

# DEVELOPING AN INTERN PROGRAM TO END GENDER-BASED VIOLENCE



## A STEP-BY-STEP MANUAL



**CENTER FOR RELATIONSHIP ABUSE AWARENESS**

EDUCATION, TRAINING & ACTION

# DEVELOPING AN INTERN PROGRAM TO END GENDER-BASED VIOLENCE: A STEP-BY-STEP MANUAL

Produced by:



**CENTER FOR RELATIONSHIP ABUSE AWARENESS**

EDUCATION, TRAINING & ACTION

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*“About suffering they were never wrong,  
The Old Masters: how well they understood  
Its human position; how it takes place  
While someone else is eating or opening a window  
or just walking dully along.”*

— W.H. Auden, “*Musee des Beaux Arts*,” 1940

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*“There comes a time when one must take a position that is neither  
safe, nor politic, nor popular, but s/he must take it because  
conscience tells him it is right.”*

— Martin Luther King, Jr.



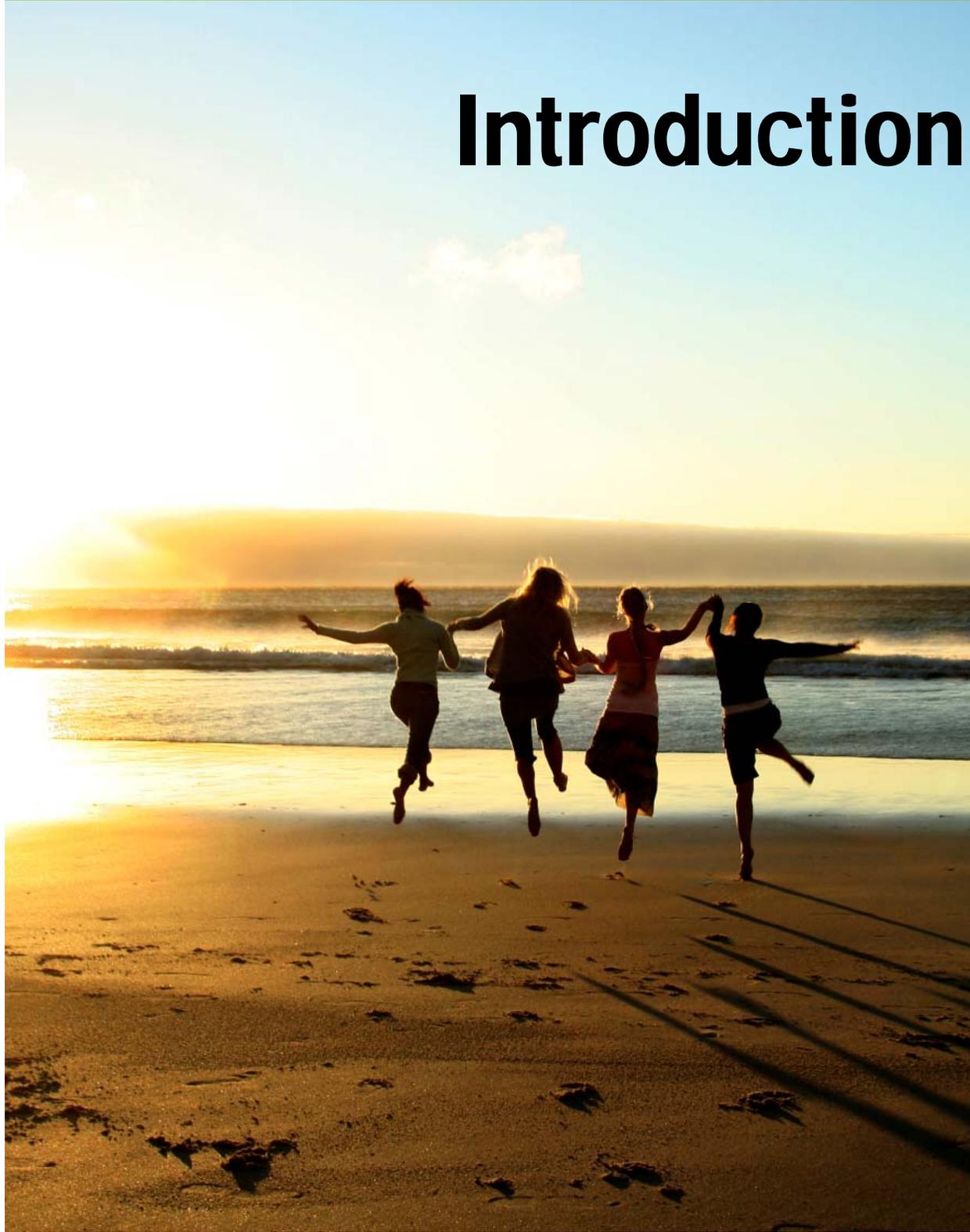
# CONTENTS

<b>1</b>	<b>Section 1: INTRODUCTION</b>	<b>6</b>
	ENGAGING THE NEXT GENERATION	7
	WHO SHOULD USE THIS MANUAL?	8
	DEFINITIONS	9
	OVERVIEW	10
<b>2</b>	<b>Section 2: SETTING UP</b>	<b>11</b>
	PLANNING YOUR PROGRAM	12
	CREATE AN ACTION PLAN AND TIMELINE	12
	CREATE INTERN POSITIONS	13
	SAMPLE INTERN POSITIONS	14
	WHAT MAKES AN INTERNSHIP PROGRAM SUCCESSFUL?	15
	SET UP A FILE-SHARING SYSTEM	16
	SECURE A MEETING OR OFFICE SPACE	16
	DETERMINE PAYMENT OPTIONS	16
	DEVELOP APPLICATION MATERIALS	16
	INTERN APPLICATION CHECKLIST	17
	SAMPLE INTERN APPLICATION	18
	DEVELOP INTERN POLICIES AND ORIENTATION MATERIALS	20
	NEW INTERN PACKET	20
<b>3</b>	<b>Section 3: RECRUITMENT</b>	<b>21</b>
	SEARCH FOR INTERESTED STUDENTS	22
	DIVERSITY	23
	APPLICATION MATERIALS	23
	SAMPLE INTERN RECRUITMENT EMAIL	24
	PRELIMINARY SCREENING	25
	PRE-INTERVIEW	25
	INVITE APPLICANTS FOR INTERVIEW	26
	CONDUCTING INTERVIEWS	26
	ASSESSMENT TOOL: PRE-TEST	26
	SAMPLE INTERVIEW QUESTIONS	27
	INTERN ACCEPTANCE	29
	INTERN ORIENTATION	29
	INTERN ORIENTATION CHECKLIST	30
	INTERN POLICIES AND INTERN AGREEMENT	31
	EDUCATIONAL TRAINING AND PEER EDUCATION	32
	TRAINING LEVELS	32
	SAMPLE INTERN AGREEMENT	33

# CONTENTS

<b>4</b>	<b>Section 3: MANAGING</b>	<b>34</b>
	To Do Lists	35
	SAMPLE TO DO LIST	36
	CREATING AND MANAGING MAILING LISTS	37
	INTERN SCHEDULE COORDINATION	38
	CREATING AN INTERN WORK CALENDAR	38
	STAFF MEETINGS	39
	ORGANIZING A STAFF MEETING: CREATE AN AGENDA	39
	WRITING MEETING MINUTES	40
	CONTENT MEETINGS	41
	INTERN APPRECIATION	42
	<b>Section 4: CREATING AND MAINTAINING SUSTAINABILITY</b>	<b>43</b>
	HOW-TOS	44
<b>5</b>	HOW-TO TEMPLATE	45
	SAMPLE HOW-TO	46
	SAVING SYSTEM	47
	STUDENT COLLABORATION: SUSTAINABILITY PLANS	48
	END OF INTERNSHIP AND PRE-SUMMER WRAP-UP	48
	SAMPLE WRAP-UP CHECKLIST	49
	ADDITIONAL RESOURCES	50
	<b>Section 5: APPENDIX</b>	<b>51</b>
<b>6</b>	SAMPLE INTERN APPLICATION	53
	SAMPLE INTERVIEW INVITATION EMAIL	58
	SAMPLE INTERVIEW DECLINATION EMAIL	58
	SAMPLE INTERN CHECKLIST	59
	SAMPLE SUMMER RECRUITMENT EMAIL	61
	SAMPLE INTERN INTEREST RESPONSE EMAIL	62
	SAMPLE PRE-TEST	64
	SAMPLE INTERN OFFER LETTER	67
	SAMPLE INTERN AGREEMENT	69
	SAMPLE INTERN POLICIES AND PROTOCOLS	71
	SAMPLE HOW-TO	74
	SAMPLE STAFF MEETING AGENDA	75
	SAMPLE STAFF MEETING MINUTES	76
	SAMPLE CONTENT MEETING AGENDA	77
	SAMPLE INTERN APPRECIATION "THANK YOU" EMAIL	78
	SAMPLE INTERN APPRECIATION "SAVE THE DATE" EMAIL	79

# Introduction



# Introduction

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This manual is a product of the efforts of the staff and interns of the non-profit organization, the Center for Relationship Abuse Awareness (the Center), and is intended to aid in the creation or enhancement of an Internship Program to End Gender-Based Violence at a college or university in the United States.

## **Why should we focus on the next generation?**

The Center believes that the future of the movement to end gender-based violence depends on our ability to successfully invest in young leaders. We all remember being young, passionate, and eager to make change, but running up against archaic policies, programs with too few resources, and a system that is unwilling or unable to hold perpetrators accountable in meaningful ways. We must empower young leaders, giving them the tools to overcome obstacles so that they remain energetic and active within the movement into their professional lives.

This manual focuses on the nuts and bolts of creating an Internship Program that emphasizes these tools and provides the next generation with the support, resources and knowledge to sustain and strengthen the movement to end gender-based violence.

## **What was our model?**

In 2005, the Center established an internship program for students seeking an entry point into the movement to end gender-based violence. Through a grant from the Office on Violence Against Women in 2006, the Center partnered with Stanford University and shifted its focus to on-campus populations. With limited resources and a lot of work to accomplish, the Center internship program sought to fulfill two purposes; to achieve all the goals required under the grant, with only one staff director, and to provide a space for leadership development. The Center moved off campus in 2012 upon completing the goal of institutionalizing a response to gender-based violence at the University. The program was—and continues to be—managed by one staff person, and has successfully trained and managed 65 interns since 2006.

In creating this manual, contributors drew upon their experiences as interns and Intern Program Directors; recalling the barriers and benefits of organizing, managing and sustaining an intensive internship program with the limited resources of a small non-profit organization. The manual is thus intended for use by small non-profits, though a similar internship program may be implemented at an organization of any size, with a connection (or possibility for a connection) to a college or university.

### **Who Should Use this Manual?**

It is designed for use by the Director or Manager of an internship program or someone in a position to start a new program. For the purpose of this manual, the individual managing the interns, and the intern program, will be referred to as the Intern Program Director or Program Director.

### **Who is the Intern Program Director?**

The Intern Program Director should be familiar with the spectrum of issues encompassed by the term “gender-based violence” in order to provide guidance for the internship program.

- In a non-profit or university, it may be someone hired specifically to start or run an internship program
- In a one- to two-employee organization, it may be the Director of the organization, or the Program Director
- In a larger organization, it may be the Volunteer Coordinator
- In a university, it may be the Director of an OVW grant, the Director of a Sexual Assault/Relationship Abuse program, or a Women’s Center Director
- In some cases, it may be a student serving as an Intern Program Coordinator

If your organization does not exist on campus, but you would like to establish a relationship with a university, find a faculty or university staff liaison to help you coordinate. This is a college/university faculty or staff member who provides guidance to your interns and can serve as a liaison between your organization and students.

