

I. Personal Data

Section	Description	Example
1. Personal and Contact Information		
2. Professional Development	Be sure to account for any gaps in timeline.	
A. Undergraduate and Graduate Education	Include course of study or major.	1988-92 BS, Chemistry, University of Kansas
B. Post Graduate Education	Include Internships, Residency, Fellowships, Postdoctoral	2002-03 Postdoc, Internal Med Research Group, KUMC 2005-2008 Residency, Internal Med, KUMC
C. Continuing Education/Faculty Development	List all in relation to faculty appointment.	2014-15 Faculty Leadership Academy. Short description of the course.
D. Academic and Professional Appointments and Activities	List current and previous. Academic and other roles held over the course of your career since receiving highest degree.	Explain any lapses in career history. Private practice, specialty assignments, non-academic institutions, etc. should all be included.
E. Professional Registration/Licensure	General Information	1996 #123456 Kansas 1998 #567890 California
F. Professional Certification(s)	General Information	1995 American Board of Internal Medicine (recertified 2005, 2015) 1997 ABIM, subspecialty Nephrology
G. Professional Societies and Affiliations	General Information	1995-present AMA (member) 2002-present Kansas Society of XYZ (2005 chair)
H. Honors and Awards	General Information	2011-2014 Student Voice Award, KUMC
I. Acronyms	General Information	List all acronyms used within the CV.

II. Teaching Activities

Refer to the Domain Expectations document for definitions and examples of Teaching activities.

Section	Description	Example
1. Opening Statement	Briefly describe how you apply your teaching to different types of learners (e.g. medical students, graduate students, residents, and fellows). Highlight significant teaching accomplishments.	
2. Instruction Details List chronologically, oldest to newest.	Use inclusive years to list the same teaching activities taught year to year. (e.g. 1999-2010 CORE123 Intro to Course Lecture 1 150 Residents, MS4	
A. Didactic	Formal teaching, such as lectures, grand rounds, formal presentations to learners.	2014-15 ANAT 601 Basic Anatomy Lecture 2 hours 50-60 MS 1-2
B. Non-Didactic	Workshops, labs, discussion groups or journal clubs, PBL, CBCL	2015-16 Clinical Trials Discussion Group 1.5 hours 10-12 (learners) MS 1
C. Clinical	Clerkship, rounding, clinic, daily supervision, bedside teaching.	2010-15 Daily supervision/teaching 10 hours/day 2 students MS 2-3 1-week rotations x 12/year
D. Master's Theses and PhD Dissertations Directed	List only those for whom you are/were primarily responsible.	2013-15 Student Name Title of Thesis MPH (completed 2015)
E. Supervision of Students, Residents and/or Postdoctoral Fellows	List only those for whom you are/were primary supervisor. <i>*Also note any scholarship resulting from working with these trainees.</i>	2012-14 Name Behavior Analysis <i>*Abstract submitted to XYZ Annual Meeting, June 2013 *Manuscript published Sept. 2013 in JAMA</i>

F. Advising	Dissertation committees (not as chair), student academic groups (Major, Orr Societies) and individuals (med students, post-docs, residents, junior faculty).	2013-14 Faculty Name Peer Advisor 2014-15 Orr Society SOM Acad. Society
G. Other Teaching Activities/Invited Lectureships	CME courses, workshop instruction, faculty development seminars, lectures at society meetings, lectures at other universities/institutions.	May 2014 Crisis Intervention Police Academy KCMO Police Recruits
3. Development of Educational Materials <i>Educational materials can include syllabi, educational software packages, websites, films, educational recordings, development of national examinations, and evaluation tools. Describe any process of peer-review or expert assessment to which materials have been subjected. Specifically, document if the materials have been used or referenced by colleagues, at other institutions, regionally/nationally or otherwise disseminated.</i>	Describe any course materials, online courses, educational recordings, national exams, etc. and how it is used.	2014 Behavior Analysis Online Module, used by psychiatry and emergency med students, public service workers and teachers nationwide. Since its launch, over 3,000 people have used it. Online reviews have been very positive. Med students, healthcare workers, K-12 teachers.
4. Educational Leadership <i>Teaching leadership is imperative for mid- and established career levels in teaching. Describe administrative responsibility for activities such as formal mentoring of junior faculty (listing names), development of KUMC courses or modules, program or course director (regional/national meetings, residency, curriculum, clerkships, etc.), organizing/directing CME events, and any other leadership activities.</i>	List any directorships (fellowships, resident, module, center/ institute, etc.) or any administrative roles involved with educational activities. If listing is unique, please provide adequate detail in the narrative description.	2012-present. Residency Director. This role includes developing the rotation syllabus and contains the goals and objectives of the rotation based on level of training of the resident 2002-present. PHCL 900, Module Co-Director. This role includes developing a semester's worth of classes. I defined content, objectives, created exams.

