



PSDP—Resources and Tools: How evidence- informed are you as a practice supervisor?

How evidence-informed are you as a practice supervisor?



Promote a **culture of professional curiosity**; embracing research within your area of responsibility, encouraging the **exploration of different cultures, concepts and ideas**.
PCF: Professional Leadership (advanced level)

How can you foster and lead an evidence-informed environment in your team? This tool will help you assess your own attitude to evidence-informed practice, talk to your team about research use and plan a sustainable approach.

1. What do you think 'good looks like' in terms of research use in social work practice?



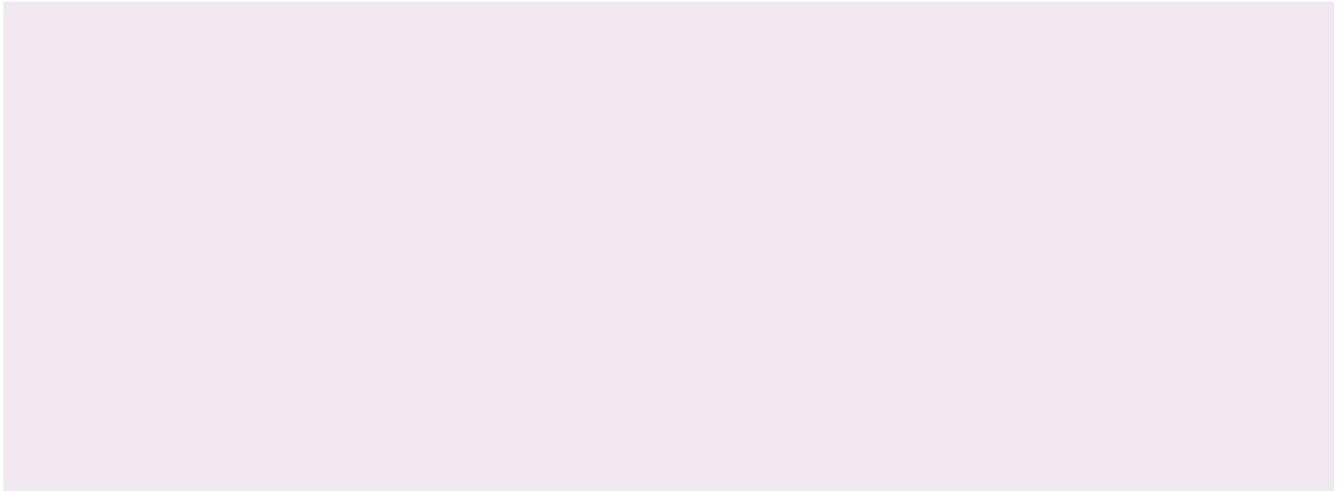
Take responsibility for ensuring individual and **workplace practice is informed by and informs research and current professional knowledge**.
PCF: Professional Leadership (advanced level)

2. Do you feel you give clear expectations for research use in your team?

1 (not at all) – 5 (very clear)

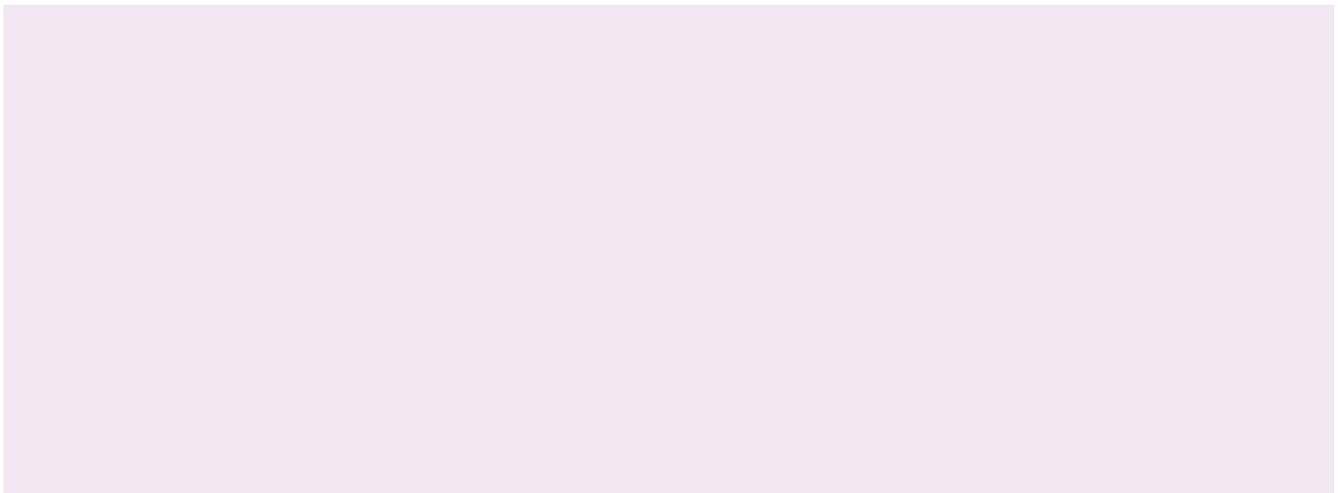
1	2	3	4	5
<input type="checkbox"/>				

3. Do you protect or generate space, time, resources or opportunities for your team to become more research-minded? Can you provide examples?



