

**Psychology and  
Counseling Students'  
Guide to Writing Effective Job  
Search Correspondence**



*Career Services  
and  
Alumni Relations*

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# Cover Letter Guidelines:

**Use these guidelines to ensure that your cover letter is complete:**

- Cover letters should only be one page and include three or four paragraphs that address the reader's needs.
- Type the letter, using spell check and have at least one other person check the letter to ensure there are no errors in content, spelling or grammar.
- If possible, include the name and title of the individual to whom you are writing.
- Ensure that you have included the correct and complete name and address of the organization.
- If you are mailing a CV or resume, the cover letter should be printed on the same type of quality bond, light colored paper as your resume.
- Close your letter with "Sincerely," so as not to be too informal.
- Sign your letter in black ink.

## **First Paragraph:**

- State your interest in the position available at the organization.
- State how you became aware of the position.
- Describe why you feel you are a good candidate for the position.

## **Second Paragraph:**

- Describe specifically how you can contribute to the organization.
- Ensure that your letter addresses the specific requirements for the position for which you are applying. Include relevant skills, experience and educational background.
- Whenever possible, include terms used by the employer in the job description or ones that are industry-specific.
- Focus on and demonstrate enthusiasm for the organization and the industry.

\*If necessary, you may include an additional paragraph to address these points.

## **Final Paragraph:**

- Thank the individual for their time and consideration.
- Indicate that you will call or email as a follow-up to your letter or ask the individual to contact you to schedule an interview. (Do not follow-up with training directors regarding practicum and internship.)

**Sample Cover Letter - Response to Classified Advertisement  
(Entry-Level Counselor)**

**This is a sample to be used as a guideline. Your cover letter  
should be tailored to your needs and experiences.**

Your street address  
Your city, state zip  
Your phone number  
Your email

Employer Contact Name (if you have one)  
Contact Title  
Organization Name  
Employer Street Address  
Employer City, State zip

Date

Dear Mr. Johnson:

In response to your advertisement in the summer edition of the *Social Justice Journal*, I would like to offer my services to fill the Counselor vacancy at Any Agency. I am confident you will find my experience and abilities qualify me for the position.

I am currently enrolled as a Master of Clinical Psychology student at Argosy University, Chicago. Additionally, I received a Bachelor's degree in Dance Therapy, an interdisciplinary major, which involved extensive research into child psychology as well as artistic ability. While in college, I volunteered for a program called K.I.D.S. As a K.I.D.S. volunteer, I coordinated recreational and educational activities for children residing in housing projects. I also visited a day care program to study the psychology behind children's drawings for my senior research project. In addition, in high school, I worked with mentally disturbed adults through a volunteer program.

As you can see, my background corresponds to your requirements. I look forward to hearing from you to discuss the Counselor position further. Thank you very much for your time and consideration.

Sincerely,

Your Name

**Sample Cover Letter in Response to Internet Job Posting  
(Adolescent Outreach Coordinator)**

**This is a sample to be used as a guideline. Your cover letter  
should be tailored to your needs and experiences.**

Your Street Address  
Your City, State Zip  
Your Phone Number  
Your Email Address

Employer Contact Name (if you have one)  
Contact Title  
Organization Name  
Employer Street Address  
Employer City, State zip

November 8, 2002

Dear Mr. Bosworth:

I am very interested in the Adolescent Outreach Coordinator position posted on the Robert Morris website. I am experienced in program development, counseling, mentoring, student outreach, and workshop facilitation and development.

I feel that my diverse background and experience are a perfect match for this position. As a Counselor at Lakeview Counseling Center, I work extensively with diverse populations of clients individually and in groups. I developed a University Outreach Program targeting the needs of students with disabilities. Through this program I create and facilitate workshops on peer pressure, stress management, time management and family relationships.

As a School Counselor Intern at a private alternative high school, I worked very closely with students who had behavioral disorders, emotional disorders and learning disabilities. In addition to providing individual and group therapy, I developed social developmental studies and presented findings in multi-disciplinary team meetings.

My motivation, energy, creativity and excellent program management skills have allowed me to be very successful in my career. I strongly believe that my education and experience make me an ideal candidate for the Adolescent Outreach Coordinator position. Thank you very much for your time and consideration.

