Supervised Visitation Programs
Florida's Colleges and Universities
Between
A Toolkit for Collaboration
THE PERFECT MATCH
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. The Clearinghouse would like to acknowledge the assistance and support of the following individuals and agencies:

Susan Marvin
The Family Visitation Program of Tallahassee, Florida

Christine Houlios
Family Ties Visitation Center, Orlando, Florida

Cindy Mitchell
The Salvation Army Brevard County Domestic Violence Program, Cocoa, Florida

ACKNOWLEDGMENTS

The Clearinghouse would like to acknowledge the assistance and support of the following individuals and agencies:

Susan Marvin
The Family Visitation Program of Tallahassee, Florida

Christine Houlios
Family Ties Visitation Center, Orlando, Florida

Cindy Mitchell
The Salvation Army Brevard County Domestic Violence Program, Cocoa, Florida
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 contact);
- Group supervision (supervision of several families at a time);
- Parental support; and
- Ancillary services, such as parenting education and therapeutic supervision (mental health professionals providing therapy).

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.

Caveat

Each college/university is different.

ABOUT THIS TOOLKIT

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

The Toolkit can be used to facilitate the collaboration between local colleges and universities and supervised visitation programs.

Supporting organizations that are starting a supervised visitation program:

- Judges, court administrators, domestic violence shelters, and other organizations;
- Supervised visitation program administrators;
- Local colleges and universities;
- Personal friends, family members;
- Supplied services; and
- Needed items such as counseling services and other.

The Toolkit contains information that will help in formulating and documenting the collaboration.

Local colleges and universities are important resources because they exist.

College and universities are unique.

The Toolkit can be used to facilitate the collaboration.

http://familyvio.ssw.fsu.edu
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:
  - decorate, maintain, and improve the program building;
  - create and carry out public relations campaigns;
  - compile statistics and do office work;
  - provide toys, office supplies, and furniture;
  - create and carry out public relations campaigns.

- Students as visit monitors:
  - use their volunteer service hours to be trained and serve;
  - take a class for credit in which they are trained and serve.

- Students participate in internships at the supervised visitation 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.

What Issue Do Families Typically Have

Almost all families using supervised visitation programs have experienced severe family dysfunction. In dependent cases, this typically means that the children are abused or neglected or in foster care, an emergency shelter, or a relative’s home. In child abuse or neglect cases, the Department of Children and Family Services has removed the children from the home and placed them in foster care, an emergency shelter, or the children’s home. In domestic violence cases, there may be a history of domestic violence and/or a court-ordered injunction for protection. In all cases, these need to ensure that it can provide enough tasks to fulfill the number of hours required for an intern.

When are Supervised Visitation Services Provided?

Supervised visitation services may be found at

- The Florida Department of Children and Family Services
- Child Welfare Agencies
- Domestic Violence Shelters
- Children’s Advocacy Centers

When and Where are Supervised Visitation Services Provided?

- A current list of Florida supervised visitation providers may be found at http://family.vio.ssw.fsu.edu

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. 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. 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 fair, or serve as the entity which receives grants for the program or provide human and office supplies for the program. The college/university may collaborate with the supervised visitation program in ways that do not involve students. For example, the college/university may:

- provide faculty to conduct in-service training;
- provide 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;
- provide the building, utilities, phone, fax, and Internet service for the supervised visitation program; or
- hire faculty to teach the students who work at the program.

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

- are conscientious and enthusiastic;
- are a continuing source of volunteers to monitor visits and do other needed tasks;
- can be a low cost way of staffing a program; and
- have a higher level of knowledge and skills that would be useful in super-
  vised visitation.

Advantages of Collaboration

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

- are a low cost way of staffing a program;
- are conscientious and enthusiastic;
- act in a more professional and mature way to assert themselves to intervene in difficult cases;
- have had more work and life experiences;
- have a higher level of knowledge and skills that would be useful in supervised visitation.

