RESUME WRITING GUIDE: STEM & Health Professions

What is the Purpose of a Resume?

A resume is a marketing tool and is one of the ways to tell your story by presenting your skills, knowledge, and experience to a potential employer in order to demonstrate your fit for a specific position. *The average employer spends only 15-20 seconds reviewing a resume. Ensure that yours is targeted, error-free, and easy to skim!*
Remember: *your resume does not get you the job – its purpose is to get you an interview!*

How to write an outstanding resume:

The design suggestions outlined below are based on common design principles and to make your resume easy to read quickly. The design suggestions are meant to keep things simple and clean, and help the reader get the most out of the limited time to review the document. The suggestions are for a broad range of employers, so it will help you develop a general resume for multiple purposes. For industry or employer-specific resumes that may vary from our guidelines, we recommend meeting with a career coach.

Design & Structure

- **One page in length:** Employers prefer a one-page resume for applicants with less than 8 years of experience.
- **Margins:** Between 0.5 and 1 inch and consistent on all sides
- **Font Style:** The font color should be black. We recommend ONE font style for your entire resume. Use Garamond or Helvetica for a more classic look and Georgia or Calibri for a more modern style; Calibri is recommended as it is condensed, designed for readability, and is most modern.
- **Font Size:** Size should be 10 to 12-point font. No smaller! Keep your headers one font size larger than the content. Your name can be between 14 and 18-point.
- **Bold:** This is used to contrast and in combination with good spacing should draw the readers' eyes to key sections and content. Use only for section headings schools/employers, degree/titles, locations/dates.
- **Underline & Italics:** Over using this will make the content more difficult to read in digital and printed formats. Only use a full-page line under each section header to highlight sections. Don't use *italics* as it is more difficult to read and can confuse some applicant tracking systems.
- **Be Consistent**: Use a consistent font size and style for each element (section headers, bullets, etc.). For emphasis, only use one treatment. If using bold, no need to underline and vice versa. Double treatments are distracting.
- **Alignment:** Readers primarily use the left and right margins when scanning documents. The content in the middle of the page gets lost, so we want the most important information on each margin. All the schools/employers, degree/titles should be one the left margin; locations/dates should be aligned on the right margin.
- **Sample Template:** You can download the Resume Templates for STEM & Health Professions from Handshake. See samples of the template and resume examples on pages 9-11.

Content

- **Target Your Content:** Highlight experiences & transferable skills most relevant to the industry and the position.
- **Incorporate Keywords from the Job Posting:** Keep in mind that computer filters are often used to search for keywords. Use language and keywords specific to the industry, job function and job posting. You can also refer to the industry-specific keyword document in Handshake.
- **Avoid Pronouns**: Personal or possessive pronouns (I, my, me, we, our) are not appropriate.
- **Be Clear:** Show clear career and/or skill set progression.
- **Honesty is the Best Policy:** Don't exaggerate or embellish your experience or include false information.
- **Proofread:** Spellcheck does not always catch typos. Have at least 2 other people proofread your resume**.** *Some employers will not consider a job candidate if they see even one typo.*
- **Avoid Clutter:** Too much text and not enough white space may keep the reader from starting or continuing. Any bullet point over two lines will start to look like a paragraph, so try to keep them short. Work with the spacing, font and margins to get a well-balanced document.

Resume Sections:

HEADING
- Include name, mailing address, telephone number and email address (in that order).
- If you have a *complete and updated* LinkedIn profile and e-Portfolio, include the URLs after your email address. Be sure to [create a customized URL under "Edit Profile."](#)
- We **do not** recommend an overview or summary section at the top of resumes. Direct readers to your LinkedIn should they want to read a summary.
- We recommend using this same heading for your cover letters.

