

“Women Helping Women Succeed”

Career Development

Workshop 1: How to write and review CVs and Resumes

Information for

Medical Residents

Sponsored by Women in Medicine and Science
The University of Tennessee Health Science Center



www.uthsc.edu/WIMS



Curriculum Vitae/ CV / Resume

A Curriculum Vitae (CV) or resume is a summary of your educational and academic background. Its purpose is to outline your credentials for a professional position, a research fellowship or an academic grant within a few pages (max. 1-2 pages if not stated otherwise). We want to help you to write a professional CV. The following pages give suggestions and help on how they should be written.

Points you should consider when writing a CV or resume

Your CV may get as little as 30-60 seconds of consideration by a potential employer. Therefore, an effective CV must be able to attract (positive) attention, stimulate the reader's interest, create a desire to get to know you better and generate action. To maximize effectiveness it should be:



- **Clear** (well organized, readable, easily understandable)
- **Concise** (no double entries, brief)
- **Complete** (all relevant information should be included)
- **Consistent** (no mix of styles, same order in presenting)
- **Current** (include dates with all information; revise CV at least once a year)

Finally while the content is critical, you should also be conscious of the image you present with this document. Remember that your CV may be your first contact with an employer or grant reviewer. So it needs to be visually appealing and should not contain any typographical or grammatical errors.

General CV Dos and Don'ts

By: Mohammad K. Ismail, MD, AGAF
Associate Professor of Medicine
Program Director
GI Fellowship Program
University of Tennessee Health Science Center

Obtaining employment offers is dependent upon the professionalism of cover letters, CVs, interviews, and follow-up correspondence. Give yourself an edge by implementing modern techniques to attract prospective employers.

A Curriculum Vitae (CV) is like a resume, but it's not a resume. It is a factual list of the qualifications of a candidate for a position in the medical field. The person's qualifications can include published works, schooling, residencies and fellowships, mentorships, medicine-related community volunteer work, special research projects and much more. A resume, although it also is used to apply for jobs, is not as detailed as a CV, and it's more promotional in tone.



Consider these DOs and DON'Ts for preparing a CV.

DO:

- Take enough time to make sure your CV is its absolute best.
- Think of your CV from a potential employer's perspective. Do you seem like a good candidate to you?
- Include as many relevant details and specifics about your skills, talents and experience.
- Be concise and use simple language.
- Be honest.
- Use action words, adjectives and other words to give your background depth. However, use colorful words sparingly. A CV should, above all, be factual.
- Include information about problems you solved and challenges you met.
- Describe results of the work you've done. This is especially powerful if they are measurable and quantifiable.
- Include unique experience or qualifications others might not have, to help you be more competitive.
- Arrange qualifications and experiences in categories first, then chronologically in each category-from latest to earliest.
- Include hobbies and interests outside of work to give a complete picture of you-unless you have a CV longer than four pages. If your CV is long, leave out personal interests.
- Use simple, but impactful punctuation and carefully-thought-out, spare graphics, such as lines and bullets.
- Ask at least two other people to read the CV and look for mistakes or unclear information before you submit it.
- Continually add to your medical CV as you add experiences and qualifications to your career.



DON'T:

- Allow sloppy writing to keep you from getting the job you want!
- Write a CV so general it could belong to any other medical practitioner.
- Include negative information. If a question arises later, you can address it in person.
- Include irrelevant details.
- Give too many details. A CV is designed to share highlights of your career, not every detail.
- Ramble.
- Brag.
- Be dishonest or misleading. It's okay to slant your CV toward the positive, but don't make anything up.
- Use complicated words in an effort to sound important.
- Include judgments of your skills or experiences. Let your interviewers make their own judgments.
- Allow any typos or factual mistakes anywhere!
- Use fancy stationery or overpowering graphics.



The Stylistic Guide to Writing a CV

By: Dianna A. Johnson, MD, AGAF
Professor of Ophthalmology and Anatomy & Neurobiology
Adjunct Professor of Physiology
Associate Vice Chancellor of Academic, Faculty, and Student Affairs
University of Tennessee Health Science Center



The Basics

When writing your CV, use the general format that your target audience is most familiar with (e.g. academic/research = NIH Biosketch, etc.) In general, list experience in the order that best suits the job description.

CV Must Haves

1. In general, always start with a statement of career goals in no more than three sentences. Spend time word-smithing your statement because this will be the hook to get them to read more.
2. Target your CV to match the qualities sought in the job posting. Find out what the hiring unit is really looking for. Look for keywords and use them in your CV. Are any of your qualifications uniquely suited? If so, highlight them.
3. Make sure you clearly convey 1) positions held or training completed, 2) responsibilities of each, and 3) what was accomplished at each stage. For clarity (and when reasonable) add short summary statements by each listing to convey this information.
4. Include names of individuals you have worked for/with. (“Undergraduate research project with Dr. John Doe.”)
5. Include short descriptions of community service.
6. Include list of references; when appropriate add short explanation of their relationship with you.
7. Be sure to contact references beforehand to get permission and to provide them with a brief synopsis of your overall goals, the job description, a statement of why the position is important to you and an updated CV.
8. Include PubMed identification numbers on your references
9. Include any certifications (i.e., responsible conduct of research training, etc.)
10. List research techniques/instrumentation and teaching subjects for which you are competent

Common Mistakes

1. Hard to read, hard to follow
2. Misleading statements
3. Not matched to the job
4. Sloppy

How to Avoid These Mistakes

1. Do your homework. Use networking to talk to others who work there. Find out what they are looking for.
2. Try to get CVs of successful people who are working there to use as a guide.



What you should include in your CV or resume

The categories listed below are often included in CV's or resumes. However, no CV contains all of them, and some CVs will contain other categories that are not listed here. The basic rule is that your own unique educational and work experiences should be presented to the best effect.

The first step in actually developing your CV is to write down all the relevant information - later you can organize it into categories. After you have written down all the relevant information develop a hierarchy placing the most important and relevant categories and information first. All other information can be listed in descending order of importance and relevance.

The relevancy of information varies strongly. It is a good idea to try to see yourself through the eyes of your potential employer: When you are applying for a job as an illustrator your high school art qualifications might be relevant. If you are applying for an internship at an investment bank they are probably not.

Possible sections to include in your CV or resume:

- Application information
- Educational background
- Relevant Experience (work experience, internships...)
- Other Experience (voluntary work, commitments...)
- Languages and international travel
- Computer and Office Skills
- Other- Memberships, Associations, Conferences
- References (on demand)
- Photo (on demand)

The following additional information topics might be of interest as well, esp. when applying for an academic position or grant.

- Dissertation Title and Advisor
- Certification (s) Awards/Honors/Patents
- Grants received
- Publications and Presentations

Application Information

Your name should appear on the top of each page. Include your personal data: name, date of birth (Year, month, day), place of birth (city, country), nationality, address, phone & fax number (including area codes) and e-mail address (only if you check your mail regularly).

Educational career

In reverse chronological order list all of your degrees from college on, with the name of the institution and date they were awarded. List the date you expect to receive the degree for the program you are currently in. If you are applying for an academic position or grant it is standard to list the name of your advisor and your thesis title. If you are applying for a professional position only mention it if it is of relevance.



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Relevant experience

Listing of positions (Part-time, full-time, temporary and permanent), which relate to the type of work sought.

Include: department/firm/agency/organization; complete name, city and state; job/position title; dates; also include a brief description of your activities/duties.

