

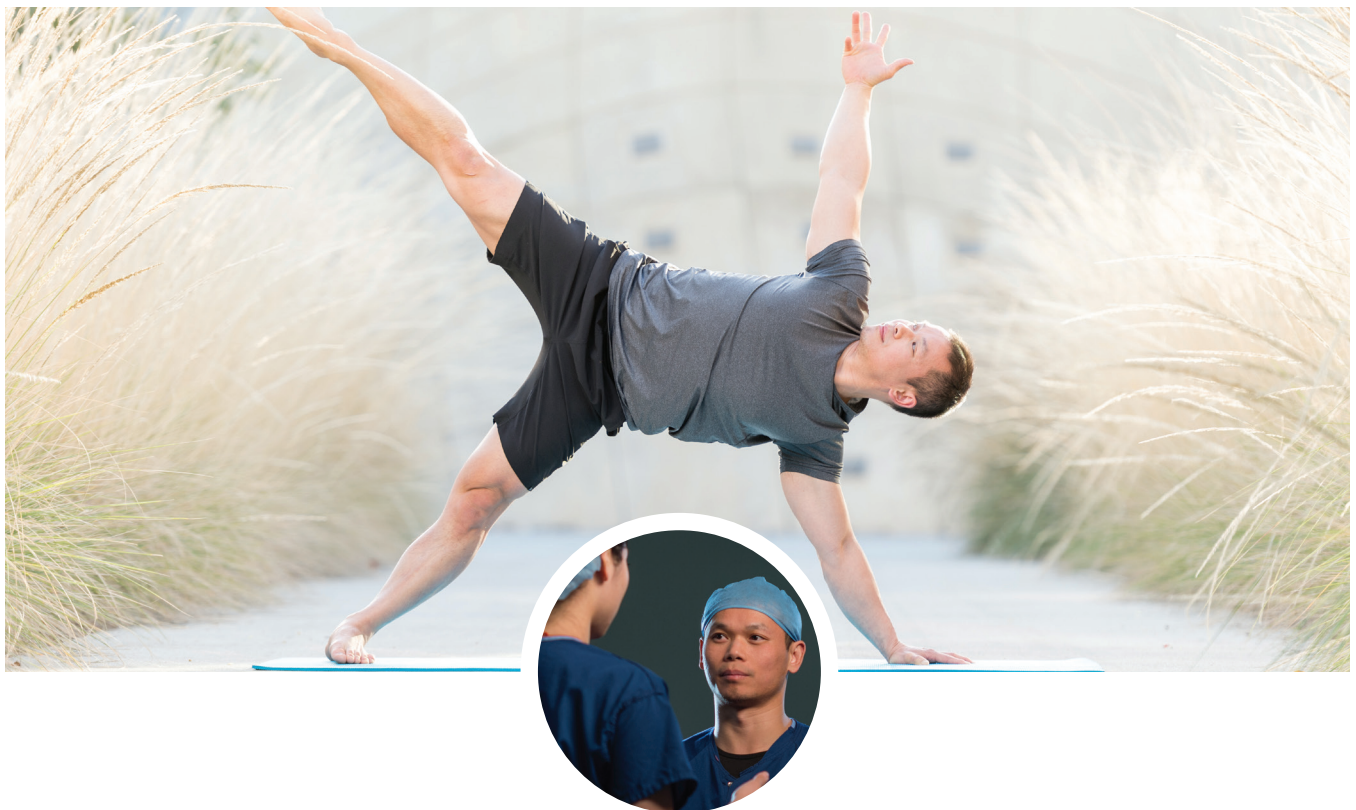
2016 CAREER GUIDE



Take the Next Step in Your Career Journey

Insights from fellow nurses on
advancing your career as a nurse,
writer, teacher, and more

WHERE INTENSELY FOCUSED PEOPLE COME TO DO NURSING



Meet Wai. He is an oncology nurse and a long-time yoga practitioner. Both practices require a blending of mind and body, and Wai brings his full self every day to everything he does. Here on this extraordinary campus, nurses find a community of physicians, scientists, pharmacists, social workers, and fellow nurses who share the same singular determination to find a cure. What is most interesting is how Wai and his peers channel intensity into human connection. This NCI-designated Comprehensive Cancer Center gives nurses like Wai – and you – the resources and the space to bond with patients and families, to grow personally and professionally, and to impact cancer and nursing research. Whether it's yoga or being with a patient, Wai is all in. If you are too, there is a place for you here. Join us. CityofHope.org/nursing

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2016 CAREER GUIDE

Oncology Nursing Society

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ONS Career Guide

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To help our members further develop their professional skills that will allow them to move forward in the rapidly changing oncology nursing field, we are pleased to offer you this Career Guide. On the pages that follow, you'll find information and resources that will help you build your publishing and presentation portfolio, craft a resume that will get you an interview, and put the right foot forward in that interview. You'll also learn some additional ideas that can help set you apart from the crowd and set you up for a fulfilling career. When you're ready to take the first step, visit the ONS Job Board at careers.ons.org to post your resume and search for oncology nursing jobs. The articles that follow were developed from presentations given at the 41st Annual Congress meeting in San Antonio, TX; presentation slideshows can be accessed through the Congress website at <https://congress2016.sched.org/>.

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Best Practices for Abstract Writing and Developing Your Presentation



So you've secured your funding, conducted your research, written your findings, and, possibly, had your work published. Now, you desire or

have the opportunity to present your work as a poster presentation, workshop, or educational session. Presenting the scope of your work in a concise and effective way—usually in the form of an abstract for your proposal or poster—to appeal to audience members can be daunting, but in reality it may be easier than you think. In this interview, Erica

Fischer-Carlidge, MSN, CNS, CBCN®, AOCNS®, Clinical Nurse Specialist at Memorial Sloan Kettering Cancer Center in New York, NY, gives insights on abstract writing and presentation.

