

Jeremiah W. (Jay) Nixon
Governor
State of Missouri

Jane A. Rackers, Division Director
DIVISION OF PROFESSIONAL REGISTRATION

Department of Insurance
Financial Institutions
and Professional Registration
John M. Huff, Acting Director

STATE COMMITTEE FOR SOCIAL WORKERS
3605 Missouri Boulevard
P.O. Box 1335
Jefferson City, MO 65102-1335
573-751-0885
573-526-3489 FAX
800-735-2966 TTY Relay Missouri
800-735-2466 Voice Relay Missouri
lcsw@pr.mo.gov
<http://pr.mo.gov>

Tom Reichard
Executive Director

Meeting Notice

June 7-8, 2012

10:00 a.m.

State Committee for Social Workers

Candlewood Suites
3514 Amazonas Drive
Jefferson City, MO

Notification of special needs as addressed by the Americans with Disabilities Act should be forwarded to the State Committee for Social Workers, 3605 Missouri Blvd, Jefferson City, MO 65102 or by calling (573) 751-0885 to ensure available accommodations. The text telephone for the hearing impaired is (800) 735-2966.

Except to the extent disclosure is otherwise required by law, the State Committee for Social Workers is authorized to close meetings, records and votes, to the extent they relate to the following: Chapter 610.021 subsections (1), (3), (5), (7), (13), (14), and Chapter 324.001.8 and 324.001.9 RSMo.

The State Committee for Social Workers may go into closed session at any time during the meeting. If the meeting is closed, the appropriate section will be announced to the public with the motion and vote recorded in open session minutes.

TENTATIVE AGENDA
OPEN SESSION
June 7-8, 2012
10:00 a.m.

State Committee for Social Workers
Candlewood Suites
3514 Amazonas Drive
Jefferson City, Missouri

- I. Call to Order
- II. Roll Call
- III. Approval of Agenda
- IV. Introduction of Guests
- V. Approval of Minutes
 - December 6, 2011
 - March 19, 2012 Mail Ballot
- VI. Executive Director Report
 - Board Totals
 - Online Addresses
 - 2012 Renewals and CE Audit
 - Other
- VII. ASWB Spring Meeting Update
- VIII. Legislation Discussion: HB1563
- IX. 2011 ASWB Examination Pass Rates
- X. NASW Symposium- Session on Dream Therapy
- XI. Janey Archey- Practicum Supervisor Continuing Education Hours
- XII. Missouri Institute of Mental Health- Continuing Education
- XIII. Barbara Bailey Disciplinary Hearing- 1:00 p.m.
- XIV. CLOSED SESSION- Closed session as per Section 610.021 Subsection (1) for the purpose of discussion of confidential or privileged communication between this agency and its attorney; Section 610.021 Subsection (14) and Section 324.001.8 for the purpose of discussing applicants for licensure. Closed under Sections 610.021 for the purpose of reviewing and approving the closed minutes of one or more previous meetings. Closed under Sections 610.021(14) and 324.001.8, RSMo, for the purpose of discussing investigative reports and/or complaints.

**Open Minutes
December 6, 2011**

**State Committee for Social Workers
Associated Industries of Missouri
3234 West Truman Boulevard
Jefferson City, Missouri**

Members Present

Terri Marty- Chairperson
Kathie Miller- Secretary (via conference phone)
Jane Overton- Public Member
Hal Agler (via conference phone)
Laura Neal
M. Jenise Comer

Staff Present

Tom Reichard, Executive Director
Elizabeth Willard, Administrative Assistant
Vicky Steen, Licensing Technician
Earl Kraus, Division Legal Counsel

Guests Present

Tamitha Price, Executive Director, National Association of Social Workers- Missouri Chapter

Call to Order- Terri Marty, Chairperson

The State Committee for Social Workers Open Session meeting was called to order by Terri Marty, Chairperson, at 12:38 p.m. on December 6, 2011 at the Associated Industries of Missouri, Jefferson City, Missouri.

Approval of Agenda

A motion was made by M. Jenise Comer and seconded by Laura Neal to approve the open session agenda. Ms. Comer, Ms. Marty, Mr. Agler, Ms. Overton, and Ms. Miller voted in favor of the motion.

Approval of Minutes- September 6, 2011

A motion was made by Jane Overton and seconded by Laura Neal to approve the Open Session minutes from the September 6, 2011 meeting. Ms. Comer, Ms. Marty, Mr. Agler, Ms. Overton, and Ms. Miller voted in favor of the motion.

Approval of Minutes- October 21, 2011

A motion was made by M. Jenise Comer and seconded by Jane Overton to approve the Open Session minutes from the October 21, 2011 Mail Ballot. Ms. Comer, Ms. Marty, Mr. Agler, Ms. Overton, and Ms. Miller voted in favor of the motion.

Executive Director Report

Board Totals

Tom Reichard informed the Committee of the current board totals. There are currently 4952 active LCSW, 144 active CSW Under Supervision, 558 active LMSW, and 25 active LBSW with 7 LBSW-IP included.

FARB

Mr. Reichard informed the Committee about the upcoming FARB meeting. He stated the Division may or may not approve someone to attend but anyone could submit a request if interested.

New License System

Mr. Reichard provided the Committee with information about the Division's new license system. He was asked by the Division to request approval from the Committee to take money from their funds to pay for a portion of the cost for the new system. The cost to the State Committee for Social Workers would be \$12,160. A motion was made by Kathie Miller and seconded by Jane Overton to approve the request. Ms. Comer, Ms. Marty, Mr. Agler, Ms. Overton, and Ms. Miller voted in favor of the motion.

Other

Mr. Reichard stated the office has received many complaints about the amount of continuing education hours needed and that they are too expensive. He also informed the Committee of a loophole in the rules. He explained that a person applied for an inactive license on their renewal on September 30th and now has reactivated without proof of continuing education as they sent an affidavit promising to obtain them within 1 year as allowed for by the Committee's rules.

Supervisor Training Renewal Course- Janet Gillow

A motion was made by Jane Overton and seconded by M. Jenise Comer to send Ms. Gillow a letter stating that supervisors need a 3 hour ethics course and a 3 hour supervisor training renewal course and that the letter should quote the rules on continuing education pertaining to both. Ms. Comer, Ms. Marty, Mr. Agler, Ms. Overton, and Ms. Miller voted in favor of the motion.

Discussion of Rules

A motion was made by Laura Neal and seconded by Jane Overton to approve the changes to Committee rules as proposed. Ms. Comer, Ms. Marty, Mr. Agler, Ms. Overton, and Ms. Miller voted in favor of the motion.

NASW-MO Chapter Update

Tamitha Price, Executive Director of the NASW-MO Chapter, informed the Committee that the Board of the NASW-MO Chapter would be meeting December 10, 2011. Ms. Price expressed that licensees have expressed concern to her that the Contract for Supervision has redundancy on the last sentence on the last page. Ms. Neal informed Ms. Price that it appeared the error had been addressed and fixed online. Ms. Price informed the Committee that a letter of nominees for Committee membership would be submitted by December 15, 2011 and that David Winton would be working with the Governor's Office on filling the vacancies. Ms. Price stated that the NASW Board would like to work with the Committee on the LMSW scope of practice as some LMSWs believe they are more independent than they should be and that some do not want to inform their clients they are under supervision for clinical licensure. Ms. Marty believes that the rules should specify that, if an LMSW works in another licensee's private practice, an LCSW should be on site when the LMSW is practicing. M. Jenise Comer stated that the Association of Social Work Boards will include in the model law that LMSWs who are under supervision must notify their clients of their supervision status.

Other

M. Jenise Comer informed the Committee that ASWB is looking at whether there should be limits on the number of people an individual can supervise.

Closed Meeting

A motion was made by Laura Neal and seconded by Jane Overton to move into closed session per motion to close Sections 610.021 Subsection (1) for the purpose of discussion of confidential or privileged communication between this agency and its attorney; Sections 610.021 (1), (3), (5), (7), (13), and (14) RSMo, and Section 620.010.14 (7) RSMo. Ms. Comer, Ms. Marty, Mr. Agler, Ms. Overton, and Ms. Miller voted in favor of the motion.

Open Session

The Committee reconvened in open session at 4:09 p.m. on December 6, 2011 to continue open discussion.

Adjournment

A motion was made by Jane Overton and seconded by M. Jenise Comer to adjourn the meeting. Ms. Comer, Ms. Marty, Mr. Agler, Ms. Overton, and Ms. Miller voted in favor of the motion.

The meeting was adjourned at 4:16 p.m. on December 6, 2011.

**Open Minutes
March 19, 2012
Electronic Mail Ballot**

**State Committee for Social Workers
Professional Registration
3605 Missouri Boulevard
Jefferson City, Missouri 65109**

Members Present

Terri Marty, Chairperson
Kathie Miller, Secretary
Jane Overton, Public Member
Hal Agler
Laura Neal
M. Jenise Comer

Staff Present

Tom Reichard, Executive Director
Elizabeth Willard, Processing Technician II

CLOSED SESSION- Closed session as per Section 610.021 Subsection (1) for the purpose of discussion of confidential or privileged communication between this agency and its attorney; Section 610.021 Subsection (14) and Section 324.001.8 for the purpose of discussing applicants for licensure. Closed under Sections 610.021 for the purpose of reviewing and approving the closed minutes of one or more previous meetings. Closed under Sections 610.021(14) and 324.001.8, RSMo, for the purpose of discussing investigative reports and/or complaints.

