

University of Nyíregyháza
Institute of Applied Humanities

INFORMATION AND GUIDE ON INTERNSHIP

LINKING PROFESSIONAL PRACTICE OUTSIDE THE INSTITUTION
SOCIAL PEDAGOGY MA

Nyíregyháza

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GENERAL INFORMATION

1. Regulations on professional practice, training and outcome requirements

(EMMI Decree 18/2016)¹

“The internship is a continuous practice lasting six weeks, based on a research plan conducted in social pedagogical settings, under the direct supervision of the instructor.”

The EMMI Decree (18/2016) on the training and outcome requirements of the Master's degree (MA) in Social Pedagogy, the sample curriculum of the degree, and the Study and Examination Regulations of the University of Nyíregyháza provide the following in relation to the continuous practice: the training includes the LINKING PROFESSIONAL PRACTICE OUTSIDE THE INSTITUTION that concludes the studies (MSP1208, MSP1208L).

2. Credit value of the internship: 14 credits.

3. Duration of the internship: 240 hours (6 weeks)

4. Condition for starting the „Linking professional practice outside the institution: A continuous professional internship is an individual professional internship in the last semester of the program, the prerequisite for which is the completion of a minimum of 90 credits of the academic (subject) requirements of the Social Pedagogy MA. The subjects of the last semester are an exception to this.

5. Evaluation of the internship: The continuous internship is graded on a five-point scale - excellent (5), good (4), average (3), satisfactory (2), unsatisfactory (1). It ends with a practical grade. The conditions for obtaining a practical grade are governed by the guidelines set out in the “Study and Examination Regulations” of the University of Nyíregyháza.

6. Counting work experience towards completion: Previous work experience may be recognized as a requirement for study at the student's request. If the student works (or has worked) for at least one year in one of the most typical positions in the internship prescribed in the MA program in Social Pedagogy, then the institution will recognize the work experience in place of the requirement of continuous professional practice at the student's request, based on the guidelines of Section 6.12 of the Study and Examination Regulations of the University of Nyíregyháza. The recognition of work experience and previously acquired knowledge applies to both full-time and part-time students.

The relevant regulations of the Study and Examination Regulations:

„Previous work experience may be recognized as a requirement for study at the student's request. The number of credits that can be credited based on validation during the studies may not exceed thirty. The student shall submit his/her validation request on the form provided for this purpose, within the same period and in the same manner as the credit recognition procedure. The request shall be accompanied by:

¹ 18/2016. (VIII. 5.) EMMI Decree on the training and output requirements of higher education vocational training, bachelor's and master's training, as well as on the common requirements of teacher training and the training and output requirements of individual teaching professions amending Decree 8/2013. (I. 30.) EMMI

a.) in case of work experience: a portfolio of activities, certified confirmation of work experience from the employer.

b.) in the case of recognition outside the school system: a document proving completion of the training, a description of the content of the training, and the contact details of the person conducting the training.

In cases a.) and b.), the validation request is reviewed by the subject supervisor and the first-instance decision is made by the Credit Transfer Subcommittee (CTS/KÁB). If the student wishes to have knowledge acquired in an informal environment recognized, the CTS, based on the proposal of the subject supervisor, establishes an ad hoc committee, which verifies the applicant's knowledge through a non-repeatable exam. The exam may be written, oral, practical or a combination of these. The exam result is a grade. The CTS confirms the assessment of the ad hoc committee and makes a decision. The thesis cannot be validated.”²

² Study and Examination Regulations of the University of Nyíregyháza

2. REQUIREMENTS FOR INTERNSHIP OUTSIDE THE INSTITUTION

2. 1. General principles of practice

– In the MA in Social Pedagogy, a continuous internship of six weeks must be organized at a professional internship site. The professional internship is the internship carried out in the 4th semester, the duration of which is 240 hours (six weeks) in full-time education (full-time education). In part-time education (correspondence education), the duration of the internship is 3 weeks (120 hours) in the following breakdown:

