



Handout for mentors of students during the internship



Contents

Introduction	4
1. Internship Office.....	6
2. Information from the university	7
2.1 Module structure and embedding of the internship in the 4 th semester	7
2.2 Acquiring competences during the internship	7
2.3 Qualification goals for the internship	9
2.3.1 Social work.....	9
2.3.2 Special needs and inclusive education.....	10
2.3.3 Childhood education.....	11
2.4 Preparation and support during the internship by the university.....	11
2.4.1 Responsibility of the university	11
2.4.2 Preparatory seminar for the internship.....	12
2.4.3 Accompanying seminar during the internship.....	12
2.4.4 Supervision during the internship.....	13
2.3.1 Examinations	14
3. Support from professional practice during the internship	15
3.1 Organization of internship.....	15
3.2 Mentor and support of internhsip.....	15
3.3 Designing the support and training process.....	17
3.4 Individual learning goals agreement and portfolio.....	18
3.5 Educational conversation, evaluation and confirmation	19
3.6 The most important facts in brief	21
4. Cooperation between university and professional practice	24
4.1 Internship office and practical support	24
4.2 Meeting forums.....	24
4.2.1 Mentors' meeting	24
4.2.2 Practice exchange ("Praxisbörse")	24
4.3 Research and transfer	25
4.4 Training for mentors	25
4.5 Information from the Continuing Education Department and the ICEP.....	26
4.6 The most important facts in brief	26
Conclusion.....	27

5. Literature on practical support	28
6. Appendices: Templates and forms	29
6.1 Internship lecturers at the university (as of February 2023)	29
6.2 Notes on the portfolio	31
6.3 Notes on the individual learning goals agreement.....	36
6.3.1 General information.....	36
6.3.2 Content-related organizational aspects.....	37

Introduction

Dear mentors of internship,

Dear all those interested in the internship,

Thank you for your willingness to offer an internship placement in your organization and to be available as a mentor for a student of our university.

For the desired and successful theory-practice transfer during the internship and beyond, the university would like to be in good contact and exchange with you and your organization.

This handout was written for mentors of our Bachelor's degree programs in Social Work, Special Needs and Inclusive Education and Childhood Education. It aims to inform you about how the internship is embedded in the degree program and the requirements for the internship. In addition, it supports you in your role as a mentor.

As a mentor of internship, you make an important contribution to the training of professionals in the fields of social work, special needs and inclusive education and childhood education. The professional experience gained during the internship and the reflection in the meetings with the mentor are of immense importance for the students, as they contribute significantly to the development of professional competence and professional identity. We would like to thank you for your support in this process.

We hope that you and your organization will benefit just as much from the exchange and discussion of current topics from theory and research with "your" trainee.

When it comes to the question of practical orientation, we consider it helpful to point out the joint but shared training responsibility of the university and professional practice, as the overall training takes place at two different learning locations, each with different system logic and specific tasks.

Universities and providers of work placements share responsibility for training during the internship. The university has the task to integrate the internship in the degree program. This task comprises intensive preparation of and support during the internships. Preparation and support from the university may help students reflect on their practical experience at the theoretical level and thus encourage them to find challenging questions for further academic discussions. For professional practice, in turn, the task is to provide prospective professionals with suitable fields of practice and to facilitate guided experiences.

By explicitly naming the quality standards, the exchange and discussion with practitioners is to be stimulated and close cooperation between the university and practitioners is to be sought regarding the qualitative training of future professionals.

Berlin, February 2025

Anette Reck

Head of the Internship Office

Prof Dr Vera Munde

Chair of the Internship Commission

1. Internship Office

The internship office of the Catholic University of Applied Sciences Berlin (KHSB) is responsible for all essential matters relating to the internship. In particular, this concerns the organizational handling of the internship, the formal recognition of internships, and the processing and approval of internship agreements. In addition, the internship office cooperates with the organizations of the internship and with the lecturers at the university (especially the internship lecturers) regarding the realization of the internship, as well as the counselling of students and the organization, and mediation in the event of possible conflicts in connection with the internship.

Contact and availability:

[https://www.khsb-berlin.de/de/Studienintegrierte Praxis](https://www.khsb-berlin.de/de/Studienintegrierte_Praxis)

Phone +49 (0)30. 50 10 10 19

Fax. +49 (0)30. 50 10 10 88

praxisreferat@khsb-berlin.de

The internship office is in close contact with the university's supervision officer and the chair of the internship commission. The head of the internship office is a member of the internship commission. The internship commission consists of students, lecturers and representatives of professional practice (external professionals). The task of the internship commission, as a commission of the academic senate, is discussing fundamental questions regarding the theory-practice alliance and further developing perspectives for cooperation between the university and professional practice. It is chaired by a professor elected by the academic senate of the university.

2. Information from the university

2.1 Module structure and embedding of the internship in the 4th semester

The Bachelor's degree program at the KHSB comprises seven semesters: six theory-oriented semesters and one internship semester (module: internship semester), which is usually completed within the 4th semester (summer semester).

The internship module consists of the 20-week internship period in the organization of internship, the theory-based internship seminar and the group supervision accompanying the internship.

Prior to this, in the third semester, students are prepared for during the "internship preparation module", comprising seminars in communication and professional relationship management, prevention of sexualized violence in organizations and a seminar oriented towards the field of action.

The embedding of explicit practical components in the degree programs is shown in the following table (Fig. 1).

