SOCIAL WORK/SOCIOLOGY 303
Ethical Practice in the Helping Professions
Spring 2024
Tuesday and Thursday, 12:30-1:45 PM
SCI A207

INSTRUCTOR
Jess Bowers, MSW, CAPSW
Pronouns: She/her
Office: SCI B339
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OFFICE HOURS:
In Person and Virtual Office Hours:
Mondays & Wednesdays (Wed. virtual only), 10 AM – noon
Tuesdays & Thursdays, 9:00- 10:30 AM.
Stop in my office: SCI B339
Or
Join my virtual meeting room: https://wisconsin-edu.zoom.us/j/4178117493

COURSE WEBSITE
We will be using the new Course Management System, **Canvas.** Canvas login, support information, and training opportunities are available at www.uwsp.edu/canvas.

RENTAL TEXT
SOC/SW 303: Barsky, A. (2022). *Essential Ethics for Social Work Practice,* 1st ed. Oxford Press.

***Additional required readings**: available on our CANVAS course website.
Chapters and Excerpts from the following texts will also be required:
Brohl, K. (2013). *Social service workplace bullying: A betrayal of good intentions.* Chicago, Lyceum
    Books, Inc.
Gasker, J. (2019). *Generalist social work practice.* Los Angeles: Sage.
Larkin, S. (2019). *A field guide for social workers: Applying your generalist training.* Los Angeles:
    Sage.
Poulin, J., Matis, S. & Witt, H. (2019). *The social work field placement: A competency-based
    approach.* New York: Springer.
Royse, D. Dhooper, S. S. & Badger, K. (2018). *Field instruction: a guide for social work students* (7th
    ed.) Long Grove, Il: Waveland Press, Inc.
Ward. K. & Mama R. S. (2010) *Breaking out of the box: Adventure-based field instruction* (2nd ed.).
    Chicago: Lyceum Books, Inc.

COURSE DESCRIPTION
The course focuses on the foundations for ethical reasoning in practice. Students will interact with controversial case material, utilizing social work values, code of ethics and

philosophic ethics. Social workers and other helping professionals constantly face ethical issues and dilemmas requiring ethical decision making in all fields of human service practice. The course focuses on acquiring and practicing the skills of ethical decision-making, including values clarification, application of ethical theory, utilization of codes of ethics, and models of ethical analysis. Complex ethical issues will be covered, with the goal of building competencies for meeting the contemporary challenges of practice. These concepts will be applied to case illustrations. The unique ethical needs of vulnerable populations will be explored.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES
Graduates of accredited social work programs should demonstrate competency in the nine areas listed below, as defined by the Council on Social Work Education (CSWE). As articulated by CSWE, "Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being" (2022 EPAS). This course addresses many of these areas of competency as indicated under "course objectives" below.

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Research-Informed Practice and Practice-Informed Research
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice 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	• Use basic courtesy in interactions with others • Refrain from behaviors that interfere with the learning process • Speak and behave in ways that show respect for persons with individual differences or members of diverse communities
IMPORTANCE OF HUMAN RELATIONSHIPS	• Develop and maintain positive working relationships with others • Demonstrate respect for others • Engage in effective communication • Accept responsibility for own behavior • Use appropriate problem-solving and conflict resolution skills

INTEGRITY	• Complete their own work • Maintain academic and professional honesty in all interactions
COMPETENCE	• Attend classes and meetings on time • Remain attentive in class and meetings • Participate in academic and professional learning activities • Read all assigned materials • Produce quality work • Submit work on time • Prepare for meetings, presentations, and exams • Respectfully give and receive feedback
SERVICE	• Engage in learning opportunities to strengthen professional development • Actively participate in service opportunities on campus and in the community
SOCIAL JUSTICE	• Recognize that discrimination and oppression exist • Acknowledge their own bias and privilege • Advocate for social, economic, and environmental change • Listen to and honor the voices of others

