PERSONAL STATEMENTS & CVS

PERFECTING STATEMENTS & CVS FOR DENTAL RESIDENCY:
FEBRUARY 9TH, 2015

TODAY'S PLAN

• LEARN THE DOS AND DON’TS WITH REGARD TO YOUR PERSONAL STATEMENT & CV
• WRITING AN INTRO/GETTING STARTED
• GRAMMAR ISSUES
• LEARN ABOUT RESOURCES THAT CAN HELP YOU TO CRAFT EXCELLENT PERSONAL STATEMENTS & CVS
YOUR TICKET TO AN INTERVIEW

• INTEGRITY (DO YOU HAVE A HIGH STANDARD/ETHICS)
• ACADEMIC (GPA, TEST SCORES)
• TEAMWORK (WORKING ON PROJECTS/WORKING WITH UNDERSERVED)
• ENERGY/INTENSITY (BUT NOT TOO MUCH...)
• KNOWLEDGE OF THE SPECIALTY (EXTERNSHIPS)
• RESEARCH (ARE YOU APPLYING TO A MASTER’S PROGRAM?)

PERSONAL STATEMENTS

DO I? OR DON’T I …?
**DO FIND A DIRECTION . . .**

- MAKE SURE TO GIVE YOUR STATEMENT A DIRECTION WITH A MAIN IDEA OR THESIS IN THE INTRODUCTION.
- YOU CAN ALSO USE A STORY TO OUTLINE THE UNDERLYING THEME/ THEMES OF YOUR STATEMENT. THIS IS GENERALLY DONE IN 1-2 PARAGRAPHS. WHAT MAKES YOU UNIQUE?
- THEMES SUCH AS TEAMWORK, RESEARCH, CLINICAL EXCELLENCE & SERVICE ARE GENERALLY A FOCUS
- REVISIT THE THEME THROUGHOUT THE BODY OF THE STATEMENT
- CONCLUDE BY REINFORCING YOUR EARLIER THESIS STATEMENT

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**DO ORGANIZE**

- MAKE SURE YOUR STATEMENT HAS ‘ORGANIZATION’. IF YOU MENTION YOUR TEAMWORK SKILLS, RESEARCH EXCELLENCE, AND VOLUNTEER WORK IN YOUR THESIS STATEMENT, BE SURE TO PUT PARAGRAPHS IN THAT ORDER
- WRITING OUT A BRIEF OUTLINE OR GAME-PLAN IS NOT A BAD IDEA BEFORE YOU START
- BRAINSTORMING!
**DO USE EXAMPLES**

- **USE CONCRETE EXAMPLES FROM YOUR OWN LIFE.**
- **WHAT MOTIVATES YOU TO ENTER THIS SPECIALTY?**
- **DO NOT SAY YOU HAVE A ‘PASSION’ FOR ENDODONTICS... **SHOW** ME THAT YOU HAVE A PASSION BY GIVING CONCRETE EXAMPLES OF THE WORK YOU HAVE DONE. EVERYONE APPLYING HAS A PASSION, BELIEVE ME.**

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**DON’T USE CLICHÉS ...**

- **SINCE BIRTH, I HAVE BEEN FASCINATED BY THE ART OF DENTISTRY**
- **FROM AN EARLY AGE, I DREAMED OF BECOMING AN ORTHODONTIST**
- **IN THE WORLD WE LIVE TODAY, PEDODONTISTS ARE GOOD WITH CHILDREN**
- **ENDODONTICS ROCKS MY WORLD! I HAVE ALWAYS DREAMED OF USING GUTTA-PERCHA**
- **EXTRACTING TEETH IS MY PASSION, SO PLEASE ACCEPT ME TO YOUR PROGRAM**
- **(FOR AS LONG AS I CAN REMEMBER, DENTISTRY IS A VERY CHALLENGING CAREER, ORAL SURGERY IS A PROFESSION I HAVE ALWAYS LOOKED UP TO)**
DON'T **LIST OUT YOUR ACCOMPLISHMENTS**

• IN FACT, AVOID LISTS ALTOGETHER
• YOU ALREADY LISTED YOUR ACCOMPLISHMENTS IN YOUR CV
• ELABORATE ON YOUR ACCOMPLISHMENTS AND SAY SPECIFICALLY WHAT YOU DID. **CONCRETE EXAMPLES!!!**

