THE CAREER CENTER LOYOLA UNIVERSITY MARYLAND



DEVELOPING A CURRICULUM VITAE

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CURRICULUM VITAE BASICS

What is a Curriculum Vitae?

- A detailed biographical description of one's education and work background.
- Differs from a resume in length and detail. Compared to a resume which is normally 1 -2 pages in length, a Curriculum Vitae normally contains 3 or more pages. In addition, a Curriculum Vitae usually contains more sections than a resume.
- Includes detailed information regarding one's academic coursework, professional experience, publications, etc.
- Latin for "the course of one's life or career."

When to use a Curriculum Vitae?

- Applying for a job in higher education.
- Applying to graduate/professional schools.
- Providing a summary of qualifications to your references and contacts.
- Seeking employment in areas such as research, teaching and management.

Basic Tips and Guidelines for the Curriculum Vitae

- Use a laser printer.
- Use good quality white or off-white resume paper, 8 ½" x 11".
- Easy to read, brief, and concise while maintaining a consistent format.
- Have your Curriculum Vitae carefully proofread for errors do not rely solely on spell check.
- Limit use of abbreviations.
- Avoid the use of personal pronouns such as "I" or "my".
- Highlight major points in bold, italics, underlines or by capitalizing.
- Highlight and expand upon experiences that are related to your career or academic objective.
- List education and work experiences in reverse chronological order.
- Be specific when describing duties use action verbs and consider quantifying achievements (focus on accomplishments and results rather than routine job descriptions: for example, list the number of people supervised or amount of budget handled).

TYPES OF SECTIONS IN A CURRICULUM VITAE

Objective (Professional/Career/Research)

Honors

Thesis/Dissertation Abstract

Teaching Interests/Experience

Publications

Work Experience

Background Info

Interests

Foreign Language

Education Achievement

Research Interests

Instrumentation Experience

Presentations

Professional Associations

Community Service

Travel Certifications Coursework
Awards
Research/Laboratory Experience

Specialized Skills

Works-in-Progress Scientific Societies

Co-curricular Activities

References/Recommendation Letters

Leadership

• These sections are not finite and should be tailored to fit your needs. Feel free to create new sections or adapt the ones above to your needs.

 Aside from the Identification section and Objective section which should come at the beginning of your Curriculum Vitae, you should order your sections according to their relevancy and ability to make you stand out in relation to the professional or academic opportunity you are pursuing.

> IDENTIFICATION

Name: Capitalized, centered at top of page

Address: Permanent address

Telephone: Home and/or cell, be sure to have a professional voicemail

Email: Personal email account

➤ OBJECTIVE

Explain your career or academic objective along with the reason your submitting your CV in a clear and concise statement. The following items may be included:

• Career Goals:

Tenured Professor Independent Researcher

· Research Goals:

Psychological testing

The effects of group therapy with at-risk youth

Academic Goals:

Admission into a graduate program

> EDUCATION

The Education section provides an overview of your degrees, and coursework. An educational
objective can also be included to highlight any future academic goals or aspirations. Don't forget to
highlight academic achievements, awards, or honors like a high grade point average.

- Specific items to include are:
 - Graduation dates
 - Degrees
 - Diplomas
 - Certificates
 - Names of universities, colleges, professional schools, or other institutions you have attended
 - Your majors and minors
 - Grad point average
- Coursework: Do not include course numbers or abbreviations. In addition, feel free to categorize or label course work into groups.

Study Abroad:

International experiences should be consistent (same format in education section) with your other education experiences. Include university name, location, dates, and concentration. You can include a bullet with unique opportunities or coursework completed (i.e. staying with a native family).

Degree(s)/Major(s):

Include "Bachelor/Master of Arts, Science, Business Administration..." and your specialization or concentration as well as any minors. If you are still in school you may say "Candidate for Bachelor of Arts in..., date" or "Bachelor of Arts in..., expected date".

If you are a business major, include the name of the school and accreditation (AACSB stands for the Association to Advance Collegiate Schools of Business).

GPA:

Include your GPA if it is 3.0 or above. Be sure to clarify the GPA that you are listing (Overall, Major). If you decide to list your Major GPA, consult your college handbook for assistance on this calculation. Depending on your purposes for creating a Curriculum Vitae and the amount if time you have been out of school you may choose not to include your GPA at all or to only include the GPA from the last institution you attended.