Study program	1 st and 2 nd sem.	3 rd semester	4 th sem. (each summer semester)	5 th and 6 th sem.
Social work	Workshop seminar with focus on the specific profession	Internship preparation module	20 weeks internship Internship seminar Supervision	Project seminar in a specific area of study
Special needs and inclusive education	Seminar "target groups, life situations and areas of participation – problem-oriented learning"			
Childhood education	Workshop seminar with focus on the specific profession	Internship preparation module and module "language education" including mentoring		

2.2 Acquiring competences during the internship

As part of the changeover from Diplom to Bachelor's and Master's degrees, higher

education is oriented not only towards knowledge transfer but also, and above all, to students' job-specific qualification goals and competences (Bachelor's degree as the first university degree qualifying for a profession).

General professional competences, based on the Federal Working Group of Internship Offices, are as follows:¹:

- systematically experience the complex professional practice of independent, public and private organizations and recognize and partially practice the central actions of the respective fields of work;
- get to know and describe the service users of the facility of internship and their social, regional, material and personal problems, and in particular be able to recognize, use and promote their own strengths;
- gain knowledge about other organizations, services and persons working in the professional field;
- apply, utilize and improve statutory and organizational offers;
- familiarize with the means and methods of professional action and try them out;
- test social science theories in professional practice.

Another learning outcome is the (further) development of professional identity and attitude. The students should²:

- have an overview of the organizational structure of the organization of their internship and be able to understand decision-making processes and the distribution of tasks;
- be able to identify and analyze professional roles and differentiate them from other professional roles;



¹ cf. BAG (2013, p.23)

² ibid. p. 24 - 25

- recognize standards and professional ethical principles of social work, special needs and inclusive education and childhood education in comparison with and in contrast to other professional roles and act accordingly;
- recognize the tension between society, organization and client expectations and develop their own models for action;
- make constructive use of practical support by regularly reflecting on and evaluating learning processes in order to improve personal and professional judgement.

2.3 Qualification goals for the internship

The learning goals for the internship vary depending on the chosen degree program and can be accentuated differently within the degree program depending on the objectives and conditions of the location of the internship. The specifics of each placement provider are described in the individual learning goals agreement (see chapter 3.4).

The general orientation for the planning and implementation of internship is listed in the program-specific module descriptions and is presented below for the individual BA programs at the KHSB³

2.3.1 Social work

The focus of the "Practice of Social Work" module is familiarizing students with, testing and reflecting on the practical knowledge of social work. The "employability" of professional social work is conveyed through familiarization with and exemplary testing of professional knowledge in relevant fields of practice with the aim of making knowledge, action and self-competence understandable as reciprocal.

The students:

- know places and topics for advocacy on behalf of addressees and clients;
- know about the structure, organization and socio-political contexts of professional action;
- are able to understand professional social work as methodically reflected action based on theoretical knowledge and apply it in an exemplary manner;
- know their role as professionals;
- can recognize interpersonal and/or intrapersonal conflicts that arise in a

³ Cf. module handbooks for the Bachelor's degree programs in Social Work, Curative Education, Childhood Education (https://www.khsb-berlin.de/de/Ordnungen_und_Formulare_zum_Studienverlauf)

professional context and develop solutions.

2.3.2 Special needs and inclusive education

The internship semester is a structured and goal-oriented phase in professional practice that serves to explore an exemplary field of action in special needs and inclusive education. The module focuses on familiarizing students with, testing and reflecting the practical knowledge of special needs and inclusive education - especially in inclusive fields of action. The "employability" of professional special needs and inclusive education is taught by students being familiarized with and trying out examples of professional action knowledge in relevant fields of practice with the aim of making knowledge, action, social and self-competence understandable as reciprocal.

The students

- are aware of the challenges in relation to the professional role in the practice of inclusive education
- are familiar with locations, fields of activity, target groups and profession-specific working methods and know about the structure, organization and socio-political contexts of professional activity;
- can accept people with disabilities as individuals in their diversity and to accompany them according to their individual needs and to create differentiated networks, considering their specific living environments and situations;
- are aware of the necessary interdependence of knowledge, action, social and personal skills and can reflect on their professional actions from this perspective;
- can recognize interpersonal and/or intrapersonal conflicts that arise in a professional context and develop solutions.



2.3.3 Childhood education

The module focuses on familiarizing students with, testing and reflecting on professional pedagogical action in everyday practice through a differentiated, reflective practice-theory-learning process. The individual and social circumstances of children and their families as well as the cross-sectional perspectives, gender difference, cultural diversity, impairment and talent are given special consideration.

The students:

- are aware of the challenges of the professional role in the practice of childhood education from the perspective of diversity;
- are familiar with locations, fields of activity, target groups and profession-specific working methods and know about the structure, organization and socio-political contexts of professional activity;
- are able to accept children as individuals in their diversity and to accompany them according to their individual needs and to create differentiated networks, taking into account the specific living environments and situations of their families;
- are aware of the necessary interdependence of knowledge, action and self-competence and are able to reflect on their professional actions from this perspective;
- can recognize interpersonal and/or intrapersonal conflicts that arise in a professional context and develop solutions.

Profile “Participation and inclusion”

Students of childhood education have the opportunity to acquire the additional qualification "Participation and inclusion" through a predetermined selection of courses, additional seminars and specific requirements in practical and practical support.

The requirements for the practice are explained on the homepage: <https://www.khsb-berlin.de/node/67140>

2.4 Preparation and support during the internship by the university

2.4.1 Responsibility of the university

The university is responsible for organizing the preparation, support and evaluation of the internship and for integrating these elements into the curriculum through appropriate teaching formats and content.

In concrete terms, this means for the internship program, the KHSB

- ensures the continuous support of the practical phases through compulsory courses, which are held by full-time lecturers, the internship lecturers (cf. Annex 7.1), in the internship seminar;
- reviews the individual learning goals agreement;
- ensures continuous support through group supervision accompanying the internship;
- offers crisis and conflict counselling during the internship by the internship lecturers and the internship office;
- encourages continuous contact and exchange with the organizations of internship and offers further training events for mentors of internship;
- develops evaluation procedures together with all those involved in the internship program and coordinates quality assurance processes.

