



KNOWLEDGE, ATTITUDES AND PRACTICES OF DENTAL UNDERGRADUATES & POSTGRADUATES ON EVIDENCE-BASED DENTISTRY-



INTRODUCTION: Quality improvement efforts have been a necessary requisite in every field of healthcare. However, progress should be scientifically oriented to prosper with the proven facts of the past. Dentistry has witnessed various innovative advancements, and there is a requirement of evidence-laden progress to provide better oral care and clinical knowledge. Good and sound dental practice relies not on fragments of selected evidence but rather on the collection of best available research evidence. Principles and methods of evidence-based dentistry (EBD) grant dentists the opportunity to implement relevant research findings for multidimensional care of their patients. The key to finding evidence is to start with a focused, well-built clinical question.

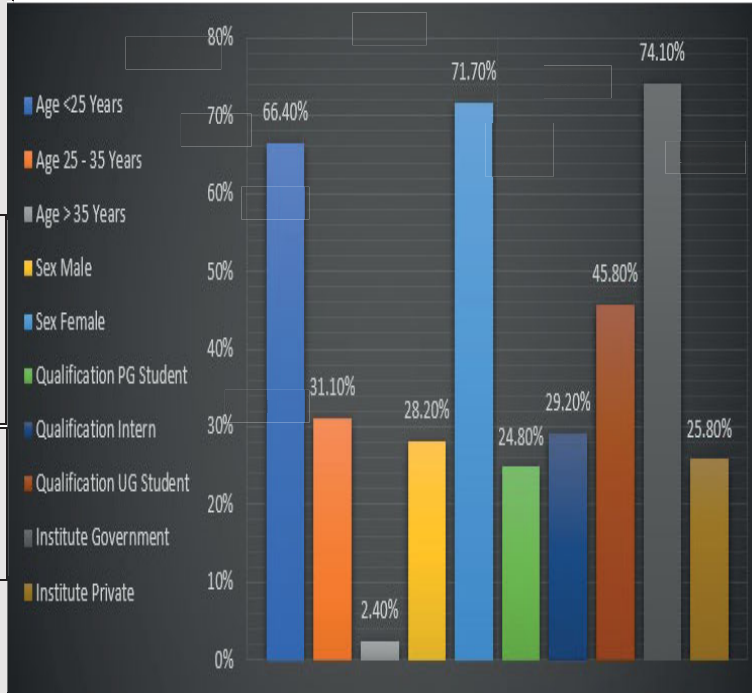
OBJECTIVES-

Emphasizing on EBD concept to undergraduates and post graduates dental students providing them overview of the EBD.

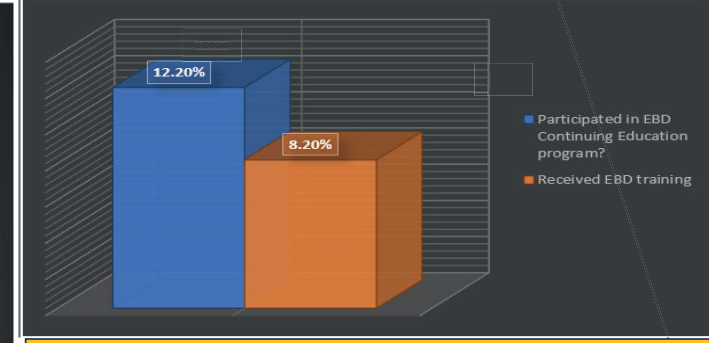
MATERIAL & METHODS

Research Design & Methods	Cross sectional, multi-centric questionnaire-based survey. About 26 questions were circulated via Google forms
Participants	About 205 participated in this study. 94 students were undergraduates, 60 were interns & 51 were postgraduates.
Inclusion Criteria	Voluntary students pursuing BDS/MDS & interns
Exclusion Criteria	Quacks

