

Build an Effective Résumé

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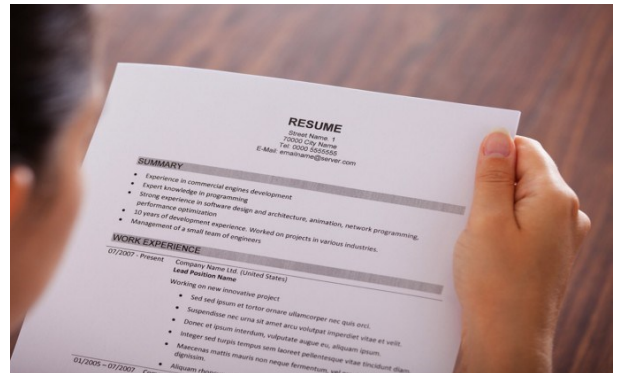
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What is a résumé?

A résumé is a short, concise document that highlights relevant information regarding your education and knowledge, skills, experiences, accomplishments, and job-related interests. It is also a self-marketing tool designed to effectively communicate your assets to prospective employers.

The purpose of a résumé is to secure an interview, *not* to secure a job offer. A résumé is used to convince prospective employers to interview you based on your qualifications.

This means that résumé *should* be tailored to the position for which you are applying and *should* emphasize relevant skills based on the position description. It is a highlight of your education, related experiences and skills, rather than your entire life history.



A résumé is just one part of the job search process. It is far more effective when used in conjunction with other tools, such as networking, cover letters, and good interviewing techniques.

A résumé, as well as a cover letter, will also serve to showcase your written communications skills.

Résumé VS. Curriculum Vitae



Students often wonder what the difference is between a résumé and a Curriculum Vitae (CV). You may have seen the words used interchangeably, which can result in some confusion. The primary differences between a résumé and a CV include the length, the purpose, and the focus.

While a résumé is a brief summary of your skills, achievements and experience over one or two pages, a CV is a longer and more detailed synopsis, more like a career history. A résumé is tailored to each position; whereas a CV is static in content. In the U.S., a CV is used primarily when applying for federal/governmental positions, fellowships or grants, or for academic, research and scientific positions. A CV includes a chronological summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details.

For students just entering the workforce, there is essentially no difference between a résumé and a CV because they have not yet accrued a lengthy list of publications, presentations, etc.

Differences between résumé & CV

	Length	Purpose	Focus
Resume	1 page: recent college graduates 2 page: most graduate students & professionals	Highlight achievement & skills	Work experience
CV	No page limits	Serve as a history of career	Academic/ research

Sections on a Résumé

There are some standard sections included on all résumés. These include name, contact information, education, and work/professional experience.

Then there are several *optional* categories, such as: Qualifications Summary, Leadership & Service, Volunteer Experience, Skills, Publications, Presentations, Honors and Awards, Certifications, Professional Memberships, etc.



Required Sections on résumés	Optional Sections	
<ul style="list-style-type: none"> • Name • Contact information • Education • Work/professional experience 	<ul style="list-style-type: none"> • Qualifications Summary • Leadership & Service • Volunteer Experience • Honors and Awards • Professional Memberships 	<ul style="list-style-type: none"> • Skills • Publications • Presentations • Certifications

Name & Contact information

At the top of your résumé, include your full name in large font (up to 16 pt), local address, phone number with area code, and email address. Avoid placing your name and contact information in the actual Header of the Word document, as some software scanning programs do not recognize the headers.

Sections on a Résumé

Name & Contact Information

Example

Johnathan Doe

123 Main Street · Decatur, GA 30333 · (555)555-5555 · jdoe6@emory.edu

It is best to use a derivation of your first and last name for your email address. As long as it is appropriate, you can use a personal email address such as Yahoo or Gmail instead of your Emory email. If you are graduating soon, your student email address will expire 30 days after graduation. You can request an alumni email (name@alumni.emory.edu) through the Emory Alumni Association. The alumni email address does not expire.

The voicemail message associated with the phone number you list on a résumé should be professional. A message that is too casual can create a negative and unprofessional impression. The employer may decide after hearing your voicemail to not even offer you an interview if it is unprofessional.

Do I need an Objective section?

We strongly recommend *against* including an objective on your résumé. While some feel that it can convey a sense of direction, if your objective doesn't match that of the recruiters or is too general, you may miss out on a golden opportunity. In addition, your objective is often already apparent, e.g. to obtain the job for which you are applying, and thus simply wastes space on the page. Therefore, it is recommend that you use a Qualifications Summary in place of an objective.



Sections on a **Résumé** Qualifications Summary

Example #1

Qualifications Summary

- 3+ years experience working in federal and state government
- Experienced Certified Health Educator Specialist (CHES) with demonstrated strategic leadership, analytical and problem solving skills
- 3 years experience in SAS programming certified

Qualification Summary

The first section of your résumé after your contact information can be a Qualifications Summary. This is an optional section that can assist a recruiter or employer in easily locating key skills and qualifications that best suit the position.

A qualifications summary should be specific to the position for which you are applying. It should include skills and experiences relevant to the position requirements. This may include specific computer programs, language proficiencies and can be quantified by years. A great way to tailor your résumé for different jobs is by highlighting the skills you possess that are most relevant. Be sure to use key words from the job description in your summary, as long as you can back them up with your experience. The qualifications summary can be in paragraph format or in a bulleted list.

Example #2

Qualifications Summary

Highly committed to public service with 2+ years experience working in underserved communities with demonstrated strategic leadership, and superb analytical and problem solving skills. Well organized with strong community engagement, project management, communication and interpersonal skills. Excellent written and verbal communication skills.

Sections on a Résumé Education

Example

EDUCATION

Emory University, Rollins School of Public Health, Atlanta, GA Expected May 2017

Master of Public Health, Health Policy and Management

- Relevant Coursework: Finance, Process Analysis & Six Sigma, & Strategic Management

New York University, New York, NY May 2013

Bachelor of Arts, Psychology

- Minors: Public Health and Policy; Child and Mental Health Studies
- *Honors*: Magna cum laude, Dean's List 2011-2013, Junior Honor Marshall

Education

For current students, the Education section should come towards the top of the résumé, before your work/professional experience, because getting your master's degree is your most recent accomplishment. As time goes by, and you accrue more significant public health experience, you may move the Education section down to the end of your résumé.

In *reverse-chronological order (the most recent to latest)*, you should list the graduate and undergraduate schools you have attended, dates of graduation (e.g. May 2015) or dates of attendance, as well as degrees sought or completed. You should no longer include high school information, unless it might carry some networking value.

Optional information to be included in this section are relevant coursework related to your job, GPA (if you're proud of it), scholarships and honors, percentage of college expenses earned, and study abroad experiences (although a study abroad could also go in experience depending upon level of involvement).

Note: If you include your GPA for your undergraduate education, you must include it for graduate school as well and vice versa. Always spell out your entire degree (e.g. "Master of Public Health", "Bachelor of Arts") and indicate your concentration area. Although when we speak, we say "Master's and Bachelor's", this *is not* the correct way to display it on a résumé.

Sections on a Résumé

Professional Experience

Professional Experience

This section takes up the bulk of a résumé. Normally, you will list each position held in **reverse-chronological order** beginning with the most recent position first, dating back 10 years or as far back as your work experience goes if you have not been working for 10 years. Résumés are restricted to more recent and relevant experiences. On a résumé, there are many descriptions to illustrate the skills you utilized.

You can group certain types of experiences together if it makes sense to highlight a certain type of experience. For example, if you're applying for a global field experience you may want to have a separate "global field experience" category that groups your field work overseas first.

Another example is if you're applying for a health educator position, you may want to highlight your teaching experience in its own category before you list the rest of your experience.

The body of each position description should describe your accomplishments. The purpose of the description is to highlight your major accomplishments and the skills you used that can be transferred to a new position rather than to list everything you did in a given position.

Can I include unpaid internships?

Unpaid positions are also qualified to be on the résumé. If you did the work, it's experience. What is important is gaining skills that will explain demonstrated experience and add value to your next position.

