

THE PERFECT MATCH

A Toolkit for Collaboration

Between

Florida's Colleges and Universities

Supervised Visitation Programs



INSTITUTE FOR
FAMILY VIOLENCE STUDIES
SCHOOL OF SOCIAL WORK
FLORIDA STATE UNIVERSITY

ABOUT THE CLEARINGHOUSE

The Clearinghouse on Supervised Visitation was created in 1996 and serves as a resource on supervised visitation issues by providing technical and legal assistance to visitation providers, the judiciary, law enforcement, and social services agencies. It is a component of the Institute for Family Violence Studies in the Florida State University's School of Social Work. Sharon Maxwell, Ph.D, is the Director of the Institute on Family Violence Studies and Karen Oehme, J.D., is the Program Director & Attorney of the Clearinghouse.



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ABOUT THIS TOOLKIT

Supervised visitation programs seek to maximize the use of existing community resources in order to enhance the services the programs provide. Colleges and universities are important resources because they exist throughout the state and have infrastructures that can provide training, personnel, buildings, and other needed items to supervised visitation programs. This Toolkit can be used to facilitate the collaboration between supervised visitation programs and local colleges and universities.

CAVEAT

Each college/university is different. Some of the suggestions provided herein may not work with every educational institution.



This Toolkit booklet has a web-based companion piece with forms and samples. After reviewing the booklet, log onto the website to view and download the forms and samples at: <http://familyvio.ssw.fsu.edu>

HOW TO USE THIS TOOLKIT

This Toolkit contains information that will help the following organizations and individuals determine whether they would benefit from collaborating in order to provide supervised visitation services, what types of collaboration exist, and how to go about initiating and documenting the collaboration:

- supervised visitation program administrators;
- colleges/universities; and
- judges, court administrators, domestic violence shelters and other organizations that are starting a supervised visitation program.

The forms and samples on the website will assist them in the collaboration.



What are Supervised Visitation Programs?

Supervised visitation programs provide an opportunity for nonresidential parents to maintain contact with their children in a safe and neutral setting. Supervised visitation programs may offer a variety of services to enable this contact to occur:

- one-to-one supervision (one monitor assigned to a single family);
- monitored exchanges (supervision of a child's movement between the residential and the nonresidential parent immediately before and after unsupervised visitation);
- group supervision (supervision of several families at a time);
- telephone monitoring (monitoring phone calls from the nonresidential parent to the child);
- ancillary services, such as parenting education; and
- therapeutic supervision (mental health professionals providing therapy/counseling to the family during the visit).



Who provides supervised visitation services?

In Florida, there are currently 45 visitation programs. Nationwide, there are over 400. Programs are sometimes a component of the court system, a non-profit agency, or a part of a larger social services agency, such as a domestic violence shelter or child welfare agency.

Paid staff and/or volunteers may provide services. Staff and volunteers may be called observers, monitors, or visit supervisors. These people monitor the family interactions and report back to the court.

A current list of Florida supervised visitation providers may be found at <http://familyvio.ssw.fsu.edu>



When are supervised visitation services provided?

Most families who participate in supervised visitation programs have been ordered by the court to do so. They may be ordered by dependency court judges in cases of child abuse or neglect, by family court judges in cases of divorce, or by judges hearing domestic violence cases. The Florida Supreme Court has established minimum standards for the administration of supervised visitation programs. See Appendix R of the web-based companion piece at <http://familyvio.ssw.fsu.edu>.



What issues do families typically have who participate in these programs?

Almost all families using supervised visitation programs have experienced severe family dysfunction. In dependency cases, this typically means that the children have been abused or neglected to the extent that the Department of Children and Family Services has removed the children from the home and placed them in foster care, an emergency shelter, or in a relative's home. In family law referrals, there may be substance abuse, mental illness, or severe ongoing conflict over divorce issues such as custody. In domestic violence cases, there may be a history of domestic violence and/or a court-ordered injunction for protection. Some referrals originate from criminal court when the parent has an extensive criminal history.

