

**Law Enforcement-Based  
Victim Services –  
*Template Package III:  
Student Interns & Volunteers***

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### Introduction

Victim-centered responses and services are vital to the safety, stability, and healing of crime victims, as their use can ultimately reduce and prevent future victimization.<sup>1</sup> In 2018, to support the development of law enforcement-based victim services in the United States, to strengthen their capacity, and to support partnerships with community-based programs, the U.S. Department of Justice, Office for Victims of Crime (OVC) launched the Law Enforcement-Based Victim Services & Technical Assistance Program (LEV Program). Providing training and technical assistance for the LEV Program, the International Association of Chiefs of Police (IACP) aims to enhance the capacity of law enforcement-based victim services by providing guidance on promising practices, protocols, and policies to support victims' access to their legal rights and the services and responses they need.

The IACP is committed to shaping the future of the police profession. Through timely research, programming, and unparalleled training opportunities, the IACP is preparing current and emerging police leaders—and the agencies and communities they serve—to succeed in addressing the most pressing issues, threats, and challenges of the day.

### Prior Publications & Accompanying Webinars

The LEV Program aims to guide agencies to provide high-quality services (coordinated, collaborative, culturally responsive, multidisciplinary, and trauma-informed) that address the broader needs and rights of all crime victims. The following publications can assist in these efforts.

- [Establishing or Enhancing Law Enforcement-Based Victim Services—What Are the Key Considerations?](#) and the accompanying [Key Considerations Checklist](#) provide provisional guidance to agencies establishing or enhancing services to victims. These two publications include an overview of foundational topics for law enforcement-based victim services. Future publications in this series will expand on each area of focus.
- [Victims' Rights Jurisdiction Profiles](#) provide state-specific information on the intersections of victims' rights and communication with victim services personnel.
- [Establishing or Enhancing Law Enforcement-Based Victim Services – Advocacy Parameters & Documentation](#) discusses the structure of law enforcement-based victim services, personnel supervision, service delivery, and documentation.

To supplement the publications, IACP developed a virtual training series, which is accessible through the [LEV webpage](#). Each topic covered has content intended for sworn personnel and content intended for program personnel. This model promotes a thorough understanding of the intricacies of victim services at all levels of a law enforcement agency.

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<sup>1</sup> Brian A. Reaves, [Police Response to Domestic Violence, 2006–2015](#) (Washington, DC: Bureau of Justice Statistics, 2017).

### Explanation of Templates

Whether establishing or enhancing law enforcement-based victim services programs, creating policies and standards for victim services personnel and service delivery is critical. This document provides templates to serve as a starting point for agencies, but this compilation is not an exhaustive list of resources for creating victim services policies or procedures. These templates were developed through a review of documents from existing law enforcement-based victim services programs.

They are intended to provide sample language and content to assess, develop, and refine program and professional victim service standards within agencies. These templates should be customized to fit an agency's standard procedure in format, language, and intent. All templates should be carefully reviewed to ensure information is consistent with agency, statutory, and constitutional requirements within the local jurisdiction and reviewed by human resources and legal counsel.

This document, *Template Package III: Student Interns & Volunteers*, focuses on topics such as recruiting, screening and selection, training, supervision, and other agency considerations for these personnel.

Preceding this document, the following template packages have been published—

- [\*Template Package I: Getting Started\*](#) provides job descriptions, interview questions, code of ethics, and foundational policies and protocols.
- [\*Template Package II: Next Steps\*](#) provides case response protocol templates, scenarios, and documentation samples.

### Definitions

Throughout this document series, the following definitions will apply. They were selected through a review of documents in the field including those from existing law enforcement-based victim services programs:

Throughout this document series, the following definitions will apply:

- **Agency**—the police department, sheriff's office, campus police department, prosecuting attorney's office, state attorney's office, or other governmental criminal justice entity that is employing victim services personnel.
- **Spontaneous Disclosure**—situations in which a victim, witness, survivor, or co-victim, unprompted, discloses details about criminal events to victim services personnel that were not previously shared with law enforcement personnel.

- **Student Intern**—someone who serves in an agency for a designated period with or without promise, expectation, or receipt of compensation for services rendered and is affiliated with an institution of higher education.<sup>2</sup>
- **Vicarious Trauma**—emotional and psychological cost to people working and volunteering in law enforcement, victim services, emergency medical services, fire services, and other allied professions due to exposure to victims of trauma and violence; related terms include compassion fatigue and secondary traumatic stress.<sup>3</sup>
- **Victim Services Personnel**—personnel (paid or unpaid) designated to provide law enforcement-based program oversight, crisis intervention, criminal justice support, community referrals and advocacy on behalf of crime victims, witnesses, survivors, and co-victims.
- **Victim Services Unit (VSU)**—the unit within the law enforcement agency that houses the victim services personnel.
- **Victim, Witness, Survivor, Co-victim**—any person (minor or adult) who directly experiences or is impacted by a crime or criminal activity.
  - **Victim** is an individual who is an independent participant in the criminal case under federal or state victims’ rights laws. This term denotes a person’s legal status and defines the level and extent of participation that the individual is entitled to in the criminal matter.
  - **Witness** is an individual who has personal knowledge of information or actions that are relative to the incident being investigated.
  - **Survivor** is often used interchangeably with “victim” when conveying context related to resilience and healing.
  - **Co-victim** is an individual who has lost a loved one to homicide, including family members, other relatives, and friends of the decedent.
- **Volunteer**—someone who performs a service for an agency without promise, expectation, or receipt of compensation for services rendered.<sup>4</sup>

### Student Intern and Volunteer Programs

Student interns and volunteers can add considerable value to law enforcement-based victim services programs, law enforcement agencies, and the communities they serve. They can bring new energy and enthusiasm and contribute as force multipliers to expand the scope of services to victims. They can take on projects that might not be prioritized due to time constraints but may have a significant impact. They

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<sup>2</sup> International Association of Chiefs of Police (IACP) Law Enforcement Policy Center, [Concepts & Issues Paper: Volunteers](#) (Alexandria, VA: 2019).

<sup>3</sup> Office for Victims of Crime, “[Glossary of Terms](#)” in *The Vicarious Trauma Toolkit*.

<sup>4</sup> IACP Law Enforcement Policy Center, [Concepts & Issues Paper: Volunteers](#).

can gain a better understanding of the agency and the policing profession. Like hiring a diverse staff, student interns and volunteers from diverse backgrounds can serve as ambassadors for identified populations and provide valuable feedback to the agency.<sup>5</sup> This can help strengthen relationships between the agency and community. Additionally, through strong training and experience, student interns and volunteers may become viable candidates for paid positions in the future.

Agencies starting student intern and volunteer programs are encouraged to set high standards for participants that align with the agency's mission, vision, and values. While some agencies may be inclined to accept all individuals who inquire about student intern and volunteer opportunities, recognizing that not everyone is suited to participate in law enforcement settings or for certain tasks is important. Some roles require specialized skills and training. The quality of student interns and volunteers can add to or detract from victim services program and agency integrity.

Agencies should consider the potential impact of employment and the institutional affiliation status of student interns and volunteers. For example, paid student interns may be entitled to certain rights, benefits, and responsibilities as employees of the agency while unpaid interns and volunteers generally are not. Additionally, student interns often must meet requirements from both the educational institutions with which they are affiliated and agencies where they are placed. Joint oversight plans and open lines of communication that detail clear expectations are essential. Decisions regarding employment and institutional affiliation status can impact the quality of applicants the agency receives for these positions, assigned responsibilities of student interns and volunteers, the level of agency responsibility to student interns and volunteers, and risk to the agency.

While student interns and volunteers can add value to agencies and enhance services to victims, ensuring these opportunities carry value for the individuals is important. Agencies are encouraged to develop and identify responsibilities that are meaningful and contribute to the agency's mission, vision, and values. Effective training and supervision of student interns and volunteers can also help sustain mutually beneficial programs.

### **Program Development**

Agency leaders should be aware of the investment required to establish solid student intern and volunteer programs and strategically plan for program inception, development, maintenance, and growth. While many agencies look to student interns and volunteers to add workforce capacity with limited financial investment, it is important to establish these programs with clear goals in mind. Agencies are encouraged to conduct cost-benefit analyses when determining the scope and structure of student intern and volunteer programs. The effort to launch student intern and volunteer programs is similar to establishing victim services programs, in that policies must be written, qualifications established, and processes created for recruiting, selection, training, supervision, and evaluation. Agencies are encouraged to start small and build over time. Agencies should be prepared to gather and track program data (e.g., number of student interns and volunteers, number of hours of service provided, associated costs for supplies and

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<sup>5</sup> IACP, [Concepts & Issues Paper: Volunteers](#), 1.

uniforms) from the outset. Ensuring that baseline and ongoing data are consistently captured can help agencies measure the growth, impact, and value of these programs. Incorporating this information into routine reviews of victim services program and overall agency data can also help identify new agency needs and gaps in services that may be filled by student interns and volunteers. While a considerable investment of time and resources is required to establish these programs, the benefits can be far-reaching.

