

**SPH Career Services**

**WRITING  
EFFECTIVE RESUMES  
&  
COVER LETTERS**



**School of  
Public Health**

UNIVERSITY OF CALIFORNIA, BERKELEY

## THE 5 STEPS OF RESUME DEVELOPMENT

### Step 1: Analyze the Job Description

Read job descriptions thoroughly and then highlight all of the keywords which indicate required and preferred skills, abilities, attributes, and qualifications. If an employer is looking for somebody who is innovative, punctual, and attentive to detail, use these same or similar words in your resume.

### Step 2: Generate a List of Accomplishments

Create an inventory of your accomplishments—tasks that you enjoyed doing, did well, and are proud of. Include education, training, volunteer experience, jobs, projects, school assignments, travel, and group or team activities. Focus on the outcomes of your efforts. Quantify your results if possible. Don't be humble! Resumes are promotional tools.

### Step 3: Identify Relevant Skill Areas

Frame your experience so that it focuses on skills and achievements that are desirable for that particular position. Make sure each accomplishment you list highlights a skill the employer is looking for.

### Step 4: Write Descriptive Phrases

Using action verbs (see page 5), write concise phrases to describe experiences that demonstrate your relevant skills. The accomplishments on your resume should ultimately be targeted to address an employer's needs. Do your best to place them in order of relevance with the most relevant information as close as possible to the top.

### Step 5: Choose a Format

While resume templates may be tempting, they tend to be inflexible; also, employers are often familiar with them. Create a unique format that highlights what you bring to the position, by utilizing features of other resumes that you like. See the examples on pages 8-11 for some ideas.

## Resume Checklist

- ✓ Keep track of your achievements. Save any positive written feedback you receive. This will come in handy when creating resumes and cover letters and help you stand out.
- ✓ Get an early start. Carve out time to develop and edit your resumes and cover letters before submitting them. To be competitive, your materials need to be error free.
- ✓ Your resume should be pleasing to the eye with an easy to read font and good layout. The employer should be able to learn the basics about you with a 10 second glance.
- ✓ Use bullets, bold, all capitals, and underlining to highlight the parts you want to emphasize.
- ✓ Tailor your resume for the position by including key skills and experiences the employer wants.
- ✓ Information should be listed in order of importance and relevance to the requirements listed in the job description.
- ✓ Avoid generalities; instead provide specific information about context, actions taken, and results.
- ✓ Begin phrases with action verbs.
- ✓ Be accurate and truthful about your accomplishments rather than being too modest or exaggerating.
- ✓ Check the spelling of every word and make sure the grammar and punctuation are correct.
- ✓ If you were the employer, would you call you for an interview?
- ✓ Follow up with employers you've submitted your resume and cover letter to within two weeks.

## RESUME vs. CURRICULUM VITAE (CV)

The words 'resume' and 'CV' are often used interchangeably, but they are stylistically different. Resumes are shorter (1 or 2 pages), while the CV can be as long as necessary and focuses on academic & research qualifications. Sectors that **prefer** CVs include education, research, and international. Government and non-profits are fine with CVs and sometimes the longer format can help you make your case for the position. For-profit organizations typically prefer resumes.

Resumes are usually 1 or 2 pages. They should be easy to read and emphasize the information that the potential employer is most interested in. The average reader spends less than 30 seconds reading a resume so a 2 page resume will mean less time spent on each page. Therefore only include a second page when you have enough content to warrant it. A good test is to ask yourself if page 2 can stand on its own and does it add significantly to the overall impression of the resume.

\*Some content adapted from the Cal Career Center Job & Internship Guide.

## SELECTING A RESUME FORMAT

Chronological	Skills	Hybrid
<ul style="list-style-type: none"> <li>• Lists your experience in reverse chronological order—from most recent to least recent.</li> <li>• Works best when your work, volunteer, and academic experience relate directly to the type of job you're applying for.</li> <li>• Illustrates consistency in your work history. If there are wide gaps in your experience, this may not be the best format for you.</li> <li>• Most traditional resume style.</li> </ul>	<ul style="list-style-type: none"> <li>• Lists your experience based on skill headings, which are not necessarily in chronological order.</li> <li>• Works best when you are trying to break into a field where you have little or no experience. A good choice for career changers.</li> <li>• Work history is summarized in a brief section at the bottom of the page.</li> <li>• Focus is shifted away from where and when you developed particular skills. The skills themselves are the main attraction.</li> <li>• Least traditional resume style, be cautious using this format.</li> </ul>	<ul style="list-style-type: none"> <li>• Combines the other two formats. Can be organized in different ways, but usually displays experiences with descriptions in reverse chronological order grouped under skill headings.</li> <li>• Works best when there are some consistent themes to your experience (teaching, leadership, marketing, public health, etc.).</li> <li>• The benefit of this format is that it provides employers with easily identifiable skill areas and a sense of your history.</li> <li>• Recommended over the "skills" resume style.</li> </ul>

## NO RELEVANT EXPERIENCE? How to connect the dots for employers

Let's say you worked as a restaurant host for the past two years; now you want to find an internship in public health. How can you make the switch? By using your transferable skills gained on the job. Transferable skills are skills that you've developed that can be used in many different settings.