The number of students enrolled in an undergraduate program is usually larger than the number enrolled in a graduate program. If the supervised visitation program needs many students, there may not be enough in the undergraduate program. 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 fair, or serve as the entity which receives grants for the program. The college/university may collaborate with the 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 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;
- provide human and office supplies for the program;
- provide the building, utilities, phone, fax, and Internet service for the supervised visitation program; or
- hire faculty to teach the students who work at the program.
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. Students have holidays and breaks from school for which the supervised visitation program may need to find volunteers to monitor visits, or include in their funding as benefits, and a variety of resources, such as training, guidance, and support to volunteer and students. In addition, students may not apply to any volunteer's only experience, may apply to any volunteer's other experience, or may apply to any volunteer's work experience, if they are not assigned. Disadvantages to using young students as visit monitors, if they are not assertive as with any collaborative effort, there may be disadvantages to partnerships.

THE RELATIONSHIP

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

The 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.

THE ADVANTAGES

Advantages of Collaboration

Some possible advantages of collaborative partnerships are:

- the program can provide professional recommendations and references for students;
- the supervised visitation program provides training to students;
- the supervised visitation program provides training to students;
- the supervised visitation program provides training to students;
- the supervised visitation program provides training to students;
- the supervised visitation program provides training to students.

Program for the College/University

Advantages for the College/University

Programs that are in-service families, such as play therapy and parent advocacy.

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

Some possible advantages of collaborative partnerships are:

- the program can provide professional recommendations and references for students;
- the supervised visitation program provides training to students;
- the supervised visitation program provides training to students;
- the supervised visitation program provides training to students;
- the supervised visitation program provides training to students;
- the supervised visitation program provides training to students.

Program for the College/University

Advantages for the College/University

Programs that are in-service families, such as play therapy and parent advocacy.

The advantages of other types of involvement by the college/university are:
information that needs to be gathered and brought to its
agendas for the next meeting, if another meeting is needed, and the
arrangements for the program and the college/university:
have not already been discussed:
the topics in the list for the next phone call or letter to
the program representatives may want to cover in this meeting:
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:
the general vision of the program if it already exists, or the plan to
change:
the types of clients served by the program and the need for support:
the mission:
the supervised visitation program’s role (be familiar with the
mission and goals):
the initial telephone conversation with the college/university
representative to cover during

• the benefits of the relationship to the college/university:
• the possible relationship between the program and the college:
• the general vision of the program if it already exists, or the plan to
change:
the types of clients served by the program and the need for support:
the mission:
the supervised visitation program’s role (be familiar with the
mission and goals):
the initial telephone conversation with the college/university
representative to cover during

Step 3: The Face-to-Face Meeting

“Childhood Development; and
• Others.

Step 2: The Initial Contact

1011
Exhibiting the Value of In-Kind Donations: The organization the program is applying to receive funds from usually provides a form to be used. The form includes areas to be filled in by both the organization and the program.

See Appendix D on the website for Sample Interagency Agreements. The organization the program is applying to receive funds from needs to be specifically documented and submitted with funding applications.

TIP 1213

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 the supervised visitation program and the college/university.

The Interagency Agreement

Once a verbal understanding of what is agreed to has been reached, it should be documented in writing. The 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;
- dates by which the responsibilities and obligations of each party will be completed;
- the actions of the program staff and volunteers to cover property damage;
- a statement confirming that funds are being used for the purpose for which they were provided;
- a general statement that the college/university and the supervised visitation program are agreeing to collaborate;
- the college/university department’s mission statement;
- the supervised visitation program’s mission statement;
- the names of the organization the program is applying to receive funds from usually provides a form to be used. The form includes areas to be filled in by both the organization and the program.

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 in-kind donation to the college/university, or an in-kind donation to the college/university 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.

TIP 1213

The college/university should provide a form it requires to be filled out for each program the college/university is applying to receive funds from. The college/university should provide a form that allows the college/university to be in the position to receive funds from. The college/university should provide a form that allows the college/university to be in the position to receive funds from. The college/university should provide a form that allows the college/university to be in the position to receive funds from. The college/university should provide a form that allows the college/university to be in the position to receive funds from.