What are the first steps in writing an effective abstract?

First, you should consider the conference goals and objectives to ensure that your research has a place there; if it's a good fit, you should begin writing an abstract that clearly demonstrates the relevance of your presentation.

In preparing to submit, you will need determine if you need your organization's approval to submit your research. Once you have approval, gather all necessary information for a complete abstract. You should

be able to clearly identify your **purpose, methods, findings, and discussion points for nursing implications**. It's important to give credit, so **identify all authors** who should be included. Determine if you are the project leader or facilitator, and include other coauthors if applicable. At times, the number of coauthors who can be listed is limited by abstract guidelines.

It's important to **follow all abstract guidelines**. Identify necessary sections, headers, and other formatting requirements—such as word counts—outlined by the selection committee. These can help you fill out the content of your abstract by acting as an outline. Work with coauthors to decide what parts of the project belong in each section.

Selection committees will use **scoring criteria** to evaluate each abstract. Review them to guide you in selecting the right content for your abstract.

What are the best writing practices for creating an abstract?

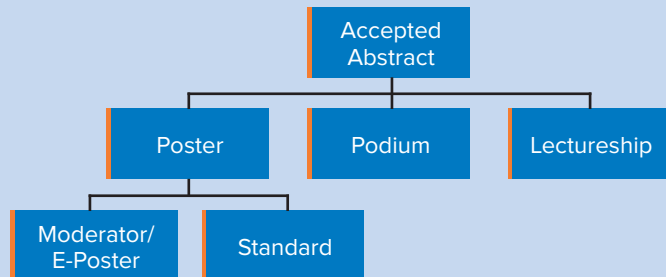
Beyond including the required content and following formatting guidelines, there are other style considerations. Use **abbreviations** only when necessary and only after writing out the terminology fully. Present findings with **data and statistics**; leave speculations and conclusion for the discussion section. A good guide is "K.I.S.S.": keep it short and simple. Your reader should be left wanting, not wondering. Write to express, not to impress. One tip is that your abstract will be clearer if your subjects appear before the verbs; e.g., "we studied," "patients reported," etc. And, of course, select an informative and dynamic title.

When finished, it helps to read your abstract aloud to get a sense of ease of reading and to catch errors. Be sure to do a "human" check for spelling, grammar, and punctuation. Offer the abstract to a friend or colleague to ensure that your work is clear to other readers. And, finally, score your abstract against the conference criteria—how does it measure up?

Abstract Components

1	WHY?	...did you do what you did?	Background/Significance/Purpose
2	WHAT	...did you do?	Methods/Interventions
3	WHAT	...happened?	Outcomes/Results/Findings
4	WHY?	...does it matter to anyone else?	Discussion Nursing Implications

Presentation Types



Once the abstract is accepted, how is the work generally presented?

You may **present your work in three ways: poster, podium, or lecture-ship.** (Abstract submission guidelines may ask you to designate if you are submitting for a podium or a poster.) Usually, the type of presentation is determined by relevance of the subject to the conference goals and the scoring during the review process. Lectureship is generally a separate process.

Posters may be a standard paper poster, a moderated poster, or electronic poster. Moderated posters or e-posters include a short, less-than-five-minute, verbal presentation of the project in addition to the visual poster you create. E-posters are the projection of the poster on a computer or television monitor instead of printing it on paper to hang. **Podium presentations** are grouped together by subject and the sessions generally include three to five presenters with related topics. Each presenter generally has about 15 minutes to present his or her work verbally with accompanying slides.

What are the key considerations in developing and executing a presentation?

First, review formatting guidelines before starting. For style, use institutional branding when applicable. Be consistent with fonts, bullets, justification, indentation, and font size—limit the use of capitals and italics. The content and organization should mirror the sections of your abstract.

When **reporting data**, find the best visual representation for the information you are sharing:

- Bar graphs show trend, similarity, or difference between groups of information.
- Line graphs demonstrate change over time for a single group of data.
- Pie charts represent parts of a whole.

For **podium sessions**, your research will appear in a **slide presentation.** Slides are meant to emphasize your verbal content—you will not simply read from them. For this reason, aim for slides to have no more than six lines of text; more than this can crowd the slide and distract the audience from the content. Sometimes, graphics and images can replace text on a slide to engage the audience. In formatting your content, simpler is better. Avoid full sentences but also abbreviations for terms that are not general knowledge to your audience. And, finally, always adhere to formal titles for schools, titles, degrees, etc. Capitalize formal names such as degrees, titles, and schools and make sure they are complete.

Posters have a slightly different approach. Again, be sure to read the criteria and follow it closely. Before beginning, identify if your institution has branded templates for conferences before beginning; your organization's IT helpdesk, graphics department, or public affairs department may be able to help you with this. When designing, minimize text and use bullets, but avoid excess white space. Enhance your text with graphs, pictures, and/or smart art. Various column sizes can help in designing your poster.

What tips can you give for delivering the presentation?

Dress to impress. Come prepared with business cards and any applicable handouts. Arrive early to assess your environment—where is the slide show projected, how is the microphone set up, etc. While presenting, make eye contact and do not simply read the content from your slides—remember, these are talking points.

