Social Media in the Health Sciences

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Disclosure Statement

- Kristi Burdick and Lori Nelson have no financial or nonfinancial relationships to disclose.
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OBJECTIVES

- Analyze a new way to hone critical thinking skills.
- Explore the challenges and benefits with using social media.
- Discuss faculty and student interactions that optimize student learning using social media.
NURSING CURRICULUM

- Increasingly complex and technical
- Difficult for students to keep up
- Difficult to keep students engaged outside of the classroom, sometimes in the classroom too!
TEACHING TECHNOLOGIES

- laptops
- I clickers
- Smart phones/ipods/ipads
- Smart pens
- What do students use in and out of the classroom
SOCIAL MEDIA

- Facebook
- Twitter
- My Space
- Friendster
- NING
- ELGG
- Many others
FACEBOOK

- Over 1.23 billion active monthly users as of January worldwide users
- Members spend over 700 billion minutes per month
- Share over 30 billion pieces of content per month (post, pictures, videos, etc)
FACEBOOK

- If Facebook were a country, it’s population would rank 3rd behind China and India

- You can bet most of your students are on it, maybe during class
NOELLE

- OB/GYN Simulator from Gaumard
- Gave her a facebook site and family
- Husband Steve
- Son Hunter, 5 years old and daughter Mackenzie Joy, 19 months old.
- Lay person who “works” in the simulation lab at NMU with the nursing students
NOELLE’S FAMILY
CRITICAL THINKING

- Gets students to use the knowledge they have obtained and apply it to situations outside of the classroom and clinic
- They must use lay man’s terms
- Allows them to use their resources, and collaborate with each other
FRIENDS

- Students
- Professionals from several different areas of nursing and other health disciplines.
- Faculty
- Open to anybody, not just NMU!
HOW THIS WORKS

- Noelle posts about situations in her "life" with her family and friends and asks for advice or explanations (all nursing content, not just 1 course)

- Students then respond (in lay man’s terms) and may ask further questions (health history)
HOW THIS WORKS

- If the responses are too complicated, she will ask for more information, or to explain it.

- The students then work with her to come up with an explanation or solution, depending on what the situation is.
ASK NOELLE

- The students may also ask Noelle about questions or advice for jobs, exams, or anything else nursing related and Noelle will find an expert for them to answer it.

- Experts can also weigh in on any of the discussions to help the students come to the proper conclusions.
Noelle will also “like” certain items on Facebook, such as the NCLEX site, to get updates on information and then post them for the students to have an easy link.

YouTube videos that may be of interest to any of the topics are also posted to reinforce concepts.
FOCUS GROUPS

- Began in 2012 and completed 2013
- 2 focus groups for a total of 12 students
- Very positive responses
FOCUS GROUP QUESTIONS

- How did you hear about the Noelle FaceBook page?
- Do you find the situations posted by Noelle realistic? Why or Why not?
- Do you find the discussions after postings helpful? Why or Why not?
- Do you use the links posted?
FOCUS GROUP QUESTIONS

- What has been the most helpful aspect of the whole Facebook page?
- Why is this helpful?
- Has any of this been a negative experience? Why or Why not?
- Did you experience any cyberbullying?
FOCUS GROUP QUESTIONS

- Did you know about the experts also on the site? If yes, have you used them? Were they helpful?
- What other types of information would you like to see on Noelle’s page?
- Would you recommend Noelle’s site to other nursing students? Why or Why not?
- Is there anything else you would like to add?
WHAT STUDENTS ARE SAYING

- Enjoy the realistic situations (virtual simulations and case studies)
- Prompts them to think about what they have learned and how to apply it
- Fun to interact
- Some enjoy reading the posts without actually responding
WHAT STUDENTS ARE SAYING

- Because it's Facebook, you can go back to old discussions and review them, so if you have an exam coming up and there was material covered at some point, it is helpful.
“You are taking a website that is almost designed to take you away from your studying and yet, you have material that is helping you learn, so when you get side tracked, you get side tracked into something that is helping you learn.”
REFERENCES


- Bulmer, D. (2010). If Facebook were a country, Everyday influence. Retrieved from http://www.typepad.com/services/trackback/6a00e5502a692e8833013488912aa1970c


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Bobby, where do you work?

I don't have a job right now.

What's on your mind?

Just wanna say a huge THANKS to all my Facebook friends for the great info you gave me this fall! My therapy is going well and I've learned a TON from all of you! Have a really fantastic holiday!! We've got another week of classes here at MSHS and then freedom for a couple weeks! Can't wait to get some snowboarding in!! Woohoo!!!
Bobby

- Virtual presence used in undergraduate Fluency Disorders course in fall 2012
- With the help of two students in the major, created a Facebook profile
- 14 year old high school student
- Football player and PWS
FRIENDS

- Limited to students from the Fluency Disorders course (17 students in 2012; 34 in 2014 project)

- Students “friended” Bobby the first week of class.

