Title: **Promoting Metacognitive Development in Nursing Students**
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Abstract

Introduction/Purpose: Supporting metacognitive teaching and learning strategies in the classroom may decrease time needed to acquire sound clinical judgment, leading to a safer nursing practice of a higher quality. The purpose of this integrative mixed methods research study was (1) to explore what overt and covert self-regulated learning skills undergraduate prelicensure nursing students use and (2) to describe the relationship between students' self-regulated study strategies and academic performance.

Background: Understanding the impact of metacognition on nursing students' clinical judgment could change how nurse educators approach teaching. Metacognition is directly linked to critical thinking. Specifically, the regulation component of metacognition leads to decision based critical analysis, a major component of clinical judgment.

Methods: Prelicensure nursing students (N= 10) completed the Learning And Study Strategies Inventory (LASSI) before and after the intervention. This pre and post-test, 10-scale assessment tool is used to measure self-regulated learning. During a 10-week period in a 15-week summer course, students responded to standardized diary prompts and reflected on their self-regulated learning strategies. NVivo was used to organize the qualitative data analysis.

Findings: LASSI scores reflected an increase in metacognition. Content analysis of the diaries shows reoccurring themes that align with the LASSI subscales. Examples of emerging themes included time management, motivation, and self-testing, among others.

Conclusions/Implications: Student metacognitive scores on the LASSI increased after a reflective metacognitive intervention was integrated into an existing course. A stronger focus on fostering metacognitive skills in undergraduate nursing courses may support students in developing clinical judgment.