University of New Hampshire
Pre-Professional Health Programs Advising

Request for Letter of Recommendation

To (Letter Writer’s Name):

Applicant Name: ___________________  Intended Profession (medical or dental): _________________

I waive my right to read this letter of recommendation ______________________ Date _________

Applicant signature

This UNH student or alumnus/na is applying to a graduate health professional school that requires a composite letter of evaluation, which will include insights gleaned from individual letters of recommendation, comments from committee members who interviewed the applicant, and information from the applicant’s personal statement and transcript. It represents a collective, institutional evaluation of the applicant's potential for academic and professional success. The opinions of those who know the applicant well are essential to writing these letters.

Your letter will be included in its entirety to medical or dental schools as part of the supporting letter packet accompanying the composite letter, and may be cited in the composite letter of evaluation prepared by the UNH Pre-Professional Health Programs Advisory Committee on the applicant’s behalf. If you have any questions, please contact the Health Professions advisor at premed.advising@unh.edu.

Please review the Guidelines for Letter Writers on the reverse of this page prior to starting your letter.

- Please address your letter to “The Committee on Admissions” and submit your comments on letterhead and signed, including your full name and professional title.
- Use standard font, 11 or 12 pt.
- Unless otherwise notified, you may assume the applicant has waived his or her right to see your letter under the Family Educational Rights and Privacy Act, and your letter will remain confidential.
- How to submit your letter: Letters are due to the Health Professions Office via Interfolio no later than Friday, February 8, 2019. You will receive an email request from the applicant with directions on how to upload the letter through Interfolio.
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Guidelines for Letter Writers

These guidelines are based on the Association of American Medical College Letter Writer Guidelines. They represent the collective view of medical schools on what is most helpful in a letter of recommendation:

- Briefly explain your relationship with the applicant, including how long you have known him or her, in what capacity you have interacted, and whether you are writing from direct or indirect observations.
- Please organize your letter according to the content area that are assessed in our Committee Letter:

**Academic Preparation and Promise** (including coursework, academic research, programs of study, special considerations)

**Interpersonal Skills** (empathy, communication, teamwork and collegiality)

**Personal suitability for the health professions** (maturity, judgment, self-confidence, independence, reliability and responsibility, moral and ethical character)

**Motivation for the profession** (interest in the application of science to health, commitment to service to others, clinical experiences, perseverance and persistence, interest in and knowledge of issues related to health care delivery)

**Other, additional considerations**

- Focus on the applicant rather than details of the course, job, assignment, or institution.
- Only include information on grades, GPA, or MCAT scores if you are providing context to help interpret them. This information is available in the application.
- Focus on behaviors that you have observed directly when describing applicant's suitability for medical or dental school.
- Whenever possible, speak directly to the Key Areas of Interest to Professional Schools:
  - **Core, Entry-Level Competencies**: describe how the applicant has, or has not, demonstrated any of the competencies listed on the following page. Providing evidence of any of the competencies based on specific examples that you have observed will be most helpful. A copy of the core competencies and definitions is attached.
  - **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.
Core Competencies for Entering Medical Students

As defined by the Association of American Medical Colleges

Interpersonal Competencies

- **Service Orientation:** Demonstrates desire to help others and sensitivity to others’ needs and feelings’ demonstrates 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, 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 and 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 manner; cultivates personal and academic integrity; adheres to principles; 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.

Thinking and Reasoning Competencies

- **Critical Thinking:** Uses logic and reasoning to identify the strengths and weaknesses of multiple solutions, conclusions, or approaches to problems.
- **Quantitative Reasoning:** Uses data and 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.
Science Competencies

- **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. Applies knowledge of complex living organisms including how they transport materials, sense their environment, process signals, respond to changes and chemical interactions/reactions.

- **Human Behavior**: Applies knowledge of the self, others, and social systems to solve problems related to the psychological, social-cultural, and biological factors that influence health and well-being, behavior, and how we think about ourselves and others. Applies knowledge of cultural and social differences as well as social stratification and access to resources.