

# PSYCHOLOGY CURRICULUM VITAE

**Jane Doe**

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**Comment [AL1]:** Look over here for helpful tips!

## EDUCATION

2006      **B.A. Psychology**  
University of Nebraska – Lincoln (UNL)  
Major:  
Minor:  
  
Honors Thesis: *(Title of your thesis)*  
Supervisors: *(Name of professors who supervised your thesis)*  
  
GPA:  
Major GPA:

If you completed a thesis, be sure to include it on your CV.

Choose a readable font (e.g., Times, Arial, Calibri) and reasonable size (11 to 12 point).

In this section, you can include any scholarships, awards, or grants (e.g., UCARE) you have received, as well as any honor society involvement (like Psi Chi!).

## GRANTS, HONORS, & SCHOLARSHIPS

2006      Undergraduate Creative Activities and Research Experiences (UCARE) Recipient  
2005-2006      McNair Scholar  
2005      Student Spotlight: UNL Department of Psychology  
2005      A & M Waters Scholarship  
2004-Present      Charles & Emma Novotny Scholarship  
2003      William Randolph Hearst Foundation Scholarship  
2003      Ruth & Carl Olenberger Scholarship  
2003-Present      G. Bremer Memorial Scholarship  
2002      Elmer Rhoden Merit Scholarship  
2002-2006      Dean's List, College of Arts & Sciences

Include the date you received the award, listing the most recent first

Be sure to spell out acronyms that are common knowledge around the UNL campus (such as UCARE) but are a foreign language to other schools. You may also want to provide a brief description of UCARE.

## RESEARCH EXPERIENCE

**Summer Research Assistant**  
*Department of Psychology*  
University of Nebraska-Lincoln,  
2005-Present

Again, list your activities with the most recent first

This section includes your involvement in research labs. Here is where you could also provide a description of research oriented groups and/or awards (e.g., McNair Scholars or UCARE)

### **Responsibilities:**

I assisted Dr. Richard Servatti with an anxiety research project. My specific responsibilities including serving as an actor-facilitator, creating anxiety-response behaviors in subjects during videotaped session, coding the video-taped sessions, and assisting with the analysis and dissemination of findings.

**Research Assistant**  
*Department of Psychology*  
University of Nebraska- Lincoln  
2004 – Present

Include a brief summary of your involvement in the lab and highlight specific tasks that you were responsible for. Be sure to use action verbs!

Research experience should be the FIRST thing on your CV. This is what graduate schools are looking for!

**Responsibilities:**

I worked under supervision of Dr. Ann Miller and was the only undergraduate selected to organize and teach an experimental class at a local high school to test a model of self-esteem training. My specific responsibilities included organizing and teaching the class, conducting pre- and post- assessments of self-esteem, scoring psychological measuring, and entering the data into a database.

**Research Assistant**

Department of Psychology  
University of Nebraska-Lincoln  
2004-Present

**Responsibilities:**

I assisted Dr. Jane Professor in a research project involving investigating implicit and explicit false memory across a variety of tasks. Duties included programming, running subjects, statistical analysis of the data, and supervision of other research assistants.

**TEACHING EXPERIENCE**

**Teaching Assistant**

PSYC 101  
University of Nebraska-Lincoln  
2005

**Responsibilities:** *(Brief description of your role)*

**PROFESSIONAL EXPERIENCE**

**Co-Therapist**

Lincoln Center for Child Study  
2006

**Responsibilities:**

I observed and assisted with individual child and adolescent therapy, including testing, diagnosis, and care presentation.

**Crisis Advocate**

H.E.L.P. Hotline  
2005-Present

**Responsibilities:**

I was a crisis counselor for a 24- hour child abuse hotline. Responsibilities included crisis intervention, education, and counseling to parents. This position required the ability to assess the nature and intensity of the client's problem quickly and to develop a therapeutic response in one confidential telephone call.

**Intern**

Private Practice of Richard X. Lamping, Ph.D  
2005

Don't tell people how good you are, show them. For example, instead of saying that you are motivated and passionate about the work you did in a lab, demonstrate it by stating that you volunteered to take the lead role in a position that would require you to put in at least 20 hours a week. That's motivation without explicitly stating it.

This section is for any teaching experience you have had such as being a T.A. or a tutor.

This section is for any clinical experiences you have been involved in. There are many opportunities in the Lincoln community that can help you "beef up" this section of your CV. Examples include Friendship Home, Voices of Hope, Cedars, Madonna, Community Action, Child Guidance Center, Child Advocacy Center, etc.

1" margins



**Responsibilities:**

I obtained psycho-medical histories, observed therapy sessions, and discussed treatment plans and therapeutic techniques with the doctor.

**WORK EXPERIENCE**

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**Position**

Location

Date

**Responsibilities:** *(Brief description of your role)*

**CAMPUS INVOLVEMENT**

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**President**

Student Council on the Chancellor's Commission on the Status of Women

University of Nebraska-Lincoln

2004-Present

**Responsibilities:** *(Brief description of your role)*

**President**

Psi Chi Honor Society

University of Nebraska-Lincoln

2004-Present

**Responsibilities:** *(Brief description of your role)*

**PUBLICATIONS**

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Doe, J., & Professor, J. (2006). Testing Models of Self-Esteem Training in a High School Class of Boys and Girls: Toward Developing Applied Techniques for Teachers. *Educational Psychology, 12*, 514-520.