### **Why the Details?**

In a small non-profit, providing a manual with detailed instructions to a new Program Director reduces the time and cost of training a new employee. In addition, this manual contains detailed information to guide a student intern or student Intern Coordinator in developing and running a program step-by-step. Some details may appear obvious and are included as checklist reminders; every step may not be applicable to every organization. For many students, this internship may be their first job. We found that interns appreciate even the smallest reminders in order to focus more of their energy on developing creative and innovative strategies to advance the movement.

## DEFINITIONS

**Gender-Based Violence/Gender Violence:** For the purposes of this manual, the term “gender-based violence” will be used to encompass the spectrum of issues associated with men's violence against women, including but not limited to domestic violence, sexual violence, dating violence and stalking. Your program may focus on a specific issue or set of issues, and this language is intended to be inclusive such that the manual is relevant to a broad variety of programs and organizations.

**Intern:** For the purposes of this manual, the term “intern” will be used in reference to students involved in your program in paid and unpaid positions, as well as non-student volunteers. The intent of this language is discussed further in the following section.

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*“Interning with the Center has been one of the most rewarding and empowering experiences of my life. The Center has helped me find my voice as an advocate, as a friend, as a person who believes that everyone deserves to live a violence-free life. The Center has given me the tools to affect change, but the most important skill I’ve learned is the courage to speak out, with the facts, with compassion, with the knowledge that the movement to end violence against women is a movement that affects all of us. In no small way, my life has been changed by this internship. I am sure that I have made a difference, and I am even more certain that I will continue to do so.”*

*- Center Intern*

# Overview

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**This manual is divided into six sections:**

1. Introduction
2. Setting Up
3. Recruitment
4. Managing
5. Creating and Maintaining Sustainability
6. Appendix

**Setting Up** covers logistical details required to start an internship program, such as clarifying your goals, developing intern positions and application materials, and setting up a file server.

**Recruitment** provides an overview of the recruitment process, including soliciting and reviewing applications, conducting interviews with applicants, and organizing and conducting intern orientations.

**Managing** includes tips on intern management, holding staff meetings, developing intern projects, and the importance of intern appreciation events.

**Creating and Maintaining Sustainability** offers guidance on sustaining a student intern program with an inherently high turnover rate, as well as tips for organization and internship wrap-up.

**Appendix** contains sample documents discussed in the previous sections. All materials were produced by the Center for Relationship Abuse Awareness.

# Setting Up



# Setting Up

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## PLANNING YOUR PROGRAM

Before you begin recruiting interns, develop a course of action for your program or organization. This section outlines how to create an action plan, how to create a timeline for your program or organization, how to create intern positions, and how to develop application materials. Sample materials are included in the Appendix.

### CREATE AN ACTION PLAN AND TIMELINE

- Convene a brainstorming session, and include any senior group or organization members to articulate and discuss what you hope to accomplish through an internship program. Doing so will assist you in clarifying what needs to be done, as well as how interns can contribute to meeting these goals.
  
- Create a detailed action plan for your organization, spanning at least one full fiscal year. Think about the following questions:
  - What goals would you like your organization to achieve? By when?
  - What events or deadlines do you know about? Include grant deadlines, awareness campaigns, fundraisers, presentations, conferences, and on-campus projects with which your organization is involved or that are related to your organization's work.
  
- Create a timeline of the goals, events and deadlines you identified. Notice especially busy times as well as lulls in your organization's obligations.
  
- Create a list of goals specific to your internship program. Think about the following questions:
  - What do you hope to accomplish through an internship program?
  - What do you want interns to gain from the experience (i.e. leadership skills, understanding of the issues, etc.)?
  - What activities can you build into the program to achieve the above (i.e. staff meetings, reading days, leadership retreats, etc.)?

## CREATE INTERN POSITIONS

Using your action plan and timeline, determine how interns could best assist you in meeting your goals and how many interns you realistically need to do so.

Develop descriptions for any positions you currently need filled or will need filled later in the year. You do not need to distribute or advertise all positions as open, but having a complete set of position descriptions based on your goals will help you manage your interns and assign tasks.

**As you develop your intern position list, consider the following:**

- 1. What responsibilities do I feel comfortable having an intern do in this position?**
  - Do you want a Board Liaison Intern to attend board meetings or do you want them only to assist with preparing materials and writing meeting minutes?
- 2. What tasks are required to maintain or expand the organization?**
  - Do you need a financial intern to assist with financial reports and bookkeeping? Do you need a Grants Intern to assist with writing grant applications?
- 3. Is there enough work in a particular area to sustain an intern position for an entire academic year?**
  - If you find you do not have tasks to sustain an intern position for an entire year, consider combining them (ex. A Social Media Intern may double as a Website Intern)
- 4. Are there particular requirements or desired skills for any given position?**
  - You will have to train interns, but there may be skills you require of candidates for particular positions. For example, you may want a Financial Intern to be familiar with QuickBooks and/or Excel, or you may want to look for a Student Organizations Liaison that lives on campus and is familiar with student groups.
- 5. How many interns do you feel capable managing at once?**
  - You want your interns to contribute meaningfully to the organization as well as for them to find the experience valuable and educational. You should expect to spend considerable time training interns, but consider how many students you can consistently support and provide with valuable work.

## THE “GENERAL” INTERN

If your organization or program is small, start with one “general” intern position and gradually create distinct positions when the need arises.

### SAMPLE INTERN POSITIONS

Administrative Intern	Grants Intern
Board Liaison	Student Government Liaison
Brochure and Materials Development Intern	International Student Programming Coordinator
Committee Coordinator	Research Intern
Dorm Panel Coordinator	Legislative Intern
Intern/Volunteer Coordinator	LGBT Liaison
Training Preparation Coordinator	Sexual Assault Presentation Coordinator
Fraternity and Sorority Education Intern	Men Against Abuse Now (or other men against violence group) Liaison
Fundraising Intern	Student Groups Liaison
Protocol Development Intern	kNOW MORE Liaison

### MAKE IT OFFICIAL

In addition to providing a roadmap for your organization, creating titles and intern positions lends credibility to your program. As discussed in the following sections, making it clear to applicants and accepted interns that you expect them to treat their internship like a job will make students feel valued and more likely to take their responsibilities seriously. Details such as calling students interns rather than volunteers; implementing Intern Agreements and offer letters; and creating titles and position descriptions will make your program appealing to applicants eager to become leaders in the movement to end gender violence.

## WHAT MAKES AN INTERNSHIP PROGRAM SUCCESSFUL?

A successful internship program is one that allows the next generation of activists to participate in and help direct the movement to end gender-based violence. The following are suggestions for making your interns feel valued, passionate about the issues, and engaged in the movement.

- **Be a mentor.** Encourage interns to talk to you about ideas or projects for which they are passionate, and offer them guidance. It may take time, but advertising yourself as a mentor fosters a community of inclusion in which this exchange of expertise can take place.
- **Give interns meaningful tasks.** While not every assignment will be exciting, explain to interns that in a non-profit, there is no “busy work”—everything you ask them to do directly contributes to your organization’s operation and sustainability, and therefore the goal of ending gender violence.
- **Prioritize self-care.** Burnout is notoriously high in organizations that focus on gender-based violence. Acknowledge to interns that this is a difficult field and that they need to take care of themselves if they are going to continue helping others. Encourage interns to take breaks, express their frustrations about an issue with you, or otherwise provide them means to process their experiences.
- **Educate interns.** Every question is an opportunity for education. By providing interns knowledge on the issues and engaging them in conversation, you are providing them with the tools to engage their peers in conversation about relationship abuse, sexism, rape, and other forms of gender-based violence. Doing so strengthens the growing community of young people speaking out about gender-based violence, and ultimately strengthens the movement.
- **Be open to new ideas.** Listen to interns’ ideas and provide thoughtful feedback.

### **SET UP A FILE-SHARING SYSTEM**

Before hiring interns, establish a file-sharing system that enables interns to access copies of files necessary for their work. If your internship program is attached to an existing organization or program, you may already have a system in place. If not, there are several options available:

- Review local colleges' or universities' policies on file servers for student groups. You may be able to obtain space on a school's existing server system for your interns' files.
- Upload your files to a cloud or Google Documents-style service
- Store a copy of your files on an external USB drive and keep it in a place where interns can access it when needed. This may be less effective with a larger program.

### **SECURE A MEETING OR OFFICE SPACE**

If your organization has a private office space already, you may not need to seek additional meeting or work spaces for interns. However, if your office is located off campus or does not have enough workspace available, you may want to reserve an on-campus meeting space on a weekly basis for staff meetings.

### **DETERMINE PAYMENT OPTIONS**

If your organization has the resources available to pay interns or provide stipends, arrange this internally. If your organization does not, research community work-study options at your local college or university. Many schools have a program established to provide students with financial compensation for work and/or to provide course credit for internships.

### **DEVELOP APPLICATION MATERIALS**

Once you have clarified the goals for your program and developed your desired positions, create advertising and application materials for recruitment, including:

- Intern Application
- Interview Questions
- Intern Checklist
- Intern Manual / How-Tos

**INTERN APPLICATION CHECKLIST****What do you need applicants to know about your program?****What do you need to know about the applicants?**

- A description of the organization and internship, including intern responsibilities
- Application deadline (if applicable)
- Requirements of the internship
  - Duration (one full academic year recommended)
  - Weekly staff meetings
  - Required trainings or coursework to be completed prior to or concurrent with the internship
- Qualifications (if applicable)
  - Demonstrated knowledge or previous coursework on the issues
  - Desired skills
- Applicant information
  - Name
  - Year
  - Major
  - Contact information
- Application questions
  - Include questions about the applicant as well as content-related questions. A sample set of application questions is included in the Appendix.
- Additional application materials (if desired)
  - Writing sample
  - Professional reference(s)

## SAMPLE INTERN APPLICATION

### SEE APPENDIX FOR COMPLETE APPLICATION

#### APPLICATION FOR AN EXCITING INTERNSHIP!

All students—**women and men, undergraduate and graduate**—are encouraged to become involved. We highly encourage **men** and **graduate students** to apply.

#### APPLY TO BECOME AN INTERN!

##### COMPENSATION FOR AN INTERN

This internship is eligible for Community Service Work Study.

##### ROLES AND RESPONSIBILITIES OF AN INTERN

Interns develop violence prevention projects and provide peer leadership to their student communities about:

- What to do if sexually assaulted or abused
- How to prevent sexual violence and relationship abuse
- How to engage men and women as allies in ending men's violence against women and gender-based violence in LGBT relationships

Interns are an essential part of the Center for Relationship Abuse Awareness and will work to build a healthy community, free from violence against women.

Interns will be selected from undergraduate and graduate populations, Greek houses, athletic programs, student government, and Community Centers, including the Women's Center, the LGBT Community Resource Center, the International Center, the four ethnic centers, and other areas of student life.

#### REQUIREMENTS

- Must be available on campus for 4 quarters total.
- Attend mandatory weekly 1 hour meetings during those four quarters.
- Develop, implement and evaluate your approved educational plan during internship
- **Undergraduate students:** Prior to or during the internship, complete the 4-unit Course on Violence Against Women in Fall Quarter, and 1 unit weekly section\*\*
- **Graduate students:** Complete a one day training seminar (which will be scheduled at a later date).

