

**Social Work 494/495 Section 2**  
**Social Work Practicum (4-8 credits)/Social Work Practicum**  
**Seminar (1 credit)**

**9-10:45 AM**

**Virtual Classroom**

Section 2 will meet the following dates: 9/15/23, 9/29/23,  
10/13/23, 10/27/23, 11/10/23, 12/1/23, and 12/15/23.

\*Classroom meeting links are located under the **Zoom** Tab in Canvas.

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**PHONE:** 715-346-2444 (office)

**OFFICE:** SCI B339

**In Person and Virtual Office Hours:** Tuesdays, Wednesdays, and Thursdays, 11 AM – 12:30 PM.

Stop in my office: SCI B339

Or

Join my virtual meeting room:

<https://wisconsin-edu.zoom.us/j/92549187770?pwd=TVZsTkpOM29tejV6dWhCaHZrUDN3QT09>

**COURSE PREREQUISITES**

Admission into Field; Must be concurrently enrolled in SW 494 and SW 495

**COURSE WEBSITE**

<http://canvas.uwsp.edu>

**FIELD EDUCATION HANDBOOK (on the home page in Canvas)**

**REQUIRED READINGS (on the homepage of CANVAS)**

NASW Code of Ethics, NASW Standards for Cultural Competence, and NASW Standards for Technology

**COURSE DESCRIPTION**

The Social Work Practicum is a required component of the social work curriculum. It is the mechanism by which all elements of the curriculum may be tested, applied, and integrated. It builds upon the total social work curriculum and is the forum within which the student may exercise knowledge, values, skills, self-awareness, and self-evaluation. The Social Work Practicum

involves placement of students in agencies under the direction of professional social workers who have agreed to act as Practicum Supervisors. The Practicum Supervisor, working together with the faculty Field Coordinator, provides the student with an opportunity to further integrate the knowledge, skills, and values necessary for social work practice.

Practicum is the final step in preparing students as entry level social work practitioners. Beginning with an orientation to the agency and the relevant client systems, students gradually assume more independent responsibility. Throughout this learning process, there is an emphasis on a systems approach to generalist practice as students work within systems of various sizes.

The Social Work Practicum (SW 494) must be taken for a total of 8 credits (400 hours). Students should plan to complete their internships over the course of two terms, though exceptions may be made for one-semester internships. Students must enroll in the Social Work Practicum Seminar (SW 495) each semester that they are in Practicum. This seminar involves bi-weekly meetings and assignments designed to further integrate social work practice and theory to the agency setting, increase knowledge of and identification with the social work profession, learn about community resources through interaction with other students, set goals, and process client and agency experiences with the Field Coordinator and other practicum students.

## **CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES**

Graduates of the social work major are expected to demonstrate the integration and application of the nine core competences identified by the Council on Social Work Education (CSWE) as evidenced by their associated practice behaviors. Upon successful completion of the practicum and seminar, students should be able to demonstrate all the expected knowledge, skills, and values-based learning outcomes identified in the section below. Practicum experiences and seminar content and assignments are designed to introduce, reinforce, and/or emphasize practice behaviors and assist students in developing the social work core competencies.

Students will be evaluated by the faculty field coordinator for the seminar component and collaboratively by the faculty field coordinator and the field Supervisor for the practicum component. Seminar evaluation will be based on success with completion of the seminar requirements listed in the next section. Practicum evaluation will be conducted by use of the Field Instrument, which evaluates student ability according to the CSWE student outcomes.

### **1. Demonstrate Ethical and Professional Behavior**

- a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of

research, and additional codes of ethics within the profession as appropriate to the context.

