

## WRITING A NURSING CURRICULUM VITAE

### ***What is a CV?***

Curriculum vitae, also known as a CV, literally means Course of Life. A CV is a more extensive summary of what one has done professionally than a resume. It is your chance to provide both a detailed and comprehensive description of your academic credentials and experience. It is viewed as a marketing tool and is used primarily by those who hold master's or doctoral degrees when they apply for teaching or research positions at colleges, universities and research institutions. A CV should be updated frequently based on the developments in a scholar's career.

### ***What should I include?***

Your CV is your paper introduction to potential employers. It should be clear, concise and easy to read so that you will be considered for an interview by a search committee.

The following categories are often included:

**Contact info (Name, address, telephone and e-mail)**  
**Business info**  
**Licenses**  
**Education (Degrees, awarding institutions and dates)**  
**Dissertation or thesis title(s), names of advisor and committee members**  
**Awards/grants**  
**Post-doctoral training/fellowships**  
**Academic appointments**  
**Hospital affiliated appointments (if applicable)**  
**Publications and conference presentations**  
**Teaching experience and interests**  
**Related experience (for example, administrative or editorial experience)**  
**Languages or other skills (including technology)**  
**Extracurricular activities/community service**  
**Service and membership in professional associations**

### ***How should I organize my CV?***

Two common strategies that apply to CV's as well as resumes are **gapping** and **parallelism**. Gapping is the use of incomplete sentences in order to present your information as clearly and concisely as possible. Parallelism is also very important to a strong CV. Generally, you will want to keep the structure of your phrases and/or sentences consistent throughout your document. Thus, if you use a particular verb tense in one portion of your CV to describe your duties, try to use the same throughout your CV. Additionally, be consistent in your use of punctuation, type face and indentation. Finally, liberal use of white space and judicious use of bold type can help make your CV easier to read. Use topical headings and **consider that what comes first will receive the most emphasis**. New job seekers usually open with their academic preparation, drawing attention to their degrees. Experienced job seekers, however, may begin with their current positions.

### ***How long should my CV be?***

Content determines the length of the CV. A current student or junior professor will likely have a CV two to four pages in length; however, senior faculty can create a vitae that may be ten pages or more.

Finally, meet with a career coach to review your CV and show it to your professors to solicit their feedback.

Additional Online Resources:

[www.chronicle.com/jobs/archive/advicearch.htm](http://www.chronicle.com/jobs/archive/advicearch.htm)

[www.stanford.edu/dept/CDC/graphics/pdfs/CV\\_covlets.pdf](http://www.stanford.edu/dept/CDC/graphics/pdfs/CV_covlets.pdf)

[www.vpul.upenn.edu/careerservices/gradstud/samples.html](http://www.vpul.upenn.edu/careerservices/gradstud/samples.html)

## RESUME VS. CURRICULUM VITAE

Resume	Curriculum Vitae
<ul style="list-style-type: none"><li>● Generally limited to one page</li><li>● Concise, brief listing of relevant experiences and skills</li><li>● Primarily used in the U.S.</li><li>● Used when applying to positions outside of academia</li><li>● Contains no personal information (birth date, marital status, nationality, etc.)</li><li>● Is used to create a professional identity</li><li>● Tailored to the position you are seeking</li></ul>	<ul style="list-style-type: none"><li>● Longer than a resume, up to two or more pages</li><li>● Used in the U.S. when applying for academic, education, scientific or research positions</li><li>● Provides more detailed synopsis of your background and skills than a resume</li><li>● Includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details</li><li>● Is used to create a scholarly identity</li><li>● Tailored to the position one is seeking</li><li>● When applying to positions in other countries, may include personal information</li></ul>

### DOs:

- Maintain plenty of white space (in the margins, between listings, etc.)
- Using large enough type font to make it easy to read
- Preserve order by labeling each page with your name and the page number
- Organize content by providing clear explanations and intuitive listings/sections
- Proofread information to catch errors
- If longer than one page, include name and page number on each page after the first

### DON'Ts:

- Don't have any typos due to spelling or grammatical errors
- Don't rely on your computer program's spell check function; it won't detect when you've substituted the wrong word (e.g. effect vs. affect)
- Don't ignore aesthetics: Don't skimp on space by cramming your content together, minimizing margins or lumping separate ideas into lengthy paragraphs; emphasize independent points with separations so that your CV will be easy to read
- Don't include private personal information such as age, ethnicity, political affiliation, religion, social security number, marital status, place of birth, height, sexual orientation, weight or health information
- Don't rely on a template