### **Supervisor Selection**

Identifying the personnel who will oversee the programs is one of the most important decisions when developing student intern and volunteer programs. While student interns and volunteers are often valuable assets in support of victim services personnel and quality service delivery, personnel time will be required for specialized training and meaningful oversight.

Agencies should assess the specialized skills and capacity of individuals responsible for establishing and overseeing student intern and volunteer programs. Personnel selected to oversee student interns and volunteers must have dedicated time, skill sets, and training to effectively motivate, train, and manage program participants. The current workload of personnel overseeing these programs should be taken into consideration and modified if needed. For example, a victim services unit supervisor tasked with establishing a student intern and volunteer program should plan a strategic and realistic timeline to ensure capacity is built deliberately, effectively, and sustainably. Many tasks completed while building the overall victim services program, including policy development, training plans, and personnel management can be easily adapted with future student intern and volunteer programs in mind.

Agencies must be familiar with supervision requirements for student interns. For interns to receive academic credit, supervisors are often required to have a graduate level degree and, for some programs, licensure in a behavioral health discipline. Agencies may be eligible to receive interns from these educational programs by selecting sworn and professional supervisors who have the required degrees or licensure. Demonstration of mutual benefit for the agency and the student intern through a learning contract is another common requirement. Agencies need to plan for realistic time commitments to oversee learning objectives, assigned tasks, and required evaluations for student interns.

### **Grant Funding**

Agencies who pursue grant funding to support victim services programs should be aware that some grant funding requires the use of volunteers. Incorporating student interns may also help agencies meet this requirement. There may also be requirements around service provision for specific victimization categories. For example, some grant funding prohibits use of funds for activities associated with non-criminal events (e.g., response to suicide, non-criminal traffic events). Agencies using grant funding should also be aware of the possible limitations on using grant funds for student intern and volunteer management duties, guidelines for determining the monetary value of work completed by participants, and programmatic and financial reporting requirements. Agencies must ensure student intern and volunteer expectations align with funding requirements that support the programs.



### Clarification of Responsibilities

Agencies are encouraged to consider responsibilities that will benefit both the agency and student interns and volunteers. Developing position descriptions that accurately describe roles, assigned responsibilities, and minimum requirements (e.g., age, ability to pass a background check, access to reliable transportation, time commitments) for student interns and volunteers can establish a solid foundation for selection processes. Position descriptions can also be used to evaluate whether student interns and volunteers are meeting program and agency expectations. Position descriptions should be reviewed and regularly updated to accurately reflect program goals, student intern and volunteer responsibilities, and agency policies. Sample position descriptions for student interns and volunteers can be found in [Law Enforcement-Based Victim Services - Template Package I: Getting Started](#).

Student interns and volunteers can contribute to agencies through a variety of responsibilities, including—

<b>Direct services to victims</b>	<ul style="list-style-type: none"> <li>• phone and/or office contact</li> <li>• field response</li> <li>• on-call response</li> <li>• resource development</li> </ul>
<b>Program development</b>	<ul style="list-style-type: none"> <li>• policy/protocol development and updating</li> <li>• research on funding options</li> <li>• drafting proposals (e.g., grants, budget)</li> </ul>
<b>Community engagement</b>	<ul style="list-style-type: none"> <li>• event planning</li> <li>• volunteer recruitment</li> <li>• event staffing/participation</li> <li>• education institution contact</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• data system development</li> <li>• social media content development</li> <li>• webpage development</li> </ul>
<b>Administrative assistance</b>	<ul style="list-style-type: none"> <li>• answering phones</li> <li>• data tracking</li> <li>• clerical/office support</li> <li>• training preparation</li> </ul>

Agencies can utilize student interns and volunteers in a variety of ways and should be open to expanding assigned responsibilities over time. Depending on funding requirements, agencies may choose to begin their programs with student interns and volunteers working in administrative capacities with the goal of expanding to include direct services to victims in the future. For example, a student studying mathematics or statistics may be well-suited for data analysis during initial program implementation. Agencies should develop policies and protocols specifically for student interns and volunteers that complement existing victim services and agency policies and protocols.

### Recruiting

Investing in the recruiting process on the front end is a worthwhile endeavor and can result in strong, sustainable student intern and volunteer programs. Agencies are encouraged to actively and strategically seek individuals who are qualified for specific responsibilities and represent the diversity of the community. Agencies can begin by carefully assessing the needs of the program. For example, volunteers to answer and direct calls may need strong administrative and community referral backgrounds, while these skills might not be required for volunteers to prepare pamphlets and basic needs kits for victims.

Agencies are encouraged to identify community agencies and groups with access to potential volunteers. Some groups may include retired or older adults, stay at home parents with children in school, college/university students, high school students, individuals from diverse backgrounds that reflect the community served, individuals with proficiency in another language as well as English, faith-based organizations, and service organizations. When recruiting student interns, agencies can start by identifying the institutions of higher education (e.g., colleges, universities, community colleges, online programs) in or near the community. Contact with those who offer degrees in victim services, social work, counseling, psychology, criminal justice administration, business administration, information technology, statistics, and research may be beneficial. Student organizations or specific campus communities (e.g., Latinx student leaders, Chinese student clubs) can also be avenues for recruitment.

Agencies are encouraged to tap into existing programs, student interns, and volunteers to assist with recruiting efforts. Current personnel and participants are often highly invested and eager to both expand the program and share the agency's desire to maintain the integrity of the program. Agencies can also look to the graduates of their citizen police academies and other similar programs for potential student interns and volunteers. Word-of-mouth can be one of the most effective methods of recruitment.

### Framing the Message and Timing

Messages developed around recruitment efforts are vital to attracting qualified student interns and volunteers. Messages should convey both the reason the agency is seeking applicants and a sense of urgency. For example, an agency wishing to supplement the Victim Services Unit's response to victims in an on-call capacity may consider including statistics about victims currently served and additional victims that *could* be served with new volunteers. This shows both the crucial need and the value volunteers can add. For maximum impact, agencies are also encouraged to include information about how the student intern or volunteer opportunity can benefit participants and tailor messages to specific groups. For example, the message for inviting high school students to hand out water at an outdoor community event may focus on giving back to the community and working side-by-side with agency personnel. Meanwhile, the message encouraging university students to apply for an internship related to data collection and evaluation may focus on earning school credit and presenting findings to agency leadership.

Agencies must determine how often student intern and volunteer recruitment activities will occur. This will largely depend on the identified responsibilities of the student interns and volunteers. Recruitment schedules for student interns are often tied to academic calendars, but some schools allow students to

begin internships mid-semester and/or during the summer months when classes are not in session. Agencies should determine when recruitment for student interns is recommended by the identified higher education institutions, as some recruitment and interview processes take place 4-6 months before the internship starts. Student interns and volunteers for direct services to victims may be recruited on a continual or frequent basis to ensure a constant pool of trained, active volunteers. However, recruiting volunteers for community events may need to occur only once a year.

It is best to advertise widely using a variety of methods to maximize the pool of potential student intern and volunteer applicants. Different types of advertising and outreach have advantages and limitations. For example, an agency may choose to take part in a local community-wide volunteer fair over a regional volunteer fair to attract volunteers who can participate in local events. Additionally, exclusively online-based recruiting will eliminate potential student interns and volunteers without access to a computer or internet. Some advertising options include—

<b>Online</b>	<ul style="list-style-type: none"> <li>• Local non-profit or corporate agency volunteer interest boards</li> <li>• Online job or volunteer websites (e.g., Idealist, Indeed, VolunteerMatch)</li> <li>• Social media platforms (agency, partner agencies, colleges, universities)</li> <li>• Agency webpage</li> </ul>
<b>Television/radio</b>	<ul style="list-style-type: none"> <li>• Story or segment profiling agency student intern and volunteer programs</li> <li>• Story or segment with testimonials from current participants</li> <li>• Television/radio station event calendars and notices</li> </ul>
<b>In-person/word of mouth</b>	<ul style="list-style-type: none"> <li>• Community job or volunteer fairs</li> <li>• Higher education institution internship fairs</li> <li>• Community events (e.g., 5k runs, health fairs, community partner events)</li> <li>• Current student interns and volunteers</li> <li>• Student orientations</li> </ul>
<b>Print</b>	<ul style="list-style-type: none"> <li>• Media releases to local newspapers</li> <li>• Posters/flyers in community high-traffic areas (e.g., libraries, grocery stores, colleges/universities, student-led organizations, off-campus housing)</li> <li>• Pamphlets to hand out at community and recruiting events</li> </ul>

### Screening and Selection

All actions taken by student interns and volunteers while performing assigned responsibilities will reflect on the agency. Community members and partner agencies may not readily distinguish these individuals from agency employees and will expect the same level of service and professionalism during interactions. Consistent and thorough screening and selection processes are critical to optimize selection of qualified applicants and minimize risk.