When fielding **audience questions**, let the question be asked fully before answering. Rephrase the question asked into the microphone for the other audience members. Avoid over answering, be diplomatic with controversy, and don't misrepresent any information. ■

Editor's note: This interview was edited from materials presented by Erica Fischer-Carlidge, MSN, CNS, CBCN®, AOCNS®, at the 2016 ONS 41st Annual Congress.

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- Hematology/Blood and Marrow Transplant Quality Manager

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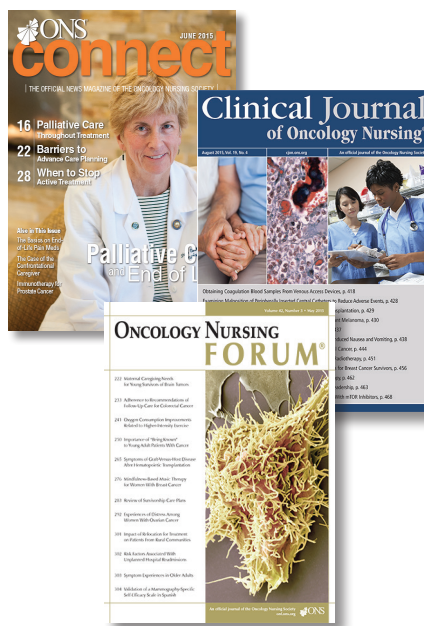
Publishing and Your Professional Development

Becoming a published author in the medical landscape can be a rewarding and productive experience. There are many motivations to write. Publishing can help lay a foundation of scholarship on which research and funding opportunities can be built. Publishing can also be a powerful way to “join the conversation” of current topics, and express individual concerns and questions. But many nurses wonder: How do I get started?

Finding a topic of interest is the first step to publishing. Ask yourself: What message do you want to share? Do you have new information and/or perspectives to offer, such as new case studies, new measures/instruments/tools, or stories of patients and families? If the answer is “yes,” you may have a strong candidate for a manuscript. However, before you invest ample time into researching and writing, think about where you see your piece appearing in publication. A **letter of inquiry** should be sent to the publication/journal editors to inquire as to whether or not the publication is interested in considering such a topic for publication. Perhaps they have just agreed to a publish a piece on a similar topic to yours or might recommend your topic for another publication. Knowing whether or not an editor is interested in your topic can save you time and effort.

Writing an article for a journal or other publication is not the only option to publishing. A number of other forums exist. Editors recommend that you **start small and build to full-length articles**.

Editors recommend that you start small and build to full-length articles.



- Newsletters
- Consumer publications
- Peer-reviewed publications
 - Letters to the editor
 - Response to published content
 - Case studies
 - Focused on a singular topic
 - Clinical reviews and updates
 - State-of-the-science papers
 - Literature reviews
 - Integrative or systematic reviews
 - Research articles
 - Qualitative or quantitative studies

Generating a topic and manuscript can be overwhelming. Editors recommend **finding a mentor**—a colleague, coworker, friend—to help you reach your publishing goals. This mentorship can be formal or informal—the key is to find strong readers and writers who can provide feedback and suggestions, even if he/she doesn’t know oncology nursing. There are **formal mentorship programs**, such as one offered through the *Clinical Journal of Oncology Nursing*, that pairs novice writers with seasoned authors. These pairs work to produce a full-length article over six months from inception to publication. (See more information on this mentorship program

at cjon.ons.org/content/writing-mentorship-program.) An additional option is to consider **publishing as a coauthor**, collaborating with other writers to produce a manuscript.

Once your manuscript is underway, **seek assistance** as needed. Editors stress that your credibility is your most valuable commodity, so take the steps necessary to maintain it. **Follow guidelines** from publications carefully and reach out to editors and journal staff for guidance. Again, make use of colleagues, mentors, and other writers to ensure your manuscript has reached its best potential. And **be mindful of the publications** to which you submit—find a reputable publication to house your work. Publishing in the wrong forum can be the difference between your publication credit being taken seriously or not, or reaching a readership.

For those oncology nurses who are interested in writing, there are ample **opportunities** to build up one’s authorship experience.

- From co-authored articles to single or first authorship
- Book projects and chapters
- Single book authorship and editor roles
- Speaking engagements
- Academic progression and tenure
- Volunteer activities with publications
 - Peer review boards
 - Mentorship programs
 - Editorial board participation

Although the path to publishing may seem complex, the key thing to remember is that these forums exist to make your voice heard; if you have something to say, it may be time to pick up your pen. ■

Editor’s note: This article is a summary of a presentation given Anne Katz, PhD, RN (Editor, Oncology Nursing Forum), Lisa Kennedy Sheldon, PhD, ANP-BC, AOCNP® (Editor, Clinical Journal of Oncology Nursing), and Leslie McGee, MA (Managing Editor, Oncology Nursing Society) at the 2016 ONS 41st Annual Congress.



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Development of a Strategic Publication Portfolio

Insights from **Anne Katz, PhD, RN** (Editor, *Oncology Nursing Forum*);
Lisa Kennedy Sheldon, PhD (Editor, *Clinical Journal of Oncology Nursing*);
and **Leslie McGee, MA** (Managing Editor, Oncology Nursing Society)



1 You've Completed Your Study—Now What?

One study or intervention = several publications

- Overall study and outcomes = full-length article
- Secondary outcomes = full-length article
- Development of a study instrument or measure = full-length article or brief report
- Literature review = integrative review
- Staff experiences = column

2 Identify Readers

Know readers' needs and write accordingly

- Are different portions of the content valuable for different audiences?

Where do you reach your intended readers?

- May be multiple publications by multiple publishers

Always keep your readers in mind when developing ideas and content

- What are the implications of your content on your readers?
- How can they apply it to their practice or setting?

