

**GUIDELINES ON THE FORMAT AND PRESENTATION OF THE
THESIS/ DIPLOMA WORK**

Applies to

- students of BSc programs, who start writing their theses in the 2019/20 academic year or later
- students of MSc programs, who start writing their theses in the 2019/2020 academic year or later
- students of post-graduate specialist training courses, who start writing their theses in the 2019/2020 academic year or later
- the portfolio type: exclusively for students participating in BSc programs and post-graduate specialist training courses who start their studies in the 2023/2024 academic year or later

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The Organizational and Operational Regulations of Semmelweis University, Part III, Chapter III/II Semmelweis University Faculty of Health Sciences Faculty Examination Regulations 46. §. contains the specific regulations regarding the thesis.

The **thesis** is primarily a written representation of the application and simple examination of practical-oriented professional knowledge in the language of the training, while the **dissertation** is a work that is richer in the characteristics of scientific research, applying its methods more deeply and being theoretically more thoroughly substantiated.

To write the thesis, to proficiently research the literature, and to acquire the knowledge necessary for the scientific interpretation of the data and information used—preparing for scientific work—students are provided with practice starting from the 1st semester. During their studies, students are assigned tasks (e.g., essays, library use/literature search, source analysis, research work) within the framework of the taught subjects, which, when mastered, will aid in writing the thesis.

The thesis and the dissertation (hereinafter: the **thesis**) are studies based on independent professional work, the topic of which the student selects from the valid thesis topic list in the field of health sciences taught at the Faculty and prepares under the guidance of the supervisor (consultant). Before choosing a topic, it is recommended to get familiar with the topics/literature on the topics from the following sources: specialized books, professional databases, the Library catalog, the internet, professional websites, and the supervisor.

The thesis reflects the student's knowledge of domestic and international literature on the topic, professional judgment, basic research skills, ability to interpret the findings, and writing skills in the field at the undergraduate, master's, and specialized training levels. The thesis provides professionally evaluable new results in the area of fact-finding and/or interpretation, and in this way, it can be documented that the student has mastered and is able to apply the conceptual tools and methods of the scientific field. In specialized training programs, the responsible department may prescribe or define other genre-specific characteristics. During the preparation of the thesis, students account for the skills and competencies acquired during the training, as defined in the Training and Output Requirements. The thesis must also meet the formal requirements set for professional publications in the given field of study. The thesis and the dissertation are independent individual achievements, and the student records this fact in a declaration.

I. The Genre Characteristics of the Thesis

The thesis is a scientific dissertation that is prepared in a demanding, concise, and grammatically impeccable academic language, analyzing and/or interpreting the given or chosen topic. The student should strive for precise and accurate wording, and clear sentence construction. Although the work reflects the author's individual perspective and opinion, it is fundamentally based on scientific knowledge and information gathered through scientific methods. The two sources of these are as follows:

- the already existing knowledge material developed and published by others, as well as
- the new information independently created and uncovered by the author.

It is expected that the thesis reflects the integration of professional knowledge and practical experience acquired during the study period, approached from a health science perspective. The paper should be clear, linguistically correct, and concise. Within the chosen topic, expose the specific problem or issue as precisely as possible, in accordance with your research objective. It is also expected that the paper does not provide a self-serving, formal literature review. Depending on the topic — where necessary — special attention must be paid to the authentic, contextually accurate citation and confrontation of viewpoints in such a way that the entire thesis, as well as the section summarizing the new results, attests to the student's ability to form independent opinions based on their reading. It is also important that the thesis includes the practical applications of the selected topic and the new knowledge gained from it, as well as emphasizing how the conducted research relates to the author's chosen healthcare profession. The preparation of the thesis also aims to provide the experience of research. It is advisable for the student to choose a topic that is close to them, interests them, and for which their circumstances and work allow. The research problem does not need to encompass the entire topic; it is more advantageous if the student chooses a more narrowly defined area and analyzes it in depth and in its context. Define a clearly graspable research objective, formulate complex but not overly general hypotheses, allocate appropriate time for preparation, and strive to uncover connections in your analysis. It is important that the theory, research, and conclusions resonate with each other, providing the paper with unity and harmony. Constructively and boldly choose from the possible methods, one that is close to the topic and their personality. During their work, the advisor takes on the role of an experienced research partner, who can be relied upon in every phase from theoretical foundations to analysis and drawing conclusions, and who also assists the student preparing the thesis through collaborative thinking.

The thesis can be of various genres and mixed types depending on the nature of the examined

topic. The proportions of the thesis structure, as well as the entire structure, may vary by thesis type.

