

HEALTH PROFESSIONS LETTER OF EVALUATION REQUEST
TRUMAN STATE UNIVERSITY

The student/applicant named below has asked you to provide a letter of evaluation for the purpose of admission to a health career program such as medical or dental school. The student has indicated below a desire to either waive or retain their right of access to this letter under the provision of the Buckley Amendment.

Name:	Date:
E-mail:	Banner ID:
Permanent Mailing Address:	
I am applying for: <input type="checkbox"/> Medical MD <input type="checkbox"/> Medical DO <input type="checkbox"/> Dental <input type="checkbox"/> Other:	
<i>I hereby <input type="checkbox"/> waive <input type="checkbox"/> retain my rights of access under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C.A Par. 1232G (a) (1) to this letter of evaluation that will be submitted for consideration for admission to the health related academic programs.</i>	
Signature:	Date:
<input type="checkbox"/> <i>I hereby give permission for the Truman Health Professions Advisory Committee to access my academic records with the Office of the Registrar, the Office of Student Affairs, and my Co-curricular Record.</i>	
Signature:	Date:

Thank you for taking time to write a narrative statement to support the application materials of this student. If you choose to write a letter on behalf of this student, we ask that you:

- Confirm whether your letter will be mailed directly to each professional program, or will the School of Science and Mathematics include your letter in a Truman Letter Packet.
 - A Letter Packet prepared at Truman will be comprised of your letter added *verbatim* with letters supplied by several other evaluators, checked for spelling and grammatical errors, and signed by the Coordinator of Pre-Medical Advising prior to being mailed or submitted electronically to the designated medical programs.
 - For Individual Letters, confirm with the student/applicant the complete mailing address or electronic submission process for each medical school (or professional program).
 - In general, many MD school letters can be submitted electronically through AMCAS, while DO and Dental school letters will be mailed.
 - If your evaluation is to be mailed to AMCAS, then the applicant must provide to you an AMCAS Letter Request cover page containing the mailing address and letter identification information. This document must be included with your hard copy.
 - If your evaluation is to be uploaded directly to AMCAS, you will use the applicant AAMC ID number and the AMCAS Letter ID number (provided by the applicant) to upload a letter directly at <https://services.aamc.org/letterwriter/>.
 - By default, any letter can be printed and mailed but some must be delivered to AMCAS rather than the individual medical school.
- We have advised all students to let you know if and when they might need a separate, revised letter to reflect separate applications to MD and DO medical schools.

If your letter is to be included in the Truman Letter Packet, please address your letter to Truman Health Professions Committee and submit by email to <spearce@truman.edu> or mail a hard copy to Truman Health Professions Committee, Dept. Biology, 100 E. Normal Ave., Truman State University, Kirksville, MO 63501. We request that you prepare the electronic version in a form compatible with Microsoft Word or Adobe Reader. Also, if you have any questions concerning the letter process feel free to contact Ms. Sherril Pearce at 660-785-4597 or Dr. Cindy Cooper at clcooper@truman.edu.

AAMC Guidelines for Medical School Recommendations

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 (1-4)

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

1. Thinking and 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

2. 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

RECOMMENDATION LETTERS

3. 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 and 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

4. 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