DON'T **DWELL ON CRISIS**

• DON’T SPEND TIME DWELLING ON ANY SHORTCOMINGS OR PERSONAL CRISIS. IF YOU DO DESCRIBE A PERSONAL CRISIS, DISCUSS HOW IT AFFECTED YOUR GOALS OR PERSPECTIVE ON LIFE. RELATE BACK TO THE FULL PURPOSE OF YOUR ESSAY.
DON’T MISSPELL WORDS AND USE POOR GRAMMAR

• YOU WANT TO REFLECT PROFESSIONALISM!
• POORLY WRITTEN STATEMENTS WILL MAKE A BAD IMPRESSION
• ALSO, THINK ABOUT WORD CHOICE:

(BY PARTICIPATING IN AN ORAL SURGERY EXTERNSHIP, MY INTEREST IN PERFORMING EXTRACTIONS WAS PLACATED). ‘SATIATED’ WOULD BE A BETTER WORD.

PLACATE MEANS TO MAKE SOMEONE LESS ANGRY OR HOSTILE...

MAJOR THEMES
WHAT ARE SEARCH COMMITTEES LOOKING FOR?
DEMONSTRATE COMPASSION & INTEGRITY

• MAKE SURE TO DISCUSS YOUR HUMANITARIAN ACTIVITIES AND YOUR INTEREST IN SOCIAL JUSTICE
• DID YOU VOLUNTEER? AYUDA? HUMANITARIAN TRIPS? WHAT DID YOU LEARN FROM THOSE TRIPS?

RESEARCH ACTIVITIES & TEACHING

• DO YOU WANT TO TEACH? DID YOU PERFORM RESEARCH DURING YOUR DDS? IF SO, MAKE SURE TO ELABORATE ON WHY YOU WANT TO TEACH OR CONTINUE TO RESEARCH.
• THEMES SUCH AS LIFE-LONG LEARNING; CONTINUING TO CONSULT PUBLISHED RESEARCH OR THE “LITERATURE”; SHARING YOUR KNOWLEDGE WITH OTHERS; MAY BE THEMES YOU WANT TO ADD TO YOUR STATEMENT (IF YOU ARE APPLYING TO PROGRAMS THAT WILL END IN YOU OBTAINING A MASTER’S DEGREE – RESEARCH IS IMPORTANT)
LEADERSHIP

• MAKE SURE TO DISCUSS YOUR LEADERSHIP POSITIONS (OFFICES HELD, TEACHING)
• WHAT HAVE YOU LEARNED FROM THESE POSITIONS?
• HOW WILL YOU CONTINUE TO LEAD?

CLINICAL EXPERIENCES & SELECTIVES

• WHAT SKILLS HAVE YOU LEARNED FROM YOUR EXPERIENCES IN THE CLINIC OR ON HUMANITARIAN TRIPS?
• WHAT HAVE YOU LEARNED FROM EXTERNSHIPS?
• WHAT DID YOU GAIN FROM BEING PART OF THE ORTHO STUDY CLUB OR BEING A SELECTIVE?
CHALLENGES IN THE PROFESSION

• ARE THERE ANY CHALLENGES IN THE PROFESSION/SPECIALTY THAT YOU WANT TO ADDRESS?
• ANY NEW RESEARCH OR NEW CONCEPTS THAT SHOW YOUR KNOWLEDGE OF THE SPECIALTY?

THE INTRO IS THE HARD PART
OR AT LEAST THAT'S WHAT YOUR 2015 COLLEAGUES SAID...
A PLACE TO START...

• PERSONAL STORIES
• COMPELLING QUOTATIONS
• THE USE OF HUMOR/TAKING A CALCULATED RISK
• TOPICAL CONTEXT

WRITING PERSONAL STATEMENTS ONLINE: A HANDBOOK FOR STUDENTS APPLYING FOR SCHOLARSHIPS AND GRADUATE STUDY: PENN STATE: HTTPS://WWW.E-EDUCATION.PSU.EDU/WRITINGPERSONALSTATEMENTSONLINE/P3_P3.HTML
PERSONAL STORY

Marie Curie, Statement

Leaving Ghana in 1981, I never imagined I would be in the position I am today. My family and I came as war refugees to America shortly after the death of my father during a military coup that ended democratic governance in the country that year. The hardships I endured thereafter instilled in me a strong work ethic and greater appreciation for life. From my academic, employment, and volunteer experiences, I have used my energy and motivation to not only become a skilled dentist, but to continue further by pursuing a career as a caring and proficient endodontist and community leader.

COMPELLING QUOTATIONS

• “IT’S NOT ABOUT HOW TO ACHIEVE YOUR DREAMS, IT’S ABOUT HOW TO LEAD YOUR LIFE, ... IF YOU LEAD YOUR LIFE THE RIGHT WAY, THE KARMA WILL TAKE CARE OF ITSELF, THE DREAMS WILL COME TO YOU.”