Honors and Awards:

Awards, scholarships, Dean's list, and other academic honors may be listed. Include dates.

Academic Organizations:

Clubs or organizations such as the Financial Marketing Association, Psi Chi, etc...may be listed. Include dates.

EXPERIENCE

Include your entire work history with professional experience, summer jobs, part-time employment, volunteer or service experiences and campus positions.

What types of experiences to include?

Paid, unpaid, internships, extracurricular activities, volunteer, leadership, and research work are all appropriate.

Reverse chronological order

List your most recent experiences first.

Relevant and additional experience

It may be beneficial to categorize your experiences into those which are relevant to the position you are seeking and those which are additional.

Important information to include

Select a consistent format for your experience section including the name and location of the organization, dates of employment, and title. You may choose to make the company name or title stand out using bold, italics, underline or caps. Remember, be consistent.

Describing duties and accomplishments

Use strong action verbs such as "edited", "collaborated", "researched", etc... Try and be specific when describing your responsibilities and quantifiable results and accomplishments wherever possible. Make sure to use the correct verb tense (present tense for current positions and past tense for previous positions). Avoid using "Responsible for..." and "Responsibilities include..."

Be concise

Use phrases and clauses rather than complete sentences.

• Highlight Accomplishments

Don't just list your job responsibilities and duties, include your accomplishments too! For example, "Proposed and tracked \$500,000 annual departmental budget. Only division to meet deadlines and operate within budget during the past three years."

> HONORS/ACHIEVEMENTS/AWARDS

List all honors and achievements in regards to your professional experience, community involvement, athletics, memberships and/or academic organizations.

• Do not include high school experiences, unless they have a significant bearing on your experience. If you are unsure, contact The Career Center to speak with a Career Advisor at (410) 617-2232.

> THESIS/DISSERTATION ABSTRACT

Provide a summary of your thesis or dissertation in a brief abstract. Include the full title, and date or term of completion. Use the appropriate style preferred by your field (i.e. APA, MLA, Chicago, etc.).

> RESEARCH INTERESTS/PROJECTS/LABORATORY EXPERIENCE

Explain or list your research interest or experience. Be sure to relate your interests to the job or program that you are applying.

Projects

List the name of the project, information regarding publication and supervisors or professors.

> TEACHING INTERESTS/EXPERIENCE

Describe documented teaching experience. Feel free to include tutoring experience as well.

PUBLICATIONS/PRESENTATIONS/WORKS-IN-PROGRESS

List any publications that you have authored or co-authored along with bibliographic descriptions. Include presentations that have been delivered at conferences, societies, etc. Only include unpublished works that are being considered for publication.

> ACTIVITIES/MEMBERSHIPS

You can separate your activities from your education and/or work experience sections. You can also combine or separate your activities and memberships sections depending on how many items you have to include. Consider including dates and locations when appropriate. You may include the following:

- Extracurricular Activities
- Leadership Positions
- Service Activities
- Associations/Memberships

> SKILLS

Include specific skills that are necessary to the position or distinguish you from other candidates. Possible skills include:

- Computer applications (Microsoft Word, PowerPoint, etc...)
- Programming languages
- Foreign languages (conversational, fluent, etc...)
- Laboratory skills
- Certifications
- Instrumentation (this can also be a separate section)

> INTERESTS

Listing three to five interests or hobbies is generally a good idea. Employers and Admissions Officers may use them as an icebreaker during an interview.

> TRAVEL

Extensive travel experience, other than study abroad programs, can be listed on your CV if they relate to your objectives or were academic or professional in nature. Include city, states or countries in alphabetical order.

REFERENCES

The phrase "References available upon request" is optional. Create a list of three to five references-faculty members, former employers, and professionals in the field you wish to enter may be used. Be sure to ask permission to use their name and provide them with a copy of your Curriculum Vitae. References should be on a separate sheet of paper and include:

