



Osteopathic Medicine Pathway Program

Guidelines for Writing a Recommendation Letter for the OMPP*

1. Provide an accurate assessment of the applicant’s suitability for the program rather than advocate for the applicant.
2. Briefly explain your relationship with the applicant:
 - a. How long you have known the applicant;
 - b. In what capacity you have interacted (e.g., teacher, supervisor, mentor, coach, etc.);
 - c. 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 class, assignments, duties, job or organization.
4. Only include information on grades, GPA or ACT/SAT scores if you are providing context to help interpret them. Grades, GPA and test scores are submitted with the application.
5. Focus on behaviors that you have observed directly when describing applicants’ suitability for the OMPP. Consider describing:
 - a. The situation or context of the behavior
 - b. The actual behavior(s) you observed
 - c. Any consequences of that behavior
6. If you make comparisons, be sure to provide context. Include information about:
 - a. The comparison group (e.g., students in a class you taught, students in your school, co-workers, teammates, etc.)
 - b. Your rationale for the final comparison

<u>Key Areas of Interest</u>	
<u>Unique Contributions</u>	<u>Entry-level Competencies</u>
<ol style="list-style-type: none"> 1. Describe obstacles that the applicant had to overcome, and if applicable, how those obstacles led to new learning and growth 2. Explain how the applicant may contribute to the program’s diversity, broadly defined (e.g., background, attributes, experiences, etc.) 	<ol style="list-style-type: none"> 1. Describe how the applicant has or has not, demonstrated any of the core competencies that are necessary for success in a healthcare career (see next page). <p>Note: <i>If you write about any information that could be considered potentially sensitive, confirm with the applicant that he/she is comfortable with the inclusion of that information.</i></p>

*Adapted from “Guideline for Writing a Letter of Evaluation for a Medical School Applicant.” AAMC website June 2016 (<https://www.aamc.org/initiatives/admissionsinitiative/letters/>)

Core Competencies for Careers in Healthcare

Thinking & Reasoning

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.

Intrapersonal

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.

Science

Living Systems: Applies knowledge and skills in the biological, chemical or physical sciences to solve problems.

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.

Interpersonal

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.