SENATE SUBSTITUTE
FOR
SENATE COMMITTEE SUBSTITUTE
FOR
HOUSE COMMITTEE SUBSTITUTE
FOR
HOUSE BILL NO. 1563

AN ACT

To repeal sections 195.060, 195.080, 334.104, 334.747, 337.300, 337.305, 337.310, 337.315, 337.325, 337.345, 338.315, 338.333, and 660.315, RSMo, and to enact in lieu thereof fifteen new sections relating to healthcare services, with a penalty provision and an emergency clause for a certain section.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF MISSOURI, AS FOLLOWS:

1 Section A. Sections 195.060, 195.080, 334.104, 334.747,
2 337.300, 337.305, 337.310, 337.315, 337.325, 337.345, 338.315,
3 338.333, and 660.315, RSMo, are repealed and fifteen new sections
4 enacted in lieu thereof, to be known as sections 173.1400,
5 195.060, 195.080, 334.104, 334.747, 337.300, 337.305, 337.310,
6 337.315, 337.325, 337.347, 337.647, 338.315, 338.333, and
7 660.315, to read as follows:

8 173.1400. 1. The state of Missouri hereby authorizes
9 accredited Missouri colleges or universities to issue on behalf
10 of the state a document of school social work program
11 verification and acknowledgment of completion to any individual
12 who has obtained a degree in social work from an accredited

1 college or university and:

2 (1) Holds a credential in school social work issued by a
3 nationally-recognized credentialing organization in social work;
4 or

5 (2) Demonstrates competency in school social work by
6 successful passage of a school social worker exam approved by the
7 state committee for social workers established in section 337.622
8 and administered by the accredited college or university.

9 2. The department of higher education shall develop a form,
10 available to Missouri colleges and universities upon request,
11 containing the following information:

12 (1) The words "State of Missouri";

13 (2) The seal of the state of Missouri;

14 (3) A place for inclusion of the name of the issuing
15 accredited Missouri college or university awarding the document;

16 (4) A statement of the criteria outlined in subsection 1 of
17 this section;

18 (5) A place for inclusion of the name of the individual who
19 has applied for the school social work program verification and
20 acknowledgment of completion;

21 (6) A place for inclusion of the date of issuance;

22 (7) A place for the signatures of the college or university
23 official and an official from the state department of higher
24 education;

25 (8) A footnote stating "No person shall hold himself or
26 herself out to be a social worker unless such person has met the
27 requirements of section 337.604, RSMo.".

28 3. Accredited Missouri colleges or universities may issue a

1 document on the state's behalf to any person making application
2 as a credentialed school social worker provided he or she meets
3 the qualifications contained in this section.

4 195.060. 1. Except as provided in subsection [3] 4 of this
5 section, a pharmacist, in good faith, may sell and dispense
6 controlled substances to any person only upon a prescription of a
7 practitioner as authorized by statute, provided that the
8 controlled substances listed in Schedule V may be sold without
9 prescription in accordance with regulations of the department of
10 health and senior services. All written prescriptions shall be
11 signed by the person prescribing the same. All prescriptions
12 shall be dated on the day when issued and bearing the full name
13 and address of the patient for whom, or of the owner of the
14 animal for which, the drug is prescribed, and the full name,
15 address, and the registry number under the federal controlled
16 substances laws of the person prescribing, if he is required by
17 those laws to be so registered. If the prescription is for an
18 animal, it shall state the species of the animal for which the
19 drug is prescribed. The person filling the prescription shall
20 either write the date of filling and his own signature on the
21 prescription or retain the date of filling and the identity of
22 the dispenser as electronic prescription information. The
23 prescription or electronic prescription information shall be
24 retained on file by the proprietor of the pharmacy in which it is
25 filled for a period of two years, so as to be readily accessible
26 for inspection by any public officer or employee engaged in the
27 enforcement of this law. No prescription for a drug in Schedule
28 I or II shall be filled more than six months after the date

1 violator.

2 337.325. A licensed behavior analyst [and], licensed
3 assistant behavior analyst, provisionally licensed behavior
4 analyst, provisionally licensed assistant behavior analyst,
5 temporary licensed behavior analyst and temporary licensed
6 assistant behavior analyst shall limit his or her practice to
7 demonstrated areas of competence as documented by relevant
8 professional education, training, or experience. A licensed
9 behavior analyst [and], licensed assistant behavior analyst,
10 provisionally licensed behavior analyst, provisionally licensed
11 assistant behavior analyst, temporary licensed behavior analyst
12 and temporary licensed assistant behavior analyst trained in one
13 area shall not practice in another area without obtaining
14 additional relevant professional education, training, and
15 experience.

16 337.347. For reimbursement and billing purposes of section
17 376.1224, services provided by a provisionally licensed assistant
18 behavior analyst, a provisionally licensed behavior analyst, or a
19 temporary licensed behavior analyst shall be billed by the
20 supervising board-certified behavior analyst.

21 337.647. 1. The committee shall develop a school social
22 work program verification and acknowledgment of completion for
23 individuals who have met the requirements set forth in this
24 section.

25 2. The committee shall issue a document similar to the
26 document described in subsection 2 of section 173.1400 to any
27 individual who:

28 (1) Submits an application to the board;

1 (2) Holds a credential in school social work issued by a
2 nationally recognized credentialing organization in social work,
3 or demonstrates competency in school social work by successful
4 passage of a school social worker exam approved by the committee;

5 (3) Holds a license issued by the committee; and

6 (4) Submits the fee as required by rule of the committee.

7 3. The committee shall promulgate rules and shall charge
8 fees necessary to implement this section. Any rule or portion of
9 a rule, as that term is defined in section 536.010, that is
10 created under the authority delegated in this section shall
11 become effective only if it complies with and is subject to all
12 of the provisions of chapter 536 and, if applicable, section
13 536.028. This section and chapter 536 are nonseverable and if
14 any of the powers vested with the general assembly pursuant to
15 chapter 536 to review, to delay the effective date, or to
16 disapprove and annul a rule are subsequently held
17 unconstitutional, then the grant of rulemaking authority and any
18 rule proposed or adopted after August 28, 2012, shall be invalid
19 and void.

20 4. Notwithstanding any provision of law to the contrary,
21 any school social work program verification and acknowledgment of
22 completion issued by the committee under subsection 2 of this
23 section shall not be deemed a license, certificate, registration
24 or permit for any purpose, and such documents convey no authority
25 to practice social work in Missouri and convey no authority to
26 use any social work title in Missouri. Each school social work
27 program verification and acknowledgment of completion issued by
28 the committee under subsection 2 of this section shall state on

1 its face that it:

2 (1) Is not a license, certificate, registration or permit;

3 (2) Conveys no authority to practice social work in
4 Missouri; and

5 (3) Conveys no authority to use any social work title in
6 Missouri.

7 5. Notwithstanding any provision of law to the contrary,
8 school social work program verification and acknowledgment of
9 completion issued by the committee under subsection 2 of this
10 section shall not:

11 (1) Expire;

12 (2) Be subject to renewal;

13 (3) Be subject to denial or discipline under section
14 337.630;

15 (4) Be subject to suspension under section 324.010; or

16 (5) Be subject to any other action to which professional
17 licenses may be subjected.

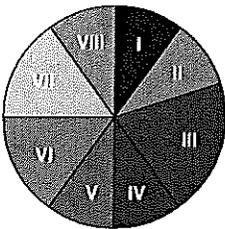
18 338.315. 1. Except as otherwise provided by the board by
19 rule, it shall be unlawful for any pharmacist, pharmacy owner or
20 person employed by a pharmacy to knowingly purchase or receive
21 any legend drugs under 21 U.S.C. Section 353 from other than a
22 licensed or registered drug distributor or licensed pharmacy.
23 Any person who violates the provisions of this section shall,
24 upon conviction, be adjudged guilty of a class A misdemeanor.
25 Any subsequent conviction shall constitute a class D felony.

26 2. Notwithstanding any other provision of law to the
27 contrary, the sale, purchase, or trade of a prescription drug by
28 a pharmacy to other pharmacies is permissible if the total dollar



School Social Worker: Content Knowledge (0211)

<i>Test at a Glance</i>			
Test Name	School Social Worker: Content Knowledge		
Test Code	0211		
Time	2 hours		
Number of Questions	100		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Social Work Ethics, Values, and Establishing Professional Boundaries	10	10%
	II. Program Development and Management Skills	10	10%
	III. Direct School Social Work Practice Skills	20	20%
	IV. Theories of Human Behavior and Development	10	10%
	V. Models of School Social Work Practice	10	10%
	VI. Interdisciplinary and Collaborative Interaction	15	15%
	VII. Characteristics of Pupil Populations	15	15%
	VIII. Public Education, Legislation, Case Law, and Due Process	10	10%



About This Test

The School Social Worker test is designed for those who have completed university-level programs in social work, including courses in school social work, and who plan to become school social workers in elementary and secondary schools.

The 100 multiple-choice questions measure the knowledge and skills required of entry-level school social workers and are set in the context of five job dimensions:

- relationship with and services to students and families
- relationship with and services to teachers and school staff
- services to other school personnel
- administrative and professional tasks
- prevention, advocacy, and interagency collaboration

The content areas include ethics, program development and management, direct school social work practice skills, human behavior and development, models of school social work practice, interdisciplinary and collaborative interaction, characteristics of pupil populations, and legal issues.

