa.eu/sites/2007-2013/lifelong-learning-programme_en">https://eacea.ec.europa.eu/sites/2007-2013/lifelong-learning-programme_en</a></li> <li>• <a href="https://ec.europa.eu/epale/en">https://ec.europa.eu/epale/en</a></li> <li>• <a href="https://eacea.ec.europa.eu/national-policies/eurydice/">https://eacea.ec.europa.eu/national-policies/eurydice/</a></li> <li>• <a href="http://learnstorytelling.eu">http://learnstorytelling.eu</a></li> <li>• <a href="http://www.permind.eu/">http://www.permind.eu/</a></li> <li>• <a href="http://www.right-to-education.org">http://www.right-to-education.org</a></li> </ul>			

Teaching and learning material of job coaching for persons with disabilities  
International qualification

No	Module's name				Module's symbol	
10.	Diploma seminary and final presentation				DS	
Programme		EQF level	Semester	Education form		
Job coach for disabled persons		6	5,6	Stationary (ST) / Extramural (EX)		
Department responsible for the module			.....			
Teacher responsible for the module			.....			
<b>Time of training including self- learning of student:</b>						
Form of student activity	Hours				Together	ECTS
	With teacher		Student self work			
	ST	EX	ST	EX		
<b>Theory [total]</b>	<b>20</b>	<b>10</b>	<b>40</b>	<b>50</b>	60	2
• Lectures	19	9	-	-		
• Literature study	-	-	40	50		
• Credit	1	1	-	-		
<b>Practice [total]</b>	<b>40</b>	<b>30</b>	<b>260</b>	<b>270</b>	300	10
• Tutorials /Workshops	40	30	-	-		
• Literature study	-	-	60	60		
• Own research			60	60		
• Writing diploma	-	-	120	130		
• Preparing final presentation	-	-	20	20		
<b>Total:</b>	<b>60</b>	<b>40</b>	<b>300</b>	<b>320</b>	<b>360</b>	<b>12</b>
<b>Didactic methods:</b>						
<b>Theory:</b>			<b>Practice:</b>			
• <b>With teacher:</b>			• <b>With teacher:</b>			
information lecture, case studies, critical discussion			presentation of case studies, research methods and techniques, individual mentoring and consultations			
• <b>Student self work:</b>			• <b>Student self work:</b>			
perception of lecture content, studying literature, preparing for the diploma exam			perception of the content of classes, studying literature planning and implementing own research (case study), writing and correcting chapters of dissertation, preparing final multimedia presentation			
Introductory subjects:			Prerequisites:			
Metodology od sciences, basics of statistics			Student knows the basic issues in the field of scientific methodology and research			
Objectives of the course:						
in terms of knowledge and skills:						
To acquire:						

Teaching and learning material of job coaching for persons with disabilities  
International qualification

- KS 1 - Specialized knowledge about disabilities and their groups
- KS 2 - Specialized knowledge about supported employment system regulations
- KS 3 - Specialized knowledge about labour market trends and job positions
- KS 4 - Specialized knowledge about training and coaching methods and techniques
- KS 7 - Social - communicative and conflict resolution skills
- KS 8 - Technical and methodological skills
- KS 9 - Analysis of resources and obstacles
- KS 11- Skills of task analysis
- KS 15 - Analyzing labour market data and statistics

in terms of social competencies

To develop:

- C 1 - Self- awareness and auto reflection
- C 4 - Creativity and ability to design variable solutions of the problem
- C 5 - Ethic approach to professional tasks
- C 7 - Skills of auto- presentation and self- marketing

**Programme content:**

**Theory:**

Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing lecture and subject.	0,5	0,5
2.	Assumptions of scientific research methodology. Systematisation of research concepts and approaches. Methodology adopted to job coaching issues. Principles of intellectual property protection and issues of copyright.	6	3
3.	Quantitative and qualitative research methods, techniques and tools. Definition of research variables and indicators.	6	3
4.	Basics methods of statistical analysis of collected data.	7	3
5.	Evaluation / credit (knowledge test)	0,5	0,5
<b>Total of theory:</b>		<b>20</b>	<b>10</b>