When including unpaid experiences, you can call the section "Experience" or "Professional Experience" instead of "Work Experience." List all volunteer or unpaid work that is directly relevant to the position you're targeting in with the rest of your experience.



INCLUDE
Unpaid Experiences

Sections on a **Résumé** Professional Experience

Each bullet point or statement should tell the reader both what you did and why it was important to the overall contribution and success of the project, office, or organizational goal as a whole.

Ask yourself:

- ***What were my responsibilities?***
- ***How were these responsibilities relevant to the organization or to the project?***
- ***What was the outcome or end result of my contribution?***



Résumés should not read like stories or paragraphs. Use bullet points in your résumé as they are easier to read. It is not necessary to include periods at the end of bulleted statements. Use sentence fragments instead of sentences. Refrain from using personal pronouns “I” and “my” and leave out most “a’s” and “the’s”.

Instead of writing “I directed the daily operation of a satellite office and supervised a Program Assistant”, write “Directed daily operation of satellite office and supervised Program Assistant”.

Avoid abbreviations and lingo. The person reading your résumé may be from HR and may not understand terminology from your specific field.

Start each bullet with an **Action verb**. Give yourself credit! Stay away from verbiage like “Duties included”, “Responsible for”, and “Assisted with”. In *Appendix C* of this document, you’ll find a list of Action verbs that will help you brainstorm about what you truly did on the job and which verbs can be incorporated into your position descriptions. Be aware of tenses. For a current position, use the present tense. For all previously held and/or past positions, use the past tense.



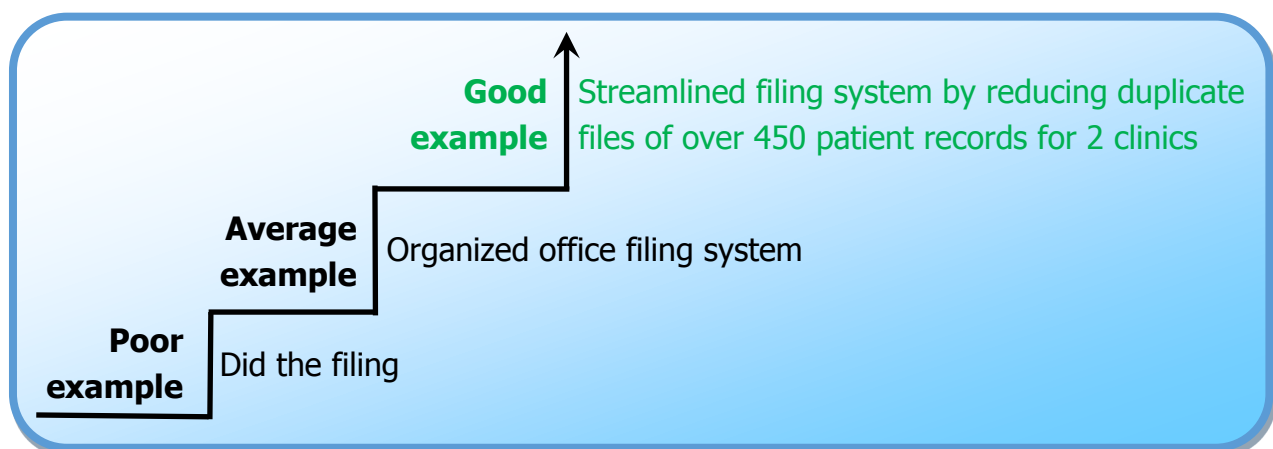
Sections on a Résumé Professional Experience

Be specific – include numbers where possible to indicate volume. For instance, if you implemented a program, how many community members did the program target or affect?

- Quantify (if possible): Quantify your audience, as in the number of participants you educated, trained, or reached. If you managed or supervised a team, then include the number of people you supervised. If you wrote a grant, then indicate how much funding you received (e.g. \$250K).
- Use whole numbers instead of writing the number out (“24 team members” is better than “twenty-four team members”)
- If it is not appropriate to use numbers, then describe your audience or participants, the program, and the community you served. (e.g. Administered medication regimens to HIV-positive men who have sex with men).

Explain how, why important, or for what purpose. For example, to explain the purpose of the research you have worked on: to examine the relationship between smoking and lung cancer, Or, to explain why the work is important: to reduce the incidence of pre-term births, or to explain how you carry out the work: utilizing Excel or SAS.

Here you’ll see an example illustrating the difference between simply stating your job responsibilities vs. showing your value added:



Sections on a Résumé

Leadership & Services; Volunteer Experiences,
Skills, Publications/Presentations

Leadership & Services; Volunteer Experiences

For less experienced young professionals, the Leadership & Services section or the Volunteer Experience section can be used to emphasize any significant activities in which you have participated. List activities that demonstrate leadership ability, initiative, communication skills, and ability to work in a team. If you didn't have an official title, use a descriptive one, like the example below that reads "Crisis Hotline Volunteer".

Example

Leadership & Services

<i>Treasurer, Emory Global Health Organization</i>	Present
<i>PR coordinator, Emory Chapter, Georgia Public Health Association</i>	Present
<i>Alumni Admissions Interviewer, University of Georgia Office of Admission</i>	
<i>Lead Volunteer, Marketing Department, American Red Cross</i>	Jan. 2011 – Jun. 2014
<i>Crisis Hotline Volunteer, DeKalb Rape Crisis Center</i>	Sep. 2012 – May 2013

Skills

In the Skills section, you can list all of the hard skills you've amassed, such as computer and language skills. This information might be easily included in your qualifications summary, in which case you need not repeat it here.

Publications/Presentations

If you have publications or formal conference presentations, you should list these on your résumé – in particular, if you are applying for a research or academically oriented position or if the content is relevant. If you have an extensive publication history, a résumé may indicate that a list of publications is available. A CV would have the entire list.

Sections on a Résumé

Honors/Awards, Certifications,
Professional Memberships/Affiliations

Honors/Awards

For honors and awards, if the awards or organizations are well known, listing only the honors/awards may be sufficient; if not, write out identifying information/qualifications. If the awards or honors are restricted to your school experiences, you can include them under Education instead, such as Dean's List or cum laude. It is especially important to include whether you received a scholarship that covered a portion or all of your tuition expenses.

Certifications

Certifications would include any licenses, CPR certification, CHES, or any other sorts of licenses/certifications you may have achieved. List the number and expiration date.

Professional Memberships/Affiliations

A Professional Memberships category should include involvement in student organizations, such as EGHO or SGA, as well as national organizations, such as APHA or GAHE. It is important that you become involved with such organizations during your time here. These memberships might be included in Leadership & Services section instead if you took on a leadership role.



Résumé Formatting

CVs are typically unformatted, meaning the typeface is uniform. But résumés require some additional formatting for ease of reading.

Font

Make sure that your font size isn't too large or too small. It should be in the 10 pt. to 12pt. range. Keep in mind that sizes differ based on font style. You don't want someone to need a magnifying glass to read your résumé because then they probably won't bother. Stick to the same font size throughout, except for your name. Make sure to have your name stand out by making the size significantly larger and bolded.

For font type, some résumé guidelines will tell you to choose a serif font, which is something like Times New Roman, vs. a sans serif like Arial. However, this is really up to personal preference. The purpose of this rule in certain guidelines is to make it easy to read if you need to fax your document, which nowadays is unlikely.

It is essential that you use **bold** and *italics* to highlight information to make your résumé more reader-friendly. Recruiters skim your résumé for approximately 15 seconds, so ease of readability is key. A whole bunch of plain text would be hard to read. *Italicizing* your position titles and **bolding** the organization name, or vice versa, will help someone pick out important information quickly.

Margins

In terms of margins, somewhere between 0.5" and 1.0" is appropriate. Any smaller and some of the information might be cut off. Any larger and your résumé may look skimpy.

Résumé Paper

Paper

Use quality bond paper that is 8"x11". Don't be tempted to purchase that funky fuchsia paper. White, off-white, or light gray is best. If you will be faxing, avoid gray. When you are printing it, check that the watermark is right side up.