Your CV should be designed to showcase your unique experiences. Your primary goal is to highlight the talents that make you stand out. Play to your individual strengths and don't worry if you use a different format than others. If you speak a challenging foreign language or two, list them. If you can boast a long athletic history as a Ping-Pong champion, include that. Spotlighting specialties in your background might increase your eligibility for specialized scholarships

## PHRASES TO ASSIST WITH DESCRIPTION OF ACCOMPLISHMENTS

Accountable to...  
Acted/Functioned as...  
All of the above resulted in...  
Assigned to...  
Concerned directly with...  
Complete authority and responsibility for....  
Concerned directly with...  
Consistently...  
Dual/Multiple Responsibilities included...  
Due to/Because of/As a result of...  
Ensuring/Assuring...  
Experienced in all facets/phases/aspect of...  
Expertise in...  
Extensive experience in...  
Extensive academic background in...  
Familiar with...  
For the purpose of ...  
Honored as...  
In charge of...  
In the capacity of....  
Innovation resulted in...  
Instrumental in...  
Knowledge of...  
Personally responsible for...  
Proficient/competent in...  
Projects involved...  
Promoted from...  
Proven track record of...  
Provided liaison for/between...  
Provided valuable/invaluable...  
Recipient of...  
Recommendations accepted by...  
Regularly undertook...  
Selected as/elected to...  
Served/Operated...  
Specialized in...  
Specifically concerned with...  
Successfully/succeeded in...  
System/Program still in operation Temporarily assigned to...  
To insure maximum/optimum...  
Total accountability for...

TEMPLATE OF INFORMATION LAYOUT

**CURRICULUM VITAE OF (INCLUDE YOUR NAME AND INITIALS OF DEGREES:**

**TITLE:**

**EMAIL ADDRESS:**

**CONTACT INFORMATION:**

**DATE OF PREPARATION:**

**LICENSURE/CERTIFICATION**

**EDUCATION**

Institution, Location

Degree, Functional Area/Clinical Area, Date

Dissertation: Title and Description; Advisor's name

**FELLOWSHIPS/HONORS/AWARDS/GRANTS**

Honor, Dates

**CURRENT RESEARCH**

Title of Project, Dates

**COMPLETED RESEARCH**

Title of Project, Dates

**SCHOLARLY PUBLICATIONS**

Reverse chronological order in format appropriate for your field. Write your own name in bold to highlight it

**LECTURES/PRESENTATIONS AND CONFERENCE PAPERS**

Sponsoring Organization

Title of Paper/Workshop/Panel, Dates

**CONSULTATIONS**

Consultation Activity, Dates

**SCHOOL OF NURSING COMMITTEES**

Committee Title/Involvement, Dates

Description of Activity

**UNIVERSITY AFFILIATED COMMITTEES**

Committee Title/Involvement, Dates

Description of Activity

**TEACHING EXPERIENCE**

Institution, Location

Position and/or Function, Clinical Area, Dates

Description of Activity

**PROFESSIONAL EXPERIENCE**

Organization, Location

Involvement or Title, Dates

Description of Activity

**PROFESSIONAL MEMBERSHIPS**

Organization Involvement or Title, Dates

Description of Activity

**CONTINUING EDUCATION PROGRAMS ATTENDED**

Sponsoring Organization

Title of Conference, Dates

**ACTIVITIES WITHIN THE COMMUNITY**

Organization, Location

Title/Involvement, Dates

Description of Activity

## **SAMPLE CV:**

### **DORRIS HERKOFF, DrPH, RN, CPNP**

Assistant Dean, Undergraduate Program, School of Nursing  
XYZ University, City, State 12345  
Phone: (xxx) 555-5555 or extension 123  
Fax: (xxx) 555-5554

Email: [dummy@dummy.edu](mailto:dummy@dummy.edu)

### **Education**

RTS University (2001), certificate, pediatric nurse practitioner  
ABC University School of Public Health (1994) DrPH, major in health education  
ABC University School of Nursing (1968) MS, nursing education in nursing of children  
ABC University School of Nursing (1966) BSN

### **Honors & Awards**

2000. Alumna of the Year Award from ABC University School of Nursing  
1994. Delta Omega, Honor Society for Public Health  
1991. TAVZ Award for Excellence in Teaching  
1989. Sigma Theta Tau International Honor Society of Nursing, Gamma Alpha Chapter  
1966. President's Award. ABC University