Sincerely,

Your Name

**Sample Cover letter to an Internship Site  
(University Counseling Center Intern)**

**This is a sample to be used as a guideline. Your cover letter  
should be tailored to your needs and experiences.**

Your street address  
Your city, state zip  
Your phone number  
Your email

Training Director Name  
Contact Title  
Organization Name  
Employer Street Address  
Employer City, State zip

Date

Dear Dr. Paul:

As a fourth year doctoral student at Argosy University, Chicago, I wish to be considered for your predoctoral internship program for the academic year of 2001-2002.

The experience I gained while working in the mental health field prior to entering graduate school and through the completion of diagnostic, therapy and advanced therapy externships has given me extensive preparation for an internship. I will bring to an internship a variety of clinical experiences. I have worked with clients with a wide range of diagnoses including anxiety, depression, chronic mental illness and learning problems. Working in both inpatient and outpatient settings, I have served populations representing a broad array of racial, ethnic, and religious backgrounds.

In addition to my role as a therapist, I have developed strong interests in mentoring, teaching, psychoeducational work and gender issues. Through professional activities beyond practicum training, I have had the opportunity to pursue these interests, and I would like to continue such activities through my internship year and throughout my career. The internship program at Your School would afford me the opportunity to pursue these interests with the benefit of supervision. I am also attracted to the mentoring and teaching activities featured within the Your School internship, namely supervising graduate students and teaching the career exploration class. Your School is an ideal choice for my internship as I hope to pursue a career with a university counseling center.

I hope that the enclosed application materials effectively illustrate my enthusiasm for learning as well as my compatibility with Your School. I look forward to the opportunity to meet with you and learn more about your site. Thank you for your time and consideration.

Sincerely,

Your Name

# Curriculum Vitae Guidelines

## Differences between CVs and Resumes

- The primary differences between CVs and resumes are the length, the content and the purpose.
- A **resume** is typically one or two pages in length and provides a summary of an individual's educational, personal and work-related experience as they pertain to the individual's qualifications for a particular job position. A reader will typically only spend a minute or so reviewing a candidate's resume; a resume should be concise and only highlight your skills, experience and education.
- A **curriculum vitae**, (i.e. CV) is typically two pages or more and provides more details regarding your academic and work history than a resume does. A CV may contain sections describing earned degrees, teaching and research experience, publications, presentations and other relevant activities. Typically, CVs are specifically requested by an organization and are generally used when applying for internships, graduate school, academic teaching positions, academic and institutional research positions, and high level educational administrative positions at the elementary, secondary and college levels.
- It is typically not appropriate to send a CV unless the employer has requested it. If you are unsure as to which one to use, send a resume with a notation that a CV (and/or references) is available upon request. Often, employers use the terms CV and resume interchangeably, despite the significant differences between the two.

## General CV Guidelines

- Use bullet points, bolding and italics so that your CV is easy to read and catches the eye.
- The information you consider to be the most important should be located near the beginning of your CV or on the first line of each paragraph.
- Avoid the use of jargon and abbreviations, unless it is relevant and industry-specific.
- Avoid the use of "I" and "We".
- Graduate student CVs should be limited to 2-5 pages in length. Include all relevant information in a concise manner.
- Print your CV on quality, light-colored, bond paper. Most employers prefer that you staple the pages of your CV at the top left-hand corner; it is not necessary to have a bound CV.
- Ensure that your CV targets the requirements of the position for which you are applying.
- Your experience and education should be listed in reverse chronological order within each section.
- Bring several additional copies of your CV, printed on resume paper, with you to job/practicum/internship interviews.

## Common Sections Included in a CV

Note: The sections do not have to appear in this particular order; they should be listed according to the sections an individual would like to highlight.

