

**SCHOOL OF NURSING**

**Medical Professional Work Reference from HealthCare Provider**

MAKE COPIES AS NEEDED

This section to be completed by the applicant:

The family Educational Rights and Privacy Act of 1974 and its amendments guarantee students access to their educational records. Students may, however, waive their right of access to recommendations. The choice of the applicant regarding this recommendation is to be indicated below. Failure to sign will constitute acceptance of limited access.

\_\_\_\_\_ I do waive recommendation                      \_\_\_\_\_ I do ***not*** waive my right to inspect the contents of the following recommendation

Signed \_\_\_\_\_ Date \_\_\_\_\_

Statement concerning: \_\_\_\_\_

**TO BE COMPLETED BY THE PERSON SERVING AS A REFERENCE  
(Please place in a sealed envelope and sign it across the seal)**

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
(Please

Place of Employment: \_\_\_\_\_ Business Phone: \_\_\_\_\_

Length of time you have known the applicant: \_\_\_\_\_

In what capacity have you known the applicant? (Please check all that apply).

- \_\_\_\_\_ Personally
- \_\_\_\_\_ As an employee
- \_\_\_\_\_ As a professional colleague
- \_\_\_\_\_ Only casually
- \_\_\_\_\_ As a student
- \_\_\_\_\_ Other (Please explain)

Place a check by **ONE** statement in each category that **BEST** represents this applicant.

| <b>1. Intellectual Curiosity &amp; Innovativeness<br/>(answer below)</b>   | <b>2. Written Communication Skills<br/>(answer below)</b>   |
|--|---|
| <p>__A follower; accepts things as they are; rarely asks meaningful questions or generates new ideas</p> <p>__Raises some questions and tries to set forth new ideas</p> <p>__Intellectually curious; frequently generates new ideas</p> <p>__Outstanding ability to generate new ideas; great intellectual curiosity</p> <p>__Not able to judge</p> | <p>__ Unable to express ideas clearly in writing</p> <p>__ Has some trouble with logical order, grammar/punctuation</p> <p>__ Uses correct grammar and punctuation but has trouble with logical order</p> <p>__ Expresses ideas logically and succinctly in writing most of the time</p> <p>__ Outstanding in the written expression of ideas</p> <p>__ Not able to judge</p> |

