

# Resume Preparation Guide



ROLLINS  
SCHOOL OF  
PUBLIC  
HEALTH

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## **WHAT IS A RESUME?**

A resume is a brief profile that highlights your experience, skills, and knowledge. It is a tool to market yourself to prospective employers, and is best used when you take some time to focus on your career objectives and what sorts of jobs you're seeking before you get started.

The purpose of a resume is to get you in for an interview, *not* to get you a job. This means that your resume should be tailored to the position for which you are applying and should highlight relevant skills based on the position description. It's a highlight of your background and skills, not your entire life history.

In addition, a resume 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.

## **RESUME VS. CURRICULUM VITAE**

Students often wonder what the difference is between a resume and a Curriculum Vitae (CV). Sometimes you'll see the words used interchangeably, which can result in some confusion. The primary differences between a resume and a CV are the length, what is included, and the situations in which each is primarily used.

A resume is a one or two page summary of your skills, experience and education. While a resume is brief and concise, typically no more than a page or two, a CV is a longer and more detailed synopsis. A CV includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details. For many students, especially those just entering the workforce, there is essentially no difference between a resume and a CV because they have not yet accrued a lengthy list of publications, presentations, etc. Therefore, most of the information that follows in this guide holds for both resumes and CVs.

In Europe, the Middle East, Africa, or Asia, employers expect to receive a CV. In the U.S., a CV is used primarily when applying for fellowships or grants, or for academic and sometimes scientific positions.

## **SECTIONS ON A RESUME**

There are some standard sections included on all resumes. These include contact information, education, and experience. Then there are several optional categories, such as:

- ⇒ Qualifications Summary
- ⇒ Activities
- ⇒ Skills
- ⇒ Publications and Presentations
- ⇒ Honors and Awards
- ⇒ Certifications
- ⇒ Professional Memberships

We'll review each in detail.

## Contact Information

The header on your resume should include your full name in large font, local address, phone number with area code, and email address. You can use a personal email address such as Yahoo or Hotmail instead of your SPH email, as long as your name is appropriate. It's best to use some derivation of your first and last name.

The same goes with your voicemail message. The message associated with any phone number you list should be professional. A message that is too casual can create a negative impression.

# JOHN Q. DOE

123 Main Street · Decatur, GA 30333 · (555)555-5555 · [jdoe@sph.emory.edu](mailto:jdoe@sph.emory.edu)

## Objective

We recommend *against* including an objective on your resume. While some feel that it can convey a sense of direction, if your objective doesn't match that of the recruiters, you may miss out on a golden opportunity. In addition, often your objective is already apparent, e.g. to obtain the job for which you are applying, and thus simply wastes space on the page. We therefore recommend that you use a Qualifications Summary instead of an objective. Read on for information on a summary of qualifications.

## Qualifications Summary

The first section of your resume 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. The qualifications summary, also referred to as a summary statement, can be used in lieu of a career objective.

A qualifications summary or summary statement should be brief and include both hard and soft skills. *Hard Skills* may include items such as computer and language proficiencies. *Soft Skills* may include items that are more subjective, like excellent verbal and written communication skills, team player, extremely motivated. This is a great way to tailor your resume for different jobs, by highlighting those skills that 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. Note that on a business resume or CV, you should not include a summary.

### Qualifications Summary

Highly motivated, results-oriented, public health professional with demonstrated strategic leadership, and superb analytical and problem solving skills. Well organized with strong project management, supervisory, communication and interpersonal skills. Excellent written and verbal communication skills. 5+ years experience working in federal and state government.

### **Qualifications Summary**

- Highly motivated public health professional with demonstrated strategic leadership and superb analytical and problem solving skills
- Well organized with strong project management, supervisory, communication and interpersonal skills
- Excellent written and verbal communication skills with knowledge of printing and publications software such as Publisher and FrontPage
- Proficient in Microsoft Word, Excel, Access, PowerPoint and statistical software SPSS and SAS

### **Education**

Your Education section should now come towards the top of your resume, before your 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 this section down on your resume.

In *reverse-chronological order*, you should list the undergraduate and graduate schools you have attended, dates of graduation 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.

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

Note that if you include GPA for your undergraduate, you must include it for graduate school as well. Also note that you should spell out your entire degree (i.e. "Master of Public Health," "Bachelor of Arts") and should indicate concentration.