— RANDY PAUSCH, THE LAST LECTURE

THE LATE DR. RANDY PAUSCH ONCE GAVE A LECTURE THAT TUGGED AT THE HEARTSTRINGS OF COUNTLESS PEOPLE AROUND THE WORLD. IT WAS PART OF A SERIES OF LECTURES AT CARNEGIE MELLON UNIVERSITY CALLED THE LAST LECTURE. AT THE TIME THE LECTURE WAS GIVEN, AND WHAT MADE IT PARTICULARLY POIGNANT, WAS THAT DR. PAUSCH HAD BEEN DIAGNOSED WITH LATE STAGE LIVER CANCER. THE TOPIC OF HIS LECTURE CONSISTED OF TWO PARTS: THE FIRST PART DISCUSSED THE IMPORTANCE OF ACHIEVING ONE’S CHILDHOOD DREAMS AND THE SECOND PART, MORE IMPORTANTLY, WAS THAT OF ENABLING THE DREAMS OF OTHERS. AFTER WATCHING THIS LECTURE WHEN IT AIRED ON TELEVISION, IT RESONATED WITH ME LIKE NO OTHER FORM OF MEDIA. BACK THEN, IT INVIGORATED ME TO KEEP WORKING HARD IN HOPES OF GAINING ADMISSION INTO DENTAL SCHOOL BECAUSE, ULTIMATELY, BECOMING AN ORTHODONTIST IS MY DREAM. ALTHOUGH I SUCCEEDED IN TAKING MY FIRST STEP TOWARD REALIZING MY DREAM BY ENTERING DENTAL SCHOOL, I DIDN’T, AT THE TIME, FULLY APPRECIATE THE SECOND PART OF PAUSCH’S LECTURE. IT WAS NOT UNTIL I REFLECTED UPON WHAT I HAVE ACCOMPLISHED VIA MENTORING AND SOCIAL JUSTICE-RELATED EXTRACURRICULAR ACTIVITIES THAT I REALIZED WHAT ENABLING THE DREAMS OF OTHERS TRULY MEANS.
THE USE OF HUMOR

My interest in books dates back to when I was just a wee one. Even though my mother was a busy lady, she would always find time sit me on her lap and read *The Velveteen Rabbit*. It was as if the words swirled up and hugged me and never let me go; books became a comforting and a reassuring presence. When I reached elementary school I would anticipate Thursday, our ‘library day’, where I knew I could pick out new titles for consumption. I read all of Judy Blume, moved on to all the *Oz* titles by L. Frank Baum, and never stopped. As a precocious child of 10 or 11, I recall having a ‘secret book club.’ A close friend and I would take turns reading aloud from novels that were probably way too advanced for our age, but afforded us some high quality entertainment. Then, in high school I started reading everything I could find: Margaret Atwood, Edith Wharton, F. Scott Fitzgerald, and even my mother’s melodramatic Danielle Steele novels. Quite easily I came to the conclusion that a career in books was what I wanted more than anything.

At university, I gained an English degree and after college I gained a certificate in publishing, which led me to my current book job. So, since I am surrounded by books already, why do I want to move out of publishing and on to Library Science? I must say that a large part of my interest in leaving the publishing profession has to do with my desire to expand my world. Publishing is based primarily in New York City, and therefore leaves little opportunity to go elsewhere. An MSLS would allow me to obtain a career with the opportunity for movement, and perhaps I will finally get to grow an outdoor garden and regain my exquisite driving skills. I also find that the corporate setting leaves something to be desired. Although I do believe my publishing experience was incredibly worthwhile, a library science profession is less sales-driven and more oriented toward excitement about books and finding innovative ways to impart information to society.