|  |  |
|--|--|
| <p><b>3. Oral Communication Skills (answer below)</b></p>  | <p><b>4. Sensitivity to Others (answer below)</b></p>  |
| <p> <input type="checkbox"/> Inarticulate; ideas not presented clearly<br/> <input type="checkbox"/> Weak in oral skills including command of language and articulation<br/> <input type="checkbox"/> Articulates fairly well, but order of ideas is not always logical<br/> <input type="checkbox"/> Good in articulating ideas clearly and logically<br/> <input type="checkbox"/> Very articulate; outstanding command of language<br/> <input type="checkbox"/> Not able to judge </p> | <p> <input type="checkbox"/> No concern for ideas or needs of others, antagonistic<br/> <input type="checkbox"/> Has trouble being respectful of others ideas or needs; rarely tactful<br/> <input type="checkbox"/> Tends to be respectful of others ideas and needs<br/> <input type="checkbox"/> Usually considerate and tactful<br/> <input type="checkbox"/> Very alert and tactfully responsive to others' needs and ideas<br/> <input type="checkbox"/> Not able to judge </p>  |
| <p><b>5. Group Skills (answer below)</b></p>   | <p><b>6. Reliability (answer below)</b></p>  |
| <p> <input type="checkbox"/> Never contributes toward group goals<br/> <input type="checkbox"/> Interferes with attainment of group goals<br/> <input type="checkbox"/> Has some difficulty as a member/leader of group<br/> <input type="checkbox"/> Often regarded as a constructive group member/leader by peers<br/> <input type="checkbox"/> Very effective as a leader/member in assisting group toward constructive goals<br/> <input type="checkbox"/> Not able to judge </p>      | <p> <input type="checkbox"/> Neglects following through with obligations/appointments<br/> <input type="checkbox"/> Work is incomplete, carelessly done<br/> <input type="checkbox"/> Completes work carefully, but with prodding<br/> <input type="checkbox"/> Meets obligations independently most of the time<br/> <input type="checkbox"/> Thoroughly reliable; needs no supervision<br/> <input type="checkbox"/> Not able to judge </p>  |
| <p><b>7. Perseverance (answer below)</b></p>   | <p><b>8. Accountability (answer below)</b></p>   |
| <p> <input type="checkbox"/> Gives up without trying<br/> <input type="checkbox"/> Becomes discouraged easily when working toward goals<br/> <input type="checkbox"/> Works on goals which are easily attainable but avoids difficult goals<br/> <input type="checkbox"/> Is always persistent in pursuing all goals<br/> <input type="checkbox"/> Not able to judge </p>  | <p> <input type="checkbox"/> Projects blame on others as reason for own actions<br/> <input type="checkbox"/> Gives excuses for own actions<br/> <input type="checkbox"/> Nearly always accepts responsibility for own actions<br/> <input type="checkbox"/> Thoroughly accountable for own actions<br/> <input type="checkbox"/> Not able to judge </p>   |
| <p><b>9. Response to Stressful Situations (answer below)</b></p>   | <p><b>10. Ability to Make Decisions (answer below)</b></p>   |
| <p> <input type="checkbox"/> Remains withdrawn, angry, confused, unrealistic, or depressed when under pressure<br/> <input type="checkbox"/> Has difficulty proceeding constructively<br/> <input type="checkbox"/> Tries to proceed constructively; occasionally is withdrawn or angry<br/> <input type="checkbox"/> Self-controlled, rarely loses temper or withdraws<br/> <input type="checkbox"/> Not able to judge </p>   | <p> <input type="checkbox"/> Totally indecisive<br/> <input type="checkbox"/> Has difficulty analyzing problems and arriving at decisions<br/> <input type="checkbox"/> Analyzes a situation correctly but has difficulty deciding on a course of action<br/> <input type="checkbox"/> Generally competent in making decisions and taking action on them<br/> <input type="checkbox"/> Excellent in considering consequences of decisions and taking appropriate action<br/> <input type="checkbox"/> Not able to judge </p> |

|   |  |
|---|--|
| <p><b>11. Toleration of Ambiguity (answer below)</b></p>  | <p><b>12. Potential for Graduate Study (answer below)</b></p>  |
| <p>___ Always requires excessive details of assignments/exams in order to meet supervisor/instructor assignments</p> <p>___ Is uncomfortable in less structured situations; seeks guidance inappropriately</p> <p>___ Attempts to function with less structure and seeks guidance appropriately</p> <p>___ Usually can function comfortably in less structured situations</p> <p>___ Functions very effectively and comfortably without a rigidly defined, extremely imposed structure</p> <p>___ Not able to judge</p> | <p>___ Excellent</p> <p>___ Above Average</p> <p>___ Adequate</p> <p>___ Weak</p>  |
| <p><b>13. Considering all the individuals in this field whom you are personally acquainted, how would you evaluate this applicant? (answer below)</b></p>   | <p><b>14. Recommendation (answer below)</b></p>  |
| <p>___ Upper 5%</p> <p>___ Upper 25%</p> <p>___ Middle 50%</p> <p>___ Lower 25%</p> <p>___ Lower 5%</p>   | <p>___ Not able to judge</p> <p>___ Do not recommend</p> <p>___ Neutral</p> <p>___ Recommend</p> <p>___ Strongly recommend</p> |

Briefly explain any decision other than *Strongly Recommend* or if unable to rate the student.

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Other additional comments may be appended.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Thank you for your time and assistance.

**Return To: Arkansas State University  
ATTN: Rachel Hill  
Graduate Program  
Box 910  
State University, AR 72467**