The Evidence of Match

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

The college/university should include the following:

- an opening statement confirming that the college/university is entitled to receive funds from the program;
- the college/university department’s mission statement;
- the supervised visitation program’s mission statement;
- the names of the organizations entering into it;
- the 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;
- dates by which the responsibilities and obligations of each party will be completed;
- the actions of the program staff and volunteers to cover property damage;
- a statement confirming that funds are being used for the purpose for which they were provided;
- a general statement that the college/university and the supervised visitation program are agreeing to collaborate;
- the college/university department’s mission statement;
- the supervised visitation program’s mission statement;
- the names of the organization the program is applying to receive funds from usually provides a form to be used. The form includes areas to be filled in by both the organization and the program.

TIP 1213

The college/university should provide a form that allows the college/university to be in the position to receive funds from. The college/university should provide a form that allows the college/university to be in the position to receive funds from. The college/university should provide a form that allows the college/university to be in the position to receive funds from. The college/university should provide a form that allows the college/university to be in the position to receive funds from.

The Evidence of Match

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

Establishing Communication

- Each organization should designate a contact person.
- For a large supervised visitation program, this could be the director or another staff member to handle issues with student volunteers.
- The college/university should inform the program of any use of photographs of clients or client-specific information.
- Any use of photographs or client-specific information must be approved by the client or parent.
- Determine what kinds of public relations and advertising activities need to be approved by the other organization.
- Decide whether the representatives will communicate in writing or orally.
- Determine what kinds of public relations and advertising activities need to be approved by the other organization.

CAUTION!

- 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 college/university 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 or the Florida Commission on Community Services' value for volunteer time found at www.independentsector.org under research.
  - The program staff may need to obtain a letter from a realtor to establish the fair market rental value of property.

Exhibiting Communication

COMMUNICATION DURING THE COLLABORATION

I Graduate.

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

—Brynn, Social Work major
USE OF STUDENT VOLUNTEERS AND INTERNS

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

Volunteers

1. Look on the college/university's websites for contact information or other college/university organizations which can be used by the visitation program staff to find volunteers. These lists include the college/university websites which can be used by the visitation program staff to find volunteers. Appendix B contains a list of Florida's Public Colleges and Universities, Appendix C contains a list of Florida's Accredited Social Work Education Programs in Private Colleges and Universities, and Appendix D 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.

2. Call the organization and ask for the name of the person in charge of student activities or the department that handles student activities.

3. Contact the college/university's department that handles student activities.

4. Contact the college/university's department that handles student activities.

These are four ways supervised visitation programs can use college/university volunteers.

Resolving Disagreements

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

1. Attempt to anticipate possible problems and include the method of resolution in the interagency agreement.
2. Make sure the supervised visitation program has a grievance process that can be used by parents who have complaints.
3. Decide how student complaints about the visitation program will be addressed.
4. Set up a small committee of people from the college/university and the program.
5. Consult with the college/university's department that handles student activities.

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
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

- The class description: a written document given to each student at the beginning of the class. It explains what the supervised visitation program does.
- 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's honor code and grading system;
  - The class description with objectives;
  - Information regarding the required criminal background screening and who pays the cost for it.

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

Step 2: 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 who have certain felony convictions.
- The supervised visitation program may also request that the students be interviewed before they are allowed to take the class.
- Information regarding any cap on the number of students who can enroll;
- Information regarding any prior approval by the instructor that is required.

Checklist of Items to Include in the Class Description

- Include requirements for volunteers and staff, such as their academic standing.
- Include requirements for the class, such as the college’s honor code and grading system.
- Include requirements for the program, such as the program’s policies and procedures.

