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2016 Fall Institute

NASW Missouri News

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Volume 42, Issue 4

June 2016

Inside this issue:

NASCW Missouri Renews Partnership with NASW Alaska

Partnerships are increasingly becoming an essential and effective means for the National Association of Social Workers to fulfill parts of the organization’s mission, and foster a shared sense of stewardship that is so crucial for our future.

Building partnerships takes a lot of effort from all those involved. They often take a considerable investment of time to build the high quality working relationships that underpin effective collaboration. On March 1, 2015, NASW Missouri and Alaska Chapter’s began to forge this partnership to make both chapter’s stronger in membership and operational services with developing and signing a Memorandum of Understanding (MOU).

During the April Missouri Chapter board meeting, the board agreed to renew the partnership with the Alaska Chapter. Over the course of this past year, the Missouri Chapter staff have assisted the Alaska Chapter membership with licensure, ethical, and practice issues along with administrative/management services. The Missouri Chapter Professional Development Department and office staff helped to coordinate a hugely successful 2016 Biennial NASW Alaska Chapter Conference held in Anchorage, AK in October along with other continuing education offerings throughout the year. The NASW Alaska Chapter membership and membership responsiveness has grown under the oversight of the Missouri Chapter. Alaska Chapter will be in the process of hiring a part-time staff member which will reside within the Missouri Chapter office in Jefferson City, while maintaining a physical chapter office in Anchorage, Alaska to be utilized for meetings of the chapter when necessary.

Incorporating NASW’s 2016, the two chapters have truly been working to “forge solutions” out of the numerous challenges presented over the past year despite distance being a huge barrier. However, they have continued to collaborate and strategize to help move the chapter’s toward into a new technology based office environment. Missouri and Alaska have become “Stronger Together” despite the hurdles by focusing on the priority—member services.

2016 Symposium Highlights

Missouri Chapter commemorated National Social Work Month in April and the 55th anniversary of the NASW Code of Ethics at the annual Show-Me Symposium at Camden on the Lake in Lake of the Ozarks. Over 200 social workers from all over Missouri, parts of Kansas and Arkansas joined together to celebrate and have a great weekend of educational learning. For a second year in a row, social workers enjoyed multiple opportunities for building their long-term networking partnerships while strengthening their professional relationships. The Symposium was a huge success not only with attendees regarding the continuing education programs, but the atmosphere and accommodations of the hotel.

During the Membership Candlelight Ceremony, we were honored to have the National Board of Directors Region X Representative [AR, KS, MN, MO, NE, ND, OK, NM, SD], Dr. Sharolyn Wallace, LCSW, attend the symposium. This is the first time a member of the National Board of Directors has attended an annual conference of NASW Missouri Chapter in over 25 years. It was even more special when Dr. Wallace participated in the Membership (continued on page 2)
Consider Chapter Leadership

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Candlelight Ceremony. Dr. Wallace lighted the candle representing the association and then lit her candle representing the National Board of Directors and passed the lighting to the President of the Missouri Chapter Board to finalize the representation of passing the organizations mission and goals to the state boards for advancement of the profession for the membership.

Sharolyn Wallace, PhD, LCSW (Oklahoma Chapter), Registered Play Therapist Supervisor, has been the Professor of Human Services at Tulsa Community College for 20 years. She is also the director for TCC's Center for Addiction Prevention and Recovery Support. Dr. Wallace is a past President for NASW Oklahoma Chapter and a member of NASW since 1990. Dr. Wallace earned her PhD from Oklahoma State University and her MSW from the University of Oklahoma. She has been in private practice for over 20 years specializing in child sexual abuse and trauma. Dr. Wallace has published articles on play therapy and relapse prevention and she is the author of a series of children's books, *The Adventures of Bruce, Ben & Gerry*. These books cover topics such as bullying, autism, and special needs. Dr. Wallace is an active member of the Association for Play Therapy serving in vital roles as Annual Conference Chair, Ethics and Credentialing Committees and national Board Member.