Other Experience

Grouping other kinds of experiences (including voluntary work and/or internships) can enhance your CV.

Languages and international travel

For each language, including your mother tongue, indicate fluency level of spoken and written language ability as well as reading skills using the following criteria: fair/basic knowledge, working knowledge, fluent or excellent knowledge.

Mention any certificates or language schools attended. International travel, language exchanges and extended stays abroad are of great importance, as they prove your ability to adapt and your interest in the world.

References (on demand)

It is quite usual to include reference letters from former employers in your application. Do not send originals, send high quality copies.

Sometimes an employer will ask for personal references. Compile a list of three persons, who are not related to you (along with their telephone/fax number, address and occupation) and can be contacted in case of enquiries. They must be familiar with your professional qualifications and your character. It is sufficient to communicate the list, when your potential employee asks for it.

Photo

Opinion is divided, check the job posting: some companies insist on a photo, some particularly discourage applicants from including one. If you choose to send a photo it might be an idea to not attach it: If the company wants to, they can remove it from your CV. Write your name and contact information at the back (just in case they change their mind).

Certification(s) Awards/Honors/Patents

List all areas of certification relevant to the position; include: type, year received

Grants

Include name of grant; name of granting agency; date received; title or purpose of research project.



The Cover Letter

“The cover letter and curriculum vitae may well be the two most important documents you will ever write, since they are the first things most academic search committees see. Although both your cover letter and C.V. must be able to stand alone, they are clearly linked and should be developed in tandem.”

- Richard Reiss [<http://chronicle.com/article/The-Basics-of-Science-CVs/46275/>]

“I always tell job seekers that I think of the CV as the document that shows who you are up to the present but the letter is your opportunity to put yourself into the future and demonstrate why you are a great fit for the position at hand.”

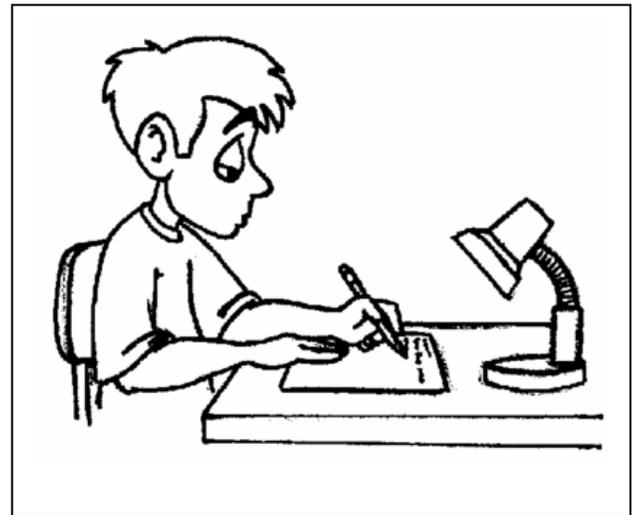
- Julie Miller Vick

Associate Director of Career Services

University of Pennsylvania

[<http://chronicle.com/article/Writing-a-Good-Letter/46845/>]

“Your C.V. can be arranged to fit different positions and different institutions. Here are two versions of the same C.V., one written for an academic position at a research university and the other for a position at a university that emphasizes teaching.



In the C.V. with a research emphasis, the author makes evident his success in acquiring grants and is also sure to include his scholarly awards, one of which is a substantial postdoctoral fellowship. His teaching experiences is secondary in this case and so it is not given the same emphasis. In addition, he may also compose a statement outlining his research interests, as well as a short research proposal to accompany his C.V.

The C.V. with a teaching emphasis is designed to impress those institutions that are more oriented toward experiential or applied education. Highlighted here is classroom and informal teaching experience. Also included is his interest and experience in other forms of teaching, such as outdoor or nature education. Because he still wants to be active in his research, he also provides his research experience and some of his future interests, even though he knows that at these particular institutions, research opportunities might be more limited.”

- Richard Reiss [<http://chronicle.com/article/The-Basics-of-Science-CVs/46275/>]



The Basics of Cover Letter Writing

By Richard M. Reis

Your cover letter and curriculum vita may well be the most important documents you will ever write. They are the first things most academic search committees see, and if you don't want them to also be the last things, you need to take the time to do them right.

Although both your cover letter and C.V. must be able to stand on their own, they are clearly linked and so should be developed in tandem.

In this column we will look at the cover letter. Next month we will examine the science C.V.

Most applicants write poor cover letters that bear no relationship to what goes on in a particular department or school. They are word-processed form letters, and search committees can spot them right away.

"In almost no time we can reject half our applicant pool just by looking at their cover letters," says Susan Lord, associate professor of electrical engineering at the University of San Diego.

You can also be sure that at least some applicants for a given position will write excellent cover letters. As one engineering professor at San Jose State University, put it: "I took the time to tailor my cover letter to the school and department. This took a lot of research, but it paid off." Her letter resulted in an interview, and an eventual job offer.

If the committee receives hundreds of applications, it will probably divide them up so that one or, at most, two members will look at your application the first time around. These professors, whom you are not likely to know, determine whether you are among the 15 to 20 applicants who will be moved to the next stage, or whether you are out of the game. It's crucial for your cover letter to engage and excite the search committee to the point that they look forward to examining the rest of your application material.

So one of your most important tasks in your job hunt is to find out enough about the college to which you are applying to show the connection between what you have to sell and what the college wants to buy. Pointing out this connection in a one-page letter is no easy task and can be time-consuming. But everything you do by way of preparation will be helpful if you are then asked to visit the campus for an interview.

Let's take a look at how one successful candidate (the author mentioned above) approached her cover letter. Below is her letter, with a few minor changes to protect confidential material.



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Name of search committee chairperson
Address

Dear Professor:

I am responding to your advertisement in the [name of journal] for a faculty position in the Materials Engineering Department at San Jose State University. I am a Ph.D. candidate at Stanford University in the Department of Materials Science and Engineering. My thesis work is in the area of process modeling for semiconductor fabrication and my specific research topic is the diffusion of dopants in gallium arsenide. My thesis advisor is Professor [name], Director of the Integrated Circuits Laboratory in the Department of Electrical Engineering.

I am particularly interested in a faculty position in a department that values teaching. As you may note from my résumé, I have taken every opportunity to teach while at Stanford University, and I have also participated in various educational projects outside of the university environment. These included the Computer Literacy Project, which I founded and directed for three years in a predominantly minority middle school in [city], and Expanding Your Horizons at San Jose State University, a workshop for young women interested in pursuing careers in math and science. At Stanford University, in addition to being a grader and teaching assistant in several electrical engineering courses in semiconductor processing, I helped design and teach a materials science and engineering laboratory course. I also designed and co-taught a new course for undergraduates entitled Electronic Materials Science.

In addition to teaching, I am looking for a research opportunity that would allow me to continue my work in electronic materials processing, structure and properties. At Stanford University I have accomplished original research in pursuit of my degree, as well as contributed to the development of a fabrication line for GaAs digital technology. While working at [name] Corporation I designed and supervised construction of a thin film laboratory research facility and initiated a research project in amorphous semiconductor thin films.

I expect to finish my degree in [date]. I have enclosed my curriculum vita, including a list of publications, a list of references, and a copy of my passport as proof of U.S. citizenship. Thank you for your consideration. I look forward to hearing from you soon.

Very truly yours,

name/address/telephone number

What are the general principles shown here that can be applied to most cover letters?