EDUCATION (Body Section 1 - Required)
This is the student's primary qualification for positions, so it should be the first section on a standard resume. It will move below experience when professional experience is a more important qualifier than education.
- **List all institutions and degrees:** Include dates of completion (e.g. use only May 2020, not the dates of attendance) in reverse chronological order.
- **Study Abroad:** Formatted the same as your home institution; include program/school name, location, and dates. If the reader would not be familiar an important characteristic of the school, you may provide a frame of reference; for example, add a bullet with "*One of the top 5 universities in China*" or "*Ranked as the top engineering university in India*."
- **High School:** In general, high school information should be removed during sophomore year. High school accomplishments and involvement can be highlighted in the 'Additional Information' section.
- **Transfer Schools:** Since employers are most interested in the degree you are currently seeking, and since you will only use degree completion dates, transfer schools do not need to be listed. Some students may want to include them to note specialized coursework.
- **GPA:** Optional; recommend doing so if 3.0+, unless the employer requires you to do so. If pre-health or Public Health, include if your GPA is 3.3-3.4 or higher.
- **Include relevant coursework:** Showcase specific knowledge and skills relevant to the role for which you're applying. Focus on courses above general introductory level.
- **Other academic accomplishments:** Scholarships, case competitions, special projects, and relevant coursework can be included here or in another section at the bottom of your resume. It is **not recommended** to list dates when mentioning merit scholarships or awards (such as the Dean's list). If you want to list dates, you can do so under the ADDITIONAL INFORMATION section.

TECHNICAL SKILLS (Body Section 2 – Highly Recommended)
Describe your technical/clinical skill sets using the appropriate subhead in bold.
- **For STEM:**
  - **Programming Languages**: C, C++, COBOL, HTML, Java, Python
  - **Applications**: Cadence, Verilog
  - **Operating Systems**: Windows, UNIX, Linux, MAC OS
  - **Database Systems**: SQL Server, MySQL
  - **Software**: Adobe Photoshop; Illustrator; Dreamweaver; MS Office; AutoCAD; Matlab; SAS; SPSS
  - **Laboratory/Mechanical and Other Equipment**: Lathes, lasers, imaging machines, microscopes, circuit boards, telescopes, generators
- **For Health Professions:**
  - **Lab Techniques:** DNA & RNA extraction, PCR, RT-PCR, qPCR, flow cytometry, Western blot, mammalian cell culture, plasmid preparation, agarose gel electrophoresis, SDS-PAGE, animal handling, animal dissections, Fluorescence Microscopy, Tissue Culture, CRISPR
  - **Public Health Techniques:** Monitoring and evaluation, SPSS
  - **Certifications:** EMT-B, HIPPA Certification, Phlebotomy, Medical Scribe

TECHNICAL PROJECTS or CLINICAL EXPERIENCE or RELEVANT EXPERIENCE (Body Section 3 – Required)
Experience directly related to your chosen field of study/anticipated career.

- **Reverse Chronological Order:** Listed in reverse chronological order (the most recent position first). Include the employer name, city and state, job title, and dates of employment (month year – month year)
- **Bullet points = accomplishments:** Don't simply list job *responsibilities* in your bullet points. Show the *results or impact* of your work and how it helped the organization. Refer to pp. 5-7 for help writing Accomplishment Statements (or "SAR bullets").
- **Use Action Verbs:** Begin each bullet point with a strong action verb. Employers often scan the first few words of each bullet, so catch their attention with strong action verbs that reflect your relevant skills.
    - o Do not use any action verb more than once under the same job.
    - o Avoid phrases like "Responsible for" and "Selected to," which are more passive.
    - o Use words from the position description and see Action Verbs list on p. 8 for ideas.
- **Quantify & Qualify Results**: Include specifics through numbers and verbal descriptors. Refer to pp. 5-7 for help writing Accomplishment Statements.
- **Demonstrate Transferable Skills:** These are skills that can be utilized in a wide variety of positions and industries. Examples: event planning, research, teamwork, relationship-building, communication and leadership.
- **Summarize Outcome:** Include a summarizing statement, preferably quantifiable, without a bullet, and fully left-justified. Use a consistent subheading such as Accomplishment(s); Result(s); Achievement(s); Contribution.
- **Think Broadly:** Experience doesn't only include paid/professional work. You may also include leadership positions, volunteer work, course projects, independent endeavors, etc. in which you had significant responsibility.