5 Considering Tenure?

Before selecting a publication for your work, consider:

- Online versus print options
- Predatory publications

4 Before You Write and/or Submit

Reach out to publication staff for insights and information

- Query the editor about your potential topic
 - Have similar articles been published recently?
 - Is there new information that you can provide?
 - Is your proposed content appropriate for the publication?
- Publishing staff can provide insight into formatting requirements, submission queries, etc.

3 Select Your Preferred Publisher(s)

Research to find the right fit

- Review author guidelines and required elements of manuscripts
- Publication markers: impact factor; acceptance rate; time to publication; author fees, if applicable

Publishing staff can provide insight into formatting requirements, submission queries, and more.

6 Beware of Predatory Publishers

So-called predatory publishers have increased significantly in recent years. They:

- Charge high author fees for minimal return
- Use same or similar titles as established publications

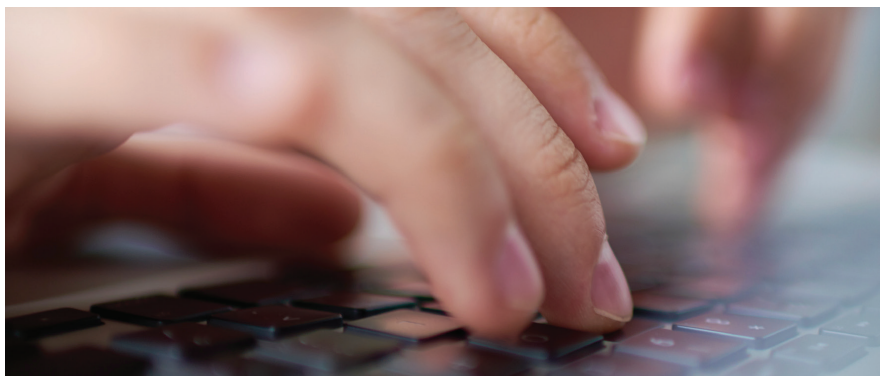
Identifying a predatory publisher

- See Beall's list of predatory publishers for information scholarlyoa.com/2016/01/05/bealls-list-of-predatory-publishers-2016/
- Look for the credibility clues: typos/grammar oddities in correspondence; incomplete contact information; and rapid publication cycles

7 Development Opportunities

Publishing is a stepping stone to other possibilities

- Speakers bureaus
- Conference presentations: posters, podium presentations, and panel discussions
- Book chapters: editor or authorship
- Online courses



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Make a Big Impression in Your Job Interview



The importance of a job interview cannot be overstated. In most cases, applications will have just one hour to give a future employer confidence that they can perform the job duties and make a good colleague. Think of the interview in terms of three C's: communication, confidence, and competition.

Your work for the interview begins before you arrive. Research the industry, company, and role you will play. Focus on target key words in your industry to appropriately link your experience and qualifications to the position. Consider preparing a printed portfolio to bring with you—copies of your resume, research notes, questions for the recruiter, and your reference list. These should be neat and presentable.

Good interview etiquette will help make a positive impression. Arrive early with your phone or other devices silenced or off. Introduce yourself first with a handshake and a smile. Be positive and confident with your skills and experiences—putting yourself or past/current employer down will influence the impression left with the recruiter.

Your resume is, of course, important. (For tips on resume writing, see page

10.) But, for the interview, being able to *discuss* your resume is key. Come prepared to present your executive summary more specifically with examples demonstrating your claims; for example, if you have expressed you value patient-centered care, how have you demonstrated that in your work history? Specific examples will also be important in discussing the skills, aptitudes, results, and accomplishments that you have highlighted on your resume. You may also be asked to discuss your educational experience and certifications—courses taken and hands-on training.

Many recruiters may practice “behavioral interviewing.” An interview in this style will go beyond determining if you are qualified for the position. It will give you a chance to better understand your future responsibilities and opportunities, as well as what success looks like within this role. You will also get a sense of your future employer’s managerial style. See the “Behavioral Interview Questions” sidebar for two approaches to answering these types of interview questions.

Two possible topics that may be challenging to discuss are gaps in unemployment and salary expectations. Employers need a clear sense of your employment history, because it helps them forecast your professional trajectory. Gaps in employment are common, and being asked to explain them is not a

judgement. Discuss these gaps in a professional manner that avoids too much personal or inappropriate detail. Salary expectations can also be difficult because each party may have a different idea of appropriate compensation. Some key things to remember: Always be honest when discussing your salary history—this can be verified by the recruiter. Be realistic in terms of your experience and in light of your current salary. Be sure to research the salary for someone in your position in your region, with your education and number of years’ experience.

With all the work done to prepare for and excel in the interview, be mindful of so-called “deal breakers.” Appearing as arrogant and noncommittal, as well as too personal or familiar, can put off your interviewer. Avoid unprofessional communication, negative comments about previous employers and colleagues, and answering calls or texts. Other reasons candidates may not be hired can include not differentiating themselves from other candidates, having a poor understanding of the role, failing to follow the directions of the application process, and poor follow-up. And although follow-up is important—send an email thanking the interviewer for the opportunity, reinforcing interest—avoid writing more than one paragraph, trying to re-answer questions, or adding personal information. ■

Editor’s note: This article is a summary of a presentation given by Nicole Korak, MSN, FNP-C, senior director, Quintiles, at the 2016 ONS 41st Annual Congress.

Behavioral Interview Questions

SOAR

SITUATION: Describe the situation

OBSTACLES: Describe the obstacles

ACTIONS: What actions did you take to resolve the situation?