Agencies may opt to use student interns and volunteers in a variety of capacities, factoring in risks to the agency, applicants, and those served. The screening and selection processes should be adjusted based on level of potential risk. For example, agencies who use student interns and volunteers to plan events and interact with victims may require universal criteria for both positions (e.g., no felony convictions) but also

require additional criteria for those interacting with victims (e.g., no history of state child/adult welfare agency involvement) due to increased associated risks.

Establishing clear assigned responsibilities, screening, and selection processes will allow agencies to discuss criteria with interested individuals. For example, student interns pursuing advanced degrees in behavioral health disciplines may be interested in a position involving contact with victims that qualifies for supervised clinical hours. As law enforcement-based victim services does not involve clinical or therapy services, this would likely not be an appropriate internship for the applicant.<sup>6</sup> Clarity around screening and selection processes may prevent unnecessary time spent on unqualified or unsuitable applicants.

### **Application**

Agencies should develop student intern and volunteer applications that include information to complete necessary checks for minimum age requirements (e.g., 18 years old to volunteer, 21 years old to work directly with victims, 25 years old to transport victims). At minimum, this should include personal information, references, and certification through signature by the applicant to give agencies permission to use and verify the information provided. Agencies should include specific information about expected responsibilities for each advertised position. Applications that can be accessed and submitted electronically may enhance both the reach and efficiency of the process. Agencies are also encouraged to request student intern and volunteer applicants provide a resume of information related to education and former and/or current employment, student internship placements, and volunteer engagements.

### **Background**

Background check processes can encompass a variety of screening tools, such as—

- criminal history checks (local, state, and U.S.),
- sex offender registry checks,
- motor vehicle record checks,
- state child and adult welfare agency involvement (for each state of residence),
- drug testing,
- polygraphs,
- reference checks (personal and professional),
- social media account checks, and
- verification of employment and education.

Agencies should determine which screening tools will be used, ensure legal compliance with the use of each tool, and ensure the rights of applicants are preserved. Agencies must require personnel, including

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<sup>6</sup> See [Establishing or Enhancing Law Enforcement-Based Victim Services – Advocacy Parameters & Documentation](#) for further discussion on the role of victim services and clinicians.

student interns and volunteers, with access to Criminal Justice Information Systems (CJIS) information to successfully pass background processes and participate in regular training. Agencies should also ensure more extensive screening for student interns and volunteers who will have access to records management systems (RMS) and those who will have direct contact with victims, witnesses, survivors, and co-victims.

Deciding what specific factors from each tool will be relevant and which factors will identify an applicant for deselection are important when choosing screening tools. Blinding the application review process by removing applicants' names and other potentially biasing information may add objectivity by focusing on skills and experience. Agencies should inform applicants how appeals resulting from screening processes may be resolved. In addition to screening and selection processes at the onset, agencies are encouraged to re-screen student interns and volunteers regularly (e.g., perform repeat background checks annually).

### **Interview**

The interview process is critically important to selecting qualified and suitable student interns and volunteers. Various interview strategies exist and determining the approach will ensure consistency. For example, telephone interviews can be conducted as the first screening level to review requirements for student intern and volunteer positions. Telephone interviews tend to be less resource intensive and can determine if applicants are suitable to proceed to in-person interviews.

Panel in-person interviews are strongly encouraged to reduce bias and allow for group consensus. The interview panel should include people who know the organization and its culture well. The panel should also include a diverse array of people who bring different experiences, thoughts, and perspectives to the interview process. This is the ideal time to learn about the interests and abilities of applicants and ensure there is clear understanding of assigned responsibilities and expectations. Tailoring questions to task-specific duties can provide perspective into comfort levels of applicants and their critical thinking skills.

In-person interviews are also the ideal time to explore potential biases or conflicts of interest. While not always present, when primary interests of the agency (e.g., service to victims) intersect with secondary interests of applicants (e.g., employment, personal victimization, prior contact with the agency), biases or conflicts of interest can occur. Transparent disclosure and candid dialogue provide context for effective management of these concerns and can help assess applicants' readiness for positions. Agencies should determine and apply consistent standards for participation when biases or conflicts of interest are identified. Consider the following examples—

- An applicant for a student intern position indicates they are currently employed as a Program Specialist at the Batterers Intervention Program working with offenders of domestic violence in the agency's jurisdiction. As part of the assigned responsibilities for a student intern, it is expected that they conduct follow-up contact with victims of domestic violence.
- An applicant for a volunteer position indicates they experienced sexual violence two years prior and the case is pending prosecution. As part of the assigned responsibilities for a volunteer, it is expected that they complete field contact at the request of patrol officers for crisis intervention with victims of all crime types.

- An applicant for a volunteer position indicates their sibling died by suicide four years prior and the agency responded. The applicant shared their viewpoint that their experience with the responding officers was negative and they would prefer not to have contact with the officers. As part of the assigned responsibilities for a volunteer, it is expected that they participate in community education events that are jointly attended by members of the agency.

When implementing and managing student intern and volunteer programs, biases and conflicts of interest are to be expected. Awareness and monitoring may be the appropriate management response for some circumstances, while others may prompt deselection or termination from the program. Agencies must identify ethical issues, make decisions based on prioritized values, and act on the ethical decisions made. The goal of effective management of biases and conflicts of interest is not to always eliminate them completely, but to factor in risks to the agency, applicants, and those served. Decisions should be based on victim-centered, trauma-informed practices, ensuring that the rights and needs of victims are placed at the forefront of all activity. Using this approach, agencies can benefit from incorporating student interns and volunteers while maintaining high standards that align with the agency's mission, vision, and values.

### **References**

Reference checks are an opportunity to gather input from relevant external observers about personal qualities of applicants and their ability to perform assigned responsibilities. Agencies should develop prompts and questions to use when completing reference checks. It is helpful to be prepared to describe the position, associated responsibilities, and potential challenges.

### **Selection Decision**

Selecting student interns and volunteers based on consistent application, background, interview, and reference check processes will augment the high standards that agencies set for victim services personnel. Agencies should identify the most qualified and suitable applicants after considering associated risks and potential biases and conflicts of interests. Upon selection for participation, consistent notification processes will ensure these applicants feel welcomed as contributing victim services personnel and are notified about the next steps in the orientation and onboarding process.

If an applicant is not qualified or suitable for a position, consider alternative positions within the agency. Agencies are further encouraged to establish clear and consistent deselection criteria for student intern and volunteer applicants. Inevitably some student intern and volunteer applicants will be identified for deselection. Consistent notification processes following these decisions will round out the screening and selection process.

While screening and selection are important, they are only one part of the overall management strategy necessary for student interns and volunteers. Effective program oversight includes policy development, adequate training, and ongoing personnel management.

### Administrative Considerations

Agencies should become familiar with state-specific archive and record management guidelines and regulations. If student interns and volunteers are incorporated to satisfy grant funding requirements, it is also important for agencies to become familiar with record retention expectations associated with each funding source. Record retention requirements may apply to both applicants selected for participation and those identified for deselection.

Consistent with common practice for paid staff, agencies are encouraged to maintain a personnel file for each student intern and volunteer selected to participate. This will provide a system for reference to current contact information, dates of service, emergency contact information, relevant screening and selection documents, policy acknowledgement forms, issued equipment, and prompts for onboarding and departure activities.

### Rights and Responsibilities

Agencies are encouraged to require each student intern and volunteer to sign a rights and responsibilities statement. This document will provide a framework for agency representation in an official capacity and promote a shared understanding of their contributing role to victim services. It should complement agency policies, victim services code of ethics, and victim services policies while detailing topics like—

- participation requirements (e.g., dress code, substance use, schedules)
- communication and conduct requirements (e.g., professional conduct, media contact, social media practices)
- victim, witness, survivor, and co-victim communication and resource requirements (e.g., confidentiality limitations, response to spontaneous disclosures, use of personal resources)
- records access, dissemination, and documentation requirements (e.g., CJIS/RMS access, release of records)
- supervision and evaluation requirements

Sample victim services code of ethics and victim services policies can be found in [\*Law Enforcement-Based Victim Services - Template Package I: Getting Started\*](#).

Because many student interns and volunteers may be affiliated with programs for lengthy time periods, agencies are encouraged to require disclosure of law enforcement contact experienced by student interns and volunteers outside of assigned responsibilities. This requirement – coupled with a plan to re-screen student interns and volunteers at regular intervals – will minimize agency exposure to risk and ensure the continued incorporation of qualified and suitable participants.

