

MARIST

Dear Evaluator:

Your evaluation will aid the Pre-Health Professions Committee in writing a composite letter of evaluation that will be sent to schools on behalf of the applicant. Your letter will be included in its entirety in the applicant's composite materials. With your permission, illustrative quotes from your evaluation letter may be used in the composite letter that is written. Therefore, please print or type your recommendation on official letterhead and refrain from referring to other students or making informal comments. We have included guidelines below based on the guidelines being used by the Association of American Medical Colleges (AAMC) as well as some information regarding the competencies that medical schools are considering when reviewing applicants' files. Thank you for your assistance.

Guidelines for Writing a Letter of Evaluation¹

Health Professions schools and Pre-Health Professions Committees do not expect any one letter writer to provide information about every characteristic of an applicant. In fact, they require multiple letters specifically because no one letter writer is expected to know everything about an applicant.

Guidelines

1. Provide an accurate assessment of the applicant's suitability for the health professions 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.)
 - 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 admissions test scores *if* you are providing context to help interpret them.
5. Focus on behaviors that you have observed directly when describing applicants' suitability for a health professions 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

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 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.

¹ This is adapted from the AAMC website at

<https://www.aamc.org/initiatives/admissionsinitiative/letters/332572/lettersofevaluationguidelines.html>

Describe how the applicant has, or has not, demonstrated competence in any of the following areas

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

Cultural Competence: Demonstrates knowledge of socio-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.

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; 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.

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 conveys information to others using written words and sentences.

Understanding of Living Systems: Applies knowledge and skill in the natural sciences to solve problems related to molecular and macro systems including biomolecules, molecules, cells, and organs.

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

MARIST

Letter of Evaluation Request Form Marist College Pre-Health Professions Committee

Applicant: _____ for _____ School
(health profession of interest)

Evaluator Name: _____

Evaluator Address: _____

Evaluator Phone: _____ e-mail: _____

Applicant - Check one box and sign the appropriate statement before giving it to the evaluator

☐ I request that the above named person write an evaluation on my behalf to be used by the Pre-Health Professions Committee in support of my application to a health profession school. I understand that the evaluation is held in confidence by the Advisor for the Health Professions in my file. Accordingly, I hereby waive any and all rights to inspect and review this recommendation under the Family Education Rights and Privacy Act of 1974.

Signature _____ Date: _____

☐ I request the above named person write an evaluation on my behalf to be used by the Pre-Health Professions committee in support of my application to medical or other health profession schools. I reserve my right to inspect this recommendation.

Signature _____ Date _____

Please supply your evaluator with a resume or CV and other relevant biographical information. The evaluator must return this form with the recommendation to Professor Lisa Stephens by MARCH 1.

Evaluator - Please return your letter and the signed waiver to:

Lisa Stephens
Advisor for the Health Professions (AHP)
Marist College, DN 228B
3399 North Road
Poughkeepsie, NY 12601

You may also scan (because we need your signature and letterhead), and e-mail the letter and form to:
Lisa.Stephens1@Marist.edu