Notice that the letter is addressed to a specific individual using his or her correct title. (If the advertisement for the position says only, "Chairman, Search Committee," try calling the department secretary for the name of the chairperson.)

In the first paragraph the author explains how she heard about the position ("Your announcement in ... " At the suggestion of ..."), and who she is ("I am completing my Ph.D. in ... under the direction of ... ").



In the second paragraph she explains why she is interested in the position and the department. Through her background research (discussions with San Jose State faculty members and perusal of the university's Web site), she knows that the institution places a high value on teaching. So she goes into some detail on her various teaching experiences, including such things as the design and development of a new course.

In the third paragraph she provides a more detailed overview of her research, including her industrial experience.

The key in both the second and third paragraphs is to highlight your achievements and qualifications, especially those that make you the right person for the position. You want to connect items in your background with the specific needs of the department.

At smaller colleges or universities you should try to point out your interests in the institution as well as the department. At larger colleges or universities such as San Jose State, you can concentrate more on your interests in the department.

In the final paragraph the author indicates what she is enclosing and offers to provide extra materials or additional information. She thanks the committee for its consideration and indicates that she is looking forward to meeting with them in the near future.

Ideally, the cover letter should be one page, and while content is more critical than style, how you write as well as what you say is certainly important. In all cases, use simple, direct language.

It is also critical that your letter be free of errors. This may seem obvious, but search committees see plenty of letters with mistakes. The readers will assume you had all the time you needed to put the letter together and so are likely to be unforgiving of typographical and spelling errors. Have it proofread by at least one other person.

The above example and general comments are just guidelines. Each letter must be tailored to the specific circumstances of each position. However, if you follow the principles outlined here, you significantly increase the chance that the search committee will take the next step of looking for your enclosed C.V.

Writing a Good Letter

“We will close with a sample cover letter that we think is a very good example because it is tailored to a specific position at the renamed University of X. Note how in the second paragraph the writer refers specifically to the position announcement. In the second, third, and fifth paragraphs, the writer specifically mentions the department’s research goals and course offerings. The writer also seamlessly integrates brief descriptions of the candidate’s own research into the letter, linking that work to the department’s needs. A letter like this is much more compelling than one that provides no context for the candidate’s teaching and research.”

- Julie Miller Vick and Jennifer S. Furlong (<http://chronicle.com/article/Writing-a-Good-Letter/46845/>)



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Office of Population Research

Building Name Y University

City, State, Zip code Date

Chair, Search Committee Department of Sociology and Anthropology University of X City, State Zip code

Dear [Chair],

I am writing regarding the tenure-track position of assistant professor of sociology. I learned about the position through Professor A at Y University, where I am currently completing a doctoral program in demography with the support of a Mellon fellowship. I expect to fulfill all the degree requirements by August XXXX.

In the description of the position, you indicate that you are seeking a specialist in social demography with the ability to teach social statistics at the graduate level. My training as a researcher on international migration from Latin America and the Caribbean to the United States under the direction of Professor B would contribute to the research agenda of your department. In addition, my experience as a teaching assistant for quantitative research methods under the direction of Professors C and D has provided me with the knowledge and familiarity to teach graduate courses on research methods in the social sciences.

I am aware that research-methods courses are required in the Comparative Sociology M.A. and Ph.D. programs offered by your department. As a social statistics teacher, I will ensure that students learn statistical tools and understand how valuable they are in explaining complex social behaviors.

Although I have done research on comparative international labor migration from Mexico and the Dominican Republic to the United States, and recently from Colombia to the United States and Spain, my dissertation explores a different area within the field of migration. It investigates the consequences of forced internal migration in Colombia, with particular emphasis on internally displaced persons who resettled in the outskirts of Bogota.

My study focuses on the effects of internal forced migration on gender and household composition, socioeconomic characteristics, and labor trajectories. For that purpose, I have designed research instruments to collect quantitative and qualitative data on nonmigrants, migrants, and forced migrants in three diverse areas of the periphery of Bogota. The study also allows me to explore literature on urban development, social stratification, and assimilation. Given the research interests of your faculty members, I will be a suitable candidate in collaborating with them on their research efforts.

As a professional demographer, I have presented my research at the Population Association of America Meetings, the Latin American Studies Association Congress, and other academic meetings in the U.S., Mexico, Costa Rica, and Colombia.

I am convinced that internal conflict has had long-term effects on war-ridden countries and their neighbors too. Allied countries are also at high risk of receiving large migration flows as a result of their intervention. My research experience on international and forced migration will allow me to explore even further the impact of conflict on development and international migration. In an effort to enhance the academic dialogue on the effects of civil conflict I organized two sessions at the Latin American Studies Association Congress, in October XXXX, one on internal and forced migration in Colombia and the other on international migration from Colombia. In addition I am putting together a research agenda on international migration patterns from Guatemala, El Salvador, Haiti, and Nicaragua -- countries with a history of social unrest -- to neighboring countries and the United States.

I look forward to discussing the position with you in the next few weeks and to visiting your department for an interview if you decide to pursue my application. My curriculum vitae is enclosed; my letters of recommendation will follow under separate cover. Please feel free to contact me if you need more information. Thank you for your consideration. I look forward to hearing from you.

Sincerely,

Candidate's Name



Advice from the Professionals

We surveyed a panel of residency directors, fellowship directors, and personal investigators and asked them the most important things they consider when reviewing applications. Below are some of their responses.

1) What are red flags and/or things to avoid on CVs?

“Spelling errors, no organization or poor organization, not using correct terminology separating abstracts from paper publications and not using in press, submitted or correct terms for article. Not having sections on abstracts, papers, presentations (oral/written and where). Too much personal stuff. I don’t think cooking hobbies, etc belong on CVs.”

- Laura Carbone, MD
Rheumatology Fellowship Director
University of Tennessee Health Science Center, Memphis

“Avoid major lapses and discontinuity in your career description. If you had to take some time off, explain why instead of leaving it out completely. Avoid too much personal stuff/issues. Stick to professional matters, may be a few lines of extracurricular interests at the end, just to mention.”

- Ajay J. Talati, MD
Neonatal-Prenatal Medicine Fellowship Director
University of Tennessee Health Science Center, Memphis

“Poorly presented (disorganized, cluttered, misspelled, multiple fonts/formats). I don’t find a “Goal” statement particularly helpful or necessary on a CV as that should come out in other formats. Avoid a Goal statement that does not fit with the orientation of the specific program (e.g. highly research vs. clinically orientated).”

- Thomas G. Wetzel, MD
Pediatric Cardiology Fellowship Director
University of Tennessee Health Science Center, Memphis

“I think gaps need to be avoided. Make sure to be able to account for all the time. Follow through is critical. It is a big red flag when people have frequently changed positions or responsibilities.”

- Justin Baker, MD, FAAP
Pediatric Hematology & Oncology Fellowship Director
St. Jude Children’s Research Hospital, Memphis





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“Overstatements of the achievements, research, and scholarly activity. Make sure that you have material to support it. It will look very bad at the time of interview if you have multiple projects in a pending status, which may backfire on you.”

- Mohammad K. Ismail, MD, AGAF
Gastroenterology Fellowship Director
University of Tennessee Health Science Center, Memphis

“Overselling yourself, be objective with examples of accomplishments. Masking a weakness, be upfront and explain. Letters from a targeted population rather than diverse.”