In addition to eligibility factors discovered through re-screening processes, agencies must be prepared to manage new biases and conflicts of interest that are identified. Agencies must apply clear and consistent criteria for terminating student interns and volunteers to maintain the high standards that align with the agency's mission, vision, and values.

### **Liability and Risk**

Liability concerns should be considered when implementing student intern and volunteer programs. Agencies are encouraged to ensure applicants selected for participation are aware of their personal liability and worker's compensation coverage and eligibility, if applicable. Because all states have some statutory protections for uncompensated volunteers, agencies should become familiar with this information as well as the Volunteer Protection Act of 1997.<sup>7</sup> This federal act preempts state laws that are less protective, but allows states to pass laws with greater protections. Agencies should also consult with legal counsel, risk management personnel, or other administrative personnel as appropriate to determine if liability insurance coverage extends to student interns and volunteers. If not, agencies are encouraged to purchase liability insurance to serve as a supplemental policy and secondary to existing insurance coverage held by student interns and volunteers for general liability, auto liability, and medical claims while performing approved responsibilities. Additionally, agencies are encouraged to be aware of insurance requirements for student interns placed through institutions of higher education.

As agencies develop and update crisis response plans (e.g., mass disaster/mass casualty response, community circumstances requiring remote work), modifications for assigned responsibilities of student interns and volunteers should be considered. Events that prompt crisis response plan activation inherently generate increased risk for the agency, personnel, and those served. If student interns and volunteers are included in agency crisis response plans, they will require specific training and additional preparation. They may also need specialized access to CJIS, RMS, and agency facilities and approval to participate from the affiliated higher education institution.

### **Equipment**

Agencies are encouraged to determine what equipment will be issued to student interns and volunteers based on their assigned responsibilities. For example, if student interns and volunteers are engaged in direct victim services necessitating documentation, then access to an agency-owned computer and telephone (rather than utilizing personally owned devices) must be provided. Computers and telephones can be shared between student interns and volunteers to maximize use of resources. Equipment may also include an agency identification card and uniform that will clearly identify them as student interns and volunteers while representing the agency. Agencies are encouraged to prohibit the display of agency-issued identification cards or wearing of uniforms outside of approved assigned responsibilities. Issued equipment may also include facility access cards and parking placards. Student interns and volunteers should be held accountable for the care and maintenance of issued equipment. Agencies should ensure that all issued equipment is returned and access to all agency systems is terminated at the end of student internships or volunteer program participation.

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<sup>7</sup> [Volunteer Protection Act of 1997](#), 42 U.S.C. §§ 14501.



### Training

Comprehensive orientation, onboarding, and ongoing training for student interns and volunteers are vital to program success and sustainability. High-quality training can increase participant satisfaction, maintain positive morale, and reduce agency risk. Training should focus on the information and skills necessary for student interns and volunteers to perform their assigned responsibilities and be modified accordingly.

### Orientation

All student interns and volunteers should undergo orientation to victim services and the agency. Orientation is often led by the student intern/volunteer coordinator or program supervisor, but agencies are encouraged to include other victim services and agency personnel as appropriate. Orientation should include information to help acclimate participants to agency buildings and personnel with whom they will be working, and applicable policies. Orientation topics may include, but are not limited to—

- Work rules (e.g., agency ID card requirements, chain-of-command)
- Equipment and safety (e.g., building security/evacuation, property use and return)
- Victim services information (e.g., introductions to fellow workers, building tour, flow of work and office procedures)
- Policies and protocols (e.g., agency policies such as dress code, anti-sexual harassment, anti-discrimination, use of social media, substance-free workplace, victim services policies/protocols, victim services code of ethics, addressing biases and conflicts of interest)
- Availability of agency wellness programs and support services (e.g., peer support)<sup>8</sup>

### Onboarding

Ideally, onboarding should occur after orientation but before student interns and volunteers begin performing their assigned responsibilities. Onboarding should focus on initial training around specific assigned responsibilities and program functions. It should be structured to align with the complexity and requirements of assigned responsibilities. Training can occur through multiple modalities including written materials, classroom-style training, case studies, role-plays, and others. Adult learning styles should be considered, and experiential opportunities should be provided for student interns and volunteers to practice their new skills and receive feedback.

Agencies are encouraged to include other victim services and agency personnel during onboarding to further support team cohesion and integration of student interns and volunteers. Onboarding topics may include, but are not limited to—

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<sup>8</sup> Not all student interns and volunteers will be eligible for agency wellness programs and support services. For example, paid student interns may be eligible to access the agency's Employee Assistance Program (EAP), but volunteers may be ineligible.

<b>Agency Overview</b>	<ul style="list-style-type: none"> <li>• Organizational chart</li> <li>• Agency and victim services policies</li> </ul>
<b>Structured Victim Services Training</b>	<ul style="list-style-type: none"> <li>• State Victim Assistance Academy</li> <li>• <a href="#"><i>OVC Victim Assistance Training (VAT) Online</i></a></li> </ul>
<b>Job Duties / Training Topics</b>	<ul style="list-style-type: none"> <li>• Direct victim contact – role parameters (e.g., confidentiality/privilege), victims’ rights, criminal justice system overview, documentation standards, legal intersections (e.g., <i>Brady</i>, HIPAA, FOIA), lethality assessment, mandated reporting requirements, protection orders, subpoena response</li> <li>• Agency support – review of technological programs (e.g., RMS, file-sharing programs) and communication platforms (e.g., telephone, email, social media), tour of storage locations for basic needs and community event supplies, overview of processes for event planning</li> </ul>
<b>Case Response Protocols</b>	<ul style="list-style-type: none"> <li>• Professional wellness practices related to trauma exposure during assigned responsibilities</li> <li>• Specific crimes – child abuse, fraud/ID theft, robbery, vehicular crimes, etc.</li> </ul>
<b>System Intersections</b>	<ul style="list-style-type: none"> <li>• Criminal justice agencies – prosecutor’s office, probation/parole office, etc.</li> <li>• Community agencies – child/adult welfare agencies, family justice centers, rape crisis centers, etc.</li> </ul>

Additional information on training considerations and topics can be found in [\*Establishing or Enhancing Law Enforcement-Based Victim Services – Advocacy Parameters & Documentation\*](#).

### Ongoing Training

Agencies should designate time to directly supervise student interns and volunteers and have clear standards for approving them to perform assigned responsibilities on their own. These standards can involve assessment and evaluation of skills by the student intern/volunteer coordinator, supervisor, or others providing training for student interns and volunteers (e.g., personnel facilitating peer and partner learning opportunities). This process allows the program supervisor to monitor skill development and identify any gaps in training.

Student interns and volunteers should be provided with ongoing training opportunities throughout their time with the agency. Ongoing training ensures participants are kept apprised of updates to agency and program policies and protocols and encourages ongoing development of relevant skills. Agencies are also encouraged to include student interns and volunteers in agency-wide and cross-training opportunities, as appropriate. Ongoing training topics may include, but are not limited to—

- Soft skills (e.g., active listening, communication using plain language, explanation of complex processes and procedures)
- Vicarious trauma and professional wellness
- Legislative updates (e.g., victims’ rights, criminal justice system changes)
- Research and best practices updates

- Regular review of program and policies, protocols, and expectations (e.g., time/shift requirements, adherence to the victim services code of ethics, disclosure of biases and conflicts of interest)

Ongoing training can also include internal peer and external partner learning opportunities. This allows student interns and volunteers to gain exposure to other personnel in the agency and community partners with whom they may work and promotes a mutual understanding of roles. Learning opportunities can include, but are not limited to—

<b>Internal Peer Learning Opportunities</b>	<ul style="list-style-type: none"> <li>• Communications/dispatch center</li> <li>• Patrol (e.g., ride-along)</li> <li>• Investigations</li> <li>• Crime Scene</li> <li>• Records/property divisions</li> </ul>
<b>External Peer Learning Opportunities</b>	<ul style="list-style-type: none"> <li>• Community partners (e.g., family justice center, rape crisis center, prosecutor’s office, child advocacy center, domestic violence services, hospitals)</li> <li>• Court hearings (e.g., criminal trial, protection order, civil hearing)</li> <li>• Multidisciplinary teams (e.g., Sexual Assault Response Team, Child Fatality Review Team)</li> </ul>

### Supervision and Evaluation

Agencies should develop processes for supervision and evaluation of all student interns and volunteers and overall program evaluation. Evaluation should be used as an ongoing management and learning tool to improve effectiveness and support sustainability.