#### **Education**

***Master of Public Health, Epidemiology***

***May 2008***

Rollins School of Public Health, Emory University, Atlanta, GA

***Bachelor of Science, Biology***

***May 2005***

University of Georgia, Athens, GA

## **Experience**

The Experience section will take up the bulk of your resume. Normally, you'll 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.

This is where you will see the most difference between a resume and a CV. CVs include all experience, whereas resumes are restricted to the more recent and relevant experiences for those who have a long work history. In addition, on a CV you won't find detailed descriptions of each position, whereas on a resume there is a lot of description 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 – so if you're applying for a research-oriented experience you may want to have a separate "research experience" category that groups your research experiences first on your resume. Or if you're applying for a teaching position, you may want to highlight teaching experience in its own category before the rest of your experience.

Don't be afraid to list unpaid along with paid positions. If you did the work, it's experience! You can call the section "Experience" or "Professional Experience" instead of "Work Experience." List all volunteer work that is directly relevant to the position you're targeting in with the rest of your experience. Being paid for your work is not important. What is important is gaining skills of benefit and value to your next position.

Be aware of tenses; tenses should be consistent with the position you're speaking of – for a current position, use present tense; for all previous positions, use past tense.

Don't use abbreviations or lingo. The person reading your resume may be from HR and not understand terminology from your specific field.

The body of each position description should describe your responsibilities and accomplishments. The purpose of the descriptions is not to list everything you did in a given position, but to highlight the skills you used that you can transfer to a new position and any major accomplishments. Each bullet or statement should tell the reader not only what you did, but 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 ending result of my contribution?***

Resumes should not read like stories or paragraphs. Therefore, instead of sentences use sentence fragments. Don't include any personal pronouns and you can leave out most "a"s and "the"s. So 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"

In terms of using bullets or paragraphs to describe your experiences, there is no right or wrong. Bullets are preferred, however, because they are easier to read. You don't need to include periods at the end of bulleted statements.

Start each sentence/bullet with an action verb. Give yourself credit! Stay away from verbiage like "Duties included," "Responsible for," and "Assisted with". In the appendix, you'll find a list of "action verbs" that can help you brainstorm about what you truly did on the job and which you can then incorporate into your position descriptions.

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

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

- ✓ *Poor example:* "Did the filing"
- ✓ *Better example:* "Organized office filing system"
- ✓ *Best example:* "Organized and streamlined filing system by reducing duplicate files and documents of over 450 patient records for 5 doctor medical practice"

See the resume samples in the appendix for more illustrations of effective position descriptions.

### **Activities/Volunteer Experience**

The Activities or Volunteer Experience section can be used to emphasize any significant activities you participate in outside of work. List activities that demonstrate leadership ability, initiative, good communication skills, and responsibility.

Alternatively, if you have significant unpaid experiences that lasted for a long period of time and that demonstrated key skills, you can include them in your Experience category instead. If you didn't have an official title, use a descriptive one, like the one on the bottom here that reads "Crisis Hotline Volunteer."

<b>Activities</b>	
<i>Treasurer, Emory Global Health Organization</i>	Present
<i>Member, Georgia Public Health Association</i>	Present
<i>Alumni Admissions Interviewer, University of Georgia Office of Admission</i>	Present
<i>Volunteer, Marketing Department, American Red Cross</i>	Jan. 2004 – Jun. 2006
<i>Crisis Hotline Volunteer, Dekalb Rape Crisis Center</i>	Sept. 2002 – May 2003

### **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 resume – 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 resume may indicate that a list of publications is available. A CV would have the entire list.

### **Honors/Awards**

For honors and awards, if the award or organization is well known, listing 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 for Dean's List or cum laude. It's especially important to include if you received a scholarship that covered part 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's important that you become involved with such organizations during your time here. These memberships might be included in activities instead if you took on a leadership role.

## **RESUME FORMATTING**

CVs are typically unformatted, meaning the typeface is uniform. But resumes 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. You don't want someone to need a magnifying glass to read your resume, because they probably won't bother. Stick to the same font size throughout except for your name, which you should make large. Make sure to make your name stand out by making it significantly larger and bold.

For font type, some resume 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 only reason for the guideline was because it might make it easier to read if you fax your document, which nowadays is unlikely.