SPECIALIZED EXPIERIENCE SECTION (Body Section 4 - Optional)
Most students include significant non-professional experience in the ADDITIONAL INFORMATION section, but some like to highlight specialized work or experience that is different than work experience. This section would be added between RELEVANT EXPERIENCE and ADDITIONAL INFORMATION, as in the sample resume and should include a title. We recommend meeting with a career coach to find the best option for your professional goals.

- **Section Title**: Use something that describes the main content. The most common specialized sections used on STEM-H resumes are below but could also include Leadership or Volunteer & Service Learning:
    - o **RESEARCH & PROJECTS:** Describe your internship or group class project experiences lead by a faculty member or a principal investigator in a clinical or research technical setting. This section includes class projects, senior or honor's thesis, senior capstone projects. Consider wet lab as well as clinical research projects.
    - o **PRESENTATIONS/PUBLICATIONS/CONFERENCES:** Include summary description of presentations including name, date presented, and location. Cite publications using APA citation style. Add conference attendance and the sessions attended relevant to your major. For some applications, this content can be an essential component of your resume and will extend the length of your resume to two-pages. We suggest meeting with a career coach to learn more about when it is appropriate to create a two-page resume to best capture your achievements.
- **Content & Format:** You can use a similar pattern as the EXPERIENCE section with organization, role and dates bold and aligned on the left and right margins; as in the example resume, you can also simplify the content to just the most relevant information in one line. Most importantly, use a consistent format for each item in this section.
- **Bullet Points:** Just like the EXPERIENCE section, these should show the *results or impact* of your work and how it helped the organization. Refer to pp. 5-7 for help writing Accomplishment Statements (or "SAR bullets"). For research or publications, it may include the findings.

ADDITIONAL INFORMATION (Last Section – Recommended)
You can use this general section as a catch all of all the other information you may want to mention, but it will stay at the bottom of the resume. We recommend using the 'Additional Information' as the section heading because it allows you to use a wide variety of topics. You draw the reader's attention to key topics by bolding the subheadings and indenting the second line. To make full use of the space, you should <u>not</u> use bullet points or details here; instead, include relevant information separated by semicolons. Below are some of the most common subheadings:

- **Technical Skills:** Computer applications, programming languages and hardware/network skills (from most unique to least). MS Office apps are almost an implied skill, so it may not be necessary to list. However, if a job calls for "Advanced Excel skills" and you have that, include it on your resume.

- **Certifications (If not using TECHINICAL SKILLS category):** Examples such as EMT-B, Medical Scribe, HIPAA Certification, CPR Professional
- **Languages:** Acceptable proficiency terms: native/bilingual; full professional proficiency/fluent; minimum professional proficiency/conversational, limited working proficiency, elementary/basic. Refer to the US State Department website for definitions.
- **Honors/Awards:** Scholarships, honors and awards, honor's thesis, case competitions, special projects, and relevant coursework can be included to showcase your academic skills and experience; WLP: Medicine and Health Sciences (Women's Leadership Program), Luther Rice Scholarship, Harlan Research Recipient
- **Additional Work/Experience:** Some people will list other work that is not relevant to the job, but you want them to know about experience in a professional setting. You would just include all the information that would usually be bolded.
- **Leadership:** List the organizations and position that demonstrate your ability to successfully lead activities and teams. If you held a leadership role with an organization, provide the dates and length of time served. This is a key soft skill for most employers.
- **Professional Organizations:** Memberships related to your field of study and your career. Adding this section helps to facilitate a connection with recruiters, alumni and admissions committees who are often members of or familiar with the same professional organizations.
- **Non-Professional Affiliations:** List professional organizations and other community affiliations that support your career goals, including student organizations. These could include: Sports, Clubs, Greek Life, Performing Arts.
  NOTE: For Student Athletes, consider making a separate section toward the top to highlight your involvement and skills you gained, as well as illustrate the time commitment you have made toward your role on your team.
- **Volunteerism:** List most recent and/or relevant activities first. In general, employers like to see some type of volunteer activity on the resume even if it's not directly related to the job you're applying for.
  NOTE: For pre-health and Public Health, Volunteerism and Service are extremely important to your candidacy. Consider creating full descriptions with bullet points depending on what you are applying for.
- **Interests:** List interests that are specific, unique, and show sustained interest and activity; avoid potentially controversial topics. Examples: *scuba diving; travel in Latin America; historical biographies.*
- **Other Categories:** Examples include Research, Service Learning, Key Qualifications, Teaching, Publications.