The test is aligned with the National Association of Social Workers (NASW) Standards.

This test may contain some questions that will not count toward your score.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Social Work Ethics, Values, and Establishing Professional Boundaries

- Integrity and personal conduct as a social worker
- Privacy of the client's interests
- Privacy rights of students and families according to the Buckley Amendment
- Confidentiality of information
- Commitment to the employing institution
- Establishing professional boundaries
- Ethical responsibilities to colleagues
- Maintaining proficiency in professional practice
- Mission of the social work profession
- NASW Code of Ethics

II. Program Development and Management Skills

- Needs assessment
- Planning
- Implementation
- Monitoring
- Evaluation

III. Direct School Social Work Practice Skills

- Assessment
- Diagnosis
- Intervention
- Establishing casework priorities

- Monitoring
- Termination
- Evaluation
- Casework with individuals
- Advocacy
- Collaboration
- Mediation
- Education
- Group work
- Family intervention
- Case management
- Case recording or record keeping
- NASW Standards

IV. Theories of Human Behavior and Development

- Human growth and development
- Learning theory
- Systems theory
- Communications theory
- Social learning theory
- Behavioral theory
- Resiliency theory

V. Models of School Social Work Practice

- School-community-pupil relations model
- Clinical model
- Social interaction model
- School-change model

VI. Interdisciplinary and Collaborative Interaction

- Interdisciplinary teamwork
- Collaborating and consulting with school personnel
- Collaborating and coordinating with community agencies
- Climate and culture of the educational system

VII. Characteristics of Pupil Populations

- Racial and ethnic groups
- Gay and lesbian students
- English-language learners
- Students with disabilities
- Adolescent parents and teenage pregnancy
- Homeless students
- Abused and neglected students
- Substance abuse
- Truants
- Dropouts and underachievers
- Delinquency, behavior problems, violence, and gangs
- Divorce and separation
- Suicide
- Physical health problems
- Peer problems
- Mental health issues

VIII. Public Education, Legislation, Case Law, and Due Process

- Section 504 of the Rehabilitation Act of 1973 Handicapped Persons' Rights Under Federal Law
- PL 94-142, Education for All Handicapped Children Act
- PL 99-457, Education of the Handicapped Amendments of 1986 (Early Intervention Programs for Infants and Toddlers)
- Due process procedures under case law
- PL 93-380, Family Educational Rights and Privacy Act (Buckley Amendment) (1974)
- Policies regarding student discipline, suspension, expulsion, and zero tolerance
- PL 100-77, McKinney-Vento Homeless Assistance Act
- PL 100-297, School Improvement Act of 1987 (Hawkins-Stafford ESEA Amendments)
- PL 100-485, Family Support Act (1988)
- PL 108-446, The Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
- PL 101-336, Americans with Disabilities Act (ADA) (1990)
- Vocational Rehabilitation Act
- Civil Rights Act
- No Child Left Behind Act

Sample Test Questions

The sample questions that follow illustrate the types of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. A school social worker is conducting an assessment of a student and is unable to observe the student in multiple environments. What is the social worker's next best choice for assessing the student's level of adaptive behavior?
 - (A) Observing the student in different play activities at school
 - (B) Interviewing the student, the student's parents, and the student's teachers
 - (C) Testing the student using a projective instrument
 - (D) Developing a genogram of the student's family relationships
2. A school social worker can correctly explain to a parents' group that the right to a free, appropriate public education for children with disabilities was guaranteed for the first time with the enactment of
 - (A) PL 94-142, Education for All Handicapped Children Act
 - (B) PL 99-457, Early Intervention Programs for Infants and Toddlers
 - (C) PL 100-77, Homeless Assistance Act
 - (D) PL 100-297, School Improvement Act (Hawkins-Stafford ESEA Amendments)
3. In the development of a schoolwide educational program on sexual abuse, the first and most important goal of the school social worker is to help students
 - (A) disclose to their teachers any attempted sexual abuse they may have experienced
 - (B) become aware of sexual abuse in order to protect themselves
 - (C) become more assertive of their legal rights with respect to their parents
 - (D) develop strategies to evade adult abusers
4. While visiting a parent to discuss a teacher's concerns about an older child's adjustment, the school social worker observes the parent's critical and punitive interactions with her 3½-year-old child. Aware of the older child's withdrawn behavior and lack of confidence in her abilities, the social worker recalls Erik Erikson's stages of social-emotional development in children. Which statement best describes the Eriksonian concept of initiative versus guilt?
 - (A) Guilt-ridden children have a very difficult time forming attachments to others.
 - (B) Children who are treated harshly and inconsistently can become confused and incompetent.
 - (C) Parental values exert a powerful effect on children and should be carefully defined.
 - (D) A sense of competence rather than guilt develops when assertiveness is allowed.
5. In many school districts, the school social worker is a member of the Individualized Education Program (IEP) team. Which of the following would be most useful for the school social worker to have?
 - (A) Written communication skills, including typing and use of computers
 - (B) Problem-solving abilities and consensus-building skills
 - (C) The ability to communicate instructional strategies
 - (D) The ability to initiate new school policy
6. A number of teachers in school are referring students with relatively minor problems for social-work services. Which of the following is the best and most cost-effective response for the school social worker to make in this situation?
 - (A) Conducting an in-service program for teachers that discusses appropriate referrals and an overview of the role of the social worker in the school
 - (B) Issuing an administrative memorandum describing appropriate referrals
 - (C) Continuing to accept every referral and prioritizing them, thus delaying some cases
 - (D) Talking with each teacher who has recently made a referral about the types of referrals being made and the appropriateness of each

7. In separate interviews with the school social worker, Henry's teacher and his mother describe the 9-year-old boy as having a history of severe behavior problems, including making threats to teachers and family members. After conducting these interviews, the school social worker should decide that the most appropriate next step is to
- (A) refer the student to a family court
 - (B) refer the family to a child-welfare agency for voluntary foster care placement
 - (C) interview the student in order to gain a better understanding of his problems
 - (D) place the student in a school-based group for boys who are acting out
8. A planning and placement team has determined that a fourth-grade student needs special education services. The evaluation results indicate that the student exhibits appropriate interpersonal behavior, is of average intellectual ability, but is not achieving commensurate with this ability level, particularly in mathematics and reading. The disability designation of the student is likely to be
- (A) mental retardation
 - (B) developmental delay
 - (C) specific learning disability
 - (D) multiple handicaps
9. In an IEP meeting, documentation is presented to parents to support the team's recommendation that their daughter be placed in a class for children who are emotionally disturbed. The school social worker provides answers to the parents' questions concerning the team's recommendation. Although they acknowledge that they are aware of their daughter's difficulties, they seem reluctant to make a decision, and they express their concern about the effects of the placement on their other children and the family in general. The social worker notices their hesitancy and makes efforts to put off the placement. In terms of systems theory, the team's recommendations may be viewed by the parents as which of the following?
- (A) Negative feedback
 - (B) A potential source of disequilibrium
 - (C) Subsystem alliances
 - (D) Linear analysis
10. Which of the following is a school social work model under which social workers operate primarily by casework methods?
- (A) School-community-pupil relations
 - (B) Clinical
 - (C) Social interaction
 - (D) School change
11. Throughout the school year, the school social worker has worked with a group of five students on a weekly basis. They are preparing for summer break, which will occur in a few months. The social worker will most likely use which of the following processes to bring things to a close?
- (A) Termination
 - (B) Conclusion
 - (C) Transition
 - (D) Consultation
12. In an interview, a student says to the school social worker, "Do you promise never to tell my parents anything that I share with you?" The social worker's most appropriate response should be which of the following?
- (A) "Yes, I will promise you that anything shared in confidence will never be revealed to your parents."
 - (B) "I cannot honor such a request because I am obliged to serve your parents as well as you."
 - (C) "I will keep everything confidential, except if I suspect that you or someone else will be or have been harmed or abused."
 - (D) "I would never violate your confidence."

13. A high school policy requires that students be dropped from classes after ten absences, except for medical absences. The school social worker is unable to convince the school that the special circumstances of pregnant students warrant review of the attendance policy. Several parents of pregnant students have complained to the district about this policy because there is a very high dropout rate. The social worker requests that a task force be formed to examine this issue. This is an example of utilizing which of the following social work skills?
- (A) Networking
 - (B) Collaboration
 - (C) Linking
 - (D) Advocacy
14. A school social worker supervises and monitors a peer counseling program in a large high school. Which of the following are appropriate monitoring activities for the social worker in such a program?
- I. Maintaining statistics related to the number and frequency of contacts
 - II. Reviewing reports on interactions between the counselor and counselee for adherence to confidentiality guidelines
 - III. Making informational presentations to student groups regarding the program
 - IV. Advising the faculty members weekly about the program
- (A) I and II only
 - (B) I and IV only
 - (C) II and III only
 - (D) I, III, and IV only
15. The school social worker is serving on a committee to develop a school suspension policy. Which of the following statements most accurately reflects national research findings on school suspensions that the committee should consider?
- (A) The percentage of suspensions is disproportionately high for both male students and Black students.
 - (B) Suspensions are necessary to maintain order in the school.
 - (C) The vast majority of school suspensions are for dangerous and violent offenses.
 - (D) The use of and grounds for suspension are fairly uniform across school districts in the United States.
16. The school social worker is participating in an interdisciplinary school team meeting that is focused on reviewing a student's challenges in the classroom. The school social worker educates the team about the effects of poverty in the home to sensitize team members to how these stressors may be impacting the student. Which of the following values best represents the social worker's intervention?
- (A) Integrity
 - (B) Dignity and worth of the person
 - (C) Social justice
 - (D) Service
17. The No Child Left Behind Act of 2001 states that school districts must work toward a staff-to-student ratio of one school social worker to how many students?
- (A) 400
 - (B) 800
 - (C) 1,200
 - (D) 1,600