It is essential that you use **bold** and *italics* to highlight information and make your resume more reader-friendly. Recruiters skim your resume for approximately 15 seconds, so ease of readability is key. A whole bunch of plain text is 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 than that and some of the information might be cut off. Any larger and your resume may look skimpy.

**Paper** - In terms of paper type, be sure to use quality bond paper that is 8x11 inches. Don't be tempted to purchase that funky fuschia paper. White, off-white, or light gray is best. If you will be faxing, avoid gray. When you're printing, check that the watermark is right side up. In addition, if sending your resume by mail, don't fold it. Put it into a manila folder, which you can label, and then insert the folder into a larger envelope.

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

## OTHER ISSUES

**References** - You should not list your references on your resume or state "references available upon request." You should prepare a separate reference list including approximately 4 references, and use the same header as your resume. It's a good idea to include 4 references, because if a job requires 3 and 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 resume or CV in the United States. This includes marital status, age, ethnicity, and religious affiliation. It is illegal to discriminate in hiring based on such criteria.

**E-mail etiquette** - When you e-mail a resume to an employer, it's 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 resumes are sent as Microsoft Word attachments. However, it's still a good idea to create an unformatted version of your resume for those occasions when you may 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 resume 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\_Resume). The body of the e-mail should include a brief note indicating why you're writing, that your cover letter and resume 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 function on your word processor
2. Give it to others to look over. Give it to someone in the field to make sure it's appropriate. Give it to someone not in the field to make sure it's understandable. Give it to a 3rd person to edit.
3. Continue to modify your resume as you gain more experience.
4. Make an appointment to come see us!

# **APPENDIX A**

## **SAMPLE RESUMES**

# ANY STUDENT

123 Vista Pointe Drive • Atlanta, GA 30308 • (678) 555-5555 • [any.student@gmail.com](mailto:any.student@gmail.com)

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## EDUCATION

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**Rollins School of Public Health, Emory University, Atlanta, GA** Expected May 2008  
Master of Public Health in Epidemiology (Cumulative GPA: 4.0)

**University of Georgia, Athens, GA**  
Bachelor of Science in Biology (Cumulative GPA: 3.5) December 2000  
*Honors:* H.O.P.E. scholarship recipient (100% tuition), Alpha Epsilon Delta (honor society), Golden Key National Honor Society

## PROFESSIONAL EXPERIENCE

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**Emory University, Atlanta, GA** July 2004 – Present  
*Senior Research Specialist*

- Coordinate laboratory and administrative activities relating to Emory's collaboration with Vaxgen, Inc. (San Francisco, CA) as a research site in a Phase 2 Human Clinical Trial
- Design, develop, and implement use of an MS Access database for the collection and storage of 7+ years worth of sensitive data
- Analyze 5+ years worth of Phase 1 clinical trial data using SAS and MS Excel and compose final reports and formal posters for presentation at national and international conferences
- Supervise all day-to-day activities of a service core lab, guaranteeing quality and reliability of all data produced for other researchers

**Aero Pharmaceuticals, Inc., Boca Raton, FL** January 2004 – July 2004  
*Sales Representative*

- Identified and successfully established new working relationships with over 100 key contacts in a new market through cold-calling and networking from referrals
- Launched a new line of products in the region that ultimately increased sales base by 30% through assertive salesmanship and consistent follow-up

**Centers for Disease Control and Prevention, Atlanta, GA** July 2001 – January 2004  
*Research Biologist*

- Pioneered development of a new method for field researchers to easily test people for the presence of iron deficiency anemia
- Prepared operational and statistical reports in review of over 200 Newborn Screening/Genetic Testing labs worldwide
- Generated data for publication and presentation through extensive literature review and evaluation of lab quality control/assurance measures

## TECHNICAL KNOWLEDGE

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- All versions of Microsoft Windows operating systems for PC; Macintosh/Linux Operating Systems (OS X)
- Advanced Microsoft Office Suite software including Access, Excel, Powerpoint, Word, Publisher
- WordPerfect, Quattro Pro software- all versions
- SAS Statistical Software for Windows- all versions
- Literature searches using PubMed, Journals@Ovid, DocExpress, Scholar Google, American Chemical Society databases
- FlowJo flow cytometry data analysis software- all versions

## VOLUNTEER ACTIVITIES

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Student Outreach and Response Team (*volunteer public health action/response team in Dekalb County, GA*) 2005  
Biological Sciences Student Association (*networking group for students and faculty*) 2000

## ANY STUDENT

### ABSTRACTS

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**Student, A.**, Mei, J.V., Hannon, W.H. *Method Development and Validation for Serum Transferrin Receptor in Dried Blood Spots: A Marker for Iron Deficiency Anemia*. 2002 Newborn Screening and Genetic Testing Symposium. November 4-7 2002. Phoenix, AZ.