TOPICAL CONTEXT

- AS I WRITE THIS STATEMENT, A NEWS REPORT ON THE DANGERS OF DENTAL X-RAYS CAUSING MENINGIOMA HAS AIRED. (USE CURRENT EVENTS)
- IN JANUARY 2015, AN OPINION PIECE WAS PUBLISHED ON THE USE OF PUMICE/RUBBER CUP PROPHYLAXIS ON PEDIATRIC PATIENTS. OUR PROFESSOR SENT THE ARTICLE TO THE STUDENT LISTSERV ASKING IF SOMETHING SO COMMONLY USED IS TRULY NECESSARY OR PREVENTIVE. I FIND THAT PROVIDING EXCELLENT PATIENT CARE NOT ONLY INVOLVES ADEPT COMMUNICATION AND COMPASSION, BUT AN UNDERSTANDING OF CURRENT ISSUES AND RELEVANT LITERATURE. PATIENT CARE STANDARDS... PEDIATRIC DENTISTRY...
As is evidenced by recent articles available in the literature regarding the role of the librarian; our roles are no longer traditional, nor are they static. Emerging technologies have changed the scope of our practice, and we find ourselves with the need to adapt and reinvent our services. We are also now, more than ever, charged with providing our patrons with the toolkit necessary to identify quality evidence within a sea of information. Our ability to remain flexible and adapt to the needs of our organizations is imperative. In 2008, when I began my position at the University of Southern California, I knew I wanted to be in an environment that fostered creativity, learning, and was never stagnant. My experience has exceeded expectations, and the Wilson Dental Library at the Herman Ostrow School of Dentistry has provided many opportunities to go beyond traditional roles of a librarian. Since arriving at USC, the environment I have been a part of has supplied more than just an opportunity to learn and create; it has allowed for me to have the opportunity to become a mentor, a teacher, a dental researcher, and a technology guru. I believe the work I have done since beginning my career reflects a dedication to: teaching our future health practitioners information management and retrieval so that they may find the best evidence to treat patients, providing excellent customer service to patrons, acting as a mentor to students, keeping up with emerging technologies that can aid our patrons and improve our services, and continuing in my own education so that I may perform my duties with excellence.
The successes I have had in life have come because others gave me opportunities and I took full advantage of them. One such person was Dr. Olivia Langdon, my college Rugby coach at the University of Missouri. Our team had learned how play to its strengths, and in the final regular season game of my senior year, she chose me to take a penalty kick against the University of Washington. It was the opportunity we had waited for to make our team one of the few in the country to ever complete an undefeated regular season. Our #1 national ranking was on the line; I had waited for such a moment my entire life. I took a deep breath, and then I scored the game-winning goal, one of the biggest in the program’s history. I will never forget that feeling, not only for my own abilities, but what our team was able to accomplish through our collective efforts.
TRANSITIONS

- **BASICALLY,** TRANSITIONS PROVIDE THE READER WITH DIRECTIONS FOR HOW TO PIECE TOGETHER YOUR IDEAS INTO A LOGICALLY COHERENT ARGUMENT. TRANSITIONS ARE NOT JUST VERBAL DECORATIONS THAT EMBELLISH YOUR PAPER BY MAKING IT SOUND OR READ BETTER. THEY ARE WORDS WITH PARTICULAR MEANINGS THAT TELL THE READER TO THINK AND REACT IN A PARTICULAR WAY TO YOUR IDEAS. **IN PROVIDING THE READER WITH THESE IMPORTANT CUES,** TRANSITIONS HELP READERS UNDERSTAND THE LOGIC OF HOW YOUR IDEAS FIT TOGETHER.

FROM UNC WRITING CENTER:

HTTP://WRITINGCENTER.UNC.EDU/HANDOUTS/TRANSITIONS/
HOW DO YOU KNOW YOU NEED TO WORK ON TRANSITIONS?

• YOUR READER HAS WRITTEN COMMENTS LIKE “CHOPPY,” “JUMPY,” “ABRUPT,” “FLOW,” “NEED SIGNPOSTS,” OR “HOW IS THIS RELATED?” ON YOUR PAPERS.
• YOUR READERS (INSTRUCTORS, FRIENDS, OR CLASSMATES) TELL YOU THAT THEY HAD TROUBLE FOLLOWING YOUR ORGANIZATION OR TRAIN OF THOUGHT.
• YOU TEND TO WRITE THE WAY YOU THINK—AND YOUR BRAIN OFTEN JUMPS FROM ONE IDEA TO ANOTHER PRETTY QUICKLY.
• YOU WROTE YOUR PAPER IN SEVERAL DISCRETE “CHUNKS” AND THEN PASTED THEM TOGETHER.

FROM UNC WRITING CENTER: HTTP://WRITINGCENTER.UNC.EDU/HANDOUTS/TRANSITIONS/

I believe the work I have done since beginning my career reflects a dedication to: teaching our future health practitioners information management and retrieval so that they may find the best evidence to treat patients, providing excellent customer service to patrons, acting as a mentor to students, keeping up with emerging technologies that can aid our patrons and improve our services, and to continuing in my own education so that I may perform my duties with excellence.

One of my first opportunities at the Wilson Dental Library (starting the sequence) was to go beyond traditional methodology, and develop a new format of library orientation. My belief is that a full and rich dental education should include a curriculum that will lead students to become savvy consumers of the scientific literature, adept critical thinkers as well as proficient users of technology.
GRAMMAR!