- **Heading**
  - Your full name, address, phone number(s) and email address.
- **Education/Academic Preparation**
  - In reverse chronological order – degrees achieved, schools attended, and areas of study.
  - Do not include your high school education.
  - **Certifications** can be a sub-section within education.
  - **Thesis and Dissertation** work is typically described in the education section.
  - **GPA and Academic Honors.** If you have multiple honors, you may want to create an entirely separate section in which to include them.
  - **Co-curricular Activities** can appear as a sub-section of education or as an entirely separate section.
- **Experience**
  - In reverse chronological order – paid and unpaid work.
  - Include the organization's name, city and state, your title, and your dates of service.
  - Include the skills and accomplishments you gained through each of these experiences.
- **Teaching Experience**
  - Any experience you have teaching or co-teaching classes at any level.
- **Research**
  - Research experience, including dissertation research at AU and undergraduate research.
- **Volunteer Experience**
  - Any volunteer positions that you did not include under the Experience section.
  - Format this section the same as your Experience section. Include the organization's name, city and state, your title, and your dates of service.
- **Awards/Honors**
  - All awards and honors received.
  - Include the name of the award and the affiliated organization. If necessary, explain the significance of the award.
  - Do not use abbreviations or acronyms.
- **Professional Associations**
  - All professional associations for which you are/were a member.
  - Include the name of the organization, offices held and dates of membership and/or leadership.
- **Skills**
  - Foreign languages, computer skills and other job related skills.
  - Include your level of knowledge as it pertains to each skill.
- **Presentations**
  - Relevant presentations given outside of required coursework.
  - Include the date of each presentation and type of audience.
- **Publications**
  - All publications, including those for which you were a co-author.

## Action Words

The bolded words are effective for highlighting accomplishments.

Management Skills	Communication Skills	Research Skills	Technical Skills	Teaching Skills
Administered	Addressed	Clarified	Assembled	Adapted
Analyzed	Arbitrated	Collected	Built	Advised
Assigned	Arranged	Critiqued	Calculated	Clarified
<b>Attained</b>	Authored	Diagnosed	Computed	Coached
Chaired	Collaborated	Evaluated	Designed	Communicated
Coordinated	Corresponded	Examined	Engineered	Coordinated
Delegated	Developed	Identified	Maintained	Developed
Developed	Directed	Inspected	Operated	Enabled
Directed	Drafted	Interpreted	<b>Overhauled</b>	Encouraged
Evaluated	Edited	Interviewed	Programmed	Evaluated
<b>Improved</b>	Enlisted	Investigated	Remodeled	Explained
<b>Increased</b>	Formulated	Organized	Repaired	Facilitated
<b>Initiated</b>	Influenced	Reviewed	<b>Upgraded</b>	Guided
<b>Integrated</b>	Interpreted	Summarized		Informed
Organized	Lectured	Surveyed		Instructed
Oversaw	Mediated	Systematized		Persuaded
Planned	Moderated			Set goals
Prioritized	Negotiated	<b>Creative Skills</b>	<b>Clerical Skills</b>	Stimulated
Produced	Persuaded			Trained
Recommended	Promoted			
Reviewed	Publicized	Acted	Approved	
Scheduled	Reconciled	Conceptualized	Arranged	
Supervised	Recruited	Created	Catalogued	
	Translated	Customized	Classified	
		Designed	Collected	
<b>Financial Skills</b>	<b>Helping Skills</b>	Developed	Compiled	<b>Accomplishments</b>
		Directed	Dispatched	
		Established	Generated	<b>Achieved</b>
Administered	Assisted	Fashioned	Implemented	<b>Expanded</b>
Allocated	Assessed	<b>Founded</b>	Inspected	<b>Improved</b>
Analyzed	Clarified	Illustrated	Monitored	<b>Pioneered</b>
Appraised	Coached	<b>Initiated</b>	Operated	<b>Reduced</b>
Audited	Counseled	Instituted	Organized	<b>Resolved</b>
Balanced	Demonstrated	Integrated	Prepared	<b>Restored</b>
Budgeted	Diagnosed	<b>Introduced</b>	Processed	
Calculated	Educated	<b>Invented</b>	Purchased	
Developed	Facilitated	Performed	Recorded	
Forecasted	Guided	Planned	Retrieved	
Managed	Motivated	<b>Revitalized</b>	Screened	
Marketed	Referred	Shaped	Specified	
Planned	Represented	<b>Transformed</b>	Systematized	
Projected			Tabulated	
Researched				