COLLABORATIVE OPPORTUNITIES Between Supervised Visitation Programs and Florida's Colleges & Universities

Possible Range of Involvement

There are a variety of ways colleges and universities can collaborate with supervised visitation programs.

College and university students can serve in many roles at a supervised visitation program.

- Individual students, or groups such as sororities and fraternities can contribute volunteer service hours to:
 - decorate, maintain, and improve the program buildings;
 - raise funds;
 - provide toys, office supplies, and furniture;
 - compile statistics and do office work; and
 - create and carry out public relations campaigns.
- Students as visit monitors:
 - use their volunteer service hours to be trained and serve; or
 - take a class for credit in which they are trained and serve.
- Students participate in internships at the program. The supervised visitation program needs to ensure that it can provide enough tasks to fulfill the number of hours required for an intern.
- Graduate students assist in teaching parenting classes to parents involved in the program, conducting music or play therapy during visits under proper supervision.



Many colleges/universities require students to have a minimum of a certain number of volunteer hours prior to graduating. Contact the college/university to have an information booth at a volunteer day or register as a program that has volunteer opportunities for students.

You may also want to contact the service learning component at your local college or university. Sometimes this is called "civic learning."

The college/university may collaborate with a supervised visitation program in ways that do not involve students. For example, the college/university may:

- provide the building, building maintenance, utilities, phone, fax, and Internet service for the supervised visitation program;
- provide campus security personnel for the program during visits;
- provide furniture and office supplies for the program;
- provide a member for the program's board of directors;
- furnish an account for collecting and distributing private contributions to the program through the nonprofit organization connected to the university/college;
- provide faculty to conduct in-service training;
- serve as the entity which receives grant funds for program; or
- hire faculty to teach the students who work at the program.

Advantages of Collaboration

Advantages for the Supervised Visitation Program

For the supervised visitation program, there are many potential advantages to using students because students:

- are a continuing source of volunteers to monitor visits and do other needed tasks;
- are conscientious and enthusiastic;

- are a low cost way of staffing a program;
- will attend visits regularly when taking a credit hour class in which they monitor the visits;

- have a basic level of education that other community volunteers may not have; and

- often have some previous experience with families in crisis.

Supervised visitation programs report a much higher attendance rate for volunteers who are students than those who are not students.

The advantages of using graduate students instead of undergraduate students are that they may:

- be more mature;
- have had more work and life experiences;
- be better able to assert themselves to intervene in difficult cases;
- behave more professionally; and
- have a higher level of knowledge and skills that would be useful in supervised visitation.

The number of students enrolled in a graduate program is usually smaller than the number enrolled in an undergraduate program. If the supervised visitation program needs many students, there may not be enough in the graduate program.



The advantages of other types of involvement by the college/university are that the college/university:

- provides other in-kind services and property that keep the program's costs low (use of a building, utilities, etc.); and
- has a variety of resources and programs the supervised visitation program may use in serving families, such as play therapy and marriage therapy programs.

Advantages for the College/University

Some possible advantages of collaborating with a supervised visitation program are:

- monitoring visits at a supervised visitation program provides invaluable hands-on experience for students working with families in crisis;
- the supervised visitation program provides training to students;
- the program can provide professional recommendations and references for students;
- students can determine whether they want to work with families in crisis and in what capacity they may want to do it based on this experience;
- students will observe and learn about other professionals in the system at the visitation program, such as DCF workers, guardians ad litem, therapists, and law enforcement personnel; and
- the visitation program brings recognition, positive publicity, and grant funds to the college/university as one of its practical learning programs that serves the community.

“Monitoring visits really made my coursework come alive!”

—Dana, Social Work major

Disadvantages of Collaboration

As with any collaborative effort, there may be disadvantages to partnerships between colleges and visitation programs. For example, there are some disadvantages to using young students as visit monitors if they are not assertive enough. However, that disadvantage may apply to any volunteer, not only students. In addition, students have holidays and breaks from school for which the supervised visitation program will need to find volunteers to monitor visits, or include in its funding contract that it will not be open for visits at those times. Both the program staff and university personnel should be realistic in their expectations of each other so that the partnership can work.