THERE THEIR THEY’RE AHHHHH!!

GRAMMAR AND STYLE TIPS

• TOWARD IS AMERICAN, TOWARDS IS BRITISH ENGLISH
• THEIR = POSSESSIVE (THEIR TEETH HURT)
• THEY’RE = THEY ARE. (THEY’RE GOING TO THE DENTIST)
• THERE = PRONOUN (THERE IS A DENTIST IN TOWN)
  = ADVERB (WAIT THERE UNTIL THE DENTIST GETS BACK)
• PRE-DENTAL IS HYPHENATED, PREMEDICAL IS ONE WORD
• HEALTHCARE IS ONE WORD
• ALWAYS GIVE THE FULL NAME OF SOMETHING THE FIRST TIME AND PUT ABBREVIATIONS IN PARENTHESIS AND THEN YOU MAY USE THE ABBREVIATION THEREAFTER... -AMERICAN DENTAL EDUCATION ASSOCIATION (ADEA)
• YOU MUST SPELL OUT HERMAN OSTROW SCHOOL OF DENTISTRY OF USC. YOU CAN ALWAYS USE USC OR THE SCHOOL THEREAFTER...
MORE GRAMMAR...

• APOSTROPHES – SINGULAR = THE DOCTOR’S WHITE COAT IS HANGING IN HIS OFFICE
  PLURAL = THE CITY PAYS MOST OF THE DOCTORS’ SALARIES IN LOS ANGELES
• SEASONS ARE NOT CAPITALIZED (FALL, WINTER, SPRING, SUMMER)
• SOUTH AFRICA IS CAPITALIZED, BUT DIRECTIONALS ARE NOT (EAST, WEST, SOUTH, NORTH)
• A GENERAL CLASS SUBJECT SUCH AS BIOLOGY, GENETICS, BIOCHEMISTRY IS NOT CAPITALIZED
• TRY TO AVOID USING THE WORD ‘YOU’. IT SHOULD BE AVOIDED IN PERSONAL STATEMENTS. IF YOU ARE WRITING A HOW-TO PAPER, THEN IT IS ACCEPTABLE.

COMMAS

• WHEN YOU ARE WRITING A SERIES OR A LIST, AND THERE ARE ONLY TWO ITEMS IN YOUR LIST THEN THERE IS NO COMMA. FOR EXAMPLE: I HAD AN ORTHO COMP AND AN ENDO COMP TODAY.
• MORE THAN TWO ITEMS IN A LIST, THERE SHOULD BE A COMMA AFTER EACH ONE, INCLUDING THE ONE BEFORE THE AND UNLESS YOU WANT TO GROUP TWO OF THE ITEMS ON THE LIST TOGETHER. FOR EXAMPLE: THREE CHARACTERISTICS I WOULD SAY DESCRIBE MYSELF ARE FRIENDLINESS, COMPASSION, AND EMPATHY.
ENDING A SENTENCE WITH A PREPOSITION?

• You shouldn’t end a sentence with a preposition when the sentence would mean the same thing if you left off the preposition.

"Where are you at?" is wrong because "where are you?" means the same thing.

But there are many sentences where the final preposition is part of a phrasal verb or is necessary to keep from making stuffy, stilted sentences: “I’m going to throw up,” “up, I am going to throw” wouldn’t work...

RUN ON SENTENCES

• I am a woman I am a dentist (run on)
• I am a woman. I am a dentist. (periods)
• I am a woman; I am a dentist (semi-colon)
• I am a woman, yet I am a dentist (conjunction with a comma)
• I am a woman; nevertheless, I am a dentist. (conjunctive adverb with a semi-colon and a comma)
ACTIVE VS PASSIVE VOICE

• **ACTIVE VOICE** – THE SUBJECT IS DOING THE ACTION: RAYMOND LOVES JOAN. RAYMOND IS THE SUBJECT. HE LOVES JOAN; THE OBJECT.

• **PASSIVE VOICE** – JOAN IS LOVED BY RAYMOND. THE SUBJECT OF THE SENTENCE IS JOAN, BUT SHE ISN’T DOING ANYTHING. SHE IS THE RECIPIENT OF RAYMOND’S LOVE.

• IT WAS HEARD BY ME THROUGH THE GRAPEVINE (PASSIVE)

• BUT.. IT IS ACTUALLY RECOMMENDED IN SCIENCE WRITING... THE DNA WAS SEQUENCED...
  INSTEAD OF WE SEQUENCED THE DNA.