Here are some examples:

- Analytical and problem solving ability
- Teamwork and leadership
- Written and verbal communication
- Organizational skills and attention to detail
- Research and presentation
- Customer service and conflict resolution

Your list will be unique. Prior to writing your resume, consider what skills you've developed that may translate from one work environment to another and that you enjoyed using. As you search for jobs or internships, target postings with these skills. Then, write out in detail the ways in which you've developed each skill.

In addition to transferable skills (verbs), you can also include knowledge-based skills (nouns) that you have learned in classes, and personal traits (adjectives) that reflect your work style. Knowledge-based skills include program planning, evaluation, risk assessment, finance, statistics, research methods, nutrition, etc. Personal traits include creative, detail oriented, diplomatic, organized, resourceful, self-motivated, team player, etc. See page 5 for an extensive list of action verbs for more transferable skills and page 6 for tips on how to describe your experience.

## RESUME COMPONENTS

COMPONENT	BASICS	COMMENTS
<b>Identifying Data</b>	Include name, street address, email and phone number at the top of the page (include area code and zip code). You can also include personal web page or LinkedIn profile url.	Voicemail message, email address, and website content should be appropriate for a potential employer. If you're planning to relocate include a local address in addition to your school address. When posting your resume on the web, remove your street address to protect your privacy.
<b>Education</b>	Name of school, major, degree received, graduation date, projected graduation date, or dates of attendance if degree was not completed.	Include a relevant courses section listing any course titles relevant to the targeted position. Honors and grade-point average are optional; include if among your strong points. If you attended more than one school, list the most recent first. You don't have to list all the schools you have attended, just those you received degrees from. Don't list high school. Additional education and training may either go here or under a separate heading.
<b>Experience</b>	Paid and unpaid work qualify as experience. Emphasize tasks, skills, abilities, and accomplishments related to the targeted position. Give the job title, employing organization, and dates of employment.	Present achievements and contributions of which you're most proud. Focus on the skills you enjoy using. Begin phrases with action verbs. Provide specific information about context, actions taken, and results.

### Optional components—use if appropriate for your background and the employers you are targeting

<b>Job Objective</b>	A one-line description of the type of position you want.	Follows your contact information at the top of your resume. Should be specific rather than a general statement of your interests.
<b>Skills &amp; Abilities or Summary of Qualifications</b>	Foreign languages, computer skills, office skills, lab techniques, personal attributes, research or transferable skills that you want to highlight.	Make sure your resume includes concrete examples of your abilities.
<b>Languages</b>	Mention if you are proficient or fluent in a foreign language.	If you understand a language but are not fluent, still mention it. For example: fluent in Russian, conversational Spanish, and basic French.
<b>Activities, Leadership or Interests</b>	In order of importance or reverse chronological order, list student activities/organizations, professional associations, and committees in which you have participated. List any offices that you held with the skills you used.	Include activities and interests that show leadership or initiative or that pertain to your career focus. Interests should be interesting and that are unique to you.
<b>Community Involvement or Volunteer Activities</b>	Include your title, organization name and dates of affiliation. List projects, skills utilized, populations served and accomplishments.	If the setting is political or religious, you may want to use generic descriptions (e.g., Youth Leader for church, Speech Writer for City Council candidate). If substantial, these may be listed under "Experience."
<b>Honors</b>	Recent graduates and continuing students can include academic honors such as Dean's List, honor societies, and scholarships.	Can be listed separately or under Education.
<b>Research or Publications &amp; Presentations</b>	Briefly describe relevant research projects or areas of research interest. List published articles, papers or books. List presentations/posters that you have presented.	Publications that are pending or submitted may also be included.
<b>Class Projects</b>	List relevant projects completed for classes. Include any research, lab skills, software/statistical packages or transferable skills used.	This shows that you have hands-on experience and is a good strategy for students with limited experience.
<b>Travel</b>	Include if your career interest involves travel or knowledge of other cultures.	You can use this as a way of distinguishing yourself if you have significant travel experience.
<b>References</b>	It is not necessary to end your resume with the phrase, "References Available on Request." Employers will ask for them when they want them.	Create a separate page for references. List names, titles and contact information. Always ask permission before using anyone's name as a reference. Include people who know about your work-related abilities, such as former employers, volunteer project supervisors, and faculty. Do not use relatives or friends.