- Mukta Panda, MD, FACP
Professor and Chair, Department of Medicine
Program Director Transitional Year Program
University of Tennessee College of Medicine at Chattanooga

“Changed residency programs ‘mid-stream.’ That should be explained in a cover letter, i.e. ‘the training program closed and I had to go to another.’ Multiple fellowships which do not build on each other. This looks like the candidate is not sure what they want to do. Gaps between medical school and residency or between residency and fellowship, which may indicate that the candidate did not match and had to wait for a slot to open later. Lukewarm recommendations”

- Jill Powelson
Vice President, Physician Services
UT Medical Group, Memphis

“Gaps look bad. If a person has an employment gap, it may be helpful to provide an explanation. For example, if a woman took time off to have a family, she may want to list children's dates of birth under personal info.”

- Ed Park, PhD
Professor of Pharmacology
University of Tennessee Health Science Center, Memphis

“Making them too dense, overly wordy, and disorganized and thus discouraging to read. Aim for terse, organized prose that conveys the important information succinctly. Don't crowd the page with text.”

- Maureen Poh-Fitzpatrick, MD
Professor and Associate Program Director of Dermatology
University of Tennessee Health Science Center, Memphis



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“Unexplained gaps in chronology of over three (3) months. Any item that could even remotely be considered to be an exaggeration, or worse, an outright fabrication. Typos, grammatical errors, spelling mistakes, bad formatting - all look very careless and unprofessional”

-Paul G Stumpf, MD, FACOG
Professor, Program Director and Chair of Obstetrics & Gynecology
University of Tennessee College of Medicine at Chattanooga

“Things to avoid: Personal information such as religion, political leanings, marital status, children, hobbies, DOB. Also avoid: typos, grammatical errors, spelling errors, unusual fonts, and unusual paper colors (of course all of this is obvious, but I’ve seen many CVs with grammatical and spelling errors!). Red flags: gaps in employment, short-term employment or several employers over several years, locums/temp positions, blaming employers for short-term employment/talking negatively about past colleagues or employers.”

- Jeanie Diaz
Clinical Education & Training
St. Jude Children’s Research Hospital, Memphis

2) How can one determine the major deciding factors that make them competitive for a targeted job/residency spot – what are you really looking for?

“I’m only speaking here for fellowships. Competitive are high USMLE scores (>210) on all steps with NO failures (retakes), publications, grants.”

- Laura Carbone, MD
Rheumatology Fellowship Director
University of Tennessee Health Science Center, Memphis

“Review the past few years of candidates that have matched or have been recruited by a program. It would give you an idea of the program’s philosophy and need. Try to high light those things in your CV. e.g. some programs may recruit only if research involvement is significant. Some programs may not recruit any International Medical Graduates.”

- Ajay J. Talati, MD
Neonatal-Prenatal Medicine Fellowship Director
University of Tennessee Health Science Center, Memphis



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“Fellowship website may give specifics (often not). Talk/email fellows, program coordinator or director.”

- Thomas G. Wetzel, MD
Pediatric Cardiology Fellowship Director
University of Tennessee Health Science Center, Memphis

“I would contact key people in the field or in the institution. For us at St Jude it is a HUGE deal to have research background and productivity.”

- Justin Baker, MD, FAAP
Pediatric Hematology & Oncology Fellowship Director
St. Jude Children’s Research Hospital, Memphis

“Performance in medical school, leadership activities /awards and accomplishments, letter of recommendations, personal statement, and scholarly and research activity.”

- Mohammad K. Ismail, MD, AGAF
Gastroenterology Fellowship Director
University of Tennessee Health Science Center, Memphis

“A person who is well rounded and will contribute in enhancing the program and thus patient care and community in every area knowledge and patient care, teaching, leadership, administration and advocacy, scholarly activity and quality improvement and community service.”

- Mukta Panda, MD, FACP
Professor and Chair, Department of Medicine
Program Director Transitional Year Program
University of Tennessee College of Medicine at Chattanooga

“Publications are very important. Especially important in demonstrating productivity is to have a solid publication record for each position held and to have first authorships (i.e. be the first author). Show evidence of career advancement. Doesn't look good to have multiple positions at the same level, such as moving from post-doc to post-doc.”

- Ed Park, PhD
Professor of Pharmacology
University of Tennessee Health Science Center, Memphis





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“Be sure to state work status on the CV, i.e. ‘J1 visa holder,’ ‘permanent resident’ or ‘US citizen.’ Excellent training programs. Is the residency/fellowship at a program which is well known for that specialty? If you are not in an excellent training program for a good reason (i.e. “I chose to follow my spouse”), then you might want to explain that in a cover letter. How much research is on your CV, and is it relevant to your specialty and the particular area in which you want to work? If there is not much research on your CV, the candidate might still be a good fit for a non-academic position. Excellent, unequivocal recommendations from your division chief or program coordinator. If you can collect these in writing as you progress through your training and hold onto them, it is helpful. Also, often our physician faculty will pick up the phone and call people they know to inquire more.”

- Jill Powelson
Vice President, Physician Services
UT Medical Group, Memphis

“Get some experience with the specialty outside the regular curriculum, and learn from mentors in the specialty what is important. Talk to the chief residents in the program you want.”

- Maureen Poh-Fitzpatrick, MD
Professor and Associate Program Director of Dermatology
University of Tennessee Health Science Center, Memphis

“Ask them! For residencies, call the Program Director &/or Chair; talk to their current residents and recent graduates. For jobs, read the job description very carefully; no “wishful thinking,” just focus on the facts. Take an elective at their program, or spend a day at the jobsite (but remember that it’s an “audition” - one needs to shine).”

-Paul G Stumpf, MD, FACOG
Professor, Program Director and Chair of Obstetrics & Gynecology
University of Tennessee College of Medicine at Chattanooga

“Research the employer – most employers list their current physicians. Find out more about them and you will know what the employer is looking for in a candidate. You can also learn more from the job descriptions, hospital web sites and talking to other physicians who currently work there. For most employers, a good ‘fit’ is just as important as experience. They are looking for individuals who will work well with their team. If possible, demonstrate your ability to work well with others and be a team player on your CV.”

- Jeanie Diaz
Clinical Education & Training
St. Jude Children’s Research Hospital, Memphis



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“Competitiveness: Do elective(s) in target specialty, get flattering letters from mentors/attendings in the field, publish or present abstracts, papers, case reports and document these scholarly activities in your CV.”

- Sam Dagogo-Jack, MD, FRCP
A. C. Mullins Professor & Director
Division of Endocrinology, Diabetes & Metabolism
Director, Clinical Research Center
University of Tennessee Health Science Center, Memphis

“In this economy, we have a lot of candidates looking at a broad range of job options. We cannot stress enough how important it is to tailor your application materials to a particular opening. That means taking the time to look closely at a job description and think carefully about the type of organization or institution to which you're applying.”

-Julie Miller and Jennifer Furlong (<http://chronicle.com/article/The-CV-Doctor>Returns-2010/124492/>)

3) How does one obtain examples of CVs for positions of interest?

“Colleagues but also I think the Internal Medicine program should have sample ones they can follow.”

- Laura Carbone, MD
Rheumatology Fellowship Director
University of Tennessee Health Science Center, Memphis

“Contact your seniors who have applied in similar programs, get their CV and also feedback after interview about what worked and what did not.”

- Ajay J. Talati, MD
Neonatal-Prenatal Medicine Fellowship Director
University of Tennessee Health Science Center, Memphis

“Generic CV format should do. CV of UT faculty are available on the UT website.”