- two weeks (80 hours) of continuous practice at the designated field institution,
 - and one week (40 hours) for conducting preliminary and follow-up work related to the research, which is no longer tied to the field institution
- The weekly schedule of the fieldwork lasts from Monday to Friday and includes, on the one hand, the completion of the professional tasks listed in the course description, and on the other hand, the preparation, implementation and documentation of the research plan presented in the field diary, in a manner agreed with the fieldwork site. The fieldwork interval must fall within the academic period indicated in the current Timetable Guide of the University of Nyíregyháza.
- The fieldwork is organized by the Department of Social Pedagogy and Community Organization. Information on the dates and conditions of the fieldwork is provided by the instructors teaching the subject and the instructor organizing the fieldwork.
- Only those institutions with which the University of Nyíregyháza has a valid cooperation agreement can be considered as field sites. Therefore, after departmental approval, contact between the institutions can begin, which must be initiated by the student towards the department by indicating the possible field site and the field site's availability/contact person. The statement on this can be found in the appendix to the information. The statement must be submitted to the lecturer in charge of organizing the field practice by the end of the 3rd semester academic period.
- The list of institutions is being updated that could be considered as field sites and constantly being made agreements with new practice sites.
- The field teacher continuously evaluates the work of the student assigned to him/her during the internship and strives to provide constructive feedback. The field teacher can be expected to evaluate the students' work objectively and differentiatedly. At the end of the internship, the field teacher qualifies the student's work on the "Field Practice Certificate".
- The student must document the completion of the internship with a precisely completed, signed and stamped "Field Practice Certificate", which must be attached to the field diary by the deadline agreed upon with the instructor. The "Field Practice Certificate" can be found in the appendix to this document and on the institute website.
- The final evaluation of the internship is based on the field teacher qualification and the field diary qualification, in the form of a practical grade, by the instructor appointed by the department.
- The expectations for the practical field diary and the tasks to be completed during the exercises can be read below.

2. 2. Completion of professional internship

Continuous internship outside the institution is possible for students participating in full-time (full-time) and part-time (correspondence) training only based on cooperation agreements between the University of Nyíregyháza and organizations that are not considered economic organizations. Before the start of the internship, the subject-responsible instructor and the field coordinator teacher provide oral information to the students applying for the internship about the current internship sites with a valid contract.

Full-time and part-time students must choose an internship from the internship positions offered by the Institute of Applied Humanities and the Institute's Department of Social Pedagogy and Community Organization. The heads of these institutions authorize the presence of the intern in their organization and appoint a so-called contact person/field teacher who assists and directs the student's work during the internship.

2. 3. Criteria for completing the exercise

The student must complete the field internship in the 4th semester. Completion must be confirmed with two documents: the "Field internship certificate" and the "Integrated social pedagogy internship diary". The deadline for submitting the documents related to the internship is the same as the requirement for submitting the thesis in the current timetable of the University of Nyíregyháza. Missing the deadline for submitting it incompletely will exclude the acceptance of the internship.

The fact of completing the field internship must be certified on the "Field internship certificate" form, which can be downloaded from the website of the Institute of Applied Humanities (the form can also be found in the appendix to the information). The certificate must be submitted in person by the person designated by the Department of Social Pedagogy and Community Organization by the deadline specified above. The form is considered official and acceptable if it contains the student's details (name, department, year) as well as the identification data of the internship location and the exact duration of the internship. The certificate must be stamped with an official seal and authenticated with the signatures of the contact person (field instructor) and the head of the institution.

The field training certificate also includes an evaluation of the student's work, in which the intern's activities must be rated based on the criteria given to the field teacher in a maximum of 1500 characters.

The second document for completing the internship is the "Integrated Social Pedagogical Practice Diary", which must be submitted simultaneously with the Field Practice Certificate by the specified deadline.

