

# RÉSUMÉ GUIDE

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# What is a Résumé?

A résumé is a concise marketing document that highlights relevant information regarding your education, knowledge, skills, experiences, and accomplishments. A résumé does not guarantee a job offer; instead, the purpose of a résumé is to convince prospective employers to interview you based on your qualifications. 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 great interviewing techniques.

You may have one standard résumé that you prepare copies to hand out at a career fair, but for most uses, it is important that you tailor each résumé for each position you are applying and emphasize relevant skills related to the position description.

## Résumé vs. Curriculum Vitae (CV)

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.

	<b>Résumé</b>	<b>Curriculum Vitae</b>
<b>Length</b>	One – two pages	Two pages + (unlimited)
<b>Purpose</b>	To secure an interview for most non-federal/government or academic positions	To secure an interview when applying for federal/governmental, academic, research or scientific positions or for fellowships or grants
<b>Focus</b>	A bullet point summary of your skills, achievements, and experience, tailored to each position	Chronological summary of your educational and academic background as well as teaching and research experience, publications, presentations, awards, honors, affiliations, and other details. Paragraphs as well as bullet points can be used to provide great detailed descriptions for your experiences.

# Résumé Sections

There are some standard sections included in all résumés. These include name, contact information, education, work/professional experience, and skills section. There are also several *optional* categories, such as qualifications summary, leadership & service, volunteer experience, publications, presentations, honors and awards, certifications, professional memberships, etc.

## Basic Information

### 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.

While you are a student, it is recommended you use your Emory email address. However, remember that as a Rollins graduate, your Emory email will expire 30 days after graduation, so it is recommended to use a personal email address that is viewed as professional (e.g., fullname@gmail.com) or request an alumni email (name@alumni.emory.edu) through the Emory Alumni Association, which does not expire that you can use for all your professional correspondence.

In case a potential employer tries to call you and reaches your voicemail, make sure your outgoing message is clear and professional. Your voicemail can make or break a job opportunity. If an employer hears an unprofessional message, they may decide not to offer you an interview.

### QUALIFICATIONS SUMMARY

A qualifications summary section is an optional section that can help a recruiter or employer quickly identify your most valuable skills and qualifications that best suit the position.

A qualifications summary should ideally be tailored specifically to the position for which you are applying. Be sure to use keywords from the job description in your summary and provide a brief bullet point description. The qualifications summary is often written in paragraph format; however, it is more effective to write it as a bulleted list as employers often spend only 15-30 seconds reviewing a résumé.

#### **Example:**

#### **Qualifications Summary**

- **Experience:** Over 2 years of experience working in various realms including public health
- **SAS:** One semester of experience working with SAS through class projects
- **SPSS:** One semester of working with SPSS through class projects
- **Writing:** Excellent academic writing skills developed through work and class projects
- **Analytical:** Strong analytical skills developed through Research Assistant position
- **Research & Analysis:** Experience designing data collection instruments, collecting data in-person and over the phone, and analyzing data through coursework
- **Team-work:** Experience collaborating with teams working within community organizations

## EDUCATION

For current students, the Education section should come towards the top of the résumé, 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.

You should list the graduate and undergraduate schools attended, dates of graduation or attendance, and degrees sought or completed, in reverse-chronological order (i.e., the most recent to latest). You should no longer include high school information unless it might carry some networking value.

Optional information that can be included in this section include any relevant coursework related to your job, GPA (if you're proud of it and if it's over 3.5), scholarships and honors, percentage of college expenses earned, and study abroad experiences (although a study abroad could also go in experience depending upon the 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, unless you are a 1<sup>st</sup> semester graduate student. 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.*

## Professional Experience

This section takes up the bulk of a résumé, but there are different ways to highlight your professional experiences and relevant skill sets. For example:

- One of the commonly used ways is to list each position held with the most recent position first, dating back ten years and even further depending on the experience you are highlighting.
- Another approach is to group certain types of experiences. This allows you to highlight a specific type of experience if it has significant meaning to your work experience and relates to the posted job. For example, if you are applying for a global position, you may want to have a separate section called "International Experience" that groups your overseas work.
- A third approach is to highlight only your experiences that relate to the job you are applying and then, to list the rest of your experiences below. If you are applying for a health educator position, for example, you could highlight your health education-related experience(s) in its own section before listing the rest of your experience(s).