- Thomas G. Wetzel, MD
Pediatric Cardiology Fellowship Director
University of Tennessee Health Science Center, Memphis



Women in Medicine & Science

The University of Tennessee Health Science Center

“I think you can refer back to #2 and ask people to send you an example of a successful CV.”

- Justin Baker, MD, FAAP
Pediatric Hematology & Oncology Fellowship Director
St. Jude Children’s Research Hospital, Memphis

“A lot at rank of associate and professor levels are posted also ask your senior fellow s or peers or mentor.”

- Mukta Panda, MD, FACP
Professor and Chair, Department of Medicine
Program Director Transitional Year Program
University of Tennessee College of Medicine at Chattanooga

“The CV is the most important part of your application. Get help from some one if you are not good in it. Ask your mentor/faculty for help. Get it checked out by someone who knows more about the CV. Google it.”

- Mohammad K. Ismail, MD, AGAF
Gastroenterology Fellowship Director
University of Tennessee Health Science Center, Memphis



“Ask residents who were selected for the program you want to share theirs.”

- Maureen Poh-Fitzpatrick, MD
Professor and Associate Program Director of Dermatology
University of Tennessee Health Science Center, Memphis

“The university’s Promotion & Tenure Committee. The university’s Human Resources Department. Hire a professional CV preparation company, e.g., Jackson Stevens Résumés (jacksonstevensresumes.com). Physician search firms (“headhunters”), e.g., Academy Physicians (academyphysicians.com). Ask a successful faculty member to let you review theirs (everybody’s got a CV, but not all of them should be emulated).”

-Paul G Stumpf, MD, FACOG
Professor, Program Director and Chair of Obstetrics & Gynecology
University of Tennessee College of Medicine at Chattanooga



“It wouldn’t hurt to ask the HR department if they have any example. Google CVs for the position. If working with a recruiter, ask them for examples or assistance with preparing the CV.”

- Jeanie Diaz
Clinical Education & Training
St. Jude Children’s Research Hospital, Memphis

4) How can you “do your homework” in preparing your CV for a specific job or training program?

“As above. Please use spell check. Real red flag when there are typos.”

- Laura Carbone, MD
Rheumatology Fellowship Director
University of Tennessee Health Science Center, Memphis

“Review the website and faculty interests at the place of interview. Contact the Program Director or other key faculty indicating your interests even before the interview. Use their feedback to tailor your CV according to the needs of the program.”

- Ajay J. Talati, MD
Neonatal-Prenatal Medicine Fellowship Director
University of Tennessee Health Science Center, Memphis

“Job as in fellowship program? Usually not an issue. Even clinically oriented programs are happy to see a strong research background. Background including education, research, service, honors, unusual clinical experience are likely appropriate for all positions.”

- Thomas G. Wetzel, MD
Pediatric Cardiology Fellowship Director
University of Tennessee Health Science Center, Memphis

“If you are searching for a job, it’s very important to have a professional presence on the Internet. That doesn’t just mean editing your Facebook page; it also means creating a profile on career sites such as LinkedIn and on scholarly and professional sites that are important in your discipline. If you’re unfamiliar with those sites, ask mentors and colleagues for information about what you’re missing.”

-Julie Miller and Jennifer Furlong (<http://chronicle.com/article/The-CV-Doctor>Returns-2010/124492/>)



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The University of Tennessee Health Science Center

“It is not in preparing the CV, it is much more about the things you have done with your time. The format of the CV is not anywhere near as important as the content. I also think it is important to have unique characteristics of your CV – things like away rotations and research experience that is sought out and different than other trainees at your level.”

- Justin Baker, MD, FAAP
Pediatric Hematology & Oncology Fellowship Director
St. Jude Children’s Research Hospital, Memphis

“Research strengths and weaknesses, visit and know website info, talk to people in the program, be YOURSELF at the interview, remember they want to hire YOU not YOUR CV which is but a glimpse in the window of YOU.”

- Mukta Panda, MD, FACP
Professor and Chair, Department of Medicine
Program Director Transitional Year Program
University of Tennessee College of Medicine at Chattanooga

“Talk to your seniors and faculty in the area of your interest.”

- Mohammad K. Ismail, MD, AGAF
Gastroenterology Fellowship Director
University of Tennessee Health Science Center, Memphis

“Do the above research. Find out any published selection criteria from the institution. Do electives that allow you to display your suitability and talents. Avoid being sycophantic (seeking to butter up faculty and program directors with offers to help with “research... or anything...” on your own time) to try to gain an inside track advantage. This is pretty transparent and rather annoying. However, if the opportunity to assist in preparation of a paper for publication presents during an elective, enthusiastically accept it and promptly produce a high quality draft to demonstrate your ability to generate such items.”

- Maureen Poh-Fitzpatrick, MD
Professor and Associate Program Director of Dermatology
University of Tennessee Health Science Center, Memphis



Women in Medicine & Science

The University of Tennessee Health Science Center

“See numbers 1, 2, and 3, above. Visit the program’s or company’s website. Get a referral from someone who really knows the program or the prospective job well. Network and communicate”

-Paul G Stumpf, MD, FACOG
Professor, Program Director and Chair of Obstetrics & Gynecology
University of Tennessee College of Medicine at Chattanooga

“Most hospitals and clinics list their current physicians including their background and experience. Some even post their CVs! This is the best way to do your homework.”

- Jeanie Diaz
Clinical Education & Training
St. Jude Children’s Research Hospital, Memphis



Appendix I | Dr Ryan & Dr Whitt CV Tips

- 1) CV Basics:
 - a. Format – Be consistent, all headings should be the same
 - b. Font – Not cramped, but not too spaced just to add length
 - c. Paper Style – Nice paper is a plus. Canary or grey can make it stand out. However many CVs are sent as PDFs now so paper is not a choice. It is up to you to double check PDF document to make sure there were no conversion errors
 - d. Don't print on letterhead (but cover letter should be)
- 2) Section headings to include
 - a. Education, Work, Teaching, Research, Awards, Publications, Abstracts, Seminars, Funding, etc
 - i. List of Journal Club presentations not necessary, but perhaps summarized in a paragraph – especially if your CV is weak in presentation/teaching experience
 - ii. Although dissertation is technically a publication, it should be under education
 - b. Order depends on job you are applying for. If it is a teaching position, emphasize teaching. Research position, emphasize research.
 - c. If you have lapses in time, consider combining sections to make it chronological. For example, combine education and work experience. Be sure to explain lapses in your cover letter or personal statement.
- 3) CV must haves
 - a. Relevant education, work, teaching, research experience
- 4) CV potential pitfalls
 - a. Don't dilute relevant information with too many details
 - i. Including every abstract and paper you've ever written can be a plus (shows you attend meetings), just make sure the most recent/relevant is 1st
 - b. Don't include a list of techniques you've ever performed
 - c. Don't include a list of computer programs you've ever used
- 5) Provide examples of excellent vs average resumes
 - a. <http://chronicle.com/article/The-CV-Doctor>Returns-2010/124492/>
 - b. <http://chronicle.com/article/Tyson-Candidates-CV-Before/124493/>
 - c. <http://chronicle.com/article/Tyson-Candidates-CV-After/124496/>
 - d. <http://chronicle.com/article/How-to-Write-Appealing-Cover/46284/>
 - e. <http://chronicle.com/article/Writing-a-Good-Letter/46845/>
 - f. <http://www.stanford.edu/dept/CTL/Tomprof/index.shtml>
 - g. <http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=1085>
 - h. <http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=749>
- 6) How to gear your CV toward a specific job/residency spot
 - a. Use cover letter and personal statement
 - b. Format of CV should be re-evaluated from time to time
 - c. Industry jobs may want resume not CV
 - d. When applying to post-doc and teaching positions, you will be expected to give a presentation on your research or a sample lecture