18. A school social worker receives a referral and assesses the organizations and communities of which the client is a part so as to facilitate broader changes on the client's behalf. This type of intervention would be considered
- (A) short-term
 - (B) micro
 - (C) mezzo
 - (D) macro
19. Mr. Ortiz, a school social worker, has made several attempts to contact Ms. Harrison to collaborate on a success plan for her son. Mr. Ortiz might appropriately hypothesize that Ms. Harrison's lack of a response is due to a family system that is
- (A) flexibly separated
 - (B) structurally separated
 - (C) rigidly enmeshed
 - (D) structured
20. Which of the following is the best way for a school social worker to become knowledgeable about effective school behavior management programs and interventions?
- (A) Seek professional development related to assessing and treating behavior problems and read peer-reviewed journal articles published within the last five years
 - (B) Consult with colleagues about behavior management methods they have used in the past and select the most appropriate strategy for the specific case
 - (C) Read and summarize research reports on managing behavioral issues
 - (D) Review records of students treated for behavior problems in the past

Answers

1. The best answer is B. The goal of the school social worker's assessment is to develop as complete a picture as possible of the student's adaptability in relating to peers, teachers, and parents. Because direct observation of the student in various environments is not feasible, in this situation the next best approach is for the social worker to employ the techniques of good interviewing in order to gather pertinent information about the student in both the home and school environments from these key sources.

2. The best answer is A. The right to a free and appropriate public education for children with disabilities was first guaranteed with the enactment of PL 94-142 in 1975.

3. The best answer is B. Developing awareness is generally accepted as the logical first step in a primary prevention program. Before children can identify attempted sexual abuse, become more assertive of their legal rights, or develop evasive strategies, they must be made aware of what constitutes sexual abuse.

4. The best answer is D. According to Erikson, children within the preschool period from 3 to 5 years who are given the freedom to initiate motor, language, and play activities will have their sense of initiative reinforced. On the other hand, children who are made to feel that these activities are undesirable develop a sense of guilt that may persist throughout later stages in life.

5. The best answer is B. An Individualized Education Program (IEP) requires that the team members come to agreement on a program that will most effectively meet the educational needs of the individual student. Among the different disciplines represented on the team, the school social worker is generally the member who has been trained in resolving conflict and mediating differences of opinion.

6. The best answer is A. Inappropriate referrals result when the referring source is not familiar with the role and services of the service provider. It is the service provider's responsibility to provide adequate definition of services and appropriate referral criteria and procedures to referral sources.

7. The best answer is C. A social work assessment includes input from the student who is the focus of the evaluation. Direct interview of the student is essential. Any placement, referrals, or treatment plan would come after the assessment is complete.

8. The best answer is C. The evaluation results are consistent with the definition of specific learning disability in Title 34 Code of Federal Regulations 300.541 (a & b), Criteria for determining the existence of specific learning disabilities, July 1, 1990.

9. The best answer is B. After hearing the documentation and having their questions answered, the parents acknowledge their child's disability but are concerned about the impact the placement will have on the family system. In terms of system concepts, their decision for placement would upset the status quo (family identity) and disrupt their stability, in systems concepts.

10. The best answer is B. In the clinical model, school social workers work primarily with students and their families to address social and emotional needs via casework. The school-community-pupil relations model focuses on the interactions among the school, the community, and the student and is based in systems and social learning theories. The social interaction model concentrates on intervention with those systems that interact with the target system. The school change model focuses on modifying dysfunctional conditions in the school.

11. The best answer is A. The goal of the school social worker is to help the students bring the group process to closure. Termination is the final stage of the helping process, which focuses specifically on helping clients obtain closure.

12. The best answer is C. There are certain situations in which the school social worker may be legally required to inform or involve parents (threats of danger to self or others, suspected abuse, etc.).

13. The best answer is D. Advocacy may be defined as making clients aware of their rights and helping them gain access to fair and adequate service.

14. The best answer is A. Maintaining statistics and reviewing reports on interactions are both monitoring activities, but making presentations and advising faculty members about the program are not.

15. The best answer is A. National research studies indicate that Black and male students are suspended in numbers disproportionate to those of other groups. When developing new policies, it is the responsibility of the policy makers to anticipate barriers that may prevent the fair implementation of a policy. Although all of the responses may be true, only choice A provides actual research findings that can help policy makers address the issues of fairness and equity in their implementation plan.

16. The best answer is C. Social workers challenge social injustice by promoting sensitivity to and knowledge about oppression and cultural and ethnic diversity. The school social worker is educating the team professionals about the effects of poverty in the home and the potential subsequent impact on students' school performance. While other values are also involved, this intervention is based on the value of social justice.

17. The best answer is B. Section 5421 of the No Child Left Behind Act requires a ratio of one school social worker to 800 students.

18. The best answer is D. Macro interventions are made on the level of organizations, communities, and societies. Micro interventions are on the level of the individual and family. Mezzo interventions are on the level of agencies and small groups. Short-term refers to the length, rather than the scope, of the intervention.

19. The best answer is C. In a rigidly enmeshed family system, the boundaries are rigid and closed and the parents may not be open to any suggestions for change. The other types of family systems would not explain this communication problem.

20. The best answer is A. Professional development is an appropriate way of gaining knowledge, and reading peer-reviewed journal articles is more time sensitive and can be done immediately when information is needed. While B, C, and D might be useful to obtain some background information, they are not likely to be comprehensive and/or objective. In addition, D might be problematic due to privacy issues.



Listening. Learning. Leading.®

www.ets.org



FOR TEST TAKERS

ETS Home > Praxis > Register for a Test > Test Centers and Dates > Praxis II Dates and Deadlines

About the Tests

Register for a Test

Computer-delivered Tests

Paper-delivered Tests

Test Centers and Dates

Praxis I Paper-delivered Dates and Deadlines

Praxis II Dates and Deadlines

Disability Accommodations

Other Accommodations

Registration Codes

Change/Cancel Registration

Prepare for a Test

On Test Day

Scores

Frequently Asked Questions

State Requirements

--Select--



Praxis II® Paper-delivered Test Dates and Deadlines

Not sure which tests to take? ALWAYS check your [state requirements](#) before you register!

Test Date ¹	Registration Deadlines ²					Scores ^{3, 4}	
	Regular	Extended	Emergency	Outside U.S.	Monday Testing	Multiple Choice	Constructed Response
9/17/11	8/18/11	8/25/11	9/9/11	7/21/11	8/4/11	10/11/11	10/18/11
11/12/11	10/13/11	10/20/11	11/4/11	9/15/11	9/29/11	12/6/11	12/13/11
1/14/12	12/15/11	12/22/11	1/6/12	11/17/12	12/2/11	2/7/12	2/14/12
3/10/12	2/9/12	2/16/12	3/2/12	1/12/12	1/26/12	4/3/12	4/10/12
4/28/12	3/29/12	4/5/12	4/20/12	3/1/12	3/15/12	5/22/12	5/29/12
6/9/12	5/10/12	5/17/12	6/1/12	4/12/12	4/26/12	7/3/12	7/10/12
7/21/12	6/21/12	6/28/12	7/13/12	5/24/12	6/7/12	8/14/12	8/21/12



Ready to take a Praxis™ Test? Register Now >

You might also be interested in...

- ParaPro Assessment
- The School Leadership Series
- Pathwise Series

Online Tutorials and Interactive Practice Test Preparation. Get yours today.

Praxis™ Official Study Guides and Practice Tests. Get yours today.

- Not all test centers are open on all test dates.
 - Accommodations for test takers whose **primary language is not English** are only offered on 9/17/11, 1/14/12, 4/28/12 and 6/9/12.
- Registrations must be received by ETS by the deadlines listed above. Online registration deadline dates are effective until 11:59 p.m. Eastern Time on the specified date.
 - Extended Registration fee: \$45.
 - Emergency Registration deadline fee: \$75.
 - Emergency Registration is only available with online registration.
 - Outside U.S. deadlines also apply to test takers in U.S. Territories (except U.S. Virgin Islands, which adheres to regular registration deadlines).
- Scores are available via phone and online.
 - Test takers will access their scores online. [Login to your Praxis Profile](#) to view your score report.
 - Test takers can get test scores early by utilizing the [Scores by Phone](#) service for an additional \$30 fee.
- Dates listed in the Multiple Choice column are for tests that contain multiple-choice questions *only*. Dates listed in the Constructed Response column are for tests that include constructed-response questions *only* AND for tests that contain both constructed-response *and* multiple-choice questions.

Test Date Exceptions

The Praxis II® tests listed below are only administered on the specified dates. All other Praxis II tests will be administered on the dates listed in the table above. If the test you are taking is not listed in the tables below, please refer to the first table for information on test date, registration deadlines and score availability.