### **Licensure/certifications**

06/03 to present. Furnishing License with New York State Board of Nursing. License #XXXXXX  
10/01 to present. Certification as Pediatric Nurse Practitioner by National Certification Board of Pediatric Nurse Practitioners and Nurses.  
08/01 to present. Pediatric Nurse Practitioner, New York Board of Registered Nursing. License #XXXXXX  
06/66 to present. Registered Nurse, New York Board of Registered Nursing. License #XXXXXX  
08/87 to present. Basic Life Support Provider: American Heart Association.  
05/01 to 05/03. Pediatric Advanced Life Support (PALS) Provider.  
01/93 to 2003. Certified Pediatric Nurse: The National Certification Board of Pediatric Nurse Practitioners and Nurses.

### **Professional memberships**

1989 to present. Sigma Theta Tau, Gamma Alpha Chapter  
1995 to present. Society for Pediatric Nursing, Inland Empire Chapter  
1993 to 2001. Transcultural Nursing Society

### **Professional experience**

**01/04 to present.** Lecturer and course faculty in 6 unit-junior-level course, Child Health Nursing. Lecturer and course faculty in 4 unit-juniorlevel course, Health Promotion Across the Lifespan.

**01/05 to 12/06.** Course coordinator for NRSG 553, Pediatric Primary Health Care III, Clinical graduate course for Pediatric Nurse Practitioner Students. Activities involved class presentations and evaluation.

**09/04 to 01/05.** Course coordinator for NRSG 552, Pediatric Primary Health Care II, Clinical graduate course for Pediatric Nurse Practitioner Students. Activities involved class presentations and evaluation.

**03/04 to 07/04.** Course coordinator for NRSG 551, Pediatric Primary Health Care I, Clinical graduate course for Pediatric Nurse Practitioner Students. Activities involved: clinical supervision, class presentations and evaluation.

**03/02 to 02/06.** Pediatric nurse practitioner, Social Action Community Health Services, Norton and Arrowhead sites. Under the supervision of: Kenneth Hart, MD; Marti Baum MD; and Anita Adorador, FNP.

**09/01 to 04/01.** Pediatric nurse practitioner clinical preceptorship Kaiser Permanente-Fontana, Rancho Cucamonga Clinic, Primary Care, General Pediatrics. Under the preceptorship of Val Nelson, PNP, provided well-infant and child care. Managed common acute and chronic problems.

**07/00 to 09/00.** Pediatric nurse practitioner clinical preceptorship Beaver Clinic, Banning, Primary Care, General Pediatrics. Under the preceptorship of Glenda Castillo, PNP, provided well-infant and child care. Managed common acute and chronic problems.

**07/00 to 04/01.** Pediatric nurse practitioner clinical preceptorship Beaver Clinic, Redlands, Pediatric Urgent Care. Under the preceptorship of Glenda Castillo, PNP, managed common acute pediatric problems.

**08/00 to 04/01.** Pediatric nurse practitioner clinical preceptorship ABC University Children's Hospital. Under the preceptorship of pediatricians and nurse practitioners, rotated through cardiac, diabetic, general surgery, and hematology/oncology. Observed and discussed management of acute pediatric health problems.

**01/76 to 06/82.** Tanzania Adventist Seminary and College, Tanzania, East Africa. Faculty, Maternal/Child Health Education. Taught maternal/child health to students and their wives - a three-quarter course covering marriage, reproduction, family planning, and child care.

### **Research projects**

Co-principle investigator: (with J. Ramirez, EdD), SAC Norton Latino Patients Cultural Understanding of Health Care: An Ethnographic Study of Decision Making Processes Determining the Use of Medical and Para-medical Resources, April, 1997 - December 2000, Funding source: Sigma Theta Tau, Gamma Alpha Chapter.

Co-investigator (with Johnny Ramirez EdD & Jerry Lee PhD). Four Skills Cultural Engagement Inventory, July, 1999 - June 2001.

Co-principle investigator: (with C. J. Morgan, RN, PhD) Assessing Culture: Nurses' Beliefs and Self-reported Practices, September, 1995 - June, 1998, Funding source: LLU School of Nursing Seed Money.

Principle investigator: Assessing Culture: Pediatric Nurses' Beliefs and Self-reported Practices, December, 1992 - June, 1994, Doctoral dissertation, Funding source: ABC School of Nursing Seed Money.

### **Assisted research**

Comparing the Readability of Nursing Literature with the Reading Levels of Registered Nurses." Principle investigator, Miriam Lancaster, RN, BSN, CCRN.