(YOU ARE WRITING A PERSONAL STATEMENT, SO TRY TO KEEP THINGS ACTIVE!)

LOGISTICS

• **WORD COUNT:** ~850 WORDS MAX

• **CHARACTERS WITH SPACES COUNT:** 5200 MAX

• **PAGES:** 1 ½ - 2 ¼
My interest in books dates back to when I was just a wee one. Even though my mother was a busy lady, she would always find time sit me on her lap and read *The Velveteen Rabbit*. It was as if the words swirled up and hugged me and never let me go; books became a comforting and a reassuring presence. When I reached elementary school I would anticipate Thursday, our ‘library day’, where I knew I could pick out new titles for consumption. I read all of *Judy Blume*, moved on to all the * Oz* titles by L. Frank Baum, and never stopped. *As a precocious child of 10 or 11, I recall having a ‘secret book club.’ A close friend and I would take turns reading aloud from novels that were probably way too advanced for our age, but afforded us some high quality entertainment. Then, in high school I started reading everything I could find: Margaret Atwood, Edith Wharton, F. Scott Fitzgerald, and even my mother’s melodramatic Danielle Steele.*
CURRICULUM VITAE (CV)

DO S AND DON'TS

**DO HIGHLIGHT YOUR BIG ACCOMPLISHMENTS FIRST**

- IF YOU HAVE EXTENSIVE LEADERSHIP EXPERIENCE AND LESS VOLUNTEER OR HUMANITARIAN SERVICE; LIST LEADERSHIP FIRST
DO MAKE CV’S CLEAN AND EASY-TO-READ

Don’t clutter up space on your CV
Use a legible font
Create clearly defined categories

DO MAKE SURE TO INCLUDE SHORT DESCRIPTIONS OF EXPERIENCES

**DENTAL EXPERIENCE**

**Clinical**

- 5/12-5/13: Orthodontic Clinic Selective with Dr. H. Ivan Shinorokin.
  Assist, shadow, and participate in treatment planning of patients with orthodontic residents from USC at the Children’s Dental Center of Greater Los Angeles.

- 1/13-2/13: Externship at La Maestra San Diego Clinic.
  Provide all levels of dental care to underprivileged members of San Diego.

- 5/11-6/11: Orthodontic Observer at Ostrow School of Dentistry with Dr. Shinorokin.
  Shadow orthodontic residents at clinic once each week.

**Research**

- 5/10-5/12: Center for Craniofacial Molecular Biology of USC, Los Angeles, CA.
  Project: Herwig’s Epithelial Root Sheath Proteins and FDL Cell Differentiation
  Run reverse-transcription processes, prepare and run microarrays in order to identify gene expression. Compare this gene expression data with control groups and other experimental groups. Two presentations (see below).

You can use bullet points as well. Depends on what sort of space you have.
DON’T INCLUDE PRESENTATIONS DEVELOPED FOR COURSEWORK

• YOUR TX PLANNING PRESENTATIONS ARE NOT CONSIDERED ‘PRESENTATIONS’. IF YOU WANT TO ADD PRESENTATIONS YOU DID FOR A CLASS – ADD THEM UNDER A ‘COURSEWORK’ HEADING

DON’T INCLUDE WORK EXPERIENCE UNLESS RELEVANT

• INCLUDE EXPERIENCE RELEVANT TO DENTISTRY OR YOUR CHOSEN SPECIALTY
• WORK EXPERIENCE IN OTHER HEALTH PROFESSIONS, BUSINESS RELATED FIELDS OR PROFESSIONAL EXPERIENCE IS RELEVANT, BUT DENTAL EXPERIENCE/ORTHO, ETC, SHOULD GO FIRST.
DON'T PUT ROTATIONS UNDER VOLUNTEER EXPERIENCE

• VOLUNTEER EXPERIENCE IS TIME SPENT DOING THINGS OUTSIDE OF YOUR NORMAL ACTIVITIES OR WORK
• MOST USE A CATEGORY SUCH AS HUMANITARIAN SERVICE, COMMUNITY SERVICE, ETC. IF YOU WANT TO INCLUDE YOUR ROTATIONS IN THESE CATEGORIES, PLEASE BE SURE TO LABEL THE ROTATIONS AS (MANDATORY ROTATION).
• FIND OUT FROM VOLUNTEER EXPERIENCE LEADERS HOW MANY TIMES YOU MUST PARTICIPATE TO HAVE IT COUNT... (VIA DEAN’S OFFICE)