2. 4. Regulations for the “Linking Professional Practice Diary”

2. 4. 1. Formal requirements

– format: Ms Word format, Times New Roman font, font size 12, 1.5 line spacing, justified format, margins: left 3.0 cm, right, bottom and top 2.5 cm, 1 page only, colour printing (if it contains graphs and images), spiral format, 1 copy must be submitted,

– Length: 15-25 pages, excluding the front page, bibliography and table of contents, and attached appendices,

– front cover: top centre: logo of the University of Nyíregyháza, below centre: title:

"INTERCONNECTED SOCIAL PEDAGOGICAL PRACTICE DIARY", bottom right: student's name, major, department, bottom centre, but below: NYÍREGYHÁZA, and below it the year of submission.

2. 4. 2. Content requirements

- The following structure must be used in the thesis
 - front page,
 - table of contents (with page numbers),
 - mandatory tasks in the following structure:
 - practical schedule: from what date and for how long the practical work carried out in the given field institution based on the research plan lasted, what specific tasks the student performed in a weekly breakdown. It can be in tabular form (min. half a page),
 - presentation of the field institution: possible set of criteria: legal background,
 - tasks, specific institutional parameters, general characteristics of the specific institution
 - task performance (maximum 3 pages),
 - description of the activities carried out based on the research plan, which includes:
 - definition of the
 - problem, literature exploration of the research history,
 - formulation of the
 - hypothesis, presentation of the research methods, characteristics of the sample, quantitative and qualitative processing of the data, and
 - summary of the results
 - (maximum 10 pages),
 - analytical and summary presentation of the tasks related to the research carried out in the field: evaluation of the completed tasks, professionally founded opinion on the institution (maximum 5 pages),
 - self-assessment of the student, analysis of his/her self-development and competences primarily in connection with the research plan and its implementation: the level of solving the professional tasks, moments of personal development, presentation of strengths, shortcomings, opportunities for further development and their comparison with the competence system of the vocational training and outcome requirements (kkk) (min. 1 page),

- formulation of summary experiences: overall impressions of the entire coherent practice, formulation of proposals based on the research experiences (min. 1 page)
- bibliography: with precise and regular marking of the literature and laws used by the student during the practical work,
- annexes:
 - must contain the previously approved research plan, based on which the student will start his/her internship,
 - it must include a copy of the "Fieldwork Certificate",
 - all documents that the intern used to document his/her internship work/research and refers to in his/her internship diary. (for example: observation sheets, data sheets, oral and written interrogation questions, minutes, larger tables, official documents and other details of materials providing background information).
- Annexes must be numbered and referred to in the context. Annexes are not part of the substantive work

2. 5. Evaluating the intern's performance

2. 5. 1. Determining the practical grade

The evaluation of the field practice is carried out by the person(s) designated by the Head of the Department of Social Pedagogy and Community Organization. When determining the practical grade, the partial grade received for the development of the “CONTINUOUS SOCIAL PEDAGOGICAL PRACTICE DIARY” and the evaluation of the internship activity by the mentor of the given field institution are taken into account. Thus, the practical semester ends with a five-level practical grade, which can be: insufficient (1), sufficient (2), average (3), good (4), excellent (5). The student’s performance can be accepted if each partial grade is at least sufficient (2). If it can be established that the student did not complete the practice in the prescribed manner or within the prescribed period, the continuous practice must be repeated. The continuous practice can be repeated no more than once during the studies!

