



# Assessing Changes in Metacognitive Awareness among Pharmacy Students Enrolled

## in a Longitudinal Personal and Professional Development Course Series

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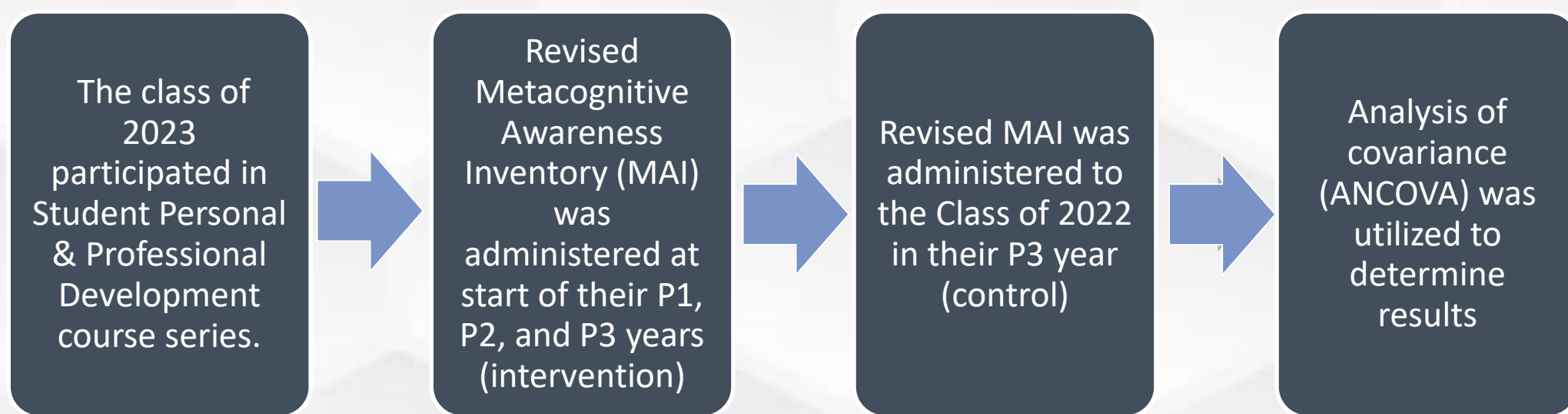
### Background

Learning strategies that increase metacognition are often used to improve academic achievement in higher education.<sup>1,2,3,5,6,7,10,13</sup> With the rapid increase in knowledge and technology, students need more opportunities to learn how to obtain new skills and be able to develop concepts and solutions to be successful workers. This is particularly important for healthcare students, as metacognitive thinking can help reduce medical errors and improve patient safety.<sup>8</sup> In a study assessing learner metacognition in pharmacy students, the authors conclude that future studies should include assessing learner metacognition in a longitudinal course.<sup>10</sup>

### Purpose

To assess whether involving pharmacy students in metacognitive strategies over a five-semester longitudinal course series enhances their metacognitive activity.

### Methods



#### Administration of the MAI

##### Class of 2023 (intervention)

- P1 Year Fall 2020
- P2 Year Fall 2021
- P3 Year Fall 2022

##### Class of 2022 (control)

- P3 Year Spring 2022

#### Course Series Topics

- Self-Awareness
- Metacognition
- Health Literacy
- Leadership
- Mindful Communication
- Professionalism

### Methods Continued

Link to the MAI tool



The metacognitive awareness inventory (MAI) is a 52 item self-report questionnaire designed to assess self-regulated learning skills. The MAI is a valid and reliable tool.<sup>8</sup> A criticism of the MAI is that the dichotomous answers force participants to choose an extreme yes or no, which does not allow for necessarily true answers or feelings with regards to the question.<sup>3,4,12,13</sup> Therefore, this study utilized the revised MAI (5-point Likert scale in place of true/false) to allow for a broader range of answers.

### Results

Demographic Information									
	Total	Gender	Age	Education		English as Primary Language	Exposure to Metacognition prior to MCPHS		
Intervention	48	Female	28.8 (Mean SD)	Doctorate	5	Yes	9	Yes	20
		37		Graduate/Masters	6	No	37	No	11
		Male		Undergraduate	34	Prefer not to answer	1	Maybe	17
		11		High School	3				
Control	140	Female	28 (Mean SD)	Doctorate	23	Yes	95	Yes	18
		88		Graduate/Masters	25	No	44	No	120
		Male		Undergraduate	74			Maybe	1
		51		High School	16				
				None of these	1				

Mean Responses of Intervention Group at P1, P2, and P3 Years					
Domain	First Survey		Second Survey		P-value
	Year	Mean (SD)	Year	Mean (SD)	
Evaluation	P1	21.1 (4.24)	P3	23.3 (3.29)	0.037
Planning	P2	26.7 (4.38)	P3	24.4 (3.5)	0.006
Information Management	P2	39.1 (4.92)	P3	36.7 (4.54)	0.03

### Discussion

Incorporating meta-awareness skills and practices in professional development pharmacy courses was associated with improved learner identified self-awareness and learning outcomes in evaluative, planning and information management domains. Our experiences and data indicate the structure and process are formative and additive while allowing for additional meta-awareness from other experiences including advanced practice site and experiential learning in the curriculum.

### Conclusion

The greatest change in metacognition occurred between the P2 to P3 years. It is difficult to determine if this change was due to the intervention or transformative effect of rotations. Further research is needed to determine if other interventions can further influence changes in metacognition.

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