The National Association of Social Workers (NASW) celebrates 55 years of the NASW *Code of Ethics* with a commemorative edition. The first NASW *Code of Ethics* was adopted by the NASW Delegate Assembly on October 13, 1960. Over the last 55 years, the Code of Ethics has evolved with social, professional, and other societal developments to remain relevant and to address the needs of social workers and the protection of clients, regardless of practice setting. Today, the NASW *Code of Ethics* continues to be the standard bearer in defining and advancing professional social work values and principles. A portion of the proceeds from this commemorative edition will go to the Wichers Ethics Education Fund, which supports innovative programs that create opportunities for social workers to learn and dialogue about critical professional ethics issues, advancing ethical practice across the social work profession. You can order your commemorative copy of the Code at http://www.naswpress.org/publications/standards/code-of-ethics-55th- anniversary.html.

We want to give a huge thank you to all of our volunteers, board of directors, sponsors, exhibitors, staff and attendees. The Show-Me Symposium will be returning Thursday, March 30-Saturday, April 1, 2017 to Camden on the Lake at Lake Ozark, MO. We hope to see you there!

Think about being a session breakout presenter for the Symposium. Great way to attend the Symposium at a discounted rate and presenting your area of expertise to your colleagues. A Call for Proposal's will go out late fall 2016. Watch your email for the notice and how to submit your proposal. Hope to have you consider sharing your knowledge!

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**SUBSCRIPTION RATES**

**For out-of-state members:**

- Within the US: $45.00
- Outside the US: $55.00

**For Other Professionals/Libraries/Institutions:**

- Within the US: $35.00
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MOC Unit: Curtis Ketsenburg, Christi Lero, Shauna Morgan, Lara Oakley, Danielle Pevehouse, Cherrelle Woods

MOD Unit: Tamoshanter Cobb, Erin Dye, Jeep McCart, Deborah Surface

MOE Unit: Amanda Davis, Tessa Howald, Pamela Putman

We apologize if we have overlooked a new member that has joined within the last three months. If your name is not in this or the last issue, please contact the chapter office at: chapter@nasw-mo.org or call 800.333.NASW(6279).

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NASW-Missouri Chapter CE Approval Program

Do you have an ethics question? Membership has its privileges!

Professional ethics are the core of social work. The NASW Code of Ethics offers a set of values, principles and standards to guide decision-making and everyday professional conduct of social workers. It is relevant to all social workers and social work students regardless of their specific functions or settings. Ethic consultations are a resource for members who are experiencing an ethical dilemma.

As a member you are entitled to FREE consultation through the national and chapter NASW offices.

National: (New Extended hours) Call 800.638.8799
Mondays: 1:00 pm—4:00 pm EST  x 223
Tuesdays: 10:00 am—1:00 pm EST  x 231
Wednesdays: 1:00 pm —4:00 pm EST  x 223
Thursdays: 10:00 am—1:00 pm EST  x 231

Chapter: Call 800.333.6279(NASW)

Speak with the Executive Director

For a copy of the Code of Ethics in English or Spanish, visit www.socialworkers.org/pubs/code/default.asp

If you need to file a complaint, visit www.socialworkers.org/nasw/ethics/ProceduresManual.pdf

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_____ Total Amount Enclosed

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1. Go to www.socialworkers.org
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3. Click the red word “online” in the yellow box on the right entitled, “NASW Press Journal Available Online”
4. Click the words, “Show-pay-per-view login box” on the right in the orange area of the screen
5. Enter your NASW username and password
6. Type in the “Find” box at the top of the page your article interest topic

Sanctions Listed Online

NASW adjudicates allegations of violations of its Code of Ethics by members, and may impose sanctions. These may include sanctions of public notification, such as the notification of state licensing or regulatory boards, employers and others, or if violators fail or refuse to take corrective action. List of enforced sanctions within the past 10 yrs can be found at http://www.socialworkers.org/assets/public/documents/resources/profession/default.asp

NASW requests that before taking action or making conclusions about a person on this list, please contact NASW National Office of Ethics and Professional Review, (202) 408-8600, ext. 231 for further clarification.
The Ethics 8 Series offers 8 useful tips related to prevailing topics in social work practice. These tip sheets serve as a starting point in uncovering ethical considerations in a given topic area, and direct users to additional resources related to the topic area.