Finally, the bullet points under each position description should describe your skills, knowledge, and accomplishments and ideally, be customized for each position based on the requested skills and expertise.

## CAN I INCLUDE UNPAID INTERNSHIPS?

You can list unpaid positions on a résumé under the professional experience section, especially if you gained relevant transferrable skills and knowledge that demonstrate the value you could add to your next position. Focus on your bullet points and try to express the transferrable skills, accomplishments, or knowledge you gained.

### **Ask yourself:**

- *What were the skills I utilized and gained?*
- *How was my work relevant to the team or the project?*
- *What was the outcome and what was my most significant contribution?*

## LEADERSHIP AND VOLUNTEER EXPERIENCES

The Leadership and Volunteer Experiences section, or sometimes called the Leadership and Service section, can be used to emphasize any significant volunteer or leadership activities in which you have participated. List activities that demonstrate leadership ability, initiative, communication skills, and the ability to work on a team. If you did not have an official title, use a descriptive one, like "Crisis Hotline Volunteer."

**Note:** You may also add bullet points to this section to describe the skills and accomplishments for a specific experience.

### Formatting Tips for the Professional Experience Section

Remember! Recruiters may only spend about 15-30 seconds scanning a résumé, so be concise. Résumés should not be in paragraphs. Instead, utilize bullet points in your résumé, as they are easier to read and scan. Do not include periods at the end of bulleted statements and use sentence fragments instead of sentences. Refrain from using personal pronouns "I" and "my" and leave out most "a's" and "the's".

**Example:**

- **INSTEAD OF:** "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"

Write out all abbreviations and acronyms, because the person reading your résumé may not understand terminology from your specific field. Give yourself credit, but do not exaggerate what you did or accomplished.

Avoid using phrases like "Duties included", "Responsible for", or "Assisted with". Instead, start each bullet with an action verb (see Appendix C), but be aware of tenses. For a current position, use the present tense. For all previously held positions, use the past tense.

When describing your accomplishments, be specific and concisely explain the accomplishment. Some ways of doing this include:

**Quantify the strength of your achievement by including numbers:** For example, if you implemented a program, how many community members did the program reach? If you are able, 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 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 (e.g., "24 team members" vs. "twenty-four team members").

If it is not appropriate or possible to use numbers, then describe your audience or participants, the program, and the community served. For example, "Administered medication regimens to HIV-positive men who have sex with men."

**Explain how, why, and for what purpose the bullet is essential:** For example, to explain the how, why and purpose of the research you worked on, you could say:

- Conducted data analysis using SAS to examine the relationship between smoking and lung cancer
- Designed study to test a health education intervention to reduce the incidence of pre-term births

Here is an example to illustrate the difference between simply stating your job responsibilities vs. showing your value-added:

- **INSTEAD OF:** "Integrated 2 surveillance systems to track infectious disease outbreaks in the district"
- **WRITE:** "Integrated 2 infectious disease surveillance systems into a single surveillance dashboard, saving over 350 personnel hours per year for data entry"

## SKILLS SECTION

If you have not already added your hard skills such as computer and language skills to your main Qualifications Summary section, you can list them all in a separate Skills section. Do not add them to both sections.

## PUBLICATIONS/PRESENTATIONS

Depending on the position and if you have room available on your résumé, you may choose to include this section if the realm values more formal academic work such as in research or specific federal or academic roles. Within this section, list a few of the most significant publications or formal conference presentations. If you have an extensive publication history, a résumé may indicate that a list of publications is available. A CV would include the entire list of publications and presentations.

## Extra Information

### HONORS/AWARDS

If space allows, list honors and awards in a separate section near the bottom of a résumé. List honors and awards gained from school experiences, such as Dean's List or Cum Laude, under education. For well-known awards and honors, it is appropriate to list their names; however, for lesser-known awards, use a bullet point to explain their significance. It is also useful to include scholarships and the amount received.