Writing Bullet Points as Accomplishment Statements: STEM-H
Situation - Action - Result (SAR)

Bullet points under each position should tell a mini-story and are more effective when written as Accomplishment Statements in the Situation-Action-Result (SAR) format. By using the SAR model, you will ensure that a reader understands *in detail* **what you did, why you did it, and what happened as a result of your actions**. Providing specific quantifiers and qualifiers will make your work and its results even more clear. Refer to the **action verb** guide to create phrases with impact and emphasis.

In the examples below, the first describes job responsibilities only, NOT *exactly* what the verbs mean, or what skills you developed, or (perhaps most importantly) the results of your work.

Without SAR
- Assisted Primary Investigator in research.

With SAR
- Assisted Primary Investigator on research about the effects of breastfeeding and formula on neural white matter maturation resulting in a data visualization through graphed regressions of longitudinal data using Excel.

Without SAR
- Wrote neuropsychological results letters.

With SAR
- Wrote neuropsychological results letters detailing children's strengths and weaknesses based on a variety of scales and composite scores obtained from testing resulting in accessible understanding for the parents.

SAR Examples Outcomes Summary by Discipline
- Science Example
  Accomplishment: Proposed and tested one solution to an artificial plant photosynthesis prototype.
- Research Example
  Accomplishment: Presented five research findings on cardiac nano-structures at the GW's Research Days exhibit.
- Data Example
  Accomplishment: Using MYSQL, formatted 10 thousand items into a usable format for further analysis.
- CS/Engineering Examples
  Accomplishment: Used HTML to revise company's website to improve usability and appearance in less than 30 days.
  Accomplishment: Introduced a cost and time effective approach to improve by 30% a fluid separator process for a machinery prototype.

QUALITAIVE EXAMPLES
Sometimes results aren't quantifiable but can be illustrated with a qualitative outcome. Examples:
- Created a training curriculum and led 20 workshops to teach chapter members how to properly recruit women for the chapter, enabling the chapter to collectively reach annual recruitment goals for the 3rd straight year.
- Developed a pitch using advisory and assurance fact sheets to convince a hypothetical client that PwC offers the most effective services for the client's needs. Received positive feedback from PwC partners on presentation skills and pitch methodologies.
- Successfully reorganized company website and improved usability by 50%.
- Received an honorable mention award for a poster presentation on sustainable energy sources.
- Submitted a research abstract on health disparities and received an honorable mention award.
- Fixed Drosophila embryos with a paraformaldehyde fix in order to remove the dual membrane around the embryo to successfully conduct an immunofluorescence stain.
- Develop prototype for a pediatric hand prosthesis to make the fitting process easier for patients and clinicians.
- Shadowed doctors and physician assistants in clinic to observe patient examinations, hospital rounds, injection procedures, stress tests, echocardiograms, and electrocardiograms.

- Documented pre- and post-operative procedures followed by doctors, physician assistants, nurses, and CRNAs.
- Observed arthroscopic knee and shoulder surgeries, endoscopies, endoscopic ultrasounds, and percutaneous endoscopic gastronomy (PEG) insertions, and palpated knee joints on patients to detect synovial fluid.
- Received an honorable mention award for a poster presentation on reducing HIV/AIDS cases in DC.

QUANTITATIVE EXAMPLES

As often as possible, use statistics, percentages, or numbers in your bullet points to demonstrate the scope of your accomplishments.