COURSE OBJECTIVES
At the completion of the course, the student will:
1. Clarify personal and professional values and recognize their impact on decision making and professional behavior.
2. Analyze and apply the NASW Code of Ethics, Guidelines for Ethical Practice as well other professional Standards of Practice as they relate to ethical decision making.
3. Identify an ethical dilemma and be able to determine the difference between an ethical dilemma and legal issue.
4. Apply contemporary and ethical foundation theories to ethical decision making.
5. Discuss ethical issues that may arise in a variety of settings and organizational contexts.
6. Recognize diversity and apply anti-discriminatory and anti-oppressive principles to ethical decision making.
7. Discuss the ethical obligations of the social work profession to vulnerable populations.
8. Analyze and synthesize relevant literature demonstrating evidence of critical thinking.
9. Present an analysis of an ethical dilemma in writing.

CLASS FORMAT
This course is about knowledge building as well as skill building. This course will consist of lecture, discussion, and activities directed at helping the student absorb the knowledge, values, and skills essential for effective social work practice and practice in other helping professions. Every week, students will be assigned to small groups to analyze and apply critical thinking to a case study that will be a focus of class discussions.

READING ASSIGNMENTS AND CLASS TOPICS:
(please be aware that due dates and assignments may need to be changed. Students will be made aware of any changes to the course schedule as soon as possible.)

Week 1 (1/23 & 1/25)
TOPIC: Introductions and Course Overview
Read: Codes of Ethics for National Organization for Human Services, National Association of Social Workers, American Psychological Association
Assignment: Please review the first module: "Welcome: Getting started Ethics"
Content Focus: Social Work Competency 1

Week 2 (1/30 & 2/1)
TOPIC: Introduction to Professional Skills and Ethics
Read: Barsky text, Chapter 1
Class discussion about Ethics Analysis group projects. *Groups will be assigned in class.
Content Focus: Social Work Competencies: 1, 7, 8 and 9.

Week 3 (2/6 & 2/8)
TOPIC: Merging Person and Profession
Read: Barsky text, Chapter 9
In class group work on Ethics Analysis assignment
*Assignment: Values Reflection Paper Due Tuesday, 2/6 at midnight
Content Focus: Social Work competencies: 1, 2, 3

Week 4 (2/13 & 2/15)
TOPIC: Values in Helping Relationships and Ethical Theory (Competency 1)
Read: Barsky text, Chapter 3
In class group work on Ethics Analysis Assignment
Content Focus: Social Work Competencies: 1, 2, 6, 7, & 8

Week 5 (2/20 & 2/22)
TOPIC: Professional Responsibilities, Guiding Principles, and Ethical Decision Making
Read: Barsky text, Chapter 9
***Assignment: Ethics Analysis Group Presentations**
*Assignment: Ethics Analysis Paper Due Tuesday, 2/20 at midnight
Content Focus: Social Work Competencies: 1, 4, 5, 6, 7, 8, & 9

Week 6 (2/27 & 2/29)
TOPIC: Ethical Decision-Making Models and Resources
Read: Larkin, Chap. 7 (pdf file in Canvas);
*Assignment: Ethics Analysis Group Presentations
Content Focus: Social Work Competencies: 1, 4, 5, 7, 8, & 9

Week 7 (3/5 & 3/7)
TOPIC: Managing Boundaries and Dual Relationships
Read: Barsky text, Chapter 8, Ward & Mama, Chap. 12 (pdf file in Canvas)
*Exam One Review on 3/7
Content Focus: Social Work Competencies: 1 & 2

Week 8 (3/12 & 3/14)
TOPIC: Informed Consent and Maintaining Confidentiality
Read: Barsky text, Chapter 4; Dhooper, & Badger, Chap. 8 (pdf file in Canvas)
EXAM ONE: Tuesday, 3/12 – online in CANVAS. Unlocks 12:30-1:45 PM

Content Focus: Social Work Competences: 1, 5, & 8

Spring Break: 3/18-3/25

Week 9 (3/26 & 3/28)
TOPIC: Duty to Warn and Mandated Reporting
Read: Barsky text, Chapter 5
***Assignment: mandated reporter training:**
https://media.wcwpds.wisc.edu/mandatedreporter/
Upload copy of certificate of completion. Due Tuesday, 3/26
Content Focus: Social Work Competencies: 1, 4, 5, 7, 8 & 9

