



## Constructing a Curriculum Vitae

### *What is a curriculum vitae?*

Also referred to as CV, vita, or vitae, and Latin for “the course of one’s life or academic career,” curriculum vitae provides a detailed description of one’s educational or work background.

- They differ from resumes in their length and content: A Vitae may go on for pages, where resumes are limited to one or two pages.
- The use of names is appropriate within a CV but not within a resume.
- It’s an evolving document that provides the reader with information he needs to know about you without the inclusion of long narratives, goals or objectives.
- It includes descriptive information about education, training, work experience, volunteerism, awards, publications, presentations, demonstration of leadership/professional service, research, etc...
- Research, teaching, academic and medical fields tend to prefer the receipt of a CV over a traditional resume.

### **How to begin...**

1. Identify your skill sets and competencies. This may sound more difficult than it really is. For example, think back to your education and activities you have participated in. Try to identify the basic skills you have to use to conduct a research paper from deciding on a topic, conducting research to writing the paper. Each of these steps involves skills such as analysis, effective writing, research, discipline, intellectual capability to understand the research and so on. You need to identify your skills and then determine your level of proficiency (master of, competent in, expert at, etc...).
2. Now list your credentials: degrees, licenses, certificates, and experiences you have had that contributed to those credentials.
3. This will provide you with an overview of some things to include in your curriculum vitae, but remember to keep you objective in mind. If the activity has no relevance, don’t include it.

### **Curriculum Vitae Organization:**

- Organize information into logical groupings
- Be consistent in format
- Use readable font size and style (New Times Roman or Garamond)
- Omit the use of graphics
- Use a standard, recognizable format (don’t get too fancy or use too many different font styles)

### **Categorical Options:**

- Professional/Career/Vocational/Research Objectives
- Education (only list coursework if it is extremely relevant and your employers will not see a transcript)
- Honors/Achievements/Awards
- Thesis/Dissertation Abstract
- Research Interests/ Research and/or Laboratory Experience
- Instrumentation Experience
- Specialized Skills
- Publications/Presentations/Works-in-Progress



- Relevant Work Experience/ Background
- Professional Associations/Learned/Scientific Societies
- Community Service/ Co-curricular Activities/Interests/Travel (relevant to your studies)
- Letters of Recommendation/References

### **Professional Career Services**

Phone (410) 515-9730

Fax (410) 516-9732

[www.carey.careerservices.edu](http://www.carey.careerservices.edu)

[careerservices@jhu.edu](mailto:careerservices@jhu.edu)



## Categories:

### 1. *Name, Address, Telephone/Fax Number(s) including are code, and Email Address*

- Position this information at the top of the first page
- It is often helpful to make the name larger or put it in bold print, or both
- Last name and page number should be placed at the top or bottom of each additional page
- Use a permanent address and telephone number – you may list both a home and a work
- number

### 2. *Education*

- Objective is to provide the reader with a brief but thorough understanding of your academic background.
- List in reverse chronological order, starting with the most recent first.
- For each university and degree list name, location (city, state), phone number with area code, degree earned, graduation date, major(s), cumulative GPAs (optional), GPAs in major (optional).
- Honors, scholarships and awards may be listed with each institution or under a separate category (it is recommended to put under awards category). Either way, avoid including high school awards as they diminish the impact of your college awards unless highly significant which should be addressed with an advisor.
- Listing high school is optional but not necessary.
- If you have a degree (undergraduate or graduate) in any interesting or allied profession, you may want to include this information (it illustrates your interests and skills).
- Should you opt to include coursework, include complete course titles with descriptions where appropriate.

### 3. *Thesis/Dissertation Abstract*

- Provide a brief summary in abstract format including the full title and date or term of
- completion keeping in mind the industry specific editorial format (APA, MLA, etc...)