In accordance with the research directions appropriate to the specializations, the following five types of thesis are recommended:

1) Theoretical paper

The paper is of a review nature, aiming to gain a deeper understanding of a subfield within health sciences and/or its interdisciplinary areas, to synthesize and analyze knowledge, to approach it from a new perspective, and to uncover relationships and contradictions. The process and structure of a paper based on literature review differ from that of a paper based on an investigation.

2) Empirical (based on one's own research, independent data collection) paper

The corroboration of the chosen theory through observation, well-founded experiences, and research. The empirical paper aims to investigate a research problem related to health sciences (at least indirectly) using appropriate scientific methods.

3) Methodological or project paper

The methodological or project thesis aims to develop, present, and document novel methods and tools (such as forms of exercise, programs, etc.) in the fields of health sciences and their intersections, or in the area of health promotion, as well as to design and implement unique projects. The topic of the thesis must reflect: the specific nature of the field (specialization), the student's area of interest, and career orientation ideas.

4) Case Study, Case Analysis

The student builds their thesis or dissertation by quantitatively analyzing and processing a specific case, summarizing the experiences gained during their professional practice, and providing a scientific evaluation. The case study is not intended to describe general phenomena and processes, but rather aims to present the specific, unique manifestation of a scientific field, concept, or theory, thereby deductively representing how universally valid knowledge appears in individual situations and cases.

5) Portfolio (in BSc programs and specialized training courses)

The portfolio is a collection of documents that showcase someone's knowledge and proficiency in a particular field, tracking its development over time. The portfolio is one of the forms of the thesis that accompanies the professional-practical studies over four years. The student prepares various documents over the four years, which demonstrate the creator's development and achievements in a specific field. These can be documents created during learning or practice, as well as documents related to the student's practice prepared by others. The student also writes

a reflective self-assessment for each document regarding how the completion of the task supported by the document contributed to their development in specific areas and to what extent.

The content of a portfolio-type thesis consists of a) mandatory, b) mandatory elective, and c) freely elective elements.

Different rules apply to its structure and evaluation compared to the 1-4 types of thesis formats.

II. The Recommended Structure of the Thesis

1. Cover Page
2. Table of Contents
3. Summary (abstract) in English
4. Introduction
5. Background, contextual information. The theoretical background of the paper, conceptual definitions
6. Empirical, practice-oriented analysis, research
 - 6.1 The objectives of the research
 - 6.2 The subject of the research
 - 6.3 Hypotheses
 - 6.4 Presentation of the chosen methods
 - 6.5 Presentation of Sampling, Sample Description
 - 6.6 Results, findings
7. Discussion, evaluation, interpretation
8. Conclusions: a brief summary of the examined state, outlining future trends, applications, usability, and other possibilities.
9. Suggestions
10. Summary, concluding remarks
11. Reference list
12. Attachments
13. Acknowledgments
14. Clause

Note: Not all structural elements listed are necessary and feasible for every research topic and chosen method. The above structure of the paper is a recommendation, an orientation, but not a requirement for every topic. For example, in a historical study, hypotheses are not very

meaningful, whereas in a laboratory or sociostatistical research based on statistical measurement, they are essential.

Main information regarding the various sections of the thesis:

II.1. Cover Page

The information contained in the external and internal covers is presented by the formal requirements.

II.2. Table of Contents

It makes the paper transparent and manageable as

- it is at the beginning of the paper,
- the structure of the main and sub-chapters becomes more comprehensible with formatting,
- not overly multi-level and the page numbers match the chapter page numbers,
- the page numbering starts with the "Introduction" chapter, and the Summary is placed on the last separate page of the text section.

This phase of work is the final task in preparing the thesis!

II.3. Summary (abstract) in English

- max. 250-word description that presents the topic of the thesis and the independent research,
- its structure is organized, reflecting the main structural elements of the paper,
- a version in English including a summary and keywords, should also be prepared.

II.4. Introduction

Presentation of the professional significance of the topic, referencing domestic and international data, possibly laws, and measures. The motivation for personal interest can also be presented.

Its length is approximately **2-3 pages**, which includes:

- justification for the choice of topic,
- precisely formulated problem statement,
- the precise delineation of the topic,
- objective,
- the description of the researched area,
- hypotheses, or the brief precise formulation of scientific questions,
- the placement of the work among the conducted and ongoing research in the field, how it relates to them, and possibly how it differs, along with a general description of the methods.

The title should be formulated according to the subject of the topic.

II.5. Background, contextual information. Theoretical background of the thesis, conceptual definitions

In this chapter, the professional approach to the topic based on domestic and international literature will be presented in **approximately 10-15 pages**. Very important: in scientific work (thesis), the literature background includes the **scientific** processing of the topic and not administrative or other perspectives!

