LETTER OF Recommendation/Evaluation COVER SHEET

Release of Access: Letters of recommendation are generally considered confidential. Students must specifically waive, or refuse to waive, their right of access to such letters. If he/she does not waive the right of access to such statements, it is the student’s responsibility to inform the letter writers whether the pre-professional school may receive and maintain the letters or statements in confidence. The student must select one of the choices below concerning the right of access.

☐ Waiver of Access: I understand that letters of recommendation concerning me are to be received and maintained in confidence by the pre-professional school for admission to their program. I hereby expressly waive any and all rights of access that I might have to these letters of recommendation and other evaluations under the Family Education Rights and Privacy Act of 1974, and any/or all other laws, regulations or policies. I understand that the rights I am waiving include, but are not limited to, the right to inspect and review these letters or other evaluations and the right to have copies of the letters or other evaluations made for my use.

☐ Denial of Waiver: I do not agree to the above statement regarding my right of access to letters of recommendation or other evaluations written in support of my application for admission to the pre-professional school. I have informed all individuals who will write letters on my behalf that those letters or other evaluations will not be held in confidence.

Print Name: _________________________________  Student ID#_______________  Professional Program (circle one)

<table>
<thead>
<tr>
<th>Medicine</th>
<th>Dentistry</th>
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Signature:____________________________________Date____________________  Other (write-in)______________

Name of Letter Writer: ____________________________________   Title: _____________________________

Instructions: The letter you have been asked to provide will become a very important part of the student’s application for admission to a professional school. This evaluation will supplement the student’s academic record and assist the health professions admissions committees in making difficult choices regarding the selection of the most capable student for their programs. Your thorough and candid evaluation of this student will be greatly appreciated.

Regarding confidentiality: please verify that the student signed the above Release of Access statement which indicates whether or not right of access has been waived. The student has the legal right to inspect your evaluation if right of access has not been waived.

You may address the letter “To whom it may concern” or “Dear Admissions Committee”. Please type and print your letter with the date and your signature on your letterhead stationery. Return it along with this form (do not staple or paper clip) to the address below. The letter will be placed in the student’s recommendation file and later copied and mailed to the professional schools to which the student is applying.

Mailing Address: Pre-health Advising
Idaho State University
Stop 8007
Pocatello, ID 83209

Email Address: baerjacq@isu.edu

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

Please see other side for additional guidelines.
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 define (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.

Core Competencies for Entering Medical Students

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