

The effectiveness of Students 4 Best Evidence as a tool to improve Evidence-Based Practice competencies in undergraduate health professional students: a pilot study

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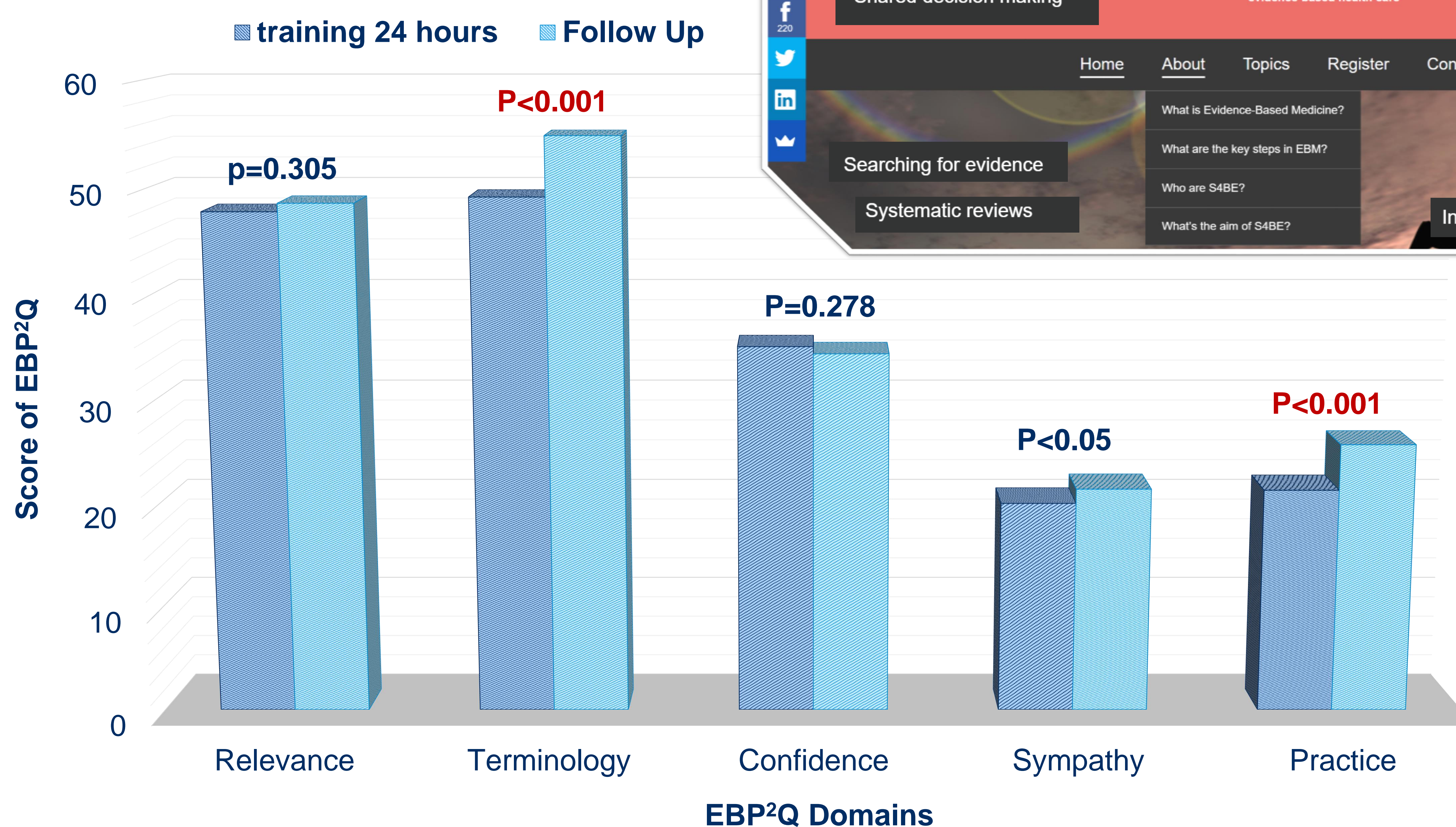
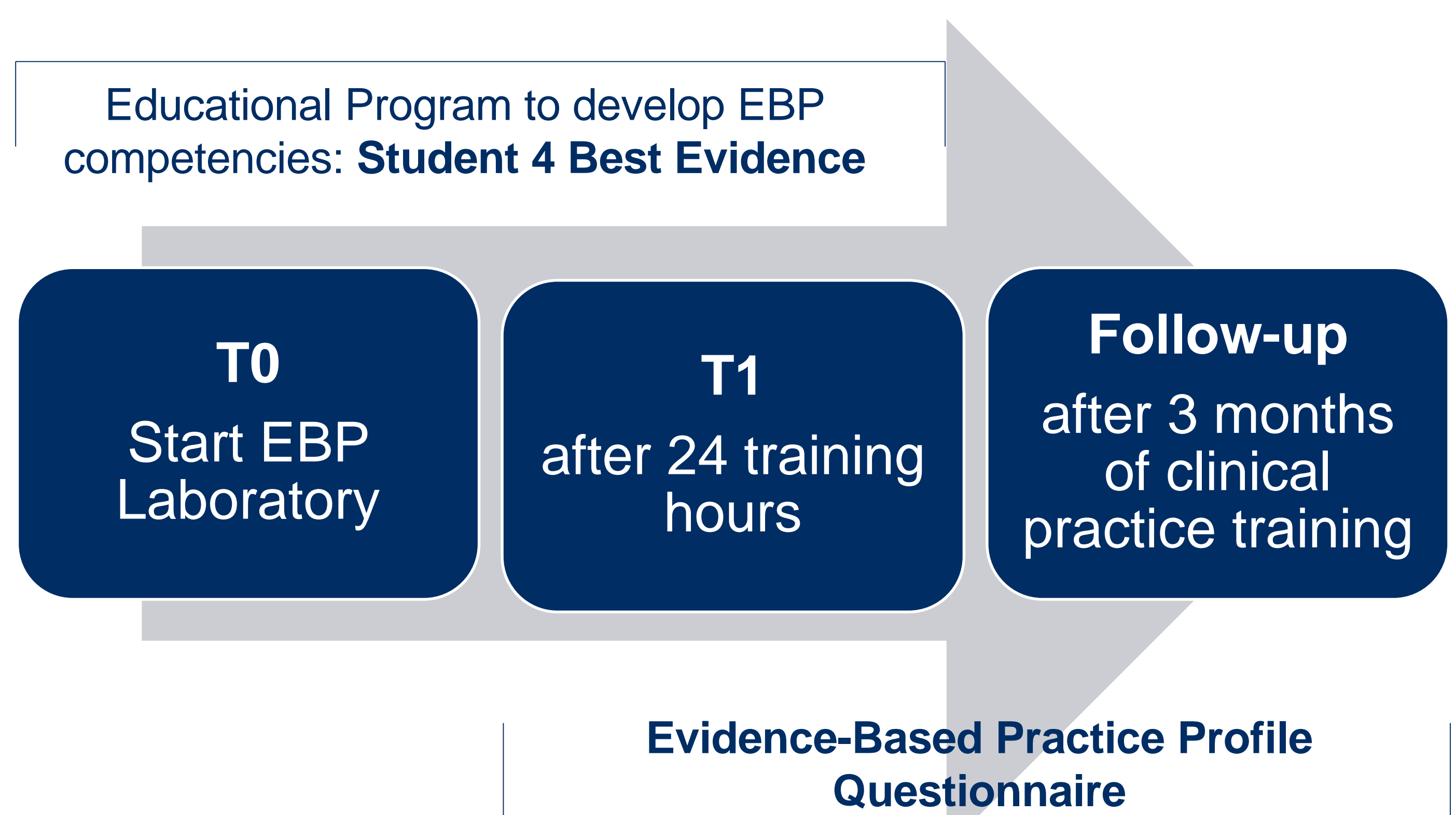
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Background