Length

In terms of page length, you'll get many opinions. For some industries, such as consulting, you must stick to 1 page. For other positions, 2 or 3 pages is OK if you have significant experience. It is also a good idea to have 2 versions of your résumé on hand. If you do have 2 pages, you must fill the second page up at least $\frac{3}{4}$ of the way. You must also put your name on the top of the second page and include page numbers (ex. Page 1 of 2), in case they get separated.

**If you need to send your résumé by mail, do not fold it!
Put it into a manila folder, which you can label. Then insert the folder into a larger envelope to mail out.**



Additional Considerations

References

You should **NOT** list your references on your résumé or state “references available upon request”. You should prepare a separate reference list including approximately 4 references, and use the same header as used in your résumé. It is a good idea to include 4 references because if a job requires 3 and if one person is away, they may call your alternate. You may list references directly on a CV.

Personal information

It is not appropriate to list personal information on a résumé or CV in the United States. It is illegal to discriminate in hiring based on such criteria.

Do not include personal information, such as:

- ~~X~~ Marital status
- ~~X~~ Age
- ~~X~~ Ethnicity
- ~~X~~ Religious affiliation

E-mail etiquette

When you e-mail a résumé to an employer, it is important to follow their guidelines. Some will indicate how they want it sent – either in the body of the e-mail or as an attachment. Due to the proliferation of virus scanning software, typically, résumés are sent as Microsoft Word attachments. However, you can create an unformatted version for those occasions when you have to send it in the body of an email or cut and paste it into an online form.



When sending your cover letter and résumé via e-mail, make sure to clearly name them with your last name and the organization and position name (e.g. Smith_CDC_Research Assistant_Cover, Smith_CDC_Research Assistant_Résumé). The body of the e-mail should include a brief note indicating the reason you are writing, that your cover letter and résumé are attached, and your contact information.

Next Steps

So what to do once you've created a resume?

1

Proofread it and use the spell check – Try **VMock!**
Any spelling errors on your resume may result in disqualification from a potential employer and job.

2

Give it to others to look over. Give it to someone **in** the field to make sure it is appropriate. Give it to someone who is **not in** the field to make sure it is understandable.

3

Give it to a third person to edit it.

4

Continue to modify your resume as you gain more experience.

5

Make an appointment to come see us!

APPENDIX A

Sample 1-page Resumes

Emory Rollins

XX Atlanta Road | Atlanta, GA 30322 | (XXX) XXX-XXXX | yourname@emory.edu

Education

Emory University, Rollins School of Public Health, Atlanta, GA 08/2009 – 05/2011
Master of Public Health in Behavioral Sciences and Health Education

North Carolina State University, Raleigh, NC 08/2005 – 05/2009
Bachelor of Science in Biological Sciences

Bachelor of Arts in Spanish Language and Literature
NCSU Cuernavaca, Mexico Study Abroad Program 05/2007 – 06/2007

Experience

Intern, DeKalb County Board of Health- Decatur, GA 05/2010 – 07/2012

- Evaluated referral process for Babies Can't Wait Program to provide services for babies at risk for developmental disabilities.
- Tracked 400+ referrals from past 2 years through database research and account for those missing and pending.

Research Assistant, Emory University School of Medicine- Atlanta, GA 08/2009 – 5/2010

- Recruited 25+ Spanish speaking participants in metro-Atlanta area health clinics.
- Interviewed participants in Spanish language computer based study.
- Assisted principal investigator in maintaining adequate supplies of study materials and equipment through data collection; contributed to study of HPV vaccine access and acceptability among African American and Latina women.

Intern, NC Academy of Family Physicians- Raleigh, NC 03/2008 – 05/2009

- Utilized Spanish language skills to assess program goals of increasing physician cultural competency in central North Carolina as part of North Carolina Health Disparities Initiative.
- Evaluated focus clinics and conducted Spanish surveys for patient satisfaction.
- Educated physicians on cultural disparities through lunch lectures.
- Attended 2009 North Carolina Latino Health Conference in Rocky Mount, NC.

Medical Assistant, Triangle Orthopaedic Associates -Raleigh, NC 05/2006 – 08/2009

- Engaged in triage phone call management for an 18 physician practice.
- Performed clinical duties: suture removal, equipment sterilization, and injection preparation.
- Assisted with Spanish interpretation.

Skills

- *Language*: Fluent in Spanish.
- *Computer*: Proficient in Microsoft Word, Access, and Excel, SAS, SPSS.

Publications

- **Last name, First Name.** "Title." *Journal Name* Jan. 2009: 10. Print.
- **Last Name, First Name.** "Title." *Journal Name* Jan. 2009: 10. Print.

Honors/Activities

- Rollins School of Public Health Professional Development Series 01/2010 – 04/2010
- Recipient of NCSU Dean Durwood & Shirley Bateman Academic Scholarship for Double Majors 2007 – 2009
- Recipient of Progress Energy Merit Scholarship 2007 – 2009
- North Carolina State University Honors Program 2007 – 2009
- Thomas Jefferson Scholars Dual Degree Program 2007 – 2009

Dooley Emory

(XXX) XXX-XXXX • 0000 N. Decatur Ave, Decatur, GA 30033 • yourname@emory.edu

EDUCATION

Rollins School of Public Health, Emory University, Atlanta, GA Expected May 2014
Master of Public Health in Global Epidemiology (GPA: X.XX)
Certificate in Complex Humanitarian Emergencies

Tufts University, Medford, MA May 2011
Bachelor of Arts in Clinical Psychology (GPA: X/4.0)
Awards: Tufts University Balfour Scholar

EXPERIENCE

Croix-des-Bouquet's Free Public Health Clinic, Croix-des-Bouquets, Haiti
Volunteer October 2011-May 2012

- Produced educational material for expectant mothers on post-natal care and breastfeeding
- Collaborated with obstetrical team and operating room nurse to provide post-natal care by cleaning, suctioning and weighing newborns; cleaned equipment and restocked surgical tools

Massachusetts General Hospital's Center for Addiction Medicine, Boston, MA
Intern March 2011-July 2011

- Screened and recruited potential participants to ensure continuation of ongoing studies
- Developed handouts on risk factors of cigarette smoke and health benefits of cessation programs
- Measured vitals: blood pressure & carbon monoxide levels in lungs to assess physical health
- Administered multiple psychological surveys to monitor depressive and schizophrenic symptoms
- Created case report forms, transcribed and coded data resulting in applications for NIH funding

Office For Campus Life, Tufts University, Medford, MA
Office Assistant January 2010-May 2011

- Catalogued and organized files and confidential contracts containing sensitive information
- Arranged meetings and coordinated schedules of the Director and Associate Director
- Streamlined office communication by implementing efficient copying and filing system
- Researched and compiled cost effective approaches for large campus events

Hôpital Bernard Mevs, Port-au-Prince, Haiti
Volunteer June -August 2010

- Facilitated and coached therapeutic group of quadriplegic patients to create goals and support
- Conducted psychological surveys to assess mental well-being of patients with amputated limbs
- Counseled parents on hygiene practices for disabled children to prevent infections
- Translated consultation forms in French and Haitian-Creole from English to facilitate care for non-English speaking patients

LEADERSHIP

Treasurer, Rollins SGA, Emory University, Atlanta, GA September 2012– present

- Balanced large budgets for more than 10 student groups by keeping thorough records
- Allocated funds for several large events on campus for all of the Rollins Students
- Developed financial guidelines for other treasurers in association with the Student Financial

Sample Name

XXX Emory Court, Atlanta, GA 30033 • (XXX) XXX-XXXX • yourname@gmail.com

EDUCATION

Rollins School of Public Health, Emory University, Atlanta, GA Expected May 2009
Master of Public Health in Epidemiology

University of Michigan, Ann Arbor, MI May 2007
Bachelor of Science in Cellular and Molecular Biology
Awards: Michigan Merit Award

WORK EXPERIENCE

Rwanda Zambia HIV Research Group, Zambia, Africa May 2008-Aug. 2008
Graduate Student Intern

- Coordinated logistical planning to expand Couple's Voluntary Counseling & Testing services to district clinics
- Resolved data conflicts using Microsoft Access; developed system to archive pre-existing data

Emory Children's Center, Atlanta, GA Sep. 2007-May 2008
Pediatric Oncology Research Assistant