#### Individual Supervision and Evaluation

Effective supervision practices rely on regular opportunities to discuss current assigned responsibilities, areas of progress, areas for growth, and individual and program goals. Student interns and volunteers benefit from reinforcement that their contributions and input are valued.

Many student interns and volunteers working in law enforcement-based victim services programs are exposed to circumstances that may be emotionally distressing (e.g., listening to victims recount their experiences, reading police reports). Supervision should also include discussions about vicarious trauma, common reactions, coping skills, and available support resources. Agencies are encouraged to identify programs and support services student interns and volunteers can access through the agency, students’ educational institutions, or in the community, as appropriate.

Agencies are encouraged to develop formal performance evaluation processes for student interns and volunteers. For student interns, this may be included as a component of the learning contract. Detailed performance evaluation takes time and effort but is a worthwhile investment. It can help identify training needs, potential new roles and responsibilities, useful feedback on program operations, and formal

recognition opportunities. Student interns and volunteers who are informed about performance expectations and provided with feedback are more likely to meet the high standards set by the agency.

To supplement individual supervision and evaluation, agencies can plan ways to recognize student interns and volunteers. This can range from informal organic communication to formal events attended by multiple agency representatives. Conveying the valued role of student interns and volunteers can support overall agency objectives, specific aims of victim services, and enhanced response to those served.

### **Program Evaluation**

One element of comprehensive victim services program assessments will include evaluating student intern and volunteer programs during planning, budgeting, implementation, and maintenance phases. Effective program evaluation relies on demonstrating fiscally responsible management and evidence that goals are being met. Student intern and volunteer programs benefit from evaluation processes that incorporate internal and external accountability for the use of public resources.

Agencies should obtain timely data during all program phases that could include the number of student interns and volunteers, types of assigned responsibilities, numbers of completed activities, time contributed, and value equivalents for time contributions. Value equivalents may be based on an average hourly rate, the hourly rate of paid personnel who would have been assigned to the task, or a rate determined by grant funders.

Agencies are also encouraged to obtain anecdotal information and feedback from internal personnel, partner agency personnel, student interns and volunteers, community members, and those served. It is vitally important to build in accountability processes to ensure that once feedback is solicited and received, it is also assessed and acted upon.

Program evaluation at regular intervals can help guide decisions related to student intern and volunteer programs. Stakeholders tasked with making programmatic and resource distribution decisions will benefit from a comprehensive victim services program assessment as a consolidated source of information.

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## *Templates*

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*These templates are intended to provide sample language and content to help assess, develop, and refine program and professional victim service standards. These templates should be customized to fit standard procedure in format, language, and intent and be carefully reviewed to ensure information is consistent with requirements within the local jurisdiction, including a full review by agency legal and human resources.*

## TEMPLATE – Student Intern/Volunteer Recruiting Pamphlet

<p><b>Student Interns</b></p> <p>[Agency] Victim Services has been approved to accept student interns from local colleges and universities. [Insert description of responsibilities assigned to student interns]</p> <p>[Insert information about paid internships if available]</p> <p><b>Student Intern Requirements</b></p> <ul style="list-style-type: none"> <li>• Must be [insert age] years of age</li> <li>• Must have no felony convictions [insert other specific requirements]</li> <li>• Must obtain placement through an accredited college or university</li> <li>• Must be in good standing with college or university</li> <li>• Must commit to a minimum of [insert appropriate length of placement and schedule requirements]</li> </ul> <p><b>Student Intern Training</b></p> <p>Student interns participate in training through the Office for Victims of Crime Victim Assistance Training Online, which provides training on ethical issues, core skills, and service provision to specialized populations. Additionally, student interns participate in training appropriate to their assigned responsibilities and learning contracts.</p>	<p><b>Volunteers</b></p> <p>[Agency] Victim Services accepts volunteers to help meet the needs of victims, witnesses, survivors, and co-victims of crime. [Insert description of responsibilities assigned to volunteers]</p> <p><b>Volunteer Requirements</b></p> <ul style="list-style-type: none"> <li>• Must be [insert age] years of age</li> <li>• Must have no felony convictions [insert other specific requirements]</li> <li>• Must commit to a minimum of [insert appropriate length of commitment and schedule requirements]</li> </ul> <p><b>Volunteer Training</b></p> <p>Volunteers participate in training through the Office for Victims of Crime Victim Assistance Training Online, which provides training on ethical issues, core skills, and service provision to specialized populations. Additionally, volunteers participate in classroom and practical skills training appropriate to their assigned responsibilities.</p> <p><small>This publication was produced under [insert number] awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this draft publication are those of the contributors and do not necessarily represent the official position of the U.S. Department of Justice.</small></p> <p>[Revision Date]</p>	<p><b>[Agency] Victim Services</b></p> <p>[address] [phone number]</p> <p><b>Be part of something bigger than yourself!</b></p> <p>[Insert Agency logo]</p> <p>For additional information on Student Intern and Volunteer opportunities:</p> <p>[insert position title] Direct Number: [insert number] [insert website link]</p>
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<p><b>[Agency] Mission</b></p> <p>[Insert Agency Mission]</p> <p><b>[Agency] Vision</b></p> <p>[Insert Agency Vision]</p> <p><b>[Agency] Values</b></p> <p>[Insert Agency Values]</p>	<p><b>Victim Services History</b></p> <p>[Insert description of Agency Victim Services]</p> <p><b>What We Do...</b></p> <p>The primary focus of the Victim Services Unit is to provide services to victims, witnesses, survivors, and co-victims of crime to reduce the impact of trauma and help them rebuild their lives.</p> <p>Through [Agency] Victim Services, individuals receive services that include crisis intervention; assistance with exercising their constitutional and/or statutory rights, establishing personal safety, and securing access to services and Crime Victim Compensation applications; referrals to community agencies; educational and emotional support throughout the criminal justice process; and ensuring continuity of services between departments and agencies.</p>	<p><b>Who We Serve...</b></p> <p>[Insert jurisdiction information – community population, incident types, estimated annual number of persons served, etc.]</p>
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Agencies are encouraged to review [Student Intern/Volunteer Recruiting Pamphlet](#) when developing this resource.

## TEMPLATE – Student Intern/Volunteer Media Release

[insert Agency logo]

# MEDIA RELEASE

FOR IMMEDIATE RELEASE: [Date]

[Agency]

[Address]

### **[Agency] Victim Services Seeks Student Interns and Volunteers**

[Agency] Victim Services is currently seeking student interns and volunteers to contribute to high-quality response to victims, witnesses, survivors, and co-victims of crime.

#### **What do student interns do?**

Student interns provide vital assistance toward the overall objectives of [Agency] Victim Services. We accept student interns from approved institutions of higher learning that demonstrate a desire to support effective assistance to those in crisis. Assigned responsibilities will vary and could range from data management and marketing support to direct services to victims and their families. Participating as a student intern is an excellent opportunity to gain experience in crisis intervention, learn about the criminal justice system/law enforcement response, and enhance knowledge of community resources while exploring possible career opportunities!

#### **What do volunteers do?**

Volunteers are essential to the overall goals of [Agency] Victim Services. We seek volunteers of excellent character who have the sensitivity required to provide effective assistance to those in crisis. Assigned responsibilities will be based on identified skills and needs of the program. Orientation and ongoing training will be provided. Participating as a volunteer is an excellent opportunity to gain experience in crisis intervention, learn about the criminal justice system/law enforcement response, and enhance knowledge of community resources while performing a needed and rewarding service!

#### **Be a part of something bigger than yourself!**

Can you commit to the required time frames [insert required time commitment]? Do you have a working cell phone? Do you want to use your skills to benefit others?