An Evidence-Based Clinical Practice (EBP) learning laboratory has been established at an Italian University to educate medical and other health professional students in the use of evidence in clinical practice and research.

Aim

The aim of this study is to evaluate the effectiveness, in terms of changing in EBP attitudes, knowledge, and skills after an EBP laboratory, using the information on the Students 4 Best Evidence (S4BE) blog as an educational tool, to teach EBP competence to undergraduate students of Physiotherapy.



Methods

Observational prospective study

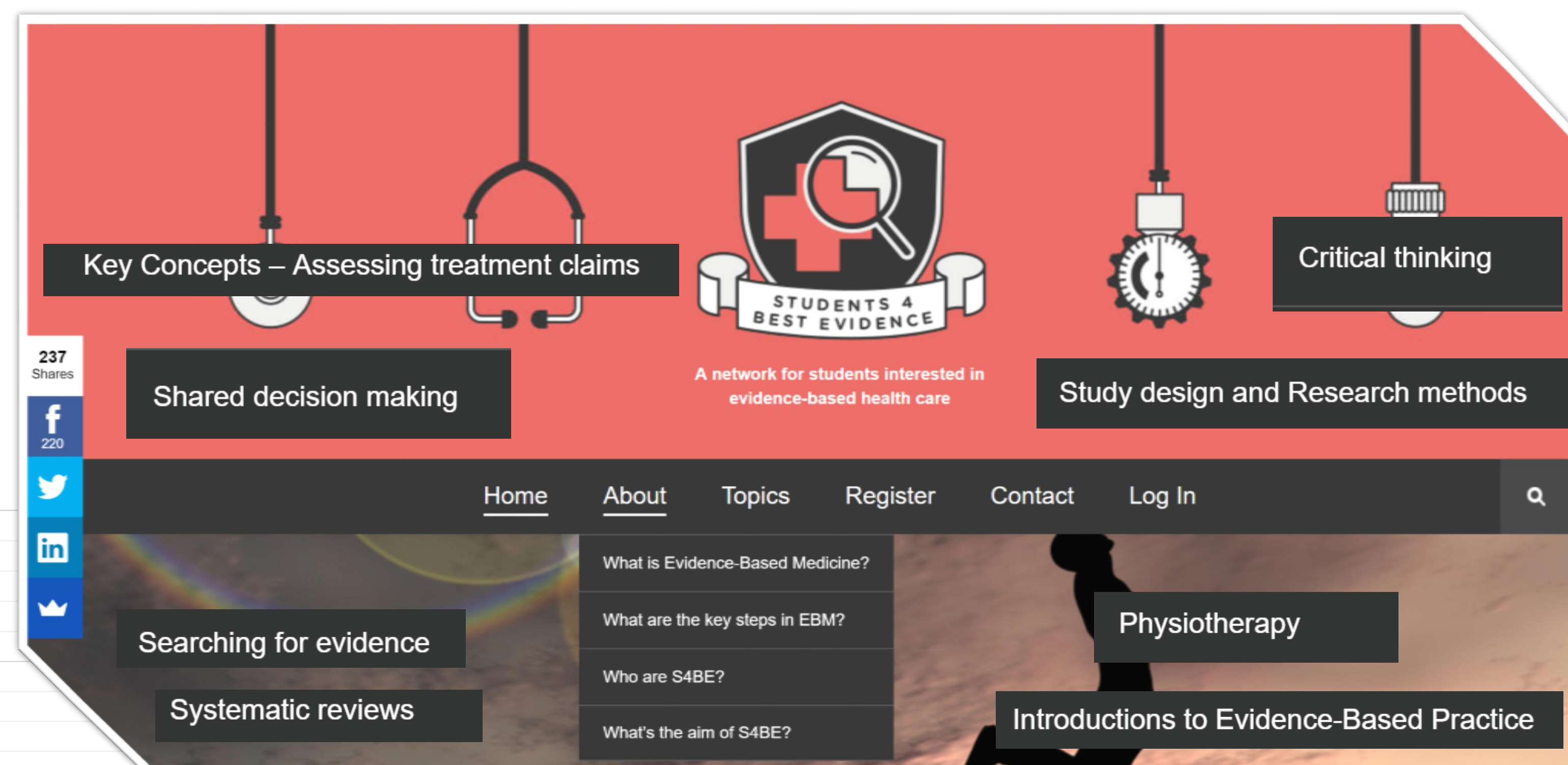
70 Italian students in physiotherapy

(20.04+/-3.94 years; 46M:24F sex)

School of Physiotherapy, undergraduate course: EBP Laboratory as part of university education, University of Brescia, Italy

EBP competencies have been evaluated with EBP² questionnaire composed by 5 domains: **relevance**: value, emphasis and importance an individual placed upon; **terminology**: the understanding of common research terms; **confidence**: the perception of the individual's abilities with EBP skills; **practice**: the individual's use of EBP (9 items); **sympathy**: the individual's sense of the compatibility of EBP with professional work. It based on 5-points Linkert scale

Educational Program



Conclusion

Students retained the EBP competences during the follow-up period. **Relevance** and **confidence**, two domains based on individual's abilities with EBP skills, remained stable. **Sympathy**, domain of the relationship between EBP competencies and professional work, is changed. The clinical practice training helped the use of EBP skills during every day clinical practice of the students and this allowed a significant improvement of **terminology** and **practice** domains.

References

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