- Performed lab tests to study biological mechanisms for drug resistance in neuroblastomas
- Trained fellow assistants in laboratory methods and maintenance

University of Michigan Science Learning Center, Ann Arbor, MI Sep. 2006-April 2007
Study Group Leader

- Implemented personalized teaching strategies to facilitate collaborative learning among groups of 11-12 undergraduate students
- Maintained high attendance rates and received honorable remarks from group participants

VOLUNTEER EXPERIENCE

Time for Tots, Ann Arbor, MI May 2006-Dec. 2006
Child Care Volunteer

- Provided support for homeless children between the ages of 6 months and 2 years old

University of Michigan Hospital, Ann Arbor, MI Jan. 2006-April 2006
Post Anesthesia Care Unit Volunteer

- Monitored patients and provided personal care under the direction of nursing and medical staff

LEADERSHIP & SERVICE

Soccer Participant, Emory University Intramural Sports Spring 2008

Rollins Healthcare Association, Atlanta, GA Dec. 2007-Present
Membership Chair

- Organized charity date auction earning \$485 to benefit St. Joseph's Mercy Care
- Collaborated with Rollins Student Government Association and other student organizations to raise awareness of "National Public Health Week" on campus through social and service events

Alpha Phi Omega – Gamma Pi Chapter, Ann Arbor, MI Sep. 2006-April 2007
Former Member/Blood Battle Committee

- Collected 1,850 pints of blood for American Red Cross in competition with Ohio State University chapter
- Raised \$1,000 for Co-ed Service Fraternity through promotional t-shirt sales

Johnathan Doe

XX Atlanta Street | Atlanta, GA 30322 | (XXX) XXX-XXXX | yourname@gmail.com

Qualifications Summary

- Highly motivated, goal and detail oriented, second-year graduate student with strong problem solving and analytical skills
- Excellent communication and leadership skills, cultivated by experience working with diverse populations

Educational Background

Emory University Rollins School of Public Health, Atlanta, GA May 2014
Master of Science in Public Health, Biostatistics
Cumulative GPA: 3.85

University of Scranton, Scranton, PA May 2011
Bachelor of Science, Biomathematics
Philosophy and Psychology Minor, Physiology Concentration
Cumulative GPA: 3.81

Experience

Epidemiology Assistant, Centers for Disease Control and Prevention, Atlanta, GA October 2012 – May 2014

- Assisted the Child Development Studies team by performing validation checks and making necessary corrections to *Legacy for Children™* data sets
- Used SAS to analyze a subset of *Legacy for Children™* randomized control trial data to determine whether a difference in parenting occurred for Haitian participants compared to non-Haitian participants
- Conducted a review of over 200 articles on attention-deficit/hyperactivity disorder and entered pertinent information into a Microsoft Access database
- Built and maintained reference databases for team publications and edited existing references

Residential Program Worker, The Arc of Centre County, State College, PA September 2011 – August 2012

- Provided support to three residents with varying intellectual capacities in a group home setting
- Enhanced resident's skills in areas of recreation, socialization, financial management, personal hygiene, physical health and behavioral management

Peer Tutor, University of Scranton, Scranton, PA August 2010 – May 2011

- Assisted fellow colleagues in the areas of mathematics and chemistry to improve their academic performance

Activities Aide, Evergreen Health Care Center, Scranton, PA April 2008 – August 2011

- Performed activity assessments on residents to ensure that their needs were being addressed
- Enhanced the socialization and communication skills of residents by planning and encouraging participation in group activities
- Performed clerical duties such as filing, faxing, data entry, and communicated with doctors and patients

Activities and Awards

- Student Government Association Biostatistics Department Representative 2012 – 2014
- Georgia Public Health Association, Emory Chapter 2012 – 2014
- Field Hockey, Merit Award for Academic Excellence & Athletic Achievement 2011
- Pi Mu Epsilon. Alpha Sigma Nu. Phi Sigma Tau 2012 – 2014

Technical Skills

- Proficient in Microsoft Word, Access, Excel, and PowerPoint
- Coursework in SAS, SPSS, MATLAB, and Maple

APPENDIX A

Sample 2-page Resumes

Rollins Name

1111 Main Rd. Decatur, GA 30030

(C) XXX.XXX.XXXX

yourname@yahoo.com

- Education** **Rollins School of Public Health, Emory University, Atlanta, GA** Expected May 2007
Master of Public Health in Health Policy (GPA: 3.3/4.0 Overall)
- Emory University, Atlanta, GA** May 2002
Bachelor of Arts in Anthropology and Asian Studies (GPA: 3.3/4.0 Overall 3.7/4.0 Major)
Minor: Women's Studies, Study Abroad: CIEE Khon Kaen, Thailand Summer Program (Summer 2001)
- International Travel** Lived in Japan for 2 years. Study Abroad Experience in Thailand. Personal travel to Thailand and the Philippines for extended periods of time.
- Experience** **CARE USA, Atlanta, GA & Bangkok, Thailand** Jun 2006 - Present
Emergency and Humanitarian Assistance Intern
- Collect, analyze and condense data to create a weekly summary of world events and CARE's emergency response to streamline communication and aid efforts
 - Identify trends in improving or deteriorating conditions and notify contacts to improve related CARE's efforts
 - Collaborate with contacts from country offices to improve communication and CARE response time and aid
- Avian Influenza Intern*
- Researched materials, safety issues, and other topics for field implementation of programs against bird flu
 - Coordinated actions/responses with supervisor and contacts overseas to improve public health messages
 - Wrote and edited Avian Influenza related grant agreements, articles, and proposals for country offices to secure funding for related bird flu projects
 - Traveled to Bangkok, Thailand to assist in integration of avian influenza preparedness scenario into overall preparedness planning efforts
- The Carter Center, Democracy Program, Atlanta, GA** Mar 2006 - May 2006
Office Assistant
- Researched visa prices and process to negotiate better visa rates for Democracy Program
 - Provided administrative support and maintained office operations with minimal supervision
 - Collected, organized and analyzed data for center's database; generated accurate reports to improve interoffice communication
- Benjamin Franklin Academy, Atlanta, GA** Sep 2005 - Mar 2006
Teacher's Assistant
- Prepared class materials for students with special needs to optimize class time and performance
 - Provided one-on-one tutoring with class materials, college applications, tests, resumes and computer software
- The Coca-Cola Company, Dunwoody, GA** Sep 2004 - Aug 2005
Customer Service Representative
- Responded to customer inquiries to provide improved service performance and/or to report data
 - Processed information using Coca-Cola information systems to deliver data to associates
- Japan Exchange and Teaching Programme, Osaka, Japan** Jul 2002 - Jul 2004
Assistant Language Teacher at Seifu Nankai Gakuen
- Instructed in foreign language at the High School level, and promoted multi-culturalism in the classroom
 - Prepared class materials, resources and extra-curricular activities to promote learning and cultural interest

Awards	<p>The Jack Boozer Internship/Scholarship 2000, 2001, 2007</p> <ul style="list-style-type: none"> • Most recent rewarding of the Jack Boozer Award is for aiding CARE Raks Thai in integrating avian influenza preparedness scenarios into general emergency preparedness planning in the summer of 2007. • The previous rewarding of the Jack Boozer Award was for studying health care and human rights groups in Khon Kaen, Thailand, in the summer of 2001, and volunteering with low-income people's groups and homeless shelters in Atlanta, Georgia in the summer of 2000. <p>The National Scholars Honor Society 2007</p>
Volunteer Activities	<p>Unite for Sight, Emory University Chapter, Atlanta, GA Spring 2006 - Present <i>Chapter President</i></p> <ul style="list-style-type: none"> • Organize fundraisers to create funds for overseas eye clinics • Secure speakers and create events to raise awareness for eye care • Help organize eye screenings to promote eye care and insurance <p>Emory Autism Center, Atlanta, GA Fall 2005 - Present <i>Trivia Volunteer</i></p> <ul style="list-style-type: none"> • Create friendships with adults who are on different points on the Autistic spectrum • Further conversation and connections with autistic adults to improve their socialization skills <p>Sarong Bangui of Georgia, Inc., Atlanta, GA 1994 - 2007 <i>Volunteer; Chairperson of Youth Activities for the 2006 National Convention</i></p> <ul style="list-style-type: none"> • Provide organizational support to raise funds for college scholarships and water pumps for villages in the Bicol Region of the Philippines • Collect used and discarded books to restock student libraries in the Philippines • Organized and Hosted a 3-day conference schedule for young adults from Filipino chapters throughout the U.S. and Philippines to improve group leadership and communication with senior Filipino organizations <p>Undergraduate Volunteer Activities, Emory University, Atlanta, GA</p> <ul style="list-style-type: none"> • WMRE DJ, 1998-2001 • Empty the Shelters Volunteer; Co-President, 1999-2002 • Japanese Anime and Culture Club President, 1999-2000
Skills	<p>Microsoft Office 12 Years</p> <p>Research via Internet 12 Years</p> <p>Lotus Notes 1 Year</p> <p>Basic SPSS Less than 1 Year</p> <p>Adobe Acrobat 8 Professional Less than 1 Year</p> <p>Basic speaking competence of Japanese 5 Years</p> <p>Strong written and editing skills, including summaries, reports and articles 2 - 4 Years</p>