- b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
  - c. Use technology ethically and appropriately to facilitate practice outcomes.
  - d. Use supervision and consultation to guide professional judgment and behavior.
- 2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice**
- a. Advocate for human rights at the individual, family, group, organizational, and community system levels.
  - b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
  - c. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
  - d. Engage in practices that advance social, economic, and environmental justice.
- 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**
- a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
  - b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
- 4. Engage in Research-Informed Practice and Practice-Informed Research**
- a. Apply research findings to inform and improve practice, policy, and programs.
  - b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
- 5. Engage in Policy Practice**
- a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
  - b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
- 6. Engage with Individuals, Families, Groups, Organizations, and Communities**

- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
  - b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
- 7. Assess Individuals, Families, Groups, Organizations, and Communities**
- a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
  - b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
- 8. Intervene with Individuals, Families, Groups, Organizations and Communities**
- a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
  - b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
- a. Select and use culturally responsive methods for evaluation of outcomes
  - b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

**SOCIAL WORK PROGRAM ACADEMIC AND PROFESSIONAL EXPECTATIONS**

The Social Work Program at UWSP takes seriously the responsibility to prepare and graduate generalist social work practitioners who demonstrate a strong commitment to the six core values of the social work profession. Students will be held accountable to demonstrate positive academic and professional behaviors in all aspects of our program. Failure to meet expectations may result in further action, such as developing a plan for improvement or delaying participation in social work field.

SOCIAL WORK CORE VALUE	Students Demonstrate Values when they:
DIGNITY AND WORTH OF THE PERSON	<ul style="list-style-type: none"> <li>• Use basic courtesy in interactions with others</li> <li>• Refrain from behaviors that interfere with the learning process</li> <li>• Speak and behave in ways that show respect for persons with individual</li> </ul>

	differences or members of diverse communities
IMPORTANCE OF HUMAN RELATIONSHIPS	<ul style="list-style-type: none"> <li>• Develop and maintain positive working relationships with others</li> <li>• Demonstrate respect for others</li> <li>• Engage in effective communication</li> <li>• Accept responsibility for own behavior</li> <li>• Use appropriate problem-solving and conflict resolution skills</li> </ul>
INTEGRITY	<ul style="list-style-type: none"> <li>• Complete their own work</li> <li>• Maintain academic and professional honesty in all interactions</li> </ul>
COMPETENCE	<ul style="list-style-type: none"> <li>• Attend classes and meetings on time</li> <li>• Remain attentive in class and meetings</li> <li>• Participate in academic and professional learning activities</li> <li>• Read all assigned materials</li> <li>• Produce quality work</li> <li>• Submit work on time</li> <li>• Prepare for meetings, presentations, and exams</li> <li>• Respectfully give and receive feedback</li> </ul>
SERVICE	<ul style="list-style-type: none"> <li>• Engage in learning opportunities to strengthen professional development</li> <li>• Actively participate in service opportunities on campus and in the community</li> </ul>
SOCIAL JUSTICE	<ul style="list-style-type: none"> <li>• Recognize that discrimination and oppression exist</li> <li>• Acknowledge their own bias and privilege</li> <li>• Advocate for social, economic, and environmental change</li> <li>• Listen to and honor the voices of others</li> </ul>

**SEMINAR REQUIREMENTS (135 points total)**

1. **Learning Plan (20 Points).** All interns are responsible for completing a learning plan using the template posted in Canvas. **The learning plan will indicate how you will meet and demonstrate all nine of the CSWE competencies.** (Make sure that your outcomes are specific and measurable.) This is to be completed within few weeks of your internship start date, but it can be adapted over the course of your internship. The plan should be initially completed by the student in consultation with the agency supervisor, and then reviewed and approved by the agency supervisor. This assignment is designed to aid in goal setting and to

enhance communication regarding internship expectations. The learning contract is also an important part of the evaluation process at the end of the semester. Please submit the signed learning plan to the submission box in Canvas by the assigned due date. This document will be used as part of the student evaluation process, so students should develop a meaningful contract unique to their internship site.