These duties are ensured by the internship office (see section 4.1).

2.4.2 Preparatory seminar for the internship

All students attend a preparatory seminar in the 3rd semester in which they are prepared for the role, tasks, content and goals of the internship specific to their degree program. The process-orientated portfolio is also introduced. As part of this seminar, there is the opportunity to go on field trips, for example to visit (potential) organizations for the internship or to invite representatives of organizations to present their institution. The seminars are usually chosen by the students according to their degree program and field of interest. The seminars are organized by the university's internship lecturers, who prepare the students for their internship in a specific field.

2.4.3 Accompanying seminar during the internship

In the accompanying seminar during the internship provided by the internship lecturers, the field-specific theoretical foundations are reflected on basis of the students' practical observations, research and experiences. This is methodically accompanied in all seminars by means of the portfolio. The focus of this practice-theory reflection is on the concrete specific actions in the chosen field of practice. The practical experiences brought in by the students and the increasingly independently organized tasks in practice on site are reflected on the theory-meta-level. For example, reasons for a pedagogical intervention, for the choice of methodological approach and for the design of the intervention process are discussed.

The seminar takes place at the university or online every two weeks on Monday from 10 a.m. to 1.30 p.m. and, like the group supervision accompanying the internship, is a compulsory course for students as part of the 20-week internship period (proof of participation). The time required for the courses and for preparing the portfolio therefore warrants granting students one day off per week, usually on Mondays.



2.4.4 Supervision during the internship

Supervision enables a deeper understanding of work-related reality by analyzing a situation from different perspectives with the aim of exploring options for one's own actions. Supervision accompanying the internship is carried out as case-oriented and action-related counselling in small groups, i.e. as group supervision. It offers students the opportunity to further develop their personal and professional competences in a joint learning process through mutual support, critical feedback and exchange of experience.

Students reflect on their role as interns regarding their professional self-image. They deal with the requirements of the degree program and their internship placement in the context of their coping skills and reflect on the development and shaping of contact and relationships with the recipients of the internship organization. Students should also be supported in recognizing biographical influences on their professional actions, in particular regarding their (future) professional task and role, as well as in their contact and relationship with clients. The group supervision accompanying the practice is carried out by external supervisors in a protected and confidential setting in groups of 5 to 7 students. It consists of 10 sessions of 90 minutes each, held at the university in selected practice rooms or online. Where possible, supervision is also held on Mondays during internship period.

2.4.5 Examinations

Students are required to submit documentation demonstrating the successful completion of the entire internship module, which is ungraded. This includes proof of the internship period (confirmation, see Annex 7.4), proof of participation in the two courses accompanying the internship (proof of participation) and a portfolio as a qualified internship report combined with an individual evaluation together with the internship mentor.

3. Support from professional practice during the internship

3.1 Organization of internship

Requirements for organizations of internship are set out in the Social Professions Recognition Act (SozBAG) by the state of Berlin. The law specifies various professional and structural requirements for the organizations, which must be checked by the universities. These include the following binding minimum standards:

- The organization represents a field of work in social work/special needs and inclusive education/childhood education.
- The organization is prepared to draw up an individual learning goals agreement with the student (cf. Annex 7.3) and to conclude the internship contract in accordance with the internship and study regulations.
- An organization for internship must have existed for at least one year and be secured for the duration of the internship program.
- The organization has a content concept and provides this to the university for recognition of the internship placement.
- The organization offers the opportunity to recognize the complexity and interconnectedness of a field of social work/special needs and inclusive education/childhood education with other areas of society and to relate this to theoretical knowledge.
- The student in the internship program is not a replacement for full-time employees, but rather a temporary team member as a learner.
- The organization has suitable professionals as mentors.

It is desirable that:

- the organization enables the mentor of internship to participate in further and advanced training courses that serve to develop internship mentoring skills;
- the organization has a job description for the internship.

3.2 Mentors and support of internship

A central element for the success of the internship program is the practical support provided by the mentors in the organization. As a direct reference person within the training structures, the accompanying professional assumes a key function and is available to the students as a role model for professional behavior. The establishment of a sustainable relationship with the students is an important foundation, characterized by continuity, reliability, openness, partnership-based interaction and role clarity. The mentor is expected to structure and manage the students' internship. Mentoring of internship is understood as a didactic tool that is based on four functional levels:

- **the teaching function:** it consists of information and knowledge transfer regarding the organization, the relevant legal tasks and the specific concepts and methods. It also provides knowledge about the target group and places professional activities in a legal and organizational context;
- **the counselling function:** mentors provide implementation assistance in dealing with specific practical situations. They are available for systematic reflection on the practical experience gained and provide suggestions;
- **the administrative function:** it consists of the effort to classify professional activities in legal and organizational contexts;
- **the evaluative function:** it has the task of describing and assessing the student's learning process and evaluating it regarding the goal of the internship.