Appendix II | Curriculum Vitae Format for Residents

American College of Physicians-American Society of Internal Medicine

Helpful website: http://www.acponline.org/residents_fellows/career_counseling/letrescv.htm

MODEL CURRICULUM VITAE

Name, MD (header with name for all pages; and number all pages bottom center)

*** I. PERSONAL INFORMATION**

Date of Birth:

Place of Birth:

Citizenship (Do not use this prefix if you are a naturalized U.S. citizen.):

Home address and telephone:

Professional address and telephone:

Social Security number:

II. PRESENT ACADEMIC RANK AND POSITION (Do not use prefix of academic rank if you do not have one.)

Example: Professor of Medicine, Anytown Medical School

Consultant, Department of Internal Medicine

Division of Gastroenterology

Anytown Medical School

III. EDUCATION (Include degrees and dates.)

College/University:

Medical School:

Residency:

Fellowship:

Other:

IV. BOARD CERTIFICATION (List month, year and board certificate number, if known. Include national boards and their parts if you have them.)

- V. **MEDICAL LICENSURE** (Indicate state and license number only; date is not necessary.)
- VI. **HONORS AND AWARDS** (Include Teacher of the Year, honors from undergraduate school, Phi Beta Kappa membership, AOA, etc.)
- VII. **MILITARY SERVICES** (Complete if applicable; include branch of service, rank, place, and dates.)
- VIII. **PREVIOUS PROFESSIONAL POSITIONS AND APPOINTMENTS** (Academic Research, Clinical—
list chronologically, beginning with earliest appointment.)
- IX. **EDUCATION—TEACHING** (In your role as teacher, list dates and names of courses taught, chairships held, time spent as leader of rounds, seminars presented, student advisor roles filled, etc.)
- Medical School:
- Graduate School:
- Continuing Education:
- Other Institutions (prior to current position):
- X. **EDUCATION—JOURNALS** (List membership on editorial boards, position as scientific reviewer for medical journals, etc.)
- XI. **GRADUATE STUDENTS/POSTDOCTORAL FELLOWS WORKING FOR YOU** (List individuals' names, number of years working for you, name of program, etc.)
- XII. **INSTITUTIONAL, DEPARTMENTAL, AND DIVISIONAL ADMINISTRATIVE RESPONSIBILITIES, COMMITTEE MEMBERSHIPS, AND OTHER ACTIVITIES** (List all, including years active. If still active, list date as follows: 1986- .)
- XIII. **PROFESSIONAL AND SOCIETY MEMBERSHIPS** (List dates, offices held, and committee responsibilities.)
- XIV. **INVITED VISITING PROFESSORSHIPS** (List dates, place, and professorship title.)

- XV. **PRESENTATIONS AT NATIONAL MEETINGS** (List dates, meeting names, places, and topics.)
- XVI. **PRESENTATIONS AT INTERNATIONAL MEETINGS** (List dates, meeting names, places, and topics.)
- XVII. **INTRAMURAL PRESENTATIONS** (Presentations at the physician’s hospital or institutions, for example, presentations, Mortality and Morbidity Conferences, or Journal Club meeting at Grand Rounds, or formal presentations to medical students.)
- XVIII. **CLINICAL PRACTICE, INTERESTS, AND ACCOMPLISHMENTS**
- XIX. **RESEARCH INTERESTS**
- XX. **RESEARCH GRANTS AWARDED** (Include grant number and title, time period, and Category 1 time.)
- XXI. **CIVIC ACTIVITIES** (Include both medically and non-medically related activities.)
- XXII. **BIBLIOGRAPHY**

Publications—Journals (List in order shown.)

Published articles—List in chronological order with oldest first

“In Press” for those articles accepted but not printed

“Submitted” for those submitted but not yet accepted or rejected

“In Preparation” for those written but not submitted

List those you are working on but have not yet written under XIX, “Research Interests”; include coauthors.

Publications—Abstracts, Editorials, Book Chapters (Following the title, identify in parentheses what each one is: abstract, editorial, or book chapter. Put all abstracts in a separate grouping.)

*Numbered for this outline only; do not use numbers in CV. Number all pages bottom center, and header with name for all pages.

Appendix III | Example Curriculum Vitae from Fellowship Director

CURRICULUM VITAE

NAME: JUSTIN N. BAKER, MD, FAAP

OFFICE ADDRESS: Department of Pediatric Medicine
Division of Palliative and End-of-Life Care
St. Jude Children's Research Hospital
262 Danny Thomas Pl, Mail Stop 260
Memphis, Tennessee 38105-2794
Telephone: (901) 595-4446
Email: justin.baker@stjude.org

ACADEMIC DEGREES:

B.S.	1997	Oral Roberts University, Tulsa, OK (Major: Chemistry; Minor: Biology)
M.D.	2001	University of Texas - Health Science Center at San Antonio

PROFESSIONAL APPOINTMENTS:

7/2001-6/2002	Pediatric Intern, University of Texas – Health Science Center at San Antonio
7/2002-7/2003	Pediatric Resident, University of Texas – Health Science Center at San Antonio
7/2003-6/2004	Pediatric Chief Resident, University of Texas – Health Science Center at San Antonio
7/2004-6/2007	Pediatric Hematology/Oncology Fellow St Jude Children’s Research Hospital, Memphis, Tennessee
7/2007-present	Assistant Member, Department of Pediatric Medicine St Jude Children’s Research Hospital, Memphis, Tennessee
7/2011-present	Director, Division of Palliative and End-of-Life Care St Jude Children’s Research Hospital, Memphis, Tennessee
7/2011-present	Director, Hematology/Oncology Fellowship Program St Jude Children’s Research Hospital, Memphis, Tennessee

BOARD CERTIFICATIONS:

General Pediatrics
Hospice and Palliative Medicine

Pediatric Hematology/Oncology

HONORS AND AWARDS:

The University of Tennessee health Science Center 2006 Distinguished Service Award
Awarded for Excellence in Clinical Teaching
The University of Tennessee health Science Center 2007 Distinguished Service Award
Awarded for Excellence in Clinical Teaching
American Academy of Hospice and Palliative Medicine Award for Young Investigators - 2008
American Academy of Hospice and Palliative Medicine Paper Award - 2008
Best Poster - "Other" section - at the annual Society of International Pediatric Oncology, Berlin, 10/2008
St Jude Children's Research Hospital Clinical Improvement Award - 2010
Quality Of Life Service – Founding Member
American Academy of Pediatrics Subcommittee on Bioethics Essay Contest Awardee
Pediatric POLST: getting it right in the emergency department
Memphis Business Journal Top 40 Under 40 Awardee - 2011

Pediatric Residency

American Academy of Pediatrics Scholarship Recipient (2002-2003)

Medical School

Honors earned in Pediatrics, Obstetrics/Gynecology, Surgery, Family Practice, & Psychiatry

Undergraduate Education

President's List (1993-1997)
Presidential (Full) Academic Scholarship for all four years
Outstanding Student of the Year in the School of Arts and Sciences (1997)
Outstanding Chemistry Senior (1997)
Who's Who among students in American Universities and Colleges (1993-1997)
Resident Advisor of the Year for Wesley Luehring dormitory (1996)
Milwaukee Youth of the Year (1993)

CURRENT RESEARCH PROJECTS:

Palliative and End-of-Life Care

NIH Loan Repayment Plan Grant - "Development, Validation, and Implementation of a Symptom Survey to Assess Symptom Patterns in Pediatric Oncology Patients at the End of Life" - Symptom Control Pilot Project

Role: Principal Investigator

Medical record review of deaths at St. Jude Children's Research Hospital from 7/2001-2/2005

"End of Life Care Characteristics of Pediatric Oncology Patients"

Role: Principal Investigator

XPD08-069 - Quality of Life for Children Suffering from Serious Illness

An educational intervention to enhance staff awareness of key palliative care concepts

Role: Principal Investigator

[Section shortened for example]

Oncology

NBTP02 - Comprehensive molecular analysis of tumor samples from patients with DIPG – a pilot study

Role: Co-Investigator

SJBG09 - A Phase I clinical trial evaluating the combination of vandetanib and dasatinib during and after radiation therapy (RT) in children with newly diagnosed diffuse intrinsic pontine glioma (DIPG).