In a perfect world, social workers would be able to provide clients with whatever services are necessary and for as long as workers would be able to provide clients with whatever services are necessary. Unfortunately, for diverse reasons ranging from lack of funding to client noncompliance, social workers sometimes need to consider terminating services. In such circumstances, social workers should carefully adhere to the profession’s ethical standards.

Frederick Reamer, PhD
Social Work Today

1. ESTABLISH A CLEAR AND APPROPRIATE RATIONALE FOR TERMINATING
Social workers considering whether to initiate termination of services with clients should examine the reason(s) why termination is indicated. It is appropriate to terminate:

- When such services and relationships are no longer required or no longer serve the clients’ needs or interests
- When termination is necessary to avoid conflicts of interest
- When the social worker will be unavailable due to relocation, illness, disability, or death
- For nonpayment
- When another professional’s knowledge or expertise is needed to serve the client fully.

It is not appropriate to terminate the professional relationship:

- To pursue a social, financial, or sexual relationship with a client
- If the client poses an imminent danger to self or others
- If the consequences of nonpayment have not been addressed with the client.

The rationale for terminating services is supported in various NASW Code of Ethics standards including but not limited to 1.06 Conflicts of Interest, 1.15 Interruption of Services, 2.06 Referral for Services, and of course 1.16 Termination of Services.

2. AVOID ABANDONING CLIENTS
Take reasonable steps to avoid abandoning clients. Abandonment is generally unethical and occurs when social workers abruptly discontinue services to clients who are still in need without a plan for the continuation of care. According to the Code of Ethics, standard 1.16 (b & e) Termination of Services, social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects.

Anticipate and plan for measures that can be taken in the event of circumstances resulting in the termination or interruption of services to active clients, such as a client’s or social worker’s change of employment, vacation, or illness.

Prepare an emergency plan for unanticipated terminations or interruptions in service. The Code of Ethics states that emergency plans should be made in partnership with competent professionals or reputable institutions and should be discussed with the client at the initial interview.

If the social worker loses her/his position with an agency or group, efforts should be made to terminate properly with clients. If possible, the importance of a proper client transition or separation should be reviewed with the agency/employer and documented, understanding that there are times when an agency or employer, for their own reasons, will not allow for an appropriate termination process. In those instances, the employer is responsible for the continuation of care for those clients.

3. SEEK CONSULTATION WHEN MAKING A DECISION TO TERMINATE
It is prudent practice for social workers to seek appropriate consultation to ensure that all perspectives are taken into account when deciding to terminate with clients. Consultation can support sound decision making and strategizing around termination. Factors that influence the decision to terminate include the client’s therapeutic needs and preferences, agency policy, and consideration of possible adverse effects. Social workers should pursue supervision and/or consultation regarding the ethical and legal implications of termination. A review of relevant literature is also recommended.

4. OFFER REFERRALS AND/OR THE OPPORTUNITY FOR CONTINUITY OF SERVICES WHEN NEEDED
Social workers should assist with making appropriate arrangements for continuation of services when necessary. This includes notifying clients promptly and seeking the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.

It is considered best practice to provide clients with the contact information of appropriate referrals when services are still deemed necessary. It is also appropriate, with client’s consent, to provide the referred service provider with pertinent client information.

When termination is due to the social worker’s transition from a practice or employer, inform clients of options for the continuation of services and of the benefits and risks of each option. It is not unethical for social workers to respond to a client’s request for information about where they will be transitioning their practice. Generally, clients have the right to select the practitioner of their choice. When determining the available options, including whether it would be appropriate to take clients into the new practice setting, social workers should consider any written agreements or verbal commitments made to employers or employing organizations.

5. DOCUMENT CLEARLY
When terminating with clients, social workers should carefully document all decisions and activities related to termination. In certain practice settings documentation may include a closing summary consisting of information regarding the reason(s) for termination, the achievement of therapeutic goals, any referrals for services made, and/or a comprehensive discharge plan. Copies of client communication should be kept in the client file. A letter to the client summarizing referral information may also be appropriate. It would also be prudent to document instructions given to clients about how to proceed in the event of an emergency.