However, support of internship can only be successful if favorable organizational conditions are in place. Binding minimum standards should be set:

- The internship always takes place in the work area of the mentor;
- The mentor has a degree relevant to the internship (preferably: Degree in social work/social pedagogy, special needs and inclusive education or childhood education; diploma or B.A., M.A.);
- the mentor has at least 2 years of experience in a relevant field of work

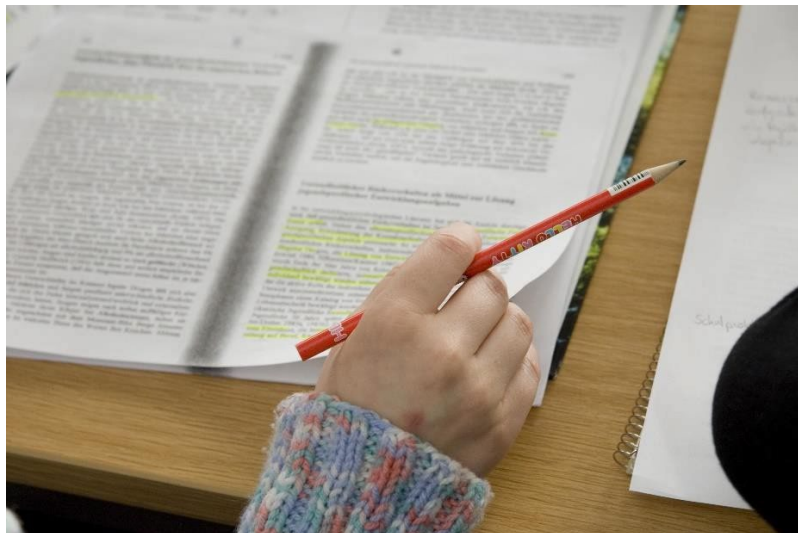
- the mentor of internship is employed at the organization with at least 50% of a full-time position;
- the mentor is available for the student during office hours;
- the mentor should not accompany more than two students at the same time;
- a deputy in the absence of the mentor is arranged for the student (especially in the case of part-time work of the mentor, holidays and illness)
- the mentor has the necessary time available for internship support.

3.3 Designing the support and training process

Binding minimum standards should be in place, such as

- The mentor draws up an individual learning goals agreement in consultation with the student. This individual learning goals agreement specifies, among other things, the learning goals and content as well as their implementation; the plan forms the basis for the realization of the internship semester (see chapter 3.4);
- For the duration of the internship, the mentor conducts educational conversation with the student at a fixed time (once a week if possible). The topics for this conversation are determined by the learning goals agreement and the requirements of the work;
- Sufficient time is also planned for learning processes during the internship, such as reflection, researching materials and relevant specialist literature;
- The organization gives the student the opportunity to work independently in order to work on or solve tasks independently within a framework agreed with the mentor;
- The internship position enables participation in internal meetings and events such as team meetings, service consultations, conferences, collegial counselling and case discussions;
- At the end of the internship, the mentor issues a confirmation of successful completion of the internship (see Appendix 7.4 for form); an assessment in the form of an internship certificate for the student is desirable.
- The organization is interested in maintaining contact with the university, for example by participating in the internship meetings (meetings of the mentors) and continuously taking on students for the internship program.

- Take the student as well as the learning and competence goals into account (cf. chapter 2.3 ff). The agreement on learning goals is the result of a negotiation process, as the possible tasks, learning goals and work priorities that are considered necessary are negotiated with each other and thus make the course of the internship comprehensible and transparent for all participants. Both participants should use this document, this "roadmap", to follow and control the process of their plans. It is not primarily a matter of working through the learning goals agreement rigidly and without deviations; it should be possible to make adjustments to the tasks to be performed and redefine learning goals in response to workloads that cannot always be planned precisely or current unforeseeable events in the organization. This working basis can be used to evaluate and assess the internship.



3.4 Individual learning goals agreement and portfolio

The basis for the internship is the individual learning goals agreement, in which the joint planning of the internship period is documented in writing. This plan should be drawn up jointly by the mentor and student within the first 6 weeks after the start of the internship and is signed by both parties as a kind of training contract and submitted by the student to the internship office (see notes on the learning goals agreement and the portfolio in Annexes 7.2 and 7.3).

The individual learning goals agreement specifically lists⁴:

⁴ See Appendix 7.3 on individual learning objective agreement

- Learning goals, learning content and tasks that can be learned at the organization. These include getting to know the organization and the specific location, areas of responsibility and activity objectives, work context and work assignment (e.g. participation in initial interviews, in-house contacts, etc.) and learning and developing working methods and professional knowledge;
- Methods/work units that are used or offered so that the goals and content formulated in the plan can also be achieved by the students;
- Planning of the time table of internship activities;
- The frequency at which the educational conversation is to take place.

The portfolio has replaced the previous final practical report in order to support process-orientated and up-to-date monitoring of the internship and to allow the mentors of internship to participate more closely in the university's monitoring process. (see detailed information on the portfolio in Annex 7.2)

3.5 Educational conversation, evaluation and confirmation

A continuous evaluation of the internship takes place through planned educational conversation between the mentor and the student and, based on experience, should be carried out more frequently at the beginning of the internship (weekly or fortnightly) and, depending on the training process, at longer intervals later on. The areas of competence and learning goals formulated in the individual learning goals agreement should be helpful as a structural element for the conversation.

In addition, a "Handout for educational conversation with mentors" was developed to help structure and support the topics and process of educational conversation (see Appendix 7.4).

The handout is organized in tabular form in order to link and compare the respective period of the internship, possible tasks of the students, possible tasks of the mentor and expected tasks in the portfolio. The handout is also available to students to help them prepare for the conversation.

Supplementary topic suggestions:

Other topics for the educational conversation can include

- Which work areas and learning goals listed in the learning goals agreement have been completed?

- Which ones can still be processed?
- How confident does the student feel in the individual areas of work and where would they like to gain more experience and confidence?
- What knowledge has the student been able to acquire so far regarding target groups (clients); colleagues; mentors; cooperation partnerships within the given organizational framework?
- Which technical and methodological approaches were trialed and with what results?
- What subject-related interests have emerged in the student; what strengths and weaknesses or personal developments have become apparent?
- How is the collaboration between the mentor and the student organized, what could be improved? Mutual feedback should be sought for this.
- Where do both still have open expectations of the other and intentions?
- What is to be achieved in the remaining time?

