PRACTICE TOOL

Using research: Tools to support evidence-informed practice

Good professional practice is informed by knowledge of the latest theory and research.
(Munro, 2011)

The social work profession **evolves** through the contribution of its members in activities such as **practice research, supervision, assessment of practice, teaching and management.**
PCF: Professional Leadership (Advanced level)

This resource is designed to support Principal Social Workers, Advanced Practitioners and Social Work Managers to:

> begin a conversation about 'what good looks like' in terms of research use
> assess your own and your team's attitude to using research
> reflect on how you can model research mindedness
> signpost further resources and support.

The use of research in social work practice is a **clear expectation**.

> The College of Social Work's Professional Capabilities Framework (PCF) provides a generic framework for supporting this expectation.
> For child and family social work, the Munro Review identifies core capabilities relating to knowledge, critical reflection and analysis, and intervention and skills (Munro, 2011).
> 'Research-informed practice' is *the* explicit attribute of outstanding practice identified by Ofsted (2014).

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Using research: Tools to support evidence-informed practice

Developing skills and confidence in research use is key to individual and organisational professional development. These tools will help you identify strengths and gaps that need addressing.

The boxed text identifies requirements of the PCF that the tool will help with.

Tool 1 is a short exercise to reflect on where knowledge comes from. It will help start a conversation about research use.

Tool 2 helps you unpick your own attitude to research use. The *Notes* section will provide further questions for reflection and signpost relevant resources.

Tool 3 should be used in supervision as part of professional development. The *Notes for supervisors* section provides prompts and suggested actions.

Tool 4 helps you model evidence-informed practice in your role as a leader.

Tool 5 is about gaining strategic support for evidence-informed practice.

Tool 6 can be used by social workers as a prompt for explaining and presenting research use to families.

Tool 7 helps you consider how your team currently uses or might use evidence-informed resources with families.

Tool 8 helps you reflect on multi-agency working.

Tool 9 aids self-reflection and personal development.

What do we mean by knowledge?

> Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the lifespan and the legal framework for practice. **They apply this knowledge** in their work with individuals, families and communities. **They know and use theories and methods of social work practice.**
> **PCF**: Knowledge (Social Worker level)

Fill in this tool as honestly as possible. Do not look at part two before filling in part one.

Think about a recent case where you made a significant decision about a child or young person's care/support. Tick each criterion you used to make this decision.

- ☐ Your intuition (gut feeling) about what will work for them
- ☐ Established theories
- ☐ What you have heard from other professionals in informal exchanges
- ☐ Discussion of the case in professional supervision
- ☐ Recent research evidence
- ☐ What is usually offered by your service
- ☐ Feedback from other service users about what is helpful
- ☐ What you are most familiar/comfortable with
- ☐ Nationally identified good practice models
- ☐ Evidence on short-term outcomes
- ☐ Evidence on long-term outcomes

Now turn the page and fill in part two of the tool

Now, imagine you are visiting a doctor with a potentially serious medical condition. What would you want to influence decisions made about your treatment?

- ☐ His/her intuition (gut feeling) about what will work for you
- ☐ Established theories
- ☐ What he/she has heard from other professionals in informal exchanges
- ☐ Discussion of your case in professional supervision
- ☐ Recent research evidence
- ☐ What is usually offered by the service
- ☐ Feedback from other people in a similar situation about what is helpful
- ☐ What he/she is most familiar/comfortable with
- ☐ Nationally identified good practice models
- ☐ Evidence on short-term outcomes
- ☐ Evidence on long-term outcomes

How do these answers differ?

What lies behind these differences?

What issues does this raise?

Demonstrate a **comprehensive understanding and use** of knowledge related to your area of practice, including **critical awareness of current issues** and new evidence-based practice research.
PCF: Knowledge (Social Worker level)

Adapted from: Gibbs L and Gambrill E (1999) *Critical Thinking for Social Workers.* Pine Forge Press.