### CERTIFICATIONS

This section includes any licenses, certification, CHES, or other sorts of licenses/certifications you may have achieved. List the certification number and expiration date.

### PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

A Professional Memberships section should include involvement in student organizations, such as EGHO or SGA, as well as national organizations, such as APHA or GAHE. It can be valuable to become involved with such organizations during your time at Rollins for networking and knowledge building. Take note: If you had a leadership role within one of these associations, you might include it in the Leadership and Volunteer Experiences section instead.



# 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 is not too large or too small (i.e., 10 pt is the minimum, 11 is usually ideal, and 12 is the maximum), but keep in mind that sizes differ based on font style. If a recruiter must use a magnifying glass to read your résumé, they probably will not bother. Except for your name, use the same font size throughout. Make sure to have your name stand out by making the size significantly larger and bolded.

There are a variety of fonts but stick with a more common professional font style like Arial & Garamond. It is smart to use bold and italics to highlight vital information to make your résumé easier to scan for key information, but do not use an excessive amount of bold, (no bolding dates) as they are not of critical importance to the interviewer. Remember, recruiters skim your résumé for approximately 15 - 30 seconds, so scanning quickly and easily is vital. All plain text in a résumé makes it hard to read and difficult to pick out key information.

## MARGINS

Keep margins between 0.5" - 1.0". Too small of a margin and some information might be cut off; any larger, and your résumé will have too much white space and look empty.

# Résumé – Additional Points

## PAPER

For interviews, it is recommended to take several copies of your résumé to the interview. Use standard quality size (8"x11") résumé paper found at the bookstore, Amazon, or an office supply store. Although not mandatory, try to use beige or an off-white color paper when printing and verify that the watermark is right side up. FedEx, Office Depot, and Staples can print copies of your résumé.

## LENGTH

Typically, two pages is the average for most students during their time at Rollins. However, as a first-year student you may be at one page and that is also acceptable. Different realms can also have different requirements, but most realms will accept two-three pages, with the exception of consulting firms that limit résumés to one page in length. **Tip:** You can create various length versions of your résumé to use in multiple realms.

If your résumé is on two pages, try to have the second page at least three quarters full. Also, put your name on the top of the second page and include page numbers in the top right-hand corner (ex. Page 1 of 2), in case the pages are separated.



## REFERENCES

You should not list your references on your résumé or state "references available upon request." Instead, prepare a separate reference list that includes approximately four references, and use the same header as used in your résumé. It is a good idea to include four references so they can call an alternative reference in case one is unavailable. Unlike a résumé, you can include references directly on a CV.

## PERSONAL INFORMATION

Do not list personal information on a résumé or CV. In the United States, it is illegal to discriminate in hiring based on such criteria.

## EMAIL ETIQUETTE

When you e-mail a résumé to an employer, it is crucial to follow their guidelines exactly as stated. Some will indicate exactly 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, résumés are often sent as PDF files. You may want to 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 name them with your last name and the name of the organization and position you are applying (e.g., Smith – CDC, Research Assistant (Résumé & Cover Letter.) The body of the e-mail can also be your cover letter, but you should mention that your cover letter and résumé are attached.

# Final Steps

Once you have drafted your résumé, you are encouraged to:

1. Proofread your résumé carefully and use the spell check function. Any spelling errors on your résumé may result in disqualification from a potential employer and job. Please use [VMock](#), the school's powerful résumé critiquing system!
2. Have others, such as a mentor, review your résumé.
3. Continually update your résumé as you gain more experience.
4. Have the Office of Career Development review it by making an appointment or coming to walk-in hours.