# VERB LIST FOR RESUMES & LETTERS

## Management

administered  
assigned  
**attained**  
chaired  
consolidated  
contracted  
coordinated  
delegated  
directed  
executed  
**improved**  
**increased**  
led  
managed  
**optimized**  
oversaw  
planned  
prioritized  
recommended  
scheduled  
**strategized**  
**strengthened**  
supervised  
targeted

## Communication

addressed  
arbitrated  
authored  
briefed  
collaborated  
**convinced**  
corresponded  
deciphered  
drafted  
edited  
**enlisted**  
formulated  
**influenced**  
liaised  
marketed  
mediated  
moderated  
**negotiated**  
**persuaded**  
promoted  
proposed  
publicized  
recruited  
spoke  
translated  
wrote

## Creative

acted  
conceptualized  
created  
customized  
designed  
developed  
**enhanced**  
established  
fashioned  
**founded**  
illustrated  
**initiated**  
innovated  
instituted  
integrated  
**introduced**  
**invented**  
**launched**  
**originated**  
performed  
piloted  
produced  
**revitalized**  
shaped  
**transformed**

## Clerical or Detail Oriented

approved  
arranged  
catalogued  
classified  
collected  
compiled  
dispatched  
generated  
implemented  
inspected  
monitored  
organized  
prepared  
processed  
recorded  
rectified  
retrieved  
simplified  
screened  
specified  
systematized  
tabulated  
validated

## Research

analyzed  
clarified  
conducted  
critiqued  
diagnosed  
evaluated  
examined  
extracted  
identified  
interpreted  
interviewed  
investigated  
quantified  
researched  
reviewed  
summarized  
surveyed

## Technical

assembled  
built  
computed  
**devised**  
engineered  
fabricated  
fixed  
maintained  
operated  
**overhauled**  
programmed  
qualified  
remodeled  
repaired  
**solved**  
**upgraded**

## Helping

advocated  
assessed  
assisted  
championed  
counseled  
demonstrated  
educated  
empowered  
**expedited**  
familiarized  
mentored  
motivated  
**overcame**  
partnered  
referred  
rehabilitated  
represented

## Teaching

adapted  
advised  
coached  
communicated  
corrected  
defined  
demystified  
enabled  
encouraged  
explained  
facilitated  
guided  
informed  
**inspired**  
instructed  
lectured  
set goals  
stimulated  
trained

## Financial

allocated  
appraised  
audited  
balanced  
budgeted  
calculated  
forecasted  
projected  
purchased  
reconciled

## More Verbs for Accomplishments

**achieved**  
**capitalized**  
**expanded**  
**diversified**  
**doubled**  
**eliminated**  
**exceled**  
**leveraged**  
**maximized**  
**outperformed**  
**pioneered**  
**reduced**  
**resolved**  
**restored**  
**salvaged**  
**spearheaded**  
**succeeded**  
**surpassed**

\*Words in **bold** are especially good for pointing out accomplishments.

## Describing Your Experience: Be a STAR!

Use the verb list provided to develop your project, activities, and job descriptions. Review the list and highlight the verbs that resonate with you. Then think about where you used these skills and compose descriptions demonstrating your work. Be specific and not general, include details that support the points you are making.

Use the STAR (Situation, Task, Action, Results) technique to compose your descriptions. A good descriptive sentence will start with an 'Action' verb, define the 'Situation or Task' you undertook, and include the 'Results'.

Powerful descriptive sentences will include the purpose or intent of the work. Be sure to include the public health impacts of the work. Another great technique is to quantify. Quantifying helps the reader understand the size and scope of the work. If a project was big, be sure to quantify it (how many? how much? how often?).

If there are particular populations or subject areas you want to work with be sure to include them in your descriptions where relevant. And if there are skills, populations, or subject areas you DO NOT want to work with do not include them in your resume. Your resume is your marketing piece for the work you WANT to be doing.

Lastly, your descriptive sentences are basically 'I' statements, but you omit the 'I' and start with the verb. You never use 'I' in the resume as the whole document is about you so the 'I' is assumed.

## A Word About Verb Tense

Write your descriptions in past tense and all your skills will sound like accomplishments.

Projects you are currently working on can be written in the past tense to keep the tense consistent for the reader.

Things that you haven't actually done yet should not be included on the resume so there's no need to use the future verb tense.