How evidence-informed are you?
(social work managers)

> 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
☐	☐	☐	☐	☐

3. Do you protect or generate space, time, resources or opportunities for your team to become more research-minded? What are these?

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

finding research

assessing the quality of research

applying research to a case

> 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 (eg enthusiasts, resisters, quiet readers, sharers)?

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 (eg 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 a specific case? 1 (not at all) − 5 (very frequently)

1	2	3	4	5
☐	☐	☐	☐	☐

in terms of 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' – ie 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. There is much material on reflection in the Research in Practice handbook *Analysis and Critical Thinking in Assessment*. Consider what formal structures there are for your own self-reflection, such as supervision and appraisals. Your own reflective spaces will help you to provide conducive structures for your team.

9. For more information on supervision, including tools to aid reflection and research use, see *Analysis and Critical Thinking in Assessment* and *Supporting Emotional Resilience Within Social Workers*.

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

How evidence-informed are you?
(NQSW, social workers, experienced social workers)

Recognise the contribution and **begin to make use of research to inform practice.**
PCF: Knowledge (Social Worker level)

This tool will help you identify your strengths, professional interests and areas for development related to evidence-informed practice. It is ideal for discussion in supervision.

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

Demonstrate a **critical understanding of research methods.**
PCF: Knowledge (Social Worker level)

2. How confident are you in finding research? 1 (not at all) – 5 (very confident)

1	2	3	4	5
☐	☐	☐	☐	☐

a. List all the research resources you have access to at work.

b. What do you do with interesting things you read, so you can access them when needed?

3. **How confident are you in assessing the quality of research?**

1 (not at all) – 5 (very confident)

1	2	3	4	5
☐	☐	☐	☐	☐

4. **Give a recent example of research application in your practice (eg in court, assessments, explaining a decision).**

5. **Which aspects of research application do you feel confident in, and which would you like more support with?**

6. **How much do you feel you keep up with current social work research?**

1 (not at all) – 5 (very well-informed)

1	2	3	4	5
☐	☐	☐	☐	☐

Outline the methods you use to stay informed.

Social workers **demonstrate professional commitment** by taking responsibility for their conduct, **practice and learning**, with support through supervision.
PCF: Professionalism (Social Worker level)

How evidence-informed are you?
(NQSW, social workers, experienced social workers)

7. Describe the last time you discussed research...
in supervision

informally with colleagues

in a team meeting

> **Promote the profession** in a growing range of contexts.
> **PCF:** Professionalism (Social Worker level)

8. **How confident are you in talking to the children and families you work with about research underpinning your decisions?** 1 (not at all) – 5 (very confident)

1	2	3	4	5
☐	☐	☐	☐	☐

9. **How confident are you in talking to other professionals about the social work evidence base?**
1 (not at all) – 5 (very confident)

1	2	3	4	5
☐	☐	☐	☐	☐

10. **Have you assessed your own areas of expertise?**
Yes / No

☐ ☐

How evidence-informed are you?
(NQSW, social workers, experienced social workers)

3

Social workers are **knowledgeable about and apply the principles of critical thinking** and reasoned discernment. They **identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence.** These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use **critical thinking augmented by creativity and curiosity.**
PCF: Critical Thinking and Reflection (Social Worker level)

11. How often do you examine your own practice (eg 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
☐	☐	☐	☐	☐

12. How confident are you that you can *analyse* (not just *describe*) a case?
1 (not at all) – 5 (very confident)

1	2	3	4	5
☐	☐	☐	☐	☐

13. How often do you act as 'critical friend' to others in case discussion (formally or informally)?
1 (not at all) – 5 (very frequently)

1	2	3	4	5
☐	☐	☐	☐	☐

14. What...
stops me being more research-minded?

helps me to be more research-minded?

Notes for supervisors

1. There is no one right answer to this, but typical responses may include clear and correct referencing; quoting relevant and high quality research; using research in combination with practice experience/intuition; being transparent; not 'cherry picking' research to back up one side of an argument.
It is a good starting point for discussion.

2. If **everyone** in your team is confident, great! Consider talking to other teams in the organisation and sharing your skills.
If a **few** people in your team are confident, consider asking them to share their skills with the less confident.
If **no-one** in your team is confident, consider sharing the Research in Practice e-learning resource.

a. Add to their list with suggestions of your own.

b. Share suggestions from other colleagues, plus any of your own. Typical methods include keeping a bespoke email folder for new research; printing material off to read at a later date; keeping virtual or physical folders arranged by theme.

3. The same principles as **2.** apply.

4. Consider reviewing this example in depth with your supervisee. What research did they use? Why this research? Had they used it before? What difference did it make to the decision? Has it affected their practice since? Were they pleased with the outcome and confident in the process? You might want to work with the supervisee to reflect on how they are in fact using research (eg in the application of attachment theory) without being explicitly aware that is what they are doing.

5. This question can be used to stretch the previous question. Ask for other examples of research use – what were the outcomes then? Are there any pieces of research they constantly refer to? What support can you offer to them in their less confident areas?

6. It is not only about having a range of resources to refer to; it's about ringfencing time to keep up-to-date with bulletins and new information. Stress that this time is important and that you will support them in protecting it. Share any of your own strategies and consider how you can make this into a team effort, perhaps by allocating different topic areas to different team members.

7. All these questions are useful knowledge for you in building up a picture of your team's research-mindedness.

a. Consider a formal slot in supervision to discuss research – especially if you task your supervisees with a research-oriented goal.

b. This is a useful way to capture the 'hidden' knowledge exchanges in your team.

c. As in **a.**, consider a formal slot in team meetings.

8. Direct to **Tool 6** if unconfident.

9. If you wish to explore multi-agency working further, look at **Tool 7.**

10. Direct to Evidence Matters **Tool 4** if your answer was no.

11. There is much material on reflection in the Research in Practice handbook *Analysis and Critical Thinking in Assessment.* Consider what formal structures there are for self-reflection, such as supervision and appraisals, and discuss with your supervisee how these can be developed as reflective spaces.

12. Direct to *Analysis and Critical Thinking in Assessment,* Section 4.

13. Consider any opportunities to help members of your team gain experience as a critical friend. Direct to *Analysis and Critical Thinking in Assessment,* Section 6.

14. The culture of an organisation and team is of paramount importance in fostering – or inhibiting – evidence-informed practice. Find out what your team thinks of it and be sure to work with any existing opportunities they highlight.

Modelling evidence-informed practice
(experienced social workers and social work managers)

Model and use critical reflective skills in management, practice or organisational supervision settings to **enhance your own and others' practice.**
PCF: Professionalism (Advanced level)

Most PCF domains for Experienced Social Workers and above include a requirement for 'modelling'. This tool will help you reflect on what you already do in terms of modelling research use and how this relates to your expectations of others as a **professional leader.**

Issue	What do I expect of the people I work with?	What can I do to lead by example on this?
Having a focus on outcomes		
Accessing research evidence		
Assessing the quality of research evidence		
Keeping up-to-date with research		
Applying research to individual cases		
Feeding back on training (and other continuing professional development activities)		
Evidencing assessments		
Using critical thinking to challenge the evidence base		
Reflecting on intuition and how it influences decisions		

Modelling evidence-informed practice (experienced social workers and social work managers)

4

Worked example

Issue	What do I expect of the people I work with?	What can I do to lead by example on this?
Having a focus on outcomes	*A clear statement of an assessment's purpose.*	*Always including this as the first sentence in an assessment.*
Accessing research evidence	*To share any key research the team will find useful.*	*Pro-actively search for research on a few key topic areas and introduce them into team discussion.*
Assessing the quality of research evidence	*To know that a research review is a useful starting point.*	*Ensure I keep relevant recent research reviews accessible.*
Keeping up-to-date with research	*Keep up with new Research in Practice resources.*	*Ensure I am familiar with existing Research in Practice resources and discuss relevant material in supervision.*
Applying research to individual cases	*Directly refer to a piece of research only if it offers specific insight into a case.*	*Share good examples of successful research use, analysing how it helped the case in question.*
Feeding back on training (and other continuing professional development activities)	*Spending ten minutes précising the training at team meetings.*	*Ensure any training I attend is not only fed back, but discussed as to how it can be relevant to the team.*
Evidencing assessments	*Showing clear analysis within assessments.*	*Challenging when analysis is not clear.*
Using critical thinking to challenge the evidence base	*To read and respond to research messages, and not to accept them uncritically.*	*Always asking 'what it means for us' in discussion of new research.*
Reflecting on intuition and how it influences decisions	*Not to cite 'gut feeling' as the sole basis for a decision.*	*To help the team understand what might underpin their 'intuitive' reactions.*

Using research: Tools to support evidence-informed practice

Gaining support

[A good] local authority... can demonstrate evidence of practice that is informed, modified and sustainably improved by feedback, research and intelligence about the quality of services and the experiences of children, young people and families who use them.
(Ofsted, 2014)

Maintain an awareness of changes in national and local contexts and their impact on practice. **Positively influence developments** that affect social work practice.
PCF: Contexts and Organisations (Advanced level)

This tool will help you to positively influence evidence-informed practice. Tying this in to current issues provides an important steer for engagement.

1. **Thinking about your organisation, what would you say the top five priorities are? Note any initial ideas to link research use with these priorities.**

Priority 1	Can link with...
Priority 2	Can link with...
Priority 3	Can link with...
Priority 4	Can link with...
Priority 5	Can link with...

2. Who are the *key players* you need on board?

Change Agents People with responsibility for implementing change

Adopters People who need to model and/or promote research-mindedness in their role

In operations:

**In strategy, planning, policy or commissioning:**

In practice development:

Close collaborators People who you can work directly with around improving research-mindedness

Natural champions Enthusiasts (at any level)

Opinion leaders People who shape the opinions of adopters and are personally influential in affecting professional practice

3. Plot their positions on this matrix.

High

High

Low

High

Influence

Interest
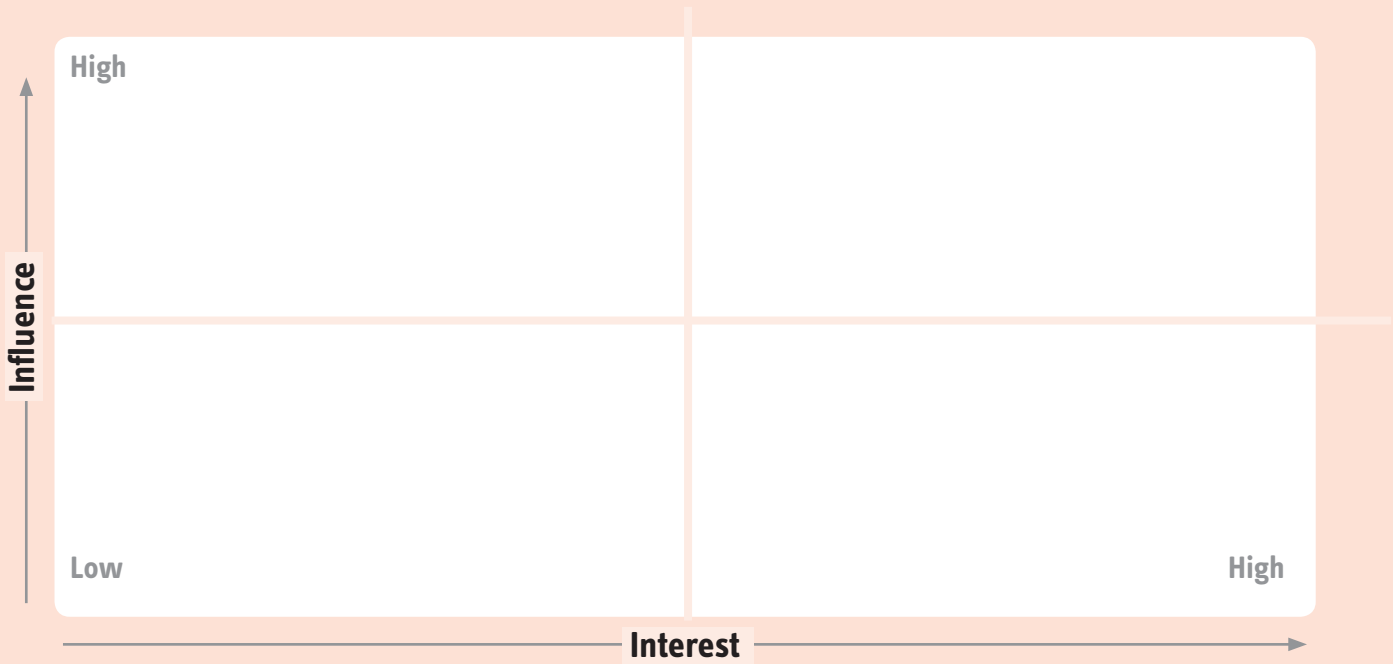
4. Consider your answers to Question 1. Note your ideas to discuss with those in the top right quadrant (high influence/enthusiasm).

Contribute to and provide professional leadership of organisational change and development, including the identification of gaps in service.
PCF: Contexts and Organisations (Advanced level)

Service users and
evidence-informed practice

*Children need and deserve a high level of expertise from their social workers... [which] should include being
skilled in relationships where care and control often need to be combined, able to make critical use of best evidence
from research to inform the complex judgements and decisions needed and to help children and families to solve
problems and to change.*
(Munro, 2012)

> Routinely **explain professional reasoning,** judgements and decisions.
> **PCF**: Interventions and Skills (Social Worker level)

The Research in Practice handbook *Analysis And Critical Thinking In Assessment* (ACTA) states the importance of
involving families in the assessment process:

*In effect, the worker is supporting children and families to be the authors of their own stories. Where there are
contradictions... it will be the worker's task to understand these and help children and families understand them.*
(Brown, Moore and Turney 2012)

ACTA outlines five **'Anchor Principles'** formulated using the characteristics of a sound analytical assessment:

Q. What is the assessment for?

Q. What is the story?

Q. What does the story mean?

Q. What needs to happen?

Q. How will we know we are making progress?

Using these principles should support assessments that children, young people and families can understand.
To check whether this is the case use the questions below to structure a discussion, either with children and
families or as a team:

> Can you understand all of the words in the assessment?

> Is the assessment easy to follow?

> Can you recognise your own views in the assessment?

> Is this an accurate picture of the difficulties you are experiencing?

> Do you agree with the reasons given to explain your difficulties?

> Do you understand the recommended actions?

> Do you think those actions will make a difference to your situation?

Evidence-informed practice with families

Interviews with parents show that they appreciate social workers who not only have the ability to listen, but are also 'straight-talking' and honest about their problems and the threat that their children may be removed. Practitioners who find it difficult to break bad news or who encourage parents to be over-optimistic about their progress are not so highly valued.
(Davies and Ward, 2012, citing Ward, Brown, Westlake and Munro, 2010)

Social workers' confidence will be supported when decisions they are making are clearly based on evidence. Consider how your team currently uses or might use evidence-informed resources to inform difficult but vital conversations:

Evidence-informed resources	What are these used for?	What tools do we have available?
Standardised tools can provide objective information on issues facing a family.	- Use as part of assessment to gather data on strengths, difficulties, challenges. - Use again after a period of work with the family to analyse the extent of change that has taken place.	The *Family Pack of Questionnaires and Scales* (Cox and Bentovim, 2000) produced as part of the *Framework for the Assessment of Children in Need*: - Strengths and Difficulties Questionnaires - Parenting Daily Hassles Scale - Home Conditions Scale - Adult Well-being Scale - Adolescent Well-being Scale - Recent Life Events Questionnaires - Family Activity Scale - Alcohol Scale
Goal attainment scaling.	Work in partnership to set meaningful and measurable goals for change.	See Research in Practice briefing: ***Assessing parental capacity to change.***
Research in Practice's Frontline briefings and tools provide clear summaries of evidence on key practice topics.	Use tools and charts to support discussions with families. For example use a chart showing developmental milestones to communicate where issues are identified.	• ***Child development 0-11*** • ***Young people's development 10-19*** • ***Adult attachment*** • ***Children's attachment***

Using research: Tools to support evidence-informed practice

Multi-agency working

> Develop and **maintain a network of internal and external colleagues**, with whom to seek and share advice, expertise and new developments in social work.
> **PCF**: Professionalism (Advanced level)

Social work managers are expected to support their team in maintaining a strong professional social work identity and in understanding other professionals' knowledge, skills and beliefs.

This reflective tool will open discussions on different professional attitudes, supporting integrated practice and knowledge sharing.

First, think of an incident, episode or event where more than one professional group was involved and take five or ten minutes to write it down.

> What happened?
> What did you do straight away and later?
> How was the team involved?
> Which practitioners and agencies were involved?
> What did they do straight away and later?
> What were the professional differences – practical or ideological?
> What did you learn from this incident?

> Provide professional leadership and **facilitate collaboration within a multi-agency context** as appropriate.
> **PCF**: Contexts and Organisations (Advanced level)

Now, reflecting more widely, this checklist will help you decide where to focus your efforts to improve inter-professional relationships.

Ideological frameworks – sharing and redistributing knowledge, skills and beliefs	Yes/No	If 'Yes' how do you know this?	If 'No' what action could you take?
Are different ways of working and professional skills respected across professional boundaries?			
Are different professional groups accorded equal respect within the team?			
Does the team have any arrangement in place to encourage practitioners to share their different and common professional skills with each other?			
Do you engage in joint client-focused activities such as shared assessment and/or consultation with families?			

The differences in language between professional groups can be a barrier to effective co-working. Bring together and explain the overlap between different words that are used by different agencies to explain similar things.

General term	Different interpretations of the same term
eg 'at risk'	'at risk' – of significant harm (social work) 'at risk' – of exclusion (education) 'at risk' – of offending (youth justice

Social work expertise

[I hope that the revised PLO will) reposition social workers as trusted professionals playing the central role in care proceedings, which too often of late has been overshadowed by our unnecessary use of and reliance upon other experts. Social workers [and] CAFCASS officers are experts.
Sir James Munby, President of the Family Division

What areas of expertise does a child and family social worker have?

This tool is an aid to self-reflection and may be used to guide professional development. It can also be used to build understanding of the range of expertise within your team.

Don't let the length of the list overwhelm you. It reflects the broad spectrum of the social work role. An expert may only score 5 in one or two areas, for example.

How to rate your areas of expertise

1 I have a basic knowledge and/or experience gained in this area from early education/training, but I don't feel confident enough to be able to talk about this in any depth and have little or no experience of this in practice.

2 I have a basic knowledge where I have had specific education/training/experience in this area although it was some time ago and I feel that my knowledge/experience is not very up-to-date.

3 I have had recent knowledge/training/experience in this area and I would feel able to talk about this topic to colleagues, although I would need to familiarise myself with practice/policy/research to feel competent before thinking about being able to give good evidence in court.

4 I have an interest in this particular area and I have studied the evidence base at post-qualifying level and/or have developed particular professional competence in this area in which I regularly practise. I am aware of the current research/policy/practice in this area and I would feel confident in being able to apply my knowledge analytically in giving evidence in court.

5 All of 4 applies and, in addition, I have a masters level or above in this area and/or I am highly knowledgeable about the practice/policy procedure in this area, being seen by colleagues as having expertise. I would feel highly confident in giving evidence in court around this topic as my competence is endorsed by qualifications/professional standing.

Social work expertise

Asylum-seeking children	①	②	③	④	⑤
Attachment	①	②	③	④	⑤
Behaviour	①	②	③	④	⑤
Care planning	①	②	③	④	⑤
Child abuse: emotional	①	②	③	④	⑤
Child abuse: neglect	①	②	③	④	⑤
Child abuse: physical	①	②	③	④	⑤
Child abuse: sexual	①	②	③	④	⑤
Child and family assessment	①	②	③	④	⑤
Child development	①	②	③	④	⑤
Child-care law	①	②	③	④	⑤
Child-centred approaches (maintaining this in complex assessments)	①	②	③	④	⑤
Children's rights	①	②	③	④	⑤
Communicating with children and young people	①	②	③	④	⑤
Community (ie, communities of interest as well as geographic)	①	②	③	④	⑤
Conflict (dealing with)	①	②	③	④	⑤
Contact	①	②	③	④	⑤
Disability: physical	①	②	③	④	⑤
Disability: emotional	①	②	③	④	⑤
Diversity	①	②	③	④	⑤
Domestic abuse	①	②	③	④	⑤
Drug misuse (children and young people)	①	②	③	④	⑤
Drug misuse (parental)	①	②	③	④	⑤
Ecological approaches (environmental factors that affect children's lives)	①	②	③	④	⑤
Empowerment	①	②	③	④	⑤
Equal opportunities	①	②	③	④	⑤
Ethics	①	②	③	④	⑤
Evidence-informed practice	①	②	③	④	⑤
Family relationships	①	②	③	④	⑤

	1	2	3	4	5
Family support	1	2	3	4	5
General theories of adult learning	1	2	3	4	5
Health and well-being	1	2	3	4	5
Identity	1	2	3	4	5
Illness (impact of)	1	2	3	4	5
Interagency and multi-professional working	1	2	3	4	5
Intervention in family life	1	2	3	4	5
Learning difficulties	1	2	3	4	5
Looked after children	1	2	3	4	5
Loss	1	2	3	4	5
Needs	1	2	3	4	5
Parental mental health	1	2	3	4	5
Parental responsibility (rights and duties)	1	2	3	4	5
Parenting capacity (and capacity to change)	1	2	3	4	5
Problem solving	1	2	3	4	5
Racism	1	2	3	4	5
Refugee children	1	2	3	4	5
Report writing	1	2	3	4	5
Resilience	1	2	3	4	5
Risk assessment and management	1	2	3	4	5
Service user involvement	1	2	3	4	5
Significant harm	1	2	3	4	5
Social exclusion	1	2	3	4	5
Social policy	1	2	3	4	5
Social work theory	1	2	3	4	5
Therapeutic interventions	1	2	3	4	5
Young carers	1	2	3	4	5
Other (please state)	1	2	3	4	5

PRACTICE TOOL

Using research: Tools to support evidence-informed practice

This set of tools updates material from various Research in Practice handbooks:

> *Teamwise* (Atherton, Barratt and Hodson, 2006)

> *Firm Foundations* (Barratt and Hodson, 2006)

> *Leading Evidence-Informed Practice* (Hodson and Cooke, 2007)

> *Integrated Practice on the Front Line* (Garrett and Lodge, 2009)

> *Analysis and Critical Thinking in Assessment* (Brown, Moore and Turney, 2012)

> *Evidence Matters in Family Justice* (Lewis and Erlen, 2012)

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