6. RETAIN AND STORE RECORDS SECURELY
Ethical guidance pertaining to the storage and retention of client records upon termination includes the
following:

- **Secure storage:** Ensure that records are stored in a secure location unavailable to others who are not authorized to have access.

**Future access:** To determine how long to retain records, social workers should consider federal and state requirements, requirements of third-party payers such as insurance providers, and prevailing statutes of limitations for malpractice lawsuits. (See standard 3.04 (d) Client Records of the Code of Ethics.)

7. **FOLLOW UP WITH CLIENTS THAT TERMINATE PREMATURELY**

   In situations where termination of services is the result of a client’s decision to end services prematurely, social workers should explain any risks involved and make suggestions for alternative care if ongoing services are recommended. It is good practice to include this information in a follow-up letter.

8. **DEVELOP POLICY REGARDING TERMINATION**

   It is prudent to develop a policy that addresses termination to support consistent and ethical termination processes. Social workers should develop a clear standardized policy that is reviewed with clients at the beginning of services and as needed throughout the therapeutic relationship.

   The policy should include language that addresses handling of termination due to financial or other contractual arrangements in the social worker–client intervention process, including nonpayment and emergencies.

### Additional Resources


"*Social Workers and Record Retention Requirements,"* Legal Issue of the Month, SocialWorkers.org

Mirean Coleman, MSW, LICSW, CT, *"Documentation in Private Practice,"* NASW Lunchtime Series, SocialWorkers.org (May 21, 2008)

Family Educational Rights and Privacy Act (FERPA) and the Disclosure of Student Education Records

By Elizabeth M. Felton, JD, LICSW, Associate Counsel & Carolyn I. Polowy, JD, General Counsel, LDP & Office of Ethics & Professional Review

A common assumption is that the Health Insurance Portability and Accountability Act (HIPAA) protects the confidentiality of all records. However, under HIPAA’s regulations, student education records are not “protected health information” if they are covered by the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law that protects the confidentiality of education records. It applies to educational institutions that receive federal funds under any program administered by the Secretary of Education, including the Individuals with Disabilities Education Act (IDEA). It is important that social workers who work with students in educational institutions be familiar with FERPA. This Legal Issue of the Month provides a brief overview of FERPA and how it relates to the disclosure of education records.

How HIPAA interacts with FERPA

Both HIPAA and FERPA provide important privacy protections but confusion can arise as to which privacy regulation is applicable to student health records. In 2008, the Joint Guidance on the Application of the Family Educational Rights and Privacy Act was created to clarify any confusion regarding how and when HIPAA and FERPA interact. It can be found at http://www2.ed.gov/policy/gen/ouid/ftpco/doc/ferpa-hipaaguidance.pdf. The Joint Guidance provides an explanation of the relationship between FERPA and HIPAA and how these two laws apply to records maintained on students.

FERPA — Who Is Protected

FERPA applies to student records in K-12 schools and most public and private postsecondary institutions. Private and religious elementary secondary schools are not subject to FERPA because they generally do not receive federal funding. FERPA gives parents and eligible students the following basic rights:

- The right to inspect and review a student’s educational records maintained by the school within 45 days of the request;
- The right to request that a school amend the student’s education records;
- The right to consent in writing to the disclosure of personally identifiable information from the student’s education record, except under certain permitted situations; and
- The right to file a complaint with the Family Policy Compliance Office (FPCO) regarding an alleged violation under FERPA.

An “eligible student” protected under FERPA is a student who is at least 18 years of age or who attains a postsecondary education. When a student turns 18 years old or enters a postsecondary institution at any age (even if student is still a minor), the rights under FERPA transfer from the parents to the eligible student. Despite this, however, institutions can still disclose information to parents under a variety of circumstances, including: if the parent claims the student as a federal tax dependent; if the student is under 21 and has violated school alcohol or drug policies; or if the institution believes there to be a health or safety emergency involving the student.

Education v. Treatment Records

Medical records, which include counseling records, are generally considered to be education records under FERPA, unless they fall under a narrow exception. The term “education records” is defined under FERPA to mean those records, files, documents, and other materials that:

- contain information directly related to a student; and
- are maintained by an educational agency or institution or by a person acting for such agency or institution.