Service Learning

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

Service Learning in a Supervised Visitation Program: Student Service in a Supervised Visitation Program

1. Notice the press: It would be appropriate to have publicity regarding the supervised visitation program. This includes publicity for the supervised visitation program, the service organization, and the college/university. This provides publicity for the supervised visitation program.
2. Provide specific instructions for the project: It is a good idea to have specific project instructions.
3. Talk to the person about the service project: The person should be the one to give the volunteers and the organization their project instructions.
4. Ask if the organization needs volunteers: If a good idea, then a specific project.
5. Agree to a date and time for the volunteers to help the supervised visitation program. It is a good idea to have a specific date.
6. Follow up with the organization: Follow up with the organization to help them understand the details of the project.
7. Notice the press: It is a good idea to have publicity regarding the supervised visitation program.
8. Have specific instructions for the project: It is a good idea to have specific project instructions.
9. Provide a meal or snacks for the volunteers: It is a good idea to provide a meal or snacks for the volunteers.
10. Remember to thank the volunteers and organization with a letter or a commendation in the local newspaper.
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:

1. Be 19 years old;
2. Have acceptable results from a background check in accordance with Florida Department of Law Enforcement standards for child care providers;
3. Attend a screening interview with the visitation program director or his/her designee, including:
   a. An application review;
   b. 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);
   c. Executing an affidavit of moral character;
   d. 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);
4. Successfully complete minimum training requirements.

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

Students know the material before they begin monitoring visits. Whether there will be a test or exam at the end of the training to ensure students know the material at the end of the training to ensure college/university representatives should discuss the following considerations:

How the Student Will Be Graded: Although the college/university ultimately determines how the students will be graded, the program representatives and students must consider the following:

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 representatives and students must consider the following:

1. Whether there will be a test or exam at the end of the training to ensure students know the material at the end of the training to ensure students know the material before they begin monitoring visits.
2. Whether the students will be observed by the instructor while they monitor visits and be graded based upon their performance during the visits.
3. Whether part of the grade will be based on the students’ attendance and timeliness in attending visits;
4. 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.

Successful completion of the training requirements will be required of the students, such as:

1. Be 19 years old;
2. Have acceptable results from a background check in accordance with Florida Department of Law Enforcement standards for child care providers;
3. Attend a screening interview with the visitation program director or his/her designee, including:
   a. An application review;
   b. 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);
   c. Executing an affidavit of moral character;
   d. 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);
4. Successfully complete minimum training requirements.
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 cards 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 the sheriff’s department or city/county law enforcement;
  • 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; and

CAUTION! "It’s great to see children having fun with their parents."
—Jihae, Psychology student

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 version by contacting the district DCF employee responsible for fict or change. The visitation program staff should obtain the latest version of the Florida Department of Children and Family Services’ 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.

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

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 or 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;
• and
• other topics as may be required by the Florida Clearinghouse.

Step 4: Recruiting the Students

The supervised visitation program representative should determine how many students the program needs based on the number of 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.

Method of Recruiting:

The program representative should discuss the best methods of recruiting students with the college/university representative. The program representative should discuss the program's needs with the college/university and determine how many students are needed. The program representative should determine whether the students will be:

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

The program representative and college/university representative need to do:

• keep all of the results confidential in the event that students are selected;
• contact the DCF screening employee with any questions; and
• contact the college/university representative with any questions.

Contact the College/University Representative:

Where any convictions prohibited by law are discovered during the background check process, the student shall not be hired. The program representative should discuss the program's needs with the college/university.

The program representative shall discuss the program's needs with the college/university and determine how many students are needed. The program representative should determine whether the students will be:

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

The program representative and college/university representative need to do:

• keep all of the results confidential in the event that students are selected; and
• contact the DCF screening employee with any questions.

Contact the College/University Representative:

Where any convictions prohibited by law are discovered during the background check process, the student shall not be hired. The program representative should discuss the program's needs with the college/university.

The program representative shall discuss the program's needs with the college/university and determine how many students are needed. The program representative should determine whether the students will be:

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

The program representative and college/university representative need to do:

• keep all of the results confidential in the event that students are selected; and
• contact the DCF screening employee with any questions.
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;
- 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;
- 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 supervisors.

"The training gave me skills I will use throughout my career."
—Cristin, Social Work major
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.

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 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;
• performance objectives the intern must meet;
• copy of the Florida Supreme Court Standards, the supervised visitation program.