2. 5. 2. Criteria for grading the practical diary

- level of literature and theoretical knowledge: integration of theoretical background into professional work and recognition of theories underlying cases,
- research methodological preparedness: forms of application of data collection and analysis methods, levels of use, depth of analysis,
- level of conclusions, practical applicability, summary opinions,
- presentation of professional competencies: documentation of professional development, critical formulation of strengths
- weaknesses and development directions,
- structure and style of the thesis: logical structure, content coherence, correctness of language,
- thesis structure, appearance, aesthetics,
- uniqueness: ability to formulate independent thoughts, originality, insight,
- overall impression of the practical diary

3. HELP FOR STUDENTS

3. 1. Recommendations for conducting the internship

- the intern must adapt to the theoretical and practical objectives of the host institutions, – the intern must perform the tasks assigned to him/her within his/her own competence limits, he/she is responsible for performing them independently and professionally, under the guidance of professionals,
- it is recommended to make notes on his/her activities and research results in the institution on a daily basis, which can be the basis for a summary of his/her work,
- it is recommended to collect the documents that he/she has learned and used during his/her practice/research,
- it is advisable to monitor and document his/her own self-development during the internship. It is recommended to record his/her professional successes and failures, analyse their causes, consequences, and possible correction options,
- strive to document events/incidents during his/her research work, taking into account the clients' personality rights. (name, location, and other data should not be recognizable), be constructive, empathetic, and accepting,
- in the master's program, you are expected to use a problem-focused approach in interpreting events and phenomena, and in seeing cause-and-effect relationships,
- if you need help, are unsure about something, or have questions, you should consult with your internship supervisor, field teacher, or contact the instructor of your department who organizes the internship

3. 2. Research plan

The training and outcome requirements of the master's degree program in social pedagogy require students to complete a coherent practice in social pedagogy settings, which is based on a research plan and is conducted under the direct supervision of the instructor.

The research plan plays a decisive role in research, as it finalizes the entire research process on both a theoretical and practical level. Conceptual modelling can shed light on the interdependence of the individual phases and the difficulties of implementation. This can avoid the need to modify the research later or even start it over. In this phase, the "what" (formulation of a specific research question), the "why" (specific research goal and hypotheses), and the "how" (methodological and sampling aspects, data collection, processing, and analysis methods and procedures) are taken into account.

The research plan also provides an opportunity to clarify emerging ethical dilemmas. The development of the research plan is preceded by the phase of orientation, when the problem area that we wish to explore is outlined. This can be done by reading the literature, learning about previous research histories, searching for Internet sources, and professional discussions.

3. 2. 1. Units of the research plan

Several versions of research plans are known. According to the literature, the main parts are as follows:

- the main questions of the research and the purpose of the research,
- the background of the literature and the research history,
- the theoretical and practical relevance of the research,
- hypothesis(es),
- conceptualization: which means defining exactly what we mean by the
- concepts and technical terms used in the research,
- operationalization: when we assign procedures and measurable variables to the concepts,
- the method and circumstances of sampling: definition of the basic population, sampling frame,
- sampling procedure, type of sampling,
- the questions of the questionnaire and the interview script,
- the method of processing (exploration, processing),
- literature used,
- schedule, time schedule: can be prepared in text or tabular form

3. 2. 2. Aspects of preparing a research plan

In the Master's degree program in Social Pedagogy, the "Integrated Social Pedagogy Practice" can only be started if the student has submitted it in advance and the instructor assigned by the Department of Social Pedagogy and Community Organization has accepted the student's research plan. The research plan must also be coordinated with the field institution. Submission is possible during the "registration week" indicated in the current timetable of the University of Nyíregyháza.

Expectations regarding the research plan:

- the front page contains the student's name, the academic year in which he/she is completing his/her internship, and the word RESEARCH PLAN should be written in the middle of the front page, with the exact title of the research below,
- the total length of the research plan can be a maximum of 5 pages (excluding the front page and bibliography),
- the research plan should cover the following:
 - research objective, main questions,
 - presentation of the literature (theoretical) background (one and a half to two pages),
 - hypotheses (maximum 3),
 - brief description of research methods (exploratory and processing methods),
 - brief description of the research location and sample,
 - research schedule (in text or in tables, in headings)
 - research ethics issues
 - bibliography (5-6 pages).