**Practice:**

Topic	Content of education	Hours	
		ST	EX
1.	Introductory classes: aims and effects of education, content of education, organization of classes, rules for passing tutorials	0,5	0,5
2.	Definition of research objectives, subject, problems and hypothesis. Formulating topic of the diploma.	6	4
3.	Discussing literature sources and theoretical issues/ dilemmas studied by students at home.	6	3
4.	Structuring etaps of research work and elaborating plan of the content of monographic work. Preparing tools for research study studying and theoretical foundations of research.	6	3
5.	Quantitative and qualitative analysis of research done by students. Discussion on research report and theoretical part of the diploma thesis (group and individual consultations)	8	6
6.	Formulation of conclusions from own research and summary of the monograph (individual consultations)	6	6
7.	Feed - back of the promoter from initial version of the work, evaluation of the final version of studen's work (individual consultations).	6	6
8.	Student's oral presentation (PPTs) – the training for diploma exam.	1,5	1,5

Teaching and learning material of job coaching for persons with disabilities  
International qualification

<b>Total of practice:</b>	<b>40</b>	<b>30</b>
<b>Overall amount hours of theory and practice:</b>	<b>60</b>	<b>40</b>
<b>Passing the subject / verification of learning outcomes:</b>		
<b>Form of getting credit:</b>	Credit with grade	
<b>Term of evaluation:</b>	Semester 6	
<b>Conditions and criteria passing</b>	<ul style="list-style-type: none"> <li>• active participation during classes</li> <li>• positive grade from the final test for theoretical classes</li> <li>• positive grade for diploma work and oral presentation</li> </ul>	
<b>Way of calculation of final credit for theoretical classes (TC):</b>	TC = 100% for the grade from knowledge test	
<b>Way of calculation of final credit for practical classes (PC):</b>	PC = 70% grade for written work (diploma thesis) + 20% grade for oral presentation + 10 % for active participation	
<b>Way of calculation of final credit for the module (FC):</b>	FC = 0,3 x TC + 0,7 x PC	
<b>Recommended literature:</b>		
<b>A. Mandatory:</b>		
<ul style="list-style-type: none"> <li>• Kumar R. <i>Research methodology. A step-by-step guide for beginners</i>. Sage Publ. London, 2011.</li> <li>• Brannen Julia, <i>Social Research Methods</i>, Sage Publ. 2008.</li> <li>• Gideon Lior (Ed.) <i>The Handbook of Survey Methodology in Social Sciences</i>, Springer New York 2012.</li> <li>• Carla Willig, Wendy Stainton Rogers. <i>The SAGE Handbook of Qualitative Research in Psychology</i>, Sage Publ. 2017.</li> </ul>		
<b>B. Additional:</b>		
<ul style="list-style-type: none"> <li>• Swales John M., <i>Academic Writing for Graduate Students. Essential Tasks and Skills</i>. Univ. of Michigan Press 2012.</li> </ul>		

Teaching and learning material of job coaching for persons with disabilities  
International qualification

No	Module's name				Module's symbol	
11.	Internship				I	
Programme		EQF level	Semester	Education form		
Job coach for disabled persons		6	5	Stationary (ST) / Extramural (EX)		
Department responsible for the module			.....			
Teacher responsible for the module			.....			
<b>Time of training including self- learning of student:</b>						
Form of student activity	Hours				Together	ECTS
	With teacher		Student self work			
	ST	EX	ST	EX		
<b>Theory [total]</b>	-	-	-	-	-	-
• Lectures			-	-		
• Literature study	-	-	-	-		
• Credit	-	-	-	-		
<b>Practice [total]</b>	<b>90</b>	<b>60</b>	<b>510</b>	<b>540</b>	600	20
• Tutorials /Workshops	-	-	-	-		
• Literature study	-	-	-	-		
• Practical training	88	58	510	540		
• Credit	2	2	-	-		
<b>Total:</b>	<b>90</b>	<b>60</b>	<b>510</b>	<b>540</b>	<b>600</b>	<b>20</b>
<b>Didactic methods:</b>						
<b>Theory:</b>			<b>Practice:</b>			
• <b>With teacher:</b>			• <b>With teacher:</b>			
			On boarding, feed- back, discussion of how to solve problems and dilemmas, individual consultations			
• <b>Student self work:</b>			• <b>Student self work:</b>			
			Observation and consideration of job coaching content and methodology, training job coaching skills in practice, reflecting remarks from tutor's feed back, collecting data for preparing diploma			
Introductory subjects:			Prerequisites:			
Completed semesters 1-4 of the course			Student knows the basic issues in the field of job coaching			
Objectives of the course:						
in terms of knowledge and skills:						
To acquire:						

Teaching and learning material of job coaching for persons with disabilities  
International qualification