4. Describe the support you give to your team around:

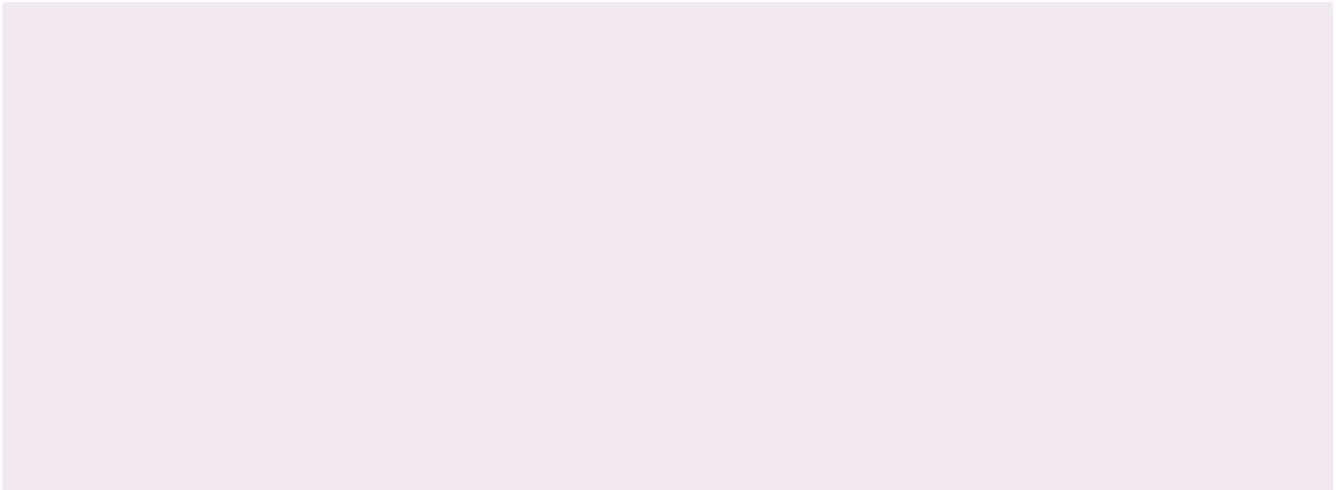
Finding research



Assessing the quality of research



Applying research to a child and family





Have a **good knowledge of team dynamics, resources and the ability to maximise people and team potential.**

PCF: Professional Leadership (advanced level)

5. What are the different attitudes to research use within your team (e.g. enthusiasts, resisters, quiet readers, sharers)?

Empty response area for question 5.



Model and use critical reflective skills in management, practice or organisational supervision settings to enhance your own and others' practice.

PCF: Professionalism (advanced level)

6. Are you confident that you set an example by explicitly using research and / or valuing reflection in your own work? 1 (not at all) – 5 (very confident)

1 2 3 4 5

7. Are achievements in awareness or use of research recognised, rewarded and shared with colleagues and strategic managers? 1 (not at all) – 5 (very frequently)

1 2 3 4 5



Provide critical reflection, challenge and evidence-informed decision-making in complex situations. Support others in developing these capabilities, and finding their own solutions.

PCF: Critical Reflection and Analysis (advanced level)

8. How often do you examine your own practice (e.g. where your knowledge comes from, what you believe and why, what factors influence your decisions)? 1 (never) – 5 (very frequently)

1 2 3 4 5

9. Do you introduce research discussion into supervision:

around work with a child or family? 1 (not at all) – 5 (very frequently)

1 2 3 4 5

in terms of planning and reviewing continuing professional development?

1 (not at all) – 5 (very frequently)

1 2 3 4 5

in terms of keeping up-to-date with latest developments? 1 (not at all) – 5 (very frequently)

1 2 3 4 5

10. What:
stops my team being more research-minded?

helps my team to be more research-minded?

Notes:

1. Compare your answers with those in your team. Are there any differences? Why?
2. The crucial role of managers in setting expectations for a research-minded culture is recognised both in the PCF and research literature. As a leader, a clear vision is important to:
 - > inspire and enthuse those who need to make it happen
 - > make sure collective effort is channeled in the same direction
 - > guide decisions about what to do.
3. There are many opportunities for research use, but they need to be accepted and promoted by social work managers. Spending some time listing everything that is available both within your organisation and outside of it will help you recommend these resources to others and tailor your recommendations to individual learning styles (eg training courses, web-based resources, discursive sessions).
4. Compare your answer to the answers your team give with regards to the help they think they need around these areas. Are there any points of difference?
5. Being aware of the 'doers' in your team is important. Consider whether a research-confident team member can support someone whose skills are still developing, or is yet to be convinced about the value of research use in social work practice.

6. Your visibility as an evidence-informed social work manager is critical. Research by Daniel Goleman (2002), which scrutinised leaders in group situations, reported that:

- > those in the leadership role are watched more closely than anyone else in the group (even subtle reactions are spotted)
- > the leader is listened to more carefully than anyone else
- > how the leader sees things is given more weight than other people's perspectives
- > how the leader responds is considered the most valid response.

These behaviours are heightened at times of particular difficulty for the group. Practising what you preach is so important because:

- > it's the only way to authentically show your passion and commitment to the initiative you are leading
- > personally living the values, attitudes and behaviours you are promoting will win you the trust and support of followers
- > research-mindedness can be a complicated concept and this is a way of demonstrating what you mean by it
- > you can provide living proof that working in this way is achievable and give others the confidence to adopt the approach in their own practice.

So, effectively championing the use of research requires you to have a 'personal manifesto' – i.e. that you model research-mindedness in your own work.

If you feel you are not modelling evidence-informed practice as effectively as you might, fill in Tool 4.

7. Sharing results more widely will both sustain your own approach and inspire others outside your team.

8. Again, compare your answers with those in your team. Are there any differences? Why?

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