Teaching Foundations Test Dates	
	11/12/11
	3/10/12
	6/9/12

7/21/12

The tests below are administered four times per testing year on:	The tests below are administered three times per testing year on:
September 17, 2011 January 14, 2012 April 28, 2012 July 21, 2012	November 12, 2011 March 10, 2012 June 9, 2012
0700-Agriculture	0900-Agriculture
0231-Biology: Content Knowledge Part 1	0780-Agriculture
0070-Chemistry, Physics, and General Science	0133-Art Content Knowledge
0867-Drivers Education	0131-Art Making
0910-Economics	0631-Braille Proficiency
0271-Education of Deaf and Hard of Hearing Students	0100-Business Education
0382-Education of Exceptional Students: Learning Disabilities	0242-Chemistry: Content Essays
0920-Geography	0800-Communication
0930-Government/Political Science	0810-Cooperative Education
0561-Marketing Education	0012-Elementary Education: Content Area Exercises
0481-Physical Science: Content Knowledge	0042-English Language Literature & Composition: Essays
0483-Physical Science: Pedagogy	0830-Environmental Education
0371-Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances	0173-French: Content Knowledge
0381-Special Education: Teaching Students with Learning Disabilities	0181-German: Content Knowledge
0281-Special Education: Teaching Students with Visual Impairments	0357-Gifted Education
0221-Speech Communication: Content Knowledge	0023-Interdisciplinary Early Childhood Education
0640-Theatre	0600-Latin
	0092-Physical Education: Movement Forms - Analysis & Design
	0262-Physics: Content Essays
	0390-Psychology
	0860-Safety/Driver Education
	0211-School Social Worker: Content Knowledge
	0951-Social Sciences: Content Knowledge
	0083-Social Studies: Interpretation of Materials
	0950-Sociology
	0191-Spanish: Content Knowledge
	0050-Technology Education
	0890-Vocational General Knowledge
	0841-World Languages Pedagogy

BOOKMARK SHARE GET ADOBE READER (FOR PDFs) TAKE OUR WEBSITE SURVEY

[About ETS](#) [Newsroom](#) [Careers](#) [Disabilities](#) [Legal](#) [Privacy & Security](#) [ETS Trademarks](#)

Copyright © 2012 by Educational Testing Service. All rights reserved.
All trademarks are the property of their respective owners.

**Information Booklet with
Application and Reference Forms**

**Certified School Social
Work Specialist
(C-SSWS)**



NASW Specialty Certifications

NASW Credentials Accounting, 750 First St. NE, Suite 700, Washington, DC 20002
800-638-8799 x 447 • 202-408-8600 x 447 • SocialWorkers.org • credentialing@naswdc.org

Table of Contents

NASW'S SPECIALTY CERTIFICATIONS PROGRAM	1
School Social Work	1
Core Knowledge and Skills Areas	1
CERTIFIED SCHOOL SOCIAL WORK SPECIALIST (C-SSWS)	2
Eligibility Criteria	2
Instructions and Other Information	3
Frequently Asked Questions	5
Application Form	9
Affirmation of Professional Standards	10
Statement of Understanding	10
Qualifying Experience Form	11
Supervisory Reference Evaluation Form for C-SSWS	13
Social Work Colleague Reference Form for C-SSWS	19

NASW's Specialty Certifications Program

In 1998, NASW conducted a survey of its membership, in which respondents clearly identified the need and a strong level of interest in a national certification program in areas of social work specialization established and created by NASW. The NASW Specialty Certifications Program was launched early in 2000 to help the Association's members in today's competitive workplace attain:

- Enhanced professional and public recognition
- Increased visibility as specialized social workers
- Association with a select group of specialized social workers who have attained national distinction.

NASW Specialty Certifications, available to degreed social workers only, provides a vehicle for recognizing social workers who have met national standards and possess specialized knowledge, skills, and experience. NASW is committed to assisting with the process of certifying social workers and working to emphasize the importance of employing social workers who have specialized training and experience.

NASW Specialty Certifications provide recognition to those who have met national standards for higher levels of experience and knowledge and are not a substitute for state licenses.

SCHOOL SOCIAL WORK

In 1943, the National Association of Visiting Teachers (NAVT) became the American Association of School Social Workers (AASSW), and in 1955, AASSW merged with six other social work associations to form the National Association of Social Workers (NASW). Thus, school social work has long been a vital part of the social work profession. In recent years, recognition of the rights of persons with disabilities; changes in the family unit; and the effects of increasing social, economic, and academic pressures on children are some of the forces that have significantly shaped social work services in schools. The value of school social work intervention increasingly has been recognized in legislative initiatives.

CORE KNOWLEDGE AND SKILLS AREAS

- **Social Work Ethics**—Commitment to the values and ethics of the social work profession and use of NASW's professional school social work standards and *Code of Ethics* as a guide to ethical decision making.

- **Program Development and Management Skills**—Appropriate priorities for service delivery. Systemic needs in accordance with the expectations of the system, the demands of the program, time limits, and professional skills.
- **Social Work Modalities and Procedures**—Understanding of the following social work modalities: individual, group, and family therapy, casework/case management, conflict mediation and resolution, crisis intervention, group work, community organization, advocacy, consultation, effective educational strategies, and system of record keeping.
- **Theories of Human Behavior and Development**—Knowledge and understanding basic to the social work profession, specialized knowledge and understanding, and theories of human development.
- **Characteristics of Student Populations**—Knowledge of and sensitivity to cultural, racial, gender, and ethnic diversity. Understanding of needs of at-risk children, gifted children, and children with disabilities. Knowledge of biological or societal stressors that affect children's ability to function effectively in school.
- **Methods of School Social Work Practice**—Diagnostic assessment as well as skills for effective service to children, families, and personnel of local education agencies and the community. Models of school social work practice should be developmental, not static, should use an ecological perspective; and focus on the child, his/her family strengths with an emphasis on using preventive and/or problem-solving tools.
- **Multidisciplinary and Interdisciplinary Activities**—Work collaboratively to mobilize resources of the local education agencies and the community to meet the needs of children and families. Initiate and support activities to overcome institutional barriers, to promote school safety, and to identify and remediate gaps in services. Demonstrate trust, open communication, mutual respect, ongoing collaboration, and effective coordination that facilitate the achievement of the objectives of the interdisciplinary team.
- **Public Education and Federal and State Laws**—Knowledge of and compliance with federal, state, and local legislation, regulations, and policies.

A current NASW membership in good standing is required. Associate members are not eligible for

Certified School Social Work Specialist (C-SSWS)

Specialty Certification for the Experienced MSW School Social Worker

ELIGIBILITY CRITERIA

Applicants must meet ALL criteria to qualify for certification

Membership in NASW is not required to hold any NASW Specialty Credentials. However, if you are a current NASW member, your membership must be in good standing to receive the discounted rate. Associate members are not eligible for NASW Specialty Certifications.

1. EDUCATION

MSW—The applicant must hold a Master's degree in social work from an accredited university. The program must have been accredited at the time the degree was received.

An original transcript is required and must be sent in a sealed envelope directly to NASW (see instructions on page 5). If you were admitted to NASW's ACSW (Academy of Certified Social Workers) in 1989 or later or received NASW's QCSW (Qualified Clinical Social Worker) or DCSW (Diplomate in Clinical Social Work) credential in 1996 or later, you do not have to submit an original transcript. Otherwise, there are NO exceptions.

2. EXPERIENCE

The applicant must have two academic years (2,160 hours, not counting administrative duties, approximately 30 hours per week of direct client-level school social work tasks) of post-MSW degree, full-time, paid, appropriately supervised (see SUPERVISION) work experience as a school social worker. School social work experience submitted must have been performed in a school setting and must have been paid by the school.

School social work functions as described in this booklet (pages 1 and 2) must constitute the primary job responsibilities. Experience must be completed at the time of the application and must have been completed in no less than 24 months. School social work practice must also be current, within the 5 years preceding submission of this application.

3. SUPERVISION AND SUPERVISORY EVALUATION

Supervisory evaluation reference(s) must correspond in time to the qualifying experience that is submitted. Supervision must cover a minimum of two academic years (2,160 hours, not counting administrative duties, of approximately 30 hours per week of direct client-level school social work tasks) of post-MSW degree, full-time, paid work experience as a school social worker in a school setting, paid by the school). The supervisor(s) must be able to evaluate the applicant's school social work skills, knowledge, and abilities across the core functions of school social work described in this booklet. Supervisors must document for at least two academic years the equivalent of a minimum of one hour face-to-face regular supervision meetings per week (72 hours total minimum).

School Social Worker Supervision is Preferred

- Supervision from an MSW school social worker with at least two years post-MSW experience as a school social worker
- If not, contracted supervision from an MSW outside the school setting

Those applicants receiving contract supervision must submit a copy of the contract with the application.

References will not be accepted from non-social work degreed persons who have been granted social work licenses by individual states.

Alternate Supervisors

If MSW supervision has not been available, a supervisor evaluation and documentation of hours of supervision will be accepted from from a master's level or higher allied professional who is licensed, registered or certified in their respective profession. Allied professions include medicine, nursing, education, law, and other behavioral health practitioners. For example:

- Licensed psychiatrist
- Licensed clinical psychologist (PhD)
- Licensed psychologist (PhD)
- LMHP—Licensed mental health practitioner (specific license)
- Licensed professional counselor (LPC)

Alternate Supervision

Supervision has been expanded to include group supervision, teleconferencing and videoconferencing.

Hours of Supervision

Supervision should occur at a rate of one hour of direct supervision for each 30 hours of direct client-level school social work tasks, or one hour weekly.

For those applicants utilizing alternate supervision, there must be at least quarterly face to face contact with a MSW level social worker.