**PRESENTATIONS**

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Doe, J., & Professor, J. (March, 2006). *False memory effects on an implicit memory task*. Poster presented at the Undergraduate Research Symposium at the University of Nebraska-Lincoln, Lincoln, NE.

Doe, J., & Redbird, J., & Professor, J. (September, 2004). *False memory effects on learning tasks in large group settings*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

**PROFESSIONAL AFFILIATIONS**

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**2004-Present**

Student member of the American Psychological Society

**REFERENCES**

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Include the name, mail address, phone number, and e-mail of 3-4 professors that you have asked to write recommendations of you

If you include work experience, make sure that it is relevant to the position that you are applying to. You do not want reviewers to think you are simply adding "fluff" to your CV.

This section is for any campus involvement that you participated in. Again, make sure that your involvement is relevant and that you played an integral role in the position. If you were simply part of the group, but never went to meetings and thus, have nothing to write about, you probably shouldn't include it.

Sorority and fraternity involvement is not particularly looked upon favorably by graduate schools, and thus, does not need to be included on a CV. (Not the case for job hunts, business school, etc.)

Make sure that you use APA formatting when listing any publications or poster presentations.

In this section, list any affiliations you are a part of, such as APA or national honor societies

### **Optional Categories (if applicable):**

- Certifications – must be relevant and up-to-date
- Licensures
- Community Service
- Mentoring
- Professional Development (workshops, seminars, in-service presentations)
- Athletics
- Computer Software or Technology – list the software that you are familiar with
- Cooperative Education
- Service Learning
- Study Abroad and/or International Experiences
- Fellowships
- Any additional relevant categories

### **Other Helpful Hints**

- Start your CV today and always keep it up-to-date
- Save multiple drafts (with the date you updated it)
- Be consistent – either spell out the entire word or use abbreviations throughout the entire CV, do not go back and forth
- Use spell check
- Have others in your discipline review it
- Use high quality résumé paper if you need to send in a hard copy

### **Action Verbs**

Use short sentences, phrases, and action words. The following are some examples of action verbs that might be useful.

#### **Communication**

addressed	arbitrated	arranged	authored
briefed	communicated	composed	contacted
convinced	described	developed	directed
documented	drafted	edited	enlisted
formulated	influenced	informed	interpreted
interviewed	lectured	marketed	mediated
moderated	motivated	negotiated	persuaded
presented	promoted	publicized	published
reconciled	recruited	reported	spoke
summarized	translated	wrote	

**Creativity**

acted	composed	conceived	conceptualized
conducted	created	designed	developed
directed	established	fashioned	founded
illustrated	improvised	instituted	integrated
introduced	invented	originated	performed
planned	revitalized	shaped	

**Management**

administered	analyzed	appointed	approved
assigned	assumed	attained	chaired
contracted	consolidated	consulted	delegated
designated	determined	developed	directed
evaluated	executed	formulated	managed
organized	oversaw	planned	prioritized
produced	recommended	recruited	reviewed
scheduled	supervised		

**Organizational**

approved	arranged	catalogued	classified
collected	compiled	consolidated	dispatched
distributed	enlisted	executed	expedited
generated	implemented	inspected	monitored
operated	organized	prepared	processed
purchased	recorded	revamped	revised
retrieved	scheduled	screened	specified
systematized	tabulated	updated	validated

**Research**

aquired	analyzed	calculated	clarified
collected	compared	conducted	critiqued
diagnosed	designed	determined	evaluated
examined	extracted	formulated	identified
inspected	interpreted	interviewed	investigated
located	modified	organized	processed
reviewed	researched	summarized	surveyed
systematized			

**Teaching**

accepted	adapted	advised	analyzed
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applied	appraised	aroused	asked
assessed	assigned	attended	calmed
categorized	challenged	chose	clarified
coached	commanded	communicated	complimented
considered	cooperated	coordinated	corrects
defines	demonstrates	designated	developed
directed	disciplined	doubted	elaborated
elicited	emphasized	enabled	encouraged
evaluated	excited	explained	explored
facilitated	focused	generated	guided
hypothesized	identified	implemented	incorporated
indicated	inferred	informed	initiated
inquired	instructed	interested	integrated
investigated	judged	linked	listened
mentored	modeled	modified	motivated
observed	organized	persuaded	pondered
postulated	praised	provoked	questioned
reinforce	rephrased	rewarded	set
simplified	solicited	speculated	stated
stimulated	structured	synthesized	systematized
taught	told	thanked	theorized
trained	tutored		

**Technical**

analyzed	assembled	audited	automated
built	calculated	computed	converted
designed	devised	documented	engineered
enhanced	fabricated	identified	implemented
installed	maintained	operated	overhauled
programmed	remodeled	repaired	researched
solved	standardized	tested	trained
upgraded			