Week 10 (4/2 & 4/4)
TOPIC: Duty to Warn and Mandated Reporting
Read: Royse, Dhooper, & Badger, Chap. 7 (pdf file in Canvas)

Week 11 (4/9 & 4/11)
TOPIC: Ethical Use of Social Media
Read: NASW Standards for Technology in Social Work Practice; Larkin p. 115-119; Gasker p.456-466 (pdf files in canvas)
***Assignment: Ethical Use of Social Media or AI infographic Due: Tuesday, 4/9 at midnight**
Content Focus: Social Work Competencies: 1, 4, & 5

Week 12 (4/16 & 4/18)
TOPIC: Ethical Use of AI; Considering Options and Resolving Dilemmas
Read: Barsky text, Chapter 11
*Assignment: Ethics Scroll assignment – In class presentations on Tuesday, 4/16
Content Focus: Social Work Competencies: 1, 8 & 9

Week 13 (4/23 & 4/25)
TOPIC: Multicultural Perspectives and Diversity Issues
Read: Larken, Chap. 8; NASW Standards for Cultural Competence in Social Work Practice; Gasker p. 67-84; (pdf files in Canvas)
Content Focus: Social Work Competencies: 1, 2, & 3

Week 14 (4/30 & 5/2)
TOPIC: Multicultural Perspectives; Guidelines for Working with Vulnerable Clients
Read: Barsky text, chapter 7
*Assignment: Case Study Analysis Paper Due Tuesday, 4/30 at midnight
Content Focus: Social Work Competencies: 2, 3. & 4

Week 15 (5/7 & 5/9)
TOPIC: Professional Competence and Training; Self-care and burnout
Read: Barsky text, Chapter 12; Gasker, p 253-273 (pdf files in Canvas)
Final Exam review in-class on 5/9
Content Focus: Social Work Competencies: 1 & 9

Final Exam— Tuesday, May 13th, 8-10 AM; online exam in Canvas

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EXAMS:

Students will complete two exams in the course of the semester. Exam one will online in CANVAS and unlock at **12:30 PM on Tuesday, 3/12**. Students will have 75 minutes to complete the exam, and the questions will be multiple choice, true-false, short answer, and essay. The second exam will be online and unlocked during our final exam time from **8-10 AM on Tuesday, May 14th**. Each exam is worth 50 points.

ASSIGNMENT DESCRIPTION:
Ethics Analysis Group Project (50 points)
Content Focus: Social Work Competencies 1, 4, 5, 7, 8, & 9
This project has two components: <u>A group paper and a group presentation</u>. Groups will be assigned during week two of the semester. The Group paper will be due week five of the semester and group presentations will take place week five and six.

Paper (30 points) Due Tuesday, 2/20 at midnight
You will be placed into a group and assigned one of the codes of ethics listed below. As a group, you will write and submit a 3–4-page paper that answers the questions below. Please use headings for each question area covered in the paper.
1.   Write a summary for the code you were assigned. Please do not cut and paste text directly out of the code. Summarize (and be sure to cite) the code in your own words.
2.   What are the professional values of the profession?
3.   What ethical guidelines and principles did your group feel are most important in each of the codes?
4.   Which ethical principles of the code likely align most closely with personal values? Are there ethical guidelines or principles that could conflict with personal values? (Identify specific professional standards)
5.   Please identify professional titles or jobs associated with professionals utilizing the code of ethics your group was assigned – for example, The National Association of Pretrial Services Agencies code of ethics may cover professionals working in District Attorney's Offices, social workers/social service providers in jails, private or non-profits serving people on bond, etc.