Examples of education records include records maintained by a school nurse, IEP and other special education records maintained by the school, and immunization records in school file.

If a person or entity is employed by or acts on behalf of the school by providing health services (whether at the school or off-site) under contract or otherwise under the “direct control” of a school and maintains student health records, then these records are considered education records under FERPA as if the school were maintaining the records directly. However, it is important to note that if a person or entity provides health services directly to students and is not employed by, under contract to, or otherwise acting on behalf of a school, then the resulting health records are not deemed to be part of the education record covered by FERPA, even if the services are provided at the school site.

FERPA excludes “treatment records” from its definition of “education records.” Under a narrow exception in FERPA, a student’s record is considered a “treatment record” if it meets three criteria. It must be:

- Directly related to a student who is eighteen years of age or older, or is attending an institution of postsecondary education;
- Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his professional capacity, or assisting in a paraprofessional capacity; and
- Made, maintained, or used only in connection with the provision of treatment to the student, and not available to anyone (including the student) other than persons providing such treatment, except that such records can be personally reviewed by a physician or other appropriate professional of the student’s choice.

FERPA does not apply to treatment records as long as the school only discloses the records to persons providing treatment. FERPA permits treatment records to be used for purposes other than treatment. However, if treatment records will be used for other (non-treatment) purposes, such as giving them to the student or to notify someone of a potential threat, then they convert to education records and would no longer fall under the treatment record exception. Once treatment records have been converted back to education records, they can be disclosed consistent with FERPA regulations.

Disclosure of Records

An educational institution subject to FERPA may not disclose the education records of students without a parent or eligible student’s signed and written consent, unless a FERPA consent exception applies. The exceptions to this general consent requirement that allow the disclosure of education records without consent include:

- To school officials with a legitimate educational interest;
- To comply with a judicial order or lawfully issued subpoena;
- In a health or safety emergency in order to protect the
student or others;
• To parents in cases of drugs or alcohol violation when the student is under the age of 21;
• To the provider or creator of a record to verify the validity of that record (i.e. suspected fraud);
• To organizations conducting research on behalf of the university if there is a written agreement between the university and the research organization; and
• To officials at an institution in which the students intends to enroll.

Although the definition of treatment records and their conversion to education records can be a bit confusing, the important point for social workers to remember is that FERPA allows the disclosure of information -- whether the information is from a treatment record or education record -- without the student’s or parent’s consent in specific situations.

**Conclusion**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that generally prohibits the improper disclosure of a student’s education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. It is important that social workers who work with students in educational institutions are familiar with FERPA to understand when, how, and what student records can be shared with others.

**Resources and References**

- Family Educational Rights and Privacy Act (FERPA)
- Family Educational Rights and Privacy Act Regulations (FERPA), 34 CFR Part 99
- Family Educational Rights and Privacy Act (FERPA) - General Guidance for Students
- U.S. Dept. of Health and Human Services (DHHS). Health Information Portability and Accountability Act (HIPAA) Standards for Privacy of Individually Identifiable Health Information. 45 CFR Parts 160, 164
- 45 CFR § 160, 164.
- The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.
- 20 U.S.C. § 1232g(a)(4)(A); 34 CFR § 99.3.
- 20 U.S.C. § 1232g; 34 CFR § 99.3
- FERPA’s exception to consent for disclosure to school officials permits an educational institution to disclose, without a court order, treatment records to in-house counsel in the context of litigation with the student provided the institution has determined that counsel has a legitimate educational interest in the records. The institution does not need the student's consent before accessing and sharing a student’s education records if the records help the institution defend itself against a lawsuit by the student. The regulation states, “If a parent or eligible student initiates legal action against an educational agency or institution, the educational agency or institution may disclose to the court, without a court order or subpoena, the student’s education records that are relevant for the educational agency or institution to defend itself.”  34 CFR § 99.31(a)(9)(iii)(B).
The NASW Center for Workforce Studies was established in 2004 with a three-fold mission:

- To conduct studies of the current social work labor force as well as collect information from other sources in order to serve as a unique clearinghouse for educators, policy makers, social workers, and public and private work force planners;
- To enhance social work professional development through innovative training programs in emerging practice areas; and
- To disseminate timely information and resources on evidence-based practices.

For many years, there has been limited information about the social work labor force. As the demand for social work services increases, so too does the demand for data about the social work labor force. The NASW Center for Workforce Studies seeks to establish a leadership role for NASW in addressing this information gap and strengthening the link between science and service (research and practice). Here are two studies you might be interested in:

1. **CHILD WELFARE SOCIAL WORKERS’ ATTITUDES TOWARD MOBILE TECHNOLOGY TOOLS: IS THERE A GENERATION GAP?**

   Daily, countless child welfare workers face critical life and death decisions and carry high caseloads with limited supervision and support. Unfortunately, these factors often affect the safety, permanence and well-being of children, youth and families in addition to the recruitment and retention of qualified child welfare staff. Child welfare workers are often overburdened and work under intense pressure with limited resources. They are expected to conduct interviews and home visits, attend court hearings and conduct various administrative tasks including but not limited to, entering data into state systems to processing paperwork to ensure that vendors (e.g., child care providers, foster parents, and therapists, etc.) receive timely payments. Child welfare workers currently have to serve more families with fewer resources. Fortunately, child welfare administrators across the country have begun to recognize that access to emerging information technology can boost the efficiency of overtaxed workers.

2. **CRIMINAL JUSTICE SOCIAL WORK IN THE UNITED STATES: ADAPTING TO NEW CHALLENGES**

   Social workers have had a defined role in providing services to incarcerated individuals since the inception of the profession in 1904 (Roberts & Springer, 2007). Social work has since evolved as an essential component of the nation’s criminal justice system. For the most part, social work practice as performed in the various criminal (and juvenile) justice systems in the United States is variably referred to as criminal justice social work, correctional social work, or forensic social work. The term criminal justice social work (CJSW) will be used throughout this discussion.


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**BACKGROUND**

Clinical social workers (CSWs) are the largest group of mental health services providers in the United States and are recognized by federal law as one of five core mental health professions. CSWs have a graduate degree (master’s or doctorate) in social work, or a baccalaureate degree plus supervised experience in a clinical setting, and a clinical license in their state of practice. Third-party payers, including Medicare, reimburse CSWs for the diagnosis and treatment of mental illness. CSWs use a holistic approach in providing mental health and other services to Medicare beneficiaries; focusing on biological, psychological, and social factors.

**MEDICARE RESTRICTIONS AND REIMBURSEMENT ISSUES FOR CSWS**

Access to Adequate Reimbursement Rates for CSWs:

CSWs are one of three mental health professions that provide psychotherapy services for Medicare beneficiaries. Medicare reimburses CSWs at only 75% of the rate reimbursed to psychiatrists and psychologists. This rate is lower than the rate for 85% other non-physician practitioners (such as physical therapists, physicians assistants, and occupational therapists) are reimbursed. This discrepancy deters CSWs from becoming Medicare providers and also makes it difficult to retain CSWs as Medicare providers, thereby decreasing Medicare beneficiaries’ access to mental health services. Thus, Medicare reimbursement for CSWs needs to be updated to the rate of 85% of the physician fee schedule.

Access to Mental Health Services for Residents of Skilled Nursing Facilities: When SNF consolidated billing was implemented, psychiatrists and psychologists’ services were excluded from the Prospective Payment System (PPS), but clinical social worker services were not excluded. Thus, CSWs cannot be reimbursed as independent Medicare Part B providers for mental health services delivered to beneficiaries receiving skilled nursing facility (SNF) services under Medicare Part A. This restriction limits continuity of mental health care for Medicare beneficiaries who transfer from a setting where they receive mental health services from a CSW to a SNF, where they cannot receive such services from their provider of choice. Such care transitions can occur even if the beneficiary is moved within the same building and even if a beneficiary remains in the same bed. The reimbursement restriction also impedes access to mental health care for beneficiaries who are not receiving mental health services from a CSW prior to SNF admission, but for whom a mental health need is identified during the SNF stay. In this situation, SNF residents’ access to CSWs by excluding CSW services from SNF consolidated billing.

Access to Services That Help Medicare Beneficiaries Cope with Medical Conditions: Unlike psychologists, CSWs are unable to bill Medicare Part B for critical Health and Behavior Assessment and Intervention (HBAI) services that help Medicare beneficiaries with the emotional and psychosocial concerns that arise because of a medical condition (such as a diagnosis of cancer or congestive heart failure), and which are unrelated to a mental health condition. CSWs should have access to use the HBAI Current Procedural Terminology (CPT) codes and should be reimbursed by Medicare for services that benefit Medicare beneficiaries and that fall within CSWs’ scope of practice under state and federal laws.

---

**LEGISLATIVE SOLUTION: SUPPORT THE IMPROVING ACCESS TO MENTAL HEALTH ACT OF 2015, S. 2173/H.R. 3712**

CSWs’ work is at the heart of a strengthened mental health treatment system. NASW urges Senators and Representatives to support both the Improving Access to Mental Health Act of 2015 (S.2173/H.R. 3/12). This legislation, introduced by Senators Stabenow and Mikulski and Representative Lee, ensures Medicare beneficiaries’ access to mental health services in three ways:

- **ensures beneficiaries’ access to CSWs by increasing the Medicare reimbursement rate for CSWs to 85% of the physician fee schedule rate**
- **ensures SNF residents’ access to CSWs by excluding CSW services from SNF consolidated billing and ensures beneficiaries’ access to Health and Behavior Assessment and Intervention (HBAI) services that help beneficiaries with emotional and psychosocial concerns that arise because of a medical condition (such as cancer or congestive heart failure), and which are unrelated to a mental health condition.**

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**MORE ABOUT HBAI CODES**

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Presented by NASW Missouri and California Chapters
**NASW Missouri Chapter — Continuing Education Events Calendar**

For details & registration information, www.nasw-mo.org > Continuing Education > CE Calendar

**NOTE:** Full day workshops typically offer 6.0 clock hours of continuing education. Those designated as morning or afternoon sessions offer 3.0 clock hours and considered as two separate workshops. These do require two separate registrations with the organization. Workshops with an asterisk meet the ethics requirement for licensure renewal.

<table>
<thead>
<tr>
<th>Event Date</th>
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<th>Event Name</th>
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<tbody>
<tr>
<td>Jun 2</td>
<td>Jefferson City</td>
<td>Supervisor Renewal Course (AM)</td>
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<td>*Ethical &amp; Professional Writing Skills for Social Work Practice (PM)</td>
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<td>Identification and Treatment of PTSD</td>
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<td>Facilitating Mindful Change: Introduction to Acceptance &amp; Commitment</td>
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<td>Moving Beyond Cultural Intergenerational Trauma</td>
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<td>*Code of Ethics</td>
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<td>Gambling Use Disorder – The Disregarded Diagnosis</td>
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<td>ACT for Living: Acceptance &amp; Commitment Therapy</td>
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<td>Starting Your Independent Practice: The Business Basics for Setting Up Shop</td>
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<td>Social Work Supervision: Overcoming Common Challenges (AM)</td>
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<td>&quot;Always Turned On&quot;: Sex, Porn and Love Addiction in the Digital Age</td>
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<td>Mental Health First Aid: How We Can Be Involved as Social Workers</td>
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<td>Jul 15</td>
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<td><em>Paints &amp; Pins</em>: The Therapeutic Meaning &amp; Understanding of Tattoos</td>
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<td>Taming the Trauma Within: Strategies &amp; Interventions to Support Trauma Patients</td>
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<td>Self Protection &amp; Self Care in Social Work Practice</td>
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<td>*Working with Groups: Understanding the Processes &amp; Stages of Group Work</td>
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<td>Couples Therapy: Developing Evidence Based Core Competencies</td>
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<td>Compassion Focused Therapy: Strategies for the Toughest of Clients</td>
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<td>*The Therapists Toolkit: Models, Theories &amp; Techniques to Assist the Client</td>
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<td>Interactive Dementia Training and Education for Professionals</td>
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<td>Facilitating Mindful Change: An Introduction to Acceptance &amp; Commitment Therapy</td>
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**Supervision Skills Training Institute**

This 16-hour course meets the training requirement for Missouri licensure supervisors.