## BULLETS vs. PARAGRAPHS

Most employers indicate that they prefer bulleted list to paragraphs as the format for project, activity, and job descriptions. The average reader will spend less than 30 seconds reading your resume and a bulleted list is quicker and easier to skim for information. When we skim our attention is drawn to the top, bottom and left sides of the page; as you organize your resume, be sure to always lead with the most relevant information so it's in the "skimming zone". Bulleted list should always be prioritized to hold the reader's attention so the most relevant and interesting aspects of the work are at the top of the list.

Now here's the same information in a bulleted list. Which one do you think is easier to read?

- Most employers indicate that they prefer bulleted list to paragraphs as the format for project, activity, and job descriptions.
- The average reader will spend less than 30 seconds reading your resume and a bulleted list is quicker and easier to skim for information.
- When we skim our attention is drawn to the top, bottom and left sides of the page; as you organize your resume, be sure to always lead with the most relevant information so it's in the "skimming zone".
- Bulleted list should always be prioritized to hold the reader's attention so the most relevant and interesting aspects of the work are at the top of the list.

## SUBMITTING RESUMES

Before emailing your resume, try to find out the employer's format preference. Some accept attachments; others prefer your resume in the text of the email message. If you can't find out the employer's preference, send it both ways in one message. Unless you are told otherwise, include a cover letter. Send the resume and cover letter in one email message.

When submitting a resume via an organization's website, use the formatting and display style recommended by the website (see box to the right for more details).

### To send your resume as an attachment:

- Give the document a name the recruiter will associate with you, such as "MillerJennifer.doc" Don't give it a generic name like "Resume.doc".
- Be sure your document is virus free.
- Email it to yourself to make sure it's easy to open and the formatting remains intact.

### To send your resume in the text of the email message:

- Save both the resume and cover letter as text documents (.txt).
- Put the cover letter first.
- Do not use bold, underlining, bullets, distinctive fonts, colored text, or html codes. Use asterisks, plus signs (+), dashes, all capital letters, and combinations of these to highlight text.
- Text resumes look plain and ordinary, but employers are used to this. They are more concerned with the content than the formatting.

### To make your resume scannable and database friendly:

- Include industry or job-specific keywords, especially relevant skills, specific areas of study, and experience.
- Use 10 to 12 point font size. Do not use italics, underlining, fancy fonts, bullets or multiple columns. Use bold or capitals for emphasis.

## OPTIMIZING YOUR RESUME FOR AN APPLICANT TRACKING SYSTEM

\* Applicant tracking systems determine which keywords and phrases in a specific job ad are "unique" to that job ad. The systems then develop a ranking based on how closely a job seeker's resume matches each keyword or phrase and the number of matches. So be sure to modify your resume with language taken directly from the job posting.

\* Don't submit your resume as a PDF. Applicant tracking systems lack a standard way to structure PDF documents and they're easily misread.

\* Don't include tables or graphics. Applicant tracking systems can't read graphics, and they misread tables. Instead of reading tables left to right, as a person would, applicant tracking systems read them up and down.

\* Feel free to submit a longer resume. The length of your resume doesn't matter to an applicant tracking system. It will scan your resume regardless of whether it's two pages or four. Submitting a longer resume that allows you to pack in more relevant experience and keywords and phrases could increase your chances of ranking higher in the system.

\* Call your work experience, "Work Experience". If you label your work experience as "Professional Experience" or "Career Achievements" (or some other variation on that theme) the computer will completely skip over your work experience because it wasn't labeled as such.

\* Don't start your work experience with dates. To ensure applicant tracking systems read and import your work experience properly, start it with your employer's name, followed by your title, followed by the dates you held that title. Applicant tracking systems look for company names first.

## SUBMITTING REFERENCES

In most cases, you will NOT submit references with your resume. Instead, bring them to your interviews to furnish upon request. For a polished look, submit your list of references on a separate page using the same header style for your contact information that you use for your resume and cover letter. Secure 3-5 references prior to interviews. References should be people who have supervised you in an academic or hands-on setting like a job, internship, or volunteer position. Friends, family, or prominent people who do not know you well are not good references.

## Chronological Format

ROSA RESEARCH  
1 Bancroft Avenue  
Berkeley, CA 94720  
rosaresearch@berkeley.edu  
(510)555-4567

*This resume is:*

- ✓ *Easy to read.*
- ✓ *Highlights Rosa's research skills.*
- ✓ *Includes minimal formatting so it is scannable and database friendly.*

### EDUCATION

UC Berkeley School of Public Health, Berkeley, CA  
Candidate for Master of Public Health in Epidemiology/Biostatistics, Expected May 2014  
\* Master's Thesis: Humidity and Asthma: A meta-Analysis