- Here, the clarification of basic concepts takes place through the presentation of the results from various scientific fields.
- here, all statements and concepts that will be discussed in the practical-analytical section must be presented,
- in this content unit, it is also necessary to explain on what theoretical foundations and definitions the student bases the examination,
- this is where the evaluation and comparison of potential statistical data (not one's own) can take place, the analysis of documents necessary for processing the topic, the analytical comparison and synthesis of literature; the presentation of novel ideas.
- It is important to know that the related theoretical foundation serves to prepare the theoretical and methodological groundwork for the chosen topic and the student's own independent research. It should not be general or meaningless in terms of the specific research!

The course material can be used, but cannot be referred to! The presentation of the literature background should not be about this, but rather include at least 15 recent literature references, of which at least 5 should be foreign sources. Genre-wise, the majority of the references should be to articles published in professional journals.

- Only published and peer-reviewed sources can be cited. An exception is an article accepted for publication, which can be listed in the numbered references (marked as in press).
- A fundamental requirement is the correct citation of the books and studies listed in the bibliography of the paper. Only cited sources can appear in the latter!
- The chapter title should be formulated according to the subject matter.

II.6. Empirical analysis and research related to practice

The empirical part of the thesis, **approximately 20-25 pages** in length, is intended to demonstrate that the student is capable of applying their theoretical knowledge to the practical aspects of their future professional activities. In exceptional - and justified - cases, this can also be done by formulating novel conclusions based on the exploration of the entire literature on the topic. The fundamental requirement in this chapter is practicality.

- The title and the titles of its subsections must be specified in accordance with the subject

matter.

- The parts of the subsection:

II.6.1. The objectives of the research

- Why is the analysis necessary, what are the professional justifications for raising the topic?
- What practical benefits can we expect from uncovering the phenomena? For the purpose of achieving the goal, which phenomena, regularities, properties, and mechanisms of action need to be examined?

II.6.2. Subject

- Defining and delimiting the subject of the research.
- The simple formulation of the phenomenon under investigation.
- For the purpose of achieving the goal, what phenomena, regularities, properties, and mechanisms of action need to be examined?
- The choice of subject is determined by accessibility and examinability!
- The necessity of the ethical evaluation of the chosen research topic and methodology is clarified by the regulations of the regional, institutional scientific and research ethics committee (tukeb) of Semmelweis University.

The objectives and subject of the research – if the chosen topic justifies it – can also be presented in a unified structure, in a single chapter.

II.6.3. Hypotheses

- What are the scientific hypotheses regarding the subject? What are their sources (previous literature findings, personal experiences, logical deductions, conclusions, estimates, etc.)?
- One must strive for the most specific and narrowed-down formulation, avoiding already proven evidence.
- The hypothesis is not an ordinary assumption, but a well-founded (previous research, theory, logical reasoning, etc.) preliminary expectation regarding the research outcome.
- Not every form of work requires and allows for this, but instead, questions and problems to be addressed through research and examination can be formulated.

II.6.4. Presentation of the sample, sample description

Who does the analysis pertain to?

- Comparison of the study sample and the research objectives/possibilities.
- Presentation of the sampling technique and process.
- The relationships between the population and the sample.
- Presentation of the validity of the findings and conclusions based on the sampling characteristics.
- Description of the characteristics of the individuals and groups involved in the study - those

affected by the hypotheses.

- Analysis related to a given population, as well as the examination of a sample selected by a specific method.
- Depending on the type of sample chosen, the presentation, classification, and description of the main characteristics of the materials used.

II.6.5. Presentation of the chosen methods

What research methods were applied?

- **Independent research can be:**

- case study, casuistry
 - review, meta-analysis
 - situation assessment, overview (survey)
 - investigation under experimental conditions
 - impact assessment
 - disease description
 - analysis of laboratory tests
 - based on laboratory self-examination and measurement
 - own examination with scientifically accepted testing or measuring instruments, measuring devices
 - field research
 - action research
 - historical research
 - problem identification
 - well-founded theory
 - synthesis, comparison, and impact assessment of previous research
- data collection and examination technique can be:
 - interview
 - questionnaire
 - observation
 - keeping an experimental log
 - collecting examination data
 - document analysis
 - content analysis
 - historical comparative analysis
 - focus group
 - complex case analysis

- literary qualitative analysis
- secondary analysis
- test methods
- Description of the circumstances of data collection.
- What data processing methods (descriptive statistics, probability statistics examining necessary changes or relationships) were applied?
- The description also includes the justification for the method selection.
- Why is this method the most suitable for examining the subject?