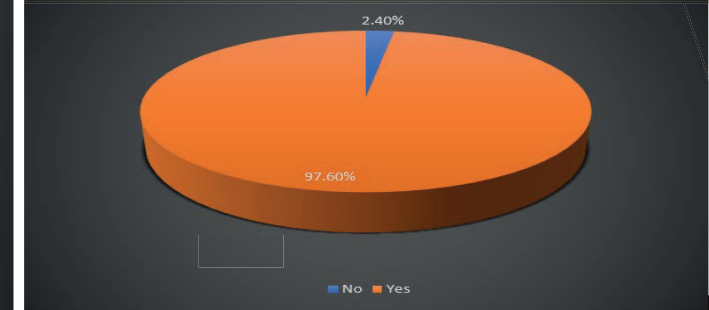
RESULTS: Demographic Characteristics



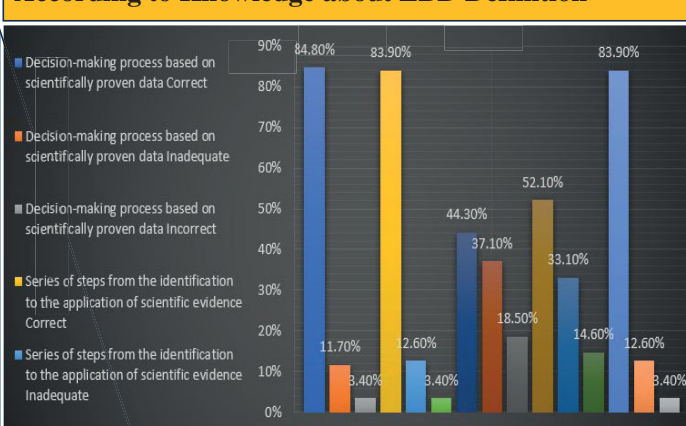
According to EBD Participation



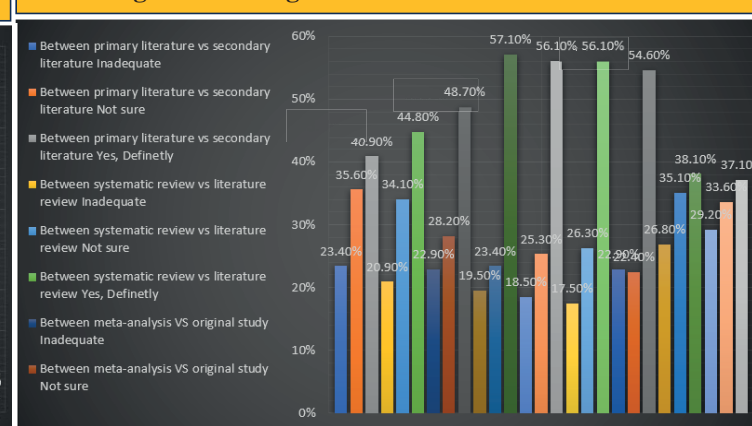
According to Knowledge about EBD Benefit



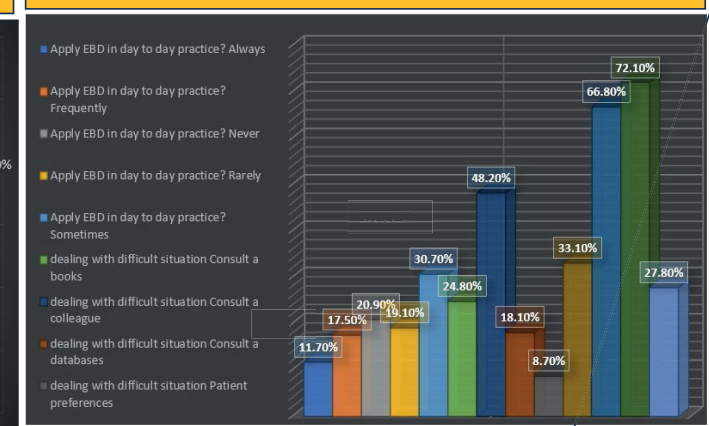
According to Knowledge about EBD Definition



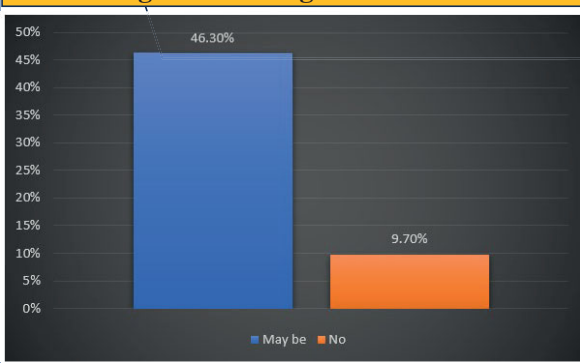
According to Knowledge about the Difference between Studies



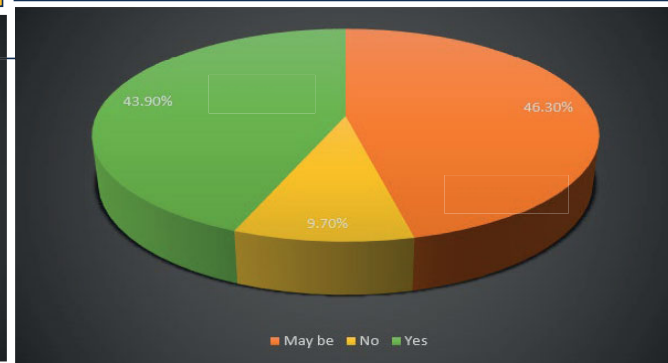
According to Knowledge about the EBD Tools



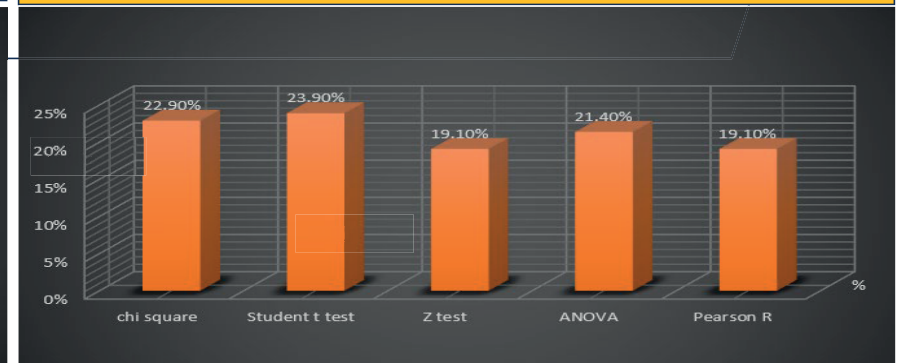
According to Knowledge about EBD Benefit



According to Intent to Integrate the Practice of EBD



Distribution of Subjects about Evaluation Method



DISCUSSION & CONCLUSION

DISCUSSION

Data collected during our survey reveals EBD as a supportive tool for students, educators and decisions makers. Further we also found that lack of time was the most common obstacle identified by the participants applying EBD.

CONCLUSION-

Teaching EBD is beneficial both for patients and for future dentists, especially those who will not pursue an academic career. Despite excellent attitudes toward its usage among students, EBD has not been used to its maximum. More efforts should be put into strengthening the skills and its usage among all dental students.

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