# Sample Curriculum Vitae, Entry-Level

***Joanna Phelps***

120 N. State St.

Chicago, IL 60606

312.236.5666

jphelps@aol.com

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## Education

**Argosy University**, Chicago, IL

Doctoral Student in Clinical Psychology, September 2002-present

Expected Graduation: 2007

APA Accredited Program

GPA: 3.6/4.0

**The University of Psychology**, Ann Arbor, MI

Bachelor of Arts in Psychology, 2002

Class Honors (1999-2000); University Honors (2000); Golden Key (2001); PSI Chi Psychology

Honor Society (2001-2002)

GPA: 3.73/4.0

**Spanish American Institute**, Seville, Spain

Semester abroad, January-April 2001

GPA: 4.0/4.0

## Experience

**The Psychology Medical Center**, Waukegan, IL

*Psychology Intern*, Summer 2001

- Interned in a partial hospital program that provides individual and group psychotherapy to adults from a range of ethnic, economic, and racial backgrounds, presenting with a variety of psychological disturbances and addictions.
- Participated in group therapy sessions and assisted periodically with group facilitation and case management.
- Covered relevant topics in group therapy including goal setting, treatment and discharge planning, art therapy, medical concerns, suicide prevention, and substance abuse sessions.
- Observed patient intake interviews and evaluations and provided documentation on patients' progress.
- Attended weekly meetings with the staff pertaining to treatment planning, case management, and managed care issues.
- Received advice and supervision from other case managers and psychologists concerning personal and professional development issues.

**The University of Psychology Children's Center**, Ann Arbor, MI

*Psychology Assistant/Student Teacher*, Fall 1999

- Participated in a developmental psychology experimental laboratory, assisting in a childcare center and exploring various facets of child development.
- Co-facilitated the supervision and teaching of children from ages one to three, creating a wide range of educational activities, and documenting the children's development in a weekly journal.
- Attended weekly meetings with other psychology assistants and supervisors to discuss various developmental milestones, childhood psychological disturbances, childcare issues, ethical responsibilities, and psychological theories.

**The University of Psychology Peer Mentorship Program, Ann Arbor, MI**  
*Mentor/Mentee, 1999*

- Worked with a group of University of Michigan students and professors, developing relationships and contacts with various participants.
- Received advice and counseled other students on aspects of student life, diversity, adjustment issues, parental problems, financial concerns, and academics at the university.

**Psychology Day Camp, Northbrook, IL**  
*Senior Counselor, Summer 1998 and 1999*

- Supervised groups of elementary-aged girls, creating and planning age-appropriate activities.
- Oversaw the activities of 3-4 camp counselors, assisting them with problems that arose.
- Documented the campers' progress and accomplishments throughout the summer.
- Formed contacts with campers' parents, providing them with information concerning their children's behavior, activity level, and relationships throughout the summer.
- Worked specifically with children diagnosed with Attention Deficit Hyperactivity Disorder, monitoring their daily medication intake, noting their interaction with other campers and staff, and observing and recording their behavioral and mood changes.

**Research**

**Independent Psychology Research Project, Ann Arbor, MI**  
*Research Assistant, Fall 2001*

- Formulated a research project concerning romantic jealousy in the intimate relationships of young adults.
- Conducted a literature search related to romantic jealousy and attitudes towards love, focusing on studies targeting the young adult population.
- Assisted in choosing measures for the study and participated with other assistants and professors in discussions pertaining to love, jealousy and relationships on campus.
- Developed a questionnaire for the study and met with appropriate contacts for dissemination of the survey to approximately 300 students.

**Human Infancy Research Project**, Ann Arbor, MI  
*Research Assistant*, Fall 2000

- Conducted an observational research project pertaining to gender stereotyping related to children's preference of toys.
- Designed an observational coding system, observed infants interacting in naturalistic settings, and wrote an APA-formatted paper presenting the results and conclusions.
- Observed children as young as 2 years of age already showing preferences for gender-stereotyped toys.

**Language Skills**

Proficient in Spanish: four years in high school and a year in college, along with a semester abroad in Seville, Spain, living with a Spanish-speaking family.