RESULTS: What happened because of your actions?

STAR

SITUATION: Describe the situation

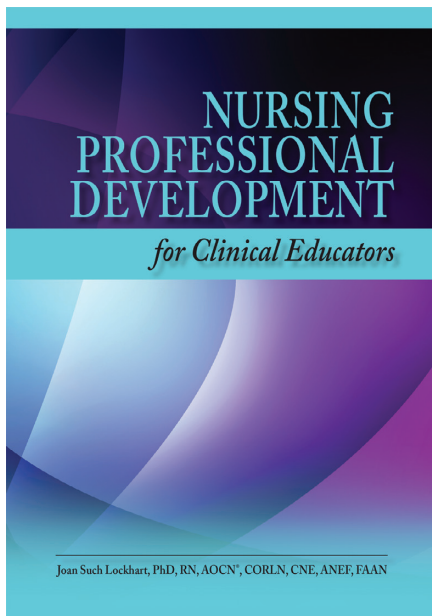
TASK: What did you implement/change to address the situation?

ACTIONS: Activity to address the situation

RESULTS: The outcome/end results



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From a Recruiter: *Creating a Winning Resume*



As a nurse recruiter with the Talent Acquisition Group at Memorial Sloan Kettering Cancer Center in New York, NY, Mari Moriarty, RN, MA, stresses that creating an

effective resume is the gateway to getting the job you want. Your resume must communicate to recruiters and hiring managers that you are an intelligent and well-organized individual, and so your resume should be easy-to-read, organized, and error free.

As the quality of health care increases, the overall industry is expanding to meet the needs of the growing population of people living longer and longer. This expansion means that many medical companies and institutions are using recruiters to glean the best talent from the candidacy pool. In this interview, Moriarty offers her perspective on what key features your resume should showcase to secure that first interview with a recruiter or hiring manager.

How does the mind of a recruiter work?

A recent study¹ showed that recruiters spend about six seconds making the initial “fit/no fit” decision, so prioritizing information is essential. In the

study, researchers focused on tracking recruiters’ as they processed resumes. Again, in just six seconds, participants spend 80% of their time looking at the candidate’s name, current title and company, previous title and company, start and end dates for current and previous position, accuracy of employment dates, and education. You want this information to be easy to read for a recruiter. When writing your resume, focus on less clutter and good formatting—this will encourage a recruiter to spend more time on your resume.

What will an effective resume demonstrate?

Again, a recruiter is looking for “fit/no fit.” So an effective resume shows that

Target Your Resume: Key Words Matter

Review the target job posting carefully and tailor the executive summary and job experience summaries on your resume to match. Revise your resume and cover letter to target each individual jobs for which you apply.

Sample posting with key words emphasized.

REGISTERED NURSE -ONCOLOGY INFUSION CLINIC: FT, DAYS, 80 RHS/PP

Description

The registered nurse (RN) coordinates the efforts of the **multidisciplinary** treatment **team** for the patients under his/her care. S/he is accountable for patient **assessment, planning** of care, **intervening** as patient condition changes, and **evaluating** the care and treatments the patient is receiving to **determine if the patient is achieving the expected outcomes**. She is responsible for **administration of medications and treatments, reviewing test results**, and **communicating** with physicians and other health care team members to ensure the highest quality patient care.

Qualifications

Chemotherapy/biotherapy certification preferred.
Oncology experience preferred.

Recruiter Tips

- Be sure to update your LinkedIn profile with key industry words you see frequently in job postings.
- If the job for which you are applying does not have a description, read other similar job postings for inspiration.



you are qualified for the job, and it offers details of your experience that show that. It incorporates key words and terminology from the field; this is partly because many companies use digital programs to scan resumes for “fit.” If your resume doesn’t include words from the job posting or your profession, it may not be chosen for a closer read. Your resume should also highlight your strengths, presenting the strongest possible image of you.

What is the best way to create a targeted—or job-specific—resume?

It’s important to know who your target audience is. You must connect your skills and accomplishments with their needs—which you can ascertain from the job posting and information about the hiring institution. Write a high-impact summary statement that showcases how you are a good fit by using the key words from the job posting; many companies and institutions will also publish an “about” statement, wherein you can find information on what the hiring manager may be looking for. Remember, you have one chance to catch their eye.

What are the key elements of a resume?

The heading will contain your **contact information**; do not write your name in ALL CAPS because this can make it difficult for computer programs to scan your name. You’ll also want to include a **summary statement** that briefly and effectively encapsulates who you are as a professional and what you are looking for in your profession. Of course, your **experience and responsibilities** will be the key feature. Always include your current and previous titles and places of employment. It’s important that you include the specific start and end dates—to the month—for these positions; this assists us in understanding your professional trajectory, and it also becomes important during salary negotiations because many jobs are salaried by experience and education levels. Including your **accomplishments and awards** can also say a lot about what kind of professional and colleague you will be. And, finally, include your **education and certifications**.

How should the resume look to make the most impact?

Again, formatting is everything. Your application, which will likely be sub-

Where Can I Post My Resume Online?

Nursing Sites

www.ons.org
www.ana.com
www.nursingjobs.com
www.nurserx.com
www.oncologynurseadvisor.com

General Sites

www.indeed.com
www.careerbuilder.com
www.glassdoor.com

The Right Kind of Online Presence: LinkedIn

Let your professional profile be the one potential employers see when they search for you online—which is precisely one of the first steps taken by recruiters and hiring managers, according to **Mary Moriarty, RN, MA**, recruiter with Talent Acquisition Group.