THE RELATIONSHIP

This section describes how the supervised visitation program representative should contact a college/university representative and what kinds of information should be exchanged in the following steps.

Step 1: Deciding Whom to Contact at the College/University

Departments that may be interested in working with a supervised visitation program include:

- Social Work;
- Psychology;
- Marriage and Family;
- Criminology;

- Childhood Development; and
- Others.



Step 2: The Initial Contact

There are several possibilities regarding who may make the initial contact. If a staff member, volunteer, or member of the program's board of directors has a contact at the college or university, that person should get in touch with the dean or chairperson of the department. If the supervised visitation program representative does not have a professional relationship with someone at the department, the representative might either write the dean or chairperson a letter (a *Sample Contact Letter* is in Appendix A on the website); or telephone the dean or chairperson.

If the supervised visitation program representative does not know of any colleges/universities in the area, he or she can look for information in:

- the yellow pages of the telephone book;
- the Internet; or
- the list of *Florida's Public Colleges and Universities* in Appendix B on the website;
- the list of *Florida's Accredited Social Work Education Programs in Private Colleges and Universities* in Appendix C on the website; or
- the list of *Florida's Public Community Colleges* in Appendix D on the website.

Topics for the supervised visitation representative to cover during the initial telephone conversation with the college/university representative:

- the supervised visitation program's role (be familiar with the mission statement and goals);
- the types of clients the program serves and the need for supervised visitation;
- the general history of the program if it already exists, or the plan to create a new program;
- the possible relationship between the program and the college/university and the range of involvement the college/university could have;
- the benefits of the relationship to the college/university; and
- the date and time for a face to face meeting.

“My experience at the visitation program was a real complement to my classroom experience.”

—Beth, Social Work major

Step 3: The Face-to-Face Meeting

After the initial contact by telephone call or letter, the visitation program representative and the college/university representative will need to meet to discuss collaborating. The following list contains topics the visitation program representative may want to cover at this meeting:

- the topics in the list for the telephone conversation given above, if they have not already been discussed;
- the agreement between the program and the college/university;
- the agenda for the next meeting, if another meeting is needed, and the information that needs to be gathered and brought to it.

TIP

The supervised visitation program may want to invite the representative of the college/university to come to the program so that the college/university representative can walk through the experience of a visit at a time when no clients are present to gain an understanding of the process.

Step 4: Documenting the Collaboration

There are two types of documentation that supervised visitation programs need regarding the collaboration: an interagency agreement and a statement of the donation made from the college/university to the supervised visitation program. (See page 13: The Evidence of Match.)

The Interagency Agreement

Once a verbal understanding of what is agreed to has been reached, it should be put into writing. This document is called an interagency agreement. It is a contract that should contain the whole agreement between the college/university and the supervised visitation program.

The interagency agreement should include the following:

- an opening statement containing the date the agreement is entered into and the names of the organizations entering into it;
- the supervised visitation program's mission statement;
- the college/university department's mission statement;
- a general statement that the supervised visitation program and the college/university are agreeing to collaborate;
- a general statement about what both the college/university and the supervised visitation program are agreeing to provide;
- statements regarding which party is providing liability insurance to cover the actions of the program staff and volunteers and to cover property damage or loss;
- dates by which the responsibilities and obligations of each party will be carried out or accomplished, if applicable;

- signature lines and the names and titles of the persons who have the authority to sign for the college/university and the supervised visitation program;
- lines for the dates each person signs.

See Appendix D on the website for *Sample Interagency Agreements*.

If there are several aspects of the collaboration, they can either be included in one interagency agreement or set forth in separate agreements. For example, if the college is providing the program with a building and also with students who will take a class and serve as the visit monitors, there could be one agreement or two. With two agreements, one would cover the understanding about the building and the second agreement would cover the understanding regarding the students.