Suggested research areas (but individual ideas and solutions are also possible):

- mapping the problems of the client group using institutional services, using qualitative/quantitative methods,
- assessing the needs of clients,
- analysing the structure of social services,
- learning about the methods and tools of social assistance in the institution/service,
- preparing a social anamnesis,
- developing an action plan related to the clients' needs,
- presenting and analyzing cases from the circle of clients using the service,
- preparing a professional program plan for the implementation of the equal opportunities program operating in the institution,
- learning about and analyzing the life path and social problems of one or more clients,
- learning about and analyzing the relationship and connection between the institution/service and the clients
- assessing the care needs and their connection to the service used.
- examination and analysis of professional procedures and protocols in the service/institution, in the form of an analytical paper,
- collection of information about the operation of the institution, its services, its clientele, the tools and methods of social work, from the perspective of a participant observer,
- preparation of an analysis related to a service, aimed at problem management.,
- examination of the efficiency, effectiveness and climate of the institution/institutions

3. 2. 3. Literature for research plan

- **Babbie**, Earl R. 2020. **The Practice of Social Research**. Cengage AU (any edition ok!)
- **Jensen**, Niels Rosendal - **Kornbeck** Jacob (2011) **Social Pedagogy for the Entire Lifespan**. Europaischer Hochschulverlag GmbH & Co. KG
- **Guide on Social Casework with Social Work Case Studies Examples**.
<https://www.socialworkportal.com/social-casework/>
- **LeCroy**, Craig W. (1992) **Case Studies in Social Work Practice**. Wiley
- **Steinberg**, Dominique Moyse (2015) **Social Work Student's Research Handbook**. Routledge

3. 3. Methods of data collection

3. 3. 1. Interview

An interview is an oral interrogation, during which there is a personal interaction between the interviewer and the interviewees. Its essence is that we collect information using questions and draw conclusions based on them. It is suitable for exploring the knowledge, opinions, attitudes, experiences, motives, and lifestyles of individuals and groups. It can be used to explore possible connections, formulate tendencies, and verify regularities.

Question types in an interview:

- *open questions*: during which the interviewee answers the questions in his or her own words. This form is suitable for revealing the respondent's position, thinking habits,
- *closed questions*: when the respondent can choose from the given options, such as multiple-choice questions, ranking questions, or so-called intensity questions.

Grouping of questions:

- we call *main questions* the questions that correspond to the research topic,
- *additional questions* ensure reliability. These can be:
 - demographic questions: for example, age, gender, education, place of residence,
 - warm-up questions: their purpose is to achieve an attunement to the topic,
 - control or cross-questions: serve to check the authenticity of the answers,
 - deductive questions: their purpose is to relieve tension, and if the interviewee has something to say, he can do so

Interview forms:

- *unstructured interview*: essentially equivalent to a free conversation,
- *structured interview*: based on a structured conversation, i.e. the conversation is regulated, for example, the questions must be asked in the same order, and the researcher cannot add additional questions or explanations.
- *in-depth interview*: mainly suitable for exploring the intimate sphere (something that the interviewee is reluctant to talk about to anyone else). The success of the interview largely depends on the attitude of the interviewee, and whether the interviewer can create a confidential, honest atmosphere. It is important to record the interview, although you must be prepared for the fact that the interviewee may not be willing to let you record their opinion.
- *narrative interview*: a special form of in-depth interview, when the interviewee "tells" the events and experiences that have happened to them. This could include, for example, presenting the life path, recounting events and incidents that are decisive for the individual.
- *clinical conversation*: its essence is that the question is always based on the answer, with the intention of making the interviewee think, i.e. the answer will always be the result of contemplation and consideration.

3.3.2. Observation in research field

Observation: purposeful, planned, systematic, objective fact-based perception.

One type of observation is the so-called unstructured observations. The essence of this form is that it takes place in a natural environment, lasts for a long time, and can cover many details. It is also characterized by a high degree of freedom of the observer. In contrast, structured observations use observation categories for the sake of objectivity.