## Example 1

**First and Last Name**1 Briarcliff Rd | Apt. 1 | Atlanta, GA 30306 | (999) 999-9999 | [persona.example@emory.edu](mailto:persona.example@emory.edu)**Education**

**Emory University, Rollins School of Public Health**, Atlanta, GA 08/2019 – 05/2021  
*Master of Public Health in Behavioral, Social and Health Education Sciences*  
 GPA: 3.769/4.0

**North Carolina State University**, Raleigh, NC 08/2015 – 05/2019  
*Bachelor of Science in Biological Sciences*  
 GPA: 3.9/4.0

**Experience**

**Intern**, DeKalb County Board of Health - Decatur, GA 05/2020 – 07/2020

- 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 accounted for those missing and pending

**Research Assistant**, Emory University School of Medicine - Atlanta, GA 08/2019 – 05/2019

- 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 03/2018 – 05/2018

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

**Medical Assistant**, Triangle Orthopedic Associates - Raleigh, NC 05/2016 – 08/2019

- 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, Excel, SAS, SPSS

**Publications**

- **Mans, Sara B.** "More Resources Available for Tobacco Cessation." *NCAFP the North Carolina Family Physician* Jan. 2009: 10. Print.
- **Mans, Sara B.** "Simple Steps Can Help Clinics Reduce Health Disparities." *NCAFP the North Carolina Family Physician* Jan. 2009: 10. Print.

**Honors/Activities**

- Rollins School of Public Health Professional Development Series 2019 – 2021
- Recipient of NCSU Dean Durwood & Shirley Bateman Academic Scholarship for Double Majors 2017 – 2019
- Recipient of Progress Energy Merit Scholarship 2017 – 2019
- North Carolina State University Honors Program 2017 – 2019
- Thomas Jefferson Scholars Dual Degree Program 2017 – 2019

## Example 2

**First and Last Name**123 VISTA POINTE TRAIL • DECATUR, GA 30030 • PHONE: 225.555.5555 • [ASTUDENT@SPH.EMORY.EDU](mailto:ASTUDENT@SPH.EMORY.EDU)**Education**

**Rollins School of Public Health**, Emory University, Atlanta, GA May 2021  
 Master of Public Health Epidemiology (Cumulative GPA: 4.0)

**University of Georgia**, Athens, GA Dec 2019  
 Bachelor of Science in Biology (Cumulative GPA: 3.5)  
 Honors: H.O.P.E scholarship recipient (100% tuition), Alpha Epsilon Delta (honor society)

**QUALIFICATIONS SUMMARY (Note: These skills should ideally be customized to match each job)**

- **Experience:** Over 2 years of experience working in various realms including public health
- **SAS:** One semester of experience working with SAS through class projects
- **SPSS:** One semester of working with SPSS through class projects
- **Writing:** Excellent academic writing skills developed through work and class projects
- **Analytical:** Strong analytical skills developed through Research Assistant position
- **Research & Analysis:** Experience designing data collection instruments collecting data in-person and over the phone, and analyzing data through coursework
- **Teamwork:** Experience collaborating with teams working within community organizations in Atlanta

**PROFESSIONAL EXPERIENCE**

**COUNCIL OF STATE AND TERRITORIAL EPIDEMIOLOGIST INTERN**, *CSTE National Office*, Atlanta, GA May 2020 – Aug 2021

- Created Access databased to analyze portion of survey data from 2006 CSTE National Conference and created tables of results for distribution to Executive Board for conference Improvement
- Worked with team to complete 2006 Epidemiology Capacity Assessment by sending Electronic and paper-based surveys to all 50 states, contacting state epidemiologist Personal to receive updated data, and hosting conference calls to assist with survey Completion, resulting in 100% response rate

**PUBLIC HEALTH INSTITUTE INTERN**, *Fulton County Department of Health and Wellness*, Atlanta, GA May 2019 – Aug 2019

- Created Pandemic Bird Flu Q&A that was distrusted 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

**RESEARCH ASSISTANT**, *Penning Biomedical Research Center*, Baton Rouge, LA Jun 2019 – Aug 2018

- Managed and recruited subjects and maintained IRB approval for National Institute on Aging-sponsored, 800 participant, multi-disciplinary, population-based study examining determinants of gaining in Louisiana population
- Facilitated communication between psychology, laboratory, ultrasound data management and clinical departments to verify schedules and testing types for over 500 participants on and off-site