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***All supervision registered on or after October 1, 2010 shall be under a supervisor who has completed 16 hours of supervisor training.***

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Course is current with DSM5 testing! 98% Passage Rate

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Would you like this course held at your school? Call NASW-MO Chapter at 573-635-6965 for information!

---

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#### PERSONAL (Please print)

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**EMPLOYMENT** Does your employer pay your dues? **Yes** **No**

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**STUDENT APPLICANTS** Date entered current degree program: (Month and Year) / Expected graduation date: (Month and Year) /

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#### EDUCATION (list highest social work degree first)

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<th>Graduate Date: Mo./Yr.</th>
<th>College/University /Division/City/State</th>
<th>Major Subject/Program</th>
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**ETHNIC/RACIAL ORIGIN**

- A. American Indian or Alaskan Native
- B. Asian or Pacific Islander
- C. African American
- D. Chicano/Mexican American
- E. Puerto Rican
- F. Other Hispanic/Latino
- G. White (non-Hispanic/Latino)
- H. Other

#### REGULAR MEMBERSHIP

- You must have received a BSW/MSW/DSW/PhD as your highest degree from a Council on Social Work Education (CSWE) accredited/recognized program. **$225.00 Regular DSW/PhD**
- **$225.00 Regular MSW**
- **$150.00 Regular BSW**
- **$57.00 MSW Student**
- **$57.00 BSW Student**
- **$170.00 Doctoral Student**

#### STUDENT MEMBERSHIP

You must be matriculating in a CSWE accredited social work program. **Attach a copy of your current student ID card to this completed form.** Eligibility for the BSW, MSW or Doctoral student membership category is limited to 4 yrs over the lifetime of membership, not necessarily to be continuous. **$225.00 Associate**

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**FORMER MEMBER** Yes No Prior name if different from current: ____________________________

**METHOD OF PAYMENT — PLEASE CHECK ONE** Check or money order payable to NASW VISA MC Discover Am. Express

Card Number: ____________________________ Exp. ____________________________ Amount: $ ____________________________

**AFFIRMATION** I hereby affirm and agree that I will abide by the Code of Ethics of the National Association of Social Workers and agree to submit to proceedings for any alleged violation of the same in accordance with NASW bylaws. I further understand that falsification of the contents of this application will be grounds for rejection and/or termination of my association membership and revocation of any and all benefits resulting there from.

Signature: ____________________________ Date _________________

---

**CHECK, MONEY ORDER, OR CHARGE CARD INFORMATION MUST ACCOMPANY THIS FORM**

Mail to: NASW Missouri Chapter, P.O. Box 2043, Jefferson City, MO 65102-2043 OR fax to: (573) 635-6728
2016 Fall CE Institute
Friday, August 5, 2016
8:30am—4:15pm (6.0 ce hrs)
Holiday Inn Airport West, 3400 Rider Trail South, Earth City, MO 63045

AGENDA AT-A-GLANCE
*Session descriptions are online or in the 2016 Vol. II CE Booklet

Breakout Session 1 - 8:30am - 4:00pm    (6.0 Clock Hours)
Working with the Stuck Client: Strategies and Techniques to Assist in Moving Clients from a Pattern of Resistance to Progress Utilizing Motivational Enhancement Techniques
Presented by Nigel B. Darvell, ACSW, LCSW, CAC

Breakout Session 2 - 8:30am - 11:45am  (3.0 Clock Hours)
Supervisor Renewal Course
Presented by NASW-Missouri Chapter

Breakout Session 3 - 8:30am - 11:45am (3.0 Clock Hours)
LGBT: Ethical Competency
Presented by Karen Dobritzky Corrigan, PhD, LCSW, LMFT

Breakout Session 4 - 1:00pm - 4:15pm (3.0 Clock Hours)
Ethical and Professional Writing Skills for Social Work Practice
Presented by Angela Anderson, MSW, LCSW

Breakout Session 5 - 1:00pm - 4:15pm (3.0 Clock Hours)
LGBT: What Your Graduate Program Didn’t Teach You
Presented by Karen Dobritzky Corrigan, PhD, LCSW, LMFT

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