FREQUENTLY USED CATEGORIES

• EDUCATION – USUALLY FIRST ON CV
• DENTAL EXPERIENCE, EXTERNSHIPS, PROFESSIONAL EXPERIENCES, RELEVANT "ORTHO, OMFS, ENDO, PERIO, PROSTH, PEDO" EXPERIENCE
• LEADERSHIP EXPERIENCE (OR ACTIVITIES)
• TEACHING EXPERIENCE
• RESEARCH EXPERIENCE
• SERVICE EXPERIENCE/COMMUNITY SERVICE/HUMANITARIAN WORK/VOLUNTEER WORK
• AWARDS & ACHIEVEMENTS
• PROFESSIONAL MEMBERSHIPS
• PUBLICATIONS/PRESENTATIONS (IF APPLICABLE)
• WORK EXPERIENCE (IF APPLICABLE)
• CAN ADD OTHER SPECIAL SKILLS - LANGUAGES FOR EXAMPLE
EDUCATION

The Herman Ostrow School of Dentistry of USC – Los Angeles, CA August 2009-May 2013 (Projected)
Dental Candidate
University of California, Berkeley - Berkeley, CA August 2004-May 2008
B.A. Molecular and Cell Biology- emphasis in immunology with a concentration of infectious diseases
• GPA: 3.35
Walnut High School – Walnut, CA September 2000 – June 2004
• International Baccalaureate Laureate
• GPA: 3.90

PROFESSIONAL EXPERIENCE AND EXTERNSHIPS

Herman Ostrow School of Dentistry of USC Special Patients Selective October 2011-Present
Member
• Experience treating patients with special needs and disabilities
• Participation is open to dentists participating in the early selective process
Herman Ostrow School of Dentistry of USC OMFS Selective January - April 2012
Member
• Advanced training in surgical and complex oral surgery cases
• Clinical experience with Hall Drill, flap surgery, and rotators
Herman Ostrow School of Dentistry of USC OMFS Selective – LAC+USC Hospital, Los Angeles, CA April 2012
Extern
• Experience treating patients in the clinic
• Comprehensive review of patient cases during rounds
Loma Linda Veterans Affairs Medical Center OMFS Externship, Loma Linda, CA April 2011
Extern
• Experience treating patients in the outpatient clinic

EXTERNSHIPS/SELECTIVE

USC Oral and Maxillofacial Surgery Selective 2011-present
• Advanced training in oral surgery procedures, attend additional lectures, observe in clinic
• Volunteer twice a week to treat patient overflow and assist in oral surgery clinic
• Presented lectures: “Foreign Body Airway Obstruction” and “Facial Fractures and LeFort Surgery”
USC Los Angeles County Medical Center OMS Selective 4/30/12-6/11/12
• Assisted residents in operating room surgeries, performed simple dental extractions in outpatient clinic
• Attended grand rounds, clinical pathology conferences, and journal club meetings
• Presented “Prospective Study of Three Tx Methods for Isolated Fractures of Mandibular Angle” and “Inhibition of Alveolar Osteitis in Mandibular Tooth Extraction Sites Using Platelet Rich Plasma”
University of the Pacific Highland Hospital OMS Externship 3/12/12-3/23/12
• Assisted residents in all phases of oral and maxillofacial surgery, triaged patients, attended grand rounds
• Volunteered to take calls with residents every night
• Presented “Microneurosurgery” powerpoint lecture to residents and attending surgeons at grand rounds
## Leadership Activities

**Associated Student Body of the Herman Ostrow School of Dentistry of USC**  
**Class of 2013 Board Member**  
- Plan and organize class events  
- Fundraise  
- Attend ASB meetings and retreats  

**Class of 2013 Yearbook Liaison**  
- Elected position with voting rights  
- Document and photograph school and class events  
- Create class yearbook  

**Auction Committee Chair**  
- Lead Auction Committee to organize and execute schoolwide social and fundraising event  
- Work with Associated Student Body, Office of Admissions, Facilities Team, Office of the Dean, Development Office, Jay’s Catering, and Best Promotions  

## Service

**AYUDA Humanitarian Dental Group**  
- Volunteer at monthly clinics to provide free dental treatment to underserved Southern California communities  
- At request of founder Dr. Harris Done, presented to 46 Rotary Club Presidents of Orange County to secure over $6,000 in donations  
- Received $1500 scholarships to attend 2012 Colombia, 2011 Belize, and 2010 Panamá international clinics  
- Treated remote indigenous tribes and poverty stricken populations without access to water and electricity  

**ADA Give Kids a Smile Day**  
- Dressed up as “Mr. Molar” to teach oral hygiene and healthy diet habits to children at Foshay Learning Center  
- Helped perform free dental screenings for over 100 children  
- Interviewed for “Conrad’s Corner” – USC’s only newstalk radio show.