In addition to the Florida Supreme Court Standards, the supervised visitation program provides and help with the administrative duties of the program. The college/university will require that the program provide student interns. The college/university can utilize students in the following standards:

Standards Specific to Interns: The college/university will require that the program provide student interns.
The decision to terminate a student's service as a volunteer in the visitation program can be made by the program's director or instructor and the college/university. The program's director or instructor will be included in any decision or consultation. The decision will be documented and recorded in the student's file. The college/university will collaborate with the college/university to recognize volunteerism.

**Reasons for Termination:** Some possible reasons for the termination of a student's service as a volunteer include:

- Violation of professional boundaries between program staff and students.
- Inappropriate behavior in a way that puts a client at risk.
- Violation of Florida law.
- Violation of confidentiality.
- Violation of personal information, transportation, or client rights.
- Inappropriate clothing.
- Violation of the program's policies.
- Noncompliance with the program's policies.
- Nonattendance or late attendance.
- Performance issues leading to a review of the student's performance.
- Student's right to serve as a volunteer is rescinded.
- Termination due to personal reasons.
- Termination due to program needs.

**Procedure for Termination:** The following is a suggested procedure for terminations from service as a volunteer:

- The decision to terminate a student's service as a volunteer 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.

**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 program staff and students.
- Inappropriately transports a client in the student's car.
- Consistently wears inappropriate clothing to the visits.
- Behaves in a way that puts a client at risk.
- Violates Florida law.
- Violates confidentiality.
- Violates program policies.
- Consistently violates personal information, transportation, or client rights.
- Violates professional boundaries between program staff and students.
- Noncompliance with the program's policies.
- Nonattendance or late attendance.
- Performance issues leading to a review of the student's performance.
- Student's right to serve as a volunteer is rescinded.
- Termination due to personal reasons.
- Termination due to program needs.

**Termination of Students**

The supervised visitation program and college/university should decide on the procedures for terminating students. The decision to terminate a student's service as a volunteer 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.

**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 program staff and students.
- Inappropriately transports a client in the student's car.
- Consistently wears inappropriate clothing to the visits.
- Behaves in a way that puts a client at risk.
- Violates Florida law.
- Violates confidentiality.
- Violates program policies.
- Noncompliance with the program's policies.
- Nonattendance or late attendance.
- Performance issues leading to a review of the student's performance.
- Student's right to serve as a volunteer is rescinded.
- Termination due to personal reasons.
- Termination due to program needs.

**Procedure for Termination:** The following is a suggested procedure for terminations from service as a volunteer:

- The decision to terminate a student's service as a volunteer 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.

**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 program staff and students.
- Inappropriately transports a client in the student's car.
- Consistently wears inappropriate clothing to the visits.
- Behaves in a way that puts a client at risk.
- Violates Florida law.
- Violates confidentiality.
- Violates program policies.
- Noncompliance with the program's policies.
- Nonattendance or late attendance.
- Performance issues leading to a review of the student's performance.
- Student's right to serve as a volunteer is rescinded.
- Termination due to personal reasons.
- Termination due to program needs.

**Termination of Students**

The supervised visitation program and college/university should decide on the procedures for terminating students. The decision to terminate a student's service as a volunteer 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.

**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 program staff and students.
- Inappropriately transports a client in the student's car.
- Consistently wears inappropriate clothing to the visits.
- Behaves in a way that puts a client at risk.
- Violates Florida law.
- Violates confidentiality.
- Violates program policies.
- Noncompliance with the program's policies.
- Nonattendance or late attendance.
- Performance issues leading to a review of the student's performance.
- Student's right to serve as a volunteer is rescinded.
- Termination due to personal reasons.
- Termination due to program needs.

**Procedure for Termination:** The following is a suggested procedure for terminations from service as a volunteer:

- The decision to terminate a student's service as a volunteer 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.

**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 program staff and students.
- Inappropriately transports a client in the student's car.
- Consistently wears inappropriate clothing to the visits.
- Behaves in a way that puts a client at risk.
- Violates Florida law.
- Violates confidentiality.
- Violates program policies.
- Noncompliance with the program's policies.
- Nonattendance or late attendance.
- Performance issues leading to a review of the student's performance.
- Student's right to serve as a volunteer is rescinded.
- Termination due to personal reasons.
- Termination due to program needs.