### 4. *Research Experience/Interests*

- List your research projects as well as your dissertation research
- Note details about the nature of your involvement (Did you run subjects, analyze data, train research assistants, etc...)
- Include the names of your research supervisor(s), dissertation chair and purpose of the research.
- Indicate your research interests as precisely as possible to display congruence between your goals and those of the university/job, but try to maintain some flexibility to express your openness to other areas of research.
- Achieving this balance of specificity yet general is not easy, so it is best to consult your advisor/mentor on the precise wording. As a general rule, avoid definitive vocabulary such as, "I only/never/cannot/find sole interest in X type of research."

### 5. *Teaching Interests and Experience*

- Describe only those teaching interests and experiences that can be documented
- Exception, you may want to include tutoring/group learning experiences in which you held a leadership role

### 6. *Instrumentation Experience*

- Indicate your use of standard instruments (e.g. computers, medical, audiovisual) but provide a more detailed description of your familiarity with state-of-the-art instruments.

### 7. *Specialized Skills*

- Utilize the skills/strengths you identified at the beginning of the process here.
- Describe in detail any interpersonal, leadership, organizational, or analytical skills you have as well as applications and the contexts you used them in.
- When pursuing a graduate degree, clearly describe your levels of proficiency in your intended field of study.

### 8. *Publications/Presentations/Works-in-Progress*

- Provide appropriate bibliographic descriptions of authored/co-authored publications (always in correct format, APA, MLA, etc.)
- Only list unpublished manuscripts if they are being considered for publication
- Include detailed descriptions of presentations, particularly those made before academic societies and associations (title, name of the organization, location of the meeting, and date)
- Classroom presentations should only be included when they highlight your academic excellence, such as being asked by a professor to present due to superior class performance or research expertise.

### 9. *Work Experience*

- List all work experience including internships, summer jobs and campus employment, unless irrelevant
- Include a description of your responsibilities using action verbs, similar to a resume
- If you have clinical/work experience under the supervision of a certified professional, you must provide the name and certification of the supervisor.

### 10. *Practica/Psychotherapy Experience*

- Format similar to employment section
- Include the names of all supervisors
- Specify type of services, populations served, special treatment protocol and interventions used, amount of testing, consultation, multidisciplinary team work, range of presenting problems, and other services provided

### 11. *Professional Associations and Societies*

- List any memberships you hold and your level of involvement

### 12. *Community Service/ Co-curricular Activities/Interests/Travel relevant to studies*

- Format similar to employment section
- Include official title if applicable and dates of service
- Report your responsibilities and contributions
- List and describe campus programs and activities you were actively involved in
- Interests are optional, if included keep this section to a minimum
- Include travel when it relates to your area of focus or was academically based, such as a study abroad program

### 13. *References/Letters of Recommendation*

- This section is optional
- References: list only the names and titles of individuals you have asked to represent you
- The inclusion of letters depends on who you are applying to - check their requirements

## Example Curriculum Vitae

### GIUSEPPIE E. SCHMIDT

#### *Curriculum Vitae*

3019 Harbor Drive Apt. 1 ~ Fort Lauderdale, Florida 33316

Phone: (954) 661-6847 ~ E-mail: [gisschmidt@nova.edu](mailto:gisschmidt@nova.edu)

#### **EDUCATION**

**Doctor of Psychology in Clinical Psychology** September 2006  
Nova Southeastern University, Fort Lauderdale, Florida  
APA Accredited Program

**Master of Science in Clinical Psychology** August 2003  
Nova Southeastern University, Fort Lauderdale, Florida  
APA Accredited Program

**Bachelor of Arts in Psychology,** August 2001  
Minor in Child Development/Family Relations  
East Carolina University, Greenville, North Carolina

#### **CLINICAL TRAINING EXPERIENCE**

**Nova Southeastern University Student Counseling** 8/03 to 8/04  
Practicum Therapist  
Fort Lauderdale, Florida

- Provided brief and long-term therapy for undergraduate and graduate students ranging in ages 18 – 44
- Conducted individual and couples therapy with students of diverse backgrounds, including students with international status. Presenting problems included Axis I diagnoses, Axis II diagnoses, complicated grief, acculturation challenges, relationship difficulties, and career/academic issues
- Implemented treatment modalities including: cognitive-behavioral, humanistic, existential, interpersonal/dynamic, and family systems
- Performed intake evaluations, treatment planning, diagnoses, case conceptualizations, and community outreach programming
- Administered personality and intellectual assessments and interpreted data in an integrated report

Supervisors: Roxanne Baker, Ph.D. & Barry Smith, Ph.D.