Renewal of the Agreement: The interagency agreement should be updated, if revision is needed, and renewed annually. It is a good idea to allow several weeks to revise the agreement and obtain the signatures, in case the college/university representative and the supervised visitation program representative need to discuss the changes, and to obtain all necessary approval of the changes from both partners.

The Evidence of Match

Many funding sources require a supervised visitation program to meet match requirements in order to be awarded funds.

The Definition of a Match Requirement: The program must prove that it is already receiving money or in-kind donations from sources other than the one it is applying to receive funds from. This is called "match." "Match" can be in the form of a money donation or an in-kind donation. An in-kind donation is a donation of anything other than money, such as a building, volunteer time, or the payment of utilities. The value of the in-kind services needs to be established, documented, and submitted with funding applications. Colleges/universities provide in-kind donations the supervised visitation program can use to meet match requirements for funding.

Establishing the Value of In-Kind Donations: The organization the program is applying to receive funds from usually provides a form it requires to be

completed to document match. The form may contain a basis for determining the value of donated building space, the use of equipment, and volunteer time. If the organization doesn't provide the method of determining value, there are other ways to establish it; for example:

- if the college/university is providing student volunteers, the program staff can use the national minimum wage as the value of the volunteers' time, or the Florida Commission on Community Services' value for volunteer time which can be found at www.independentsector.org under research; and
- the program staff may need to obtain a letter from a realtor to establish the fair market rental value of property.

A *Sample Match Documentation Form* is in Appendix E on the website.

“The families at the visitation program are the same kinds of families I will work with when I graduate.”

—Brynn, Social Work major

COMMUNICATION DURING THE COLLABORATION

Establishing Communication

The supervised visitation program representative and the college/university representative should set up an open and regular means of communication.

- Each organization should designate a contact person.
- For a large supervised visitation program, this could be the director for negotiating the annual renewal of the interagency agreement or another staff member to handle issues with student volunteers.
- The college/university should inform the program of the appropriate person to contact for different needs such as building maintenance when the use of a building is donated, and academic or peer advisors to give information to for the recruitment of student volunteers.
- Depending on what the persons in authority for each organization are comfortable with, establish what information each organization needs from the other and how often status reports will be given. For example, the college/university may want a quarterly report on how many volunteer hours are donated by students.
- Decide whether the representatives will communicate in writing or orally.
- Determine what kinds of public relations and advertising activities need to be approved by either party.

CAUTION !

Any use of photographs of clients or client-specific information must meet:

- the program's and college/university's policies and procedures regarding release of information;
- the Supreme Court of Florida's Minimum Standards for Supervised Visitation Program Agreements; and
- agreements by the program in its contracts with the agencies that are funding it.

Resolving Disagreements

If disagreements arise between university and program officials, the following are some suggested ways of resolving disputes:

- attempt to anticipate possible problems and include the method of resolving them in the interagency agreement;
- make sure the supervised visitation program has a grievance process that can be used by parents who have complaints;
- decide how student complaints about the visitation program will be addressed;
- set up a small committee of people from the college/university and the visitation program who will meet regularly at the beginning of the collaboration and as needed to resolve disputes;
- consult with the college/university's conflict resolution program or communications department for guidance on dispute resolution before any disagreement arises.

“Enabling children to maintain contact with their parents is very satisfying. There is something to be learned at supervised visitation every day.”

—Pam, Social Work major

USE OF STUDENT VOLUNTEERS AND INTERNS

There are four ways supervised visitation programs can use college/university students which are discussed below.

Volunteers

As mentioned earlier in this publication, there are many creative ways students can informally volunteer to assist visitation programs. As long as these students are volunteering in ways that do not involve having direct contact with children and parents, they do not need to meet the requirements for students volunteering as visit monitors in a class or internship.

Appendix B on the website contains a list of *Florida's Public Colleges and Universities*, Appendix C on the website contains a list of *Florida's Accredited Social Work Education Programs in Private Colleges and Universities*, and Appendix D on the website contains a list of *Florida's Public Community Colleges*. These lists include the colleges'/universities' websites which can be used by the visitation program staff to find volunteers. Caveat: the information in the lists is subject to change and the lists may not be exhaustive.

Student organizations may supply students for visitation programs. On the following page is a suggested plan of action for the supervised visitation program staff to find volunteers from a sorority, fraternity, or other college/university organization.

1. Look on the college or university's website or in the telephone book and find contact information under student activities, organizations, or Greek organizations.
2. Call the organization and ask for the name of the person in charge of service projects.



3. Explain what the supervised visitation program does.
4. Ask if the organization provides volunteers for service projects.
5. Talk to the person about the service project for which the supervised visitation program needs volunteers. It is a good idea to have a specific project in mind that the volunteers could complete in a few hours or a day.
6. Agree to a date and time for the volunteers to help the supervised visitation program. Follow up with the organization by putting the detailed arrangements in a letter, along with directions about how to get to the location of the project and a list of anything the organization has agreed to provide.
7. Notify the press, if it would be appropriate to have publicity regarding the event and the organization has agreed. This provides publicity for the supervised visitation program as well as the service organization.
8. Have specific instructions for the project to give to the volunteers and the appropriate equipment and supplies ready on the day it takes place.
9. Provide a meal or snacks for the volunteers, if possible, on the day of the project.
10. Remember to thank the volunteers and organization with a letter or a commendation in the local newspaper.

Service Learning

Service learning in a supervised visitation program is student service that is a part of a college/university course or a structured project or activity. This type of learning includes the following: academic preparation; service activities needed by the visitation program; and structured reflection about the service learning experience.

The college/university may have a list of service learning opportunities for students. The supervised visitation program could contact the department in charge of service learning to become one of the organizations that provides service learning opportunities.

The Supervised Visitation Class

Some universities in Florida provide academic credit to students who take a class about the supervised visitation process and work at a supervised visitation program. There are several steps in establishing a for-credit class.

Step 1: The Class Description and Syllabus

Resources for Preparing the Class Description: In Florida, programs are governed by the Supreme Court of Florida Minimum Standards for Supervised Visitation Program Agreements. (See Appendix R.) The Standards contain requirements for volunteers, staff, and their training. The program may also want to include requirements for volunteers and staff set forth in its funding contracts.

Checklist of items to include in the class description:

- brief description of the role of the student as a visit monitor and the topics they will be trained in;
- information regarding any prior approval by the instructor that is required for the class. The supervised visitation program may want to have the students interviewed before they are allowed to take the class;
- information regarding any cap on the number of students who can enroll; and
- information regarding the required criminal background screening and who pays the cost for it. The supervised visitation program may want to exclude students who have certain felony convictions unless they have received an exemption because they will not be able to have direct contact with clients.

A *Sample Class Description* is in Appendix G on the website.

The Syllabus: a written document given to each student at the beginning of the class which contains:

- certain items needed to meet accreditation standards, such as the college/university's honor code and grading system; and
- the class description with objectives; and

- the graded assignments.
- The class instructor and the college/university department's curriculum committee negotiate the contents of the syllabus.

A *Sample Syllabus for a Supervised Visitation Class* is in Appendix H on the website.

“The supervised visitation class gives me excellent hands-on experience I have not had in any of my other classes.”

—Cedeline, graduate student in Social Work



Step 2: The Basis for Grading Students

How the Students Will be Graded: Although the college/university ultimately determines how the students will be graded, the program representative and college/university representative should discuss the following considerations.

- whether there will be a test or exam at the end of the training to ensure students know the material before they begin monitoring visits;

- whether the students will be observed by the instructor while they monitor visits and be graded based upon their performance during the visits;
- whether part of the grade will be based on the students' attendance and timeliness in attending visits; and
- whether additional activities will be required of the students, such as observing a court hearing for an injunction for protection against domestic violence, writing a research paper about supervised visitation issues, or riding along with a law enforcement officer for a specified amount of time during a patrol.

Step 3: Requirements for Students to be Visit Monitors

In Florida, a visit monitor is defined as the individual trained and authorized by a program to observe the contact between the noncustodial parent and the child and to document such observations.