**Professional Associations**

**American Psychological Association**, Student Affiliate, 2003

# Sample Curriculum Vitae, Experienced

## Mary Johnson

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Address \* City, State Zip \* Phone \* Email address

### Education

- 1997- **Doctoral Student in Clinical Psychology** Chicago, IL.  
Present Argosy University, Chicago (Formerly Illinois School of Professional Psychology)  
(A.P.A. Accredited Program)  
Expected Graduation 2003
- 2001 **M.A., Clinical Psychology** Chicago, IL  
Argosy University, Chicago (Formerly Illinois School of Professional Psychology)
- 1993 **B.S., Psychology** Lafayette, LA.  
University of Psychology

### Clinical Experience

- 2000 - **Psychology Counseling Center** Chicago, IL.  
Present **Advanced Therapy Extern**

Conduct dynamically-oriented individual psychotherapy primarily with high functioning adults in a counseling center setting, serving a catchment comprised primarily of young professionals as well as two major medical schools. Engage in outreach and psycho-educational workshops for the community. Coordinated, marketed, and co-facilitated a workshop focusing on body image and attitudes toward eating for a non-clinical population. Present clinical material in multidisciplinary treatment team meetings. Participate in two hours of individual supervision per week, presenting case formulations, process notes, and audiotapes of therapy sessions. Attend didactic presentations on a wide range of topics such as self-psychology, Jungian analysis, treatment of substance abuse, and spirituality in psychotherapy.

- 1999 - **Psychology Hospital Medical Center** Chicago, IL.  
2000 **Therapy Extern**

Conducted individual and group psychotherapy and weekly intake assessments in outpatient clinic serving predominantly low income minority clients. Performed dynamically-oriented individual psychotherapy with children and adolescents aged three to seventeen, utilizing techniques in play therapy and insight-oriented talk therapy according to developmental needs of clients. Co-facilitated group psychotherapy with adolescents, covering topics such as peer and family relationships, sexual relationships, academic challenges, violence, racism, sexism and gang activity. Treated clients presenting with traumatic backgrounds including physical, sexual, and psychological abuse and neglect, as well as other family traumas such as separation from or loss of parents or other major figures, substance abuse, and gang-involvement. Conducted comprehensive intake assessments providing diagnosis and treatment recommendations for incoming clients. Attended a variety of didactic presentations such as psychotherapy with Latino populations, traumatic memory, sports psychology, working with gang-affiliated adolescents, and emergency trauma response.

1998 - **University of Psychology** Chicago, IL.  
1999 **Hyperactivity Attention and Learning Problems Clinic**  
**Diagnostic Extern**

Administered psychological batteries including intellectual and achievement measures, along with depression and anxiety inventories to children ages five to fifteen. Conducted unstructured and structured diagnostic interviews with children and parents. Participated in eight-week structured parenting classes for parents of attention-deficit and/or behavior disordered children, teaching cognitive-behavioral approaches in a manner accessible to parents. Participated in case conferences and treatment planning. Assisted with preparation of integrated reports assessing child's global psychological functioning for parents, physicians, and schools.

1996 - **Psychology Resource Center** Jacksonville, FL.  
1997 **Supported Housing Case Manager**

Assisted in the development and implementation of the Supported Housing Project, an intensive case management program designed to ensure the least restrictive placement for chronically mentally ill adults who might otherwise be unable to live independently. Performed psychosocial, health, daily functioning, and needs assessments of incoming and existing clients. Coordinated the provision of psychiatric services, job placement, day treatment, and inpatient crisis stabilization when necessary. Developed and revised comprehensive treatment plans to meet the changing needs of individual clients. Acted as a liaison and advocate for clients with various social service agencies. Participated in 24-hour on-call coverage providing crisis intervention and coordination of emergency services.

1994 - **Psychology Resource Center** Jacksonville, FL.  
1996 **Off-Site Supervisor**

Senior Case Manager responsible for training new case managers and providing supervision for difficult cases. Provided training in areas of client contact, creation and implementation of treatment plans, and effective management of multi-disciplinary teams.