- Name of Reference
- Title
- Company
- Address
- Phone
- . Email

Levels of Proficiency

Accurate (in)	Adept (in, at)	Advanced (knowledge of)
Alert (in)	Competent	Concise
Conversant (in)	Detailed (knowledge of)	Effective (in)
Empathy	Exceptional	Exemplary
Expert (in, at)	Extraordinary	Fluent (in)
Function (well)	Gifted	Good (at)
Great	High (degree of)	Intermediate (knowledge of)
Judicious	Keen (sense of)	Master
Perception (of)	Perceptive	Practical (experience in)
Proficient	Relentless (in pursuit of)	Rudimentary
Sensitive (to)	Skilled (at, in)	Sophisticated (understanding of)
Strong (sense of)	Successful (in, at)	Uncommon
Understanding (of)	Unusual	

Adapted from Boston College Career Center homepage

Patience Nee Didd, M.S.

xxx Clients First Road
Baltimore, MD xxxxx
xxx-xxx-xxxx
xxx-xxxx (cell phone)
patience@didd.edu

EDUCATION

Loyola University Maryland, Baltimore, MD

Doctor of Psychology, Anticipated Graduation, May 20xx Master of Science, Clinical Psychology, May 20xx

Earlham College, Richmond, IN

Bachelor of Arts, Psychology, May 20xx

The Philadelphia Center, Philadelphia, PA; December 20xx - May 200xx

Off-campus study consisting of an internship, academic seminars, and independent living in an urban setting.

HONORS AND AWARDS

- Psychology Department Scholarship Recipient, Loyola University Maryland, August 20xx present
- Alan Plotkin Scholarship (Psychology Department Scholarship), Loyola University Maryland, 20xx 20xx
- Psychology Master's Comprehensive Exams, Loyola University Maryland, January 20xx
- Psychology Department Honors, Earlham College, May 20xx
- Earlham College Honors, Earlham College, May 20xx
- Honors on Psychology Comprehensive Exam, Earlham College, May 20xx
- Honors on Psychology Senior Research Project, Earlham College, December 20xx

PROFESSIONAL AFFILIATIONS

- Loyola University Maryland Diversity Committee Member, January 20xx present
- Maryland Psychological Association
 - Student Affiliate, September 20xx present
 - Chair Elect, May 20xx present
- Association for the Advancement of Psychology Member, September 20xx present
- American Psychological Association
 - Student Affiliate, April 20xx present
 - Division 42: Psychologists in Independent Practice Member
- Psi Chi National Honor Society for Psychology Member, November 19xx present
 - President of Earlham College Chapter, 20xx 20xx
- Loyola University Maryland Doctoral Committee Clinic Representative, 20xx 20xx

CLINICAL EXPERIENCE

Practicum Student: Kennedy Krieger Child and Family Therapy Clinic, Baltimore, MD September 20xx - June 20xx

- Provided individual therapy, family therapy, and parent training in an outpatient clinic utilizing a family systems and behavioral approach.
- Treated children with emotional and behavioral difficulties, including oppositional/defiant disorder, parent-child conflicts, attention deficits, school disruption/truancy, aggression, verbal abuse, tantrums, inappropriate sexual behavior, mood disturbances, phobias, and social skills deficits.
- Attended 504, IEP, and other school meetings as an advocate for clients, and provided school staff with suggestions about how to best meet the clients' needs.
- Participated in weekly individual and group supervision, as well as weekly staff meetings/case conferences.

Supervisor: Gina Richman, Ph.D.

Psychology Assessment Extern: Loyola University Maryland Clinical Centers, Baltimore, MD January 20xx - May 20xx

- Administered, scored, and interpreted neuropsychological and psychoeducational assessments. Wrote reports for clients, parents, and schools and presented the findings at feedback sessions.
- Gained experience in consultation with other health care professionals and parents.
- Client diagnoses included conversion disorder, mood disorders, disorders due to hearing loss and exposure to toxins, and AD/HD.
- Participated in bi-weekly group supervision and individual supervision on an as-needed basis. Supervisor: Karin S. Walsh, Psy.D.

Psychology Therapy Extern: Loyola University Maryland Clinical Centers, Baltimore, MD August 20xx - August 20xx

- Obtained broad clinical experience at an outpatient community health center for children, adults, families, couples, and groups. Maintained client records, wrote summaries of sessions, and formulated treatment plans and goals.
- Exposed to diversity issues such as homosexuality and clients representing diverse racial groups and those from various socioeconomic standings.
- Served as an individual and couples' therapist for clients with diagnoses such as anxiety disorders, personality disorders, mood disorders, mental retardation, AD/HD, and parent-child interaction problems. Treatment approaches utilized included client-centered, cognitive-behavioral, interpersonal, and psychodynamic therapy interventions.
- Participated in weekly individual and group supervision.

