



RESUME WRITING: ATHLETIC TRAINING

The resume is a personal marketing tool that is meant to convey to an employer or a graduate program that a candidate is capable of doing a specific job based on their past experience, skill set, and accomplishments. The resume is not a complete history of a candidate's work or a record of everything the candidate has ever done. Therefore, a resume **MUST** be tailored to each specific position. In addition to this tailoring, a strong athletic training resume will include some consistent elements: education section, athletic training program experience, certifications, professional affiliations, and references. These elements and other helpful information are detailed below.

IMPORTANT TIPS

Tailor your resume to the specific position and organization. Place the most important and relevant information near the top of the resume. Create section headers that are tailored to your industry (e.g. Athletic Training Program Experience if you are planning to pursue a career or graduate education in athletic training).

List your experiences in reverse chronological order (most recent working backwards) within each section. Move your most relevant sections up toward the top of your resume.

Always start your bullet points with active skill verbs! (See list in this handout.)

Avoid abbreviations, slang, acronyms, personal pronouns (I, my, etc.), and jargon.

Ensure that your resume is error-free. It is also essential that you are consistent in your formatting. If you bold one organization's name, you must bold them all.

Do not include personal information on your resume (e.g. religion, birth date, ethnicity, etc.).

The majority of Athletic Training resumes are two pages in length.

Before you start...

Take out the job description and carefully read through it, circling or underlining the skills that are being sought by the employer. Compare that list to the skills that you possess. Be sure to use the same language as the employer when you write your bullet points and to address required qualifications included in the job description.

PARTS OF A RESUME

CONTACT INFORMATION

Place your contact information at the top of your resume in the format of your choosing. This contact section should include the following: your name (should be the largest thing on the page), your full mailing address (you can list both your permanent and local addresses but be sure to include the dates that you will be at each), your phone number, and your e-mail address. Consider making a personal email address, separate from your @indiana.edu address to use in the job search or graduate school application process. It will make you look more like a professional and less like a student.

OBJECTIVE (OPTIONAL)

If you are submitting a cover letter, you do not need an objective. Your cover letter is your extended objective. Objectives are useful to include when taking a resume to a career fair or when sending a resume to a potential employer without a cover letter or formal application. Objectives can also be helpful to emphasize your fit for a position or tying together your past experience to the position you are seeking if the connection is not an obvious one. Do not say what you hope to gain from the employer. Focus on the skills and experience you can contribute to their organization.

When including an objective follow this formula:

Active Verb + **Position or Type of Position and Organization or Industry** + **Most Relevant Skills/Experience**
(i.e. "seeking" or "to obtain") (keep this brief)

EDUCATION

Place your education section either after your objective, if you are using one, or after your contact information. Do not include high school information on your resume. Only list the university or universities you have obtained a degree from or will be obtaining a degree from. If you have obtained degrees from multiple institutions, list them in reverse chronological order (most recent first).

For each institution you list, include the following: the name of the institution, the city and state where the institution is located (include country for anything outside of the US), the degree you will be earning or have earned (spell it out, e.g., "Bachelor of Science in Athletic Training), the month and year you earned or will earn your degree, and any majors, minors, and/or concentrations.

In addition to listing the institutions you have earned degrees from, you may also include these optional pieces: GPA (3.0 or higher based on a 4.0 scale can enhance your resume), and/or any official trainings completed, relevant academic honors/awards/scholarships, etc.

EXPERIENCE

Experience includes full-time, part-time, volunteer, extracurricular, internship, cooperative, laboratory, and clinical experiences that are relevant to the industry and position you are applying for, whether they were paid or unpaid. Remember that the employer or graduate school is looking for skills and accomplishments.

SECTIONS

Creating sections is one of the best ways to tailor your resume. Sections allow you to group together your most relevant experiences. For example, if you are planning to pursue graduate school or a position in the athletic training field, you will want your first section after the education section to be "Athletic Training Program Experience".

Avoid sections titled "Work Experience" or just "Experience". These are too generic and do nothing to help you tailor your resume. Remember, your sections can move freely around the page but your experiences within each section must be listed in reverse chronological order (most recent first).

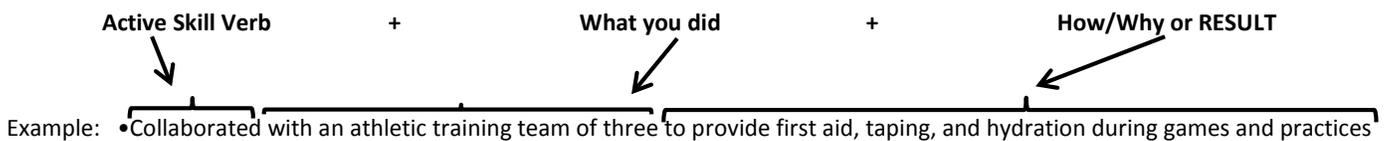
Section Title Examples: "Leadership Experience", "Management Experience", "Volunteer Experience", "Additional Experience"

EXPERIENCE BLOCKS

Within each section you will list a minimum of one experience block. An experience block includes: the name of the organization, the city and state where the organization is located (include country if outside of the US), your title (e.g. "Athletic Training Student"), start and end dates that include both the month and year, and 2-4 bullet points describing your skills and accomplishments.

BULLET POINTS

When constructing your bullet points use the following formula:



It is also important to **quantify** and **qualify**. You will not be there to explain your skills to the employer. Your bullet points have to provide enough context and detail for them to understand what you are capable of. In every bullet point always ask yourself why you did something. The why or result portion of the bullet point holds the most weight. Verbs should be in present tense if you are still doing the activity and past tense if you are no longer doing the activity.

