

Social Media in Health Professional Education



Project Report

By
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On behalf of
U21 HSG SoMe Steering Committee

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Project Genesis

- Session theme in U21 HSG Dublin 2013 – JL/KO
- Project proposal socialised to attendees
- Proposed to executive
- Funding awarded

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Original UCD Session Justification

- Patients are using SoMe
- Professions are active but concerned
- Educators are also active but concerned
- Students are expert SoMe users but novice professionals
- Near misses noted

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Original Aims

- To identify and recommend strategies to integrate and harmonise social media into the full spectrum of health professional education
 - Current best practices in education
 - Existing educational policy review
 - Literature review to demonstrate evidence for educational and policy approach

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An International Collaboration

Kendall Ho	eHealth Strategy Office, Faculty of Medicine, UBC
Wendy Davis	Medical student, UBC
Jason Last	UCD School of Medicine and Medical Science, Ireland
Hilary Hughes	Medical student, UCD
Agnes Tiwari	School of Nursing, University of Hong Kong
Yobie Lam	Nursing student, HKU
Claire Anderson	School of Pharmacy, University of Nottingham
Emily Cutts	Pharmacy student, University of Nottingham
Damien Walmsley	School of Dentistry, University of Birmingham
Baljeet Nandra	Dentistry student, University of Birmingham
Binish Khatoon	Dentistry student, University of Birmingham
Louisa Remedios	Department of Physiotherapy, University of Melbourne
Phil Goebel	Physiotherapy student, University of Melbourne
Martin Hernandez	School of Medicine & Health Sciences, Tec de Monterrey
Estefania Terrazas	Student, Tecnológico de Monterrey
Ye Lu	School of Public Health, Fudan University
Zou Runyu	Public Health student, Fudan University
Caroline Voisine	U21 HSG Executive Office

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Collaboration

- Late night / early morning teleconferences
- Alternating Chairs
- Caroline Voisine
- Academic – student partnership
- Funding
- Literature review, policy review and international survey tool
- SoME use in educational practice vs SoME Policy

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Outputs So Far

- Conference presentation
 - INMED Belfast, Ireland
 - UCD SSRA, Dublin
 - E-HITS, Vancouver
- IJMS – abstract in print
- Draft framework: “Towards a Social Media in Health Professional Education”
- CAMJ papers: in preparation for submission in September
 - Innovation
 - Analysis

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SOCIAL MEDIA IN HEALTH EDUCATION: WORK IN PROGRESS

INTRODUCTION
Social Media provides for the largest, most accessible, interactive learning environment there is in today's society. It's perfect to support any online medical education is available. It's a new, fast-evolving, and ever-growing business and practice of social media. Social media tools and platforms to improve their use. The purpose of our study is to compile a directory of the best practices of social media tools and resources available to enhance health education, and to provide guidelines and policies that would be needed to accompany their use. This study will document these where we may need additional scrutiny and research.

METHODS
A literature review was carried out collaboratively by students and academics from 8 colleges in the University of Limerick. A group of 22 researchers from various disciplines, including medicine, nursing, physiotherapy, dentistry, health, pharmacy, public health, and medical research, used PubMed and Google Scholar, using specific search criteria. Initial research in PubMed and Google Scholar, using specific search criteria, resulted in over 400 articles and journals being identified for review. These were then screened, and based on relevance and authority, cut down to 50 papers. Detailed analysis from these papers such as keywords, concepts, and unaddressed challenges were related, investigated and are shared below.

TOP 20 SOCIAL MEDIA LEARNING TOOLS 2013

Rank	Tool Name	Platform	Learning Method
1	Twitter	Twitter	Text-based
2	Stack Overflow	Stack Overflow	Text-based
3	LinkedIn	LinkedIn	Text-based
4	Stack Exchange	Stack Exchange	Text-based
5	ResearchGate	ResearchGate	Text-based

DISCUSSION
The findings of this study show a clear high-level understanding within the health professions of the significance of social media in health education. A solid grasp on how to harness and manage the potential of social media is equally evident in looking through the literature. The policy and educational strategies identified are issues recognized in the literature as requiring further research. This is corroborated by the emergent trends in the word cloud such as behaviour, attitudes, professionalism, priority, quality, training and education.