**Please visit [insert website] to explore these opportunities. For additional questions, contact Victim Services Student Intern/Volunteer Coordinator at [insert email and phone].**

**TEMPLATE – Student Intern/Volunteer Application**

<b>[Agency] Victim Services Student Intern/Volunteer Application</b>			
I heard about this opportunity through:		<input type="checkbox"/> Agency webpage <input type="checkbox"/> Social Media <input type="checkbox"/> Television <input type="checkbox"/> Newspaper <input type="checkbox"/> School <input type="checkbox"/> Speaker <input type="checkbox"/> Friend <input type="checkbox"/> Other:	
I am applying for the position of:		<input type="checkbox"/> Victim Services Student Intern <input type="checkbox"/> Victim Services Volunteer	
<b>Personal Information</b>			
Last Name, First Name: _____			
Driver's License/State ID Number & Issuing State: _____			
Address: _____			
City, Zip Code: _____		Date of Birth: _____	
Primary Number: _____		Secondary Number: _____	
E-mail address: _____			
Second Language Fluency: <input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, language: _____	
<b>Descriptive Characteristics (for background investigation verification only)</b>			
Gender: _____		Race: _____	
Height: _____		Hair Color: _____	Eye Color: _____
<b>Additional Information (not all arrests/actions will preclude participation)</b>			
History of Arrest: <input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, date/s of arrest and charge/s: _____	
History of Student Disciplinary Action ( <i>student intern applicants only</i> ): <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, date/s of action and outcome: _____			
<b>Emergency Contact</b>			
Last Name, First Name: _____			
Address: _____			
City, Zip Code: _____		Relationship: _____	
Primary Number: _____		Secondary Number: _____	
<b>References (not family)</b>			
Reference Name: _____		Reference Number: _____	
Reference Name: _____		Reference Number: _____	
<b>Student Intern Information (only complete if applicable)</b>			
School: _____		Program: _____	
Semester Requested: <input type="checkbox"/> Fall, year: _____		<input type="checkbox"/> Spring, year: _____	
<input type="checkbox"/> Summer, year: _____			
Program Contact: _____			
<b>Certification</b>			
Acceptance as a Victim Services Student Intern/Volunteer will include access to information related to the mission of [Agency]. Due to this access, background investigations are conducted to determine suitability of all applicants. I certify I have made no willful misrepresentations, nor have I withheld information in my statements and answers. My signature below confirms my knowledge that this information will be investigated with my full permission at the time of application and at any time during my participation as a Victim Services Student Intern/Volunteer.			

\_\_\_\_\_  
 Signature  
**Student Intern/Volunteer Application, [revision date]**

\_\_\_\_\_  
 Date



**TEMPLATE – Student Intern/Volunteer Interview Questions**

**Considerations**

- Have specific roles and responsibilities been determined?
- Have time commitments and training requirements been determined?
- Have parameters for conflicts of interest been determined?
- What is the selection process?
- Who participates in selection process?

<b>Student Intern/Volunteer Interview Questions</b>			
Applicant Name:		Date:	
Position:	<input type="checkbox"/> Victim Services Student Intern <input type="checkbox"/> Victim Services Volunteer		
<b>Review with applicant</b>			
<ul style="list-style-type: none"> <li>▪ [Agency] Victim Services scope and parameters.</li> <li>▪ Student Intern/Volunteer role and responsibilities.</li> <li>▪ Student Intern/Volunteer time commitment (training, weekly/monthly time requirement).</li> </ul>			
<b>Interview Questions</b>			
Are you currently employed? If so, describe your current responsibilities. *			
Are you a student? What is your current field of study?			
Why are you interested in becoming a student intern/volunteer with [Agency] Victim Services?			
Describe previous student intern/volunteer experience.			
Describe any previous experience working directly with victims of crime.			
What do you foresee as your strengths as a student intern/volunteer with this agency?			
What aspects of the role and responsibilities of student intern/volunteer will you find difficult?			

What achievements in your life bring you the most pride?
Describe how you generally manage stress in your life.
We serve individuals from a variety of backgrounds, faith traditions, races, sexual orientations, and living conditions. Describe your comfort level with this expectation and how you foresee it impacting your responsibilities with victims. *
Have you or anyone close to you experienced criminal victimization? If so, describe how you foresee this experience(s) impacting your responsibilities with victims. *
Have you or anyone close to you experienced contact with [Agency] in a law enforcement capacity (citation, arrest, investigation, incident response)? If so, provide an overview of that experience and describe how you foresee it impacting your responsibilities with [Agency]. *
Do you have any special skills or abilities? If so, please describe.
Do you have any questions?
<b>Notes</b>

\* These questions are included to encourage transparent disclosure and candid dialogue that will provide context for effective management of biases or conflicts of interest.

**Student Intern/Volunteer Interview Questions, [revision date]**

**TEMPLATE – Student Intern/Volunteer Reference Questions**

<b>Student Intern/Volunteer Reference Questions</b>			
Applicant Name:		Date:	
Position:	<input type="checkbox"/> Victim Services Student Intern <input type="checkbox"/> Victim Services Volunteer		
Reference Name:			
Contact Number:			
<b>Review with Reference</b>			
<ul style="list-style-type: none"> <li>▪ [Agency] Victim Services scope and parameters.</li> <li>▪ Student Intern/Volunteer role and responsibilities.</li> <li>▪ Student Intern/Volunteer time commitment (training, weekly/monthly time requirement).</li> </ul>			
<b>Reference Questions</b>			
In what capacity and how long have you known the applicant?			
What do you foresee as the applicant’s strengths as a student intern/volunteer with this agency?			
What aspects of the role and responsibilities of student intern/volunteer do you believe the applicant will find difficult?			
Describe how the applicant deals with stressful situations.			
Does the applicant work better individually or in a group environment?			
Do you know of any reason the applicant would not be able to participate with this agency?			
Do you have any questions?			
<b>Notes</b>			

**Student Intern/Volunteer Reference Questions, [revision date]**

**TEMPLATE – Student Intern/Volunteer Deselection Notification\***

Date:

Dear *[Applicant Name]*,

Thank you for applying for the position of Victim Services Student Intern/Volunteer with *[Agency]*. Unfortunately, your application was not selected to proceed at this time.

There are many wonderful opportunities to volunteer in the community of *[city/county name]*. The following organizations may be able to assist you in your search: [www.volunteermatch.com](http://www.volunteermatch.com) or [www.voa.org](http://www.voa.org).

Sincerely,

*[Name]*

*[Position Title]*

\*The deselection notification can be sent by email or mail. If sent by mail, agencies are encouraged to use agency letterhead.

**TEMPLATE – Student Intern/Volunteer Selection Notification\***

Date:

Dear *[Applicant Name]*,

Congratulations! After reviewing your application for the position of Victim Services Student Intern/Volunteer, we are excited to welcome you to *[Agency]*.

Please contact *[insert name]* at *[insert email address/phone number]* to discuss the next steps. We look forward to shared contributions around crisis intervention, criminal justice system/law enforcement response, and enhanced knowledge of community resources for victims of crime.

Sincerely,

*[Name]*

*[Position Title]*

\*The selection notification can be sent by email or mail. If sent by mail, agencies are encouraged to use agency letterhead.

**TEMPLATE – Student Intern/Volunteer File Cover Sheet**

<b>Student Intern/Volunteer File Cover Sheet</b>			
<b>Personal Information</b>			
Last Name, First Name:			
Address:			
City, Zip Code:		Date of Birth:	
Primary Number:		Secondary Number:	
E-mail address:			
Agency ID Number:		Start Date:	End Date:
<b>Emergency Contact</b>			
Last Name, First Name:			
Address:			
City, Zip Code:		Relationship:	
Primary Number:		Secondary Number:	
<b>File Content List</b>			
<input type="checkbox"/> Interview Questions <input type="checkbox"/> LE Contact Report (if applicable) <input type="checkbox"/> Reference Questions <input type="checkbox"/> Supervision Notes <input type="checkbox"/> Training Checklist		<b>Signed documents:</b> <input type="checkbox"/> Code of Ethics <input type="checkbox"/> Rights and Responsibilities Statement <input type="checkbox"/> Peer/Partner Learning Opportunity Evaluations <input type="checkbox"/> Personal Injury/Property Damage <input type="checkbox"/> Property Use Agreement <input type="checkbox"/> Learning Contract ( <i>student interns only</i> )	
<b>Administrative Activity Checklist</b>			
<b>Upon Arrival:</b> <input type="checkbox"/> Add to Email List/Roster <input type="checkbox"/> Add to Master Agency List <input type="checkbox"/> RMS access, Email Requested <input type="checkbox"/> Introduction email to current personnel		<b>Upon Departure:</b> <input type="checkbox"/> Remove from Email List/Roster <input type="checkbox"/> Remove from Master Agency List <input type="checkbox"/> RMS access, Email Deactivated <input type="checkbox"/> File Marked for Future Purge (5 years)	
<b>Equipment</b>			
<b>Item</b>	<b>Date Issued</b>	<b>Item</b>	<b>Date Returned</b>
<input type="checkbox"/> Agency ID Card		<input type="checkbox"/> Agency ID Card	
<input type="checkbox"/> Agency Facility Access Card		<input type="checkbox"/> Agency Facility Access Card	
<input type="checkbox"/> Parking Placard		<input type="checkbox"/> Parking Placard	
<input type="checkbox"/> Uniform		<input type="checkbox"/> Uniform	

Student Intern/Volunteer File Cover Sheet, [revision date]