- Students were informed they could create a separate Facebook account for this project if they had privacy concerns or could have the instructor submit their posts

- Syllabus included a weekly schedule of who would answer questions from Bobby (usually two students per week of class). Each student generated a question for the next.
Elinor 2014 Facebook Presence
Collaborators for “Ellie”

- Instructor (types questions, responds as “Ellie” to posts)
- Teaching assistant who had the course two years before (helped create profile, question ideas, grading, monitoring the page overall)
- A former client from our campus clinic-young female teen who stutters (helped create profile, question ideas)
- Two upper classmen posed for photos as Ellie and her little sister.
How This Works

- On Mondays, “Ellie” typically asks one question for each designated student that week.

- Designated students have until Sunday evening to respond to the question using the rubric for responses.

- After the semester has ended, students are “unfriended” and the profile is inactive.
“Today in school we talked about the rights of people with disabilities. I was wondering if someone could be fired or not hired for a job because of stuttering. What do you think Katherine?”

“Katie L., I'm wondering how to explain to teachers what stuttering is all about. Do they learn anything about stuttering in college? I'm wondering if it's better to tell them about the problem or keep quiet and hope they don't notice it.”

“Are there any online groups or ways someone could connect with other kids who stutter? It's hard not to have another kid my age to talk to about this.”
Links

- Students can include helpful links from the Stuttering Home Page, International Stuttering Awareness Day conferences, the National Stuttering Association, and any other related resources.

- Students compile a collection of resources and course materials in a notebook over the course of the semester as a treatment resource for future clinical work.
Grading Rubric

25 points total (5 points for each parameter listed below):

- Good spelling with no typos.
- Used information from class, textbook, Stuttering Home Page, etc. to assist in response.
- Worded professionally yet used layman’s terms and no jargon.
- Did not just repeat of information from a prior post.
- Responded *in a meaningful way* to at least two other posts.
Ethical and Confidentiality Considerations

ASHA Code of Ethics Principle I K:

- “Individuals shall not provide clinical services solely by correspondence.”

- Compared the above statement with telepractice.

- Real world HIPAA considerations discussed.

- Discussed the ASHA Leader article “On the Pulse: For Your Eyes Only?” (Dec. 2013) regarding social media caveats and ASHA online article “Social Media Etiquette for Professionals”
Social Media Etiquette for Professionals (class discussion related to readings)

- Don’t write anything that you would be embarrassed seeing on the front page of a print publication
- Respect your audience
- Protect yourself and your privacy
- Use disclaimers if something is your personal opinion and not that of your employer (“posted comments do not necessarily represent the views of . . .”)
- Assume what you post could be part of a permanent public record
Student Ratings of this Project (from 2012)

Anonymous surveys conducted at the end of course

- 17 students
- 5 point Likert scale with 1 representing “Strongly Agree” and 5 representing “Strongly Disagree”
- Students reported that the Facebook project enhanced their learning of fluency disorders - average rating of 1.94.
- When asked if the project should be continued the next time the course would be offered, the response was a 1.61 rating.
What Students Are Saying (2014)

Pros:

- “Allows me to practice being professional while on a social network.”
- “Good way to get information for future clients”
- “Covers a broad spectrum of different encounters PWS run into.”
- “Good way to have interactive discussions online.”
- “I like it because I always have access to it when I need . . .”
- “Allows us to explore all the resources that are out there and helps us prepare for when clients ask us questions.”
- “Great way to share links and resources with fellow classmates.”
- “Interesting and fun because you get instant notifications if someone comments on your post”
What Students Are Saying
(2014)

Cons:

- Privacy concerns (FYI: instructor considering FB “secret group” or professional list feature for future)

- Not everyone has a Facebook profile

- Some students forget about the project until it’s their turn to post

- A couple of students found it an adjustment to use Facebook for “school use” with one saying he/she didn’t like posting a “formal” response.
Pros and Cons: Instructor’s Perspective

Pros:

- Quiet students can share their knowledge more comfortably in this format.
- Students must consider a more formal style of writing, must proofread, use layman’s terminology.
- Students apply information learned in class and explore stuttering resources that can benefit their future practice.
- Sparks discussion of social media etiquette for professionals.
- Topics arise that we don’t have time to cover in class.
- Easily allows all students to be involved in one project.

Cons:

- Time consuming for instructor without the help of a teaching assistant, esp. for larger classes.
DEMONSTRATION
References


References Continued


Useful Weblinks Regarding Social Media Guidelines for Various Organizations