Supervisors 20xx-20xx: Sherry MacGlashan, Psy.D. & Angelita Yu, Ph.D. Supervisors 20xx-20xx: Matthew Kirkhart, Ph.D. & Beth Kotchick, Ph.D.

Sexual Assault Survivors' Advocate, Earlham College, Richmond, IN

September 19xx - May 20xx

- Completed 60 hours of advocate training in order to provide information, references, and compassionate listening to survivors of sexual assault.
- Staffed a 24-hour on-call service.

Therapeutic Nursery Intern: Children's Crisis Treatment Center, Philadelphia, PA January - May 20xx

- Implemented play therapy at a partial hospitalization program for children ages 3-5 with psychosocial problems due to sexual or physical abuse, neglect, or exposure to violence.
- Worked with co-teachers to change classroom schedule and activities to better serve the children and to reduce problematic behavior.
- Evaluated children's progress using the DAP (Data, Assessment, Plan) chart system.
- Provided feedback to parents and caregivers about their child's progress during bi-monthly treatment plan meetings.
- Attended weekly staff meetings and led staff training on communication skills.

Supervisor: Deborah Liebel, M.S.W.

TEACHING/SUPERVISION EXPERIENCE

Teaching Assistant, Practicum in Testing: Loyola University Maryland, Baltimore, MD

July 20xx - present & June 20xx - December 20xx

- Co-lead and plan weekly labs and class sessions on administration, scoring, and interpretation of various psychological assessment measures.
- Plan and conduct lectures on assessing children, interviewing techniques, and how to use a multi-axial diagnosis system.
- Supervise students on the formulation of a comprehensive psychological report and provided individual and group feedback to students regarding report writing and conceptualization of clients.
- Assist professor in grading psychological reports.

Supervisor 20xx: Dustin Sentz, Psy.D.

Supervisor 20xx: Dana LaFon-Strausser, Psy.D.

Group Supervisor, *Principles & Practices of Psychotherapy*: Loyola University Maryland, Baltimore, MD January 20xx - May 20xx & January 20xx - May 20xx

- Co-facilitated a graduate level supervision group consisting of counseling and clinical psychology
 masters students. Developed experience in a supervisory role, provided feedback to students on their
 strengths and weaknesses, and modeled good group therapy skills.
- Introduced students to fundamental counseling techniques and facilitated role-playing exercises.

 Supervision included the following areas: case conceptualization, ethical and boundary issues, the therapeutic relationship, the use of theory in therapy, and the development of individual therapeutic style.
- Co-led peer supervision group in which students watched video-taped helping sessions and provide guided feedback to each other.

Supervisor: Heather Lyons, Ph.D.

Group Supervisor: Loyola University Maryland, Baltimore, MD

September 20xx - December 20xx

- Co-facilitated a supervision class of 6-12 Master's students in Clinical and Counseling Psychology.
- Established supervision group norms including ethical, legal, and professional standards for externs. Provided clinical feedback to enhance student's developing professional identity, knowledge, and skills.
- Supervised case conference presentations within group.
- Assisted students in problem resolution experienced at externship sites.

Supervisor: Deborah Haskins, Ph.D.

Fall 20xx

- Led weekly lab sessions for undergraduates on the use of SPSS, psychology research skills, and APA ethical guidelines.
- Provided study sessions and assisted students with the preparation of group research papers.
- Graded papers and tests.

Supervisor: Beth Kotchick, Ph.D.

Teaching Assistant, Human Development: Earlham College, Richmond, IN

Spring 20xx & Spring 19xx

- Chosen by the professor to be the lead teaching assistant in order to provide guidance to the other teaching assistants.
- Worked with professor to oversee case study research projects conducted by the students.
- Led weekly discussion groups and graded papers.

Supervisor: Vince Punzo, Ph.D.

Teaching Assistant, *Experimental Psychology*: Earlham College, Richmond, IN Fall 20xx

- Led weekly lab sessions on the use of SPSS and psychology research skills, and graded papers.
- Provided study sessions and assisted students with the preparation of research papers.

Supervisor: Kathy Milar, Ph.D.