The Supreme Court of Florida Minimum Standards for Supervised Visitation Program Agreements contain the following requirements for visit monitors which students must meet because they will have direct contact with supervised visitation program parents and children:

- be 19 years old;
- have acceptable results from a background check in accordance with Florida Department of Law Enforcement standards for child care providers;
- attend a screening interview with the visitation program director or his/her designee that includes:
 - an application review;
 - executing a signed statement which addresses the areas of confidentiality (A *Sample Code of Confidentiality* which should be read and signed by students is in Appendix I on the website);
 - executing an affidavit of moral character; and
 - executing an affidavit of disclosure that lists any and all active pending criminal or civil litigation (A *Sample Affidavit of Disclosure* is in Appendix K on the website.).
- successfully complete minimum training requirements.

A *Sample Training Record* is in Appendix L on the website.

CAUTION !

The *Affidavit of Good Moral Character* is a document generated by The Florida Department of Children and Family Services and is subject to change. The visitation program staff should obtain the latest affidavit by contacting the district DCF employee responsible for background screening. A *Sample Affidavit of Good Moral Character* is in Appendix J on the website.



“It’s great to see children
having fun
with their parents.”

—Jihae, Psychology student

Criminal Background Checks: In order to conduct background checks in accordance with Florida Department of Law Enforcement Standards for Child Care Providers, supervised visitation program personnel should contact the Department of Children and Family Services office in its district to obtain the telephone number of the Department’s employee who handles background screening. The screening employee can send the program:

- a booklet which contains the steps and forms for conducting a background check; and
- appropriate fingerprint cards. (These fingerprint cards have preprinted information and are not the same as the card the police or sheriff’s department would use to fingerprint a person who comes in to have their fingerprints taken.)

The following are steps for conducting a background check:

- obtain the following from the student:
 - a completed fingerprint card for background checks regarding children’s caretakers. The student must follow the instructions printed on the back of the card for completing it, such as only use black ink to write on the card. The sheriff’s department, or city or university police department can take the fingerprints on the card the visitation program provides to the student;
 - the names and contact information for at least two former employers or references and a release of information in case the employers require one. A *Sample Employment Reference Form* and *Release* are in Appendixes M and N on the website;
 - the student’s first, middle, and last name; social security number; and date of birth on a local criminal history request form to be submitted to local law enforcement. A *Sample Local Criminal Background Check Form* is in Appendix O on the website; and
 - an *Affidavit of Good Moral Character* which is signed by the student and notarized. A *Sample Affidavit of Good Moral Character* is in Appendix J on the website.
- contact The Florida Department of Law Enforcement to obtain Fingerprint/Name Search Submission forms and an account number for billing;

- send the completed fingerprint cards and Fingerprint/Name Search form in to FDLE. FDLE will conduct the statewide check and send in the information for the FBI check;
- contact the employers and ask the questions contained in the *Sample Employer Reference Check Form* in Appendix P on the website;
- read the background results as they come in to make sure the student doesn't have any convictions prohibited by law on the *Affidavit of Good Moral Character*;
- contact the DCF screening employee with any questions; and
- keep all of the results confidential in a file for each student.

Step 4: Recruiting the Students

The supervised visitation program representative should determine how many students the program needs based on the number visits it needs to have monitored each week and the days and hours for which the students are needed. The program representative should discuss the program's needs with the college/university representative and also discuss the best methods of recruiting students.

Some possible methods of recruiting students are:

- contacting peer advisors within the college/university to give them information about the class so that they will encourage students to enroll;
- contacting other advisors and professors within the college/university to give them information about the class so that they will encourage students to enroll;
- posting eye-catching signs at the college/university advertising the class;
- mass emailing to students;
- word of mouth by previously enrolled students; and
- making use of opportunities to publish articles and information about the program and class in college/university-wide publications and the collaborating department's publications.

Step 5: Training the Students

Who Trains the Students : The college/university may have requirements regarding who trains and supervises students and what that person's qualifications must be. There may also be information about such requirements in the visitation program's contracts with the organizations which fund it. The person who trains and supervises the staff must also meet the requirements listed in Step 3 above according to the Supreme Court of Florida's Minimum Standards.