4. SOCIAL WORK REFERENCE

A confidential reference from an MSW social work colleague is required. The colleague reference cannot be from someone you supervise. The colleague reference cannot be completed by the same person who completed the supervisory evaluation.

5. LICENSE/CREDENTIALS

(Only ONE of the following is required)

- NASW's ACSW (Academy of Certified Social Workers) may be used by active-duty military personnel and social workers residing in foreign countries.
- NASW's DCSW (Diplomate in Clinical Social Work)
- Current exam-based state MSW-level license (Current copy with expiration date required) *If you practice in a state that does not have exam-based MSW-level social*

work licensure, you must have the NASW ACSW or DCSW.

- Passing score on the ASWB (Association of Social Work Boards) clinical-level exam. This option is intended for more recent MSW graduates who are in the process of applying for licensure and have completed the exam requirement but have not yet received the actual social work license.
- State-issued exam-based school social work license
- State-issued exam-based school social work certification

6. AFFIRMATION OF PROFESSIONAL STANDARDS AND STATEMENT OF UNDERSTANDING

CERTIFICATES

Applicants who meet all eligibility criteria and successfully qualify for the C-SSWS will receive a certificate suitable for wall display. Each renewal period, those who successfully renew (see renewal) will receive an updated seal to place on the original certificate.

RENEWAL

- Renewal occurs every two years.
- 20 contact hours of continuing education relevant to school social work are required.

The current ACSW, DCSW, or current MSW level state social work licensure is required.

INSTRUCTIONS AND OTHER INFORMATION

GRADUATES OF FOREIGN SCHOOLS

Degrees from foreign universities must be evaluated by CSWE for equivalence to a degree received in the United States. For information about this process, including applicable fees, please contact:

Council on Social Work Education
1725 Duke Street, Suite 500, Alexandria, Virginia 22314
703-683-8080 • Fax: 703-683-8099 • www.cswe.org

CSWE generally completes equivalency evaluations within four weeks after receiving a request and supporting documents. It is recommended that applicants start the evaluation process at least two months before submission of a NASW credential application. An acceptance letter from CSWE must be included with the credential application.

COMPLETE APPLICATIONS WILL INCLUDE:

- 1. Original transcript of MSW *
- 2. Application form
- 3. Payment
- 4. Qualifying school social work experience form
- 5. If not an ACSW or DCSW holder, a current copy of state MSW level social work license with expiration date or a copy of ASWB clinical exam passing scores. Or a copy of a state issued, exam-based school social work certification or license
- 6. Supervisory Evaluation Form

- 7. Social Work Colleague Reference Form
- 8. Affirmation of Professional Standards and Statement of Understanding

MAILING OF APPLICATION MATERIALS

*Transcript only

Item #1 above—Original transcript of CSWE-accredited MSW sent directly from the school to:

NASW Credentialing Center
750 First Street, NE, Suite 700
Washington, DC 20002-4241

Remainder of Application

Items #2 through #8 above to:

NASW Credentials Accounting
750 First Street, NE, Suite 700
Washington, DC 20002-4241

PROCESSING OF APPLICATIONS

Please allow up to 12 weeks for processing from the date we receive your application. No acknowledgement of our receipt of your application will be sent to you.

APPROVED APPLICATIONS

Applicants who successfully meet all criteria will be sent an approval letter and certificate suitable for framing. If renewed successfully, certificate holders will be sent a seal updating the certification for each renewal period.

OMISSIONS OR INCORRECT SUBMISSIONS

Applicants omitting required items or sending incorrect items will be notified and will be given a reasonable amount of time to complete or correct their application. Any application for which the required materials are not received by the established deadline will be deemed ineligible.

APPLICATIONS DEEMED INELIGIBLE

Any application that does not meet *all* of the criteria outlined in this booklet will be deemed ineligible.

REFUND POLICY

A processing fee equal to the total application fee will be retained. Letters of explanation will be mailed to all ineligible candidates.

Frequently Asked Questions

About NASW Specialty Certifications

Why are these Specialty Certifications being offered?

- In response to member and chapter requests, NASW conducted a membership survey in 1997 that showed a 60% interest in certifications. A follow-up credentials survey was done in 1998, with a 70% response rate showing a desire for NASW to develop specialty certifications.

Why should I apply for the School Social Work Specialist Certification?

- The SSWS Certification are recognition from your national professional association of your experience as a school social worker. Many social workers hold both a state-required school social work certification and NASW's SSWS Certification because they feel it is an important part of their professional identity.

I already have my social work license in my state. Do I need to get one of your Specialty Certifications?

- NASW certifications and credentials are not a substitute for any certification or license required by your state to practice social work.
- Holders of NASW specialty certifications are recognized for achieving high professional social work standards set by their national professional organization.
- NASW specialty certifications are voluntary national professional certifications. Many NASW members choose to apply and maintain NASW credentials and certifications as an enhancement of their personal professional identity.

SOCIAL WORK EDUCATION

Do I have to have a social work degree to apply for these certifications?

- Yes. Applicants must have an MSW from an accredited university.
- Under no circumstances will any other degrees be accepted, even if one was "grandparented" into a state social work license with a non-social work degree.

TRANSCRIPTS

I have a copy of my transcript, can I send it?

- No. Official transcripts issued by the Office of the Registrar are required and must be mailed directly from the school to NASW in a sealed envelope. Transcripts issued to students or copies of transcripts will not be accepted. Original transcripts must be sent directly from the school to:

NASW Credentialing Center
Specialty Certifications
750 First Street, NE, Suite 700
Washington, DC 20002-4241

- *Exceptions. Original transcripts are not required under the following circumstances ONLY:*
 - Those who were admitted to NASW's ACSW (Academy of Certified Social Workers) in 1989 or later or who received NASW's QCSW (Qualified Clinical Social Worker) or DCSW (Diplomate in Clinical Social Work) in 1996 or later.

I have a social work license in my state. Why do I have to send a transcript?

- Holding a social work license does not prove that you have an MSW from a CSWE-accredited school. Not all states require CSWE-accredited social work degrees for licensure. Some states have "grandparented in" state social work licensing applicants who do not have an MSW, but who have other (non-social work) degrees.

I have been an NASW member for years. I received the ACSW before 1989. I received the QCSW/DCSW before 1996. Why do I have to send a transcript?

- NASW now provides a great deal of "primary verification" verifying NASW members' credentials and certifications are held and in good standing. Part of our responsibility is to have verified that we have obtained and reviewed original documentation, including original sealed transcripts sent directly to us from the schools. Before 1989 for the ACSW and before 1996 for the QCSW/DCSW, we were not requiring applicants to have their schools send original sealed transcripts as part of their applications for our credentials.

Can I send a photocopy of my diploma instead?

- No.

SUPERVISION—REFERENCE FORMS

I don't/didn't have an MSW supervisor; can I use the other supervisor I had?

- There are some alternate supervisors from whom references will be accepted. See supervision requirements for each certification.

Can the supervisory evaluation form and the colleague reference form be completed by the same person?

- No. The forms must be completed by two different people.

RENEWAL

I understand that renewal will be required every two years. Does that mean I have to pay the original fee each time I renew?

- No, the renewal fee will not be equal to the original fee.

I have to complete 40 continuing education contact hours every two years to renew my state social work license. Do I have to complete 20 hours every two years in addition to the 40 required by my state to renew the School Social Work Specialist Certification?

- No. As long as the content of the continuing education you have completed toward the renewal of your state license can be tied to the core knowledge and skill areas of school social work, you should be able to submit the same trainings for the renewal of your NASW Certified School Social Work Specialist.

I am confused because the NASW Standards for Continuing Professional Education that I am required to agree to abide by state that I should complete 48 hours of continuing education every two years. This certification says I need only 20 hours every two years to renew. Which one is correct?

- They are both correct. The NASW Standards recommend that NASW members complete 48 hours of continuing education over a two-year period. However, for the purposes of renewing the Social Work Specialist Certification, proof of 20 hours specifically relevant to your school social work practice is required.

COPIES OF APPLICATION FORMS

I have some colleagues who also want to apply. I want all of my staff members to apply. Can I just make copies of the application forms for them to submit?

- No. We prefer that each applicant use original forms. We require original documentation. We also need each applicant to have all the information in the booklet so that they fully understand the criteria and can consult the booklet for information as they complete their application.