**\*\*To be considered for the internship, students must attend the first class.**

## SAMPLE INTERN APPLICATION

SEE APPENDIX FOR COMPLETE APPLICATION

### APPLICATION PROCESS

1. Submit the Intern Application Questions.
2. Submit two Intern Reference Forms (form on last page of application)
3. Complete Interview/s with Center for Relationship Abuse Awareness staff
4. Register for the Violence Against Women course.\*

\*Since the selection process for the Internship Program happens on an ongoing basis, enrollment/completion of the Fall Violence Against Women course does not need to happen prior to starting this program. If a student is accepted into the Internship Program after the course has begun, however, s/he is required to complete the course the following year.

### INTERN ROLES AND RESPONSIBILITIES

**For four consecutive quarters, for 6 hours per week, Interns will:**

- Identify and work to change all aspects of the campus culture that perpetuate attitudes, beliefs and behaviors that result in gender-based violence
- Serve as role models for an effective community response by challenging attitudes, beliefs and behaviors that result in gender-based violence
- Attend/promote major campus events related to dating and sexual violence, e.g. Take Back the Night
- Attend weekly Staff Meetings

\*\* See Appendix for sample Intern Application Questions and Reference Form

## DEVELOP INTERN POLICIES AND ORIENTATION MATERIALS

Establishing a set of clear guidelines and policies for interns will aid you in the orientation process, discussed in Section 2. These policies will convey the degree of professionalism you expect of your interns.

Depending on the structure of your program, your policies might include any or all of the following materials. These materials comprise the New Intern Packet. A sample of the Intern Agreement, Intern Checklist and Intern Orientation Guide are included in the Appendix.

### NEW INTERN PACKET

**Intern Agreement:** Outlines the commitments to which interns agree to fulfill. This might include your expectations regarding required trainings, number of shift hours per week, meeting attendance, guidelines for representing your organization, and a late/absence policy.

**Confidentiality Statement:** Clearly states that personal information revealed or obtained in connection to work with your organization is confidential, and that release of privileged information is grounds for termination of an internship.

**Intern Checklist:** To be used during orientation, a checklist that outlines required readings, documents, and protocols to review as a portion of training to be conducted at the start of an internship.

**Intern Orientation Guide:** This guide is a good vehicle for providing new interns information about your organization; the Program Director, staff, and faculty advisor (if applicable); your procedures and other policies; staff meetings; office etiquette; important contact information or passwords; and related/partner groups or organizations.

# Recruitment



# Recruitment

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To develop an internship program, you will need a plan for finding and screening interns. The following process can be implemented both at the start of your program development and, as interns turn over periodically thereafter.

There are several steps to successfully recruit new interns to your organization:

- Search for interested students
- Ask students to complete an application
- Conduct a pre-interview screening with all applicants
- Conduct a full interview with qualified applicants
- Notify all applicants of your decision and invite successful applicants to an intern orientation

## SEARCH FOR INTERESTED STUDENTS

- Create an email draft and electronic flier announcing Internship Opportunities (see p. 24 for a sample recruitment email)
- If local colleges/universities maintain a listserv system for student groups, send out the email to the appropriate email lists and re-send periodically.
- Post job descriptions to campus job lists and send to any campus career centers. Post on off-campus websites, such as craigslist.com and idealist.org
- Decide if you are interested in having corporate volunteers and advertise accordingly
- Research practicum requirements at local colleges/universities and recruit students seeking practicums (see box on next page for more information)
- Connect with on-campus cultural centers and conduct outreach

### PRACTICUM REQUIREMENTS

Many MSW programs and some undergraduate programs, such as Feminist Studies and Human Biology, require students to complete a practicum. If a school nearby has such a program, determine if your organization is eligible and the necessary steps to making your internship opportunities available to their students.

### CORPORATE VOLUNTEERS

Many large corporations have specific programs for their employees to get involved in volunteer work in their communities. Depending on the services you offer, you may be able to work with corporations to recruit volunteers to help with daily operations, fundraising, awareness and events.

### DIVERSITY

A range of perspectives will enrich your outreach and allow you to engage a broader audience in activism. The following are a few ways to seek diversity on campus:

- In your advertisements and informational materials, expressly encourage students from all backgrounds and professional fields/interests to apply
- Reach out to cultural centers on campus, such as:
  - Women's Community Center
  - Black Community Center
  - Chicana/o Community Center
  - Office of Religious Life
  - LGBTQ Community Center
  - Asian American Community Center
  - International Student Community Center
  - Native American Community Center
- Create intern/liaison positions to directly connect with and involve diverse communities in your programming (see p. 14)

### APPLICATION MATERIALS

When students express interest in interning with your organization, send them an application with information on your program, and enter each student's information into a spreadsheet to keep track of all interested individuals. You will be able to fill in some information after initial contact, and other information you will receive as interested individuals progress through the application process. A sample spreadsheet is provided on p. 25.

**SAMPLE INTERN RECRUITMENT E-MAIL**

PLEASE FORWARD WIDELY:

**Join the team!**

The Center for Relationship Abuse Awareness encourages all students to become allies in ending gender-based violence in their communities.

Interested? Here are three ways to get involved:

**Apply for an Internship!**

Applications accepted on a rolling basis until September 17th.  
For more information, visit: <http://stoprelationshipabuse.org/>

**Download an Application:** <http://stoprelationshipabuse.org/pdfs/stanford-app.doc>

**Join an exciting Fall course!**

Enroll in **Violence Against Women: Theory, Issues, and Prevention**.  
2-4 units (audit available). Meets T/Th from 3:15-4:45 PM

To enroll or find out more, please contact [ABC@university.edu](mailto:ABC@university.edu).

**Join Stanford's Men Against Abuse Now (MAAN) group!**

All people have the right to live their lives free of violence and men have a very important role to play in the effort to make the Stanford community free of violence.

Contact [ABC@university.edu](mailto:ABC@university.edu) for more information.

SAMPLE APPLICANT SPREADSHEET									
Name	Grad Year	Dept./ Major	Email	Phone	App. Received (Date)	Interview Date	Accepted (Y/N)	Position	Start Date
Applicant 1									
Applicant 2									
Applicant 3									
Applicant 4									

**PRELIMINARY SCREENING**

Hiring interns is an investment, and it is important to understand if applicants are a good fit for the organization early in the process. A preliminary screening based on application materials can reduce the time spent interviewing candidates.

In addition to your requirements for interns, consider the following in your preliminary screening:

- How long is the applicant available to intern?
- Why is the applicant interested in your organization? Is this a resume filler?
- What other commitments does the applicant have at this time?
- Is the applicant a survivor of relationship abuse? If so, do they have access to resources and an appropriate support network?
- What level of knowledge does the applicant have about domestic violence? How much training on the issues is required?

**PRE-INTERVIEW**

A pre-interview consists of a few questions about the candidate’s background and a brief overview of your program. Pre-Interviews may be conducted in person or by phone. Eliminate any candidates who immediately do not seem like a good fit or are unable to satisfy all of your basic requirements.

## INVITE APPLICANTS FOR INTERVIEWS

Once you have screened applicants, determine which students you want to invite for interviews and respond to each applicant individually.

- If the applicant seems like a good fit, schedule an interview.
- If the applicant does not seem like a good fit, thank the applicant for their interest in your organization and clearly state that you are unable to offer them an interview at this time. If there are events or trainings they can attend in the near future, include this information in your response.
- **Sample email responses may be found in the Appendix.**

## CONDUCTING INTERVIEWS

Interviews will assist you in deciding if applicants are right for the position and provide you with an opportunity to assess their level of understanding of the issues, including victim-blaming tendencies and comprehension of the root causes of gender violence. An applicant does not need to know everything about gender-based violence that they might learn in an official training, but they should at least demonstrate good intuition and motivation for wanting to become involved.

## GETTING THE INFORMATION YOU NEED FROM INTERVIEWS

- Review a candidate's application materials prior to the interview and note any questions about their responses or inclusions that arise.
- Utilize prepared interview questions as a guide, but be flexible—if other questions arise, ask them in the moment or write them down.
- If you were unable to obtain all desired information from a pre-screening, include any logistical questions or necessary follow up to clarify points such as a candidate's existing commitments or work-study eligibility (if applicable).
- Based on your interview, are there responses that concern you? Red flags? Projects for which a particular candidate might be well-suited?
- Provide information about your organization and review internship requirements with the candidate. Note their response.
- Ask candidates to complete a "Pre-Test" at the beginning of your interview.

## ASSESSMENT TOOL: PRE-TEST

Requiring applicants to complete a Pre-Test before your interview can illuminate red flags and problematic beliefs as well as provide a sense of how much training an applicant will require about gender-based violence. In addition, a Pre-Test can provide a valuable evaluation metric when coupled with an identical Post-Test completed at the conclusion of a student's internship. This evaluation is one measure of how much an intern learned through your program and can be very useful for grants and funders.

## SAMPLE INTERVIEW QUESTIONS

### Questions for All Intern Candidates

- What do you think you bring to this internship? What do you hope to gain from being an intern?
- Talk about your experience working independently. Do you prefer working alone or in teams?
- How do you plan to balance everything on your plate in order to participate in this internship? Tell me about a time when you had too many things to do and you had to prioritize your tasks. How did you manage your time?
- What might be some barriers to implementing sexual or dating violence education on campus that you foresee?
- Give some examples of victim blaming behavior from your experiences, the media, movies, etc.
- Why do you think it's difficult for a survivor to disclose a sexual assault or relationship abuse?
- Tell me about a time when you had to use presentation skills to influence someone's perceptions/opinions.
- Tell me about your organizational skills—do you work better in a structured or more flexible environment?

Men should be encouraged to apply for internships and student groups. Best practices indicate the importance of requiring additional screening to assess defensiveness about discussing men's violence against women, self-awareness regarding "rape culture" and motivation for joining. In some cases, these screening tools have identified perpetrators of gender-based violence who are applying in order to manipulate a partner. Therefore, additional screening of male candidates should be integrated into the interview process.

## SAMPLE INTERVIEW QUESTIONS

### Questions for Male Intern Candidates

- How do you handle questions like, "What about the men? They're also abused...why aren't we talking about that?"
- What do you think of when you hear a friend say, "I know a guy who was falsely accused"?
- What role do you feel men play in relationship abuse?
- How do you think men can work to help make a difference in the field of DV prevention and awareness?
- What motivates you personally in becoming involved in this kind of prevention & awareness work?
- When an instance of assault or abuse occurs, where do you think the responsibility lies?
- Is this for a community service requirement?
- Have you ever been accused of domestic violence or sexual assault? Have you ever been charged with DV or SA?
- What are types of controlling behavior?
- Do you think women provoke men into abusing them?
- Do you think that women abuse just as much as men?

## INTERN ACCEPTANCE

After each interview or after all interviews are complete, decide to which applicants you want to extend offers. Notify all interviewed candidates of your decision and invite successful candidates for an orientation.

### Declining Applicants

Thank the applicant for their time and interest in your organization, and clearly state that you are unable to offer them a position at this time. Include information on upcoming events and trainings. Ideally candidates will continue their involvement in the movement to end gender-based violence.

### Accepting Applicants

Thank the applicant for their time and interest in your organization, and clearly state that you are offering them a position. If hiring for a specific position, include their title in your communication to them. Attach a formal Intern Offer Letter (included in the Appendix) and ask them to sign it, confirming their acceptance of the position. Once an applicant accepts your offer, schedule a time for the applicant to complete an orientation in your office.

## INTERN ORIENTATION

Once an intern has accepted your offer, familiarize them with perspectives on gender-based violence, as well as the protocols and structure of your office through an Intern Orientation. An orientation may be a group or individual orientation, depending on how many interns you are hiring. The following page provides a checklist for organizing and running an Intern Orientation.