**TEMPLATE – Student Intern/Volunteer Rights and Responsibilities Statement**

<b>Student Intern/Volunteer Rights and Responsibilities Statement</b>
<p>As a Student Intern/Volunteer, you are a vital member of our team. It is the policy of [Agency] Victim Services to</p> <ul style="list-style-type: none"> <li>• provide trauma-informed, victim-centered, culturally responsive crisis intervention, criminal justice support, referrals to community services, and advocacy to those impacted by crime;</li> <li>• ensure consistent and comprehensive information is available to all crime victims, witnesses, survivors, and co-victims and [Agency] personnel about the constitutional and statutory rights of crime victims; and</li> <li>• conduct relationships with community members, colleagues, and other professionals to promote mutual respect and public confidence.</li> </ul> <p>While this document is not designed to replace all policies and protocols of [Agency], it details both rights and responsibilities that establish a shared understanding of your contributing role to [Agency] Victim Services.</p>
<b>Rights</b>
<p><b>You have the right to feel and be valued</b> Your time and skills help [Agency] Victim Services deliver a professional response to those impacted by crime. You have the right to feel those contributions are recognized, appreciated, and valued.</p> <p><b>You have the right to feel and be safe</b> Your personal safety is of paramount importance to [Agency] Victim Services. At times, response to those impacted by crime will involve circumstances that are new and challenging. If you communicate safety concerns, you have the right to feel that immediate and appropriate actions will be taken.</p> <p><b>You have the right to feel and be informed and prepared</b> Your assigned responsibilities with [Agency] Victim Services will be supported through structured learning opportunities and informal communication. You have the right to be trained, ask questions for clarification, and feel that your needs are met.</p> <p><b>You have the right to provide and receive feedback</b> Your perspective and personal growth are meaningful to [Agency] Victim Services. You have the right to offer and receive valuable feedback for individual and field advancement.</p>
<b>Responsibilities</b>
<p><b>Participation Requirements</b></p> <ul style="list-style-type: none"> <li>• Have and maintain a working cellphone for communication with agency personnel</li> <li>• Have and maintain reliable transportation and state-required vehicle insurance (<i>if required for assigned responsibilities</i>) and abide by all traffic safety laws during assigned responsibilities</li> <li>• Wear issued ID when performing assigned responsibilities             <ul style="list-style-type: none"> <li>○ Accurately identify as a Student Intern/Volunteer (not as an employee)</li> </ul> </li> </ul>

- Do not display issued ID when not performing assigned responsibilities
- Abide by established dress code including, but not limited to
  - Casual business attire or uniform (*if issued*)
  - Closed toe/safe footwear
  - Minimal perfume/cologne or jewelry
- Adhere to substance-free workplace policy during assigned responsibilities (e.g., drugs, alcohol, prescriptions that may impair functioning or senses)
- Adhere to weapons-free workplace policy during assigned responsibilities (e.g., guns, knives, pepper spray)
- Meet time and participation commitments including, but not limited to
  - Schedule and supervisor notification (e.g., late, illness, time off)
  - Prohibition for response outside of assigned responsibilities
  - Prohibition on bringing pets or persons not affiliated with [Agency] Victim Services to assigned responsibilities
- Report any law enforcement contact experienced outside of assigned responsibilities

### **Communication and Conduct Requirements**

- Adhere to established communication expectations during assigned responsibilities
- Maintain a professional demeanor with all community members, colleagues, and other professionals during assigned responsibilities and immediately relay any conflicts to appropriate supervisory personnel
- Do not provide statements to media in any form and direct all media requests to appropriate [Agency] personnel
- Abide by established social media expectations including but not limited to
  - No social media connections with victims, witnesses, survivors, and co-victims
  - No social media posts that reflect negatively upon the agency, agency personnel, or would undermine the objectives of the victim services program

### **Victim, Witness, Survivor, and Co-Victim Communication and Resource Requirements**

- Do not use personal resources (e.g., cell phone, email) to communicate with victims, witnesses, survivors, and co-victims during assigned responsibilities
- Do not use personal resources (e.g., money, gift cards, purchases on behalf) to support identified needs of those served
- Accurately explain to all victims, witnesses, survivors, and co-victims the limits of confidentiality associated with all communication
- Notify appropriate supervisory personnel if new information is disclosed regarding
  - self-harming, suicidal, and/or homicidal thoughts or behaviors
  - suspected child/elder/vulnerable adult abuse or neglect pursuant to state laws
  - case-related information not previously disclosed to law enforcement
- Notify appropriate supervisory personnel when assigned responsibilities involve [Agency] employees, student interns, or volunteers



**Records Access, Dissemination, and Documentation Requirements**

- Do not discuss or release any information related to criminal investigations, criminal histories, or other related [Agency] information to any individual, agency, or entity other than law enforcement or prosecution personnel
  - Notify appropriate [Agency] personnel of all requests for copies of records
  - Notify appropriate [Agency] legal personnel of all subpoena notifications
  - Notify appropriate supervisory personnel of all requests for [Agency] data and information (e.g., crime data, response policies)
  - Notify appropriate supervisory personnel of all forms signed by adult victims allowing for release/exchange of information
- Maintain all documentation according to established policies and practices
  - Complete all documentation for assigned responsibilities within the established time frames
  - Destroy personal notes after completing required documentation

**Supervision and Evaluation Requirements**

- Participate in supervision meetings including but not limited to
  - Questions regarding policies, protocols, practices, and assigned responsibilities
  - Discussion of ethical dilemmas
  - Opportunities for professional growthProvide and receive feedback aimed at advancing [Agency] Victim Services

***Certification***

My signature below confirms my acknowledgement of the parameters regarding rights and responsibilities. My signature further confirms my acknowledgement that failure to abide by these expectations could result in termination as a Student Intern/Volunteer.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Student Intern/Volunteer Policies & Program Requirements, [revision date]**

**TEMPLATE – Student Intern/Volunteer Personal Injury and Property Coverage**

**Considerations**

- Have expectations for use of personal vehicles been determined?
- Have parameters for transportation of victims/witnesses/survivors/co-victims been determined?
- Has liability insurance been secured?

<b>Student Intern/Volunteer Personal Injury and Property Coverage</b>
<b><i>Personal Injury</i></b>
[Agency] will not take financial responsibility for injuries sustained by student interns or volunteers that occur outside of scheduled responsibilities.
<b><i>Property</i></b>
[Agency] does not cover damage to property of student interns or volunteers under any circumstances regardless of who caused the damage.
[Agency] will not be financially responsible for any injuries (student intern, volunteer, or passengers) that result from collisions involving personally owned vehicles of student interns or volunteers.
<b><i>Insurance</i></b>
[Agency] has secured liability insurance coverage through [Insurance Company Name] for Victim Services student interns and volunteers. This policy is an excess policy and secondary to existing insurance coverage held by student interns and volunteers. The policy provides coverage for general liability, auto liability, and medical claims while performing approved responsibilities of a student intern or volunteer.
<b><i>Certification</i></b>
My signature below confirms my acknowledgement of the parameters regarding personal injury and property coverage.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Student Intern/Volunteer Personal Injury and Property Coverage, [revision date]**

**TEMPLATE – Student Intern/Volunteer Property Use and Return Agreement**

**Considerations**

- Have parameters for building access been determined?
- Have parameters for uniforms and related costs been determined?
- Have parameters for parking access been determined?

<b>Student Intern/Volunteer Property Use and Return Agreement</b>	
<b><i>Property</i></b>	
<p>[Agency] issues equipment to student interns and volunteers to support assigned responsibilities. Any equipment issued is the property of [Agency] and must be returned upon resignation or termination as a Victim Services student intern or volunteer. If any issued equipment is lost or damaged due to negligence, the financial costs for replacement of the issued equipment will be the responsibility of the student intern or volunteer. Failure to return issued property may result in further action, if deemed necessary by [Agency].</p>	
<b><i>Certification</i></b>	
I have been issued:	<input type="checkbox"/> Agency ID Card <input type="checkbox"/> Agency Facility Access Card <input type="checkbox"/> Parking Placard <input type="checkbox"/> Uniform
<p>My signature below confirms my acknowledgement of the parameters regarding property use and return.</p>	

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Student Intern/Volunteer Property Use and Return Agreement, [revision date]**

**TEMPLATE – Student Intern/Volunteer Law Enforcement Contact Report**

<b>Student Intern/Volunteer Law Enforcement Contact Report</b>			
This report is to be completed for all law enforcement contact experienced by Victim Services student interns and volunteers outside of assigned responsibilities. Continued participation as a Victim Services student intern/volunteer will be based upon established background criteria and reviewed by [insert title]. A copy of this completed form will be maintained in the Victim Services student intern/volunteer personnel file.			
<b>Student Intern/Volunteer Information</b>			
Last Name, First Name:			
Address:			
City, Zip Code:		Date of Birth:	
Primary Number:		Secondary Number:	
E-mail address:			
<b>Service Information</b>			
Position:	<input type="checkbox"/> Student Intern	<input type="checkbox"/> Volunteer	Start Date:
<b>Law Enforcement Contact Information</b>			
Date of Contact:		Time of Contact:	
Law Enforcement Agency:			
Location:		Report Number:	
Description and outcome of contact:			
<b>Review by Student Intern/Volunteer Coordinator and/or Victim Services Supervisor</b>			
Student Intern/Volunteer can continue to participate:		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments:			