1993 - **Psychology Health System At Acadian Oaks** Lafayette, LA.  
1994 **Mental Health Technician**

Facilitated therapeutic groups and activities for adolescent clients in an inpatient psychiatric setting. Participated in treatment planning and implementation. Documented client progress, recommending refinements and modifications to treatment plans. Participated in planning and implementation of behavior modification programs designed to meet the individual needs of each client. Utilized techniques in behavior modification and nonviolent crisis intervention. Provided coverage on crisis hotline, coordinating referrals, intake appointments, and emergency services when necessary.

### Teaching Experience

2000 **Illinois School of Professional Psychology at Argosy University** Chicago, IL.  
**Teaching Assistant, Conceptual and Empirical Views of Health and Dysfunction**

Assisted professor in facilitating student discussion and comprehension of the broad concepts of health and dysfunction, from biopsychosocial, spiritual, and ecological perspectives. Lectured one class period on a topic of choice - gender and psychology. Participated in evaluation of students' written performance. Conducted TA sessions to aid in students' apprehension and application of complex theoretical constructs.

2000      **DeVry Institute of Technology/Chicago Campus**      Chicago, IL.  
            **Co-facilitator, Business Applications of Psychology Integrative Group**

Co-facilitated a competitive group activity for undergraduate students designed to promote the integration and application of concepts learned in a Business Applications of Psychology course. Encouraged the strategic use of course material in setting and achieving group goals, as well as the application of course concepts in understanding leadership styles, interpersonal conflict, and varied reactions to stressful circumstances.

1998      **Illinois School of Professional Psychology**      Chicago, IL.  
            **Teaching Assistant, Adolescent Development**

Assisted professor in a graduate level Adolescent Development course. Taught one class period in the term. Participated in evaluating student performance on a paper assignment and conducted research in the area of adolescent psychiatric services.

### Research

2000 -      **Juvenile Protective Association - The Psychology Project**      Chicago, IL.  
Present    **Research Associate**

Conduct clinical interviews and psychological testing with subject families, primarily female caregivers and children from age six to nine, as part of a twenty-year longitudinal study investigating the developmental effects of child maltreatment. Track subject participation and attrition.

1993      **Psychological Research Center**      New Iberia, LA.  
            **Research Assistant**

Conducted task-oriented experiments with chimpanzees designed to evaluate levels of reasoning. Observed, interacted with, and recorded responses of chimpanzees and nursery school children as part of ongoing comparative psychology research. Collected, organized, and presented scientific data.

### Professional Affiliations and Activities

1999-      **ISPP Diversity Presentation Committee**      Chicago, IL.  
Present    **Co-Creator and Co-Presenter**

Co-present on diversity awareness to incoming doctoral and clinical masters students as part of the new student orientation.

1998 - **ISPP Women's Concerns Group** Chicago, IL.  
Present **Co-Founder and Executive Committee member**

Offer support for women students and promote awareness of feminist issues among all students at ISPP. Coordinate group meetings and presentations on such topics as gifted girls and women, challenges faced by girls and women in academic environments, and mother-daughter relationships, as well as special activities in commemoration of Women's History Month. Maintain email newsletter as well as campus announcement board publicizing upcoming group events.

1998 - **ISPP Peer Mentor Program** Chicago, IL.  
Present **Student Mentor**

Offer guidance and support to a first-year student over a full academic year.

1997 - **American Psychological Association**  
Present **Student Affiliate**

1999 - **Chicago Association of Psychoanalytic Psychology** Chicago, IL.  
Present **Student Affiliate**

## Sample Resume (Entry Level)

### John Deere

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1234 Abbott Lane  
Chicago, IL 60623  
773.555.5555 (home)  
77.555.5555 (cellular)  
[johndeere@yahoo.com](mailto:johndeere@yahoo.com)

### Objective

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To obtain an entry-level position in social services which utilizes organizational, clinical and communication skills

### Education

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**Argosy University**, Chicago, IL  
M.A. Counseling Psychology, Expected graduation October 2004  
G.P.A. 3.9/4.0

**Psychology University**, Collegeville, MN  
B.A. Psychology, April 2002  
Cumulative G.P.A. 3.8/4.0, President's Scholarship, Leadership Scholarship, and Dean's List  
**International Studies Student**, Cork, Ireland, September 2000

### Related Experience

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**A Psychology Place**, Chicago, IL  
Volunteer, 2002-Present

- Co-facilitate support group for victims of domestic violence.
- Act as advocate for victims of domestic violence and accompany them to court appearances.
- Collect relevant data about domestic violence incidents at the courthouse.