LinkedIn is a social media site for professionals and companies looking to connect for project and employment opportunities. The site has a comprehensive free version, which allows you to create a profile; look for and contact most other members; follow topical groups, including ONS; search for and apply for jobs; and participate in the newsfeed. A premium fee-based

version deepens this experience, but it isn’t necessary to use the premium version for your professional needs.

Create a profile that includes

- Full name
- Photo (headshot)
- Job title and summaries
- Contact information (email)
- Executive summary
- Skills (can have 50 of these listed)
- Connections (connect with as many people as you can)

Tips

- When writing your executive summary and job summaries, use key words that match your target jobs.
- Choose a great photo.
- Treat your profile like your resume but use the first person (I or me).
- Show work experiences and your achievements.
- Add projects, volunteer experiences, or languages.
- Request one LinkedIn recommendation a month
- Check your LinkedIn inbox regularly (recruiters may have found your profile and contact you)
- Update your status regularly.
- Make sure people can find you (email address is available).

Having trouble writing your resume?

Consider creating a LinkedIn profile but keeping it private. The site will help you organize your employment history, skills, achievement, etc., as you work to create your resume offline.

mitted online, will include two attachments: your resume and cover letter. Be sure to save the file with a clear name as a PDF.

For visual appeal: use white or off-white paper, 1–2 pages, 10–12 pt font, and standard margins. Important titles should be emphasized. Stay away from graphics—border, colors, etc. And don't overcrowd your resume; white space is effective for those six seconds the recruiter will initially spend with your application.

Each position you include should have at least two bullets that explain your role and contributions (again, look at the target key words for the posting). Don't emphasize duties but rather the *outcomes*; for example: "Increased efficiency of... by 20%" or "Improved patient's chemotherapy experience by..." Moreover, descriptions should be consistent in formatting and wording. And, finally, use the proper tense; your current job should appear in present tense and former jobs in past tense.

What are some things to avoid?

Don't include salary history or require-

ments. Unless requested, don't list references. You'll want to explain gaps in unemployment. Avoid abbreviations because your audience may not know them. And, finally, don't include a photo or personal information like age, marital status, or hobbies; it's actually largely against the law for employers to consider these aspects when making employment decisions.

You've mentioned the executive summary statement. What is that and what should it include?

The summary statement encapsulates your experience, areas of expertise, technical/professional/linguistic skills, and traits detailed in the resume. It should engage your reader, explaining to them what makes you an ideal candidate for the job. It is a powerful tool, designed to satisfy applicant tracking system software and grasp the attention of the hiring manager.

In writing your summary, ask yourself: What are my specific work skills? What accomplishments do I have? How many years of experience do I have and in what areas? What are my values? It

is important that the answer to these question reflect the job requirements.

You can find examples online, but a summary may read something like this:

"Compassionate RN who acclimates quickly and thrives in a fast-paced environment. Effective communicator and problem solver who builds strong relationships with patients, families, nursing staff, physicians, social workers, dietitians, and insurance companies to optimize patient care, education, and advocacy."

A summary like this will make the impression you need to encourage the recruiter to place your resume into the "yes" pile. ■

1. Eye Tracking Online Metacognition: Cognitive Complexity and Recruiter Decision Making. Will Evans, Head of User Experience Design, *TheLadders*. 2012

Editor's note: This interview was edited from materials presented by Mari Moriarty, RN, MA, at the 2016 ONS 41st Annual Congress.

Resume vs. Curriculum Vitae (CV):

What's the Difference?

Resume

- For most job applications
- 1–2 pages
- Name and contact information
- Education
- Work experience

Curriculum Vitae (CV)

- For most academic job applications
- As many pages as necessary (within reason)
- Name and contact information
- Areas of academic or institutional interest
- Education
- Grants, honors, awards
- Publications and presentations
- Employment and experience
- Scholarly or professional memberships
- References

Recruiter Tip

- Create both a resume and a CV; keep both updated and current





UCLA Health | it begins with U

RN Oncology opportunities at UCLA Health.

We have in-patient, out-patient openings and community-based openings.

UCLA Health is one of the world's leading centers for the research and treatment of cancer. We offer care and support services for over 40 scientific and medical disciplines, including new and experimental treatments developed in our own research departments.

Inpatient Oncology Units at Ronald Reagan UCLA Medical Center and UCLA Medical Center, Santa Monica

- Hematology and Stem Cell Transplant Unit
- Solid Tumor Oncology Unit
- Pediatric Hematology/Oncology Units

Clinical Nurse - Bowyer Infusion Center in Westwood, Calif.

The Bowyer Infusion Center is a 7-day-per-week facility. With 23 chairs and 3 beds, the state-of-the-art facility gives RNs a unique opportunity to work with advanced treatments as part of a highly collaborative interdisciplinary team. You will work with primarily adult Hematology/Oncology patients undergoing a variety of transfusion therapies.

Your qualifications must include at least 2 years of oncology experience. We also strongly prefer 2 years of chemotherapy experience and a BSN.

Clinical Nurse - Community Oncology Practice

UCLA Health has Community Oncology Clinics throughout Southern California. We provide care for patients in neighborhoods surrounding Burbank, Torrance, Irvine and Santa Monica. Your qualifications must include at least 2 years of ambulatory oncology experience and chemotherapy certification. A BSN is preferred.

The Benefits of Belonging

As a valued full-time member of our staff, you'll enjoy outstanding benefits, including health, dental and vision plans that begin on your first day and a retirement plan that is one of the best in the nation. You will also receive 13 paid holidays and 15 vacation days beginning your first year. Relocation assistance is available for those who qualify.

