Use of Social Media in a Global Network Context

ADEA/ADEE “Shaping the Future of Dental Education”
Meet Our Team

“Differences in experience, points of view and opinions, it’s what pulls us together.”

David Alexander
Co-PI
Public Health
New York

Irina Dragan
Co-PI
Periodontist
TUSDM, Boston

Reena Wadia
Co-I
PG Student
KCL, London

Amanda Nevius
Co-I
Professional Librarian
TUSDM, Boston

Olivia Johnson King
Co-I
Intern GD
KCL, London

Alec Eidelman
Co-I
UG Student
TUSDM, Boston
Changes in Dental Communication Landscape

Yesterday:  “Heard by few, captured by NONE.”
Defined boundaries - professionals (students, faculty members), corporate & patients.

Today: Instant time and infinite space.
Defined terminology.
Social Media

(Community-based)

Like-minded individuals.
Common goals and interests.
Strengthen connections: collaborate and cooperate.
Content and authors become more STORABLE and SORTABLE.
DIGITAL FOOTPRINT
All information posted online available to those who find it.
Personal vs. Professional.
Pre-professional education, teen/adolescent years.

DIGITAL NATIVES
24/7 activity.
Personal - Professional.
Technology - normal phenomena.

DIGITAL IMMIGRANTS
“Ethos of a profession” perspective.
“Challenged by technology itself?”
“A necessary evil?”
Online Identity

Bringing Value to the Network

Knowledge

Language

Links

Imagery

Knowledge
Contributor to other online platforms e.g. British Dental Journal, ODRT, BSP, BDA, www.youngdentist.com
Proper Online Professionalism isn’t about changing who you are.
E-professionalism is about properly handling your online interactions with patients, practice of dentistry, separating personal and professional online use.
Impact of Social Media

Multi-directional approach

- Academic Institutions
- Private Practice
- Patients
- Corporate Partners
- Professional Associations
Academic Institutions

Social Media in the Dental School Environment, Part A: Benefits, Challenges, and Recommendations for Use

Heiko Spallek, DMD, PhD, MSBA(CIS); Sharon P. Turner, DDS, JD; Evelyn Donate-Bartfield, PhD; David Chambers, PhD, MBA; Maureen McAndrew, DDS, MSED; Pamela Zarkowski, JD, MPH; Nadeem Karimbux, DMD, MMSc

Social Media in the Dental School Environment, Part B: Curricular Considerations

Heiko Spallek, DMD, PhD, MSBA(CIS); Sharon P. Turner, DDS, JD; Evelyn Donate-Bartfield, PhD; David Chambers, PhD, MBA; Maureen McAndrew, DDS, MSED; Pamela Zarkowski, JD, MPH; Nadeem Karimbux, DMD, MMSc
Social Media & Dental Education

Patient privacy and confidentiality
Awareness of standards

Personal information and content
Privacy settings

Patient-provider interaction
Maintaining appropriate boundaries

Feedback for peers
Responsibility for the institution

Content of the online postings
Impact on the professional reputation
Recommended Guidelines by the Academic Institutions on the Use of Social Media: Systematic Review
Material and Methods

Research Protocol: PICO question, variables, inclusion & exclusion criteria, data analysis

Search Strategy

MeSH terms: “social media”, “dental education”, “dentistry”, “dental schools” (“e-professionalism”)
Databases: MEDLINE, EMBASE, CINAHL, SCOPUS
Study designs: qualitative & quantitative.
Duplicates removed: EndNote.

Review Process

2 calibrated reviewers (ID, RW)
3rd reviewer (DA) for disagreements
Kappa analysis calculated

Results

Flow-chart diagram:
by title, by abstract, by full-text review
Flow-chart Diagram

Title screening
21 articles rejected
Kappa value=0.72

Abstract screening
11 articles rejected
Kappa value=0.9

Full-text screening

65

44

33
Key findings of the systematic review.

- Faculty: 9
- Students: 15
- Staff: 5
- Dental Only: 22

Study Design:
- Qualitative: 9
- Quantitative: 11

Location:
- International: 1
  - National: 15
  - Individual: 6
Study Location

Australia
Canada
Syria
UK Ireland
USA
Level of Evidence & Demographics

- Cross-sectional (national)
  - Canada, USA
  - Canada, Ireland, Syria, USA, UK
  - UK, USA
- Cross-sectional (individual institutions)
- Consensus papers
- Literature review
- Opinion studies