II.6.6. Review of findings based on chronological or other logical ordering principles

- A detailed presentation of the obtained results: the descriptive communication of the results.
- A fundamental requirement is clarity: the use of tables, diagrams, and charts.
- The textual evaluation of the results must be omitted (this is what the discussion chapter is for).

II.7. Discussion, evaluation, interpretation

- Its length is approximately 5 pages.
- The evaluative, interpretative analysis of the results, comparing them with the findings presented in the theoretical framework chapter: that is, the comparative evaluation of the results of the independent research and the literature review should be conducted here.
- Hypothesis testing: the confirmation or rejection of hypotheses.
- The discussion chapter should also include literary references, and the rules for these are the same as those described below.

II.8. Conclusions: a brief summary of the current state under examination, outlining future trends, applications, usability, and other possibilities

- Presentation of the conclusions drawn from the comparison of the professional requirements and objectives formulated in the theoretical part of the thesis and the student's own findings, in approximately 5 pages.
- Formulating practical proposals based on the results of the thesis.
- The chapter title should be formulated according to the subject matter.

II.9. Suggestions

The applicability and usability of the theoretical conclusions and practical experiences of the paper in the specific field must be demonstrated.

II.10. Summary, concluding remarks

The thesis-like, independently interpretable summary of the paper, **approximately ½ - 1** page in length, with a brief presentation of the results.

II.11. Reference List

As described in Chapter IV.

II.12. Appendices

This section can only contain items that are referenced in the text. The following shall feature here:

- Sample copies of the questionnaire, interview plan, observation protocol, task sheet, and test sheet used during the research (not filled out).
- Full-page diagrams, tables, images (with titles).
- Documents not exceeding half a page in length can be placed in the text as well.
- The materials listed in the appendix must be numbered consecutively.
- The appendices do not need to be page numbered.

II.13. Acknowledgments

It is not a necessary part of the thesis, primarily relevant when others have also helped in the preparation of the thesis. (For example, filling out questionnaires, conducting laboratory tests, etc.)

II.14. Clause

I, the undersigned declare that the thesis is my own intellectual work, that it has not been submitted by me or anyone else as a thesis/diploma paper in any other field, and that I have only used the specified aids.

Signature.....

III. The formal requirements of the thesis

The thesis must be submitted in electronic format and by mail along with the document titled "Declaration on the Availability and Publication of the Completed Thesis." In the declaration, the student states that the Library may make the thesis accessible to others. The student, in addition to the electronically submitted copy, can also print, bind, or compile their thesis in a folder according to their preference and submit it, which will be returned to them after the defense.

The excellent theses recommended for further use/library archiving can be viewed on the library's designated dedicated machines.

The submission requirements for the thesis are outlined in the Academic and Examination Regulations.

Letter size:	Body text 12 point
Letter type:	Times New Roman
Format:	1.5-spaced, full justification
Margin:	top margin: 2.5 cm
	bottom margin: 2.5 cm
	right margin: 2.5 cm
	left margin: 3 cm
Length:	60 000 – 100 000 characters without spaces, not including appendices and the reference list
Page number:	bottom of page, in the middle
Printing:	one or two sided
Numbers of tables:	with Roman numerals
Numbers of figures, pictures:	with Arabic numerals

Cover

THESIS
name program specialisation year

Title page: (14- or 16-point letter size is allowed only here)

Semmelweis University Faculty of Health Sciences
TITLE OF THE THESIS
name program specialisation year supervisor's name, position

IV. References

IV.1. General rules for citations

When preparing any scientific work, a fundamental requirement is the precise identification and indication of the availability of the information sources studied and used.

This makes it possible that while we present the thoughts or scientific results of others, we also make them retrievable for qualifying experts and interested readers. (At the same time, in the process of preparing the thesis, we can also prove that we have become familiar with the most relevant source material of the chosen topic's literature, the antecedents of our scientific work.)

"The method of citation can be

- **Paraphrase: citing content** (and not verbatim). Here, too, the source data of the mentioned work must be correctly provided. Since we are not citing verbatim, but only **in terms of content**, it is sufficient to include the name and year in the text. We indicate it in the same way when citing oral communication. E.g.: (Kovács, 2010)
- **Direct**: in the case of **verbatim quotation** – using quotation marks – the page number must always be precisely indicated in the in-text parenthetical short reference. (Kovács, 2010, p. 175)
- **Failure to indicate the above (even in the case of content citation!) constitutes the ethical offense of plagiarism**, i.e., taking over the research results of other authors without quotation marks and citation, presenting them as one's own thoughts or results, in a way that is suitable for misleading the reader.

When choosing sources, strive for quality, so do not cite well-known facts or unverified information without credible sources.

The relevant sources – mandatorily – should be arranged in a list after the written work, starting on a new page and separated from the main body of the text.