UC Irvine  
Bachelor of Science in Biological Science, September 2009

*Graduation date lets employers know where you are in your college career.*

### RELEVANT COURSEWORK

Introduction to Probability and Statistics in Biology and Public Health, Epidemiologic Methods, Statistical Analysis of Continuous Outcome Data, Statistical Analysis of Categorical Data, SAS Programming, Causal Inference and Meta-Analysis in Epidemiology, GIS for Public and Environmental Health

*Experience does not have to be divided by paid and unpaid positions. Use headings relevant to the position you seek and include experiences that relate.*

### RESEARCH EXPERIENCE

Research Scientist, California Department of Public Health, (May 2012-Present)

- Conducted statistical analysis using STATA and manipulate CHAMACOS dataset for study examining the health effects of indoor dampness and mold on respiratory outcomes.
- Managed laboratory experiments for study examining the indoor pollutants emitted by HVAC systems.

Research Assistant, National Taiwan University Graduate Institute of Health Care Organization Administration, (November 2009-June 2011)

- Assisted with National Science Council project examining the efficiency of the Cancer Core Measures application on the survival rates of breast cancer patients.
- Developed and distributed questionnaires for physicians and health-care administrative staff at 100+ hospitals and followed up on them.
- Facilitated three focus groups.

Undergraduate Researcher, UC Irvine-Neurology Department, (December 2007-June 2008)

- Conducted research on neural recovery strategies in patients by dissecting rat brain tissues with Cryosate and performed tissue staining (Hadreen) and immunohistochemistry.
- Performed magnetic stimulations on rats.

Lab Intern, National Taiwan University-Plant Biology Department, (June 2007-August 2007)

- Conducted research on transgenic *Oncidium* by culturing protocorn-like body (PLB) of *Oncidium* in medium and treated with *Agrobacterium tumefaciens*.
- Prepared stocking solutions and reagents.

### PUBLISHED ABSTRACTS & PRESENTATIONS

Research R., Second M., Third R., Forth W. (2012) Effects of the Relative Humidity on Emission from HVAC Filters. *Healthy Living 2012* (in press) [Poster accepted for presentation at the 10th official conference of the International Society of Indoor Air Quality and Climate].

Research R., Second K., Third, A., Forth B., Fifth J. (2012) Indoor, Airborne, Fungal Spore Concentration and Environmental Condition. *Healthy Living 2012* (in press).

### SOFTWARE SKILLS

Statistical: STATA, SAS

Spatial Analysis: ArcGIS

Coding, Publishing, Web: Visual Basic, Refworks, Endnote, Medisoft, Adobe Acrobat

Microsoft Office: Word, Excel, PowerPoint

### LANGUAGE AND EXPERIENCE ABROAD

\*Fluent in English and Mandarin

\*Dual citizen with 15 years living experience in Taiwan, R.O.C.

## Skills Format

### STEVEN SKILLS

1234 Rose Ave, Berkeley, CA 94722  
510-555-9876  
stevens@berkeley.edu

*A clear, concise objective shows focus.*

*Steven is transitioning from education to public health. This format de-emphasizes his teaching skills and highlights his work experience outside the classroom.*

### OBJECTIVE

Summer Internship at a Health Policy Institute

### EDUCATION

**Master in Public Health, Health and Social Behavior**  
University of California, Berkeley

**Expected 2013**

**Master of Education**  
University of California, Los Angeles

**August 2008**

**Bachelor of Arts, History with Chicana/o Studies Minor**  
University of California, Los Angeles

**June 2002**

### SKILLS

#### HEALTH RESEARCH AND ANALYSIS

- Coordinated 200+ high school students in Youth Participatory Action Research (YPAR) projects on access to healthy foods, environmental justice, and health disparities.
- Identified research related to the built environment and health disparities and designed curriculum for high school students and teachers.
- Evaluated student generated survey data and summarized findings for presentations at academic conferences.
- Collected and critiqued research on the intersection of structural violence and the built environment.

*Be consistent when formatting bullet points either all have periods or none.*

#### PROGRAM PLANNING AND EVALUATION

- Co-developed a health-based parent and youth leadership program plan for the Asian Pacific American Legal Center's School-Based Program.
- Planned and coordinated English Learner program serving over 1,000 students at an inner-city school.
- Created evaluation tools to assess instruction, student academic achievement, and leadership development.

#### MANAGEMENT AND LEADERSHIP

- Coordinated the development of two school-based community gardens in response to student led research on access to healthy foods.
- Developed and facilitated ten professional development workshops for high school teachers.

#### GRANT WRITING FOR HEALTH RESEARCH

- Developed and chaired UCLA's Teacher Initiated Inquiry Project (TIIP) Grant to support and expand Youth Participatory Action Research on health disparities through Smartphone data collection.
- Authored and awarded FEDCO Grant titled *Youth Participatory Action Research and Access of Healthy Foods*.