Final evaluation

The internship ends with a final evaluation between the internship mentor and the student and, if possible, in the team in which the student was involved. The evaluation offers students the opportunity to look back on the learning process and their own professional development during the internship and to formulate further in-depth or new learning goals, depending on the level of realization.

At the end of the internship, students receive a confirmation of the internship completed and the successful completion of the internship program. The university's form can be used for this purpose (see Annex 7.5).

With a view to the students' career prospects, it would be helpful - for example for future job applications - if the organization could provide the student with an assessment of the time spent in the placement, describing the goals and tasks of the organization and the student's working methods. An assessment could also be made, for example, of the competences targeted in the learning goals agreement. Such an assessment is not a certificate of employment or reference.



3.6 The most important facts in brief

Authorization of organizations for internships

Organizations must be approved by the internship office. This is done by signing the training agreement.

Training agreement

For the approval of the training agreement, a brief concept of the organization, the qualification certificate of the internship mentor and a brief general training plan must be submitted for new organizations for internships. One original of the agreement remains at the university; others can be created or copies can be provided for the organization and trainee (information and forms on the homepage).

Learning goals agreement

The individual learning goals agreement is drawn up in the first six weeks of the internship between the student and the mentor on the basis of the KHSB guidelines and submitted by the student to the internship office (see notes on the portfolio, Annex 7.2).

Support in professional practice

A central element for the success of the internship program is the practical support provided by the mentors in the organization (see also Notes on practical support).

A continuous evaluation of the internship period takes place through planned educational conversation between the mentor and the student.

Internship module

For students, the accompanying seminar takes place on Mondays fortnightly from 10.00 to 13.30 at the university or online. The group supervision comprises 10 appointments of 90 minutes each; it can follow the seminar or take place at a different time at the university or online.

Participation is mandatory for students and falls within the scope of the internship period. Preparation and follow-up time for the internship are also part of the internship period and are not to be completed by the students at the organization.

Sick days

Sick days must be reported to the internship office and the university from the 1st day of illness and certified by a medical certificate from the 3rd day. If the absence from the internship due to illness exceeds 7 working days, this absence must be reworked (see also Social Professions Recognition Act).

Confirmation of the internship (certificate)

Success is certified on a KHSB form, the original of which must be handed in to the internship office. It is desirable for students to receive an assessment of the content to support future applications.

Portfolio

During the internship phase, students are required to prepare a portfolio, for which practical support is desirable. An information sheet is available for students (see Annex 7.2).

Holiday and remuneration

The students have no entitlement to leave.

Remuneration/compensation for expenses is recommended.

Insurance

While working at the organization (including the direct route from home to the organization and back), the student is insured by law against the risk of an accident at work (commuting accident) in accordance with the provisions of SGB VII. In the event of an insured event, the organization will prepare the accident report, forward it to the responsible statutory accident insurance organization and inform the internship office accordingly.

When concluding the training agreement, the organization shall inform the student whether a public liability/pecuniary loss liability insurance exists to cover liability risks and whether the student belongs to the group of insured persons; if no insurance cover exists, the organization shall inform the student of the possible compensation and recourse obligations.

Cancellation

If the organization considers terminating the internship prematurely due to non-compliance with the training agreement or the individual learning goals agreement, the university's internship office must be contacted.

A three-way meeting between the organization, university and student should be sought. If a cancellation cannot or should not be averted, it is then possible without notice. The regulation applies analogously to students.

4. Cooperation between university and professional practice

As an important element in the process of quality assurance, a continuous and reliable exchange between the university and organizations for internships is not only urgently required but also expressly desired, particularly for the internship module.

4.1 Internship office and practical support

As already stated, mentors of internship, representatives of organizations and interested practitioners are welcome to contact the internship office with general or specific questions on the preparation, implementation and completion of an internship program.

The internship lecturers and all full-time lecturers at the KHSB who are involved in the preparation and support of the internship semester are also interested in the continuous networking of practice and theory in the degree program. They are responsible for specific fields of work and/or target groups or specific areas of study in the respective degree programs and are therefore approachable for the professional practice as far as time permits.

As it is unfortunately not possible for lecturers to visit the organizations (regularly), information and suggestions from the organizations are of great value. We are also happy to organize occasional visits to the organizations.

In order to keep our database of organizations for internships as up-to-date as possible, we ask to be informed about changes in the organizations.

4.2 Meeting forums

4.2.1 Mentors' meeting

As a rule, the university organizes a meeting of the mentors of internship once a semester, which primarily serves to establish contact and exchange experiences with colleagues.

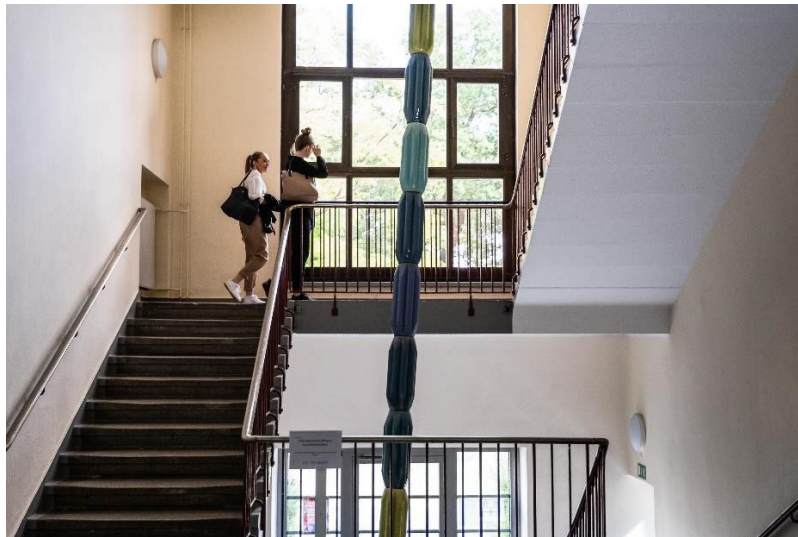
Information and feedback from practitioners on the assessment of the students' level of knowledge is particularly helpful in order to be included in the evaluation and further development of teaching. If possible, the internship lecturers take part in the practice meetings and are available to exchange information.

