SUBJECT DATASHEET

Case management and supervision (external internship)

BMEGT52S220

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name
Case management and supervision (external internship)

ID (subject code) BMEGT52S220

Type of subject
Contact lessons

Course types and lessons

Type	*Lessons*
Lecture	10
Practice	30
Laboratory	0

Type of assessment
mid-year grade

Number of credits
10

Subject Coordinator

Name	*Position*	*Contact details*
Dr. Répáczki Rita	assistant professor	repaczki.rita@gtk.bme.hu

Educational organisational unit for the subject
Department of Ergonomics and Psychology

Subject website
www.erg.bme.hu

Language of the subject
magyar - HU

Curricular role of the subject, recommended number of terms
Programme: **Organizational and business coaching psychologist postgraduate specialization programme**
Subject Role: **Compulsory**
Recommended semester: **3**

Direct prerequisites

Strong	Haladó coach készségek
Weak	Szervezeti coaching módszertana
Parallel	None
Exclusion	None

Validity of the Subject Description
Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580950/7/2025 registration number. Valid from: 2025.10.29.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

As a result of the course, participants acquire the competencies of a self-reflective practitioner. They will be able to prepare for group case discussion – supervision, formulate the supervision question they are working on answering during supervision. They analyze their experiences gained during the field exercise and become aware of their own impact on the coaching relationship and process, and ultimately on the effectiveness of coaching. They integrate and deepen the theoretical and practical knowledge acquired during previous courses. They receive technical support for the successful implementation of field exercise coaching processes. They master the theories and methodology of coaching supervision.

Academic results

Knowledge

1. Know the competencies of a self-reflective practitioner.
2. He is familiar with the concept and methodology of coaching supervision.
3. Know the role and function of supervision in the coaching process.

Skills

1. Able to prepare for group case discussion and supervision.
2. Able to formulate the supervision question that he is working to answer during supervision.
3. Able to analyze the experience gained.
4. Able to lead a group coaching supervision process.
5. Aware of their own impact on the coaching relationship, process and outcome.

Attitude

1. Accepts, understands and represents the complexity of psychological phenomena.
2. Know and adhere to professional competence limits.
3. Open to expanding knowledge related to your field.
4. Open and motivated to apply the knowledge gained.
5. Collaborate on expanding knowledge with the instructor and fellow students.
6. Open to the use of information technology tools and self-knowledge materials that will be applied throughout the course.

Independence and responsibility

1. He expects and utilizes new knowledge.
2. He takes an active part in the process of acquiring knowledge.
3. Solve individual and group tasks responsibly and independently.
4. He collaborates with fellow students in group work.
5. He uses a systemic approach in his thinking.

Teaching methodology

Small group case consultation, group person-centered coaching, and presentation. Keeping a case log of the internship.

Materials supporting learning

- Kiadott órai anyagok.
- Ajánlott irodalom:
- Gray, D.E. (2017). Towards a Systemic Model of Coaching Supervision. In T. Bachkirova, G. Spence & D. Drake (eds.), The SAGE Handbook of Coaching. London: Sage.
- Hawkins, P., & Schwenk, N. (2011). The seven-eyed model of coaching supervision. In T. Bachkirova, P. Jackson, & D. Clutterbuck (Eds.), Coaching and mentoring supervision theory and practice (pp. 28–40). Maidenhead and New York: Open University Press McGraw-Hill.
- Hawkins, P. et al. “The manifesto for supervision.” (2019).
- Lawrence, P. (2019). What happens in group supervision? Exploring current practice in Australia. International Journal of Evidence Based Coaching and Mentoring, 17 (2), 138-157.
- Turner, E. and Palmer, S. (eds.) (2019) The Heart of Coaching Supervision: Working with Reflection and Self-Care. Abingdon: Routledge.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése az online esetnapló és esetprezentáció értékelése alapján történik.

Performance assessment methods

Szorgalmi időszakban végzett teljesítményértékelések részletes leírása: A. Esetnapló: a gyakorló coaching megvalósítását nyomon követő
online esetnapló vezetése. B. Esetprezentáció készítése és bemutatása: a gyakorló coaching folyamat során elért eredmények bemutatása és értékelése. A két feladatra kapott pontszám alapja képezi a megajánlott kurzusjegyet.

Percentage of performance assessments, conducted during the study period, within the rating

- **Összegző tanulmányi teljesítményértékelés (Esettanulmány)**: 80
- **Részteljesítmény értékelés (esetnapló)**: 20

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	95
Very good	86-95%
Good	75-85%
Satisfactory	64-74%
Pass	50-64%
Fail	50% alatt

Retake and late completion

Az összegző terepdolgozat a pótlási időszakban – első alkalommal – díjmentesen pótolható vagy javítható.

Coursework required for the completion of the subject

Kontaktórákon való részvétel	40
Külső szakmai gyakorlat	160
Esetnapló vezetése	80
Esetbemutató megtartása	20
összesen	300

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 13.10.2025.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

A 2.2. pontban megfogalmazott tanulási eredmények eléréséhez a tantárgy a következő tematikai blokkokból áll. Az egyes félévekben meghirdetett
kurzusok sillabuszaiban e témaelemeket ütemezzük a naptári és egyéb adottságok szerint.

1 The concept and role of case consultation and supervision in coaching.
2 Case consultation sessions in small groups.
3 Coaching supervision approaches and methods.
4 Similarities and differences compared to the group coaching method.
5 Group supervision sessions broken down into groups.
6 The Seven-eyed Model of Supervision
7 Rules and process of group supervision meeting.
8 Preparing for supervision, filling out a self-supervision diary.
9 Competencies of a self-reflective practitioner.
10 Integration of supervision results in the coaching process.

Additional lecturers

Approval and validity of subject requirements