EXAMPLE NAME

XXXX ATLANTA TRAIL • ATLANTA, GA 30030 • PHONE: XXX.XXX.XXXX • NAME@EMORY.EDU

QUALIFICATIONS SUMMARY

Three years of experience managing a population-based research study addressing longevity. Experience in data analysis using Excel, SAS and Sudaan. Strong interest in chronic disease and health disparities.

EDUCATION

Rollins School of Public Health, Emory University, Atlanta, GA Expected 05/08
Master of Public Health, Epidemiology (Cumulative GPA: 4.0)

University of Georgia, Athens, GA 12/20
Bachelor of Science, Biology (Cumulative GPA: 3.5)
Honors: H.O.P.E. scholarship recipient (100% tuition), Alpha Epsilon Delta (honor society), Golden Key National Honor Society

PROFESSIONAL EXPERIENCE

COUNCIL OF STATE AND TERRITORIAL EPIDEMIOLOGISTS INTERN, CSTE National Office, Atlanta, GA 5/06 – 8/06

- Created Access database to analyze portion of survey data from 2006 CSTE National Conference and created tables of results to be used for distribution to Executive Board for conference improvements
- Worked with team to complete 2006 Epidemiology Capacity Assessment by sending electronic and paper-based surveys to all 50 states, contacting state epidemiologists personally to receive updated data, and hosting conference calls to assist with survey completion, resulting in 100% response rate
- Involved with weekly/monthly conference calls: 2006 Mumps outbreak; HIV/AIDS Surveillance Coordinators; Public Health Informatics Network

PUBLIC HEALTH INSTITUTE INTERN, Fulton County Department of Health and Wellness, Atlanta, GA 5/06 – 8/06

- Created Pandemic Bird Flu Q&A that was distributed to business, political, and public health leaders during Fulton County's Pandemic Influenza Committee Meeting
- Updated National Incident Management System (NIMS) training database for Fulton County
- Involved in various emergency preparedness meetings
- Completed NIMS 200 Level Course

STUDENT OUTREACH WORKER, Emory University – Briarcliff Campus, Atlanta, GA 9/05 – 12/05

- Located and scheduled follow up visits for participants of study ten years prior
- Administered informed consent and psychological questionnaires to assess home environment and behavior

RESEARCH ASSISTANT, Pennington Biomedical Research Center, Baton Rouge, LA 6/02 – 8/05

- Managed and recruited subjects and maintained IRB approval for National Institute on Aging-sponsored, 800 participant, multi-disciplinary, population-based, study examining determinants of aging in Louisiana population
- Facilitated communication between psychology, laboratory, ultrasound, data management and clinical departments to verify schedules and types of testing for over 500 participants on and off-site
- Developed technical visual aides to demonstrate progress of study recruitment to all primary investigators
- Administered physical activity and cognitive questionnaires to analyze patterns of longevity in groups aged 20-100+

SHADOWING EXPERIENCE

PUBLIC HEALTH DISTRICT 3-5, DeKalb County, GA 11/06

- Discussed the roles of epidemiologists on the local level with professionals from environmental, emergency preparedness, infectious disease, and chronic disease divisions (or departments?)

GEORGIA DEPARTMENT OF HUMAN RESOURCES, Atlanta, GA 11/06

- Learned about capabilities of state syndromic surveillance system, sources of system data, and differences between public health on the district and state level

PUBLIC HEALTH DISTRICT 3-2, Fulton County, GA

8/06 – 10/06

- Attended Metropolitan Medical Response System (MMRS) meeting with district epidemiologist and obtained understanding of coordinating local fire, police, hospital, and public health agencies during an emergency
- Participated in 3 monthly district epidemiology conference calls
- Interviewed district epidemiologists to learn about epidemiology issues currently facing Georgia's largest county
- Attended pandemic influenza town hall meeting to increase awareness of and preparation for pandemic influenza among the community
- Attended United States Postal Service (Atlanta Branch) emergency preparedness tabletop and obtained understanding regarding application of NIMS' Incident Command System and Unified Command during an emergency

PUBLIC HEALTH DISTRICT 8-1, Valdosta, GA

9/06

- Shadowed district epidemiologist to learn about epidemiology in a rural setting
- Completed 5-page phone interview with parent of infant involved in Salmonella outbreak
- Created letter to obtain exposure information from cases who were difficult to reach.
- Observed State Electronic Notifiable Disease Surveillance System (SENDSS) and Georgia Online Analytical Statistical Information System (OASIS) databases capabilities
- to collect and analyze public health data

COMPUTER SKILLS

Microsoft Word, Excel, PowerPoint, Access, SAS, SPSS, SUDAAN, Knowledge of EpiInfo

HONORS/AWARDS

- 2006 Georgia Public Health Association Conference Student Scholar
- Wrote proposal and successfully received over 400 donated information packets from the American Heart Association to use for event for 500+ community members. Information received used to increase awareness of heart disease, stroke, hypertension, and need for physical activity and healthy eating (11/06)

VOLUNTEER EXPERIENCE

ENGLISH PRACTICE GROUP, Emory University, Atlanta, Georgia

10/06 – Present

- Assist classmates for whom English is a second language in editing papers

P.O.W.E.R.P.L.A.Y, Grady Hospital Teen Clinic, Atlanta, Georgia

9/06 – Present

- Assist in leading exercise group and developing and evaluating curriculum for nutrition promotion and obesity prevention program for teens

MEDICAL RESERVE CORP VOLUNTEER, Fulton County, Atlanta, Georgia

9/06 – Present

- Listed on registry to be called upon during emergency events

2006 EMORY CARES SERVICE DAY, New Orleans, Louisiana

11/06

- Assisted with building a home in Musician's Village in New Orleans, Louisiana

APPENDIX B

Sample CVs

Rollins Student

X Atlanta Place, Atlanta, GA 30322

(XXX) XXX-XXXX

yourname@emory.edu

QUALIFICATION SUMMARY

Expertise in managing public health initiatives from concept to completion. Skilled in managing short and long-term research projects autonomously and collaboratively. Detail-oriented and an independent problem-solver. Desire to work on local or global public health and humanitarian projects.

EDUCATION

Rollins School of Public Health, Emory University, Atlanta, GA
Master of Public Health, Prevention Sciences

Expected May 2011

State University of New York, College at Cortland, Cortland, NY
Bachelor of Arts - English, Minor - Economics

1992

RELEVANT PROFESSIONAL EXPERIENCE

Centers for Disease Control and Prevention (CDC), Atlanta, GA

10/07-Present

National Center for Environmental Health, Health Studies Branch,

Atlanta, GA

TKC Global Project Coordinator – Principal Investigator on public health projects that include extensive protocol writing, field work to recruit study participants, gathering of raw data and clinic samples in order to assess risk factors and impacts to human populations. Collaborate with a variety of internal and external partners such as senior staffers, other federal, non-federal entities and medical institutions.