4.2.2 Practice exchange ("Praxisbörse")

As a rule, the university organizes the so-called Praxisbörse once a year. The aim of the event is to address students in various phases of their studies at information stands in order to find out about different fields of activity, organizations and locations and to establish contacts for the internship program in the summer semester. Students at the beginning of their studies should gain a first impression of the fields

of activity and the organizational landscape in Berlin through the practical exchange and students in the higher semesters should be able to use the opportunity to make contact with each other regarding professional placement.

The practice exchange also aims to provide a framework for dialogue between practice representatives from different organizations and with university lecturers.



4.3 Research and transfer

Both during the internship semester and in the subsequent semesters, students are required to combine theory and practice in the context of research and projects at several points. For example, part of the portfolio may consist of the realization of a pedagogical project or a small practical research project. But the project seminar in a specific area of study (in the 5th and 6th semesters) as well as the Bachelor's thesis offer the opportunity to maintain contact with the organization and to deepen it in the interests of all involved.

4.4 Training for mentors

The university is planning to offer regular training courses for professionals who are already available as mentors of internship or intend to do so in the future. The planned one- to two-day events will discuss and reflect on the tasks, content and objectives of the internship program and the role of the mentor.

4.5 Information from the Continuing Education Department and the Berlin Institute for Christian Ethics and Politics (ICEP)

The continuing education department offers practical qualification programs in various formats. In-house programs can be developed to meet the specific needs of organizations. Information on further education and training courses can be found on the homepage <https://www.khsb-berlin.de/en/continuing-education>, and the continuing education department provides information on current programs in regular newsletters. If you register, you will receive all publications and the annual program. You are also welcome to contact the continuing education department directly: weiterbildung@khsb-berlin.de.

The Berlin institute for Christian ethics and politics (ICEP) as a research institute of the KHSB, which analyses the normative foundations and implications of social change processes and develops expert opinions on the ethical dimensions of socio-political issues, carries out extensive transfer activities of ethical reflection into current topics of politics and fields of action of social professions. Twice a year, ICEP publishes the EthikJournal, a specialised medium for ethics in social and health care. The EthikJournal is aimed at professionals in social work, special needs and inclusive education, elderly care and related scientific disciplines such as psychology, applied ethics and education. In this way, the journal aims to contribute to a lively exchange on ethical issues and the normative foundations of social professions. The EthikJournal is published online and can be accessed free of charge. Interested parties can register for a mailing list at info@ethikjournal.de and will be informed about the new publication.

4.6 The most important facts in brief

Questions about the internship semester

If you have any questions, you can always contact the internship office or the internship lecturers at the KHSB.

Database of organizations for internships

A database has been created for student searches. In order to keep the data as up-to-date as possible, please inform us of any changes in the organizations.

Practice exchange

At the practice exchange, organizations can provide information about their work and exchange ideas with students and lecturers at the university. You are cordially invited to present your organization there, as far as our spatial capacities allow!

Conclusion

We hope that you and your colleagues have been motivated, encouraged and, above all, supported in your work with this handout on the mentorship of students at our university. You are cordially invited to contact us with your questions, suggestions and criticism.

5. Literature references for the internship

Martina Kriener, Alexandra Roth, Sonja Burkhardt, Heinz Gabler (eds.) (2021):
Practical phases in social work studies. Beltz Juventa

Abplanalp, Esther (ed.) (2005): Learning in practice: practical training in social work
studies. Lucerne

BAG (2013): Qualification in study and practice. Recommendations for
practical guidance in the social work. ed. by
Federal Working Group of Practice Advisors at Universities of
Applied Sciences for Social Work. social work in
the Federal Republic of Germany(BAG)
[http://bagprax.sw.fhjena.de/data/publikationen/bag/BAG_](http://bagprax.sw.fhjena.de/data/publikationen/bag/BAG_Broschuere_2013_Qualifi)
[Broschuere_2013_Qualifi](http://bagprax.sw.fhjena.de/data/publikationen/bag/BAG_Broschuere_2013_Qualifi)

Flock, Wigbert / Willgeroth, Birgit (2012): The importance of practical vocational
training for the career entry of social workers/social pedagogues; in: Sozial
Extra 1/2 '12: 29 -
33 DOI 10.1007/s12054-012-0008-8; Note: The original article
[http://link.springer.com/article/10.1007%2Fs12054-](http://link.springer.com/article/10.1007%2Fs12054-012-0008-8#page-1) 012-0008-
8#page-1

Scherpner, Martin/ Richter-Markert, Waltraut/ Sitzenstuhl, Ingrid (1992):
Guiding, counselling and teaching: Principles of social work

Schmitt, Christof (2007): Practice-orientation - state recognition - work
placement. Discontinued models or elements of quality assurance in social
work training programmes in the context of Bologna? Berlin

6. Attachments: Templates and forms

6.1 Internship lecturers at the university (as of February 2023)

The internship lecturers are full-time lecturers at the KHSB and enable the continuous networking of practice and theory in the degree program, particularly in the preparation and support of the internship. They are responsible for specific fields of work and/or target groups, or study specializations.