#### HEALTH-RELATED PRESENTATIONS

- Moderated and presented two workshops at the National Association for Chicana/o Studies (NACCS) Conference on *Youth Participatory Action Research and Food Justice*.

### EXPERIENCE

**Education Consultant**, Asian Pacific American Legal Center (07/10-07/11)  
**High School Social Studies Teacher**, Los Angeles Unified School District (09/03-06/05 and 09/08-06/10)  
**English Learner Coordinator**, Los Angeles Unified School District (07/05-07/08)  
**Project Director**, Retention of American Indians Now (07/01-07/02)

### ACTIVITIES

**Member**, Multicultural Health in Action, UC Berkeley School of Public Health (09/11-Current)  
**Organizer and Grant Writer**, Wilson High School's People's Garden (03/10-07/11)  
**Organizer and Volunteer**, El Sereno Healthy Start Program (09/10-07/11)

**GLORIA GLOBAL**  
goglobal@berkeley.edu

678 International Way  
Oakland, CA 94555  
(510)555-2345

**SUMMARY OF QUALIFICATIONS**

- Seven years of experience in public health
- Experience working internationally and have traveled in over 20 countries
- Excellent research, organization and interpersonal skills

*The Summary of Qualifications brings immediate attention to relevant skills.*

**EDUCATION & AWARDS**

**University of California, Berkeley School of Public Health, Spring 2013**

Masters of Public Health, Health Policy and Management

- Kaiser Permanente Public Health Scholar awarded to students demonstrating commitment to serving underserved communities

**New York University, Spring 2009**

Bachelor of Arts in Biochemistry with an elective emphasis on Public Health and Spanish

*With the hybrid format, experience can be divided by topical area, allowing you to group your most relevant experiences at the top of the page.*

**INTERNATIONAL EXPERIENCE**

**Doctors Without Borders/Medecins Sans Frontieres, Summer 2009, Spring 2010**

- Planned public events to raise awareness for global health crises and recruit field employees
- Monitored external press coverage and identified media contacts for specific issues or regions
- Responded to numerous public inquiries for assistance, volunteer opportunities, and donations following the Haiti earthquake

**Children Resolation and Women Learning (Kolkata, India), Fall 2009 - Winter 2009**

- Organized weekly workshop covering basic health topics for women and children living in the slums
- Performed first aid and distributed hygiene kits for homeless people living in train stations

**NYU Langone Medical Center, Summer 2009**

- Transcribed and translated interviews from Spanish to English to assist faculty with research characterizing the experiences of multi-ethnic breast cancer survivors treated at a public hospital in NYC
- Developed a survey instrument to evaluate NYU School of Medicine's International Health Program

**PUBLIC HEALTH EXPERIENCE**

**San Francisco Department of Public Health, AmeriCorps Member, Fall 2010 – Summer 2011**

- Arranged kindergarten dental screenings and follow-up at 21 public elementary schools in San Francisco
- Authored a successful grant application for follow-up dental care of low-income children
- Developed and implemented a case management system for patient tracking and follow-up

**New York City Free Clinic, Summer 2007**

- Authored article on NYC's uninsured for publication in the annual report
- Extracted demographic data from patients' electronic medical records for analysis

*Describe leadership activities with the same detail you would use to describe relevant jobs.*

**LEADERSHIP EXPERIENCE**

**Berkeley Non-Profit Board Fellows Program, Fellow, Fall 2011 – present**

- Attended monthly meetings and served as a board member at Easy Does It Emergency Services
- Developed a strategic marketing plan to increase client enrollment
- Performed financial sensitivity analysis to determine effects of implementing a sliding scale fee schedule

**World Health Initiative, President & Founding Member, Spring 2006 – Spring 2009**

- Planned an all-day conference with 150 attendees to help students find opportunities in public health
- Organized events such as screenings, lectures and fundraisers to raise awareness of global health issues
- Coordinated club activities with NYU administration and led weekly meetings

**COMPUTER AND LANGUAGE SKILLS**

- Proficient in STATA, Microsoft Excel, Word and PowerPoint
- Skilled at internet research and use of social media, such as Facebook and Google+
- Conversational in Spanish

*This resume makes full use of the page with smaller margins. Margins should be at least 0.5 inches and fonts no smaller than 10 pt.*

Relocating after graduation?  
Use an address in your new city, if you have one.