A reference list is a list of sources that appear in the main text of the written work, i.e., they are referenced in some way in the text.

Various standardized models (Style Guides) are used worldwide in scientific publishing for describing cited items, arranging them in a list, and displaying them in-text. This requirement also applies to scientific works prepared during higher education studies. (Thesis, diploma thesis, dissertation, etc.)

Based on the consensual agreement of our Faculty's instructors, for indicating the sources of

scientific works prepared here, we must follow the recommendations of the "**APA Style Guide**" (**Publication Manual of the Psychological Association, 7th edition, 2020**).

The reference list can optionally be supplemented (but not replaced) – to demonstrate in-depth professional knowledge – with a bibliography, literature list, or notes containing the sources studied but not cited. The latter is neither an integral part of the scientific work, nor part of the thesis, and at most serves an informative purpose for the reviewer(s). It is not subject to the evaluation of the thesis.

Works cited: Generally, an alphabetical list of authors of all more extensive works (specialized books, but not compulsory notes or textbooks during education) that the student has read on the topic for the preparation of the written work.

Bibliography: a list of literature related to the chosen topic, arranged according to some criterion – (alphabetical order, chronological order, place of origin, etc.).

Notes: other important information related to the elaborated train of thought.

General information for the formal application of the APA publication style.

- Place the reference list after the main text, starting on a new page.
- The title of the list should be at the top of the page, in center position.
- Items should follow in alphabetical order by the author's last name; in the case of a work without an author, the first alphabetical word of the title (not the article!) is the basis for classification. Sources beginning with a number (e.g., laws, regulations, etc.) precede the alphabetical order and are placed at the beginning of the list.
- The title of the book, web source, and the name of the journal must always be in italics.
- The first line of each item should start at the left margin. If the description of the item does not fit on one line, the following line should start a few character spaces (recommended to keep three empty characters) indented (at the fourth character). ("hanging indent" format)
- Items in the **list** should be written with **double line spacing**, so do not insert empty lines between items.
- In exceptional cases – when two or more book-like sources by the same author were published in the same year – we also use letters of the alphabet to distinguish them in the reference list. (Pikó, 2000a) ...(Pikó, 2000b) Etc.
- The bibliography, literature, and notes should appear at the end of the work, after the reference list, on a separate page. (With a different type of notation than the references.) Their title should also be placed at the top of the page, in center position.
- Appendices / Annexes contain important supplementary detailed information that is not integrated into the written work but is necessary for its understanding. (E.g., a sample copy

of the questionnaire, interview plan, observation protocol, task sheet, test sheet used during the research – not filled out).

IV.2. Citing printed sources

- If a source (journal article or book) has a DOI = Digital Object Identifier number, its inclusion is mandatory for both printed and electronic versions. (Not optional.) The DOI number serves to identify journal articles or other electronic documents published in electronic form (as well).
- For journals where the numbering of each issue restarts from 1, it is necessary to include the issue number in addition to the volume number.
- For books and journal articles, it is mandatory to list the names of all authors *up to 20 authors. For 21 or more authors*, list the names of the first 19 authors, then insert three dots, and then list the name of the last author.

IV.3. Citing electronic sources

- The inclusion of all identifying elements for electronic sources is similar to that of printed sources, but additionally, information regarding their access location must be provided.
- Do not present URL / web addresses in active form; remove underlining and color.
- Where direct access is possible, it is recommended to provide this access path rather than the website address.
- When the source has a DOI number, there is no need to provide the website address; the DOI number replaces it.
- If the source does not have a DOI number but is open access, it is recommended to provide a link to the full text.
- If the content of the publication is only available online in a database, it is necessary to include the name of the database and its access website address (e.g., UpToDate).
- Indicating the date of retrieval is only important if the content of the source may change over time (e.g., wikis).

The most typical examples of how to present sources and refer to them are included in Appendix 1.

IV.4. Tables, figures (diagrams, graphs), image publication

Images and tables must always be referred to or referenced in the text body preceding them (e.g., see Fig. 1 or Table I OR phrased in a sentence: e.g., as can be observed in Fig. 1, that...).

IMPORTANT! The source of figures and tables should not be listed in the reference list. All tables, figures, and images (whether in the text or in the Appendix) must be presented in such a way that their content is clearly understandable and identifiable even without knowledge of the textual part!