Apply at: uclacareers.com/ONS or call our office for more details at **310-825-8141**

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status.

UCLA Health

Career Pathways: *Insights From Fellow Nurses*

Nurses have a plethora of opportunities available to them beyond clinical practice. At times, these pathways are surprising and far from straight. Here are three career trajectories as told by fellow nurses.



Clara Beaver, MSN, RN, AOCNS®, ACNS, BC
Clinical Nurse Specialist, Karmanos Cancer Center

“I am currently the manager of an ambulatory patient center at Karmanos Cancer Center in Detroit, MI. Twenty-five percent of my role is still as a clinical nurse specialist (CNS). I knew I wanted to be a nurse at the age of two and, at 22, I graduated from nursing school. I chose oncology because my grandfather had breast cancer and I watched him die of that—that’s truly when I chose oncology nursing. I started as an inpatient oncology nurse, but I always wanted to do more; I wanted to give chemotherapy. So I pursued an ambulatory infusion center position, and, two years after I graduated from nursing school, I was working in ambulatory infusion, which is not very common, but it worked and I loved that job. But while I was in school, I knew I wanted to teach. So, after being out of school for four years, I decided to go back to graduate school to get my master’s degree as a CNS. I worked as a CNS in a pulmonary unit for a while because I couldn’t find a job in oncology. Then, about 10 years ago, I started at Karmanos Cancer Center as the ambulatory CNS—because of my infusion experience, it worked out very well. Then I worked on the inpatient floor for a couple of years and, just recently, came back to ambulatory as a CNS. I was then given the opportunity to become the manager of the infusion center, which is what I love to do. As you can see, I’ve done a little bit of everything—inpatient, outpatient, CNS, management, and teaching.”



Pat Carter, PhD, RN, CNS
Associate Professor, University of Texas at Austin

“I started my first nursing job as the assistant activity director at the age of nine in the nursing home that my mother ran at that time. I had a little badge and smock. I would go around, and I fell in love with oncology at that time. Fast forward many years, I became a nursing assistant, then I received my associate’s de-

gree, my bachelor’s degree, my master’s degree, and my PhD at the age of 32. I knew what I wanted to do once I started. I had great mentors who, even though I didn’t have faith in myself, had faith in me. They said, ‘You have to get this next degree. Here’s the application; let me read your essay.’ I realized I not only wanted to move through this path but I wanted to be that person who sees the light in someone else. I have been placed in wonderful positions to be that spark for other people and say, ‘I have faith in you; we’ll work together.’ I teach incoming college freshmen all the way through the PhD program. Academia allows me, through my research, to still be connected to patients, so I didn’t have to give that up. And it also allows me to keep my clinical skills.”



Nicole Korak, MSN, FNP-C
Senior Director, HMS, Quintiles
“In nursing

school, I struggled between if I wanted to be a nurse or a teacher; I love teaching but I love being a nurse as well. But I didn’t want to give up where I was because it was very rewarding. I went into oncology and have done that for 25 years. But, somewhere along the way, I became that ‘grumpy nurse’ that no one wants to work with—I recognized that in myself. But I loved oncology and I didn’t want to give up that part of my life; no matter what I do, when people ask me what I do, I tell them I’m an oncology nurse. So there was an opportunity for me to become a clinical nurse educator.

We had a nurse come into our clinic to teach. I watched her and thought it was everything I ever wanted to do because it was teaching—teaching nurses—in my area of specialty. But this nurse had her master’s degree, and I didn’t have mine at the time, so I thought it would never happen. But a drug representative told me about an opening, and the company gave me the opportunity to be the oncology nurse educator. Now, I work for a company called Quintiles. I’ve been promoted into management, which is one of those things I never wanted to do. But I have 100 nurses reporting to me, and I love it. Now, I have influence. I work for a pharmaceutical company and they develop education materials, and they use my advice. I remember to look with my nursing eyes and think with my business brain to develop materials that are going to best benefit patients.” ■

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Association®

Providing and pursuing answers®

Your Partner In Care

As your partner in care, the American Brain Tumor Association (ABTA) is pleased to offer resources for health care professionals caring for brain tumor patients.

Clinical Practice Guidelines for the Care of an Adult and Pediatric Brain Tumor Patient — the ABTA and American Association of Neuroscience Nurses (AANN) partnered to produce these clinical practice guidelines that help nurses provide consistent and evidence-based care for brain tumor patients and their families from diagnosis throughout the trajectory of the illness.

Accredited Brain Tumor Support Group Facilitator Training Program — nurses completing the four course online training program — **available at no charge** — will be awarded **4 Continuing Education Units (CEUs)** approved through the AANN. Enhance your clinical practice skills and learn how to successfully facilitate the unique needs of brain tumor patients and caregivers in a support group setting.

ABTA's educational webinars — hosted by nationally-recognized health, medical and scientific experts, these free monthly webinars cover a range of topics of interest to the brain tumor community. They are also recorded and can be viewed in our anytime learning library.



Access these free resources at www.abta.org/newresources

Certification Makes a Difference

The interviews that follow give insight into the impact certification can have on the trajectory of an oncology nurse's career, as well as the first steps to take on that path.



Marybeth Singer,
MS, ANP-BC, AOCN®
Nurse Practitioner,
Tufts Medical Center, Boston, MA

What exactly is certification?

Certification is the formal process by which a certifying agency, such as American Nurses Credentialing Center or ONCC, validates a nurse's knowledge, skills, and abilities in a defined role and clinical area of practice, based on predetermined standards. Nurses achieve certification credentials through specialized education, experience in a specialty area, and a qualifying exam.

