



the student.

- Contact information
- Education
- Honors and awards
- Professional or work experience
- Research
- Publications
- Presentations
- Professional memberships
- Extracurricular, community service and leadership activities
- Military experience
- Foreign language proficiencies
- Hobbies and outside interests

Name and contact information: Provide name and current contact information. The student should ensure he/she can be reached easily at the address(es), e-mail and phone numbers listed. Omit unnecessary information such as social security number and date of birth. The student may include other personal information such as marital status, and names and ages of children, but these are optional. Only include them if they will help the student's candidacy. For example, if the student is applying for residency in the town where his or her partner is located or is from, including that information may help establish ties and commitment to a community.

While federal law prohibits employers from discriminating based on age, sex, religion, national origin and disability status, providing personal information may invite bias. Students need to decide if they wish to disclose this information, recognizing that if they supply the information, it may be asked about in interviews. If the student feels the information is pertinent and will give reviewers a holistic idea of the student as an individual, personal information may be disclosed.

Education: List all colleges and universities attended for medical school, graduate, and undergraduate education, in reverse chronological order, with the most recent listed first. Include the name and location of each institution, the degree sought or earned, the date of (expected) completion, and major and minor field of study. If the student completed a thesis or dissertation as part of a degree program, this distinction and the title of the paper may be included in this section, especially if it is relevant to health care, women's studies or science. As the student continues to grow professionally, further achievements such as postgraduate training (residencies and fellowships), academic appointments, and certification and licensure will be added in this section.

Honors and awards: Include any awards and scholarships received during medical school (e.g., election to the Alpha Omega Alpha honor medical society). If the student performed exceptionally well in medical school or on the USMLE exams, then items such as honors, class rank, and board scores may be included. If there are numerous important awards and scholarships from undergraduate or other programs that should be included, consider separating this list into subsections: undergraduate, graduate and medical school. The student should be judicious about only including items in this section that will improve his or her candidacy and will be valued by the reader.

Professional or work experience: List work experience, with the most recent noted first. List all major or medically related work experiences, including position title, name of employer, location, and dates of employment. If there are gaps of time in the student's work history (e.g., time between undergraduate studies and medical school), include any work experience – medical or non-medical – that accounts for their time out of school. For medically related work, add a brief description of responsibilities, achievements, and competencies or skills gained. Include any related licensure and/or certifications. Be specific, skill-focused, and relevant.

Research: List all major and medically related research projects, with a sentence or title describing each project. Include the research mentor's name and professional title as well as the location and dates where the research was completed. If applicable, include title (e.g., research assistant, fellow).

Publications: List all published manuscripts that include the student as an author. If an article has been accepted for publication but not yet published, use the notation "in press" and omit a publication year. The student should be very specific about their participation, e.g., authored versus acknowledged. Use medical bibliographic reference style and be consistent throughout the CV. Published abstracts should be included as a separate category of publications.

Presentations: List any research, professional or poster presentations presented at venues such as conferences, lectures, symposiums and specialty association meetings. List the title of the presentation, authors, audience and any other relevant details. This section may be easily combined with publications to create a single, more attractive section.



Professional memberships: List any professional organizations of which the student is a member, and include any leadership positions held. This section may be combined or redefined to include involvement in relevant student organizations.

Extracurricular, community service and leadership activities: List the most important long-term activities and dates the student participated in during medical school, including committee work, community service projects and student organization involvement. Include pre-medical school activities only if extraordinary (e.g., college athlete) or applicable to health care.

Military experience: The student should include any pertinent military experience. Include branch of service, rank, responsibilities, certifications and dates of service.

Foreign language proficiencies: The student should include proficiencies in foreign languages. They should be prepared to demonstrate their proficiency. It is important to be honest about level of proficiency (e.g., read, write, conversational, fluent).

Hobbies and outside interests: The student should list outside interests or extracurricular activities. Interviewers will often ask about these items in an effort to keep an interview conversational. The student should be prepared to discuss any hobby or interest that is included here. This section is optional and should be brief but specific; e.g., instead of listing “cooking” as a hobby, list “cooking Asian fusion.”

Points to Consider/Guiding Principles

- Focus on including items that demonstrate dedication, depth, breadth and/or leadership, in the lens of how this will make the student a good resident.
- Include items that show commitment to the specialty, as this will be valued by Program Directors.

- Consistency is crucial. Be consistent under all categories of the CV; do not provide detailed information for one entry and fail to do so for other entries within the same category.
- Do not make double entries. A given item should not be listed twice in separate categories.
- Stay chronologically consistent.

Guidelines for Formatting and Production

The CV should be neat, well organized, professional and easy to read. Select a format that is clean, uncluttered and easily updated. Consider the following guidelines:

- Set margins at 1 inch
- Use 11- or 12-point font size
- Use a consistent font size and format throughout the CV
- Use easily read fonts
- The CV should be as long as necessary to convey the relevant information about the student's qualifications, skills and experiences
- Do not reduce font size, decrease margins or omit important information in order to make it shorter
- Use consistent spacing, and leave enough white space for easy reading
- Ensure consistent style, size and formatting of headings
- Use bold, italics, capitalization and bullets to organize the CV, but be judicious and use sparingly
- Write short, succinct sentences using active verbs and precise language
- Format in reverse chronological order

Resources

- Med Ed Portal: Writing an effective CV- a module for teaching and grading student CVs (2010)
- AAMC website sample CVs



The Effective Student Advising Series is a project of the Association of Professors of Gynecology and Obstetrics (APGO) Undergraduate Medical Education Committee (UMEC) 2018-2020:

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This publication is part of the APGO Effective Student Advising Series. Advising medical students on a career in women's health can be one of the most fulfilling things that a medical educator does. Many physicians find themselves in the role of faculty advisor without any formal background or training in advising. The APGO Effective Student Advising Series pamphlets are intended to educate medical educators and learners about best practices for advising medical students on a career in women's health.



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