- Completed CPR training and successfully revived 2 patients in a mock emergency drill.
- Developed user documentation for 5 new software applications.
- Performed a stress analysis on 2 prototype jet engines for ABC Environmental, Inc.
- Completed a competitive 14-week program that served as a stepping-stone for getting involved in biological research, specifically with CRISPR-Cas9 for gene editing of Lepidoptera to better understand developmental patterns.
- Analyzed and synthesized 5 complex data sets for XYZ Consulting, International
- Conducted 5 laboratory animal experiments on neurological functionality biomedical efficiency while interning at the Veteran's Administration Hospital

Questions to ask yourself when creating S-A-R Accomplishment Statements:
Consider the examples below as you reflect on your past positions and what you achieved in each one.

- Did the work you performed positively impact the organization as a whole? If so, how?

- Who, or how many people, will ultimately benefit from your work?

- Did you resolve or minimize any problems?

- Did you discover or engage in professional opportunities?

- Did you plan, program, system, method, procedure, technique?

- Did you create any original works or work on: reports, brochures, newsletters, guides, manuals, proposals, campaigns contracts?

- Did you develop or design a new program, plan, service, product, process, project, system method, strategy?

- Improve (redesign, streamline or reorganize), administer, or implement any projects, plans, programs, processes, services, products?

- Did you make any recommendations that saved money, made money, increased efficiency or productivity?

- Did you make recommendations to increase efficiency in transferring patients to beds in the ED?

- Did you facilitate or improve communication among employees, with clients, or with the community?

- Did you improve patient satisfaction or service?

- Did you train, coach, or mentor team members or colleagues?

- Did you complete deadlines?

- Did you increase social media engagement? By what percentage or number of followers/likes/clicks?

- Did you have a positive impact on patient care or on patient/client outcomes?

- How did you analyze the data? How many subjects? What was the purpose to the research?

- What type of patients you engaged with? Think about population health, for example:
    - Health disparities, underserved populations,
    - Type of illness: pediatric oncology, NICU, auto injuries
    - Student athletes, modalities used
    - Type of hospital / setting: urban hospital serving patients without access to care/treatment

ACTION VERBS by category (in CAPS)