**LEADRSHIP AND SERVICE**

**ENGLISH PRACTICE GROUP**, *Emory University*, Atlanta, GA Oct 2016 – 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, GA Sep 2016- Present

- Assist in leading exercise group, developing and evaluating curriculum for nutrition program

**MEDICAL RESERVE CORP VOLUNTEER**, *Fulton County*, Atlanta, GA Sep 2016 – Present

- Listed on registry to be called upon during emergency events

**First and Last Name**123 VISTA POINTE TRAIL • DECATUR, GA 30030 • PHONE: 225.555.5555 • [ASTUDENT@SPH.EMORY.EDU](mailto:ASTUDENT@SPH.EMORY.EDU)**Qualifications Summary**

Strong research, project management and analysis skills with a clear and strong commitment to advancing therapeutic research and raising public awareness of neurodegenerative diseases. Superb verbal communication, presentation, and writing skills combined with excellent management and delegation abilities. Seeking professional role in public service and issues related to aging, neurodegeneration, ethics and policy where my exemplary organizational and leadership skills maximize team-oriented results.

**Education**

**Rollins School of Public Health**, Emory University, Atlanta, GA Dates  
Master of Public Health in Epidemiology (Cumulative GPA: 4.0)

**University of Florida**, Gainesville, FL Dates  
Bachelor of Science in Biology (Cumulative GPA: 3.5)  
Honors: H.O.P.E. scholarship recipient (100% tuition), Alpha Epsilon Delta (honor society),

**Research Experience**

**University of Florida, Gainesville, FL** Dates  
Research Assistant

*Designing and conducting research in world-leading laboratory to better understand the development of pathology and symptoms of Parkinson's disease. Collaborated with team of 5 researchers and presented data results at monthly meetings.*

- Collect and maintain data on brain circuit abnormalities in monkey brain utilizing electrical and chemical brain recordings and analyze data using Sigmaplot, Spike2 and Matlab
- Manage all day-to-day activities guaranteeing quality and reliability of produced data
- Provided critical support (drafting, data collection and analysis) **resulting in successful NIH funding award for 5 year R01 grant**
- Compose final manuscripts of original research for peer-reviewed academic journals
- **Invited to compose state of the field reviews detailing future directions in research**
- Mentor and develop independent research project for undergraduate student
- Advise graduate students and technicians on professional development (scientific design, management, and presentation skills)
- Evaluate new data and research innovation as **peer reviewer for leading academic journals**
- **Evaluate grant proposals for Parkinson's Disease Foundation UK**
- Present data at international conferences and regular meetings
- Produce reports and present data at regular journal clubs to discuss trends in the scientific field
- Coordinate project and administrative activities
- Improve and monitor safety of study-related equipment and social enrichment for study animals

**Okinawa Institute of Science and Technology (Japan), Neurobiology Unit** Dates

*Research Assistant*

- Designed animal models **of attention deficit hyperactivity disorder (ADHD)** toward understanding **learning and attention** abnormalities in patients with ADHD and **for drug discovery**
- Designed and constructed recording devices and wrote code for simultaneous brain chemistry and behavioral recording in rodents as **a novel technique for the laboratory with applications to attention deficit disorder, drug abuse, and neurodegenerative disease**
- Coordinated lab and administrative activities related to development of novel techniques and construction of animal behavioral lab
- **Acted as international liaison** between human resources and executive offices for junior researcher **community development toward building a new international graduate school**
- Chaired, coordinated, and executed retreat for approximately 100 junior researchers and faculty to **improve group leadership and communications in research community**
- **Coordinated financial support** for retreat

- Created logistical program for retreat
- Organized and chaired career advising seminar for junior researchers
- Full-immersion studies in Japanese language and culture to facilitate community building