### GOOD HOUSEKEEPING TIPS

- Add every intern's email to an Intern Email List. See "Creating and Managing Mailing Lists" (p. 37) for more information.
- Add every intern's information into an Intern Contact Information database. The Applicant Spreadsheet (p. 25) is a good template.
- Add every intern's work schedule to an Intern Hours Calendar. See "Intern Schedule Coordination" (p. 38) for more information.

### Intern Orientation Checklist

The following points outline a general schematic for an Intern Orientation. This outline may be adapted for an individual or group orientation.

- ❑ Email the new intern(s) with your availability in the office and set a time for orientation. Confirm your appointment a day or two before the orientation.
  - Fridays work well for students because people tend to have fewer classes.
  - Include the address of and directions to your office, if needed.
  
- ❑ Prepare an Orientation Agenda. You will want to cover the following topics:
  1. Introductions
    - Introduce yourself and ask the intern(s) to say something about themselves
    - Plan an “icebreaker” activity for large group orientations
  
  2. Background of your organization, including:
    - The mission, vision, and/or goals of your organization
    - The history of the organization
    - What your organization does or produces
    - Your partner organizations, if applicable
    - Statistics or additional facts about your organization
  
  3. People they should know
    - Introduce the Executive Director, staff and other interns they will meet
  
  4. How your organization works, including:
    - Computer and physical filing systems
    - To Do lists
    - How-Tos
    - Important protocols
    - The spirit of the organization
  
  5. Your expectations of interns
    - Review your Intern Policies in their entirety
    - Review the New Intern Packet materials
    - Emphasize any expectations that are especially important, such as representing the organization and self-care
  
  6. Include time in your agenda for interns to ask questions about the organization and daily operations

- Prepare copies of the following for each intern:
  - Intern Policies
  - New Intern Packet
  - Bring a physical folder for each intern; this will be their Intern Folder
  - **Sample materials are included in the Appendix**
  
- Conduct the orientation
  
- Review the Confidentiality Statement with the intern. Answer any questions they have and then ask them to sign it.
  
- Review the Intern Agreement point by point with the intern. Answer any questions they have and then ask them to sign it.
  
- Copy signed Confidentiality Statement and Intern Agreement
  - Put one copy in the intern's Intern Folder
  - Keep another copy for your personnel files

### **INTERN POLICIES AND INTERN AGREEMENT**

Creating clear and detailed protocols and expectations are imperative to the success of your internship program. Particularly when you only have one staff person, ensuring interns have read these documents by reviewing them thoroughly in orientation is necessary. The samples provided in the Appendix are based on the experiences of past interns. Some of the consistent questions interns ask you will be surprising—as a result, the protocols are very detailed. This document gives us a chance to pass on the information we've learned to best ensure interns have a satisfying experience. Encourage interns to make suggestions to the protocols for the benefit of future students.

Often interns do not realize how much their work affects your organization's goals, mission and funding. An Intern Agreement not only delineates your expectations but will aid interns in making the transition between seeing themselves as students volunteering for an hour to leaders making a difference in the movement.

A more detailed Intern Agreement can be found in the Appendix.

## EDUCATIONAL TRAINING AND PEER EDUCATION

In addition to orienting students to organization's procedures, educational training is a crucial component of preparing interns to represent your organization. All interns should complete a basic training on gender-based violence with additional emphasis on the issues relevant to your organization's focus. Basic training can be accomplished through a variety of means, including:

- Attending presentations or trainings;
- Completing an 8-hour student certification training;
- Completing a quarter/semester-long course on violence against women, if your university or college offers one and provided that your organization agrees with the professor's approach;
- Reading articles/books that align with your organization's vision and values;
- Watching videos or movies

### Training Levels

The level of training each intern receives may differ based on their position and responsibilities. For example, an Administrative Intern needs a basic level of training on topics such as warning signs and types of abuse, dynamics of power and control, and identifying and responding to victim-blaming. In contrast, a Fraternity and Sorority Education Intern is required to complete 40 hours of training (comparable in breadth and detail to training required of domestic violence advocates) before they are allowed to lead presentations. Requiring students to attend a scheduled training or course can reduce the amount of time taken from the internship for training.

## SAMPLE INTERN AGREEMENT

**As an Intern for the Center for Relationship Abuse Awareness (the Center), I hereby agree to the following:**

- 1.To demonstrate respect for and ability to establish good working relationships with staff, fellow volunteers and interns of all ethnic, religious, social and economic backgrounds.
- 2.To complete the required hours of training before I can begin my work for the Center and commit to working with the Center for at least one year.
- 3.To be accountable and forward any e-mails or requested tasks that require action to the coordinator/another volunteer so that it will be completed even if I can't do it. I understand that for any leave of absences, I am responsible for completing any on-going work and/or delegating this work to another intern/volunteer.
- 4.To notify the coordinator if I am unable to make a volunteer shift or will be late for a shift and to modify appropriate shifts on the Center Google calendar.
- 5.To ensure sustainability by keeping ongoing to-do lists for each project.
- 6.To attend every bi-weekly Center staff/intern meeting in order to check in with and to exchange information with fellow staff, volunteers and interns.
- 7.To read and be accountable for information contained in all correspondence received from the Center.
- 8.To maintain as strictly confidential all information related to the Center which I am privileged to receive. This includes experiences related to me by fellow volunteers, interns and staff.
- 9.I understand that the Center reserves the right to discontinue training or volunteer service for individuals that do not appear to be a match for the Center.

**This agreement shall remain in effect until I end my volunteer/intern commitment.**

Signature \_\_\_\_\_

Date \_\_\_\_\_



# Managing



# Managing

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This section outlines procedures for managing and keeping track of interns and their projects. Many of these tasks can be delegated to a specific intern, such as an Intern Coordinator, who can assist your organization's staff in managing interns.

## **To Do Lists**

An easy way to indirectly manage interns is to have them maintain To Do lists. A To Do list is simply a list of tasks/projects you assign to an intern. You can then ask them to add tasks to their To Do list without immediately explaining the task or providing instructions, allowing you to assign and return to projects without them slipping through the cracks. To Do lists also aid interns in keeping track of the steps required to complete a project, writing How-Tos (p. 44) and implementing sustainability.

### **INTERN TIPS FOR MANAGING TO DO LISTS**

- **Prioritize:** Within each heading, organize to do items by urgency, with more urgent tasks higher up on your list. If you are unsure of the priority level for a task or its deadline, ask the Director or a senior staff member as soon as possible;
- Take notes when meeting with a Director or other staff and add tasks to your To Do lists as soon as possible to avoid forgetting about them;
- Whenever the Director or senior staff explains a To Do list item to you, write up the details of the task in your To Do list;
- For any request received by email, review the message upon receipt to determine its urgency. If you are not in the office or will not be able to complete the request in a timely manner, notify the Director or senior staff as soon as possible;
- Include any relevant phone numbers or email addresses for each task in your To Do list so this information is easily accessible.

**SAMPLE TO DO LIST**

**PRIORITY**

- 1. Review How-Tos for creating a Facebook campaign
- 2. Respond to training request for fraternity

**TO DISCUSS WITH PROGRAM DIRECTOR**

- 1. Email from E. Ensler (received 4/30)

**INTERN COORDINATION TASKS**

- 1. Send out follow-up emails to interested students
  - a. Waiting for application from Jane R.
  - b. Schedule interview with Paul D.
- 2. Change application on website

**UPCOMING/LONG TERM PROJECTS**

- 1. Leadership Retreat recruitment
- 2. LGBT panel
  - a. Meet with Ted for preparation

**COMPLETED**

- 1. Completed bathroom flyers for dorms
- 2. Updated Orientation Manual: Filed in Volunteer Management folder

## CREATING AND MANAGING MAILING LISTS

Email lists are an effective means of disseminating important information to your interns, and can also become a forum for discussion. Ideally you will want to create two email lists:

1. A list of all the interns so you can easily send mass emails to organize meetings and events that are only relevant to their position or the organization.
2. A list of groups or individuals who are interested in your organization and/or the issues you cover. The best way to recruit students to this list is to circulate sign-up lists at relevant centers and groups throughout the university, such as the Women's Community Center and at Resident Assistant trainings. This list will include:
  - Students interested in joining your organization
  - Students who want to be informed about gender-based violence and relevant news
  - Students interested in attending campus events
  - Staff or volunteers at other campus organizations
  - Training participants
  - Interns

If your organization or local college/university does not support student group listservs or email lists, you can create your own email lists using Google. Assign an intern the task of managing these email lists, which includes adding new interns and removing interns once they are no longer at your organization.

### MAILING LIST GUIDELINES

Depending on how you utilize your mailing list(s), you may want to develop a set of guidelines on how to manage them. Consider the following:

- How will you moderate posts to the lists? What constitutes inappropriate content?
- Who can post directly to the group? Who (and how many) are your list administrators?
- What are the consequences for members if they post inappropriately or spam the list?
- If maintaining a second email list of interested individuals, what is the process for members to request removal from the list?

## INTERN SCHEDULE COORDINATION

Depending on how many interns you have, you may need to be very structured about where interns will work. Many organizations may only have one or two computers available for interns. If you have additional workspace, you may ask interns to bring in their personal laptops. You will want to know when each intern will be in the office to schedule meetings, assign projects, and designate workspace.

Aside from “Creating an Intern Schedule,” the tasks described in this section may be assigned to a student Intern Coordinator, so that an intern is responsible for managing the calendar. If you decide not to have a student Intern Coordinator, these responsibilities may be given to a staff member.

Request your new intern’s preliminary work hours at orientation and input these hours into an Intern Work Calendar. If your organization does not have access to a shared calendar system, you can create a free calendar using Google Calendar and share this with interns and staff.

### Creating an Intern Schedule

Before inputting hours into a calendar, consider the following questions:

- Are there interns who need a supervisor present?
- Are there interns who are allowed to open the office themselves and work on their own?
- How many interns can be assigned to a time-slot at one time?

Based on your answers to these questions, relay any requirements or limitations (i.e. there is only space for three interns in the office at a time) to your Intern Coordinator.

### Creating an Intern Work Calendar

- Prior to adding any intern hours, clearly indicate holidays, office closures, days when the Program Director is out of the office, and relevant school vacations on the calendar.
- Add the desired hours interns provided during orientation to the calendar to create a preliminary schedule. Note any specific days or times when either too many or too few interns are scheduled to be in the office. Ask interns to adjust their hours as needed.
- Instruct interns to tell you if they need to change their hours and assist them in rescheduling their shift.

### **Time Logs**

A Time Log is a simple spreadsheet of the days, times, and cumulative hours an intern works. Keeping track of volunteer and intern hours ensures that interns are meeting your program requirements and is a valuable metric for grants and funders. An electronic copy of a Time Log template should be made available to interns at the start of their internship. Remind interns to submit their Time Logs on a monthly basis.

### **STAFF MEETINGS**

Staff meetings are a valuable opportunity to introduce new interns to each other, keep everyone up to date on relevant organization operations and make administrative announcements. This is also an important time to help interns understand their role as a leader and how their projects are contributing to a larger mission.

The Program Director, all senior staff, and all current interns should plan to attend Staff Meetings on at least a biweekly basis. However, this is not always possible. Schedule meetings for the time at which the most interns and staff members are available. If an intern is not able to attend a Staff Meeting, request that they schedule a time during their shift to review the meeting minutes with someone who attended the meeting.

Coordinating staff meetings is a great task to assign to an intern as it is another opportunity for them to take on leadership responsibilities. The instructions below should be given to an intern in order to organize a staff meeting.