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Student Intern/Volunteer Law Enforcement Contact Report, [revision date]**

**TEMPLATE – Student Intern/Volunteer Training Checklist**

<b>Student Intern/Volunteer Training Checklist</b>			
<i>Personal Information</i>			
Last Name, First Name:			
Position:	<input type="checkbox"/> Student Intern	<input type="checkbox"/> Volunteer	Agency ID Number: <input type="text"/>
<i>Training Topics</i>			
Work Rules:		Policies & Protocols:	
<input type="checkbox"/> Agency ID Card Requirements <input type="checkbox"/> Chain-of-Command/Line of Supervision <input type="checkbox"/> Hours (Schedule, Lunch, Late/Absent) <input type="checkbox"/> Facility Rules (Parking, Smoking, Gym)		<input type="checkbox"/> [Agency] Policies <input type="checkbox"/> Dress Code/Appearance <input type="checkbox"/> Personnel Interaction <input type="checkbox"/> Sexual Harassment <input type="checkbox"/> Social Media <input type="checkbox"/> Substance-Free Workplace <input type="checkbox"/> Use of Computer Resources <input type="checkbox"/> Victim Services Protocols <input type="checkbox"/> Employee Assistance <input type="checkbox"/> Language Access <input type="checkbox"/> Mandated Reporting <input type="checkbox"/> Parent/Guardian Information <input type="checkbox"/> Victim/Witness Interview <input type="checkbox"/> On-Call Response	
Equipment & Safety:		<b>Structured Victim Assistance Training:</b> <input type="checkbox"/> [State] Victim Assistance Academy <input type="checkbox"/> OVC Victim Assistance Training (VAT) Online	
<input type="checkbox"/> Building Security/Evacuation <input type="checkbox"/> Computers and Phones <input type="checkbox"/> Insurance Information <input type="checkbox"/> Personal Injury and Property Damage <input type="checkbox"/> Property Use and Return Agreement			
Victim Services Information:		<b>Case Response Protocols (caseload dependent):</b> <input type="checkbox"/> Assault/Aggravated Assault <input type="checkbox"/> Burglary <input type="checkbox"/> Child Abuse <input type="checkbox"/> Death Notification <input type="checkbox"/> Domestic Violence <input type="checkbox"/> Elder/Vulnerable Adult Abuse <input type="checkbox"/> Fraud/ID Theft <input type="checkbox"/> Harassment/Stalking <input type="checkbox"/> Homicide <input type="checkbox"/> Human Trafficking <input type="checkbox"/> Robbery <input type="checkbox"/> Sexual Assault <input type="checkbox"/> Strangulation <input type="checkbox"/> Traffic Incidents & Vehicular Crimes	
<input type="checkbox"/> Fellow Workers/Building Tour <input type="checkbox"/> Electronic Resources <input type="checkbox"/> Flow of Work and Office Procedures <input type="checkbox"/> Supervision Requirements <input type="checkbox"/> Victim Services Overview			
Assigned Responsibilities:			
Job Duties/Training Topics			
<input type="checkbox"/> Community Partners & Resources <input type="checkbox"/> Crime Victim Compensation <input type="checkbox"/> Criminal System Overview <input type="checkbox"/> Criminal Investigation Overview <input type="checkbox"/> Crisis Intervention/Victimology <input type="checkbox"/> Crisis Response Plan/Victim Services Role <input type="checkbox"/> Documentation <input type="checkbox"/> Lethality Assessment <input type="checkbox"/> Mental Health/Suicide <input type="checkbox"/> Protection Orders <input type="checkbox"/> Personal Safety at Work <input type="checkbox"/> Records Management System (RMS) <input type="checkbox"/> Vicarious Trauma/Professional Wellness <input type="checkbox"/> Victims' Rights			

<b>Peer and Partner Learning Opportunities</b>		
<p>Based on assigned responsibilities or Learning Contract, student interns/volunteers may be assigned to participate in Peer and Partner Learning Opportunities.</p>	<b>External Partner Learning Opportunities:</b>	
	<input type="checkbox"/> State Child/Adult Welfare Agency <input type="checkbox"/> Child Advocacy Center <input type="checkbox"/> Court Hearings <ul style="list-style-type: none"> <li><input type="checkbox"/> Criminal Case Hearing</li> <li><input type="checkbox"/> Criminal Case Trial</li> <li><input type="checkbox"/> Protection Order Hearing</li> <li><input type="checkbox"/> Victim Impact Hearing</li> </ul> <input type="checkbox"/> Death Investigation Agency <input type="checkbox"/> Domestic Violence Agency <input type="checkbox"/> Family Justice Center <input type="checkbox"/> Hospitals <input type="checkbox"/> Mental Health Crisis Response Team <input type="checkbox"/> Multidisciplinary Team Meetings <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Child Abuse Response Team</li> <li><input type="checkbox"/> Domestic Violence Response Team</li> <li><input type="checkbox"/> Sexual Assault Response Team</li> <li><input type="checkbox"/> Sexual Assault Kit Initiative Team</li> </ul> <input type="checkbox"/> Prosecution Office Victim/Witness Unit <input type="checkbox"/> Rape Crisis Center	
<b>Internal Peer Learning Opportunities:</b>		
<input type="checkbox"/> [Agency] buildings/facilities <input type="checkbox"/> Communications/Dispatch Center <input type="checkbox"/> Investigator Role and Responsibilities <input type="checkbox"/> Patrol Role and Responsibilities <input type="checkbox"/> Records Personnel Role and Responsibilities <input type="checkbox"/> Victim Services Role and Responsibilities <ul style="list-style-type: none"> <li><input type="checkbox"/> Initial Victim Contact Call</li> <li><input type="checkbox"/> Follow-Up Victim Contact Call</li> <li><input type="checkbox"/> On-Call Victim Services Response</li> <li><input type="checkbox"/> Walk-In Victim Services Response</li> </ul>		
<b>Independent Status</b>		
<p>Student Interns/Volunteers in training can be cleared to independently handle identified responsibilities upon completion of appropriate training and learning opportunities with satisfactory feedback from training personnel. Should concerns arise once the student intern/volunteer is cleared for independent status, the Student Intern/Volunteer Coordinator reserves the right to place the volunteer back in training status.</p>		
<b>Assigned Responsibility:</b>	<b>Approved By:</b>	<b>Date:</b>

Student Intern/Volunteer Training Checklist, [revision date]

**TEMPLATE – Student Intern/Volunteer Peer/Partner Learning Opportunity Evaluation**

<b>Student Intern/Volunteer Peer/Partner Learning Opportunity Evaluation</b>			
<i>Personal Information</i>			
Last Name, First Name:			
Position:	<input type="checkbox"/> Student Intern	<input type="checkbox"/> Volunteer	Agency ID Number: _____
<i>Evaluator Information</i>			
Last Name, First Name:			
Agency:	_____	Title:	_____
<b>Activities/Processes Observed:</b>    			
<i>Student Intern/Volunteer Conduct</i>			
Arrived on time:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Dressed appropriately:	<input type="checkbox"/> Yes <input type="checkbox"/> No
If no, explain:		If no, explain:	
Followed instructions:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Took appropriate notes:	<input type="checkbox"/> Yes <input type="checkbox"/> No
If no, explain:		If no, explain:	
Communicated professionally and appropriately with you and others:			<input type="checkbox"/> Yes <input type="checkbox"/> No
If no, explain:			
Reacted appropriately to crisis circumstances (if applicable):			<input type="checkbox"/> Yes <input type="checkbox"/> No
If no, explain:			
Actively engaged with you and others (as appropriate):			<input type="checkbox"/> Yes <input type="checkbox"/> No
If no, explain:			
<b>Comments</b>		<b>Return completed form to:</b>	
		[insert name/address/email address]	

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Student Intern/Volunteer Peer/Partner Learning Opportunity Evaluation, [revision date]**

**TEMPLATE – Student Intern/Volunteer Supervision Notes**

<b>Student Intern/Volunteer Supervision Notes</b>			
Last Name, First Name:		Date:	
Position:	<input type="checkbox"/> Student Intern <input type="checkbox"/> Volunteer	Agency ID Number:	
<b><i>Current Assigned Responsibilities:</i></b>			
<b><i>Progress Toward Learning Contract Goals/Strengths:</i></b>			
<b><i>Identified Areas of Growth:</i></b>			
<b><i>Notes:</i></b>			

Student Intern/Volunteer Supervision Notes, [revision date]





**IACP**<sup>®</sup>  
International Association of  
Chiefs of Police

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