# CLINICAL SUPERVISOR ASSESSMENT (CSA) GUIDELINES FOR GIVING EFFECTIVE APPRAISAL FEEDBACK
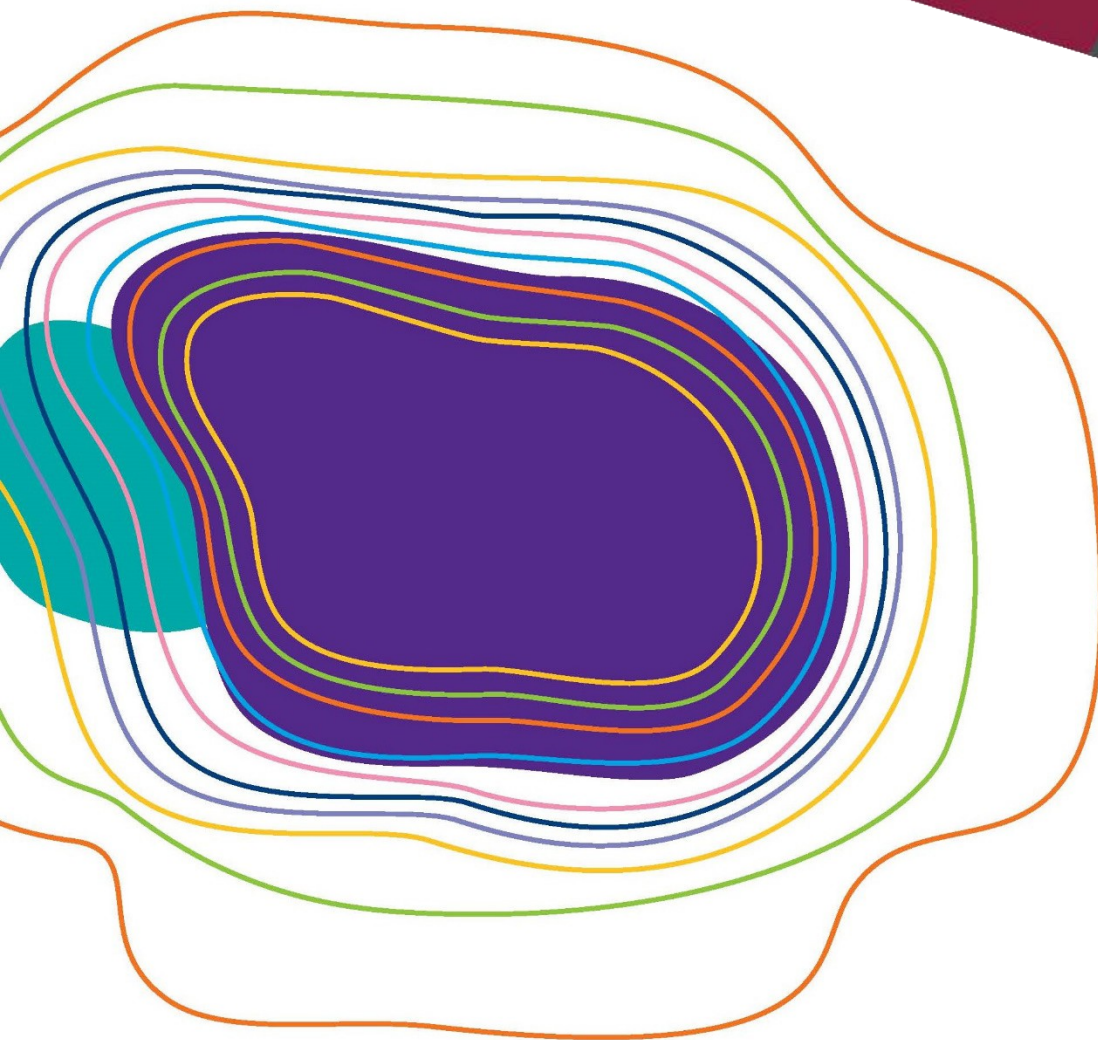
The Royal Australian
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Faculty of Radiation Oncology

**RADIATION ONCOLOGY TRAINING PROGRAM**

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# CLINICAL SUPERVISOR ASSESSMENT (CSA) GUIDELINES FOR GIVING EFFECTIVE APPRAISAL FEEDBACK

For Directors of Training and Clinical Supervisors.