III. Service Activities

Refer to the Domain Expectations document for definitions and examples of Service activities.

Section	Description	Example
1. Clinical Service (Patient Care) Opening Statement <i>Measures of both <u>quantity</u> and <u>quality</u> of activities are required.</i>	For Opening Statement – Provide a brief description of both quantitative (hours in clinic, RVUs, etc.) and qualitative (patient surveys, peer assessments, etc.) information of patient care activity. For quantity – tables or graphs demonstrating number of patients, time allocation in clinical activity, procedures completed, Relative Value Units (RVUs) <u>AND</u> comparative national data (MGMA or other), etc. For quality – patient surveys/reviews or other service evaluations. If the primary	<i>Quantitative Data:</i> Hours in clinic, RVUs, percentages of national standards or within group, number of patients seen, etc. <i>Qualitative Examples:</i> Patient surveys or reviews, peer assessments, etc. may be added to “additional documentation” folder.

	<i>quality evaluation is the subjective assessment of peers, please provide a narrative.</i>	
<p>2. Other Service (Not Patient Care) List chronologically, oldest to newest.</p>	<p>List activities related to professional organizations at the International, National, Regional, State, and Local levels. Include professional expertise as a reviewer or editor.</p> <p>For Clinicians, activities that support patient care services, such as hospital or UKP committees, and/or management of clinical organizations.</p> <p>For Researchers, activities as reviewers, consultants, or performing contract work.</p> <p>Also list contributions to the academic community. Department/ School/ University level committees or other activities that enhance the mission of the University.</p>	<p>For legibility, you can organize this way:</p> <p>National Committees 2005-present Society for Science Chair (2008, 2010, 2016) website</p> <p>Regional Consulting 2010-present Expert Witness for Trials Lead Poisoning from Water Supply ~3 trials/year</p> <p>School of Medicine Committees 2011-2014 APT Committee Chair (2014)</p> <p>Departmental Committees 2006-present Dept. APT Committee Vice Chair (2010) Chair (2011)</p> <p>Peer Reviewer for Academic Journals 2009-16 JAMA ~10 reviews/year</p> <p>Community Service 2009-present Rose Brooks Women’s Shelter Provide routine medical exams ~2 days/month.</p>

IV. Research and Scholarly Activities

Refer to the Domain Expectations document for definitions and examples of Research and Scholarly activities.

Section	Description	Example
1. Opening Statement	Briefly summarize your research and scholarly activities in addition to the impact of your contributions and achievements. Include explanations to help those who may not be familiar with your field or expertise.	
2. Grants, Contracts, and Clinical Trials	<i>Request funding award documentation directly from the PI if you do not have it available.</i> Include all grants, contracts, and clinical trials submitted, EVEN IF UNFUNDED. List all investigators, applicant’s name in BOLD . <i>If not the PI, provide a brief description of your role.</i>	
A. Previous Grants, Contracts, and Clinical Trials		Jones, J. George, D. PTSD Identifiers DOD \$3M 2010-2015 Complete <i>As Co-I, I provided expertise for unusual identifiers and collected data. 32 publications and 12 presentations resulted and are listed in following sections.</i>
B. Current Grants, Contracts, and Clinical Trials		George, D. Jepson, T. Treatments for PTSD DOD \$2M 2014-2019 Active
C. Submitted Grants, Contracts, and Clinical Trials		George, D. Lawrence, G. PTSD in Adolescents NIMH \$500,000 2013-14 Not Awarded <i>Resubmitted 2015, Pending (Score 12)</i>
3. Scholarly Publications List chronologically, oldest to newest.	Accepted citation styles can be found on the Dykes Library website - Using and Citing Sources , with applicant’s name in BOLD .	
A. Articles (Peer-Reviewed Published)	Include full-length, peer-reviewed articles in scientific journals. List all authors (applicant’s name in BOLD), year, title, journal, volume, and inclusive pages. <i>Do Not include papers in preparation, submitted, or under revision.</i>	1. Bruce, S., Stepping, J., Jackson, B., Martinez, L. (2015). Brain responses to food in advertising. <i>The Journal of Nutrition</i> , 168, 259-264. PMID: 23928478. Cited 47 times.

