
Instructions for Recommenders

_____ has has not waived his/her right to see this letter.
(Applicant name)

TO THE APPLICANT: PLEASE COMPLETE THE ABOVE AND PROVIDE THIS FORM TO EACH LETTER WRITER

TO THE RECOMMENDER: LETTERS OF RECOMMENDATION DUE NO LATER THAN FRIDAY, MAY 17, 2019

Thank you for agreeing to write a medical or other health professions recommendation. Your recommendation will be included in its entirety in a packet with Brown's Health Careers Advisory Committee's letter to all the schools to which your recommendee is applying.

Because your letter will be sent to many schools on behalf of your recommendee, please address your letter "To the Admission Committee" and not to Dean George Vassilev, and write it in support of the applicant's admission to Medical or other Health Career School, not to any specific School.

Your letter should comment on academic performance, character, motivation, attitude, leadership ability, and special accomplishments. Also note how you believe these characteristics indicate the applicant's suitability for a career in the health professions. Use concrete examples from your direct observations of the applicant to illustrate your points. When appropriate, please rank the applicant among other health professions school applicants you have worked with in the past. The Association of American Medical Colleges ([AAMC](#)) recently released detailed [Letters of Evaluation Guidelines](#) which can be most helpful to you in writing your letter. These guidelines are optional and not required. They are appended on the following pages for your convenience.

Please be completely candid with applicants about the type of recommendation you will be able to write, especially if you have reservations about the quality of your support.

Please retain a copy of your recommendation for your files. If you have any questions about writing the letter, contact George Vassilev, Associate Dean of the College at (401) 863-2781 or at george_vassilev@brown.edu.

FORMATTING YOUR LETTERS OF RECOMMENDATION:

- Letter writers **affiliated with Brown** may use the *Letter of Recommendation Form* on the Health Careers website at www.brown.edu/hco (click on the link for forms).
- Letter writers **not affiliated with Brown** should use their own institution's letterhead (without color, if possible). Your letter must be dated and must include your name, title, address, phone number, E-mail address, and signature.

SUBMITTING YOUR LETTERS OF RECOMMENDATION:

(You do NOT need to include this form with your letter)

1. For your convenience, Health Careers Advising has adopted a web-based system, veCollect. Once your recommendee submits a request for your letter through this system, you will receive an email with "[veCollect.] Request for evaluation from (applicant's name)" in the subject heading.
2. After you have written your letter please save it as a .pdf, .doc. or .docx file, and **attach** the file in a direct reply to the email from veCollect (please do not paste the contents of your letter directly into the email).
3. You will receive an email confirmation that it has been uploaded to the applicant's account shortly (typically within 24 hours). If you experience any difficulties with veCollect, please contact Kathy Toro at (401) 863-2781 or kathy_toro@brown.edu

Health Careers Advising

Form 1

ASSOCIATION OF AMERICAN MEDICAL COLLEGES (AAMC) LETTERS OF EVALUATION GUIDELINES

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

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.

CORE COMPETENCIES FOR ENTERING MEDICAL STUDENTS

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.

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- **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 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.

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.