Name	Fields of work and/or target groups
Arikoglu, Selin, Prof. Dr. BA Social Work	Child and youth welfare, judicial social work
Boekhoff, Jannes BA Childhood Education Lecturer	Childhood and inclusive pedagogical fields of work, such as daycare centers, family centers, educational support, specialist advice and child policy/advocacy
Brizay, Ulrike, Prof. Dr BA Social Work	Social work in the context of migration
Burtscher, Reinhard, Prof. Dr BA Curative and inclusive Education	Curative and inclusive education fields of work
Focks, Petra, Prof. Dr BA Social Work	Youth work and gender-conscious social work
Hähnlein, Vera, Prof. Dr BA Social Work	Fields of work in preventive healthcare
Munde, Vera, Prof. Dr. BA Special needs and inclusive Education	Special needs and inclusive education
Michalek, Sabine, Prof. Dr BA Special needs and inclusive Education	Special needs and inclusive education

Rothe, Antje Prof.
Dr BA Childhood
Education

Fields of work in childhood
education, accompanying the profile
“participation and inclusion”

Schmidt, Bernd, Prof.
Dr BA Social Work

Fields of work in healthcare

6.2 Notes on the portfolio

General information for students on the portfolio

What is the portfolio about as an ungraded examination?

Based on a specific task, you will work on technical questions in the seminar, reflect on them in relation to your current practice and discuss them with your colleagues in the organization and the other students. These tasks will be worked on in writing and, together with the other documents produced during the semester, will form the ungraded examination. By working on specific tasks in a timely manner, we want to enable a closer integration of practical experience and professional/theoretical work.

You select documents yourself that document your individual learning path and can also be creative with the material and documentation. To this end, you will be encouraged to keep a personal internship/learning diary. We hope that this will enable you to reflect on and record individually relevant points and thus combine the university as a place of learning and the organization as a place of learning with a great deal of motivation and enjoyment.

These general instructions are concretized by the lecturers of the internship, so that the guidelines of the lecturers are binding.

What does a portfolio consist of?

The ungraded examination portfolio consists of the components A, B and C.

It should be submitted in full to the lecturer no later than 4 weeks after the end of the internship; an extension of the deadline requires agreement.

Submission of the learning goals agreement:

This document must be submitted within the first 6 weeks after the start of the internship after consultation with the internship office and with the responsible lecturer. Notes for the preparation of the learning goals agreement were given in the preparatory seminar and are posted here: https://www.khsb-berlin.de/sites/default/files/hinweise_individueller_ausbildungsplan_deutsch_2022-03-15.pdf

Part A:

To be handed in at:

Part A must be handed in to the responsible lecturer. Part A can also be submitted to the organization.

To be delivered by:

If the internship begins before the start of the seminar, information is usually available on the learning platform of the respective lecturer; also regarding the submission deadline.

Scope:

This part should be at least 5 pages long.

Content: A1, A2, A3

**A1: Expectations and content of the internship, learning goals with the organization
(Scope: approx. 2-3 pages)**

Specific questions:

- What expectations do I have of the internship?
- What hypotheses do I put forward? What will I probably have to face?
- What can I learn, what do I want to learn (instruction/networking/team meetings etc.)?
- What specific methodological, theoretical, administrative and rights-based skills can I learn in this field of work?
- What do I need to feel well supported?
- What am I still missing personally? What would I like to learn during the internship in order to develop into a professional specialist?

A2: Field of work analysis (approx. 1 page)

Specific questions:

- Legal basis and mission/objectives,
- If necessary, briefly describe the historical development,
- Specialist requirement-> competences (professional perspective)

A3: Organization and social space analysis (Scope: approx. 2-3 pages)

Specific questions:

- Structure/organization of the facility: Owner, staff, organization chart, range of services of the facility, rooms and equipment, opening hours, financing
- Social space and environment: social structure of the neighborhood. Target group description in relation to various indicators (e.g.

situation of households, migration, parents' occupation, health, etc.).
Embedding the center in the social environment - including networks and cooperation

- Networking and cooperation partners of your internship organization, committees
- Number, age and social structure of users (children, adults...)
- Educational concept and program of the facility, special features

Part B:

To be handed in at:

Part B is always a central component of the portfolio and must be submitted to the lecturer. Depending on your decision, Part B can also be submitted to the organization and the internship office.

To be delivered by:

The entire portfolio folder should be submitted no later than 4 weeks after the end of the internship, but preferably directly around the seminar date at which the topic is presented.

Scope:

The compulsory tasks in Part B should comprise at least 10-15 pages (including documents, photos, etc.)

Contents:

B1, B2, B3 (content-related support -> 3 partial performances)

B1: Mandatory for all seminars: Dilemma descriptions

Concrete questions:

- Where do problematic situations arise that cannot be resolved without contradictions?
- What contradictions are these?
- How can I act, how have I acted, how should I/the organization/the structure be organized?

B2 and B3:

Depending on the seminar and internship situation, 2 further topics are agreed with the lecturer; the following topics are possible as examples:

- Case presentations and analyses
- research-based learning/ learning to do research
- Documentation of educational and learning processes
- Creation and reflection of support planning/help plans
- Organizational analysis (Why does the institution exist? Why this target group? Low threshold?

Etc.)

- Documentation and reflection of administrative action and the enforcement of claims
- Theory-practice reflection
- Reflection on several levels
- Theoretically reflect on practical problems of distance-proximity or other topics
- Realization and reflection of a pedagogical unit

Part C:

To be handed in at:

The entire Part C must be submitted to the lecturers. The document can be shared voluntarily with the organization and the internship office.

A recommendation for the organization will be prepared for the internship office.

To be submitted by:

The entire portfolio folder should be handed in no later than 4 weeks after the end of the internship, but preferably directly around the date on which the topic is presented in the seminar.

Scope:

Part C should comprise at least 3-5 pages.

Content: C1, C2

C1: Overall reflection on the learning process (as text, film, collage, etc.)