# NATALIE NUTRITION

2222 Harvest Avenue #2, Santa Monica, CA 92522 (510) 555 6789 nnutrition@berkeley.edu

## SUMMARY OF QUALIFICATIONS:

- ❖ Experience using media advocacy to develop strategic communications platforms to advance public health solutions
- ❖ Written and verbal communication skills honed through teaching and leadership experiences
- ❖ Knowledgeable and passionate about global food systems and public health

## EDUCATION:

University of California, Berkeley School of Public Health Expected May 2012

### Master of Public Health, Public Health Nutrition Specialty Area

Kaiser Permanente Public Health Scholar, Reshetko Family Scholar (Public Health Nutrition)

GPA: 3.95

Only the specialty area is listed instead of program to keep the focus on nutrition.

University of California, Los Angeles March 2010

### Bachelor of Science in Microbiology, Immunology, and Molecular Genetics; Minor in Society and Genetics

Regents Scholar; Cum Laude Latin Honors and College Honors

GPA: 3.69

University of Edinburgh, Scotland September 2008-December 2008

### Science and Engineering Study Abroad Program

Courses in Molecular Genetics and Science and Society

Include a "Projects" section to show applied knowledge and experience gained through your coursework.

## PROJECTS:

### Mass Communications in Public Health, UC Berkeley Fall 2011

#### Media Advocacy Plan (Final Project)

- Developed media advocacy campaign to promote public health policy change through strategic use of mass media
- Tracked and reported relevant media coverage, kept abreast of news trends for editorial opportunities
- Drafted letter to the editor, op-ed, press release, media advisory, fact sheet and advertisements for media kit
- Experience pitching to journalists, handling press inquiries, preparing talking points for interviews

These descriptions use transferable skills & knowledge-based skills tailored for the jobs Natalie is interested in.

## RELEVANT EXPERIENCE:

### Graduate Student Instructor, Human Nutrition and Human Diet courses, UC Berkeley August 2011-Present

- Prepared and presented weekly lectures, facilitated discussions for 80 students
- Clarified complex nutrition and diet-related information and stimulated student learning and discussion
- Tracked current media coverage and incorporated relevant news into lectures to increase student awareness of current issues
- Assisted students with editing, fact-checking and research for term papers and tracked progress

### Food Safety Policy Intern, Center for Science in the Public Interest, Washington, DC May 2011-July 2011

- Prepared and fact-checked talking points for media interviews and press inquiries on current food safety issues and outbreaks
- Kept abreast of news trends, drafted position statements on current issues for press releases, blog posts
- Drafted regulatory comments on proposed food safety policies
- Created research databases for published fact sheets and reports, assisted with writing and editing of report drafts

### Chair, School of Public Health Student Government, UC Berkeley January 2011-January 2012

- Spoke at School of Public Health events and meetings on behalf on the student body
- Corresponded with Dean and other School administrators about student concerns
- Coordinated and facilitated monthly meetings
- Strengthened leadership and management skills

The heading 'Relevant Experience' implies that some jobs have been omitted intentionally.

### Research Assistant, Society and Genetics, Dr. Aaron Panofsky, UCLA October 2009-March 2010

- Tracked and reported the emergence of genomics and/or genetics programs in the field of public health
- Analyzed the effects of such programs on the future directions of the field
- Leveraged scientific background to better explain and promote understanding of complex technologies and their applications

### Program Intern, TEACH (Together Educating and Advocating for Community Health), UCLA April 2009-March 2010

- Mentored and educated elementary/middle-school children in underserved areas of Los Angeles
- Translated complex information into age-appropriate public health-related lesson plans
- Coordinated grassroots efforts with children's parents to improve community health
- Tracked student progress on school- and health-related goals

## PUBLICATIONS:

First C, Second A, Third T, Fourth Z, **Nutrition N**, et. al. "A broad-spectrum antiviral targeting entry of enveloped viruses." *Proceedings of the National Academy of Infectious Diseases*, 100, no. 1 (2010): 57-62.

## Cover Letter Format

Generally it's a good idea to include a cover letter when submitting a resume. A cover letter is a chance for you to market yourself as a strong candidate for the position. Make it interesting to read by expressing your motivation or passion for the organization, position, or field; and aligning your experience with the desired qualifications of the employer. The cover letter is also a writing sample that demonstrates your clear, concise writing skills and attention to detail so proofread for typos and grammatical correctness.

Your street address  
City, State Zip Code  
Email address  
(Area Code) Phone Number

*If you don't know the recipient's gender, don't guess. Instead keep it neutral by simply using their whole name.*

Month Date, Year

Mr./Ms./Dr. First and Last Name of Person  
Job Title  
Employer Organization's Name  
Employer Address  
City, State Zip Code

*If you don't know the name of the recipient, use a generic address:  
Dear hiring manager,  
Dear sir or madam,  
To whom it may concern,*

Dear Mr./Ms./Dr. Last Name of Addressee:

In the first paragraph, tell the reader why you are writing-- state the title of the position that interests you; indicate how you learned of the position and/or organization, mention if you are following up after speaking with someone from the organization. Make a general statement about being a good candidate for the job and what is motivating you to apply.