2010-2011 ASWB Exam Pass Rates for Missouri Schools

	Bachelors						Masters						Clinical					
	2010			2011			2010			2011			2010			2011		
	P	F	%	P	F	%	P	F	%	P	F	%	P	F	%	P	F	%
Avila University	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Central Missouri State	0	0	0%	4	1	80%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Columbia College	0	0	0%	1	0	100%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Evangel University	1	0	100%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Fontbonne University	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Lindenwood University	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
MO State University	1	0	100%	2	0	100%	19	2	90%	29	1	97%	11	8	58%	10	1	91%
MO Western State University	3	0	100%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Park University	2	0	100%	2	1	67%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
St. Louis University	1	0	100%	1	0	100%	11	3	79%	49	3	94%	30	26	54%	26	11	70%
Southeast MO State University	1	0	100%	2	0	100%	1	0	100%	0	0	0%	0	0	0%	0	0	0%
Southwest Baptist University	N/A	N/A	N/A	0	0	0%	N/A	N/A	N/A	0	0	0%	N/A	N/A	N/A	0	0	0%
University of MO- Columbia	1	0	100%	0	0	0%	32	6	84%	37	2	95%	39	18	68%	25	5	83%
University of MO- Kansas City	0	0	0%	0	0	0%	30	10	75%	43	11	80%	15	10	60%	14	7	67%
University of MO- St. Louis	0	0	0%	0	0	0%	7	3	70%	15	3	83%	14	10	58%	11	3	79%
Washington University	1	0	100%	0	0	0%	56	4	93%	96	6	94%	87	19	82%	46	9	84%
William Woods University	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%

National Pass Rates		
	2010	2011
Bachelors	78%	78%
Masters	74%	83%
Clinical	75%	78%

Saturday — Breakout Session II		2:00 pm—5:30 pm
ADMINISTRATIVE	<p>If choosing 1.5 clock hours, choose 2</p> <p>(2A) Project Homeless Connect: History, Planning and Execution (1.5 clock hours) <i>Jenni Miller, MSW & Mandy Fangmann, Missouri Housing Development Commission, Kansas City, MO</i> Project Homeless Connect is a program that provides the resources necessary to eliminate or drastically reduce the number of individuals and families who are homeless in Missouri. In this session, attendees will gain knowledge about the history and development of the best practice model Project Homeless Connect. They will also learn how to design, plan and implement an event and successfully use the data from Project Homeless Connect to make systems change in their own communities.</p> <p>(2B) To Friend or Not to Friend: Ethical Issues When Social Workers Use Facebook (1.5 clock hours) <i>Christine M. Saladino, MACE, MSW, LMSW, Southwest Baptist University, Bolivar, MO</i> Social Networking use is rapidly increasing in society and is changing how we communicate. The purpose of this session is to provide a broad overview of the ethical and practice issues that arise when social workers use the social networking websites, with a specific focus on Facebook.</p>	
	<p>If choosing 3.0 clock hours, choose 1</p> <p>(2C) All in the Family: Family Systems Theory and The Use of Genograms (3.0 clock hours) <i>Diane Bigler, MSW, LCSW, LSCSW, ACSW, Diane Bigler Therapy Services, Inc., Kansas City, MO</i> Family Systems Theory has a rich and important history and use in the area of family therapy. Family systems have a general functioning—and each member of a family has an individual functioning which contributes strengths and challenges to the whole family unit. This workshop will present an overview of family systems theory and it's usefulness in working with individuals to better understand their family functioning. Genograms, or "family maps" will be discussed and outlined as well.</p> <p>(2D) Finding the Positive Uses of Stress (3.0 clock hours) <i>Karen M. Mosby, CBS, School of Metaphysics, Windyville, MO</i> People are familiar with the negative effects of stress but few realize that stress can be beneficial. Stress is a product of how we think and respond to the events in our world. Hans Selye, the pioneering stress researcher who first coined the term stress, differentiates between damaging stress, which he calls <i>dis-stress</i>, and positive stress or <i>eustress</i>. Participants will learn techniques that can be used to by both practitioner and clients to respond productively to tension by centering in the present moment.</p>	
RESEARCH	<p>(2E) Combat-Related PTSD: What the DSM-IV-TR Doesn't Tell You (3.0 clock hours) <i>Karen Dobritzky, MSW, MPH, LCSW, ACSW, Department of Army, Fort Leonard Wood, MO</i> Research indicates that one in five service members deployed to Iraq or Afghanistan will develop symptoms of PTSD during and after their deployments. This presentation will explore the military jargon OEF/OIF Service members and Veterans will likely use, the review of the DSM-IV-TR criteria for PTSD and explore symptoms common to OEF/OIF Service members and Veterans that are not found in the DSM-IV-TR.</p>	
	<p>(2F) Working With Client's Dreams: A Jungian Perspective (3.0 clock hours) <i>Suzan Franck, MEd, MSW, LCSW, Private Practice, Columbia, MO</i> Working with client's dreams can be a valuable tool to understand deeply that which matters to a client and to help them to create and live within fundamentally new narrative. This presentation will explore the concepts of Jungian Psychology as it relates to working with client's dreams in a session. This session will be looking at a few dreams to help illustrate the concepts.</p>	
PRACTICE		

000108 APR-6 12

Terri Marty, LCSW
Chair
Committee for Social Workers
3605 Missouri Boulevard
PO Box 1335
Jefferson City, MO 65102-1335

Dear Ms. Marty,

Enclosed please find a request from over forty social workers to increase the practicum instructor CEU's for a semester from 3 hours to 5 hours of credit. Most of us attended a recent licensure update at UM-St. Louis and I feel this is justified for the amount of work and time we put in to supervising our students over a semester.

We are hoping you can take this up at your next meeting or send it around to the other members to get approved (Mr. Reichard told us you haven't always had a quorum to meet officially since two seats are currently empty). We are asking that this be an official change after the end of this summer so we can start receiving credit by August, 2012.

Thank you very much for your attention in this matter and we continue to look forward to working with students who are becoming our future leaders in the social work field.

Please send any reply or decision to Janey Archey, MSW, LCSW at jearchey@sbcglobal.net or contact me on my cell at (314) 667-4575. We hope to hear from you at your earliest convenience.

Sincerely,

As Social Work Professionals we would like the state board on licensing to please raise the number of hours granted to those of us who serve as practicum instructors from 3 hours to 5 hours per semester. We feel we put in as much preparation and planning as the 5 hours granted to someone who teaches a semester-long college course.

We would appreciate this taking effect starting summer, 2012

Thank you

Name: Credential:

- 1 Janey Arceley MSW, LCSW
- 2 Tamara H. Hunsicker, MSW, LCSW
- 3 Jennifer Nunez
- 4 Kathleen Wood, MSW
- 5 Anthony Nave MSW
- 6 JEFF YIN, MSW
- 7 Georgi Pate
- 8 Stacy Reynolds, MSW, LSW
- 9 Brandy Holley, MSW
- 10 Green Thornhill, MSW
- 11 Cheryl Johnson, LCSW
- 12 Jocelyn R. Jones, LCSW
- 13 Angela Bertrone
- 14 Judy Woodlark, MSW
- 15 Monica Downey
- 16 Joan Dougherty
- 17 Justi Bennett, MSW
- 18 Erica Wolford, LMSW
- 19 Rosemary Hagard, LCSW
- 20 Kath. Gray, MSW
- 21 Kimberly Clinton, student
- 22 Betty Richardson MSW
- 23 Rebecca Farrell, MSW
- 24 Mickie Kuhn MSW
- 25 Vickie Wenick MSW
- 26 Brian Gray MSW, LCSW
- 27 Christina MSW
- 28 Cindy Malone MSW, LCSW
- 29 Sheila Sudenata, MSW

000110 APR-62

As Social Work Professionals we would like the state board on licensing to please raise the number of hours granted to those of us who serve as practicum instructors from 3 hours to 5 hours per semester. We feel we put in as much preparation and planning as the 5 hours granted to someone who teaches a semester-long college course. We would appreciate this taking effect starting summer, 2012.
Thank you.

Name: Credential:

- 30 Megan Pfeil MSW
- 31 Janie Parker MSW
- 32 Dani & Day MSW
- 33 Lee Foster LCSW
- 34 Barbara Burkha LCSW
- 35 Beverly Moore MSW/LCSW
- 36 Waeel Deyf MSW, CCSW
- 37 Regina Williams
- 38 Bob Enewoldy MSW
- 39 Adrienne Williams MSW, CCSW
- 40 Judy Koediker MSW, LCSW
- 41 Melissa Tunmer MSW student
- 42 Himyata Young MSW
- 43 _____
- 44 _____
- 45 _____
- 46 _____
- 47 _____
- 48 _____
- 49 _____
- 50 _____

000109 APR-62



Missouri Institute of Mental Health
A Center for Policy, Research, and Training

Continuing Education
5400 Arsenal Street
St. Louis, MO 63139-1403
314-877-6421 (v)
314-877-6428 (f)
joel.epstein@mimh.edu
www.mimhtraining.com

000101 APR 20 09

4/18/12

Tom Reichard, Executive Director
Committee for Social Workers
3605 Missouri Boulevard
P.O. Box 1335
Jefferson City, MO 65102-1335
573.751.0885 Telephone

Mr. Reichard -

I would like to introduce you to my Continuing Education staff. For years, we have been both a provider and accreditor of CEUs for mental health professionals here in Missouri. You can find out more about our offerings at <http://www.mimhtraining.com>.

In addition to the introduction, I was hoping you might be able to include us in your listing of CEU providers. I see on your website (<http://pr.mo.gov/boards/socialworkers/conteducation.pdf>), that you give a listing of organizations that your membership might turn to for fulfilling their continuing education requirements. We would be grateful if you could include us on that list.

I'd be happy to talk to you more about this if you have additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joel Epstein'.

Joel Epstein, PhD
Research Associate Professor
Director, Continuing Education
Missouri Institute of Mental Health
5400 Arsenal
Saint Louis, MO 63139

(314) 877-6421(v)
(314) 877-6428 (f)
www.mimhtraining.com

BEFORE THE MISSOURI STATE COMMITTEE FOR SOCIAL WORKERS

IN THE MATTER OF)
)
Barbara Ann Bailey)
2 Fox Creek)
Labadie, MO 63055) Case No. 10-0619 SW
)
License No 002381)
)
Michael Cherba)
Assistant Attorney General)
Post Office Box 861)
St. Louis, MO 63188)
)

NOTICE OF HEARING

PLEASE TAKE NOTICE that the Missouri State Committee for Social Workers has received the Memorandum and Order from the Administrative Hearing Commission in the case of State Committee for Social Workers vs. Barbara Ann Bailey, Case No. 10-0619 SW, before the Administrative Hearing Commission, State of Missouri, and the Administrative Hearing Commission has found that cause exists under Section 337.630.2 (4), (5), (6), (13), and (15) RSMo, to take disciplinary action against the above-referenced license holder as a clinical social worker.