The program representative and college/university representative need to decide whether the students will be:

- trained and supervised by staff employed by the program;
- trained by program staff and supervised by college/university staff; or
- trained and supervised by college/university staff who are paid by the college/university or the program.

Requirements for Training Students: The Florida Supreme Court Standards contain requirements for training. The program director should also look to any funding contracts the program has that contain requirements. According to the Standards, prior to supervising visits, persons serving as visit monitors shall complete:

- two hours of orientation training in the following areas: practice, policy and procedures; use of forms; confidentiality; security; levels of supervision; observation techniques; and recording observations; and
- five hours in a mentoring program with a practicing supervised visitation monitor either at an existing visitation program or with a licensed professional who has at least one year of experience in supervising visitations;

Topics for Training: The Standards require that the monitors have competency-based training as specified by the Florida Clearinghouse on Supervised Visitation, which shall include, but shall not be limited to the areas of:

- child development;
- child abuse indicators;
- mental health;
- substance abuse;

- parental alienation;
- domestic violence;
- cultural diversity; and
- crisis intervention.

“The training gave me skills I will use throughout my career.”

—Cristin, Social Work major



Materials to Use for Training: The Florida Clearinghouse on Supervised Visitation has training materials on its website at familyvio.ssw.fsu.edu and publishes the following training materials:

- A Competency-Based Training Manual for Florida’s Supervised Visitation Centers;
- Law Enforcement Guide to Supervised Visitation Programs; and
- Child Sexual Abuse Referrals: A Curriculum for Supervised Visitation Providers (This curriculum is also available in an online tutorial program available at the website familyvio.ssw.fsu.edu).

The international Supervised Visitation Network’s website is www.svnetwork.net and SVN publishes the NYSPCC Professionals’ Handbook on Providing Supervised Visitation.

Methods to Use for Training: The college/university staff should have suggestions about the most effective methods of training students. Some possible methods are:

- lectures by the instructor and community mental health, domestic violence, and Department of Children and Family Services professionals;
- role-plays;
- power point presentations;
- videotaped speakers; and
- reading the manuals mentioned above.

The FSU Clearinghouse on Supervised Visitation has a library of written materials to use for training and videotapes that can be borrowed by supervised visitation programs.

Interns

Another way a supervised visitation program can utilize students is to use student interns. The college/university will require that the program provide the intern with a specified number of hours of work each semester. Interns could be visit monitors and also participate in other services the program provides and/or help with the administrative duties of the program.

Standards Specific to Interns: The Florida Supreme Court has established the following standards for interns:

- college interns perform services under the guidance and direction of the program administrator or visitation supervisor staff; and

- the internship shall be a learning experience with specific goals and objectives related to supervised visitation. The goals and objectives can be spelled out in an agreement signed by the intern and supervised visitation program (A *Sample Intern Agreement* is in Appendix Q on the website).

In addition to meeting the general requirements specified for staff who have contact with clients, interns shall meet the following additional qualifications:

- enrollment in an accredited four-year college or university and official enrollment in a practicum/internship program under the supervision of a college instructor/administrator; and
- official enrollment in a college or university in an area of major studies related to the function of the program.

Internship Documents: The college/university will most likely have the following written documents regarding interns:

- performance objectives the intern must meet;
- expectations/responsibilities for the intern;
- policies and procedures for the internship;
- role descriptions for the intern, field instructor who is employed by the supervised visitation program (the college/university may require that this person have a certain educational degree, such as an MSW), and the contact at the college/university;
- a contract to be signed by the intern and visitation program;

- evaluation forms for the intern; and
- timesheets for the intern.



RECORDS REGARDING STUDENTS

According to the Florida Supreme Court Standards, the supervised visitation program must maintain a written personnel record for each employee and each volunteer, including, but not limited to:

- application and/or resume;
- job title/description;
- law enforcement records check;
- copy of photographic identification recognized in this state for the purpose of indicating a person's true name and age;
- documentation of employee or volunteer's satisfactory completion of minimum training requirements provided in the Standards; and
- any other documents obtained or created by the program pertaining to the employee or volunteer.