Observation techniques are techniques that are suitable for preparing, conducting observation, and that serve to record and analyze phenomena. The main techniques are the following:

- diaries, notes: methodologically less bound forms, the observer observes the activity of a child or group from one or more aspects, for a shorter or longer period of time, and records information that is considered important and interesting to them. Their advantage is that every phenomenon can be recorded, it is a relatively simple method to carry out, and it is not a laborious one. Their disadvantage is their subjectivity, and that their validity and quality largely depend on the expertise of the observer.
- complete and selective protocols: during complete protocolling, the observer records all verbal and non-verbal expressions, for which he also uses technical tools (shorthand, audiovisual tools). Its advantage is that the observer does not break up the process, but due to its laboriousness, it is a rarely used form despite the fact that it has been helped by modern technology. Moreover, essential elements and processes may remain hidden despite the technical tools. Selective protocols recognize that not all elements of reality can be captured, so they highlight the range of phenomena that they want to explore. Within the highlighted range, however, they record all events and phenomena. They can be used mainly where the elements to be examined can be clearly defined.
- estimation scales: the observer does not describe the event itself but rather forms a value judgment on a scale provided in advance. These scales usually contain an odd number of divisions, usually 3, 5 or 7 degrees. Their advantage is that they are easy to fill out and the data can be easily processed. Among their disadvantages, it should be mentioned that in many cases the belonging to the categories is decided on the basis of subjective criteria, and it is difficult to reproduce the events belonging to the scale value, since it does not describe the fact, but the opinion about it.
- signal and category systems: in the case of a signal system, events occurring during an observation period (usually 5–10-minute units) are recorded on a pre-prepared form. Each event is recorded only once, regardless of its frequency. In the case of category systems, however, recording is continuous and takes place at the same time as the events occur. Care must be taken to ensure that all events can be classified into categories and that each event can only be classified into one category.

Observation of the environment: observation in a natural situation, in the client's home.

Recording: writing down what is seen after spending time with the client.

Observation of living space:

- what is the neighborhood like,
- characteristics of the physical environment: size, layout, furnishings of the apartment, children's and adults' own living space: separate room, room section,
- impressions of the client's life.

The client's life

- how an average day goes, what is their lifestyle,
- their time allocation,
- impressions of the mood and emotional atmosphere of the home.

3. 3. 3. Case analysis, Case description

The purpose of preparing a case analysis is to help understand a case, to explain why things happen the way they do, or to predict things based on an example.

Its forms can be:

- longitudinal presentation: following and presenting an individual (special) fate,
- cross-sectional presentation: arranging the client's problem and the events related to it around a given theme.

The student can decide to prepare either of the two.

General structure of the case analysis:

- circumstances of preparing the case analysis: (how did you come into contact with the client, in what institution, in what role, how did the client come into contact with the helping professional, organization),
 - presentation of the people in the case description (without names), as well as the most important characteristics of the client/s and their environment:
 - the client(s), their characteristics (for example: gender, age, external and internal characteristics, other personality characteristics, health status, and everything that may be important for the case),
 - socio-cultural environment (for example: family background and its characteristics, family structure characteristics, lifestyle characteristics, education, income conditions, residential characteristics, sources of problems).
- a specific and detailed presentation of the case:
- a presentation of the problem, the antecedents of the development of the problem, possible causes,
 - attempts to solve the problem, when, who took what steps to solve the problem,
 - the client(s)' motivations, dilemmas, expectations of the helping institution,
 - a description of the client's own resources, helpful supports, factors that help and limit change.
 - a factual presentation of the current status of the closed or ongoing case.

– formulating a summary opinion: (for example: solution suggestions; how you think about the solution to the problem; how competent the intern felt in the case, does he have any other ideas for solving the problem; what other professionals would have been justified to involve; how you evaluate your own performance; and other subjective comments).

