

Receptivity to Feedback (RTF): Defining, Measuring and Assessing a Core Competency for Professional Growth

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Defining the Competency

We define Receptivity to Feedback (RTF) as actively listening to and incorporating feedback to achieve insight for professional growth and competence

Measuring the Competency

RTF Faculty Checklist:

The student:

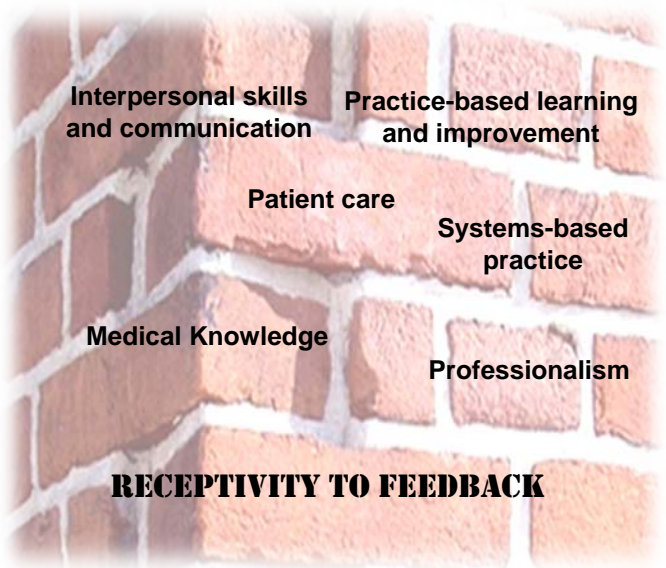
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|--|-----|----|
| 1. Made eye contact when I gave feedback | Yes | No |
| 2. Interrupted me while I was talking | Yes | No |
| 3. Acknowledged my feedback with a positive response | Yes | No |
| 4. Argued about the feedback | Yes | No |
| 5. Questioned the feedback or person giving feedback | Yes | No |

RTF Student Rating

SCALE:
Strongly Disagree(SD) Disagree (D) Neutral(N) Agree(A) Strongly Agree(SA)

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|---|----|---|---|---|----|
| 1. The feedback was accurate. | SD | D | N | A | SA |
| 2. While some feedback was helpful, it did not reflect my real ability. | SD | D | N | A | SA |
| 3. The feedback was consistent with my assessment of my ability. | SD | D | N | A | SA |
| 4. I will use this feedback to strengthen my abilities. | SD | D | N | A | SA |
| 5. The individual providing feedback seemed qualified/credible to me. | SD | D | N | A | SA |

Receptivity to Feedback is measured during OSCE's offered at the end of MS2 and MS3 and at the beginning of PGY1. Feedback occurs within several stations.



What is the Significance of RTF?

- Feedback from faculty/supervisors is a powerful mechanism to promote growth and correct behavior that undermines professional development
- Evidence suggests that learners who are unable to benefit from constructive feedback struggle professionally
- While major gaps in RTF may not be common, they can have profound impact on learner progress
- Behavioral scales may highlight observable behaviors that reflect RTF and suggest a plan for improvement
- We believe RTC is a teachable skill resulting in a more mature learner committed to self-learning and improvement