

BACKGROUND

- Students mostly cram before exams and do not always study for understanding
- Metacognition is thinking about one’s own thought process
- Self-reflection allows students chances to learn from past experiences and assess their own thought process.
- Two common methods of self reflection are reflecting on muddiest points, and self-explanation
- More educators are studying how to utilize metacognition skills to assist students with learning beyond exams.

METHODS

- Observational and descriptive study
- 8 consecutive day challenge with activities and self-reflections
- Assist students in utilizing metacognitive strategies to find and interpret clinical guidelines
- Individual Qualtrics Surveys delivered daily via WhatsApp
- End of activity interviews conducted to gather opinions of benefits of activities

RESULTS

- Four students total participated in the challenges and completed one full day
- All answers to activity questions were correctly answered
- Two out of four students properly cited clinical guidelines with one student reflecting that citations were difficult
- Common reflections from Day 1 activity was bookmarking guidelines would be beneficial for future use and that being more familiar with guidelines would be beneficial
- Activities for days 5 through 8 required more in-depth reading and utilizing guidelines and participants noted that previous activities assisted in answering questions as activities progressed

Activity Day	Number of Participants
1	4
2	2
3	1
4	1
5	1
6	1
7	1
8	1

- Interviews were conducted via phone and email
 - Two out of four students completed an interview
 - Both noted improvement in utilizing clinical practice guidelines and increase in confidence
 - One student felt that reflection was beneficial and one student did not think reflections were helpful

CONCLUSION

- Metacognitive strategies are beneficial in pharmacy education and should be a tool for educators to use
- Need for further research into implementing metacognitive skills

References

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