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 metacognitive strategies 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

<table>
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<th>Participation Results Table 1.1</th>
<th>Activity Day</th>
<th>Number of Participants</th>
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**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
- 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**