Ibegbu, C.C., Xu, Y-X., Fernandez, M.L., Sen, S., **Student, A.**, Luehrs, K., Ahmed, R., Mittler, R.S. *Detection of Protective Antigen-specific T-Cells in AVA-Vaccinated Non-Human Primates*. 2005 International "Bacillus-ACT05" Conference. September 25-29 2005. Santa Fe, NM.

**Student, A.**, Ibegbu, C.C., Fernandez, M., Sen, S., Luehrs, K., Levesque, D., Mittler, R.S. *Mapping Human and Rhesus Macaque Immunodominant CD4 T-cell Restricted Epitopes of Bacillus Anthracis Protective Antigen (PA)*. 2007 International "Bacillus-ACT07" Conference. June 17-21 2007. Oslo, Norway.

### FORMAL POSTERS/PRESENTATIONS

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**Student, A.** Overview: Method Development for Detecting Transferrin Receptor in Dried Blood Spots: A Special Project of the Newborn Screening Quality Assurance Laboratory. Association of Public Health Laboratories Sub-Committee meeting. January 15, 2002. Atlanta, GA.

**Student, A.** *Method Development and Validation for Serum Transferrin Receptor in Dried Blood Spots: A Marker for Iron Deficiency Anemia*. 2002 Newborn Screening and Genetic Testing Symposium. November 4-7, 2002. Phoenix, AZ.

Ibegbu, C.C., Xu, Y-X., Fernandez, M.L., Sen, S., **Student, A.**, Luehrs, K., Ahmed, R., Mittler, R.S. *Detection of Protective Antigen-specific T-Cells in AVA-Vaccinated Non-Human Primates*. 2005 International "Bacillus-ACT05" Conference. September 25-29, 2005. Santa Fe, NM.

**Student, A.** Correlates of Protection Sub-study: T-cell Epitope Mapping. The Anthrax Vaccine Research Program Seventh Annual Investigator's Meeting. October 25, 2006. Decatur, GA.

**Student, A.**, Ibegbu, C.C., Fernandez, M., Sen, S., Luehrs, K., Levesque, D., Mittler, R.S. *Mapping Human and Rhesus Macaque Immunodominant CD4 T-cell Restricted Epitopes of Bacillus Anthracis Protective Antigen (PA)*. 2007 International "Bacillus-ACT07" Conference. June 17-21 2007. Oslo, Norway.

### PUBLICATIONS

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**Student, A.**, Mei, J.V., Hannon, W.H. *Method Development and Validation for Serum Transferrin Receptor in Dried Blood Spots: A Marker for Iron Deficiency Anemia*. 2002 Newborn Screening and Genetic Testing Symposium Proceedings. Phoenix, AZ.

Chatt, J.A., **Student, A.**, Nwanyanwu, O.C., Archibald, L.K., Mei, J.V., Kazembe, P.N., Dobbie, H., Jarvis, W.R., Jason, J. *Immunological Impact of Iron Deficiency and HIV Infection*. In progress.

Laughlin, E.M., Miller, J., James, E., **Student, A.**, Ibegbu, C., Kwok, W., Ahmed, R., Nepom, G. Antigen-Specific CD4+ T-cells Recognize Epitopes of Protective Antigen Following AVA Vaccination. *Inf and Imm*. April 2007; 75(4): 1852-1860.