It's also a profession's official recognition of achievement, expertise, and clinical judgment. It is a mark of excellence that requires continued learning and skill development to maintain. Namely, it is a commitment to life-long learning.

What are the benefits of certification for oncology nurses?

Oncology nursing is founded on three C's: caring, compassion, and competence. Certification develops the third C. The benefits are numerous: professional recognition and credibility, professional achievement, career advancement, professional opportunities, personal satisfaction, higher pay, licensure (advanced practice certifications), and improved outcomes (evidenced by patient safety data).

ONCC Specialty Certifications

Oncology Certified Nurse (OCN®)

Certified Pediatric Hematology Oncology Nurse (CPHON®)

Certified Breast Care Nurse (CBCN®)

Blood and Marrow Transplant Certified Nurse (BMTCN®)

Advanced Oncology Certified Nurse Practitioner (AOCNP®)

Advanced Oncology Certified Clinical Nurse Specialist (AOCNS®)

Certified Pediatric Oncology Nurse (CPON®)*

Advanced Oncology Certified Nurse (AOCN®)*

* Available through maintaining and renewal, retired plans



Brenda Wolles,
RN, MS, CNL, AOCN®
Clinical Nurse Leader,
Sanford Health, Sioux Falls, SD

What are initial steps an oncology nurse can take toward certification?

Finding a mentor or two can be helpful, especially one who is oncology certified. These individuals will possess the knowledge you need, as well as being familiar with and respecting the process. Mentors will also share your love of learning and passion for oncology nursing, and they can be a great connector between you and others in the industry, such as pharmaceutical representatives.

Something else I would stress is the importance of giving yourself credit for the knowledge you have. You may have knowledge depth that general nurses do not—the biology of cancer, chemotherapies, immunotherapies, targeted agents, side effects, and oncologic emergencies. After some time, you also become aware of the psychosocial aspects of care: spiritual, financial, family dynamics, grief and loss, survivorship, and palliative and hospice care. You may also be versed in ethical issues, quality improvement, legal and scope of practice items. These are all great foundations for certification.

What kind of organizational support for certification exists for nurses?

A good example would be the Sanford Medical Center in Sioux Falls, SD. The center is a Magnet hospital with a sound Commission on Cancer-accredited cancer program. There, nursing certification is strongly encouraged, and the hospital supports cost to attain and maintain certification. The program currently has 15 OCN®-certified nurses on inpatient unit and five studying for the exam. Resources like this exist, and I encourage nurses to seek them.

Beyond taking and passing the exams, what can nurses do to enhance their certifications?

It's important to network and build relationships with other nurses and industry professionals. One way to do this is to mentor and others, encouraging them to certify, acting as a good professional role model. Also, certification nourishes your career advancement. For me, I was a bedside RN turned clinical care coordinator turned clinical nurse leader in oncology. ■

Editor's note: These interviews were edited from materials presented at the 2016 ONS 41st Annual Congress.



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The James Cancer Hospital and Solove Research Institute at Ohio State

Career Opportunities

The Ohio State University Comprehensive Cancer Center – Arthur G. James Cancer Hospital and Richard J. Solove Research Institute, located in Columbus, Ohio, is a transformational facility that fosters collaboration and integration of clinical cancer care and cancer research. With more than 1.1 million square feet and 14 operating rooms, this state-of-the-art cancer hospital presents several oncology career opportunities for interested **acute care nurse practitioners and staff nurses** in all clinical areas, including Critical Care, Operating Room and Emergency Department. We offer a team-oriented environment with great pay, generous benefits, attainable career paths and free tuition toward furthering your education. The James is the third-largest cancer hospital in the United States, and will help revolutionize cancer prevention and care.

For more information about opportunities at the OSUCCC – James, please visit cancer.osu.edu or contact **Heather Costa** at **614-293-4095** or **Heather.Costa@osumc.edu**. For advanced practice or leadership opportunities, contact **Precious Suchora Farroni** at **614-366-8606** or **Precious.Suchora@osumc.edu**.

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The James



Oncology Nursing Opportunities

Carolinas HealthCare System Charlotte, North Carolina

At Carolinas HealthCare System, our patients, communities and teammates are at the center of everything we do. As a leading, innovative healthcare system, our network of more than 900 care locations can be found throughout the Carolinas and our positions range from large, metropolitan practices to multiple suburban and rural locations, allowing us to deliver care that is superior in quality and compassion.

The Inpatient Oncology Division at **Carolinas Medical Center** has received Magnet recognition and aspires to achieve national distinction for the provision and coordination of inpatient oncology care through our team of world class physicians, leadership, technology, education and research as evidenced by outstanding patient care, clinical quality and operational outcomes.

Our leadership team at **Levine Cancer Institute** provides support for oncology-specific certification and utilizes ONS resources for evidence-based practice. We have a magnet-designated headquarters with separated Phase I Clinical Trials Infusion Unit, shared governance and innovative nursing leadership. We support nursing research and many of our staff participates on national and international cancer care initiatives.

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Carolinas HealthCare System



We have a variety of opportunities for Oncology Nurses, including:

- Ambulatory Infusion
- Ambulatory Medical Oncology Offices
- Ambulatory Specialty Clinics:
 - Breast
 - Gastrointestinal
 - GenitoUrinary
 - GYN
 - Head/Neck
 - Hematology
 - Immunology
 - Lung
 - Neurological
 - Rare and Complex Clinical Trials
- Inpatient Bone Marrow Transplant Unit
- Inpatient GYN Oncology Unit
- Patient Navigation
- Radiation Oncology
- Research

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