According to Florida Law, student records are confidential and exempt from public records requests in most cases.

Be sure to consult with an attorney before releasing any student records.

MAINTAINING STUDENTS AS VOLUNTEERS

The supervised visitation program staff may want to maintain former students to use when they are needed as volunteer visit monitors after the supervised visitation class or internship is finished.

Be creative in developing ways to reward volunteers for good attendance and performance, such as:

- hosting a recognition ceremony;
- sending thank you notes;
- putting on a volunteer luncheon, dessert, or other meal using donated food and services;
- promptly responding to students' requests for letters of recommendation;
- developing a recognition letter to be placed in the student's file at the college/university;
- collaborating with the college/university to recognize volunteerism;
- praising student volunteers in any advertising or publicity the program has; and
- highlighting a volunteer for each week/month/semester/year.

TERMINATION OF STUDENTS FROM SERVICE AS VOLUNTEERS

The supervised visitation program and college/university should have an agreement about the possible reasons and procedure for terminating a student's service as a volunteer visit monitor and/or intern, and what role each party will play in that procedure.

Procedure for Termination: The following is a suggested procedure for termination that could be used if the college/university does not already have one:

- student performance will be reviewed by the visitation program instructor, assuming he/she is the person designated to supervise the student. Performance problems will be clearly identified (orally or in writing) by the instructor. Specific examples of the problem area and recommendations for improvement will be made. Consequences of failure to meet expectations

will be communicated to the student in a timely manner;

- if at any time during the student's service at the program, a single event or problem behaviors persist and/or are serious, the instructor will contact the college/university liaison for a consultation. The student must advise the liaison if he/she has concerns about the visitation program, the instructor, and/or performance issues raised from feedback received for the instructor;
- the liaison will offer guidance to the student and/or program instructor by telephone or in person;
- a revised learning contract or corrective action plan will be developed jointly by the student, liaison, and instructor and signed by all. Consequences for noncompliance will be included; and
- the decision to terminate a student's service at the visitation program can be made by the program's director or instructor and the college/university liaison.

Reasons for Termination: Some possible reasons for the termination of a student's service at a supervised visitation program are if the student:

- ignores professional boundaries between himself/herself and clients by dating, exchanging personal information, transporting a client in the student's car, etc.;
- consistently wears inappropriate clothing to the visits;
- violates Florida law;
- behaves in a way which puts a client at risk; or
- violates confidentiality.

The visit monitor does not have a right to serve as a volunteer at the visitation program; instead he/she serves at the program director's discretion.

Be sure to log onto

<http://familyvio.ssw.fsu.edu>

for the forms to use with this Toolkit.

TABLE OF CONTENTS FOR WEB-BASED FORMS <http://familyvio.ssw.fsu.edu>



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Appendix D	Florida's Public Community Colleges
Appendix E	Interagency Agreements
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Appendix M	Employer Reference Form
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Appendix P	Employer Reference Check Form
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Appendix R	Supreme Court of Florida Minimum Standards for Supervised Visitation Program Agreement

- Competency Based Training Manual for Supervised Visitation Providers*
- Child Sexual Abuse Referrals: A Curriculum for Supervised Visitation Providers*
- Family Visitation Times*, a quarterly newsletter
- Law Enforcement Guide to Supervised Visitation*
- The Perfect Match: A Toolkit for Collaboration Between Florida's Colleges and Universities and Supervised Visitation Programs*
- Starting a New Supervised Visitation Center*, an informational brochure
- Bar & Bench Visitation Report*, a judicial newsletter
- Technical assistance to existing and emerging programs
- Web Page, including message board and online tutorial program for *Child Sexual Abuse Referrals: A Curriculum for Supervised Visitation Providers* <familyvio.ssw.fsu.edu>
- Video introducing parents to the Supervised Visitation process

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