Evidence Based Practice (EBP) is important in practice and beneficial in providing high-quality patient care. Barriers, such as lack of knowledge and confidence, have hindered the use of EBP. Occupational therapists are taught the necessary skills to implement EBP, though there is a lack of utilization of EBP in the clinical setting. The study indicated that students who had more clinical experience and didactic education demonstrated more confidence, which correlated to their increased knowledge of EBP.

EBP is increasingly more important in healthcare and many professionals value its implementation (Heiwe et al., 2011). Several barriers continue to exist (Salls et al., 2009). Two barriers reported by healthcare practitioners are lack of confidence and lack of knowledge related to EBP application (Fruh et al., 2010). The Evidence-Based Practice Confidence Scale (EPIC) measures confidence levels in EBP utilization (Salbach & Jaglal, 2011). The Knowledge of Research Evidence Competencies (K-REC) measures EBP skills in healthcare students (Lewis, Williams, & Olds, 2011). Students’ perceptions of these barriers are of importance as they soon will be practicing professionals (Crabtree, Justiss, & Swinehart, 2011).

The aim of this study was to explore the relationship between confidence and knowledge of EBP use by both entry-level occupational therapy (OT) and entry-level physical therapy (PT) graduate students.

**Literature Review**

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