#### **Organizing a Staff Meeting: Create an Agenda**

- Create an agenda in consultation with the Program Director. Write the agenda early so that items can easily be added as they arise.
- On every meeting agenda, allow time for each intern to provide a brief project update to the group. They may use this time to share progress of which they are proud, ask questions of the group and/or Program Director, or share tips or frustrations that may be relevant to other interns' projects.
- Indicate on the agenda if any articles, DVDs, activity materials or equipment are required for the meeting.
- Print a copy of the agenda for each intern/staff member, including the Program Director.

### Organizing a Staff Meeting: Meeting Prep

- Bring a copy of updated protocols and policies. Have an intern collect any necessary materials. Ask students to bring updated How-Tos.
- Email a reminder to the Intern Mailing List two days before the meeting and again the day of the meeting. Include the time, date and location of your meeting.
- Assign an intern (the Intern Coordinator or any other position) to take notes during the meeting and to prepare the meeting minutes from these notes after the meeting.

### Weekly Check-In Meetings

In addition to Staff Meetings, set a designated time to meet with each intern individually to assign tasks, complete training, review progress and ensure that each student has what s/he needs to feel that s/he is making a meaningful contribution to the organization.

## WRITING MEETING MINUTES

- Use the meeting agenda as a template for the minutes. Include a brief summary of what was discussed and/or decided next to each item.
- Create a section at the end of the minutes document labeled “For Next Meeting.” Move any items that were not discussed during the meeting from the body of the minutes to this section.
- Review the completed minutes with the Program Director. File a copy of the approved minutes in a “Staff Meetings” binder or folder.
- Email the minutes as an attachment to the Intern Mailing List as soon as possible after the meeting. In the body of the email, recap any items requiring action from staff and/or interns and include any relevant details, such as deadlines or links.

## CONTENT MEETINGS

Depending on the goals outlined for your internship program, as well as the level of education and training your interns have received, you may decide to alternate Staff Meetings with Content Meetings. Content Meetings are intended to provide interns with a deeper understanding of the issues for their personal education as well as to prepare them for answering questions about the issues.

Participation in content meetings is an important component of increasing interns' confidence in speaking about the issues on which your organization focuses. This can be facilitated by discussing articles on a particular topic or holding "Frequently Asked Question" (FAQ) sessions, in which you pose common questions about gender-based violence to interns (ex. "Why doesn't she leave the relationship if it's abusive?") and discuss responses.

Content Meetings are educational sessions and constitute part of an intern's leadership training. Create a schedule outlining which topic will be discussed on what date, in order of priority. Emphasize to interns that it is difficult to "make up" a missed Content Meeting—this is their time to share their thoughts, reactions to and any questions regarding gender-based violence.

A sample Content Meeting agenda is included in the Appendix. Note that at the bottom there is a list of packet contents. This is an example of some of the materials you might bring to meetings to illustrate past examples of evaluations, or research articles.

### SAMPLE CONTENT MEETING TOPICS

Campaigns: Implicit Theory	Strategies of Inclusion
Marketing this Topic	Legislative Updates
Developing a Committee	Perpetrator Accountability
Conducting Evaluations	Anti-Feminist Backlash
Facilitation Skills	Engaging Men
FAQ Session	Avoiding Burnout
Internship Testimonials	University Dilemmas

## INTERN APPRECIATION

Appreciation events make interns feel valued; and interaction in a non-work setting can help foster a sense of community within your organization.

### Intern Appreciation Emails

A good way to demonstrate your appreciation of interns and to keep morale high is to send periodic e-cards and to make physical cards for appropriate events. The following are ideas for coordinating intern appreciation efforts.

#### E-cards

Electronic cards are affordable and can be individualized or sent to a group of interns. Depending on your organization's program schedule, consider sending e-cards at any or all of the following times:

- At the end of each academic quarter
- Thanksgiving and other non-denominational holidays
- After finishing a large project
- Before big presentations (wish them good luck)
- Intern birthdays

Sites for e-cards:

- [www.jacquelawson.com](http://www.jacquelawson.com)
- [www.bluemountain.com](http://www.bluemountain.com) (free)

Consider asking local businesses to donate gift certificates in small amounts (i.e. \$5.00 or \$10.00) to give to interns.

### Intern Appreciation Events

In addition to intern appreciation cards and emails, you should hold an annual, bi-annual, or quarterly intern appreciation event that does not relate to the organization's work. Events such as intern hikes can also double as exercises in self-care (p. 48) by allowing interns time to reflect on their internship experience and the issues in a tranquil setting.

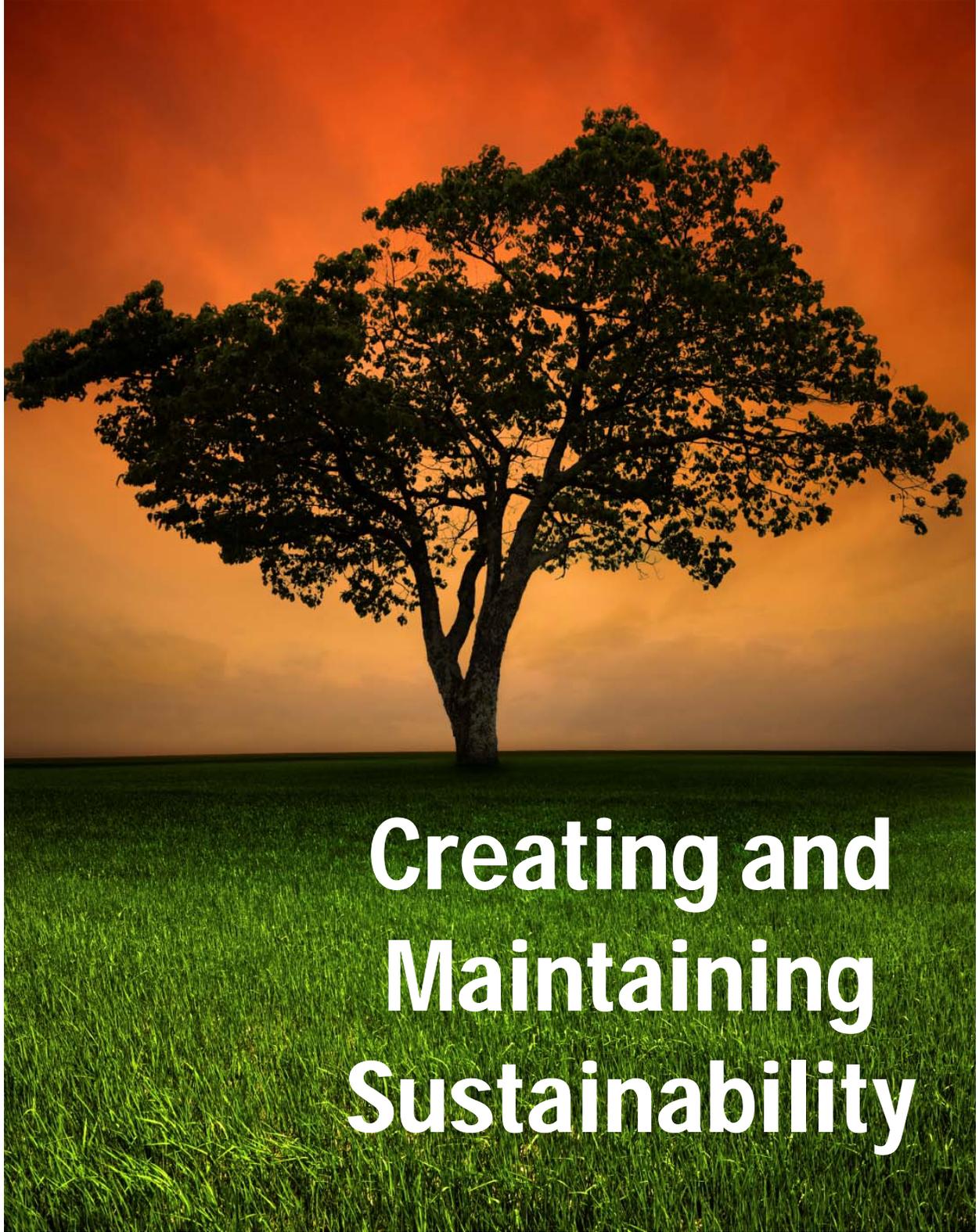
## SAMPLE INTERN APPRECIATION EVENTS

**Holiday Dessert Party for interns, staff and board members**

**Spring Picnic**

**Summer Intern Hike**

**Spontaneous milkshake or cupcake outings!**



# Creating and Maintaining Sustainability



# Creating and Maintaining Sustainability

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Sustainability is essential to any business, including non-profits. Given the limited financial and personnel resources of many non-profits, the need to ensure that information and ideas are captured, and time and money are not being wasted on reproducing work from year to year, becomes increasingly critical. This is especially true in the college/university setting, where rates of student intern turnover are naturally very high.

## How-Tos

Organization and documentation play a role in easing the transition process and can reduce the investment of a Program Director in training staff. A How-To, as the name implies, is a set of detailed instructions for a specific task, ranging in complexity from getting the mail or making color copies to organizing and running an eight-hour student training. Each How-To should be detailed to the extent that a new intern could follow the instructions with minimal guidance from the Program Director or other staff to successfully complete the task.

## Writing Effective How-Tos

- Be specific
  - Include file paths for electronic files and locations for physical files
  - Include contact information (name, phone, email) whenever applicable
- Save all How-Tos in a central location
  - Create an electronic How-To folder with all How-Tos organized by category, as appropriate (i.e. Administrative, Board Meetings, Website, etc.
  - Create a How-To binder that duplicates the How-To file organization with physical copies of all How-Tos.
- Keep track of when How-Tos were last updated
  - Note at the end of each How-To the date it was last updated and the name of intern who last updated it.
- Save all How-To relevant components as templates

## HOW-TO TEMPLATE

How To: \_\_\_\_\_ [the task]

1. \_\_\_\_\_
  - a. Step 1:
  - b. Step 2:
  - c. Step 3:
2. \_\_\_\_\_
  - a. Step 1:
  - b. Step 2:
  - c. Step 3:
3. \_\_\_\_\_
  - a. Step 1:
  - b. Step 2:
  - c. Step 3:

Created by [Name]

Updated [Date]



## SAMPLE HOW-TO

### How To: Policy Alert Position (Yes: Interns love this level of detail!)

You will receive various e-mails about new legislature and policy updates regarding domestic violence issues. Your job is to keep these updates organized and to meet with the Program Director to discuss any and all important updates you have received. Use your discretion with the e-mails you receive (there will be many!), and decide which ones are the most pressing. Make sure to meet with the Director every week or so to fill her in on any important updates. When you receive an e-mail, they will either be:

- ❑ **Urgent Action Alerts**
  - a. Alerts will generally involve updates on legislative bills, in which you will copy and paste a concise summary of what the bill involves and/or important points about the bill. Save this word document and any related materials in the Legislation folder, under Updates.
  - b. Sort these files by date, and assess whether they are “current” and need action or “old” updates that need to be filed and used for awareness
  - c. If any of these alerts seem especially pressing, notify the Director for a meeting to discuss the bill with her
  - d. Otherwise, create a section on your To Do List, and list any and all updates that need to be addressed in the near future
  
- ❑ **Requests for Letters of Support**
  - a. Support letters will be sent to you. If it is current/pressing:
    - Review the letter and copy and paste any necessary Center information and add the Director’s signature to the letter. Make sure to adjust the date and put the letter on Center letterhead
  - b. Fax the letter to any and all numbers listed: include ALL cc addresses
  - c. Keep a copy of the letter in the file titled “Letters of Support,” which is located by the student computer in the Director’s office
  - d. Save the letter and any related materials (fact sheets, etc) under Alerts in the Legislation folder
  
- ❑ **Funding**
  - a. If any funding opportunities arise, save the e-mails under Funding in the Fundraising folder. Notify the Director about this in a meeting.