# Any Student

123 E Lake Rd. Decatur, GA 30030

(H) 404.555.5555

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astudent@yahoo.com

- Education**      **Rollins School of Public Health, Emory University**, Atlanta, GA      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 two 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      June 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 related topics for field implementation of programs against bird flu
  - Coordinated actions and responses with supervisor and program 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
  - Will be traveling to Bangkok, Thailand to assist in integration of avian influenza preparedness scenario into overall preparedness planning efforts
- The Carter Center, Democracy Program**, Atlanta, GA      March 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      Sept. 2005 - March 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      Sept. 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      July 2002 - July 2004  
*Assistant Language Teacher at Seifu Nankai Gakuen*
- Assisted in foreign language instruction at the High School level, and promoted multi-culturalism in the classroom
  - Prepared class materials, resources and extra-curricular activities to further promote learning and interest in other cultures

# Any Student

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<b>Awards</b>	<p><b>The Jack Boozer Internship/Scholarship</b> 2000, 2001, 2007</p> <ul style="list-style-type: none"> <li>▪ The most recent rewarding of the Jack Boozer Award is for the purpose of aiding CARE Raks Thai in integrating avian influenza preparedness scenarios into general emergency preparedness planning in the summer of 2007.</li> <li>▪ The previous rewarding of the Jack Boozer Award was for the purpose of 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.</li> </ul>
	<p><b>The National Scholars Honor Society</b> 2007</p>
<b>Volunteer Activities</b>	<p><b>Unite for Sight, Emory University Chapter, Atlanta, GA</b> Spring 2006 - Present <i>Chapter President</i></p> <ul style="list-style-type: none"> <li>▪ Organize fundraisers to create funds for overseas eye clinics</li> <li>▪ Secure speakers and create events to raise awareness for eye care</li> <li>▪ Help organize eye screenings to promote eye care and insurance</li> </ul> <p><b>Emory Autism Center, Atlanta, GA</b> Fall 2005 - Present <i>Trivia Volunteer</i></p> <ul style="list-style-type: none"> <li>▪ Create friendships with adults who are on different points on the Autistic spectrum</li> <li>▪ Further conversation and connections with autistic adults to improve their socialization skills</li> </ul> <p><b>Sarong Bangui of Georgia, Inc., Atlanta, GA</b> 1994 - 2007 <i>Volunteer; Chairperson of Youth Activities for the 2006 National Convention</i></p> <ul style="list-style-type: none"> <li>▪ Provide organizational support to raise funds for college scholarships and water pumps for villages in the Bicol Region of the Philippines</li> <li>▪ Collect used and discarded books to restock student libraries in the Philippines</li> <li>▪ 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</li> </ul> <p><b>Undergraduate Volunteer Activities, Emory University, Atlanta, GA</b></p> <ul style="list-style-type: none"> <li>▪ WMRE DJ, 1998-2001</li> <li>▪ Empty the Shelters Volunteer; Co-President, 1999-2002</li> <li>▪ Japanese Anime and Culture Club President, 1999-2000</li> </ul>
<b>Skills</b>	<p>Microsoft Office 12 Years</p> <p>Microsoft Internet Explorer 10 Years</p> <p>Mozilla Firefox 4 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>

# ANY STUDENT

123 VISTA POINTE TRAIL • DECATUR, GA 30030 • PHONE: 225.555.5555 • [ASTUDENT@SPH.EMORY.EDU](mailto:ASTUDENT@SPH.EMORY.EDU)

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## QUALIFICATIONS SUMMARY

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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.

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## EDUCATION

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**Rollins School of Public Health, Emory University, Atlanta, GA** Expected May 2008  
Master of Public Health in Epidemiology (Cumulative GPA: 4.0)

**University of Georgia, Athens, GA**  
Bachelor of Science in Biology (Cumulative GPA: 3.5) December 2000  
*Honors:* H.O.P.E. scholarship recipient (100% tuition), Alpha Epsilon Delta (honor society), Golden Key National Honor Society

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## PROFESSIONAL EXPERIENCE

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**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+

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## SHADOWING EXPERIENCE

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**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

# ANY STUDENT

## **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

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## **COMPUTER SKILLS**

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

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## **HONORS/AWARDS**

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- 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)

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## **VOLUNTEER EXPERIENCE**

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### **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**

## **ACTION VERBS**

<b>Management</b>	<b>Communication</b>	<b>Research</b>	<b>Technical</b>	<b>Teaching</b>
achieved administered analyzed assigned attained chaired conceived contracted consolidated coordinated decided delegated developed directed encouraged evaluated executed handled implemented improved incorporated increased inspired launched led 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 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 updated

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