C2: Recommendation of the organization (also to the location)

Additional: Individual practical discussion with the lecturer during and/or after the internship, which also serves to customize the requirements of the portfolio and support you in your internship.

Further information:

Students are to be released from their internship for the internship seminars held at the KHSB (see §3 (1) 4. of the training agreement) in order to enable the legally required "reflected internship"; in addition to participation in seminars and supervision, this also includes the necessary preparation and follow-up work as well as the processing of the portfolio.

With a mandatory internship period of 20 weeks (800 hours), the university assumes at least 640 hours of internship training to allow approx. 8 hours per week for participation in the courses accompanying the internship and the preparation of the portfolio.

The seminars take place during the lecture period on Mondays fortnightly from 10.00 to 1.30 p.m., supervision is usually also arranged for Mondays; further release from the internship does not necessarily have to take place on Mondays (participation in the team meetings, which usually take place on Mondays, is strongly recommended), so that other times can also be arranged with the institution for this purpose.

In any case, please ensure transparency about your deadlines and tasks with your organization!

If you have any questions, you or the organization are welcome to contact the internship office or the lecturer responsible for you.

Please note: According to the practical regulations, the entire internship must be repeated if the ungraded examination portfolio has not been submitted in full within six months of completion (except in cases of hardship).

All the best for your time in professional practice and good luck!

6.3 Notes on the individual learning goals agreement

6.3.1 General information

1. In accordance with Section 4 of the KHSB's PraxO-BA, the organization undertakes to train students in accordance with the individual learning goals agreement, taking into account the specific professional qualification and providing the relevant learning fields and enabling learning activities specific to the professional qualification during the internship.
2. The institution must draw up an individual learning goals agreement together with the student at the beginning of the internship. This must be submitted to the internship office no later than six weeks after the start of the internship (see notes on the portfolio in Annex 7.2).
3. The individual learning goals agreement is a tool for structuring the internship integrated into the degree program and is intended to increase the achievement of practical training goals. The individual learning goals agreement represents the binding framework for the organization of internship and is intended to make the learning process transparent for all participants in terms of content, methodology and time.
4. The individual learning goals agreement is based on the one hand on the specific tasks and learning opportunities of the organization and on the other hand on the student's learning wishes and the learning goals of the corresponding study and examination regulations.
5. On the basis of the individual learning goals agreement, the reflection and evaluation processes take place between the mentor and the student.
6. After about half of the internship period, it is advisable to critically review the individual learning goals agreement with the participants regarding the learning goals and learning content achieved and still planned and to modify it if necessary.
7. The individual learning goals agreement states⁵:
 - specifically formulated learning goals, learning content and tasks that can be learnt at the organization;
 - the methods by which these goals and contents can be achieved by the students;
 - the organization of the periods of internship activity;
 - the intervals at which the educational conversation should take place.
 - the individual learning goals agreement must be signed by the mentor and the student

⁵ see appendix to individual learning objective agreement

6.3.2 Content-related organizational aspects⁶:

Subject area: Getting to know the organization (organization and location), areas of responsibility and objectives.

The internship placement enables you to familiarize yourself with the:

- Fields of work specific to the degree program
- Philosophy of the organization as a special form of organization (sponsor; concept, administrative, legal, financial, political and other structural and organizational principles)
- Development of the organization and its objectives

Subject area: work context, work assignment (e.g. working with clients, ...).

The organization enables during the internship:

- work shadowing during professional conversations with clients, during negotiations with professional partners, ...
- participation in team meetings, support conferences, trainings ...
- administrative and contract action as well as office activities such as file processing, progress documentation, independently carrying out administrative procedures such as statements to public offices and institutions as well as correspondence with clients and revision and maintenance of the e-mail distribution list, statistics, ...
- familiarization with: field of activity-specific contract action, organizational and process structure, target group structure, ...

Subject area: Learning and further development of working methods and specialized knowledge (knowledge and action competence).

During the internship program, the institution enables by working in an activity- and target group-specific context, the acquisition, learning and training of:

- legal basis for target group- and activity-specific professional action
- specialized knowledge of communication, e.g. conversation skills, assisted communication

⁶ to be understood as a design template

- professional dialogue with clients
- clearly structured and summarized case presentation at a helper conference (e.g. case team)
- accompanying a procedural process such as a court hearing
- organizing everyday life with the client on site, taking into account the target group structure
- counselling and support in all questions of support possibilities

through working in and with the team, acquiring, learning and training:

- socio-educational counselling technique and counselling of crisis intervention
- the safe application of the legislation
- professional action in the social space (social space analysis and social space orientation)
- principles of action such as resource-orientation, interdisciplinarity
- from professional attitudes such as closeness/distance; the problem transfer of responsibility
- planning (conception) and, if necessary, realization of a project
- committee work (participation in: service consultations, case discussions, information events, assistance plan processes, neighborhood management, ...)

Subject area: Personal development (self-competence).

During the internship program, the institution enables the strengthening and development of:

- Personal initiative and responsibility
- Independence and self-confidence
- Knowledge expansion
- Expansion of awareness and perception (professional view)
- professional attitude
- Building trust and relationships and ending the relationship
- Professional inclinations and the learning of:
- Ability to co-operate and reflect
- Specific Perspective orientations such as systemic understanding
- Development of own concept ideas and concept solutions
- Putting theory into practice

Published by the Internship Office of the

CATHOLIC UNIVERSITY OF APPLIED SOCIAL SCIENCES BERLIN (KHSB)

Köpenicker Allee 39 - 57

10318 Berlin

Telephone +49 (0)30 501 010 -19

Fax +49 (0)30 501 010 -88

praxisreferat@khsb-berlin.de

www.khsb-berlin.de