Created by Lauren Activist, updated 4.10.12

## **SAVING SYSTEM**

A Saving System is a method by which interns save their work within the computer files. The purpose of such a system is to standardize the quality, production, and organization of important documents so any staff member or intern will be able to easily locate a file.

### **Saving Projects**

If interns are working on a draft that does not yet have a corresponding folder, ask them to save the documents in their own intern folder temporarily. Once the document is complete, ask them to save it in an appropriate existing sub-folder within your organization's main folder. If no such folder exists, instruct them on where to create a new folder and what to call it.

Note: Intern folders should also exist within the organization's file-sharing system and be accessible by any staff member or other intern. A staff member should be able to locate a project in progress simply by knowing which intern is working on it.

### **Updating Documents**

This is a system to save multiple versions of a document. Ask interns to Save As documents with the date on which it was updated in the file name (ex. "RA Training notes 7.3.11.doc"), to preserve both the new version and the old version(s).

Note: If there are many version of one document, consider creating an "Old" folder within the sub-folder to make the most recent version easy to find.

### **Color-Coding Physical Files**

Your organization likely already has a system in place for organizing physical files. To easily distinguish intern files from other files, it may be helpful to assign them a folder color (i.e. Yellow folders for Intern Folders, Purple folders for presentations, etc.).

It may also be helpful to keep files of a certain color in a specific location (i.e. keep all intern folders in one filing cabinet drawer).

### **STUDENT COLLABORATION: SUSTAINABILITY PLANS**

For larger research projects and intern-developed programs, consider having interns create “sustainability plans.” These plans are essentially detailed How-Tos for implementing larger anti-violence campaigns within a specific campus population (such as the Greek community, international community, religious community, etc.).

A sustainability plan should be instructive enough such that an intern who takes over a similar project(s) knows what they must do and when to successfully implement their projects. Interns will need to list what they did step-by-step while implementing their projects as well as include any program results or data that was gathered as a result of implementation.

### **END OF INTERNSHIP AND PRE-SUMMER WRAP-UP**

In a university setting, student interns often leave temporarily for the summer and may leave an internship permanently upon graduation or after a few years. Thus, it is important that any organization that relies on student interns has a detailed protocol for passing on and wrapping up student work so valuable ideas do not get lost as students move on. Below is a checklist for students to complete before each extended leave or when they complete their internship. This checklist may differ substantially depending on your organization’s file-sharing and saving systems.

After completing this checklist, interns will have items to discuss with the Director and/or senior staff, so plan to schedule meetings with interns near the end of the academic year.

## **PRACTICING SELF-CARE**

When working in the movement to end gender-based violence, sustainability takes on a dual meaning. It means not only ensuring that your work is continued, but also that the individuals doing the work—you and your interns—are taking steps to prevent burnout in order to maintain the passion and motivation necessary to continue your work. Encouraging interns to take breaks when they feel overwhelmed, to talk about how the issues are affecting them, creating a safe space and integrating activities that encourage stress relief (i.e. walks, hikes, office dance parties, out of office lunches, cupcake breaks, etc.) are simple ways to encourage self-care and prevent burnout.

## SAMPLE WRAP-UP CHECKLIST

- Clean Up Your Intern Folder**
  - Go through your Intern Folder and file all documents appropriately
  - Recycle anything that isn't relevant or does not need to be filed
  - Shred anything that you do not need but contains sensitive information
  - Keep any personal documents for your records, such as your Offer Letter or signed Intern Agreement
- Organize Your Project Folders**
  - Organize any projects for which you have been the primary worker
  - Make sure that any notes have been transferred appropriately and that the folder is complete (i.e. a copy of all relevant documents are in the file)
- Review Your To Do List**
  - Check that you do not have any urgent matters left to attend to
  - If there are items that you will not be able to complete, discuss them with the Program Director as soon as possible.
  - Transfer any projects for which you know there is an intern taking over them to the appropriate intern (i.e. the next Board Liaison Intern). Walk through all your notes and relevant How-Tos.
- Update and Transfer All How-Tos**
  - Complete any outstanding How-To documents and save them both to the electronic How-To folder and the How-To binder.
- Update and Transfer All Remaining Files**
  - Save any project files from your electronic Intern Folder to the appropriate file
  - Your Intern Folder should be empty except for your Time Log when you are finished (you will transfer your Time Log last)
- Complete a Post-Test**
  - Take the Post-Test evaluation and give this to the Program Director
- Write a Testimonial**
  - A testimonial is a written evaluation of your internship. Include what you enjoyed and what you take away from the internship
- Meet with the Program Director**
  - Meet with the Program Director and walk through your checklist to ensure that everything has been wrapped up properly
- Complete and Transfer Your Time Log**
  - Complete your time log and move it into the "Completed Time Log" folder.

## ADDITIONAL RESOURCES

### UNIVERSITY RESOURCES

The Center for Relationship Abuse Awareness offers educational resources on dating violence, domestic violence, sexual violence and stalking for universities to respond effectively to students and staff. For more information, visit:

<http://stoprelationshipabuse.org/services/university-training/>

### CONSULTATION

Contact [volunteers@stoprelationshipabuse.org](mailto:volunteers@stoprelationshipabuse.org) to receive consultation on:

- Starting a university program
- Starting an internship program
- Offering a Young Women's/Men's Leadership Retreat

### TRAINING RESOURCES

The Center for Relationship Abuse Awareness provides trainings and workshops for professional staff and students at colleges and universities, including the following:

#### Professional Staff Training

Resident Deans  
Resident Fellows  
Counseling Services  
Medical Services  
Law Enforcement  
Student Affairs Staff  
Athletic Staff  
Human Resources  
Judicial Affairs

#### Student Education

Resident Assistants  
Dorms  
Fraternities  
Sororities  
Athletes  
8-Hour Seminar  
Young Women's Leadership Retreat  
Young Men's Leadership Retreat

To request a training session, visit the Center's website:

<http://stoprelationshipabuse.org/services/request-a-training-session/>

**WWW.STOPRELATIONSHIPABUSE.ORG**



# Appendix



# Appendix

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**All materials included in the Appendix are produced by the Center for Relationship Abuse Awareness and subject to copyright.**

**You are welcome to utilize these materials as templates and resources.  
Publication without citation is prohibited.**



## SAMPLE INTERN APPLICATION

### APPLICATION FOR AN EXCITING INTERNSHIP!

All students—**women and men, undergraduate and graduate**—are encouraged to become involved. We highly encourage **men** and **graduate students** to apply.

### APPLY TO BECOME AN INTERN!

#### COMPENSATION FOR AN INTERN

This internship is eligible for Community Service Work Study.

#### ROLES AND RESPONSIBILITIES OF AN INTERN

Interns develop violence prevention projects and provide peer leadership to their student communities about:

- What to do if sexually assaulted or abused
- How to prevent sexual violence and relationship abuse
- How to engage men and women as allies in ending men's violence against women

Interns are an essential part of the Center for Relationship Abuse Awareness and will work to build a healthy community, free from gender-based violence.

Interns will be selected from undergraduate and graduate populations, Greek houses, athletic programs, student government, and Community Centers, including the Women's Center, the LGBT Community Resource Center, the International Cen-

### REQUIREMENTS

ter, the four ethnic centers, and other areas of student life.

- Must be available on campus for 4 quarters total.
- Attend mandatory weekly 1 hour meetings during those four quarters.
- Develop, implement and evaluate your approved educational plan during internship
- Undergraduate students: Prior to or during the internship, complete the 4-unit Course on Violence Against Women in Fall Quarter, (usually Tuesdays & Thursdays, 3:15-4:45 pm) and 1 unit weekly section (Time TBD)\*\*
- Graduate students: Complete a one day training seminar (which will be sched-

## SAMPLE INTERN APPLICATION

### APPLICATION PROCESS

1. Submit the Intern Application Questions.
2. Submit two Intern Reference Forms (form on last page of application)
3. Complete Interview/s with Center for Relationship Abuse Awareness interns staff
4. Register for the Violence Against Women course.\*

\*Since the selection process for the Internship Program happens on an ongoing basis, enrollment/completion of the Fall Violence Against Women course does not need to happen prior to starting this program. If a student is accepted into the Internship Program after the course has begun, however, s/he is required to complete the course the following year.

### INTERN ROLES AND RESPONSIBILITIES

**For four consecutive quarters, for 6 hours per week, Interns will:**

- Identify and work to change all aspects of the campus culture that perpetuate attitudes, beliefs and behaviors that result in gender violence
- Serve as role models for an effective community response by challenging attitudes, beliefs and behaviors that result in gender violence
- Attend/promote major campus events related to dating and sexual violence, e.g. Take Back the Night
- Attend weekly Staff Meetings

## SAMPLE INTERN APPLICATION

Please fill out the application below and submit via email to  
ABC@stoprelationshipabuse.org.

**Name:**

**Phone:**

**Email:**

**Major/Dept:**

**Graduation Year:**

1. Interns provide education and promote awareness about gender-based violence prevention to students of Stanford University. What experiences, including work, community service activities, academic courses, leadership roles, or other pursuits, have prepared you for this role?
2. Please tell us about what attracts you to this program, what you expect to get out of the experience, and what you feel you could bring to this program (i.e. perspective, passion, experience, enthusiasm, knowledge, or anything else you feel you would contribute).
3. Briefly discuss the following questions:
  - Why should students be educated about dating violence, sexual violence or relationship abuse? Describe a scene that illustrates this (e.g. from personal experience, friends, media, class conversations, etc.).
  - Briefly describe *one* prevention activity/educational outreach/resource that would effectively address relationship abuse and/or sexual violence on campus for women and describe another effective initiative for men.
  - What do you think causes sexual violence and/or relationship abuse (sexual assault, rape, dating abuse)?
  - What are some of the factors that make it difficult to leave an abusive relationship?
4. Please highlight any topics that interest you (we cannot guarantee that you will be assigned to a particular topic):

Athletic Programming

Fundraising

Website Development

International Student Issues

Fraternities/Sororities

Evaluation

## SAMPLE INTERN APPLICATION

### INTERN REFERENCE FORM

Interns are an essential part of the Center for Relationship Abuse Awareness and will work under the supervision of the Project Director to build a healthy community, free from gender-based violence.

Interns provide peer leadership to their student communities about:

- What to do if sexually assaulted or experiencing relationship abuse
- How to prevent sexual violence and relationship abuse against women
- How to engage men and women as allies in ending men's violence against women

You have been asked to be a reference for this applicant. Please fill out the form below and submit to [ABC@stoprelationshipabuse.org](mailto:ABC@stoprelationshipabuse.org)

1. Name of Candidate: \_\_\_\_\_
2. How long have you known him/her and in what capacity?
3. Please comment briefly on the following:
  - A. Briefly describe the applicant's qualifications for the position (comment on applicant's motivation and follow through, leadership and initiative, etc.)
  - B. What might be challenges for this applicant in performing the duties of this position?
  - C. Please comment on any other strengths and weaknesses you have seen in the applicant:

## SAMPLE INTERN APPLICATION

Reference's Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Date and place: \_\_\_\_\_

Thank you for taking the time to tell us more about this candidate. If we have questions about your responses, we may wish to speak with you further. Please tell us how to contact you.