**College of Psychology**, Collegeville, MN  
Teaching Assistant, 2002

- Developed two introductory psychology laboratories; taught two per week.
- Facilitated discussion and interacted with students in a leadership role.
- Analyzed and graded laboratory assignments.

**Psychology School District**, St. Joseph, MN  
School Counselor Intern, 2002

- Facilitated middle school group counseling sessions on family and peer relationships, academics and conflict resolution.
- Interviewed and observed secondary school guidance counselors and psychologists.

**St. Psychology Hospital**, St. Cloud, MN  
Behavioral Health Associate, 2000-2002

- Assisted patients in various group settings such as drama, art, occupational therapy, and educational groups.
- Facilitated and recorded mental and physical assessments of patients including suicide scales and minimal status exams.

**St. Psychology University**, Collegeville, MN  
Resident Assistant, 1998-2000

- Aided peers with academic, maintenance and security concerns.
- Orchestrated group activities and extracurricular events for residents.

## Sample Resume (Experienced)

### Natasha Peterson, Psy.D.

3882 N. Sheridan Rd.

Chicago, IL 60613

555.1212

[npeterson@yahoo.com](mailto:npeterson@yahoo.com)

#### Highlights of Qualifications

- Clinical psychologist with experience providing individual, group and couples counseling to adults with diverse presenting issues.
- Extensive experience working with families and children.
- Excellent presentation and interpersonal skills.
- Fluent in Spanish, French and English.
- Experience with and respect for diverse cultures.

#### Education

**Psy.D.**, Argosy University, Chicago, IL 1998

Doctoral Dissertation: An Examination of Personality Characteristics and Resilience of Offspring of Alcoholics.

**M.A. Clinical Psychology**, Argosy University, Chicago, IL 1995

**B.A. Psychology**, University of Psychology, Urbana/Champaign, IL 1993

#### Professional Experience

**Psychology, Inc.**, Vallejo, CA

**Staff Psychologist**, 2000-Present

- Provide individual and group psychotherapy for adults from diverse socioeconomic backgrounds with diagnoses including anxiety disorders, schizophrenia, borderline personality disorders and depression.
- Collaborate with interdisciplinary team to coordinate psychological services for up to 40 patients in three skilled nursing facilities.

**Private Psychotherapy Practice**, Santa Rosa, CA

**Therapist**, 1998-2000

- Offered individual, couples and group psychotherapy, specializing in treatment of adult children of alcoholics.
- Conducted psychodiagnostic assessments of clients.

**Psychology Medical Center**, Santa Rosa, CA

**Contract Psychologist**, 1998-2000

- Conducted brief (2-8 sessions) psychotherapy with a multi-ethnic population.

- Provided psychotherapy with non-psychotic adults, group therapy with early adolescents family therapy, focusing primarily on parenting training and couples counseling.
- Provided individual therapy with children experiencing behavioral problems, separation anxiety and depression.
- Performed up to 20 adult and child intake evaluations per week.
- Consulted with medical staff, particularly pediatrics and family practice physicians.

**Psychology Presbyterian Medical Center, San Francisco, CA**

**Staff Outpatient Therapist, 1996-1998**

- Provided psychodynamic individual and group therapy for adults with a wide range of acute and chronic disorders.
- Conducted intake interviews, psychodiagnostic assessments, and crisis intervention.
- Participated in seminars and conferences.

**Psychology State University Counseling Center, Hayward, CA**

**Psychology Intern, 1995-1996**

- Offered individual and group therapy, crisis intervention, alcohol and drug counseling, and vocational counseling to a multi-cultural student population.
- Created and facilitated support groups for students struggling with chemical dependency issues and roommate concerns.

**Community Counseling Centers of Chicago, Chicago, IL**

**Practicum Student, 1994-1995**

- Performed needs assessment of mental health services for adults, children and families.
- Provided individual, marital, family, child and group psychotherapy, working with a client base comprised largely of Hispanic individuals.