**University of Otago, (Dunedin, New Zealand), Department of Physiology**

Dates

*Graduate Training in Neuroscience, Advisor: Edwin Burrow, Ph.D.*

- **Pioneered ground-breaking project at the intersection of drug addiction and Parkinson's disease and mood disorder research**
- Designed and conducted experiments **to understand the evolutions of parkinsonism** and searched for novel drug targets to treat parkinsonism **and combat adverse effects of current drug therapies**
- Created of a novel mouse model of Parkinson's disease in a drug addiction lab
- **Developed novel behavioral testing paradigms** in genetic mouse models of Parkinson's disease
- **Identified novel markers for development of drug-induced motor abnormalities (dyskinesias)**
- Collected and analyzed original research using GraphPad Prism
- Coordinated project and administrative activities with local and international collaborators in Germany and India
- **Conducted two international collaborative projects:** on Alzheimer's Disease and in depression
- Organized and maintained data records for 5 years of data collections
- Assisted in writing, proofreading, copyediting grants
- **Invited to compose state of the field reviews detailing future directions in research**
- Composed manuscripts of original data published in high impact scientific journals
- Presented data at national and international conferences
- Produced reports and presented data at regular journal clubs to discuss trends in the scientific fields of Parkinson's disease and drug abuse

**University of Texas at Austin, College of Pharmacy**

Dates

*Pre-doctoral Fellow in Pharmacology & Neurotoxicology, Advisor: Gary W. Miller, Ph.D*

- Designed and conducted experiments to **understand the influence of environmental toxins on the development of Parkinson's disease pathology**
- **Developed novel cell culture models of protection against environmental toxins in Parkinson's disease**
- Coordinated project and administrative activities to relocate laboratory to Emory University
- Collected and analyzed data using SPSS
- Produced reports and presented data at regular journal clubs to discuss trends in Parkinson's disease and environmental toxicant research

**University of Texas Southwestern Medical School, Dallas, TX, Department of Psychiatry**

Dates

*Pre-doctoral Training in Immunohistochemistry, Advisor: Dwight C. German, Ph.D.*

- Learned techniques in microscopy to examine pathological markers in brain for Parkinson's disease.

**Allergy & Asthma Associates, Austin, TX**

Dates

*Clinical Research Coordinator, Direction of Julius H. Van Bavel, M.D.*

- **Coordinated phase III-IV clinical trials** for novel allergy medications
- Generated a patient database
- Managed and recruited subjects for studies
- Maintained security and fidelity of patient records
- Organized and prepared patient study materials
- Administered skin allergy tests, blood draws, electrocardiograms, and measured vital signs

**University of Michigan, Ann Arbor Nuclear Medicine Division**

Dates

*Research Internship in P.E.T. Pharmacology, Advisor: Michael Kilbourn, Ph.D.*

- Conducted research to **identify novel biomarkers for Parkinson's disease**
- Assisted in **development of novel chemical compounds** for positron emission tomography brain imaging tracers for Parkinson's disease
- Tested safety and efficacy of compounds in rodents

**Teaching Experience**

**Georgia Institute of Technology**

Dates

*Invited Guest Lecturer "Introductory Neuroscience"*

- Discussed novel research findings with 100 upper level undergraduate students

**University of Texas at Austin, Teaching Assistant, “Chemistry”**

Dates

- Prepared class materials and attended weekly lectures for 100 PharmD (Pharmacy) students
- Provided weekly group review and homework sessions for 15 students

**Service to the University**

**Judge**, Division Students Advisory Council Graduate Research Symposium  
Emory University, Atlanta, GA

Dates

- Evaluated and critiqued graduate student research presentations to help improve and promote graduate student science communication skills

**Co-chair**, Junior Researcher Retreat Planning Committee

Dates

Okinawa Institute of Science and Technology (Japan)

- **Developed logistical and financial planning of retreat for 100 researchers** and faculty
- **Established a committee and delegated responsibilities** among the membership
- Supplied advisory support in building website and online registration for meeting
- Arranged and hosted career seminar with 5 faculty and all attendees
- **Led professional development discussions** with a question & answer period for attendees
- Organized luncheon and post-retreat social event for attendees
- Developed, wrote, and coordinated printing of meeting booklets and fliers
- **Chaired scientific presentations**
- **Improved group leadership and communications** in research community

**Editorial Work**

Critique and evaluate novel manuscripts and recommend acceptance/rejection for publication