Telephone: \_\_\_\_\_

Best time to call: \_\_\_\_\_

Email: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The forms may submitted by email to [ABC@stoprelationshipabuse.org](mailto:ABC@stoprelationshipabuse.org)



## SAMPLE INTERVIEW INVITATION EMAIL

Dear [Name],

Thank you for applying for an internship with the Center for Relationship Abuse Awareness!

We would like to schedule an informal interview with you next week, as a chance for us to get to know you better and for you to ask any questions you may have about the Center.

Are you available for an interview the afternoon of Tuesday, April 24, or the morning of Thursday, April 26? The interview will take approximately an hour.

Please let me know two or three times that would be convenient for you on these days. Please also let me know if you are able to come in to our office or if you are only available by phone.

Thank you, and I look forward to speaking with you!

[Name]  
Intern Coordinator

## SAMPLE INTERVIEW DECLINATION EMAIL

Dear [Name],

Thank you for applying for an internship with the Center for Relationship Abuse Awareness. Unfortunately, we are unable to offer you a position at this time.

We hope you will continue your involvement in the movement to end gender-based violence. Please consult our website for upcoming events and trainings.

Thank you!

[Name]  
Intern Coordinator

## SAMPLE INTERN CHECKLIST

### Intern Checklist

In this checklist, you will find a list of readings, activities, and films that will help orient you with the field of domestic violence and the Center. Please check each item as you complete them. The readings and movies are available in the Center office. Once you have completed all of the in-office tasks, send an email to the Director to set up a meeting to begin your internship projects. We want you to familiarize yourself with the office and how everything runs before you start doing projects and tasks!

#### Office Orientation

- If you have not done so already, take the Pre-Test.
- Sign the confidentiality statement.
- Look through relevant Center folders on the computer
  - Read “Activities for the Center”
  - Read How Tos and other folders that are relevant your projects
- Read the Intern Manual. Pay particular attention to the following:
  - Intern Policies and Protocols
  - Organization Proposal (a background of the Center)
  - Responding to Relationship Abuse at Stanford
- Read How-To Binder in the office. When starting a new task, always check to see if there is an existing How-To on the topic.

#### Readings—In Office

- Read the Intern Sustainability Reports.
- Read the pamphlet “Nature and Dynamics” (in the Intern Manual)

#### Readings—Content based (on your own time)

- Read the book Why Does He Do That? by Lundy Bancroft.
  - You can borrow a copy from the office, or purchase the book from the campus bookstore
- Read the following articles in the Intern Manual:
  - Organizing College Campuses Against Dating Abuse
  - Violence Against Women: How to Improve the Legal Services
  - Dating Violence Teen Intervention Program
  - The Problems with Individual Therapy for Batterers
  - The Myth of Alcohol and Sexual Assault

## SAMPLE INTERN CHECKLIST, CONT.D

### Movies

The Center has the following films that can be viewed at the office:

- “Tough Guise”
- “Defending Our Lives”

### Other

- Join the Center Facebook group (see How-Tos for more information)
- Observe or review one training or presentation by the Center for Relationship Abuse Awareness
  - Presentation files are located in the filing cabinet to the right of Director’s desk, three drawers down
- Visit our website: [www.stoprelationshipabuse.org](http://www.stoprelationshipabuse.org)
- Visit the following Domestic Abuse/Dating Violence websites:
  - [www.futureswithoutviolence.org](http://www.futureswithoutviolence.org)
  - [www.girleffect.org](http://www.girleffect.org)
  - [www.loveisnotabuse.com](http://www.loveisnotabuse.com)
- Read Stanford’s policy on sexual harassment, sexual abuse, domestic abuse, and dating violence—<http://www.stanford.edu/group/svab>

## SAMPLE SUMMER RECRUITMENT EMAIL

**Apply to be a summer intern and help spread awareness of and take action to end gender-based violence!**

Become involved with the Center for Relationship Abuse Awareness! All current freshmen, sophomores and juniors are encouraged to apply.

Summer positions are open until filled, with final selections announced by **April 20**.

### SUMMER INTERN RESPONSIBILITIES

Summer Interns will work at the Center for Relationship Abuse Awareness, a non-profit dedicated to providing dating violence education and training to the Bay Area community. Interns will have the opportunity to gain professional experience in non-profit development and the domestic violence field.

### SUMMER INTERN REQUIREMENTS

- Work for at least two months, preferably two and a half, although there is some flexibility.
- Work at the Center the following academic year for at least five hours a week.
- Work at least 20 hours a week, with a maximum of 35 (preference given to applicants who can work at least 30 hours a week).
- Attend the 8-hour Student Training Seminar (TBD) (*unless you have previously attended the Student Seminar or have taken the Violence Against Women: Theories, Issues and Prevention course*).

### PAYMENT OPTIONS

- Community Service Work-Study
- Volunteer

Email [ABC@stoprelationshipabuse.org](mailto:ABC@stoprelationshipabuse.org) for an application!

## SAMPLE INTERN INTEREST RESPONSE EMAIL

Dear [Name],

Thank you for your interest in a summer position with the Center! Here is some more information about the program. Please note that our office is located at 123 Address Ave., so interns will need to be on or near campus for most of the summer.

I have attached an Intern Application. Applications are being accepted on a rolling basis, so we encourage you to apply as soon as possible. If you are planning on applying, but need more time to secure letters of recommendation, please submit your application as soon as possible and include an expected date for letters of recommendation.

### Internship duties and responsibilities:

Intern positions require flexibility, and we assign projects based on student's unique interests, as well as on the Center's current needs and grant obligations. Here are some example intern duties and responsibilities.

- *Curriculum research/development:* Create an up-to-date collection of recent research regarding domestic violence and women's mental health issues. File in a useful, systematic way that will allow for future use as material for new curricula.
- *Material/brochure development:* Condense relevant material into readable, appealing brochures aimed to interest and educate specific target groups, such as teens.
- *Development of resource materials for website:* develop a set of accessible documents relevant to each key profession—health, law, education, students, etc.

## SAMPLE INTERN INTEREST RESPONSE EMAIL

*To be a summer intern you must commit to the following:*

- *Work for at least two months, preferably two and a half, although there is some flexibility.*
- *Work at least 20 hours a week, with a maximum of 35 (preference given to applicants who can work at least 30 hours a week).*
- *Work at the Center the following academic year for at least five hours a week.*

*All of our positions are currently unpaid, though we can accommodate students eligible for community service work-study or department credit. If you have any more questions, please do not hesitate to ask!*

*Sincerely,*

*The Center for Relationship Abuse Awareness Team*



**SAMPLE PRE-TEST**

This Pre-Test should be completed by each intern at Intern Orientation. Administer an identical Post-Test at the completion of each student's internship.

**PRE-TEST: PART 1**

**Name:**

**Date:**

**1. List three resources available to survivors of relationship abuse:**

- 1.
- 2.
- 3.

**2. List three helpful statements to make to a friend or peer who has experienced relationship abuse::**

- 1.
- 2.
- 3.

**3. List three examples of victim-blaming statements made about women who have experienced relationship abuse:**

- 1.
- 2.
- 3.

**SAMPLE PRE-TEST, CONT.D**

4. List four types of abusive behavior:

- 1.
- 2.
- 3.
- 4.

5. List three warning signs of relationship abuse:

- 1.
- 2.
- 3.

6. List six barriers to leaving an abusive relationship:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

7. Relationship abuse is *not* caused by what four factors?

- 1.
- 2.
- 3.
- 4.

## SAMPLE PRE-TEST, PART 2

### PRE-TEST: PART 2

**How confident do you feel about your knowledge of the following topics/areas (circle):**

1. Recognizing the nature and indicators of intimate partner violence:

Very Confident      Somewhat Confident      Not Confident      Don't Know

2. Understanding the basic concepts related to the abuse of power and control:

Very Confident      Somewhat Confident      Not Confident      Don't Know

3. Understanding how violence is connected to multiple factors in the environment in which it takes place:

Very Confident      Somewhat Confident      Not Confident      Don't Know

4. Describing the obstacles to leaving an abusive relationship:

Very Confident      Somewhat Confident      Not Confident      Don't Know

5. Describing the obstacles to disclosing and reporting relationship abuse:

Very Confident      Somewhat Confident      Not Confident      Don't Know

6. Understanding how to respond to friends or peers experiencing relationship abuse:

Very Confident      Somewhat Confident      Not Confident      Don't Know



**SAMPLE INTERN OFFER LETTER**

[Candidate Name]

[Date]

[Address]

[City], [State] [Zip]

Dear [Candidate Name],

The Center for Relationship Abuse Awareness is pleased to offer you an internship. In this position you will be reporting to [Name of Supervisor] and working from our office in [Location]. Your work will further us towards our mission to provide education and training so that communities and institutions respond effectively to women experiencing relationship abuse. On a theoretical level, this internship will provide you with an opportunity to learn more about the dynamics of relationship abuse. On a practical level, this internship will expose you to the operations of a small non-profit.

Because of the time it takes to train new interns, we ask all of our interns to commit to at least a year of work at the Center, attend all staff meetings, and receive proper training on this topic. For more information about what we expect from our interns, please see our Intern Agreement.

We ask that our interns treat this position like a job. This means that we will hold you accountable for the completion of any tasks we assign you. Your internship at the Center is an opportunity to build your resume; for example, past interns at the Center who excelled in their roles have received letters of recommendation for Harvard Law School and the US government's Fulbright program.

We are pleased to have you join the Center for Relationship Abuse Awareness team. If you have any questions, please do not hesitate to contact me at [Phone Number]. If for any reason you cannot accept this offer, please let us know as soon as possible.

(continued on next page)

## SAMPLE INTERN OFFER LETTER

We look forward to working with you in the future, and hope you will find your employment at the Center for Relationship Abuse Awareness a rewarding experience.

Sincerely,

[Signature]

[Name]

The Center for Relationship Abuse Awareness

### ACCEPTED AND AGREED:

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Name



## SAMPLE INTERN AGREEMENT

**As an Intern for the Center for Relationship Abuse Awareness (the Center), I hereby agree to the following:**

1. To demonstrate respect for and ability to establish good working relationships with staff, fellow volunteers and interns of all ethnic, religious, social and economic backgrounds.
2. To complete the required hours of training before I can begin my work for the Center and commit to working with the Center for at least one year.
3. To be accountable and forward any e-mails or requested tasks that require action to the director/another volunteer so that it will be completed even if I can't do it.
4. To notify the director/volunteer coordinator if I am unable to make a volunteer shift or will be late for a shift and to modify appropriate shifts on the Center Google calendar.
5. To ensure sustainability by keeping ongoing to-do lists for each project I am working on.
6. To attend every bi-weekly (or weekly as applicable) Center staff/intern meeting in order to check in with and to exchange information with fellow staff, volunteers and interns. If unable to attend a meeting, I agree to notify the coordinator to receive the information presented during the meeting.
7. To read and be accountable for information contained in all correspondence received from the Center.
8. To maintain as strictly confidential all information related to the Center which I am privileged to receive. This includes experiences related to me by fellow volunteers, interns and/or the director and any sensitive information with which I may come in contact.

(continued on next page)

## SAMPLE INTERN AGREEMENT

9. To use discretion and judgment when using examples to illustrate a point and to do so without specific identification of the person(s) involved.
10. To be willing and available for supervision and evaluations conducted by the Center staff on a yearly basis and when the need arises throughout the year. I understand that the Center reserves the right to discontinue training or volunteer service for individuals that do not appear to be a match for the Center.
11. To discuss any necessary leave of absences with the Center staff at the earliest possible date to determine the conditions and length of the absence. I understand that for any leave of absences, I am responsible for completing any on-going work and/or delegating this work to another intern/volunteer.
12. To notify the Center staff with as much notice as possible when I am no longer able to serve as an intern or volunteer for the organization.