In the second paragraph, explain why you have targeted this particular organization: demonstrate your knowledge of its products, services and operations (this means you must research the potential employer). Stress what you have to offer, not what you want from, the employer. Identify those parts of your experience (paid or unpaid) that will interest this employer. Students and recent graduates can draw attention to relevant course work, special projects and campus activities. Don't repeat what is on your resume verbatim; instead add detail to items from your resume or create a narrative about a relevant project or activity. Refer the reader to your enclosed resume for additional information. Demonstrate your understanding of the duties of the position that you are applying for, and state how your unique qualifications fit the position.

In the third paragraph, reiterate your interest in the position and request an interview, or tell the reader that you will contact him/her soon in order to see if you can schedule a mutually convenient appointment. If the employer is some distance away, indicate when you would be available for an interview. (For example, if you will be traveling to the employer's location during an academic holiday, indicate the days you will be in that area.) Thank the reader for his/her time and consideration.

Sincerely,

*Sign your name*

Type your name

1234 West Street Apt A  
Oakland, CA 94612  
(510) 555-7777  
Envi.Romental@gmail.edu

March 5, 2012

Human Resources  
RiskAssess  
100 First Street #111  
San Francisco, CA 94105

Dear Pat Jones,

I am interested in working at RiskAssess because I am fascinated with the legal side of environmental risk assessment and would love to have a career in this field. I have met with fellow Cal alum and Associate Health Scientist Andrew Smith about his work at the company, and Mr. Smith's description of RiskAssess' fast-paced, challenging, and nurturing environment has further galvanized my desire to be a part of the team.

One of the skills that I feel will be most valuable to me as a RiskAssess employee is my ability to work well independently. The majority of my graduate research has involved solo projects in which I have had to think critically and troubleshoot on my own. Through my research I have gained the confidence and initiative necessary to manage my own problems and drive projects forward. I also know the value of collaboration; the manuscript that I have recently submitted for publication is a testament of my ability to bring together my own expertise with the expertise of my colleagues.

Another asset I will bring to RiskAssess is my strong verbal skills. I have always excelled in writing and was formerly a reporter for the University of California's student newspaper, The Daily Californian. At The Daily Californian, I wrote stories focusing on local environmental issues and became proficient in translating scientific jargon into easily understandable language. My newspaper and television experience has afforded me with the ability to communicate in a clear, concise manner. Furthermore, I have developed an aptitude for synthesizing pertinent summaries from the many literature reviews I have conducted during my studies.

I am particularly attracted to RiskAssess because of the willingness of the company to invest in its employees. Continued learning and growth is very important to me, and I believe that RiskAssess' model of setting aside time for professional development is smart and forward-thinking. It would be extremely rewarding to work for a company that values this mutually beneficial growth.

I believe that my experience and enthusiasm for learning will make me a successful employee at RiskAssess. I am highly motivated and pride myself on giving my absolute best in every endeavor that I take on. I will follow up with you in a week to see if we can set up a time to meet. I look forward to talking with you soon.

Sincerely,  
*Envi Romental*

Envi Romental

Natalie Nutrition  
2222 Harvest Avenue #2  
Santa Monica, CA 92522  
(510) 555 6789  
nnutrition@berkeley.edu

March 9, 2012

Rainbow Alliance  
665 Broadway, Suite 600  
New York, New York 10011

Dear Human Resources Director,

I am applying for the Media Strategy position posted on the Rainbow Alliance website.

In May, I will graduate from my Master of Public Health program, in which I have been studying the use of strategic communications to promote healthy, safe, and sustainable global food systems. I believe my strategic media outreach experience, project management skills, and interest in corporate social responsibility make me a strong candidate for this position.

The enclosed resume further describes my qualifications. Having experience in media advocacy, strategic communications, and public health journalism, I am knowledgeable about tracking media coverage, pitching to journalists, assisting with press inquiries, and writing press releases. As a student teacher and community health educator, I have learned how to effectively communicate complex information to a variety of audiences and have honed my written and verbal communications skills. In addition, my experience as Student Government Chair has further developed my leadership, project management, and organizational skills.

With a passion for promoting a sustainable global food system and a strong foundation in strategic outreach and communications, I believe I am a strong candidate for the Media Strategy position. I am available for a phone interview at your convenience, or an in-person interview on March 26 - 28<sup>th</sup> when I will be in the New York area.

Thank you for your consideration.

Sincerely,

*Natalie Nutrition*

Natalie Nutrition