Research and Investigations:

- Project work includes leadership responsibilities on three long-term complex pilot projects focused on determining the adverse impacts of environmental contaminants found in domestic waters and their effects on human health. Efforts include the development of questionnaires and sampling strategies as well as implementing these studies into field work scenarios.
- Conduct searches on current literature to inform the background and discussions of protocols and manuscripts, collect and compile data into analyzable datasets and integrate new findings into current and planned studies.
- Prepare and present presentations about the predicted results and implications of exposures to and health effects from environmental contaminants.
- Safe Drinking Water Study Team Member (8/04 - 1/05).

Field Work:

- Participated in a cohort study researching the impacts of air pollution on children with Sickle Cell Disease. Field work involved routine collection of raw data and proficient knowledge of a laboratory environment and operating sample collection instruments.
- International travel to Panama City, Panama to assist with the wrap-up of an outbreak investigation which involved interaction with study participants, supporting team leaders with their research objectives, and overseeing the project budget.
- International travel to Leon, Nicaragua to collect survey data and bio samples on study participants as part of a research project to determine whether pesticides have adverse impacts on human health.
- Certified phlebotomist and trained in spirometry.

CDC work continued

Surveillance:

- Experience with Situational Awareness Unit - Pan Flu exercise, real-time hurricane surveillance, and the Harmful Algae Bloom Illness-related Surveillance System (HABISS).
- Completed Public Health Surveillance course sponsored by CDC and Emory (6/09).

CARE International, Musanze, Rwanda

5/10-6/10

WASH Evaluator - Completed a six week Global Field Experience graduate practicum which entailed the assessment of a Community-based Water and Sanitation (CWASA) project implemented in two rural sectors of northern Rwanda.

- Evaluated CWASA's efforts to improve drinking water and infrastructure for marginalized populations with particular focus on gender related inequalities associated with Water, Sanitation and Hygiene (WASH) issues.
- Gained comprehensive insight of the program's scope and objectives within a tight time frame.
- Created questionnaire tools which allowed me to obtain insightful and pertinent information on whether the program is having beneficial impacts on its target population.
- Scheduled and coordinated site visits; conducted interviews with key community members; utilized translators when required and documented data via questionnaires, photos and video.
- Provided CARE with an internal appraisal and a ten-page communication piece for future donors.

Upper Chattahoochee Riverkeeper (UCR), Atlanta, GA

1/00 – 9/07

Programs Coordinator - Initiated, organized and coordinated a wide variety of conservation and public health programs. Organized outreach workshops attended by hundreds of community members in order to actively involve and connect participants with their watershed.

Public Health Initiatives:

- Founding member of the *BacteriaAlert* program (<http://ga2.er.usgs.gov/bacteria/>); collected weekly water samples for E. coli/bacteria analysis. Informed and educated thousands of Georgians on when it is safe to use this urban river for recreational purposes.
- *A Woman's Guide to Eating Fish from North Georgia*, a health risk project that educated pregnant women and mothers about mercury contamination. Assisted in the research, production and dissemination of a public health flyer on this program which resulted in safer fishing practices among communities dependent on river fish.
- Organized cleanups resulting in the successful removal of tons of debris and waste from our drinking water source – the Chattahoochee River.

Community Outreach and Conservation:

- Spearheaded the historic naming of an unnamed stream and organized a ceremony for a tributary now officially called A.D. Williams Creek; recognized nationally by United States Geological Survey (USGS).
- Investigated and resolved emergencies called into the hotline (over 350 calls per year) using knowledge of local and state policies and laws. Liaised with state and local officials and conducted site visits to examine fish kills, sewage leaks, erosion, sedimentation, buffer violations, urban stormwater runoff and other hazardous occurrences.

Riverkeeper work continued

- Coordinated the annual Back to the Chattahoochee River Race and Festival, this event is geared towards introducing and reconnecting families to the River as a great natural resource.

Campaign Development and Media:

- Wrote, edited and produced quarterly newsletter *RiverChat* which is distributed to 4,600 member donors, decision makers and peer organizations. Responsible for branding and layout of educational and marketing materials.
- Designed and coordinated public education programs from grant monies such as “*Here Comes the Rain Again*”, a stormwater campaign that encouraged over fifty area industries to reduce adverse impacts of stormwater runoff – the Chattahoochee River’s biggest pollution problem.
- Assisted the Development department in the writing and securing of grants; ensured that all programs funded by grant monies adhered to donor guidelines.
- Coordinated the development of UCR’s website (www.chattahoochee.org) and managed the continued maintenance.

LEADERSHIP AND VOLUNTEER EXPERIENCE

- Scholarship recipient of the Global Field Experience and National Institutes of Health’s Global Field Frameworks grants (4/10)
- Board Member, *The Dolphin Project* – tracked and logged dolphin sightings off the coast of Georgia for six years (97 - 03).
- Research Volunteer, *Caretta Research Project* – conducted loggerhead turtle surveys (7/99 & 7/00).
- Current volunteer, *Barking Hound Village Foundation Rescue*; past volunteer efforts include the *Georgia Aquarium*, *Atlanta Humane Society* and *Chattahoochee Nature Center*.

Jane Doe

XXXX Atlanta Drive NE · Atlanta, GA 30324 · (XXX)-XXX-XXXX · janedoe@emory.edu

Education

Master of Science in Public Health, Global Health in Public Nutrition, Emory University, Atlanta, GA (3.7) **May 2011**
Mental Health Certificate

Thesis: *Evaluation of a Screening, Brief Intervention, and Referral to Treatment (SBIRT) program on alcohol use outcomes in a Georgia emergency department*

Bachelor of Science, Nutrition Science, University of Georgia, Athens, GA (3.8) **May 2008**

Skills Summary

- **Program Evaluation/Research Management:** 5+ years experience with an intervention program as interventionist, research assistant, and manager/trainer. 3+ years leading teams of up to 10 graduate and undergraduate students to ensure accurate collection of survey data from underserved populations, successful tracking and follow up with participants, assessment of program processes and outcomes, and dissemination of results
- **Data Analysis:** Strong data analysis skills with both cross-sectional and longitudinal data developed through work and academics conducting ANOVA, multiple regression, mediation/moderation, logistic regression, and survival analysis.
Coursework: Epidemiology - 3 semesters, Biological Statistics; 2 semesters, Psychological Statistics; 2 semesters, Qualitative Research Methods; 1 semester
- **Writing:** Effective writing skills demonstrated through master's thesis, technical reports, scientific abstracts, and student mentoring projects.
- **Communication:** Oral, paper, and poster session presenter at over 10 national and local conferences. Extensive experience directing working meetings and presenting to academic audiences, federal, state and local agencies and community organizations
- **Mentoring:** Served 6 semesters as the supervisor for Psychology 4760, Research Practicum, at Georgia State University
- **Motivational Interviewing/Health Education:** Trained and certified in motivational interviewing with 1 year of applied practice as a health education specialist in an emergency department (ED).
- **Technical:** SPSS, SAS, R, EPI INFO, NVivo, Microsoft Suite

Relevant Professional Experience

Consultant: Fulton County Department of Health via Centers for Disease Control, Atlanta **January 2013-Present**

- Conduct a fit and needs assessment for an electronic alcohol screening and brief intervention (e-SBI) program in a Ryan White HIV primary care clinic
- Develop a step-by-step guide for the clinic detailing the process of implementing an e-SBI program
- Guide development of the implementation plan by reviewing relevant e-SBI literature, conducting interview interviews with 5 clinic stakeholders and 7 international e-SBI subject matter experts, and observing clinic patient flow □ Present results to approximately 30 key clinic stakeholders

Research Coordinator: Georgia BASICS Evaluation Team, GA State University (GSU), Atlanta **July 2011-Present**

- Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), GA BASICS is a screening, brief intervention, and referral to treatment program (SBIRT) delivering intervention services to substance abusing ED patients
- Provide performance feedback on interviewing techniques and participant tracking to both graduate students and service providers, coordinate calling schedules, and evaluate tracking processes to achieve and maintain an over 75% follow up rate with a very hard to reach population
- Supervise practicum students and conduct weekly meetings in support of faculty supervisor for the course, Psychology 4760. Train students on lab practices, applied research methods, and professionalism. Coach students through the development of approximately 10 poster presentations for undergraduate research conferences.
- Develop and update training materials including a follow up protocol handbook, software navigation manuals, quality improvement reports, and instructions for administrative tasks
- Manage data entry, analyze a federal dataset with over 3000 cases using IBM SPSS software, and oversee multisite dataset training meetings using "GoToMeeting" desktop sharing software
- Act as site liaison by providing technical assistance for 12+ Health Education Specialists including presenting performance results and project outcomes at monthly staff meetings
- Disseminate program results by generating reports for key program stakeholders and developing scientific presentations to share at national conferences