•   National Organization for Human Service (NOHS):
https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals

•   National Association of Social Workers (NASW)
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

•   American Psychological Association (APA)
https://www.apa.org/ethics/code/

•   American Nurses Association (ANA)
https://nurse.org/education/nursing-code-of-ethics/

•   American School Counselor Association (ASCA)
https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf

•   American Counseling Association
https://www.counseling.org/Resources/aca-code-of-ethics.pdf

•   American Public Health Association (APHA)
https://www.apha.org/-/media/files/pdf/membergroups/ethics/code_of_ethics.ashx

•   National Association for Home Care and Hospice (NAHCC)
https://www.nahc.org/about/code-of-ethics/

Presentation (20 points)
<u>Your group will present your group's work to the class during weeks five and six</u>. Each presentation should be 10 minutes in length. You may present as minimally (simply speaking to the class) or as organized (PowerPoint) as your group prefers. As a group, each participant must share in the responsibility of presenting. Again, your group must cover:
1.   Summarize (and be sure to cite) the code you were assigned to in your own words.
2.   What are the professional values of the profession? Please describe them.
3.   What ethical guidelines and principles did your group feel are most important in each of the codes?
4.   Which ethical principles of the code likely align most closely with personal values? Are there ethical guidelines or principles that could conflict with personal values? (Identify specific professional standards)
5.   Please identify professional titles or jobs associated with professionals utilizing the code of ethics your group was assigned – for example, The National Association of Pretrial Services Agencies code of ethics may cover professionals working in District Attorney's Offices, social workers/social service providers in jails, private or non-profits serving people on bond, etc.

Values Personal Reflection Paper (40 points) Due Tuesday, 2/6 by midnight
Content Focus: Social Work Competencies: 1, 2, 3 & 6
Identify one situation involving a client where you would find it difficult to provide human services without imposing your own beliefs and values. Examples may include: counseling a parent of young children who is addicted to methamphetamines, assisting a person with an extensive criminal history with suitable housing options, supporting a terminally ill patient through end-of-life decisions, etc.
Instructions:
1.   Compose a journal entry (2-4 pages) with personal reflections that pertain to your own values and professional development. Answer the Following questions:
a.   What impact would these differences have on the engagement process with your client?
b.   How might you prepare yourself to uphold ethical standards should you ever encounter a client in such circumstances?
2.   Discusses relevant established ethical codes.
3.   Discuss and cite the textbook readings and established professional ethical standards to determine the best way to approach and respond to your client.
*This is an individual paper; however, you should reflect on our class discussions and incorporate ideas and considerations raised by your peers.

Mandated Reporter Training (20 points) Due Tuesday, 3/26 at midnight
Content Focus: Social Work Competencies 1, 5, & 7

Complete the following online mandated reporter training developed by the Wisconsin Department of Children and Families (10 pts): https://media.wcwpds.wisc.edu/mandatedreporter/

Make a list of any remaining questions you have about mandated reporting to bring to class on 4/4/23. Upon completion, submit the training certificate to Canvas.

Ethical Use of Social Media/ AI Infographic Assignment (40 pts) Due: Tuesday, 4/9 at midnight
Content Focus: Social Work Competencies 1, 4 & 9
Imagine you have been asked to develop a pamphlet or infographic outlining social media guidelines that focuses on effectively preparing new staff for the ethical behavior in the use of social media. Be creative!
•   Create an infographic using material from course readings, ethical standards and other scholarly sources that would help new employees understand how to use social media or artificial intelligence appropriately in their professional roles.
•   To create an infographic, use pamphlet use a publishing application, use a template found in PowerPoint, CANVA, or another source.
•   Maximize the space available and use relevant graphics.
•   Be sure to cite established ethical codes and standards, as well as any other scholarly source.

Ethics Scroll Assignment: Ethics Everywhere! (In class, 4/16) (25 pts)
Content Focus: Social Work Competencies: 1, 7, & 9
This assignment will be facilitated in class. Students will be assigned one google slide and will have class time to create a visual slide that illustrates of an ethical issue present in the media, news, in your community, on campus, etc. related to ethics. Then students will be asked to take a few minutes to explain their slide to the class. 4/16.