Role: Co-Investigator (I am leading the QoL aims)

[Section shortened for example]

GRANT SUPPORT:

Informed Consent in Pediatric Phase I Cancer Trials - NIH grant - 5 R01 CA122217-02

5 year grant with ~\$40,000 per year for years 1-3; Role: St Jude Principal Investigator

NIH Loan Repayment Plan Grant - “Development, Validation, and Implementation of a Symptom Survey to Assess Symptom Patterns in Pediatric Oncology Patients at the End of Life”; Role: Principal Investigator

[Section shortened for example]

PUBLICATIONS:

Original Articles

1. Hinds PS, Shum L, **Baker JN**, Wolfe J. Key factors affecting dying children and their families. *J Palliat Med* 8(Suppl 1):S70-78, 2005.
2. **Baker JN**, Barfield R, Hinds PS, Kane JR. A process to facilitate decision making in pediatric stem cell transplantation: the individualized care planning and coordination model. *Biology of Blood and Marrow Transplantation*, March 2007 13(3):245-54.
3. **Baker JN**, Torkildson C, Baillargeon J, Olney C, Kane JR. A national survey of pediatric residency program directors and residents regarding education in palliative medicine and end-of-life care. *J Palliat Med*. 2007 Apr; 10(2):420-9.

[Section shortened for example]

Book Chapters

1. *Symptom Control*
Caring despite curing: Palliative Care in Pediatric Oncology. Lemar Press 2006
Baker JN, Razzouk BI, Hinds PS, Ribeiro R, Schum L, Kane J, Beatriz de Camargo, Andrea Yurashima.
2. *Nausea and Vomiting*
Pain Management in the Low Resource Setting
Justin N Baker, MD, Raul Ribeiro, MD, Javier Kane, MD

[Section shortened for example]

Pediatric Palliative Care Educational Curriculum Development

“Development & Dissemination of Education in Pediatric Palliative Care”

R25 mechanism to adapt the Education in Palliative and End-of-Life Care (EPEC) Program for Pediatrics

Book Project

1. CARE OF THE SUFFERING CHILD
The Individualized Care Planning and Coordination Model: Integration of palliative care practices into the continuum of care of seriously ill children and their families. Planned date of publication – 2011

Non-Peer Reviewed Manuscripts

1. Church C, **Baker JN**, Hinds PS. Redirecting Hope. Hot Spot Sunnybrook Health Sciences Center. Winter 2007.
<http://www.sunnybrook.ca/programs/tsrcc/treatmentprevention/rapidresponse>
2. Baker, JN and Kane JR. **Palliative Care for Children with Cancer**. SIOP Newsletter. Summer 2011.

Abstracts and Posters

1. **Baker JN**, Althoff J, Funk A, Zawistowski C, Gattuso J, Burghen L, West N, Hinds PS. Research alternatives for clinical staff that are “too stressed, too busy, and too clinically oriented” to even think about research. APHON 10/2006. Manuscript in preparation.
2. **Baker JN**, Rai S, Kane JR, Zawistowski CA, Burghen EA, Gattuso JS, West N, Ma Y, Smalls A, Althoff J, Macintyre K, Funk A, Hinds PS. The Effect of Race on the Quantity and Timing of End-of-life Care Discussions in Pediatric Oncology. ASCO 2007 Abstract – accepted 3/2007. Submitted to Journal of Clinical Oncology November 2007.
3. **Baker JN**, Rai S, Kane JR, Howard SC, Hinds PS. The Impact of a “Do Not Resuscitate” Order on Treatment Regimen at a Tertiary Pediatric Oncology Referral Center. Abstract accepted for presentation at the annual American Academy of Hospice and Palliative Medicine Meeting. January 2008. Manuscript in final editing before submission.

[Section shortened for example]

AD HOC REVIEWER:

Pediatric Blood and Cancer
Journal of Palliative Medicine
Journal of Pain and Symptom Management
Philosophy, Ethics, and Humanities in Medicine
Pediatrics

PRESENTATIONS (prior to 7/2007):

1. “Advanced Care Team for Kids: Bridging Science and Humanism through Palliative Medicine” – presented at Pediatric Research Day, University of Texas Health Science Center – May 2001
2. “Pediatric Palliative Medicine and End-of-life Education” – presented at Pediatric Research Day, University of Texas Health Science Center – May 2002
3. Poster Presentation – “The Pediatric Supportive and Palliative Care Program at Christus Santa Rosa Children’s Hospital” – National Christus Health Meeting in Houston, TX – August 2002

[Section shortened for example]

COMMITTEES

National
Pediatric Palliative Care Research Network (Member)

Institutional

Hematology/Oncology Fellowship Program Committee	(Chair)
Palliative and End-of-Life Task Force	(Chair)
Medical Executive Committee	(Member – 2008-2009)
CME Committee	(Member – 2010-2011)
Patient Care Committee	(Member)
Institutional Review Board Committee	(Member)
Ethics Committee	(Member)
Education Subcommittee	(Leader)
Day of Remembrance Committee	(Member)
Pharmacy and Therapeutics Committee	(Member)
Pediatric Oncology Education (POE) Program	(Steering committee)
St Jude Affiliate Task Force	(Member)
Pharmacy and Therapeutics Committee	(Member)
Graduate Medical Education Committee	(Member)
Education Program Committee	(Member)
EERS Review committee	(Member)

[Section shortened for example]

CLINICAL

- Passed American Board of Subspecialties Board Exam for Hospice and Palliative Medicine -11/08
- Passed American Board of Subspecialties Board Exam for Pediatric Hematology/Oncology – 4/09
- Consultant for the St Jude Quality of Life Service (Inpatient/Outpatient/Home)
- Primary attending, Division of Neuro-oncology
- Inpatient attending Neuro-oncology/Solid Tumor inpatient

ACTIVITIES AND ASSOCIATIONS:

Undergraduate School 1993-1997

Team Leader to Uganda, Africa for a two month mission trip (1996)
Team Leader to Azerbaijan for a one month medical mission trip (1997)
National Honor Society President (1995)
Alpha Epsilon Delta – Premedical Honor Society – Historian (1995)
Spiritual Life Dorm Director (1996)
Resident Advisor (1995)
Chaplain (1994)
Academic Peer Advisor (1993)