**Termination of Students**

The supervised visitation program and college/university should decide on the procedures for terminating students. The decision to terminate a student's service as a volunteer 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.

**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 program staff and students.
- Inappropriately transports a client in the student's car.
- Consistently wears inappropriate clothing to the visits.
- Behaves in a way that puts a client at risk.
- Violates Florida law.
- Violates confidentiality.
- Violates program policies.
- Noncompliance with the program's policies.
- Nonattendance or late attendance.
- Performance issues leading to a review of the student's performance.
- Student's right to serve as a volunteer is rescinded.
- Termination due to personal reasons.
- Termination due to program needs.

**Procedure for Termination:** The following is a suggested procedure for terminations from service as a volunteer:

- The decision to terminate a student's service as a volunteer 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.

**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 program staff and students.
- Inappropriately transports a client in the student's car.
- Consistently wears inappropriate clothing to the visits.
- Behaves in a way that puts a client at risk.
- Violates Florida law.
- Violates confidentiality.
- Violates program policies.
- Noncompliance with the program's policies.
- Nonattendance or late attendance.
- Performance issues leading to a review of the student's performance.
- Student's right to serve as a volunteer is rescinded.
- Termination due to personal reasons.
- Termination due to program needs.
TABLE OF CONTENTS
FOR WEB-BASED FORMS
http://familyvio.ssw.fsu.edu

Appendix A Initial Contact Letter
Appendix B Florida's Public Colleges and Universities
Appendix C Florida's Accredited Social Work Education Programs in Private Colleges/Universities
Appendix D Florida's Public Community Colleges
Appendix E Interagency Agreements
Appendix F Match Documentation Checklist
Appendix G Employer Reference Check Form
Appendix H Intern Agreement
Appendix I Supreme Court of Florida Minimum Standards for Supervised Visitation Program
Appendix J Syllabus for Florida Public Colleges
Appendix K Local Criminal Background Check Form
Appendix L Release of Information
Appendix M Training Record
Appendix N Match Form
Appendix O Guidance of Discipline
Appendix P Code of Conduct
Appendix Q Administrative
Appendix R Match Form for Supervised Visitation
Appendix S Schedule for Supervised Visitation
Appendix T Class Description
Appendix U Match Documentation Form
Appendix V Internship Agreement
Appendix W Florida's Public Community Colleges
Appendix X Programs in Private Colleges/Universities
Appendix Y Florida's Accredited Social Work Education Programs
Appendix Z Initial Contact Letter

AVAILABLE RESOURCES
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
Supervision of Good Moral Character
Technical assistance to existing and emerging programs
Development of a new Supervised Visitation Center in an information brochure
Starting a New Supervised Visitation Center: an informational brochure
Institute for Family Violence Studies
Clearinghouse on Supervised Visitation
FSU School of Social Work
Tallahassee, FL 32306-2570
Fax: (850) 644-9750
Phone: (850) 644-6303
Clearinghouse on Supervised Visitation
FSU School of Social Work
Tallahassee, FL 32306-2570
Fax: (850) 644-9750
Phone: (850) 644-6303
Available resources
- 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
- Supervision of Good Moral Character
- Technical assistance to existing and emerging programs
- Development of a new Supervised Visitation Center in an information brochure
- Starting a New Supervised Visitation Center: an informational brochure
- Institute for Family Violence Studies
- Clearinghouse on Supervised Visitation

ADDITIONAL CONTACTS
Karen Oehme, Esq., Program Director & Attorney
Clearinghouse on Supervised Visitation
FSU School of Social Work
Tallahassee, FL 32306-2570
Fax: (850) 644-6303
Phone: (850) 644-9750
email: fsuvisit@aol.com
Toll-free number: 1-866-822-4630

Sharon Maxwell, Ph.D., Director
Institute for Family Violence Studies
FSU School of Social Work
Tallahassee, FL 32306-2570
Fax: (850) 644-6303
Phone: (850) 644-9750
email: fsuvisit@aol.com
Toll-free number: 1-866-822-4630