ANALYZED	Consulted	Experimented	Promoted	Shared	Motivated	Cared	Organized
Abstracted	Cooperated	Facilitated	Provided	Spoke	Negotiated	Catered	Oversaw
Anticipated	Enlisted	Fashioned	Reduced	Stimulated	Persuaded	Delivered	Planned
Assessed	Ensured	Financed	Restored	Strengthened	Promoted	Dispensed	Prepared
Ascertained	Facilitated	Fixed	Saved	Substituted	Reconciled	Entertained	Presided
Audited	Fostered	Formulated	Stimulated	Supported	Resolved	Facilitated	Prioritized
Briefed	Handled	Founded	Strengthened	Sustained	Solved	Furnished	Promoted
Calculated	Helped	Generated	Upgraded	Taught	*ORGANIZED*	Helped	Regulated
Clarified	Located	Improved	*COUNSELED/*	Trained	Accumulated	Led	Reinforced
Compared	Participated	Increased	*INSTRUCTED/*	Tutored	Arranged	Listened	Resolved
Computed	Preserved	Influenced	*LEARNED*	Validated	Assembled	Maintained	Retained
Concluded	Protected	Initiated	Adapted	OPERATED/	Balanced	Motivated	Reviewed
Conceptualized	Referred	Innovated	Advised	MAINTAINED	Budgeted	Performed	Scheduled
Correlated	Represented	Instituted	Advocated	Activated	Built	Prepared	Selected
Critiqued	Served	Integrated	Aided	Adjusted	Catalogued	Procured	Set
Debated	Strengthened	Introduced	Applied	Adapted	Clarified	Provided	Solved
Defined	Summarized	Invented	Assessed	Changed	Classified	Raised	Strengthened
Detected	Supported	Launched	Briefed	Clarified	Collated	Recommended	Supervised
Determined	Sustained	Marketed	Cared	Corrected	Collected	Represented	Taught
Diagnosed	*COMMUNICATED*	Modeled	Clarified	Continued	Completed	Responded	Trained
Discriminated	Addressed	Modified	Coached	Edited	Compiled	Satisfied	Updated
Dissected	Advertised	Navigated	Comforted	Eliminated	Composed	Served	*COLLABORATED*
Estimated	Answered	Originated	Communicated	Executed	Coordinated	Stimulated	Coproduced
Evaluated	Briefed	Perceived	Conducted	Expedited	Copied	Supplied	Cooperated
Examined	Corresponded	Performed	Consulted	Facilitated	Correlated	Supervised	Engaged
Figured	Debated	Pioneered	Coordinated	Fixed	Detailed	*LED/MANAGED*	Organized
Graded	Explained	Planned	Demonstrated	Implemented	Developed	Allocated	Partnered
Identified	Expressed	Prioritized	Educated	Installed	Displayed	Approved	Met
Indexed	Facilitated	Produced	Emphasized	Modified	Edited	Arranged	Participated
Inspected	Interpreted	*PROMOTED*	Enabled	Navigated	Facilitated	Assigned	Shared
Integrated	Interviewed	Proposed	Encouraged	Ordered	Filed	Authorized	Strategized
Interpreted	Lectured	Recommended	Enlightened	Oversaw	Gathered	Chaired	Synchronized
Interviewed	Listened	Restored	Established	Performed	Graphed	Clarified	Worked
Inventoried	Marketed	Refined	Exercised	Prepared	Identified	Coached	*RESEARCHED*
Investigated	Prepared	Revamped	Explained	Piloted	Indexed	Conducted	Analyzed
Judged	Presented	Set	Facilitated	Preserved	Inspected	Consulted	Compiled
Maintained	Printed	Shaped	Familiarized	Prioritized	Inventoried	Contracted	Developed
Mapped	Programmed	Simplified	Fostered	Produced	Kept	Controlled	Documented
Monitored	Publicized	Solved	Guided	Programmed	Located	Coordinated	Gathered
Observed	Quoted	Styled	Helped	Promoted	Maintained	Decided	Identified
Perceived	Recorded	Streamlined	Implemented	Protected	Mapped	Delegated	Implemented
Predicted	Reported	Substituted	Improved	Ran	Met	Directed	Interviewed
Projected	Responded	Visualized	Influenced	Reduced	Obtained	Dispatched	Planned
Qualified	Rewrote	*IMPROVED/*	Informed	Regulated	Organized	Distributed	Presented
Ranked	Spoke	*INCREASED*	Inspired	Replaced	Planned	Educated	Reported
Read	Taught	Achieved	Interpreted	Saved	Prepared	Encouraged	Synthesized
Reasoned	Wrote	Accomplished	Investigated	Screened	Prioritized	Enforced	Utilized
Related	*CREATED/*	Acquired	Lectured	Serviced	Processed	Evaluated	
Researched	*DEVELOPED*	Advanced	Led	Set	Programmed	Executed	
Reviewed	Acted	Assured	Listened	Sustained	Ranked	Exercised	
Screened	Activated	Attained	Maintained	Transported	Recorded	Expedited	
Scanned	Adapted	Completed	Manipulated	Upheld	Reorganized	Explained	
Solved	Assembled	Conserved	Mastered	Utilized	Reproduced	Facilitated	
Studied	Authored	Continued	Monitored	*NEGOTIATED*	Retrieved	Fostered	
Summarized	Built	Eliminated	Modified	Advised	Revamped	Governed	
Surveyed	Clarified	Encouraged	Motivated	Advocated	Reviewed	Guided	
Symbolized	Composed	Enlarged	Observed	Arbitrated	Revised	Handled	
Synthesized	Conceived	Expanded	Perceived	Bargained	Scheduled	Headed	
Tabulated	Constructed	Facilitated	Persuaded	Closed	Set	Hired	
Verified	Corrected	Fostered	Prescribed	Concluded	Simplified	Implemented	
Visualized	Designed	Guaranteed	Programmed	Consolidated	Solved	Instructed	
ASSISTED	Devised	Inspired	Promoted	Dealt	Streamlined	Maintained	
Advised	Discovered	Maximized	Read	Expedited	Structured	Met	
Brought	Drafted	Minimized	Reduced	Facilitated	Synthesized	Mentored	
Chartered	Eliminated	Motivated	Reflected	Handled	Systemized	Monitored	
Collaborated	Established	Obtained	Reinforced	Lobbied	Tabulated	Motivated	
Contributed	Expanded	Overcame	Related	Mediated	*SERVED/ AIDED*	Navigated	
Consolidated	Expedited	Perfected	Restored	Merged	Attended	Ordered	