## Awards and Achievements

- **Ostrow School of Dentistry OKU Everett Payne Memorial Scholarship**  
  - Awarded scholarship based on academic merit, scholarly direction, service, and leadership demonstration  
  - 2012

- **Dean’s List Recognition**  
  - 2009-2012

- **USC AYUDA Colombia International Clinic Travel Award Scholarship**  
  - 2012

- **USC AYUDA Belize International Clinic Travel Award Scholarship**  
  - 2011

- **USC AYUDA Panamá International Clinic Travel Award Scholarship**  
  - 2010

- **Certificate for Intermediate Spanish Completion from Hispanic Student Dental Association**  
  - 2009
RESOURCES!

Quick Links
Access Medicine  CourseMate  ExamMaster
LexiComp for DEN  ClinicalKey  OvidSP
Primal Pictures  Subject Guides  PubMed@USC
Stat!Ref  UpToDate  VisualDx

PERSONAL STATEMENT GUIDE

Pathology
by Anna Hughes - Last Updated Oct 22, 2012
Guide that includes general pathology & histopathology, head & neck and oral pathology.

Pediatric Dentistry or Pediatric Dentistry
by Anna Hughes - Last Updated Oct 22, 2012
Brief introduction to some of the more popular titles in this subject area. Includes RSS feeds, relevant associations, helpline search tips.

Periodontics
by John Guenther - Last Updated Oct 22, 2012
Brief introduction to some of the more popular titles in this subject area. Includes RSS feeds, relevant associations, helpline search tips.

Personal Statement Writing & CVs for Residency
by Anna Hughes - Last Updated May 21, 2013
Guide to commonly used Residency tasks and resources.

Back to Top
**ONE-ON-ONE SESSIONS**

• ALL FINAL/COMPLETE DRAFTS MUST BE TURNED IN BY FRIDAY, MARCH 6TH, 2015.

• ONE-ON-ONE APPOINTMENTS ARE ROLLING. IF YOU TURN THINGS IN BEFORE THE 6TH, I MAY BE ABLE TO SCHEDULE YOU EARLIER.

• YOU CAN ONLY SIGN UP FOR ONE SESSION, NO EXCEPTIONS THIS YEAR. (1/2 HOUR APPT-45 MIN DEPENDING)

• IF YOU SUBMIT A PARAGRAPH INSTEAD OF A FULL STATEMENT, I WILL NOT REVIEW IT OR SET UP AN APPOINTMENT. PLEASE TRY TO WRITE AS COMPLETE A DRAFT AS YOU CAN.

• IF YOU CANCEL I MAY NOT BE ABLE TO RESCHEDULE YOU FOR AN APPOINTMENT, BUT I WILL DO MY BEST.

• IF YOU DON’T SHOW UP OR FORGET TO SHOW UP I WILL NOT RESCHEDULE YOU FOR AN APPOINTMENT!!!!!
BRAINSTORMING/WRITING LAB TIMES

• TUESDAY, FEB 17, 2015 12-1 PM: BRAINSTORMING DROP IN SESSION
  12-1 P.M. LIBRARY LEARNING CENTER. USE THIS TIME TO ASK QUESTIONS OR AS DESIGNATED WRITING TIME.

• THURSDAY, FEB 19, 2015 12-1 PM: BRAINSTORMING DROP IN SESSION
  12-1 P.M. LIBRARY LEARNING CENTER. USE THIS TIME TO ASK QUESTIONS OR AS DESIGNATED WRITING TIME

OTHER RESOURCES

• CONTACT YOUR FRIENDS, FAMILY, AND COLLEAGUES. THE MORE EYES ON YOUR STATEMENT, THE BETTER!

• CONTACT THE USC WRITING CENTER FOR AN APPOINTMENT:
  HTTP://DORNSIFE.USC.EDU/WRITINGCENTER/INFORMATION-FOR-STUDENTS/
REFERENCES:

GRAMMAR GIRL SITE:
http://www.quickanddirtytips.com/grammar-girl

Personal Statements (Grammar help) - CLAREMONT COLLEGES:
https://www.jsd.claremont.edu/prehealth/PersonalStatement.asp

PENN STATE: Writing personal statements Online: A Handbook for Students applying for Scholarships and Graduate Study: https://www.e-edu.cation.psu.edu/writingpersonalstatementsonline/p3_p3.html

UNC WRITING CENTER TRANSITIONS HANDOUT:
http://writingcenter.unc.edu/handouts/transitions/