NOW THEREFORE, the Missouri State Committee for Social Workers shall, pursuant to Sections 337.630 and 621.110, RSMo, hold a hearing for the purpose of determining the appropriate disciplinary action on Thursday, June 7, 2012, at 1:00 p.m., at the Candlewood Suites, 3514 Amazonas Drive, Jefferson City, Missouri.

Please be advised that your failure to appear at the above-noted time and place will result in the hearing being held in your absence.

All parties have the right to be represented by legal counsel, and to a full, fair and open hearing, as provided for in Chapter 536 and Section 621.110 RSMo 2000.

Missouri State Committee for Social Workers

By  _____

Tom Reichard
Executive Director

Committee Seal

CERTIFICATE OF SERVICE

I hereby certify that a true and correct copy of the foregoing Notice was sent this 26th day of April 2012, by regular mail to:

**Barbara Ann Bailey
2 Fox Creek
Labadie, MO 63055**

Missouri State Committee for Social Workers

By



**Tom Reichard
Executive Director**

CERTIFICATE OF SERVICE

I hereby certify that a true and correct copy of the foregoing Notice was sent this 26th day of April 2012, by certified mail, return receipt to:

Barbara Ann Bailey
2 Fox Creek
Labadie, MO 63055

Missouri State Committee for Social Workers

By



Tom Reichard
Executive Director

Before the
Administrative Hearing Commission
State of Missouri



MISSOURI STATE COMMITTEE
FOR SOCIAL WORKERS,

Petitioner,

vs.

BARBARA ANN BAILEY,

Respondent.

No. 10-0619 SW

DECISION

Barbara Ann Bailey is subject to discipline because she double-billed employers for her services.

Procedure

The Missouri State Committee for Social Workers ("the Committee") filed a complaint on April 27, 2010, seeking this Commission's determination that there is cause to discipline Bailey's clinical social worker license. Bailey was served with a copy of the complaint and our notice of complaint/notice of hearing on May 18, 2010.

This Commission convened a hearing on the complaint on January 11, 2011. Assistant Attorney General Michael R. Cherba represented the Committee. Bailey did not appear and was not represented by counsel.

The matter became ready for our decision on April 26, 2011, the last date for filing a written argument.

Findings of Fact

1. Bailey was licensed as a clinical social worker at all times relevant to these findings.
2. At all relevant times, Bailey was employed by Unity Health Hospice ("Unity") in Washington, Missouri, on a part-time basis.
3. At all relevant times, Bailey was employed by Heartland Healthcare and Hospice ("Heartland") in St. Louis, Missouri, on a full-time basis.
4. Bailey purposely double-billed Unity and Heartland by claiming she worked at both locations at the same time on the following dates: February 23, 2007, February 28, 2007, and March 1, 2007.
5. On March 15, 2007, Bailey was terminated by both Unity and Heartland.

Conclusions of Law

We have jurisdiction to hear the Committee's complaint.¹ The Committee has the burden of proving that Bailey committed conduct for which the law allows discipline.²

The Committee asserts cause for discipline under the following provisions of § 337.630.2:

2. The committee may cause a complaint to be filed with the administrative hearing commission as provided by chapter 621, RSMo, against any holder of any license required by sections 337.600 to 337.689 or any person who has failed to renew or has surrendered the person's license for any one or any combination of the following causes:

* * *

¹Section 337.630.2. Statutory references are to RSMo Supp. 2008 unless otherwise noted.

²*Missouri Real Estate Comm'n v. Berger*, 764 S.W.2d 706, 711 (Mo. App., E.D. 1989).

(4) Obtaining or attempting to obtain any fee, charge, tuition or other compensation by fraud, deception or misrepresentation;

(5) Incompetency, misconduct, fraud, misrepresentation or dishonesty in the performance of the functions or duties of a social worker licensed pursuant to this chapter;

(6) Violation of, or assisting or enabling any person to violate, any provision of sections 337.600 to 337.689, or of any lawful rule or regulation adopted pursuant to sections 337.600 to 337.689;

* * *

(13) Violation of any professional trust or confidence;

* * *

(15) Being guilty of unethical conduct as defined in the ethical standards for clinical social workers adopted by the committee by rule and filed with the secretary of state[.]

Subdivision (4)

Fraud is "an intentional perversion of truth to induce another, in reliance on it, to part with some valuable thing belonging to him."³ Deception is an act designed to cheat someone by inducing their reliance on misrepresentation.⁴ Misrepresentation is a falsehood or untruth made with the intent and purpose of deceit.⁵ Bailey committed all three when she purposely billed both Unity and Heartland for either the same work or no work.⁶ The record is not clear as to whether she received payment for this improper billing. But cause for discipline merely requires an attempt to obtain compensation through fraud, deception, or misrepresentation. Bailey is subject to discipline under § 337.630.2(4).

³*State ex rel. Williams v. Purl*, 128 S.W. 196, 201 (Mo. 1910).

⁴*State ex rel. Nixon v. Telco Directory Publishing*, 836 S.W.2d 596, 600 (Mo. banc 1993).

⁵*Missouri Dental Bd. v. Bailey*, 731 S.W.2d 272, 274-75 (Mo. App., W.D. 1987).

⁶It is not clear from the record if she actually did indeed perform some work for one of them and chose to bill the other or if she did not perform any work and chose to improperly bill both Unity and Heartland.

Subdivision (5)

Incompetence, when referring to occupation, is the “actual ability of a person to perform in that occupation.”⁷ The courts have also defined that term as a licensee's general lack of present ability, or lack of disposition to use his otherwise sufficient present ability, to perform a given duty.⁸ We have already defined fraud and misrepresentation. Misconduct is the willful commission of a wrongful act.⁹ Dishonesty is a lack of integrity, a disposition to defraud or deceive.¹⁰ Dishonesty also includes actions that reflect adversely on trustworthiness.¹¹ Bailey attempted to obtain compensation by representing that she performed social work services that she had not performed. Bailey knew this statement was false. This was intentional wrongdoing and also demonstrated a lack of disposition to use her abilities. Bailey is subject to discipline for incompetency, misconduct, fraud, misrepresentation and dishonesty in the performance of the functions or duties of the profession. Bailey is subject to discipline under § 337.630.2(5).

Subdivisions (6) and (15)

The Committee argues Bailey violated the Committee’s ethical rules. Regulation 20 CSR 2263-3.080(1)(B) provides:

(1) A member of the profession shall not—

* * *

(B) Engage in fraud or misrepresentation[.]

Regulation 20 CSR 2263-3.010(1) provides:

The ethical standards/disciplinary rules for [licensed social workers] . . . are mandatory. The failure of a [licensed social

⁷Section 1.020(8), RSMo 2000.

⁸*Johnson v. Missouri Bd. of Nursing Home Administrators*, 130 S.W.3d 619, 642 (Mo. App., W.D. 2004).

⁹*Grace v. Missouri Gaming Comm’n*, 51 S.W.3d 891, 900-01 (Mo. App., W.D. 2001).

¹⁰MERRIAM-WEBSTER'S COLLEGIATE DICTIONARY 359 (11th ed. 2004).

¹¹*See In re Duncan*, 844 S.W.2d 443, 444 (Mo. banc 1992).

worker] . . . to abide by any ethical standard/disciplinary rule in this chapter shall constitute unethical conduct and be grounds for disciplinary proceedings.

Regulation 20 CSR 2263-3.020(2) provides:

No [licensed social worker] shall—

(A) Violate any ethical standard/disciplinary rule;

* * *

(C) Engage in conduct which is dishonest, deceitful or fraudulent[.]

We have already determined that Bailey engaged in fraud and misrepresentation and therefore is in violation of 2263-3.080(1)(B). By engaging in dishonest, deceitful and fraudulent conduct, Bailey also violated 20 CSR 2263-3.020(2). Bailey is subject to discipline under § 337.630.2(6). By violating the rule, Bailey also engaged in unethical conduct as defined in Regulation 20 CSR 2263-3.010(1), and she is subject to discipline under § 337.630.2(15).

Subdivision (13)

Professional trust or confidence is the reliance on the special knowledge and skills that professional licensure evidences.¹² Reliance on a professional's special knowledge and skills creates a professional trust, not only between the professional and his clients, but also between the professional and his employer and colleagues.¹³ By billing for services she did not perform and violating the Committee's ethical standards, Bailey violated a professional trust and confidence with her employers. She is subject to discipline under § 337.630.2(13).

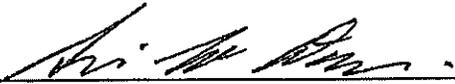
¹²*Trieseler v. Helmbacher*, 168 S.W.2d 1030, 1036 (Mo. 1943).

¹³*State Bd. of Nursing v. Morris*, No. BN-85-1498 at 11 (Mo. Admin. Hearing Comm'n Jan. 4, 1988).

Summary

Bailey is subject to discipline under § 337.630.2(4), (5), (6), (13) and (15).

SO ORDERED on September 7, 2011.



SREENIVASA RAO DANDAMUDI
Commissioner