Alexis James

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EDUCATION

The George Washington University   **Washington, DC**
Bachelor of Science in Electrical Engineering   **May 2022**

Thomas S. Wootton High School   **Rockville, MD**
High School Diploma | GPA: 3.8 | National Honor Society   **May 2018**

TECHNICAL SKILLS

Python, Notepad++, Java

RELEVANT EXPERIENCE

Krispy Kreme   **Bethesda, MD**
Team Member   **November 2016 - May 2018**
- Greeted and served up to 50 customers per hour during peak times to provide a positive store experience to patrons.
- Answered questions from patrons regarding catering, product manufacturing details and doughnut/coffee pairings to promote sales of all company products.
- Facilitated new team member trainings, focusing on effective customer service, phone etiquette, usage of inventory management software, and preparation of products.

Robotics Club, Thomas S. Wootton High School   **Rockville, MD**
President   **May 2017 - May 2018**
- Led team of 8 in designing and building a robot that competed in a series of specific challenges at a State wide competition.
- Collaborated with Vice President to plan monthly roundtable discussions to increase club members' knowledge of robotic and artificial intelligence.

Coder Kids   **Bethesda, MD**
Junior Camp Counselor   **June - August 2016, 2017, 2018**
- Implemented coding activities for campers aged 8-13 to support Senior Counselors in creating an engaging and educational camp experience for participants.
- Ensured campers were supervised at all times to maintain a safe and enjoyable camp environment.

ADDITIONAL INFORMATION

Volunteerism: Best Buddies
Certifications: First Aid & CPR Certification (June 2016)
Language Skills: American Sign Language (Fluent)

This is a sample resume of a first-year student with limited experience.
VMock score=68; Impact (26), Presentation (30), Competencies (12)

Sharon Rose

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www.linkedin.com/profile | ePortfolio.weebly.com

EDUCATION

The George Washington University   **Washington, DC**
Bachelor of Science in Biomedical Engineering; Minor in Chemistry   **May 2018**
- **GPA:** 3.5
- **Honors:** Charles and Elma Naeser Engineering Scholarship
- **Relevant Coursework:** Algorithms and Data Structures; Programming for Electrical and Computer Engineering

RELEVANT TECHNICAL SKILLS

Languages: C, C++, Java, JavaScript, COBOL, SQL, FORTRAN, XML, HTML, JCL
Applications: Cadence, Verilog
Operating Systems: Windows, Unix, Linux, Mac OS
Database Systems: SQL Server, MySQL
Software: Adobe Photoshop, Illustrator, Dreamweaver, Microsoft Office, AUTOCAD, Matlab

TECHNICAL PROJECTS

Biomedical Capstone Project Lab   **George Washington University**
Blood Analyzer Calibration, Team of 3   **January - April 2018**
- Led student team through the challenges of calibrating a blood analyzer machine
- Created multiple process configurations to analyze the outputs of each to determine significant factors
- Wrote 20 page project report to describe and validate each step of the simulation and provide a proposal
  for an optimal solution to the production problem
  Accomplishment: Presented findings at a 2018 regional conference for biomedical engineering students

Introduction to Electrical/Computer/Biomedical Engineering   **George Washington University**
Leader, Team of 4   **September - November 2016**
- Utilized InteractiveC to create a code for fluid separator
  Accomplishment: Received an honorable mention in the junior research project competition April 2017