- Manage IRB protocol and communicate with IRB

Research Assistant: Georgia BASICS Evaluation Team, GSU, Atlanta

September 2009-June 2011

- Performed follow-up interviews via phone calls
- Provided data analysis and management support using SPSS statistical software
- Developed technical reports used for quality improvement of data collection
- Acted as liaison between GSU evaluation team and Medical Center of Central Georgia
- Updated Institutional Review Board protocol

Health Educator: Georgia BASICS via Medical Center of Central Georgia (MCCG), Macon December 2008 – January 2010

- MCCG serves a large number of racial and ethnic minorities and many of its patients are indigent and uninsured
- Delivered an evidence based assessment to patients entering the emergency department
- Obtained consent and enrolled study eligible patients
- Used Motivational Interviewing to deliver brief interventions and provide education to over 700 substance abusing patients
- Trained new employees and ensured consistent protocol was used among Health Education Specialists in order to uphold the integrity of the study and accuracy in the data

Research Assistant: STOP Diabetes, Macon, GA

August 2008- January 2009

- Provided administrative support to a diabetes intervention study including taking minutes at weekly meetings, drafting word documents, and preparing materials for national meetings
- Participated in focus group analysis including note taking, audio tape transcription, and development and coding of the compiled diabetes education materials adapted from the Diabetes Prevention Program

Relevant Volunteer Experience

Secretary: Georgia Public Health Association; RSPH Division Atlanta, GA

December 2009 – January 2011

- Developed a newsletter template for meeting minutes and event notification
- Planned, organized, and advertised for a presentation on substance abuse treatment services
- Recruited members from Rollins School of Public Health student body

Health Educator: Brazos Abiertos, Merida, Mexico

July 2010

- Planned and taught a sexual health education program in middle schools
- Performed HIV tests and distributed educational materials at health fairs

Community Organizer: Girls on the Go, Macon, GA

November 2008 - May 2009

- Worked with a local elementary school to introduce a running club for 4th-6th grade girls
- Set up a 10 week curriculum and running schedule suitable to age and fitness level
- Met twice per week for nutritional/health lessons and running workouts, and competed in 5K race with club members
- Assisted in sustaining the project by training local high school students and developing materials, lesson plans, and workouts to be used by future program organizers

Campus Representative/Team Leader: Global Medical Training (GMT), Nicaragua

December 2006 - June 2007

- Acted as campus representative for a medical mission trip through GMT
- Recruited students to participate in the trip and communicated with them via email and informational meetings
- Coordinated with UGA professors to offer students academic credit for the trip
- Coordinated with GMT doctors to ensure monetary, organizational, and recruitment needs were met
- Set up temporary health clinics in low income communities, and assessed, diagnosed, and delivered prescriptions to patients under supervision of medical doctors

Selected Presentations and Publications

J. Doe*, First. Lastname*, First. Lastname, First. Lastname. (Year). *Electronic Screening and Brief Intervention (e-SBI) for Excessive Alcohol Use: A Step-by-Step Guide for the Fulton County Department of Health HIV Primary Care Clinic*. This guide was created in partnership with the Alcohol Program of the National Center for Chronic Disease Prevention and Health Promotion at the Centers for Disease Control (CDC).

Doe, J., Kuperminc, G., Gilmore, D., Cochran, L., Zorland, J., Emshoff, J. (2013, June). Key Concepts in the Evaluation of Georgia BASICS. In G. Kuperminc (chair), *Addressing participant attrition and other threats to validity when evaluating community programs*; Symposium conducted at the Society for Community Research and Action conference in Miami, FL.

Doe, J., Tarantino, N., Johnson, J.A., Kuperminc, G. (2013, June). *Polydrug use among emergency department patients receiving SBIRT services*. Oral Communication Session at College on Problems of Drug Dependence in San Diego, CA.

Borgman, R., **Doe J.**, (2012) Social Support, Gender, and Treatment-Seeking Behavior: Does social support influence treatment attendance among substance abusing women and men? [Abstract] *Discovery: Undergraduate Research Journal. 1.*

Doe, J., Johnson, A.J., Seale, J.P., Kuperminc, G. (2012). Reduction in drinking days and binge drinking days among patients receiving screening, brief intervention, and referral to treatment services during an emergency department visit; six month results [Abstract]. *Addiction Science and Clinical Practice*, 7, A97. doi:10.1186/1940-0640-7-S1-A97

Honors/ Awards

Emory University: Rollins School of Public Health

- Lettie P. Whitehead Scholarship (merit based), Rollins School of Public Health: Fall '09, Spring '10

University of Georgia

- Magna Cum Laude graduate, with Honors, Spring '08
- Dean's List: Fall '05-Spring '08
- Top 5% College of Family and Consumer Sciences: Spring '06
- Phi Upsilon Omicron Honor's Society member: '05-'08
- Presidential Scholar (4.0 semester GPA): Fall '04, Spring '04
- HOPE Scholarship recipient (100% tuition):
- Honors Program Charter Scholarship recipient (awarded to top 5% of entering freshmen)

SAMPLE STUDENT

XX Atlanta Street, Atlanta, GA 30322 • XXX.XXX.XXXX • sample_student@emory.edu

EDUCATION

Master of Public Health, Global Health, Reproductive Health and Population Studies Global Complex Humanitarian Emergencies Certificate candidate Rollins School of Public Health, Emory University, Atlanta, GA	12/12
Bachelor of Science in Nursing Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, GA <ul style="list-style-type: none">Fuld Fellowship (100% tuition and fees, awarded for scholarship, leadership, and social responsibility)<i>Summa cum laude</i>, Research Honors	05/11
Bachelor of Science, Individual Studies: International Community Development Bachelor of Arts, Religious Studies Santa Clara University, Santa Clara, CA <ul style="list-style-type: none"><i>Summa cum laude</i>, University Honors Program	03/06

PROFESSIONAL EXPERIENCE

RESEARCH EXPERIENCE

Graduate Research Assistant Dr. Rob Stephenson (Associate Professor, Global Health), Emory University, Atlanta, GA <ul style="list-style-type: none">Using STATA 12.0 to analyze quantitative data from paired longitudinal survey of over 5000 women in rural India, investigating factors associated with shifting levels of intimate partner violence (10/11-present)Analyzed qualitative data, described how participatory learning activity can capture gender norms and inequities to inform sexual and reproductive health programs (9/10-4/11)	09/10-Present
Graduate Research Assistant Maternal and Newborn Health in Ethiopia Partnership (MaNHEP), Bahir Dar, Amhara region, Ethiopia <ul style="list-style-type: none">Collaborated with American and Ethiopian partners on \$8.1M grant funded by Bill & Melinda Gates FoundationWorked with interdisciplinary team to manage large-scale baseline evaluation, trained enumerators on quantitative data collection, provided field supervision, and monitored data qualityWorked with nursing PhD candidate to develop in-depth interview and focus group guides for sub-studyAssisted with training of master trainers on community intervention designed to build consensus around interventions for low-resource birth and obstetric emergencies	06/10-08/10
Research Assistant Center for Research on Maternal and Newborn Survival, Emory University, Atlanta, GA <ul style="list-style-type: none">Conducted literature reviews on best practices to assist with community and clinical training tool development for Maternal and Newborn Health in Ethiopia Partnership	11/09-05/10
Student Research Assistant Local Religion Project, Santa Clara University, Santa Clara, CA <ul style="list-style-type: none">Conducted qualitative research on over 30 religious communities in San Francisco Bay Area, emphasized immigration, religious pluralism, social capital, and civic engagementEmphasized transnational identity and Asian Buddhist communitiesResearch facilitated interaction among students, religious communities, the university, and the public, laid groundwork for ten-week public lecture series entitled "Valley of the Gods"	04/03-03/06
Independent Researcher Buddhist Studies Program (Antioch University), Rey, Sikkim, India <ul style="list-style-type: none">Independently designed and executed qualitative field research in Himalayan villageInvestigated how descriptions of burial practices critique sociopolitical changes, simultaneously protecting and negatively impacting traditional shamanic systems	12/04