REFERENCES

References should be formatted on a separate sheet from the rest of the resume, although the resume and references will often be submitted at the same time. Your reference sheet should begin with the same contact header you have used on your resume. For each reference, be sure to include the following information: name, title, organization they currently work for, work address, work phone, and work email.

Be sure to select professional references. This list should include your past supervisors, certified Athletic Trainers you have worked under, and faculty members you have a strong relationship with who can truly speak to your abilities. Typically, you will be asked to submit 3-5 references. List your references either in the order you would like them to be called or alphabetically. If you are applying for a graduate program, you will be asked to submit letters of recommendation. Follow the directions of the employer or the graduate school on the application when determining when to submit your references.

ACTIVE SKILL VERB LIST

Achieved	Collaborated	Estimated	Maintained	Reduced
Administered	Coordinated	Enlisted	Managed	Reported
Adopted	Counseled	Experimented	Marketed	Researched
Arranged	Created	Facilitated	Measured	Reviewed
Assisted	Delegated	Formed	Motivated	Revised
Assessed	Demonstrated	Guided	Observed	Scheduled
Analyzed	Designed	Handled	Operated	Served
Authored	Developed	Identified	Organized	Studied
Built	Directed	Implemented	Planned	Supervised
Calculated	Drafted	Improved	Performed	Taught
Certified	Edited	Increased	Prepared	Tested
Compiled	Educated	Initiated	Presented	Trained
Conducted	Ensured	Instructed	Published	Translated
Consulted	Established	Led	Raised	Utilized

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EDUCATION

Indiana University

Bachelor of Science in Athletic Training

Major: Athletic Training GPA: 3.8/4.0

Honors and Awards: Dean's List (2015-2016); G. W. Tate Scholarship (2015)

Bloomington, IN

May 2018

ATHLETIC TRAINING PROGRAM EXPERIENCE

Wrestling Team – Indiana University

Athletic Training Student

Bloomington, IN

August 2014 - Present

- Create rehabilitation plans and progressions for injured athletes to increase range of motion, strength, balance, proprioception, stabilization, and functionality for an efficient return to play
- Document SOAP notes on new injuries and illnesses, keep daily progress notes, and update maintenance records in the Sports Injury Maintenance System (SIMS)
- Consult with athletes and answer questions about injuries and rehabilitation plans providing excellent care
- Perform weight certifications to monitor athletes' lowest allowable weight

Men's and Women's Track and Field – Indiana University

Athletic Training Student

Bloomington, IN

January 2014 – May 2014

- Developed, implemented, and monitored prevention strategies for at-risk athletes allowing for safe physical activity
- Provided first aid coverage for visiting teams and managed emergencies with a team of six
- Prepared hydration stations and stocked medical kits before each competition ensuring all necessary resources were available during events
- Built rapport with athletes by explaining injuries and providing encouragement during treatment

Football Team – Indiana University

Athletic Training Student

Bloomington, IN

August 2013 – December 2013

- Maintained equipment and facility cleanliness to ensure the health and safety of athletes
- Assessed and evaluated injuries and developed treatment programs in collaboration with a certified Athletic Trainer
- Applied various taping techniques and therapeutic modalities under the guidance of the Head Athletic Trainer
- Selected, applied, evaluated, and modified appropriate protective equipment, taping, wrapping, bracing, padding, and other custom devices to enhance athletes' health and ability to play

Varsity Football – Bloomington High School South

Athletic Training Student

Bloomington, IN

August 2012 – December 2012

- Collaborated with an athletic training team of three to provide first aid, taping, and hydration during games and practices
- Organized equipment and stocked supplies in the athletic training facilities for use in treatment

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LEADERSHIP EXPERIENCE

Alpha Sigma Alpha Sorority, Indiana University

Alumni Relations Chair

Bloomington, IN

September 2014-Present

- Communicate with alumni in order to create and maintain alumni support for the organization resulting in \$20,000 of new alumni donated funds
- Promote alumni–chapter interaction through the planning of six alumni social events each year attended by over 450 members
- Manage a committee by conducting meetings, organizing schedules and delegating tasks

Camp Mataponi Falls

Camp Counselor

Ester, MO

May 2014 – August 2014

- Managed a group of 30 thirteen-year-old campers over the course of two months ensuring their safety and engagement with the camp community
- Led a first aid response team of four which provided care for over 350 campers
- Instructed individual and group lessons on a variety of sports, adapting the activity plans to each campers' skill level and experience with the sport

ADDITIONAL EXPERIENCE

Division of Recreational Sports

Group Exercise Leader

Bloomington, IN

August 2013-Present

- Lead 30-60 participants in 30, 45, and 60 minute cyclefit, yoga and aquatic sessions
- Design routines with safe and effective options for various participant skill levels in order to make each session applicable to all participants

Chester Restaurant

Hostess

Ester, MO

May 2012 – August 2012

- Greeted guests and assigned patrons to tables suitable for their needs
- Communicated with kitchen staff, management, customers, and serving staff to ensure that dining details were handled correctly and all customer concerns were addressed
- Consulted with customers to ensure they were having an enjoyable experience
- Operated the register and accounted for \$2,000 nightly in sales

PROFESSIONAL AFFILIATIONS

National Athletic Trainers' Association (NATA), Member

August 2012 – Present

Great Lakes Athletic Trainers' Association (GLATA), Member

August 2012 – Present

Indiana Athletic Trainers' Association (IATA), Member

August 2012 – Present

CERTIFICATIONS

American Council on Exercise Group Fitness

September 2013

American Red Cross CPR/AED for Professional Rescuers

June 2013

American Red Cross First Aid

April 2013

Eva Carlson

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REFERENCES

Brandon Bolling, LAT, ATC

Head Athletic Trainer

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Jackie Jones, Ph.D., LAT, ATC

Athletic Training Clinical Professor

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Carol Stemps

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