Sexual Assault Survivor's Advocate Instructor: Earlham College, Richmond, IN

August 19xx - December 19xx

- Trained 30 Earlham College students to be Sexual Assault Survivors' Advocates by providing instruction in two consecutive courses.
- Trained students to become instructors of subsequent courses.

RESEARCH EXPERIENCE

Doctoral Dissertation (proposal approved March 30, 20xx): The Decision Making Process in Treatment Selection for Maltreated Children: Survey Results From Providers, Loyola University Maryland, Baltimore, MD

January 20xx - present

Consensual Qualitative Research Women's Project: Loyola University Maryland, Baltimore, MD May 20xx - present

- Qualitative research study on the applicability of traditional career development theories to low- and noincome African Americans.
- Assist in developing consensual qualitative coding domains and interviewing of participants. Act as auditor for group, attempting to verify that the coding domains accurately reflect the original intent of the participants.
- Future involvement in the publication, in progress, entitled *Understanding the Work Needs and Experiences of Govans Community Low-Income African Americans* (working title)

First author: Heather Lyons, Ph.D.

Psychology Scoring Lab Assistant: Loyola University Maryland, Baltimore, MD

August 20xx - present

- Coordinate psychological testing administrations and scoring protocols for professors.
- Tests include MCMI-II, MCMI-III, MBMD, MMPI-2, SCL-90, Bar-on EQI, and Strong Interest Inventory. Supervisor: Traci Peragine, M.S.

Social Research Assistant *More at Four Evaluation* (statewide program offering pre-school for "at-risk" four year olds): Frank Porter Graham Child Development Institute at University of North Carolina at Chapel Hill, NC

May 20xx - May 20xx

- Contacted county organizers, principals, teaching staff, and parents to collect information and to inform participants about evaluation procedure.
- Conducted over 300 child assessments, using an 8-instrument battery including sub-tests of the Woodcock Johnson-III and the PPVT-III.
- Helped develop child assessment training manual and demonstrated correct administration in an instructional video used to train new staff members.
- Assisted in the development of a qualitative coding manual, used to classify over 1,400 statements obtained from respondents, and coded over 800 statements.

Supervisors: Cathy Maris, M.S. & Ellen Peisner-Feinberg, Ph.D.

Lab Manager & Research Assistant: Duke University, Durham, NC

September 20xx - June 20xx

- Managed daily duties of lab group conducting a grant on 4th grade girls' peer relations.
- Coded videotapes of dyadic relationships to provide macro analysis of the children's relationships.
- Transcribed audiotaped interviews of children discussing their peer relationships. Helped develop and modify a qualitative coding system for the interviews.

Supervisors: Christina Grimes, Ph.D. & Martha Putallaz, Ph.D.

RELATED CLINICAL EXPERIENCE

Camp Royal Therapeutic Inclusion Companion: Chapel Hill Parks & Recreation, Chapel Hill, NC May 20xx - July 20xx

- Provided specialized care to children with developmental disabilities in a summer day camp.
- Oversaw other Therapeutic Inclusion Companions and designed materials to educate the camp staff on techniques for working with special needs populations, specifically children with autism, Down's Syndrome, and those who had experienced abuse.

Therapeutic Swim Instructor and Inclusion Companion: Chapel Hill Parks & Recreation, Chapel Hill, NC August 20xx - July 20xx

- Supervised instructors of a therapeutic swim class and advised them how to teach swimming to children with special needs.
- Devised and led a parent training class on how to teach swimming skills to children with various developmental disabilities.
- Provided specialized instruction to children with developmental disabilities enrolled in swimming classes for the "general" population.

Activity Leader: West Suburban Special Recreation Association, Cicero, IL

June 19xx – August 19xx

- Worked with children, ages 5-10, who had learning and behavioral disabilities in a summer camp.
- Led activities, helped with lesson plans, assessed children's behavior, and provided feedback to parents on their child's progress.
- Implemented a behavior modification program for a child who needed one-on-one attention due to aggressive behavior.
- Named "Staff of the Week."

SELECT VOLUNTEER EXPERIENCE

Maryland Psychological Association Graduate Student Mentor, January 20xx - present Loyola University Maryland Clothesline Project, Baltimore, MD, April 20xx & April 20xx Special Olympics Swim Coach, Chapel Hill, NC, Summer 20xx Co-Convenor of *Action Against Rape*, Earlham College, January 19xx - December 19xx

References Available on Request