Neighborhood Development Intern 06/04-08/04
 United Way of Greenville County, Greenville, SC

- Researched and compiled information on demographics, available resources, best practice strategies, and federal grant programs for affordable housing clearinghouse

CLINICAL EXPERIENCE

Registered Nurse 02/12-Present
 All About Developmental Disabilities, Atlanta, GA

- Providing in-home care to 12-14 low-income adults with intellectual disabilities and chronic health concerns, assessing health and providing case management and health education

Birth Attendant 03/09-04/09
 Yayasan Bumi Sehat, Ubud, Bali, Indonesia

- Volunteered as birth attendant in clinic for underserved women, assisted with prenatal check-ups and acupuncture treatments, managed labors, and apprenticed with Indonesian and American midwives

Doula 12/08
 Alameda County Medical Center, Oakland, CA

- Served diverse, non-English-speaking population as birth doula at public hospital, provided physical and emotional support during labor and delivery

Gender Violence Intern 07/05
 Center for Informal Education and Development Studies, Bangalore, Karnataka, India

- Worked with Indian non-governmental organization, learned to counsel survivors of dowry-related and intimate partner violence and help them access community resources
- Transcribed testimonies from World Court of Women Against War Crimes (South Africa)

ADDITIONAL PROFESSIONAL EXPERIENCE

Student Services Assistant 07/07-06/08
 Graduate Student Services, University of California, Berkeley, CA

International Internship Specialist 08/06-07/07
 LEAPNOW: Transforming Education, Calistoga, CA

- Arranged over 100 three-month international internships for students aged 17 to 24, included interviewing applicants; identifying, investigating, and arranging partnerships with organizations in Global South; and arranging travel
- Established over 30 new internship placements and actively maintained global partnerships

Community Development Volunteer 07/03-09/03
 Orphans and Helpless Children Development Society, Kathmandu, Nepal

- Partnered with Dutch volunteer to improve healthcare and sanitation practices and increase English fluency for struggling orphanage

ACTIVITIES

Support Group Co-Founder & Facilitator, Atlanta Day Shelter (homeless women) 01/11-03/11
Press Coordinator, ChantLanta 10/10-03/11
Director of Communications, Emory International Nursing Association 09/10-05/11
Yoga Instructor, Emory University 01/10-05/10
Meditation Instructor, Santa Clara University 01/06-03/06
Volunteer, Catholic Worker Movement (survivors of intimate partner violence) 01/05-03/05
Volunteer, InnVision (homeless clients with psychiatric disabilities) 03/03-06/04
Volunteer, Catholic Charities (unemployed clients with psychiatric disabilities) 01/03-03/03

CERTIFICATIONS, PRESENTATIONS & HONORS

CERTIFICATIONS

Registered Nurse, Georgia Board of Nursing (RN5555555)
Trauma, Addiction, Mental Health and Recovery, Substance Abuse, Mental Health Services Administration
Home Based Life Saving Skills, American College of Nurse-Midwives Global Development Office
Birth Doula training, DONA International
Registered Yoga Teacher (RYT 2004), Yoga Alliance

PRESENTATIONS & PUBLICATIONS

Student, S., Last name, First., Last name, First., Last name, First. Pile sorting innovations: Exploring gender norms, power, and equity in sub-Saharan Africa. *Manuscript under review.*
Student, S., Last name, First., Last name, First., Last name, First. Pile sorting innovations: Exploring gender norms, power, and equity in sub-Saharan Africa. Poster presentation (presented by Darcy White). International Conference on Family Planning. Dakar, Senegal, November, 2011.
Student, S., Dialogues of death: Considering the transformation of Lepcha religiosity. Oral presentation. American Academy of Religion, Western Region Conference. Claremont, CA, March, 2006.

HONORS

Finalist, Student Photography Contest, Nell Hodgson Woodruff School of Nursing, 2011
Jamkhed Scholar, Student Global Health Fund of the Community Foundation of Greater Atlanta, 2011
Awarded scholarship for month-long diploma course at Jamkhed Institute for Community-Based Health and Development and to conduct research with Comprehensive Rural Health Project
Theodore Mackin Senior Thesis Award, Santa Clara University, 2006
Senior honors thesis selected as best paper in Religious Studies
Jean Donovan Summer Fellowship, Santa Clara University, 2003
Received grant to support independently generated social justice project in Kathmandu, Nepal
Honors Society Memberships, Sigma Theta Tau (International Nursing), Alpha Sigma Nu (Jesuit), Theta Alpha Kappa (Religious Studies)

APPENDIX C


Action Verbs

Management	Communication	Research	Technical	Teaching
achieved administered analyzed assigned attained chaired conceived contracted consolidated coordinated decided delegated developed directed encouraged evaluated executed handled implemented improved incorporated increased inspired launched managed motivated organized outlined oversaw planned prioritized produced recommended reevaluated rejected reported reviewed scheduled strengthened supervised united	addressed arbitrated arranged authored communicated corresponded counseled developed defined directed drafted edited enlisted formulated influenced interpreted lectured mediated moderated motivated negotiated persuaded promoted publicized reconciled reunited renegotiated reported researched summarized spoke translated wrote	clarified collected conceived critiqued detected diagnosed disproved evaluated examined experimented extracted identified inspected interpreted interviewed investigated organized researched reported reviewed searched studied summarized surveyed systematized wrote	analyzed assembled built calculated computed designed devised engineered fabricated inspected maintained operated overhauled programmed remodeled repaired solved trained upgraded	adapted advised clarified coached communicated coordinated defined developed enabled encouraged evaluated explained facilitated guided informed initiated instructed lectured persuaded presented set goals stimulated taught trained tutored updated

Financial	Creative	Helping	Clerical or Detail
adjusted administered allocated analyzed appraised audited balanced budgeted calculated compared computed developed estimated forecast forecasted managed marketed planned projected reevaluated reconciled researched sold	acted applied composed conceived conceptualized created designed developed directed established evaluated fashioned formed formulated founded illustrated instituted integrated introduced invented loaded molded originated perceived performed planned presented produced refined rewrote updated	advised assessed brought clarified coached coordinated counseled dealt demonstrated diagnosed educated encouraged enlisted expedited facilitated familiarized guided inspired maintained modified performed referred rehabilitated represented supported upheld	activated altered assembled approved arranged catalogued classified collected compiled described dispatched edited estimated executed gathered generated implemented inspected listed maintained monitored observed operated organized overhauled prepared processed proofread published purchased recorded reduced retrieved screened specified streamlined systematized

Additional Action Verbs

<p>anticipated arbitrated ascertained built charted checked classified conserved consolidated constructed controlled coordinated counseled created defined delivered detailed detected determined devised diagnosed directed discovered dispensed displayed disproved dissected distributed diverted dramatized eliminated empathized enforced established estimated evaluated examined expanded explained expressed extracted</p>	<p>financed fixed followed formulated founded gathered generated guided handled headed hypothesized identified illustrated imagined implemented improved improvised increased influenced informed initiated inspected installed instituted instructed integrated interpreted interviewed invented inventoried investigated judged lectured lifted listened logged</p>	<p>maintained manipulated mediated memorized modeled monitored motivated navigated negotiated observed obtained offered operated ordered organized originated painted perceived performed persuaded photographed piloted planned played predicted prepared prescribed presented printed processed produced programmed projected promoted proof-read protected provided publicized purchased</p>	<p>questioned raised realized reasoned received recommended reconciled recorded recruited referred rehabilitated related rendered repaired reported represented resolved responded restored retrieved reviewed risked scheduled selected separated shaped shared showed sketched solved sorted summarized supervised supplied symbolized synergized synthesized</p>	<p>talked taught tended tested trained transcribed translated traveled treated troubleshoot tutored typed unified united upgraded used utilized verbalized warned washed weighed wired worked</p>
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