RELEVANT EXPERIENCE

ChemRisk, Dr. Joanna Someone, PhD   **San Francisco, CA**
Health Science Intern for Principle Investigator   **September 2017 - April 2018**
- Provided scientifically rigorous approaches to answering questions about human health hazards posed by
  chemical, biological, pharmaceutical, and radiological agents for publication on company website
- Reorganized main company website using HTML to ensure integrity and access
  Accomplishment: Co-authored a journal article with the Principal Investigator to be publish in the *Journal of
  Biomedical Engineering*, Summer 2018 edition

Howard Hughes Medical Institute   **Ashburn, VA**
Research Laboratory Intern   **June - August 2017**
- Managed production support issues for re-engineered custom prostheses
- Developed process modules and wrote prostheses design documents
  Accomplishment: Presented findings in a poster presentation at the SWE Conference

ADDITIONAL INFORMATION

Professional Organizations: Biomedical Engineering Society, Society of Women Engineers (September 2015 - May 2018)
Leadership Roles: Society of Women Engineers, GW Chapter, President (September 2017 - May 2018)
Extracurricular Activities: GW Engineers without Borders, Member (September 2016 - May 2018)

Aubrey Kline

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EDUCATION

The George Washington University, The Milken Institute School of Public Health　　　　　　　　**Washington, DC**
Bachelor of Science in Public Health: Pre-Medicine concentration, Minor: Biology　　　　　　　　**May 2017**
- **GPA:** 3.9
- **Honors:** GW Women's Leadership Program: Science, Health and Medicine; Model UN Conference
- **Certifications:** Emergency Medical Technician, HIPPA

CLINICAL EXPERIENCE

George Washington University Emergency Health Services Programs　　　　　　　　**Washington, DC**
Emergency Department Technician　　　　　　　　**January 2016 - May 2017**
- Trained in both classroom and clinical settings as an Emergency Department Technician to support doctors and nurses during various procedures including collecting samples, treating wounds, and monitoring vital signs
- Completed over 50 hours of Emergency Department shifts, employing skills including EKG and phlebotomy

George Washington University Emergency Medical Response Group　　　　　　　　**Washington, DC**
Field Training Officer, Crew Chief　　　　　　　　**August 2014 - May 2017**
- Acted as primary provider and facilitator of 4 on-shift crew members' clinical and operational activities related to patient care including emergency vehicle operations and utilization of additional resources (DC Fire and EMS)
- Evaluated and oversaw Crew Chief candidates in the role of primary provider during calls; Provided additional training and written feedback
- Contributed to new member education by creating lesson plans and assisting in clinical skill sign-offs as part of Weekly Continuing Medical Education sessions and probationary member requirements

Wayne State University Physician Group Dept. of Reproductive Endocrinology and Infertility　　　　　　　　**Detroit, MI**
Physician/Lab Shadower　　　　　　　　**June 2016**
- Demonstrated interest in reproductive medicine by observing Drs. Singh, Burman, Wilson, and Awonuga during patient consultations, routine examinations, and special procedures
- Increased understanding of reproductive endocrinology by witnessing surgical and laboratory procedures, including intrauterine insemination, egg retrieval, fertilized egg transfer, and in-vitro fertilization

RESEARCH

Center for AIDS Research at the Milken Institute School of Public Health　　　　　　　　**Washington, DC**
Undergraduate Research Assistant　　　　　　　　**January 2016 - August 2016**
- Assisted Dr. Mudit Tyagi in wet lab research related to HIV/AIDS including latency in primary CD4+ T-cells, epigenetics, co-infections with Hepatitis C, and effects of cocaine and intravenous drugs on HIV patients

George Washington University Genetics and Microscopy Lab　　　　　　　　**Washington, DC**
Undergraduate Research Assistant　　　　　　　　**January 2015 - April 2015**
- Researched the relationship between the genetic makeup and competitiveness of sperm in Drosophila melanogaster
- Performed male dissection, testes and SV extraction; computerized sperm measurement under Dr. Mollie Manier

ADDITIONAL INFORMATION

Leadership: George Washington University Emergency Medical Response Group**,** President (August 2016- May 2017), Vice President for Human Resources (August 2015-May 2016); Envision Summer Lecture Series: Advanced Medicine and Health Care, Collegiate EMS Student Lecturer (June - July 2015)