Case Study Analysis Paper (50 pts) Due: Tuesday, 4/30 at midnight
Content Focus: Social Work Competencies: 1, 3, 4, 5, 6, 7, 8 & 9
Students will be assigned a case study for analysis. Review the essay and write a 4-page essay addressing the following items:
Review your assigned case study and write a 4-page essay addressing the following items:
1.   Identify the primary ethical issue
2.   Phrase as an ethical dilemma
3.   Identify the information you need to gather to make an informed decision
4.   Discuss options and how you would resolve the dilemma.
5.   Explain in detail how you would apply each step of an ethical decision-making model if you were handling the case as a helping professional.
6.   Summarize how you would address the ethical issues in the case.
Instructions:
•   Write your paper in APA format, not including the title and reference pages, which are required. *Please use headings to organize your paper using the framework above.
•   The paper must be formatted correctly using APA style. Remember, all scholarly sources and ethical standards used in your paper must be paraphrased and included in an in-text citation and a reference page at the end of your paper.

COURSE REQUIREMENTS

1.	Attendance	30 points
2.	Ethics Analysis Project	50 points
3.	Personal Values Reflection	40 points
4.	Mandated Reporter Training	20 points
5.	AI/Social Media Infographic	40 points
6.	Ethics Scroll Assignment	25 points
7.	Case Study Analysis	50 points
9.	Exam 1	50 points
10.	Exam 2/Final	<u>50 points</u>

Total: 355 points

GRADING SCALE

Percent
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 and below

ATTENDANCE

The knowledge and skills you will gain in this course highly depend on your participation in class learning activities. Because of that, I expect you to attend all class sessions unless you are ill or have a valid reason for missing. I plan to track class attendance to help me understand how and when students are engaging in the course. If you are ill or have another valid reason for missing, please contact me by email in advance of the absence. If you are having any difficulties meeting the requirements for the course and are thinking about dropping, please reach out to me. I would like to have the chance to hear about what you are struggling with to see if there is a way to help you meet the outcomes of the course.

WRITING ASSIGNMENTS

- Please write all assignments in APA format
- Papers will be graded on accuracy, content, consideration of course principles, development of ideas, spelling, and grammar.
- Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- When outside sources are used, ALL references must be cited within the text and must appear in a reference list at the end of the paper in APA formatting.
- Students will lose points for assignments that are turned in late. No assignments will be accepted if they are turned in more than two weeks past their due date. If extensions are needed on assignments, this must be discussed with me <u>prior to the due date.</u>

ASSISTANCE WITH ASSIGNMENTS
I am happy to meet with you to discuss assignments during my in-person or virtual office hours. If you are unavailable during my office hours, please feel free to reach out to arrange an alternative time to meet.

LATE PAPERS/MISSED EXAMS/INCOMPLETES
Students are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for any alternate dates. You must do this **BEFORE THE DUE DATE. Please request an extension by email and provide me with the alternate date you will turn the assignment in.** Late assignments can be turned in for partial credit for up to two weeks after the due date. No assignments will be accepted if they are turned in more than two weeks past the due date unless an extension has been discussed and an alternate date is negotiated.

CLASSROOM CULTURE:
One of the goals of this class is to learn accurate information that will help us change prejudice and discrimination--our own and that of others. There is an expectation that students will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during class discussions and in written work. Some useful guidelines for accomplishing this include:
•When referring to ethnic and racial groups use the language that is presently acceptable to that group.
•When referring to people who have intellectual, cognitive, or emotional challenges, are homeless, etc. present this in a way that does not stigmatize them. Avoid using terms like "the mentally ill", "the disabled", "illegal aliens" or "the homeless". Instead use person-centered language, such as "individuals experiencing mental illness", "people with disabilities", undocumented immigrant or worker, etc.

LAND ACKNOWLEDGEMENT:
We recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. As a university community, it is important to acknowledge and honor this ancestral Ho Chunk and Menomonee land and the sacred lands of all indigenous peoples.

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. You may also contact the Dean of Students office directly at 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 Safe Zone 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

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science234 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 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 for details on all emergency response at UW-Stevens Point.