Stress and Coping of Hospitalized School-age Children, Phase I Principle Investigator - Elizabeth Bossert, DNS RN, January to August, 1991.

Stress and Coping of Hospitalized School-age Children, Phase II  
Principle investigator - Elizabeth Bossert, DNS RN  
January, 1992 - June, 1992.

Self-reported Fears of Hospitalized School-age Children  
Principle investigator - Elizabeth Bossert, DNS RN  
January, 1992 to April, 1992

### **Publications--peer-reviewed:**

Herkoff, D., (1999). Assessing Culture: Pediatric Nurses' Beliefs and Self-reported Practices, Journal of Pediatric Nursing 14(4), 255-262.

Herkoff, E. & Hart, D. (1998). Chapter 20, Acute Illness: Effects on the Child's Family. Core Curriculum for the Nursing Care of Children and Their Families.

Herkoff, D. & Schneider, D., (1997). Spiritual Care of Children with Cancer, Seminars in Oncology Nursing, 13(4), pp. 263-270.

Herkoff, D., & Bossert, E. (1994). Self-reported fears of hospitalized school-age children. Journal of Pediatric Nursing, 9:2, 83-89.

### **Service proposals & grant**

Principle author: "Case Management in Community-based Clinic"  
submitted to: Helene Fuld Health Trust, New York, NY, March, 1999  
Funding requested: \$100,000  
Proposal request denied funding

Principle author: "Bilingual/Bicultural Project in Inland Empire of Southern California"  
submitted to: Office of Minority Health, Washington D.C. by SAC Health System, June, 1995  
Funding requested: \$299,345.00  
Proposal request - approved, not funded

Principle author: "A Healthier Community: Health Promotion Services to an Underserved Population in the Inland Empire"



Submitted to: The New York Wellness Foundation by ABC University, March, 1995  
Funding requested: \$435,676.00  
Grant approved and funded with \$405,000.00

School of Nursing representative and co-author: "Health Professions Schools in Service to the Nation"  
Interdisciplinary Service-Learning Program  
for ABC University  
submitted to: The Pew Health Professions Commission by ABC University, January, 1995  
Funding requested: \$100,000.00  
Grant approved and funded

### **Professional oral presentations**

Herkoff, D. Health Promotion Across the Lifespan, Zhejiang University, Huangzhou, China, November 14-18, 2005.

Herkoff, D. Childhood/Adolescent Obesity, Guest Lecturer, Theoretical Foundations of Nursing of Children, UCLA School of Nursing, March 7, 2001.

Herkoff, D. Wholistic Care for Children, Conference presentation at Sir Run Run Shaw Hospital on Wholistic Nursing Care, Global Partnership Project, March 12, 2001, Hangzhou, China.

Herkoff, D. Helping Children with Psychosocial Needs, Conference presentation at Sir Run Run Shaw Hospital, Global Partnership Project, March 13, 2001, Hangzhou, China.

Herkoff, D. Faces of Grief: Cultural Differences in the Grief Process, Grief Counselors Seminar, ABC University Medical Center, August 7, 2000

Herkoff, D. (1995). Beliefs about assessing culture: the influence of racial identity. Presentation at the 28th Annual Communicating Nursing Research Conference Innovation and Collaboration: Responses to Health Care Needs, sponsored by the Western Society for Research in Nursing at the Western Institute of Nursing, May 4-6, San Diego, CA.

### **Lay articles & presentations**

Herkoff, D. & Hart, K. (1999), "Child Abuse: When Does Discipline become Abusive", "Preventing HIV & AIDS", "Sex: Healthy, Happy, and Holy", Regional Children's Leaders Convention, Southern African Union Conference, Johannesburg, South Africa, August 28 & 29, 1999.

Herkoff, D., "Preventing, Detecting, and Coping with Women's Dread Diseases"; Women and Children's Ministry Conference, South Philippine Union Conference, Mountain View College, Mindanao, Philippines, April 7, 1998.

Herkoff, D., & Hart, K., "Understanding the Needs of Your Spouse"; "Understanding Teenagers"; "Protecting Children from Abuse"; "Health Across the Lifespan"; Women and Children's Ministry Conference, South Philippine Union Conference, Mountain View College, Mindanao, Philippines, April 8-10, 1998.

Herkoff, D. & Dew, E. (May 3, 1997). Mission in our own back yard - ABC University School of Nursing's Community Involvement, Vista SDA Church.