**Nova Southeastern University Community Mental Health Center** 8/02 to 8/03  
Practicum Therapist  
Program for Adult Services  
Lauderdale Lakes, Florida

- Provided individual psychotherapy for adult outpatients (ages 19 – 54) with various Axis I and Axis II diagnoses
- Completed intake evaluations, treatment planning, diagnoses, and case conceptualizations Attended case conferences and didactic presentations with colleagues, interns, supervisors, and crisis clinicians
- Consulted with Staff Psychiatrist regarding medication management of clients
- Performed psychological assessments (e.g., BDI, BAI)

Supervisors: Fran Freelance, Psy.D. & John Doe, Ph.D.

**Nova Southeastern University Community Mental Health Center** 1/02 to 4/02  
Pre-Practicum Therapist  
Program for Adult Services  
Fort Lauderdale, Florida

- Observed case conferences and didactic presentations with colleagues, interns, supervisors, and crisis clinicians and
- Participated in group supervision

Supervisor: Michelle Doe, M.S.

## **OTHER CLINICAL EXPERIENCE and RELATED WORK EXPERIENCE**

### **Career Counselor**

6/04 to Present

Nova Southeastern University Career Services  
Fort Lauderdale, Florida

- Counsel undergraduate students, graduate students, and alumni in career planning and development
- Review and edit resumes, cover letters, graduate school essays, and other writing samples and/or correspondence development
- Initiate career related programs specific to the academic area and major interests of students
- Develop career related handouts, presentations and programs on various aspects of the job search, career success, etc.
- Co-created and editor of informative monthly newsletter entitled Career Exposures
- Co-lead group meetings of undergraduate career development group – “KnightQuest”

Supervisors: Michelle Ohayon M.S. & Patrick Madsen M.S.

### **Psychological Columnist – “Dear Therapist”**

2/04 to 10/04

Nova Southeastern University - The Knight Newspaper

Ft. Lauderdale, Florida

- Co-founded and wrote psychoeducational column entitled “Dear Therapist”
- Addressed relevant psychological student issues in the university newspaper

Supervisor: Amanda Smith, Editor-in-Chief

### **Psychometric Assistant**

4/03 to 8/04

Broward Psychological Associates  
Hollywood, Florida

- Administered and scored psychological assessments including:
  - WAIS-III
  - MMPI-2
  - TAT
  - Sentence Completion
  - Bender Gestalt
  - Projective Drawings
- Observed and recorded behavioral observations

Supervisor: Cheryl Goty, Ph.D.

## **ACADEMIC EXPERIENCE**

Adjunct Professor

10/04 to Present

Nova Southeastern University, Division of Social and Behavioral Sciences  
Fort Lauderdale, Florida

### **Psychology Courses Taught:**

- *Personal Career Development (Psych 1410 )*
- *Personality Psychology (Psych 3210)*
- *Interpersonal Communications (Psych 2330)*
  - Prepare comprehensive lectures and examinations for approximately 18 - 30 undergraduate students and facilitate group discussions related to course readings

Supervisor: Charles Goldneblatt, Ph.D., ABPP/ABCN

## **RESEARCH EXPERIENCE**

### **Neuropsychological Research Group – Geriatric Study** 12/03 to 11/04

*Research Assistant*

Nova Southeastern University

Fort Lauderdale, Florida

- Administered neuropsychological battery (i.e., Boston Naming Test, Wechsler Memory Scale, Trail Making Test, WAIS-III, WRAT arithmetic and reading, Stroop test, and the Geriatric Depression Scale) to geriatric volunteers, ages 55+