To this end:

- They must be provided with a title that fully expresses their content, and must include the sample number and – if necessary – the unit of measurement.
- The designations of the horizontal and vertical headers of the table must be published without abbreviation.
- Symbols used in figures and images must be provided with clear explanations.
- Figures must be numbered with Arabic numerals, and tables with Roman numerals!
- The title of tables must be placed above them, and the title of diagrams and figures below them.
- The source of information presented in tables and figures must be indicated below them.
- It is advisable to place figures and tables within the text if they do not exceed half a page in length. Larger figures and tables must be included in the appendix.
- For source attribution below tables and figures, the APA 7th style should also be applied. If the source from which the figure or table originates has also been used elsewhere in the text of the thesis, then the in-text citation can also be placed below the figure.

V. Evaluation and defense of the thesis

The reviewer of the thesis evaluates the thesis on the evaluation form titled "Evaluation Form for Thesis / Diploma Work Assessment," which is sent to the relevant organizational unit by the date specified in the academic calendar.

The thesis defense takes place during the final examination. The defense consists of the following elements:

- a maximum 10-minute presentation (PowerPoint) on the entire thesis (including the response to the reviewer's criticism). The preparation and presentation of the presentation are part of the thesis preparation.
- Response to the reviewer's questions.
- Response to the committee's questions.

Appendix 1 - The most typical examples of citing sources and referencing them

Forrás típusa Source type	Hivatkozásjegyzékben In references	Szövegközi hivatkozás In-text citation
Tudományos folyóiratcikkek Academic journal articles		
Egy szerzős folyóiratcikk Journal article with an author	Romics, M. (2019). Az akaratlan vizeletvesztés kivizsgálása és kezelése. <i>Orvostovábbképző szemle</i> , 26(3), 18-22. Jackson, D. (2022). Incontinence in palliative care: assessment to promote dignity. <i>British Journal of Community Nursing</i> , 27(5), 242-250. https://doi.org/10.12968/bjcn.2022.27.5.242	(Romics, 2019) (Jackson, 2022)
Két szerzős folyóiratcikk Journal article with two authors	Hodoniczki, L., & Nagy, B. (2020). Primer ovariális leiomyosarcoma: egy igen ritka megjelenésű petefészek-daganat. Esetismertetés és irodalmi áttekintés. <i>Magyar nőorvosok lapja</i> , 83(6), 342-344. Aşikli, E., & Aydin Er, R. (2021). Paediatric oncology patients' definitions of a good physician and good nurse. <i>Nursing Ethics</i> , 28(5), 656-669. https://doi.org/10.1177/0969733020961499	(Hodoniczki & Nagy, 2020) (Aşikli & Aydin, 2021)

Három vagy több szerzős folyóiratcikk Journal article with three or more authors	Sárándi-Kovács, J., Szabó, I., & Lakatos, F. (2018). Phytophthora fajok előfordulása és diverzitása a Rák-patak vízgyűjtőjén. <i>Acta Silvatica et Lignaria Hungarica</i> , 14(2), 127-144. Hargittay, C., Dénes, J., Hubina, E., Kovács Gábor, L., Görömbey, Z., Czirják, S., Kovács, L., Vörös, K., & Göth, M. (2020). A háziorvos szerepe az acromegaliás betegek gondozásában, fókuszban a szénhidrát-anyagcsere zavara. <i>Orvosi Hetilap</i> , 161(40), 1724-1729. https://doi.org/10.1556/650.2020.31777 Shim, H., Varakin, N., & Meyr, A. J. (2022). Anatomic and Treatment Descriptive Features of Foot Infections Presenting With Radiographic Soft Tissue Emphysema. <i>Journal of Foot & Ankle Surgery</i> , 61(2), 323-326. https://doi.org/10.1053/j.jfas.2021.08.012 Condon, E. M., Tobon, A. L., Holland, M. L., Slade, A., Mayes, L., & Sadler, L. S. (2022). Examining Mothers' Childhood Maltreatment History, Parental Reflective Functioning, and the Long-Term Effects of the Minding the Baby® Home Visiting Intervention. <i>Child Maltreatment</i> , 27(3), 378-388. https://doi.org/10.1177/1077559521999097	(Sárándi-Kovács et al., 2018) (Hargittay et al., 2020) (Shim et al., 2022) (Condon et al., 2022)
21 vagy annál több szerzős folyóiratcikk Journal article with 21 authors or more	Creelan, B. C., Wang, C., Teer, J. K., Toloza, E. M., Yao, J., Kim, S., Landin, A. M., Mullinax, J. E., Saller, J. J., Saltos, A. N., Noyes, D. R., Montoya, L. B., Curry, W., Pilon-Thomas, S. A., Chiappori, A. A., Tanvetyanon, T., Kaye, F. J., Thompson, Z. J., Yoder, S. J., ... Antonia, S. J. (2021). Tumor-infiltrating lymphocyte treatment for anti-PD-1-resistant metastatic lung cancer: a phase 1 trial. <i>Nature Medicine</i> , 27(8), 1410-1418. https://doi.org/10.1038/s41591-021-01462-y	(Creelan et al., 2021)

