

Immersion activities for the development of Self-awareness competence. Student perceptions

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Background

Self-awareness as competence is the definition of self-concept based on an ethical frame of reference, self-assessment, and profound reflection, to address personal and professional development¹. In health sciences, self-awareness is an essential element to establish an adequate therapeutic alliance among health personnel, patients, and families, to provide high-quality care².

Program description

Personal and professional well-being should be promoted during the years of academic training². For this reason, universities have the challenge of integrating the development of transversal competences from program designs. At Tecnológico de Monterrey, Semana Tec (Tec Week) has been designed as an immersive action learning week that aims to contribute to the development of several competencies, including Self-Awareness. The present study aims to compare students' expectations versus perceived value on self-awareness learning form Semana Tec.

Program evaluation

A qualitative method was applied with open questions before and after the learning intervention. A total of 189 first year students were asked: What do you expect from Semana Tec? At the end of the learning experience, they answered: What did you learn during Semana Tec?. A text analysis of the students' responses was performed, obtaining the necessary data to build a deep understanding of the research questions³.



Discussion

Students had the opportunity to express their learning experience with arguments such as "I got to know myself better", "I learned to improve my quality of life", and I understood "how to use my self-concept". Responses comply with the recommendation of Shanafelt et al⁴ and Drolet and Rodgers⁵, who recommend promoting these type of activities during academic training.



Conclusions

The Tec Weeks consider this competence as an opportunity for development in students during immersion activities. The narratives of the students encourage the institution to continue incorporating activities based on action learning. The experience was a pause on the students academic program for reflection and self-introspection, to confirm their future pathways and professional identity.



References

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