Supervisor: Charles Goldneblatt, Ph.D., ABPP/ABCN

### **Psy.D. Research Study** 4/03 to 6/04

*Researcher*

Nova Southeastern University

Fort Lauderdale, Florida

- Reviewed pertinent literature involving Rorschach assessment of aggressive and non-aggressive persons
- Integrated literature review with research results to create major paper entitled “*Size Does Matter: Using Rorschach Responses to Identify Aggressive Characteristics*”

Supervisor: Barry A. Smith, Ph.D.

### **Undergraduate Research Thesis** 8/00 to 5/01

East Carolina University, Department of Psychology

Greenville, North Carolina

- Reviewed pertinent literature involving ADHD and impairments of the basal ganglia
- Administered standardized tests and implicit sequence learning tasks to adult students with ADHD and age-and-education-matched controls
- Integrated the literature review with research to create thesis entitled *Implicit Sequence Learning In ADHD* for submission to *Behavioral Neuroscience*

Supervisor: Jonathan Smith, Ph.D.

## **PUBLICATIONS**

Schmidt, G. E. (2004, July) Freshman follies. Dear Therapist, The Knight, p.8

Schmidt, G. E. (2004, April 27) The dark cloud. Dear Therapist, The Knight, p.4

Schmidt, G. E. (2004, April 15) Sexuality issues [untitled]. Dear Therapist, The Knight, p.5

Schmidt, G. E. (2004, April 1) Guess who’s coming to dinner? Dear Therapist, The Knight, p.8

Schmidt, G. E. (2004, March 15) Sex gone wrong. Dear Therapist, The Knight, p.4

Schmidt, G. E. (2004, March 6) Explanation of test anxiety [untitled]. Dear Therapist, The Knight, p.7

## **SCHOLARLY NEWSLETTERS**

Schmidt, G. E. (2004, Spring/Summer). Attachment theory, neuroscience, and couple therapy [review]. Psyche & Sol, 14 (3), 15-16.

## **NATIONAL PRESENTATIONS**

Schmidt, G. E. & Schneider, B. A. Size does matter: Using Rorschach responses to identify aggressive characteristics. Poster Presentation at the 2004 Annual Meeting of the Florida Psychological Association, Naples, Florida, July, 2004.

## **HONORS and AWARDS**

Psi Chi, National Honor Society 2000 to 2001  
East Carolina University

Order of Omega National Honor Society 2000 to 2001  
East Carolina University

Chancellor's List Fall 2000  
East Carolina University

Dean's List 1999 to 2000  
East Carolina University

## **COMMUNITY OUTREACH**

**Concerned African Women** December 2004  
Miami, Florida  
Guest Speaker

- Presented job search strategies and college preparation to juvenile offenders in court ordered after-school program

**Take Back the Night March** February 2004  
Nova Southeastern University  
Fort Lauderdale, Florida

- Assisted organization of event and provided Student Counseling table for attendees of Take Back the Night March
- Referred survivors of sexual abuse and domestic violence to appropriate psychological services

**Study and Relaxation Skills Workshop** November 2003  
Nova Southeastern University  
Fort Lauderdale, Florida

- Co-led outreach presentation for graduate students in the Health Professions Division of NSU
- Provided psychoeducational and supportive seminar on study skills as well as relaxation techniques

**Drug & Alcohol Screening** October 2003  
Nova Southeastern University  
Fort Lauderdale, Florida

- Co-led substance abuse screening and educational display table in on-campus dormitory
- Provided support and information about seeking treatment

## **PROFESSIONAL ORGANIZATIONS**

American Psychological Association, *Student Affiliate* 2003 to present

Student Organization for Advocacy of Psychology (SOAP) 2003 to present