<u>Könyvek</u> Books		
<u>Egy szerzős könyv</u> Book with an author	Varga, K. (2011). <i>A szavakon túl: Kommunikáció és szuggesztív az orvosi gyakorlatban</i> . Medicina Könyvkiadó. Bean, A. (2017). <i>The complete guide to sports nutrition</i> (8th ed.). Bloomsbury.	(Varga, 2011) (Bean, 2017)
<u>Két szerzős könyv</u> Book with two authors	Kovács, Á., & Molnár, A. (2021). <i>Gyulladásos bélbetegségek: Diéta és kezelés</i> . SpringerMed Kiadó. Broetz, D., & Weller, M. (2016). <i>Physical therapy for intervertebral disk disease: a practical guide to diagnosis and treatment</i> . Thieme.	(Kovács & Molnár, 2021) (Broetz & Weller, 2016)
<u>Három vagy több szerzős könyv</u> Book with three or more authors	Bancroft, L., Silverman, J. G., & Ritchie, D. (2013). <i>Lehet-e jó apa a bántalmazó?: a partnerbántalmazás hatása a szülő-gyermek kapcsolatra</i> . Háttér Kiadó; NANE Egyesület. Potter, P. A, Perry, A. G., Stockert, P. A. & Hall, A. M. (2018). <i>Essentials for Nursing Practice</i> (9th ed.). Elsevier.	(Bancroft et al., 2013) (Potter et al., 2018)

<u>Könyvrészlet (egy szerkesztővel)</u> Book section (with an editor)	Feller, A., & Tobai, Á. (2021). Aromaterápia a várandósság és a szülés tükrében. In K. Varga (Ed.), <i>A szülési fájdalom kezelése: nem farmakológiai módszerek</i> (pp. 207-226). Medicina Könyvkiadó. Migliozzi, J. G. (2021). The nervous system and associated disorders. In I. Peate (Ed.), <i>Fundamentals of applied pathophysiology</i> (pp. 153-184). Wiley Blackwell.	(Feller & Tobai, 2021) (Migliozzi, 2021)
<u>Könyvrészlet (több szerkesztővel)</u> Book section (with more editors)	Antal, Z., Csángó, D., Futár, A., Katona, V., & Sándor, A. (2019). A partícipatív oktatótárs szerepe. In V. Katona, C. Cserti-Szauer, & A. Sándor (Eds.), <i>Együtt oktatónk és kutatónk</i> (pp. 118-122). ELTE Bárczi Gusztáv Gyógypedagógiai Kar. Allen, K., & Kean, L. (2020). Antenatal screening of the mother and fetus. In J. Marshall & M. Raynor (Eds.), <i>Myles textbook for midwives</i> (pp. 289-308). Elsevier.	(Antal et al., 2019) (Allen & Kean, 2020)
<u>E-könyv</u> E-book	Decsi, T. (2011). <i>A bizonyítékokon alapuló orvoslás</i> . Medicina. http://dtk.tankonyvtar.hu/xmlui/handle/123456789/13016 Netter, F. H. (2022). <i>Netter Atlas of Human Anatomy</i> (8th ed.) Elsevier. https://www.clinicalkey.com/#/content/book/3-s2.0-B978032368042401001X	(Decsi, 2011) (Netter, 2022)

<u>Könyvrészlet e- könyvből</u> Book section from e-book	Bagoly, Z. (2011). A klinikai kutatások előfeltételeinek biztosítása. In Z. Bereczky & L. Muszbek (Eds.), <i>A klinikai kutatások tervezése és kivitelezése: elméleti és módszertani alapok</i> (pp. 113-128). Medicina. http://dk.tankonyvtar.hu/xmlui/handle/123456789/12978 Granite, G., Meshida, K., & Wind, G. (2021). Frequency and Clinical Review of the Aberrant Obturator Artery: A Cadaveric Study. In H. F. Smith (Ed.), <i>Anatomical Variation and Clinical Diagnosis</i> (pp. 119-140). MDPI Books. https://doi.org/10.3390/books978-3-0365-1333-1	(Bagoly, 2011) (Granite et al., 2021)
<u>Egyéb források</u> Other sources		
<u>Internetes forrás, amikor a tartalom nem változhat (honlap)</u> E-source (when content may change)	Zsuga, J. (2019). <i>A tüdőgyulladás és tünete</i>. Webbeteg. Retrieved 2022.06.27. from https://www.webbeteg.hu/cikkek/legzoszervi_betegseg/134/a-tudogyulladas-es-tunetei Petrie, T. (2022). <i>Everything to know about soft tissue mobilization</i>. Very Well Health. Retrieved July 12, 2022, from https://www.verywellhealth.com/soft-tissue-mobilization-5214549	(Zsuga, 2019) (Petrie, 2022)
<u>Internetes forrás, amikor a tartalom nem változhat (adatbázis)</u> E-sources (when content cannot change)	<i>Longstanding Eating Disorders and Personality Disorders, Mediators for 17-years Long Term Outcome.</i> (2019). <u>ClinicalKey</u>. https://www.clinicalkey.com#!/content/clinical_trial/24-s2.0-NCT03968705	(<i>Longstanding Eating Disorders ...</i>, 2019)

<u>Internetes forrás, amikor a tartalom nem változhat (statistikai adatbázis)</u> E-sources, when content cannot change (statistical database)	Központi Statisztikai Hivatal. (2021). <i>Háziorvosi és házi gyermekorvosi praxisok adatai</i>. https://statinfo.ksh.hu/Statinfo/haViewer.jsp World Health Organization. (2019). <i>Global Health Estimates: Life expectancy and leading causes of death and disability</i> https://www.who.int/data/gho/data/themes/mortality-and-global-health-estimates#	(Központi Statisztikai Hivatal, 2021) a továbbiakban (KSH, 2021) (World Health Organization, 2019) in the following (WHO, 2019)
<u>Törvények, rendeletek, jogszabályok (adatbázisból)</u> Act, legal rule or regulation (from database)	2020. évi C. törvény az egészségügyi szolgálatjogviszonyról. (2020). https://net.jogtar.hu/jogszabaly?docid=a2000100.tv <i>Civil Rights Act of 1964, Public Law No. 88-352, 78 Stat. 241.</i> (1964). http://www.govinfo.gov/content/pkg/STATUTE-78/pdf/STATUTE-78-Pg241.pdf	(2020. évi C. törvény az egészségügyi szolgálati jogviszonyról, 2020) (Civil Rights Act, 1964)
<u>Törvények, rendeletek, jogszabályok nyomtatott közlönyből</u>	2010. évi CLXXIII. törvény az egyes egészségügyi tárgyú törvények módosításáról. (2011). <i>Egészségügyi Közlöny</i>, 61(1), 25-60.	(2010. évi CLXXIII. törvény, 2010)
<u>Napilapban, magazinban megjelent cikk</u> Newspaper, magazin article	Dömötör, C. (2021, December 28). Az oltás jelenti a megoldást a védekezésben. <i>Magyar Hírlap</i>. https://www.magyarhirnap.hu/belfold/20211228-domotor-az-oltas-jelenti-a-megoldast-a-vedekzesben Nadeau, B. K. (2022, June 22). How D.C. is protecting women's access to health care. <i>The Washington Post</i>. https://www.washingtonpost.com/opinions/2022/06/22/how-dc-is-protecting-womens-access-health-care/	(Dömötör, 2021) (Nadeau, 2022)

<u>Disszertáció, PhD értekezés</u>	Ujvárosi, D. (2022). <i>A kardiopulmonális újraélesztés kimenetelét befolyásoló tényezők vizsgálata</i> [Doktori (PhD) értekezés, Debreceni Egyetem Egészségtudományok Doktori Iskola]. https://dea.lib.unideb.hu/dea/handle/2437/335342	(Ujvárosi, 2022)
Dissertation and Thesis	Stafoggia, M. (2020). <i>Health Effects of Air Pollution: Innovative Approaches for Spatio-temporal Evaluations</i> (Publication Number 28420962) [Ph.D., Karolinska Institutet (Sweden)]. ProQuest Central. Ann Arbor. https://www.proquest.com/dissertations-theses/health-effects-air-pollution-innovative/docview/2498537255/se-2?accountid=32048	(Stafoggia, 2020)
<u>Youtube video vagy egyéb streaming anyag</u> <u>Youtube or other streaming video</u>	Jovin, E. (2020, April 14). <i>Sentence Diagramming - Part 1</i> [Video]. Youtube. https://www.youtube.com/watch?v=mwDNiZsItbo&t=17s	(Jovin, 2020)
<u>Szerző és dátum nélküli forrás</u>	<i>Az évszavakról általában.</i> (n.d.). Lehet máshogy. Retrieved 2022.06.30. from https://mashogy.hu/eveszavak/	(<i>Az évszavakról általában.</i> n.d.)
Source without author, year	<i>Soft Tissue Mobilization Treatments.</i> (n.d.). Physical Therapy Central. Retrieved July 12, 2022 from https://ptcentral.org/treatment/soft-tissue-mobilization/	(<i>Soft Tissue Mobilization Treatments.</i> n.d.)