CONCLUSION
As a group we will carry out further exploration on these highlighted issues in the literature. Our methods will include the use of focus groups and a global survey of members from the University of Limerick. We will also explore initiatives that focus on education and educational policy matters on the use of social media in health education. These data will be used to generate recommended educational practices when using social media and to recommend policies and guidelines. This will also allow for areas of further research to be determined.

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Still to Come

- Survey findings.....
 - Students and staff in eight institutions
 - Educational practice and policy based questions
 - >2000 participants
 - Closing soon
 - Output will inform definitive framework and create a further publication

- Cochrane review:
 - Proposed by Martin and Estefania
 - Collaboration across U21 HSG SoMe Steering Committee

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Recommendations for Educational Practice

- Programmes should **encourage the use** of social media in curriculum delivery where benefit is supported by evidence.
- Programmes must be sufficiently **responsive and adaptive** with course content to be able incorporate of SoMe.
- Programmes should formally **incorporate e-professionalism** training into the curricula.
- Faculty should be proactive and **identify/highlight high-quality online sources** for students.
- Schools should provide ongoing **support for faculty** and teaching staff in the use of social media.
- Programmes should **develop and share** specific social media guidelines and policies.

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Recommendations for Policy Development

- **Define 'social media'** using nationally relevant examples
- Student **codes of conduct** should including SoMe clearly
- **Learn from existing** SoMe policies
- Regular and **frequent policy review**
- **Breach of policy** should be outlined with examples and clearly articulated penalties
- Emphasise **patient confidentiality**
- Strongly recommend the use of **maximum privacy settings**
- Include the concept of **Dual Citizenship** but recognise its fallibility
- Assume that the **digital footprint is permanent**
- Communicate to **improve policy awareness**
- Incorporate issues around **provenance of data** and reliability of source

Social Media in Health Professional Education



Next Steps for 2014-2015

SoMe 2014-15 : Knowledge Translation

- Engage U21 schools- faculty, students - to participate
- Share good practices in SoMe for HP education
- Socialize common unique policies
- Document issues lacking evidence & share research
- Stimulate SoMe use in HP education in U21

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#1: U21 SoMe Forum

- Invite U21 partner schools to participate
 - ❖ Complete survey: education and policy
 - ❖ Faculty member(s) and student(s)
- Discuss
 - ❖ How schools are using SoMe for HP education
 - ❖ What policies are used and needed, inventory
 - ❖ Findings of data from surveys
 - ❖ Evidence base (Cochrane) & research
- Take home: policies, tools, evidence, ideas

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#2: On line Repository

- Crowdsourcing short YouTube-like presentations:
 - ❖ Good practices and exemplars
 - ❖ Research findings
 - ❖ Policy issues
- Invite comments and sharing online
 - ❖ Pre and post SoMe Forum
 - ❖ View & discuss at Forum (online channels open)
- Maintain repository as ongoing resource

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#3: U21 Educational “tool kit”

- A resource to introduce SoMe in schools
- “Health Education for all”
- Jointly developed and voluntary usage
- Content:
 - ❖ Competencies to implement SoMe for education
 - ❖ Advantages, challenges, opportunities
 - ❖ Raise education dialogue for global access: UNMDG

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Proposed Next Steps

Activity	Time Line
Publications, Framework, survey analysis	Dec 2014
Engage new U21 partner schools: faculty and students	Sept-Dec 2014
Invite new partner schools: Fill out survey, contribute videos	Winter-Spring 2015
Develop educational “tool kit” & on line repository	Winter-Spring 2015
U21 SoMe Forum	Spring or Fall 2015

Acknowledgements

- Scientific Committee
- Executive
- Steering Group
- UCD and UBC strategy / development teams
- Students
- Caroline
- Fudan University

Our “ask” to the U21 Community

Would you and your school:

- Share SoMe good practices, policies, evidence?
- Support your faculty/students to participate?
- Support “Global health education for all”?

#1: SoMe Forum

#2: On line Repository

#3: Educational “tool kit”



Proposed Resolution 9/2014

We support the three prong strategy proposed by the U21 Health Sciences Social Media for Health Education group to engage U21 partner schools to share and stimulate optimal and judicious integration of Social Media for Health Education, establish an evidence base for its use, and support the vision of access to global health education for all.

#1: SoMe Forum

#2: On line Repository

#3: Educational “tool kit”