- *American Journal of Bioethics Neuroscience*
- *Biochemical Pharmacology*
- *Journal of Pharmacology and Experimental Therapeutics*
- *Neuroscience*

**Grant Review**

Review grant applications and make recommendations to fund novel research projects for principal investigator and graduate student fellowship funding

- Parkinson’s Disease Society of the United Kingdom (**Foundation**)
- Emory University, “Basic Mechanisms of Neurological Diseases”
  - **Developed grant writing tutorial** module for class of 13
  - Advised and explained grant proposal design and development

**Public Scholarship**

Atlanta Science Tavern: Discussions of Science for Nonscientists

Dates

- **Translate state of the art research for general audiences** to promote community awareness of neurodegenerative diseases and scientific research
- Coordinate search for guest lecturers

Brainbowconnection: Neuroscience from ethics to policy

Dates

- Maintain **an online column for general audiences** to explore topics related to neuroethics, neuropolicy, and science education

PHRG: Intersections of Philosophy and Politics Salon

Dates

- **Co-founded** bi-weekly philosophy and politics reading group of 5-7
- Discuss current events and relevant philosophical texts
- **Organize free public courses and education facilities with community partners**

**Community Educational Activities**

Pancakes for Parkinson’s disease (Fundraising for Michael J. Fox Foundation)

Dates

- Designed educational information sheet on Parkinson’s disease for foundation fundraiser

Heavy Pedal: Bicycle and Pedestrian Advocacy Group (**Co-founder**)

Dates

- Design member logos to promote awareness and discourse on alternative transportation

- Our House: Public Awareness of Medical Disorders Through Art (**Founder**) Dates
- Establish collaborations with local artists and art galleries
  - Coordinate construction of art installations that inform general audiences about medical disorders
  - Generate formats to help other communities start their own chapters of Our House
- Eyedrum Art & Music Gallery, Atlanta (all-volunteer non-profit arts center) Dates
- Managed sound equipment for multimedia events
  - Provided technical assistance for music recording and production
  - Managed admission and beverage sales during performances
- Brain Awareness Week, Atlanta Public School System Dates
- Created and team taught neuroscience module
  - Mentored 30 minority middle school students on neuroscience and careers in neuroscience

### Languages

- English: native speaker
- French: 3 years, basic written, reading, spoken
- Chinese (Mandarin), Japanese: 1 year, basic written, reading, spoken

### Software Summary

- Statistical Software: Sigmaplot, SPSS, Graphpad Prism
- Specialized/Programming: Med Associates Software, Matlab, Spike2
- General: Endnote, Adobe Acrobat, Microsoft Office operating systems for PC and Macintosh/Linux, Word PowerPoint, Open Office
- Design & Music: Adobe Photoshop, Garageband
- Literature searches using PubMed
- Web browsers: Internet Explorer, Mozilla Firefox

### Conferences

- |  |      |
|--|------|
| Neuroethics Society Annual Meeting                                       | Date |
| The Overlap of Medical and Legal Ethics (Emory University School of Law) | Date |
| International Basal Ganglia Society                                      | Date |
| Society for Neuroscience   | Date |
| Evolution of Mind, Brain, and Culture                                    | Date |
| Gordon Catecholamines Conference (Oxford, England)                       | Date |
| Mind and Life Summer Research Institute                                  | Date |
| Society for Literature and Science                                       | Date |

### Publications

- Nikpoue A, Rommel RS, Smith Y, Wichmann T. Modulation of pallidal and nigral neuronal activity by local D2-like receptors in normal and parkinsonian monkeys *submitted* (2010).
- Rommel RS, Wice T. Hurst Dopaminergic Circuits of the Basal Ganglia. *Frontiers in Neuroanatomy* 4: 139 (Invited review, 2010).
- Sanpil SU, Fernandes K, Arutha S, Kaporja KC, Jhaveri D, Rommel RS, Ladiwala U, Jha S, Muthig V, Hein L, Bartlett P, Rusher D, Viya VA. Alpha2-adrenoceptor blockade accelerates the neurogenic, neurotrophic, and behavioral effects of chronic antidepressant treatment *Neurosci* 30: 1096-109 (2010).
- Rommel RS, Mitrano DA, Smith Y, Rusher D. Light and electron microscopic localization of alpha-1 adrenergic receptor immunoreactivity in the rat striatum and ventral midbrain. *Neuroscience* 158: 1530-40 (2009).
- Rommel RS, Rusher D. Norepinephrine: The redheaded stepchild of Parkinson's disease. *Biochem Pharmacol* 74: 177-190 (Invited review, 2007).
- Rommel RS, Edwards GL, Freeman KG, Liles LC, Rusher D. Norepinephrine loss produces more profound motor deficits than MPTP treatment in mice. *PNAS* 104: 13804-9 (2007).