2. **Summaries (40 Points).** Students are to write summaries/reflections of their practicum experiences. Summaries should be a minimum of two pages and will be submitted four times in the course of the semester. Please see course schedule for due dates of summaries. The aim of this assignment is to create a mechanism for students to reflect on and process their experiences and for the instructor to monitor the internship and offer guidance as needed. They are not to be shared with field supervisors. Summaries can be written in various ways depending on student preference. Some choose to discuss the most significant things that have occurred during the summary time period. Others choose to highlight one day during the summary time period to offer a snapshot of what they are experiencing in their internship. **Please do not simply provide a task list of what you did each day at your internship.** Though these are reflective assignments, attention should be given to grammar, spelling, organization, and clarity. Regardless of format, summaries should include:

- a. The dates being reflected upon and the number of hours to date completed at the agency.
- b. A discussion of internship activities.
- c. The feelings that you are experiencing in response to activities participated in and to the field placement in general.
- d. The thoughts you are having in response to activities participated in, what is being learned, and the field placement in general.
- e. How you feel you are progressing towards your internship goals and objectives.
- f. What you feel are your current strengths and areas in need of improvement.
- g. Any questions/ concerns that you have for the instructor and/or the class to address.

(Social Work Competencies, 1, 2, and 9)

3. **First Semester Students—Agency Presentation (40 Points)** All first-semester interns will develop a formal power point presentation about their agency. Your presentation should include information about the following:
  - a. Structure
  - b. Funding
  - c. Mission of the agency
  - d. Agency history

- e. Client population served
- f. Details of services provided
- g. Roles and approaches of the social worker
- h. Training and experience necessary to successfully apply for a position
- i. How diversity impacts agency services
- j. Major local/state/federal policies that impact services
- k. Strengths and needs of the agency.

You will not be presenting in person. As such, your presentation should be clear and thorough enough to make sense without a verbal narrative. NOTE: Students interning in a very large agency (for example, Portage County Health and Human Services) should give an overview of the agency but focus mainly on the specific program they are interning in (for example, Child Protective Services). (Social Work Competencies 1, 2, 3, 4, and 5)

**4. Second Semester Interns: Case Scenario Presentations (40 Points).**

All second semester interns are responsible for bringing one case scenario with discussion questions to the seminar session for discussion. The case scenario should be taken directly from the agency experience. Your instructor will assign you a specific class for your presentation and you will discuss the case with your classmates. Interns should come prepared to lead discussion on the following:

- a. Psychosocial and/or ethical issues involved in the situation.
- b. The needs that the particular client had
- c. Social work approaches used.
- d. Client strengths
- e. Relevant agency/community resources
- f. How the situation has been managed thus far.

Students may bring in a scenario that is still pending and may choose to ask the class to problem solve potential responses. The scenario and questions should be outlined via power point and should be submitted to Canvas on the day of your presentation. Recommended presentation/discussion time is 15 minutes. **Do not use any identifying information when discussing your case scenario.** (Social Work Competencies 1, 6, 7, 8, and 9)

5. **Internship Artifact (20 points):** During your internship, you will be positively contributing to the agency's work in a number of ways, through service provision, case management, resource connection, coalition work, group facilitation, organizing events, assisting with agency initiatives and more. You will identify one way you positively contributed to the work of the agency by uploading an artifact to showcase your contributions. Prepare and upload a document that you could potentially put in a professional portfolio, present to a group of stakeholders, or bring to an interview. Students are responsible for

developing their artifact and should start thinking about this at the beginning of their internship. This is a flexible assignment due to the diverse internship sites. Examples of artifacts from your internship may include, but are not limited to:

- Brochures/Pamphlet you created for the agency.
- Newsletter entry
- Infographic
- Social media post
- Resource guide you prepared for agency clients.
- Curriculum or lesson sample prepared for group facilitation.
- Flyer of an event you assisted with
- Data visualization outlining outcomes for potential stakeholders.
- A description of a project you worked on during your internship.