## Set out Goals/Purpose for the Meeting

The goals need to be clear and understood by both parties. You may need to clarify the purpose of this interaction as, for example "the opportunity to look at the trainee's present performance and how this might be developed toward the standard required for the end of training".

## Clarify any Questions of Fact

It may be difficult to evaluate what you read, if you were not the author, without first clarifying a few crucial details. If so, briefly clarify these points but do not use this as an excuse to launch into your critique.

## Self-Assessment and Self-problem Solving First

Invite the person being evaluated to comment on his/her own performance first (e.g., How doyou think things are going? Are you happy with your year?). Self-evaluation builds autonomyand helps the junior doctor take responsibility for his/her own learning. It helps you avoid belabouring a point that the trainee has already realised for him/herself. It also reveals the trainee's values and perceptiveness which is useful to know. If the trainee has trouble starting this discussion, seek information about what they think they were good at.

## Link your Feedback to Trainee Goals

Trainees are more likely to be receptive to feedback that addresses their personal goals or that they have raised in their self-review. This may reveal that the trainee doctor knew what ought to be done but did not do it for what seemed like a good reason at the time. Training program goals are important but can be flexible in timing and you can modulate their application at this time.

This does not prevent you adding issues of your own – for instance, *I know you didn't specifically request feedback on how you manage time in the reporting sessions, but I'd like totake the opportunity to discuss how you handle this as well*.

# Use Descriptive, Non-judgmental Feedback (What I Noticed…)

Present objective evidence wherever possible. Consider the issues you may need to discuss and if you need to clarify aspects of the report with day-to-day supervisors. Use data from feedback forms and deliver your feedback in non-judgmental language, being as specific as possible about what the issues are and what the outcomes may be, e.g., each of the supervisors note that reports have been delayed, this has an impact on the other reporting staff and the whole department.

# Be Respectful, Supportive and Balanced (include good points as well as bad)

The person being observed needs to know which aspects of their performance are working well, otherwise s/he may abandon positive as well as negative aspects. If you convey support, trainees are more likely to be open about their difficulties. Focus on the key points or issues and resist the temptation to deal with everything at one meeting. Remember that things that seem easy to you, may be quite complex for junior trainees. The most useful form of support is often some kind of follow up, e.g., *tell me how you think you might be able to work on this and then we can arrange a time when I can review this again.*

# Provide or Negotiate Suggestions to Alter the Identified Behaviour

Frame your feedback as suggestions, not criticism. The trainee may already have thought about activities to improve weaker areas. *To get more experience in this area one thing you might try is* … Help trainees turn negative feedback into constructive action.

# Label Subjective Feedback

If the comments are purely your opinion, label them. Use "I" statements. This implies that your opinions are just that (and so subject to challenge) but also differentiates your opinion from the data collected from a variety of sources over the previous year, on that trainee. This acknowledgement of subjective opinion enhances credibility with the trainee and increases the likelihood of them being receptive to the feedback.

# Introduce Concepts, Principles, Research Findings as Opportunity Arises

Introducing, for example, some recent research findings, can add weight to your feedback and can introduce new information at a time when the trainee is engaged and ready to take the information on board.

# Set Out a Clear Plan for Remediation and a Time for Review

Feedback should not be "dumped". It is one of the more important aspects of learning. If you develop the trainees trust, they will gradually value the feedback, rather than think of feedback as "bad news" even when it seems minor to you. After giving feedback ensure a plan is developed for tasks the trainee should do and times for suitable review and reporting. Various colleagues may be involved in gathering data about the trainee's performance in the Department.

Little meaningful change develops after a single intervention. Try to make the feedback effective by selecting:

**The time**        when neither of you is busy
**The place**       where you will not be interrupted and will have privacy
**The message**     what needs to be done first
**The evidence**    objective data from various sources
**The plan**        what action should follow

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# CLINICAL SUPERVISOR ASSESSMENT (CSA) FLOWCHART

Clinical Supervisor completes the CSA with the trainee at the end of the rotation.

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Clinical Supervisor provides the original CSA form to the trainee.

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Trainee signs and dates the bottom of the CSA form.

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The trainee is to retain the completed assessment and return to the College by 31 January 2022 together with other completed assessments using the **Training Assessment Summary Submission Form**.