College of Science & Mathematics
PreHealth Program

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http://science-math.wright.edu/pre-health

WRIGHT STATE
UNIVERSITY

Date:_____

To: _____

From:_____ E-mail_____

I took your course_____ during (quarter) _____ of year_____ **(OR)**

I know you through:_____

I am applying to medical school for fall _____ and would like a letter of recommendation from you to accompany my application.

- o   I waive the right to access your letter
- o   I DO NOT waive the right to access your letter (If this is checked, the premedical advisor's office will not submit a student's letters to medical schools and it becomes the student's responsibility to have the letter writers send the letters directly to each medical school.)

Thank you.   _____
         (Student signature)

_____

For the Evaluators only:

- • **Guidelines for writing your evaluation letter** *(see back; provided by AAMC):*

  Please address your letter **"To Whom it May Concern"** since your letter will be sent to multiple medical schools

- • **Assessment of the Applicant:** Please use the scale below to evaluate the applicant

  1: Excellent / Outstanding   _____ Commitment to Learning
  2: Good / Above Average   _____ Interpersonal Skills
  3: Average   _____ Communication Skills
  4: Poor / Below Average   _____ Effective use of time and resources
  5: Insufficient Knowledge   _____ Use of constructive feedback
                                                                        _____ Problem-solving
Signature: _____   _____ Professionalism
Print Name: _____   _____ Responsibility
Title: _____   _____ Critical Thinking
                                                                        _____ Stress Management

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Please mail the waiver form and completed letter to the address provided above

Deadline: _____

Guidelines

1. Provide an accurate assessment of the applicant's suitability for medical school rather than advocate for the applicant.

2. Briefly explain your relationship with the applicant:
   - how long you have known the applicant;
   - in what capacity you have interacted (e.g., faculty, pre-medical advisor, supervisor, etc.); and
   - whether you are writing based on direct or indirect observations.

3. Quality is more important than letter length. Focus on the applicant rather than details about the lab, course, assignment, job or institution.

4. *Only* include information on grades, GPA or MCAT scores *if* you are providing context to help interpret them. Grades, GPA, and MCAT scores are available within the application.

5. Focus on behaviors that you have observed directly when describing applicants' suitability for medical school. Consider describing:
   - The situation or context of the behavior
   - The actual behavior(s) you observed
   - Any consequences of that behavior

6. Admissions committees find comparison information helpful. If you make comparisons, be sure to provide context. Include information about:
   - the comparison group (e.g., students in a class you taught, students in your department, co-workers, etc.)
   - your rationale for the final comparison

Key Areas of Interest

A.) Unique Contributions to the Incoming Class
   - Describe obstacles that the applicant had to overcome, and if applicable, how those obstacles led to new learning and growth
   - Explain how the applicant may contribute to a medical school's diversity, broadly defined (e.g., background, attributes, experiences, etc.)

   Note. *If you write about any information that could be considered potentially sensitive, confirm with the applicant that s/he is comfortable with the inclusion of that information.*

B.) Core, Entry-level Competencies

Describe how the applicant has, or has not, demonstrated *any* of the following competencies that are necessary for success in medical school.

Thinking & Reasoning Competencies

Critical Thinking: Uses logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems

Quantitative Reasoning: Applies quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world

Scientific Inquiry: Applies knowledge of the scientific process to integrate and synthesize information, solve problems and formulate research questions and hypotheses; is facile in the language of the sciences and uses it to participate in the discourse of science and explain how scientific knowledge is discovered and validated

Written Communication: Effectively conveying information to others using written words and sentences

Science Competencies

Living Systems: Applies knowledge and skill in the natural sciences to solve problems related to molecular and macro systems

Human Behavior: Applies knowledge of the self, others, and social systems to solve problems related to the psychological, social, and biological factors that influence health and well-being

Interpersonal Competencies

Service Orientation: Demonstrates a desire to help others and sensitivity to others' needs and feelings; demonstrates a desire to alleviate others' distress; recognizes and acts on his/her responsibilities to society, locally, nationally, and globally

Social Skills: Demonstrates awareness of others' needs, goals, feelings, and the ways social and behavioral cues affect peoples' interactions and behaviors; adjusts behaviors appropriately in response to these cues; and treats others with respect

Cultural Competence: Demonstrates knowledge of social and cultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one's own judgment; engages diverse and competing perspectives as a resource for learning, citizenship, and work; recognizes and appropriately addresses bias in themselves and others; interacts effectively with people from diverse backgrounds

Teamwork: Works collaboratively with others to achieve shared goals; shares information & knowledge with others and provides feedback; puts team goals ahead of individual goals

Oral Communication: Effectively conveys information to others using spoken words and sentences; listens effectively; recognizes potential communication barriers and adjusts approach or clarifies information as needed

Intrapersonal Competencies

Ethical Responsibility to Self and Others: Behaves in an honest and ethical manner; cultivates personal and academic integrity; adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; and develops and demonstrates ethical and moral reasoning

Reliability and Dependability: Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance

Resilience and Adaptability: Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks

Capacity for Improvement: Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback