

INITIATIVE	DESCRIPTION	RATIONALE	ADVANTAGES	OPPORTUNITIES
Individual Strategies				
Supervision Discussion	Devote some time to explore the research during supervision. Explore the downloadable PART guides for supervisors & practitioners to support discussion in supervision and critically assessing evidence.	<i>All practitioners experience difficult situations where they are unsure about their decisions or possible options. Examining the research in terms of difficult situations will promote critical thinking and assist with possible outcomes. Decision-making is a key service area in child welfare.</i>	<ul style="list-style-type: none"> EIP becomes "natural" when scheduled into supervision. Exploration of the evidence and critical thinking becomes routine when practitioners encounter a difficult situation. 	<ul style="list-style-type: none"> Scheduling in EIP time during supervision is difficult and some people will push back, noting the lack of time, a reasonable response. However, scheduling in even a few minutes will eventually make a difference.
Supervisors	<p>Offer an information session for supervisors to learn and discuss how they can develop as EIP leaders in the organization.</p> <p>Offer the downloadable guides for supervisors (i.e., discussion guide for supervisors, supervisors assessment of team research use, building self-efficacy among your team, formal and informal</p>	<i>Supervisors are a key factor in the sustained use of EIP. Ensuring supervisors feel supported and the confidence to lead their team is important to the organizational use of EIP.</i>	<ul style="list-style-type: none"> Supervisors will begin to discuss their strengths and challenges to becoming a leader of EIP. Supervisors will offer each other support and discuss successful strategies they have used. A formal or informal group of leaders may form, which will 	<ul style="list-style-type: none"> People may not feel confident in their ability to be an EIP leader; however, this is an opportunity to show that all they need to lead is enthusiasm for research, to think critically, and ask questions.

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	leaders, sustaining positive leadership).		strengthen the organizations use of EIP.	
Professional Development	<p>Use EIP in individual professional development plans.</p> <p>All individual practitioners should identify their own learning needs in regards to EIP.</p>	<p><i>Allowing individual practitioners to take responsibility for their own development and education in regards to EIP provides a sense of accomplishment and accountability.</i></p>	<ul style="list-style-type: none"> ▪ Individuals will focus on what is important for them in terms of their interests and practice. ▪ Individuals can go at their own pace with utilizing EIP. 	<ul style="list-style-type: none"> ▪ Identifying EIP in a professional development plan with no follow up or organizational support may unintentionally sabotage efforts to develop one's self. Therefore, in order to ensure successful development the plan must be referred to regularly throughout the year.
Reminders	<p>Individual practitioners should develop their own weekly reminders to access evidence.</p>	<p><i>Reminders (e.g., scheduled calendar events, phone alarm) will prompt practitioners to explore evidence in terms of interest or issues that the children and families they are working with face.</i></p>	<ul style="list-style-type: none"> ▪ Different forms of reminders work differently for people. ▪ People can personalize their reminder as to what works for them. ▪ People should schedule a reminder for a time when they know they are generally not extremely busy. ▪ Keeps EIP in the 	<ul style="list-style-type: none"> ▪ There will be initial push back, where people cite time and organizational barriers as a challenge to using EIP, which may be valid explanations. ▪ Offering individual control over the reminder and individual learning, no matter how much time is spent on EIP, is a successful step in the right direction.

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Log-in Cards	Develop log-in cards providing the PART username and password for individual work stations. Log-in cards will serve as a reminder to individual workers that they can always access evidence to support their decision-making processes.	<i>Reducing a step offers quicker access to PART and will increase the likelihood that a practitioner will go to the website.</i>	<p>forefront of the mind and relates it to practice.</p> <ul style="list-style-type: none"> People can look at their desktop or in their drawer for the username and password rather than emailing their Link PARTner or PART admin email. 	<ul style="list-style-type: none"> Cost may be noted as a barrier; however, the upfront cost of printing some log-in cards on stock paper is much less than the long term cost of workers being unable to find passwords and not using evidence.
Practitioner Guides	Offer an information session for practitioners and present the PART guides for practitioners' use of EIP (downloadable guides can be found in the Getting Started session). Ensure you have at least one formal and informal leader who can offer support.	<i>Many practitioners feel apprehensive about using evidence informed practice and are not sure how to begin. Providing these guides to individuals and beginning a group discussion about the use of evidence will help develop the confidence of practitioners to engage with evidence.</i>	<ul style="list-style-type: none"> Practitioners will see that they are not alone in their apprehension of using evidence. Informal leaders will emerge and offer support to those who may be unsure of themselves. 	<ul style="list-style-type: none"> Present challenges to using evidence as opportunities. Prepare yourself for any challenges, such as "I don't have time to look up research", that may arise during the discussion and turn it into an opportunity for development.