- KS 1 - Specialized knowledge about disabilities and their groups
- KS 2 - Specialized knowledge about supported employment system regulations
- KS 4 - Specialized knowledge about training and coaching methods and techniques
- KS 5 - Basic knowledge about diversity management
- KS 6 - Understanding complex socialization processes
- KS 7 - Social - communicative and conflict resolution skills
- KS 8 - Technical and methodological skills
- KS 9 - Analysis of resources and obstacles
- KS 10 - Basic clinical diagnosing skills
- KS 11- Skills of task analysis
- KS 12- Assessment skills of the client
- KS 13 - Planning development of client's skills
- KS 14 - Keeping client's documentation
- KS 19 - Building up a social network
- KS 20 - Using behavioral training methods and techniques
- KS 21- Using different methods and techniques of coaching
- KS 22- Teaching social acting in divergent situations

in terms of social competencies

To develop:

- C 1 - Self- awareness and auto reflection
- C 2 - Understanding and sensitivity to divergence
- C 3 - Empathy
- C 4 - Creativity and ability to design variable solutions of the problem
- C 5 - Ethic approach to professional tasks
- C 6 - Stress autoregulation
- C 7 - Skills of auto- presentation and self- marketing

**Programme content:**

**Theory:**

Topic	Content of education	Hours	
		ST	EX
<b>Total of theory:</b>		<b>0</b>	<b>0</b>

**Practice:**

numer tematu	treści kształcenia	ilość godzin	
		SS	SNS
1.	Internship according student's individual training plan at coaching organization supervised and evaluated by the professional job coach (tutor)	90	60
<b>Total of practice:</b>		<b>90</b>	<b>60</b>

**Passing the subject / verification of learning outcomes:**

<b>Form of getting credit:</b>	Credit with grade
<b>Term of evaluation:</b>	Semester 5
<b>Conditions and criteria passing</b>	<ul style="list-style-type: none"> <li>• positive grade from internship's evaluation by tutor</li> </ul>
<b>Way of calculation of final credit for practical classes:</b>	PG = 100% grade
<b>Way of calculation of final credit for the module:</b>	FG = PG



## Outlook

The informally existing job coach occupation needs to be confirmed with formal qualification, meeting Europe-wide training standards for professionals in the field of vocational guidance for people with disabilities. The European Qualification Framework (EQF)<sup>13</sup> offers the necessary base for designing the proposal of internationally recognized formal qualification of "Job coach for persons with disabilities" which should act as a specialized career – coaching professional.

In this handbook we have designed the teaching/ learning details for the educational programme of the qualification of job coaches on the 6<sup>th</sup> educational level according to EQF frame. This proposal can be adapted to dedication to the specific variant of disability. However, generally, professional job coaches need to acquire a set of the interdisciplinary knowledge and skills in social science disciplines as: Pedagogy, Psychology (Clinical, Organizational), Counselling, Social work, Human Resources Management, Ergonomics. The education should be also directed on acquiring modern ICT skills, excellent communication and social skills, and analytical/numerical skills.

An important part of the proposed educational curricula consists with practical training – the internship realized in an organization offering jobcoaching services and supervised by experienced professional job coach as a tutor. As the employment situation of disabled people in particular European countries varies in such dimensions as national law regularities containing supported employment, business practices and behavioural patterns towards employing disabled persons, thus also - in a reasonable amount – the content of the educational programmes qualifying job coaches - can differ.

Summing up, the project team hopes this product will be useful in planning internationally recognized qualification paths for the education and training of job coaches at European level.

---

<sup>13</sup> *European Qualifications Framework for lifelong learning*, European Council, Of. Journal C 111, 6.5. 2008.

## References

*European Classification of Skills/Competences, Qualifications and Occupations*, Luxembourg: Publications Office of the European Union, 2013, ISBN 978-92-79-32685-1; doi:10.2767/76494, online: <https://ec.europa.eu/esco/portal>

European Council: *European Qualifications Framework - Recommendation of the European Parliament and of the Council of 23 April 2008*, Official Journal C 111, 6.5. 2008., Annex 1.

European Qualifications Framework for lifelong learning, European Council, Official Journal C 111, 6.5. 2008.

Matuska E., *European Qualification Profile of Job Coach for Persons with Disabilities*, Grone-Schulen Niedersachsen GmbH, Erasmus + project, 2016 (Product 2 of the project)

Matuska E., *Job coaching adopted to specific disabilities*, Niedersachsen GmbH, Erasmus + project, 2018 (Product 6 of the project).

Röttgers H. R., Metje C., *European quality standards for the profession Job Coach for persons with disabilities*, 2016. (Product 1 of the project)

Schulte-Ebbert A., Wenzel B., *International adapted concept of qualifications for the Job Coach for persons with disabilities*, Grone-Bildungszentrum NRW gGmbH, 2018 (Product 3 of the project)