3.3.4. Case study

The purpose of the case study is to demonstrate how theoretical knowledge can be integrated into practice. A case study is a piece of writing that, starting from the case, the individual, becomes suitable for a better understanding and understanding of phenomena, processes and operations.

Suitable for:

- presenting the complexity of the helping process (for example, presenting social work methods in relation to a specific case),
- presenting the complexity of a given case (client, procedure, organization, phenomenon).

What is considered a case? We consider a case to be an individual, a family, a group, a community, in whose life social work intervention can be seen, or an organization, a team, which constitute the environment of social work. Based on this, a case study can be prepared about an individual, a family, a group, a community, an organization, a team in social work.

General outline of the case study:

- theoretical and methodological background of the topic (taking into account professional, methodological and institutional requirements)
- *introduction of the client*: gender, age, family characteristics, external and internal characteristics, the problem,
- presentation of the specifics of contacting the client,
- *review of official documents and records*: for example, case documentation, interviews, environmental studies, protocols, records of other professionals,
- *social history*: for example, social situation, health status, general psychological
- *status, needs, desires*,
- *formulation of the problem*: according to the client, the social worker, and those living in the client's environment,
- *setting goals and concluding a contract*,
- *preparation of an intervention plan, intervention steps, measurement of results*,
- *presentation and description of the process and dynamics of the helping work*,
- *evaluation of the casework, conclusion and summary of the casework*
- *methodological notes*:
 - anonymity must be taken into account (we do not disclose real names or data that can identify the person),
 - general conclusions must be avoided, since we only examined one case,
 - we should not base the case study only on written documents, we should try to supplement it with other methods,
 - we should not get involved in the details, the point is to systematize the experiences and search for reasons.

5. APPENDIX

5. 1. DECLARATION ON THE COMPLETION OF PROFESSIONAL PRACTICE

5.2. FIELD PRACTICE CERTIFICATE

DECLARATION ON THE COMPLETION OF PROFESSIONAL PRACTICE
SOCIAL PEDAGOGY MA

Name:

The field exercise (underline the correct answer):

1. I will complete the course by taking into account my work experience..

Name and address of the workplace to be credited:

.....
.....

2. I complete the course in accordance with the Training and Outcome Requirements (TOR), the duration of which is 240 hours (6 weeks) in full-time training, 120 hours in part-time training (80+40 hours) (In part-time training, the duration of the internship at the institution is 2 weeks (80 hours), which is supplemented by 1 week (40 hours) of pre- and post-study work related to the research work, which is not tied to the institution.)

Name and address of the institution where I would like to spend the fieldwork:

.....
.....

Contact information of the institution (telephone, email and contact person):

.....
.....

20.

.....

Signature

**FIELD PRACTICE CERTIFICATE
FOR INTERNSHIP OUTSIDE THE INSTITUTION
SOCIAL PEDAGOGY MA**

Student's name:

Name and address of institution:

.....

Field teacher's/instructor's name:

Duration of the internship:

I certify that the student completed his/her field internship at our institution and completed the tasks assigned to him/her..

Short textual evaluation of the student's work: (maximum 1500 characters): elements: the level of the intern's theoretical knowledge and application of knowledge; his/her relationship with clients and the institution's staff, his/her work ethic; the strengths, weaknesses, and development trends of his/her personal and professional competencies.

.....

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Grading the student's work on a five-point scale (underline the appropriate one)*:

insufficient (1), sufficient (2), average (3), good (4), excellent (5)

Date:

.....

student's signature

.....

field instructor's signature

.....

institutional stamp

*Kérnénk a Tisztelt Tereptanárokat a minősítés megállapításánál vegyék figyelembe a hallgatók motiváltságát, aktivitását, szakmai érdeklődését. Nem fogadható el a hallgató teljesítménye, azaz „elégtelen” (1), ha a gyakorlatot nem az előírt módon és időtartamban teljesítette, és munkája nem felel meg a képző intézménnyel és a mentortanárral egyeztetett szakmai elvárásoknak.