**This agreement shall remain in effect until I end my volunteer/intern commitment.**

Signature \_\_\_\_\_

Date \_\_\_\_\_

## SAMPLE INTERN POLICIES AND PROTOCOLS

### Intern Policies & Protocols

#### **Why do we have these?**

These protocols are based on the experiences of past interns. This document gives us a chance to pass on the information we've learned to best ensure you have a satisfying intern experience.

**General Note:** If you have a question about how to do something, check the How-To Binder or the How-To computer folder. Feel free to ask for help after you've read through these Protocols, the How-Tos, and any other relevant computer or office folders.

#### **Meeting with the Program Director**

Whenever possible, meet with the Program Director in person to ask questions or discuss a project. If the Program Director is unavailable, email them to schedule a meeting.

#### **Emails**

When you email someone outside the organization (i.e. someone who is not on staff or an intern), always have the Program Director review a draft of your email first. Once your email has been reviewed, cc the Director or senior staff and send it.

As general practice, cc a senior staff member or the Director on messages regarding upcoming events, trainings, or anything requiring coordination with someone outside the organization. You do not need to cc senior staff if you are emailing another intern directly.

Save all emails you send as templates if you think they can re-used for either your position, another position, or for replicating the event/project at another time.

#### **Printer and Fax Machine Use**

1. To get instructions for using the **printer**, see: "Print in the Office—How To.doc" in the How-To folder or binder
2. To get instructions for using the **fax machine**, see: "Fax Machine—How to use.doc" in the How-To folder or binder
3. Yes, students ask us how to do this all the time =)

## SAMPLE INTERN POLICIES AND PROTOCOLS

### Working with the Media—Media Requests

You may be contacted by the media to answer questions about the Center or relationship abuse. Since you represent the organization, it is important to make sure we send the right message. If you are contacted:

- Request written questions from the journalist and do not answer any questions over the phone/in person
- Let the Director know immediately
- Work with the Director to see how she would like to proceed with the request.

### Answering the Phone/Taking a Message

If you're in the office and the phone rings, pick it up promptly and say: "The Center, this is \_\_\_\_ [your name]."

- If the person asks for the Program Director or a staff member but they are not in, take a message.
- Leave the note about the message on a visible spot on the person's desk and email the message to the Director or staff member. Make sure you include who called and how she can reach the person. This is important because they may be out for the rest of the day and we want to respond in a timely manner.

### What to do if Someone Calls About Abuse

If a survivor or a friend/relative/neighbor of a survivor calls the office for support, follow these steps:

1. "Thank you for calling. I'm sorry that you're going through this."
  2. "Unfortunately, our organization does not provide direct service; we focus on education and training. We do, however, refer people to domestic violence support services. Would you like me to give you their information?"
  3. "I have specific hotline numbers for San Jose and Sunnyvale, or I can give you the national hotline number which will then refer you to your local number. Which number would you like?
    - National Hotline: 24-hour free hotline 1-800-799-SAFE (7233)
    - Tell them: "When you call this number, they will ask you where you are located and then give you the local number for that area." (We don't want them to get discouraged when they have to call another number).
    - "At this hotline, they can refer you to support services in your area."
- *The national hotline is good for people that do not want to disclose where they are located. Make sure to give them this option.*

## SAMPLE INTERN POLICIES AND PROTOCOLS

### General Tips and Other Information

1. When a Director or Manager emails you and another person about a task, whoever can work on it first should “reply all” to let her and the other person know who will take care of the request. This makes sure it doesn’t get done twice, or not at all.
2. Time Log: Please update yours regularly. You will be asked to turn this in periodically when we need it for our records.
3. Generally, if an intern sends you an email and asks you to do something, this request is probably coming from a Manager, so take it seriously.

### Closing the Office Daily

1. Check to see if trash needs to be taken out
2. Turn off the printer
3. Vacuum
4. Tidy up as needed
5. Turn off all lights, fans, etc. when leaving

### Ending Your Internship

1. At the end of your internship, we will ask you to type up transition notes for the next person who will take over your role, schedule a wrap-up meeting with the Director, and clean out all your folders.
2. For more information, please see Interns/How-Tos/End Internship and SummerWrap-Up. How To.doc.

## SAMPLE HOW-TO

### How-To Create a Doodle

A Doodle is an online tool that allows you to create a survey and schedule an event based on respondents' availability. Doodles are useful for scheduling Staff Meetings, Intern Orientations, and other staff / internal events.

1. Go to [www.doodle.com](http://www.doodle.com).
2. Click schedule an event.
3. Type in relevant information (i.e. Staff Meeting, etc..)
4. Select dates (these should be ones you have talked with the director about)
5. Fill in time slots of possible times
6. Once you finish, they will give you information on the admin link and participation link. Save these and keep the admin link to yourself and send out the participation link to the list with information about what it is for.
7. Generally, it gives you three options: Can do, okay, can't do. Once people start filling it in, it will tally on the bottom the amount for those three options.
8. Send reminder emails and keep checking doodle to make sure everyone is doing it.
9. Once people have filled it out, look at the tallies and see which times works best for the most people.
10. Enter into spreadsheet:

INTERN AVAILABILITY SPREADSHEET SAMPLE						
Name	Mon.	Tues.	Wed.	Thurs.	Fri.	Hours
Intern 1	2:30-5PM				2:30-5PM	5
Intern 2	11AM-12PM	3-5PM	11AM-12PM	3-5PM		6
Intern 3				10AM-12PM	12-3PM	5
Intern 4	3:15-5PM	1-3PM		1-3PM		5
Intern 5	9:50-11AM		9:50-11AM	10AM-12PM	9:50-11AM	5

**SAMPLE STAFF MEETING AGENDA****Staff Meeting—April 10, 2012****Agenda**

- 1) **Introductions/Updates**
  - a. What's everybody working on?
  - b. Questions for the Director?
- 2) **How-Tos**
  - a. Any new How-Tos?
  - b. Remember to bring them to Staff Meetings
- 3) **Upcoming Events and Presentations**
  - a. Eight-hour student certification seminar
- 4) **Intern Protocols** *Handout*
  - a. Highlighted points to discuss
- 5) **Intern Party**
  - a. Location Update
  - b. Date and time?
- 6) **Staff Position/Committee List** *Handout*
  - a. Update from Program Director
- 7) **Confirm Next Meeting**

**Meeting RSVP****Attending:****Not Attending:**

## SAMPLE STAFF MEETING MINUTES

### Staff Meeting—April 10, 2012

#### Meeting Minutes

- 1) **Introductions/Updates**
- 2) **How-Tos**
  - a. Updates to “How To Organize a Student Certification Seminar” were reviewed and approved
- 3) **Upcoming Events and Presentations**
  - a. Eight-hour seminar scheduled for June 1
- 4) **Intern Protocols**
  - a. When working on a document in the office, save it in your Intern Folder and move it to the appropriate folder when you finish so it is easy for others to find.
- 5) **Intern Party**
  - a. Next Wednesday, January 26. Pizza Picnic at Moore Field
- 6) **Staff Position/Committee List**
  - a. We are in the process of hiring a full-time Program Manager!
  - b. Position Delineation
    - Intern 1 — Intern Co-Coordinator, Website, Panels
    - Intern 2 — Intern Co-Coordinator, Panels
    - Intern 3 — MAAN, Program Director Search Assistant
    - Intern 4 — Training Prep, Executive Assistant
    - Intern 5 — ASSU Liaison
- 7) **Next Meeting Scheduled for April 24**
- 8) **For Next Meeting**
  - a. MAAN mustache campaign update

## SAMPLE CONTENT MEETING AGENDA

### Content Meeting—April 17, 2012

#### Agenda

- 1) **Collect questions for FAQ session**
- 2) **Review: Evaluation folder**
  - a. Evaluation Results – See “Evaluation Statistics for Board.doc”
  - b. Pre-Training Surveys – note the different kinds: Law Enforcement, Hospital, etc., also beliefs vs. information, knowledge vs. presenter evaluation
  - c. College Survey Samples – models from other schools
- 3) **Critical Review: Post-Training T/F quiz**
  - a. Implementation, skewed results
  - b. Are these questions confusing?
  - c. What else should we be evaluating?
  - d. Pre and post evaluation
    - Ex: Pre-student training seminar survey
    - Ex: Post-evaluation bathroom flyers
- 4) **Brainstorm process**
  - a. Timeline
  - b. Tools
  - c. How to make more effective

#### Packet Contents

- T/F quiz
- Presentation evaluation
- Beliefs evaluation
- Bathroom flyer
- Bathroom flyer post-evaluation

**SAMPLE INTERN APPRECIATION "THANK YOU" EMAIL**

**Subject:** Thank you! From the Center

*To all our wonderful interns:*

*Thank you for all your time and effort this year! On behalf of the Center staff, I want to tell you how much your work has meant to us. Our organization could not exist without your help--and with your help, we've been able to grow and expand, reaching more people through workshops and trainings.*

*As a reminder, if you have not been in contact with the Program Director but you would like to take on another project before the end of the year, please email her at [ABC@stoprelationshipabuse.org](mailto:ABC@stoprelationshipabuse.org).*

*Thank you again for all your help! Have a great summer and I hope to see you again in the fall!*

*Sincerely,*

*[Name]*

*Intern Program Coordinator*

**SAMPLE INTERN APPRECIATION "SAVE THE DATE" EMAIL**

**Subject:** Center Appreciation Dinner: May 25

*Dear Center interns and Board Members,*

*As spring is upon us and the academic year is winding down, the Center for Relationship Abuse Awareness would like to thank you for everything you've done to help the Center. We will be hosting a volunteer appreciation dinner on Tuesday, May 25<sup>th</sup> at 6:00 pm.*

*The location is to be determined and more details will be forthcoming, but please save the date and time. This is our way of thanking you for the great contributions you've made to the Center. This is also an opportunity to meet other volunteers, the board members, and the new student interns with the Center. Please let us know if you will be able to attend. We hope to see you there!*

*Sincerely,*

*[Name]*

*[Position]*

## ADDITIONAL RESOURCES

### UNIVERSITY RESOURCES

The Center for Relationship Abuse Awareness offers educational resources on dating violence, domestic violence, sexual violence and stalking for universities to respond effectively to students and staff. For more information, visit:

<http://stoprelationshipabuse.org/services/university-training/>

### CONSULTATION

Contact [volunteers@stoprelationshipabuse.org](mailto:volunteers@stoprelationshipabuse.org) to receive consultation on:

- Starting a university program
- Starting an internship program
- Offering a Young Women's/Men's Leadership Retreat

### TRAINING RESOURCES

The Center for Relationship Abuse Awareness provides trainings and workshops for professional staff and students at colleges and universities, including the following:

#### Professional Staff Training

Resident Deans  
Resident Fellows  
Counseling Services  
Medical Services  
Law Enforcement  
Student Affairs Staff  
Athletic Staff  
Human Resources  
Judicial Affairs

#### Student Education

Resident Assistants  
Dorms  
Fraternities  
Sororities  
Athletes  
8-Hour Seminar  
Young Women's Leadership Retreat  
Young Men's Leadership Retreat

To request a training session, visit the Center's website:

<http://stoprelationshipabuse.org/services/request-a-training-session/>

**WWW.STOPRELATIONSHIPABUSE.ORG**