Rommel RS, Rusher D, Miller GW. Reduced MPTP Toxicity in Noradrenaline Transporter Knockout Mice. *J Neurochem* 91:1116-24 (2004).

### Presentations/Abstracts

Rommel RS, A. Galvan, M.A. Kliem, Z.U. Khan, Smith Y, Wichmann T. Subcellular Localization and Functional Effects of Dopamine Receptors in the Primate Subthalamic Nucleus. *International Basal Ganglia Society*, 2010.

Rommel RS, Smith Y, Rusher D. Alpha-1 Adrenergic Receptor Subcellular Localization in the Rat Striatum and Midbrain. *Neuroscience*, 2008.

Fernandes KA, Yanpallewar SU, Vadodaria KC, Jhaveri D, Rommel RS, Ladiwala U, Jha S, Marathe S, Bartlett P, Weinshenker D, Vaidya VA. Alpha-2 adrenoceptors regulate adult hippocampal neurogenesis, and accelerate the effects of chronic antidepressant treatment on gene expression, neurogenesis and behavior. *Neuroscience*, 2008.

Yanpallewar SU, Toshniwal D, Vadhvani M, Rommel RS, Kernie S, Rusher D, Vaidya VA. Norepinephrine modulates neurogenesis in the adult mammalian piriform cortex. *Neuroscience*, 2010.

Rommel RS, Edwards GL, Freeman KG, Liles LC, Rusher D. Norepinephrine loss produces more profound motor deficits and changes in striatal gene expression than MPTP treatment in mice: implications for Parkinson's disease. *Catecholamines Conference*, 2007.

Rommel RS, Liles LC, Rusher D: Norepinephrine-deficient mice display Parkinsonian motor phenotypes and altered striatal FosB and ERK 1/2 expression. *Neuroscience*, 2006.

Schank JR, McClung J, Rommel RS, Liles LC, Freeman KG, Edwards GL, Rusher D: Continuous minipump delivery of dopamine beta-hydroxylase inhibitors alters brain catecholamine content and cocaine induced behavior. *Society for Neuroscience*, 2006.

Rommel RS, Liles LC, Rusher D: Norepinephrine-deficient mice display Parkinsonian phenotypes. *Neuroscience*, 2005.

Rommel RS, Miller GW, Rusher D: MPTP Toxicity in Dopamine beta hydroxylase and Alpha2 adrenoceptor Knockout Mice. *Society for Neuroscience*, 2004.

Rommel RS, Rusher D, Miller GW: Pharmacological and Genetic Blockade of the Norepinephrine Transporter in MPTP treated mice. *Society for Neuroscience*, 2003.

### Workshops

NRSA Grant Writing (Emory Office of Postdoctoral Affairs)	Date
Grant Review Process (Emory Office of Postdoctoral Affairs)	Date
Scientific Journal Writing (Emory Office of Postdoctoral Affairs)	Date
Career Development (Society for Neuroscience)	Date

### Professional Societies

International Basal Ganglia Society	Dates
Neuroethics Society	Dates
Society for Neuroscience	Dates
Women in Neuroscience	Dates

### Honors and Awards

Alpha Chi Academic Honor Society	Date
Alpha Lambda Delta Academic Honor Society	Date
Who's Who Among American College Students	Date
Alpha Mu Gamma Language Honor Society	Date
Women in Neuroscience Travel Award	Date



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