Counts:
- 13
- 8
- 6
- 4
- 2
## Selected studies

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry RK</td>
<td>A survey of social media policies in U.S. dental schools</td>
<td>2014</td>
</tr>
<tr>
<td>Henry RK</td>
<td>The use of social media in dental hygiene programs: a survey of program directors</td>
<td>2014</td>
</tr>
<tr>
<td>Wyatt LA</td>
<td>Exploring interactions between dental hygiene faculty and current undergraduate dental hygiene students on Facebook</td>
<td>2016</td>
</tr>
<tr>
<td>Hatch T.</td>
<td>Professionalism and social media: an inter-professional learning activity</td>
<td>2013</td>
</tr>
</tbody>
</table>
A Survey of Social Media Policies in U.S. Dental Schools

A Survey of Social Media Policies in U.S. Dental Schools


SURVEY DESIGN

• Closed-ended and open-ended questions
• Peer-reviewed by dental education policy experts
• Ethical approval from Ohio State University
• Administered online using Qualtrics software to all Academic Deans (2011-2012)
What are the results of the survey?

- Respondents: N=26 Institutions, response rate: 35.9%.
- Personal social media accounts: Facebook (39.1%); LinkedIn (21.7%)

<table>
<thead>
<tr>
<th>Table 2. Reported violations of social media policy or other policies through social media, according to whether violator was faculty, staff, or students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Violation</td>
</tr>
<tr>
<td>Potential HIPAA/patient privacy violations</td>
</tr>
<tr>
<td>Personal conduct issues (e.g., vulgar language, inappropriate photographs)</td>
</tr>
<tr>
<td>Unprofessional comments to or about the school, faculty, staff, or other students</td>
</tr>
<tr>
<td>Illegal activity</td>
</tr>
<tr>
<td>Discriminatory remarks (e.g., racism or sexism)</td>
</tr>
<tr>
<td>Academic dishonesty</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Facebook as a Learning Environment for Teaching Medical Emergencies in Dental Practice

Ulla Alshiekly¹, Rebal Arrar¹, Imad Barngkgei¹, Mayssoon Dashash²

¹Department of Oral Medicine and ²Faculty of Dentistry, Damascus University, Damascus, Syria

Ulla Alshiekly, Rebal Arrar, Imad Barngkgei Equally Contributed in this Work.
# Facebook Groups

explorative study

<table>
<thead>
<tr>
<th>Group Name</th>
<th>Number of members</th>
<th>Average number of posts/day</th>
<th>Guidelines</th>
<th>Evidence of Cyberbullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style Italiano</td>
<td>146,000</td>
<td>40</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Zerodonto Dentistry Contest</td>
<td>82,100</td>
<td>8</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Style Italiano Endodontics</td>
<td>62,926</td>
<td>19</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Perio &amp; Implants Study Club</td>
<td>27,926</td>
<td>22</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Paediatric Dentistry Forum</td>
<td>18,224</td>
<td>6</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Dental Roots: Connecting Dental Students &amp; Dentists</td>
<td>10,223</td>
<td>8</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>For Dentists, By Dentists</td>
<td>7,699</td>
<td>35</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Guidelines

No consistent guidance available on the Facebook groups.

**Style Italiano**
“A board of 30 external reviewers will give negative feedback on posts, if these negative reviews reach 50% the post will be deleted without notice to the author.”

**For Dentists, By Dentists**
“Please only post positive posts, or phrase your responses in a positive way. Anyone being consistently negative or responding underhandedly will be banned from the group. Only individuals with a current GDC registration number are eligible to be added.”

**Zerodonto Dentistry Contest**
“No SPAM, No PORN, This is not a shop, No fake users. Administrators can ban you if you don't respect our few rules and if you have a fake profile you will be also reported to Facebook.”

**Dental Roots: Connecting Dental Students & Dentists**
“All information posted should be kept confidential. No comments aimed to be negative or insulting are allowed. All members should be approved by an admin. All members should be involved with the dental profession.”
Cyberbullying

What is Cyberbullying?
“The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.”
*Oxford Dictionary*

How is it being prevented online?
Facebook group administrators delete negative comments and remove/ban cyberbullies from the group.

Cyberbullying was evident on **ALL** of the Facebook groups.
LESSONS LEARNED
Closing considerations

Consider audience segmentation (family, close friends, friends, “dental friends”, professional collaborators).
Global network: cultural sensitivity (SR - limited to English language).

Clear written policy.
Ease of crossing the line (evidence they read and understand).
Consult and comply with the policy of the institution/private practice.
Highlight the need of understanding for professional standards (Accrediting, Licensing, Regulating Bodies).

Blogging: liability and legal issues.
Blogging vs. CE online courses.
Social media practice: direct advice vs. recommendations.
Use of Social Media by Dental Professionals

Open Discussion
Thank YOU!

irina.dragan@tufts.edu

Acknowledgements:
Local Organizing Committee (ADEA, ADEE, KCL)
Session Chair/Facilitators/Rapporteurs