School of Medicine

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B. Manuscripts in Press	List all authors (applicant's name in BOLD), title, journal, year submitted.	1. Cheng R , Reddy K. Vitamin absorption in cancer treatment. <i>Journal of Pharmacology</i> . 2015, in press. *Invited review.
C. Manuscripts Submitted – not yet accepted for publication	List all authors (applicant's name in BOLD), title, journal, date submitted. <i>Do Not include manuscripts here that are incomplete or not yet submitted.</i>	1. Maybee, N., Kramer, S. , Hest, C. Outcomes of Rapid Strep Screening in a Free Medical Clinic. <i>Journal of Health Care for the Poor</i> . (Under review.) Submitted Oct, 2018
D. Invited or Non-Peer Reviewed Articles or Reviews	List all authors (applicant's name in BOLD), year, title, journal, volume, and pages. Include publication type – editorial, letter to editor, essay, book review, etc.	1. Shah, G , Ryhees, W. Spring 2014. Cardiac Arrest: A Review. <i>AAMC Newsletter</i> .
E. Books and Book Chapters	List all authors (applicant's name in BOLD), year, book title, chapter title, edition, publisher, and pages. If available online, a link to book/book chapter is recommended	1. Jones R. , Wang Q. Vitamin Deficiencies. In <i>Biochemical, Physiological, Molecular Aspects of Human Nutrition (4th edition)</i> . Stipanuk M. Saunders, Elsevier Inc., St. Louis MO, 2010; Chapter 21 pp602-86.
F. Abstracts	If an abstract is tied to a presentation (oral or poster), enter the information only under Presentations and Posters. Do not list it in both Abstracts and the Presentations sections. Add notation *published abstract to the presentation or poster citation.	1. Martinez, L , David, A, & Bright, A. (2016, April). Impulsivity, & self-control in children with ADHD. <i>Annals of Behavioral Medicine</i> .
G. Other Scholarly Publications	List any clinical guidelines, policy documents, position statements, white papers, etc.	1. Shaw B , Fleishman M. (2012) Management of Pain. <i>Decision Support in Medicine – Anesthesiology</i> [Online] Available: www.AAP.com/pain
4. Presentations and Posters List chronologically, oldest to newest.	Standard citation format, with name BOLD . Note any *published abstracts associated with presentations or posters.	
A. Oral Paper Presentations	List all authors (applicant's name in BOLD), title, sponsoring organization, extent of peer-review, location and date of presentation.	1. Macey R , Jones P, Martinez E. Does Initial Presentation Affect Survival for Metastatic Liver Cancer? March 2013. Annual Meeting of the Society of Oncology. Washington DC. *Published Abstract
B. Poster Presentations	List all authors (applicant's name in BOLD), title, sponsoring organization, extent of peer-review, location and date of presentation.	1. Martinez, L. & Potter, F. (2009, April). Stress related triggers for good and bad choices. Poster presented at Cognitive Neuroscience Society, San Diego, CA. *Published Abstract
C. Invited Seminars/Visiting Professorship at Other Universities and Institutions.	Provide title, sponsoring organization or institution, location, and date of presentation.	1. Shaw, L. (2012, September). Studies of exercise, motivation and decision-making. Invited Lecture at Oklahoma State University, Stillwater, OK.
D. Media Presentations or Interviews	List the topic, event type (e.g. TV segment, radio interview), sponsoring organization or institution, and date of appearance.	National Media April 2014, <i>Chicago Sun Times</i> . Interviewed for article: Brain activity anomalies in speech disorders. Story was featured and picked up by other news outlets. www.cst.org/disorders
5. Other Evidence of Scholarship	Include patents or other evidence of acceptance of devices or procedures.	Fry, A.L. , (1993) Sticky Notes. U.S. Patent No. 5,194,299. Washington, DC: U.S. Patent and Trademark Office.