

Taking “Ownership” in the 3rd Year: A Video Intervention

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Background

When attempting to create transformative change within a field, researchers need to listen deeply to how people talk about specific concepts before creating interventions. This study used a kinetic text video as an entry point into discussions of ownership, a concept that has been linked to *professionalism, patient care, and patient safety*¹⁻³ as well as, *responsibility, commitment, accountability & advocacy*⁴. To listen to these conversations, I designed a study with the following research question:

How does a two-minute video impact students’ understanding of ownership?



Methods

Augusta University’s Department of Instructional Design and Development created a short kinetic-text video* to teach 3rd year students about ownership. The video was shown during four rotations of the Internal Medicine (IM) orientation for 3rd year students. In the orientation, students were given a brief overview of the concept before being shown the 1.44 minute video. Six weeks later, students were questioned about what they: **a) remember from the presentation, b) how they used the information in their rotation, and c) what suggestions they have for learning more about ownership.** Combined, focus groups totaled 26 students. Each recorded focus group was then transcribed and analyzed using content analysis to understand what impact the ownership video had on students, and how students would like to be taught about ownership in terms of next steps.**

* www.youtube.com/watch?v=ZROVkn0X9uQ&feature=youtu.be

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Results

- a) What do students remember about the presentation?
- **Ownership develops over time, looks different across levels on a team, and can be thought of as a sense of responsibility.**
 - “We are starting out with the basic level of ownership and you move upwards until finally as an attending you have ownership to the entire team and all their patients.”
 - “I basically replaced ownership with responsibility.”
- b) How did students use the information in their IM rotation?
- **Students became more aware of their actions and those of others in terms of taking ownership.**
 - “I had a personal awareness around thinking that I better enjoy and get to know my patient because I won’t have that kind of time when I am a resident or a part of the faculty. That is what I thought about the most and so it motivated me to go in and check in on my patients again and listen to their stories and stuff like that.”
- c) What suggestions did students have to learn more?
- **Students need to feel valued before taking ownership. This can be done by listening to students, their ideas, and helping them understand where they need improvement.**
 - “[If residents don’t listen] it can get you discouraged and detract from your ability to take ownership later on for your patient. . . Because if nothing you say is getting listened to [why try]? It is a faculty development thing.”

Conclusions

- The video was **useful to begin conversations** on an abstract topic.
- After watching the video, 3rd year students developed a **heightened awareness of ownership** as they participated in their rotation.
- Students expressed that a **sense of belongingness** to the team is important in facilitating a desire to take ownership with patients.
- Next steps include: a) provide **faculty development** on how to develop ownership in students, and b) create a list of **student-generated ideas** for how to take ownership within various rotations.

References

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