**License**

Licensed Psychologist, State of California

**Professional Memberships**

**Redwood Psychological Association, 2000-Present**

**American Psychological Association, 1996-Present**

## RESUME/CURRICULUM VITAE EVALUATION

Resumes and CVs need to be targeted for each position. After completing your resume, it is always to your advantage to have someone proofread the final draft for content.

1. LAYOUT. Is the sequence and the arrangement of headings logical and easy to read? Do your key selling points stand out? Is it well typed and reproduced? Does it have adequate spacing, margins and bolding? Are you being consistent with layout through each section?
2. LENGTH. Could the same story be told if it were shorter? Have you limited the resume to a reasonable one or two pages, or the CV to 5 pages? Has any extraneous material been eliminated?
3. APPEARANCE. Is it neat? Do you want to read it, or would you rather avoid reading it?
4. WORDING. Have you made good use of action verbs? Are your concise phrases clear? Are you avoiding using complete sentences?
5. COMPLETENESS. Is all relevant information reflected? Have you said all you want to say about your abilities as they relate to the particular job?
6. TARGETED ABILITIES. Have you adequately emphasized your skills and your accomplishments as they relate to the job?

## Thank You Letter Guidelines

- Send thank you letters to the following people: individuals with whom you interviewed for employment or internships, individuals who referred you to an organization, individuals who offered you employment, individuals who rejected you for a position, individuals with whom you had an informational interview, individuals who wrote recommendations for you.
- Before you leave an organization, ensure that you have obtained a business card or taken careful measures to write down the exact name and title of each person with whom you had contact.
- If at all possible, send your thank you letter within 24 hours of an interview.
- A thank you letter should be brief and limited to only one page.
- Personalize each letter and send one to each person with whom you interviewed at an organization. Each letter does not need to be completely different but should refer to some unique aspect of the conversation you had with that particular individual. Your letters will likely be kept in a human resources file and thus should not be identical.
- Your letter should thank the employer for his or her time and emphasize your enthusiasm and interest in the position for which you interviewed.
- If possible, refer to some aspect that will make you stand out amongst other candidates that the interviewer will be able to easily remember. For instance, reference a particular topic of conversation that came up during your interview such as your common interest regarding a particular area of research; give further explanation regarding a skill for which the employer may have been concerned that you lacked; or reiterate a particular strength or skill that interested the interviewer.
- Thank you letters are an excellent opportunity to highlight qualifications, skills and abilities that you forgot or were unable to mention during the interview.
- Carefully proofread each letter and allow another individual to read each one as well.

## Thank You Letter (Following a Job Interview)

Your street address  
Your city, state zip  
Your phone number  
Your email

Contact Name  
Contact Title  
Organization Name  
Employer Street Address  
Employer City, State zip

Date

Dear Mr. Johnson:

Thank you very much for taking time out of your busy schedule to meet with me and discuss the Counselor position at Community Counseling Centers of Chicago. Our meeting peaked my interest in the position and strengthened my belief that I would be an excellent addition to your team.

I have significant experience working with young adults and am very impressed with your Early Intervention Program targeting adolescents at risk for substance abuse/misuse. Your short and long-term goals for the program and its outreach efforts are very exciting. I would be honored to be able to make a valuable contribution to the Early Intervention Program.

Thank you again for your time. Please let me know if I can provide you with any additional information regarding my candidacy for the Counselor position.

Sincerely,

Your Name

## **Thank You Letter (Following an Informational Interview)**

Your street address  
Your city, state zip  
Your phone number  
Your email

Contact Name  
Contact Title  
Organization Name  
Employer Street Address  
Employer City, State zip

Date

Dear Mr. Johnson:

It was a pleasure seeing you again today. I appreciate the time you found in your busy schedule to meet with me to discuss the field of child psychology.

It was interesting to learn about the interactive toys and models used in child psychology. I have already been to the library on campus to borrow the book by Leonard Finn that you recommended so highly. I am looking forward to reading about his ideas on child's play before the latency period.

Per your recommendation, I will be contacting Mr. Hayden within the next few days to set up an appointment. I will let you know how everything is progressing after I have met with him.

Again, thank you for your assistance. I will definitely be in touch with you.

Sincerely,

Your Name