Medical School 1997-2001

Texas Pediatric Society, Bexar County Medical Society
Texas Medical Association, Bexar County Medical Association
Family Practice Student Association member
Christian Medical and Dental Society – Leadership Team
Cancer Treatment and Research Center School Assembly Volunteer

Pediatric Residency 2001-2004

Administrative co-chief resident
Residency Advisory Committee
Residency Mentoring Program Committee
Residency Scheduling Committee
American Academy of Pediatrics
AAP Resident Program Section Delegate from Section VII
American Medical Association, American Medical Student Association
Texas Medical Association, Bexar County Medical Association
Christian Medical and Dental Society – Leadership Team

Hematology/Oncology Fellowship 2004

American Academy of Hospice and Palliative Medicine
American Society of Hematology
American Society of Clinical Oncologists

Present

American Academy of Hospice and Palliative Medicine
American Academy of Pediatrics – Fellow status

COMMUNITY SERVICE:

Undergraduate 1993-1997

Sunday School Teacher for Ages 4-5 at Open Bible Fellowship
Weekly Food for the Homeless volunteer
Volunteer at Children's Medical Center working with "at risk" kids

Medical School 1997-2001

Youth Sponsor at Westover Hills Assembly of God Church
Youth Mentor
Founder of Westover Hills Assembly of God Young Married's Class

Pediatric Residency 2001-2004

Youth Sponsor at Westover Hills Assembly of God Church
Leader of Westover Hills Assembly of God Young Married's Class
Volunteer at Retirement Community during Holidays

Hematology/Oncology Fellowship

College and Career Leader/Pastor for First Assembly of God Memphis
Volunteer for shut-in visitation
Monthly Homeless Shelter Feeding Outreach

Present

College and Career Leader/Pastor for First Assembly Memphis
Deacon, First Assembly Memphis
Youth Soccer Coach, Hope Presbyterian Church
Career Day participant, First Assembly Christian School

NON-MEDICAL EMPLOYMENT:

1990-1994 Shoe Salesman at Warehouse Shoes, Brookfield, WI
1994-1997 College Weekend Assistant Coordinator (PR work)
1997-1998 Newspaper sales Team Manager – Express News
2000-2004 Owned and operated small business – telephone card sales

LANGUAGES:

Fluent in Spanish

OTHER INTERESTS:

Pediatric palliative medicine and its application to pediatric Hematology/Oncology patients
Academic medicine and working with medical students and residents
Overseas/Third World missionary medicine
Educational quality improvement

Appendix IV | First Impressions
By: Mohammad K. Ismail, MD, AGAF

**Introducing yourself:
Photo, CV and Personal
Statement**

In general....

- Skills that can, AND WILL, be assessed by those who read your application:
 - Attention to Detail
 - Ability to follow directions
 - Effectiveness as a communicator
 - Comportment



CV

- Simply put: Follow the Directions
- Medical Education
- Education
 - include study abroad or post bacc or other degrees
- Membership and Honorary/Professional Societies
 - Member? Officer? Elected? Appointed?

CV: Volunteer Experience

- List from MOST important/involved to LEAST important/involved
- Don't list anything you can't talk passionately about
- Don't list the usual single episode events that everyone participates in (i.e. car washes, bake sales)
- Don't list interest groups if you didn't provide service to others– that is not volunteer work!!
 - If you were the organizing individual, that is different...

CV: Research Experience

- Your position/title
- Your mentor
- Brief Synopsis of the work
 - “involved in a senior project to examine issues of recruitment and retention in the breast cancer navigator patients”

Hobbies and Interests

- Here is where you can list interest group participation as a member (rather than a leader)
- Add any other interests that could prompt a discussion that you would like to participate in in an interview.
- If you don't want to talk about it, don't list it.
 - E.g. NRA advocacy group, PETA membership
- Foreign Language Fluency?

Other Awards and Accomplishments

- Any merit scholarships count as an award
- Any Course/Clerkship Honors or Letters of Commendation can be listed here
 - PLEASE DO NOT LIST LETTER OF **ACCOMMODATION!!!!**

Personal Statement

- Program Directors read 100s of these. Make yours stand out.
- Tell a story that made an impact on you and it will make an impact on them.
 - A patient (use initials) that provoked an emotion in you
 - Tie it in to why you are pursuing the career you have chosen.
- Avoid “why I wanted to be a doctor”– that got you into medical school. Be more specific now.

Personal Statement

- Do not go over 1 page. I mean it.
 - No matter how good the story, it isn't worth it. “Brevity is the soul of wit”
- Do not rehash what is on your CV unless it is part of the story
 - “so then I entered the lab where I soon learned four thousand PCRS” is boring.
 - “before my eyes, the band appeared. Now I knew what this patient had” is not

Personal Statement

- IF you have a Red Flag, it is wise to discuss briefly
 - Never blame someone else for your failure
 - “the resident was incompetent and the clerkship director hated the fact that I reported her to the University President”
 - Accept personal responsibility and describe how you learned from it.
 - “The failure of my Medicine Shelf exam provided me with the opportunity to rethink how to learn in the clinical environment. Since then, I have not only passed, I have aced all of my exams.”
- Please talk with a Dean about how to address these issues.

Personal Statement: BEWARE

- Stereotypic descriptions
 - “fiesty” “swarthy” “cute” (except in reference to kids)
- Disparaging medical speak
 - “pimping”, “fleas”, “lmds”
- Misspellings or Grammatical Errors
 - Be careful of their, there, they're
- Gimmicks... “D is for Dermatology”
- Plagiarism

Please have someone else look at your statement to help identify these things

Don't wait until the last minute

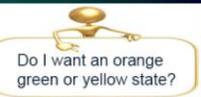
- Write, set it aside, review and rewrite
- Let someone else read it for content, syntax, grammar, and miscues
- We will help you review if you like
 - BUT we won't write it for you.....

FREIDA

Fellowship and Residency Electronic Interactive Database Access System

FREIDA Online

- Sponsored by the AMA
- 8,700 GME Programs
- Searchable database
 - Specialty Information
 - Program Information
 - Hospital Information



<https://freida.ama-assn.org/Freida/user/viewProgramSearch.do>

Program Directors Point of View

Program Directors are Selfish.....

Is this person going to cause me more work if we match them?

What Do Program Directors Look At?

- In general the first screen includes:
 - Letters of Recommendation
 - Personal Statement
 - Step 1 Score****
 - Transcript
- Decision point: Interview or Continue Hold

What Do Program Directors Look At?

- MSPE
 - Clerkship Narratives
 - Specialty Specific Rotation Performance
 - Comparative performance with the rest of your class
 - Rank...cluster
- Decision point: Interview or Continue Reject
- Applications after October are flagged and held...

What Do Program Directors Look At?

- Interview day
 - Appropriate Dress
 - When you meet with the residents it counts
 - Be on time
 - Cancel at least 2 weeks in advance
 - The way you interact with program coordinator/assistant or staff COUNTS
 - Use common sense
 - Avoid odd behaviors
 - Don't tell jokes
 - Be familiar with what you put in CV
 - research

What Do Program Directors Look At?

- Interview day
 - be polite, “up beat,” and never critical
 - Identify yourself as a “hard worker,” well-rounded, and communicative (sell yourself!) “Five Best Characteristics”
 - Tailor your questions to the program (do background research on program – web site)

Myths in Looking for a Residency

- If I want it bad enough, I can get in
- If they tell me they want me, I'll get in
- If I rotate there as a student, I have a better chance of getting in
- If I wait to take Step 2, it can only help me
- If my applications are a little late, it won't hurt me



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