Please see *Internship Artifact Module* in Canvas for more information and examples. (Social Work Competencies 1, 2, 3, 4, 5, 6, 7, 8 and 9)

**6. Student Evaluations:** At the end of each semester, students are required to turn in the following forms:

- a. Field Evaluations:** Agency field supervisors will complete a midterm or final evaluation to assess student progress at the end of each semester. The field coordinator will email the student learning contract and a Qualtrics survey to your field supervisor approximately two weeks before they are due. Students should plan to provide field supervisors with their field logs for confirmation. Ideally, students are also reviewing their learning contracts throughout the semester to ensure they are accomplishing their identified learning goals.
- b. Site Evaluation:** Students will complete this survey at the end of their internship. In order to ensure that your educational needs were met satisfactorily, and in an effort to improve placements for future students, you will be asked to respond to a list of questions about the placement agency. The site evaluation link will be posted on the homepage of our Canvas website toward the end of the semester.
- c. Field Logs:** Students are required to turn in the field log form documenting internship hours and activities at the end of each semester. Students should speak to their field supervisors about how often they would like to review the field log. Field supervisors will confirm student hours as part of the evaluation process.

## **RECOMMENDATIONS**

1. Students are encouraged to keep a binder to aid in the collection of handouts, training materials, resources, and relevant policies.
2. Students are encouraged to create a professional portfolio that can be used at future job interviews. A portfolio can include things like a



resume, transcripts, academic awards, training certificates, intern evaluations, letters of recommendation, writing samples, internship artifacts, etc.

3. Interns should actively work on their documentation skills during their internship. Most agencies integrate this into the field experience, but students should be prepared to seek out documentation opportunities. Examples of such opportunities include documenting client telephone contacts and face-to-face interactions, updating agency forms and manuals, taking notes at meetings, and assisting with grant writing.
4. When possible, interns should visit other agencies throughout the course of the semester. An important part of learning about the internship host agency is learning about affiliated resources and community partners. Interns may want to take tours of other related agencies, gather brochures and other literature, and/or schedule meetings with workers to learn about their programs.

**COURSE POINTS**

Attendance= 15 pts  
 Learning Plan= 20 pts  
 Summaries= 40 pts  
 Agency Presentation= 40 pts  
 OR  
 Case Presentation= 40 pts  
 Internship Artifact = 20 pts

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Total 135 pts

**GRADING SCALE**

A = 94-100  
 A- = 91-93  
 B+ = 88-90  
 B = 84-87  
 B- = 81-83  
 C+ = 78-80  
 C = 74-77  
 C- = 71-73  
 D+ = 68-70  
 D = 60-67  
 F = 59 & below

**WRITING ASSIGNMENTS**

Course assignments should not include any identifying client information to maintain client confidentiality and privacy. Assignments should be reviewed for grammar, punctuation, and correct spelling prior to submission.

**LATE PAPERS/INCOMPLETES**

Students are expected to complete course work by the assigned due date. Students are responsible for contacting the instructor to negotiate for any alternate date prior to the day an assignment is due. If no extension request is made prior to the due date, assignments that are turned in late will only receive partial credit. No late assignments will be accepted two weeks after the due date.

**PLAGIARISM**

Using the words or ideas of another person without proper citation may result in a failing grade for an assignment. Any quotation, specific fact, or major idea

taken from a book, article, or other source must be cited with its page number within your paper, as well as being included in a reference list at the end of the paper.

### **INCLUSIVITY STATEMENT**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link: <https://www3.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx>  
You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu)

I commit to doing my part as well by keeping myself informed on the most recent research and practices that best support inclusive learning. I last completed UWSP's SafeZone training on: 4/19/21.

### **CONFIDENTIALITY**

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them. Much of this class will be spent discussing situations that involve real people- clients, agency personnel, community members, and ourselves. It is important that students refrain from utilizing actual client names and other identifying information during the course of discussion, in presentations, and in correspondence with the instructor.

### **EQUAL ACCESS FOR STUDENTS WITH DISABILITIES\***

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form.

