Name of Recommender:

*To Be Completed by Applicant*:

Applicant’s Name: Andrew ID:

Applying to:

Allopathic (MD) Osteopathic (DO) Podiatry MD/Ph.D. Other (specify)

I am requesting that a letter of evaluation concerning my qualifications for admittance to the health professional graduate program(s) indicated above. I understand that a candid evaluation is being sought and that a copy of the letter will be sent by the Health Professions Program of Carnegie Mellon University to the programs to which I am applying. I hereby authorize the above referenced Recommender and Carnegie Mellon University to disclose any information relating to my current or former status as a student, including but not limited to any information which may be deemed to be personally identifiable information from my student education records pursuant to the Family Educational Rights and Privacy Act (FERPA) of 1974 or which may otherwise be protected under applicable privacy laws.

RIGHT TO INSPECT LETTERS OF RECOMMENDATION

Under FERPA, you as an applicant have the right to review your educational records. FERPA further provides that you may waive your right to inspect recommendations. Please indicate whether you wish to waive this right by checking the appropriate box below and signing your name. If you do not select an option below, by default you hereby agree to waive your right of inspection.

□ I **waive** my right to inspect any letters of evaluation or other information disclosed pursuant to this release.

□ I **do not waive** my right to inspect any letters of evaluation or other information disclosed pursuant to this release.

Applicant’s signature: Date:

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**To the Recommender:**

* Please use a salutation such as “*Dear Members on the Admissions Committee*” or “*Dear Admissions*” in your letter.
* Draft your letter on letterhead, if possible.
* Sign your letter, include it with the first page of this form, and please email or fax to:

Health Professions Program Email: [hpp-office@andrew.cmu.edu](mailto:hpp-office@andrew.cmu.edu)

5000 Forbes Avenue

Pittsburgh, PA 15213 Fax: 412-268-5146

**To the Recommender**:

To assist you in writing your letter of evaluation, the Association of American Medical Colleges has created “*Guidelines for writing a letter of evaluation for a medical school applicant*” (outlined below). These guidelines provide specific details about preparing a strong, supportive letter that most effectively evaluates an applicant’s suitability for medical school and a career in health care.

1. Briefly explain your relationship with the applicant: How long have you known the applicant; in what capacity have you interacted; whether you are writing based on direct or indirect observations.
2. Provide an accurate assessment of the applicant’s suitability for medical school rather than advocate for the applicant.
3. Quality is more important than letter length: focus on the applicant.
4. Only include information on grades, QPA or MCAT scores if you provide context to help interpret these measures. (*Schools will see these #s in the application*)
5. Comparison information can be helpful. If you make comparisons, please provide context.
6. Consider including unique contributions that an applicant would bring to an incoming class, such as:
   * Obstacles the applicant overcame and how those challenges led to new learning and growth.
   * How the student will enhance a medical school’s diversity.
7. Focus on behaviors that you have observed directly when describing an applicant’s suitability for medical school. Contrasting strengths and weaknesses is welcomed. Avoid writing a narrative of the applicant’s resume.

Medical schools are interested in how our applicants will contribute to the incoming medical school class. To get at this, I encourage you to review the AAMC list of Core Competencies (*listed on page 3*) to identify characteristics that you can address in your letter.

If you taught the applicant, please limit the descriptive detail regarding the course and focus more on emphasizing the applicant’s ability to grasp course content and apply one’s knowledge.

Unless requested, do not refer to a specific school, by name (e.g., Pitt medical school) or type (MD or DO) in your letter – rather, indicate that you support an applicant in their application to “medical school.”

Thank you for the time and effort you have invested in writing a letter of recommendation for one of our students or alumni. I realize this is an added burden to your professional responsibilities; we greatly appreciate your efforts on behalf of the applicant. Feel free to contact my office with any questions or concerns.

****

Kindest regards,

Jason D’Antonio, PhD

Director, Health Professions Program

Assistant Teaching Professor, Department of Biological Sciences

Tel.: 412-268-8494 | [dantonio@cmu.edu](mailto:dantonio@cmu.edu)

**Core, Entry-level Competencies**

(*Adapted from the Association of American Medical Colleges*)

Describe how the applicant has demonstrated **any** of the following competencies that are viewed as necessary for success in medical school. Please also comment on attributes such as *compassion, integrity, dedication, maturity, commitment, ability to take criticism,* and *honesty*.

***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

***Pre-Professional 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

**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