Location: 108 Collins Classroom Center (CCC), 1801 4th Ave., Phone: 715-346-3365 • Email: [drc@uwsp.edu](mailto:drc@uwsp.edu)

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science <sup>234</sup> Collins Classroom Center (CCC), ext 3568	Academic and Career Advising Center, 209 Collins Classroom Center (CCC), Ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553.  Health Care, Delzell Hall, ext. 4646

**Other Campus Policies**

**FERPA**

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student’s education records, without consent, to another school in which the student seeks or intends to enroll.

**Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the Title IX page for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

**Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information

annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

## **EMERGENCY PROCEDURES**

In the event of a medical emergency call 911. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans) for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet in the lobby of the DUC. Notify instructor or emergency command personnel of any missing individuals.

In the event of an active shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point.

## **RIGHTS AND RESPONSIBILITIES**

For more information on rights and responsibilities associated with being a student at UWSP, please see the UWSP Community Bill of Rights and Responsibilities at <http://www.uwsp.edu/centers/rights/RRBOOKLET8-2005-06.pdf>.

## **CLASS TOPICS AND ASSIGNMENTS**

### **Week 1 (9/8/23)- No Class**

### **Week 2 (9/15/23)**

- Introductions
- Review Syllabus
- Discussion on Professionalism, Roles, and Responsibilities
- Discuss Learning Contracts
- Student Check-ins

- Content Focus: CSWE Competencies 1 and 2

**Week 3 (9/22/23)- No Class**

- **Assignment: Summary One due by midnight on 9/15/23**

**Week 4 (9/29/23)**

- Topic: Planning to Learn, Supervision, and Communication
- To Do: Review the NASW Code of Ethics, be prepared to discuss your supervision plan for your internship.
- Content Focus: CSWE Competency 1 and 9
- **Assignment: Learning Contract Due by midnight on 9/29/23**

**Week 5 (10/6/23)- No Class**

**Week 6 (10/13/23)**

- Topic: Organizational culture: workplace culture, implicit and explicit rules and norms
- MSW Prep
- Overcoming challenges and maximizing learning
- Content Focus (Competency 1, 3, and 6)
- **Assignment: Summary Two due by midnight on 10/13/23**

**Week 7: (10/20/23)- No Class**

**Week 8: (10/27/23)**

- Social Work Certification
- ASWB Exam Preparation
- Student check-ins
- To Do: Review social work licensing requirements on the Wisconsin Department of Safety and Professional Services website. (Students who intend to move to another state after graduation are encouraged to research licensing requirements in that state)
- Content Focus: CSWE Competency 1, 5, 6, 7, 8, and 9

**Week 9: (11/3/23)- No Class**

- **Assignment: Summary Three Due by midnight on 11/3/23**

**Week 10: (11/10/23)**

- Employment and Career Development
- Student Check-ins
- **Case study presentation- 2nd semester interns**
- Content Focus: CSWE Competency 1, 2, and 4

**Week 11: (11/17/23)- No Class**

- **Assignment: Summary Four due by midnight on 11/17/23**

**Week 12: (11/24/23)- No Class- Thanksgiving break**

**Week 13: (12/1/23)- No Class**

- Topic: Networking and Professional Development
- Student Check-ins
- Content Focus: CSWE Competencies 1, 2, 4, 6, 7, and 8

**Agency Presentations Due by Midnight on 12/1/23- (1st semester students)**

**Week 14 (12/8/23)- No Class**

**Week 15: (12/15/23)**

- Topic: Planning for termination, graduation, and transitions
- Student Check-ins and course wrap up
- Content Focus: Competencies 1, 2, 4, 5, and 9
- **Assignment: Internship artifact “show and tell”; Class discussion related to internship take aways, goals, and next steps**
- **Assignment: Internship Artifact due by Midnight on 12/15/23**

**Week 16- (12/21/23)- Class will not meet during finals week.**

- **Complete Program SWEAP Assessment.** Link to online assessment will be emailed to you by Professor Zlimen Ticho. **Due: 12/21/23**
- **Assignment: Evaluations and field logs Due 12/21/23**