

The background of the slide features a person's hands holding a white tablet. Overlaid on this is a semi-transparent globe with various medical and technology icons, including hearts with ECG lines, a clock, and a person icon. Blue and white lines, resembling a network or data flow, crisscross the entire image.

NURS1600

**SEARCHING FOR EVIDENCE,
BENEFITS & RESPONSIBILITIES
OF USING SOCIAL MEDIA**

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Learning Outcomes

By the end of this lecture, students will be able to:

- Differentiate academic literatures from online information
- Discuss benefits & risks of using social media
- Identify the responsibilities of using social media

Searching for Evidence

To become an ACTIVE LEARNER...



Critical thinking
skills



Problem solving
ability



Tackling novel
situation



Life-long learning

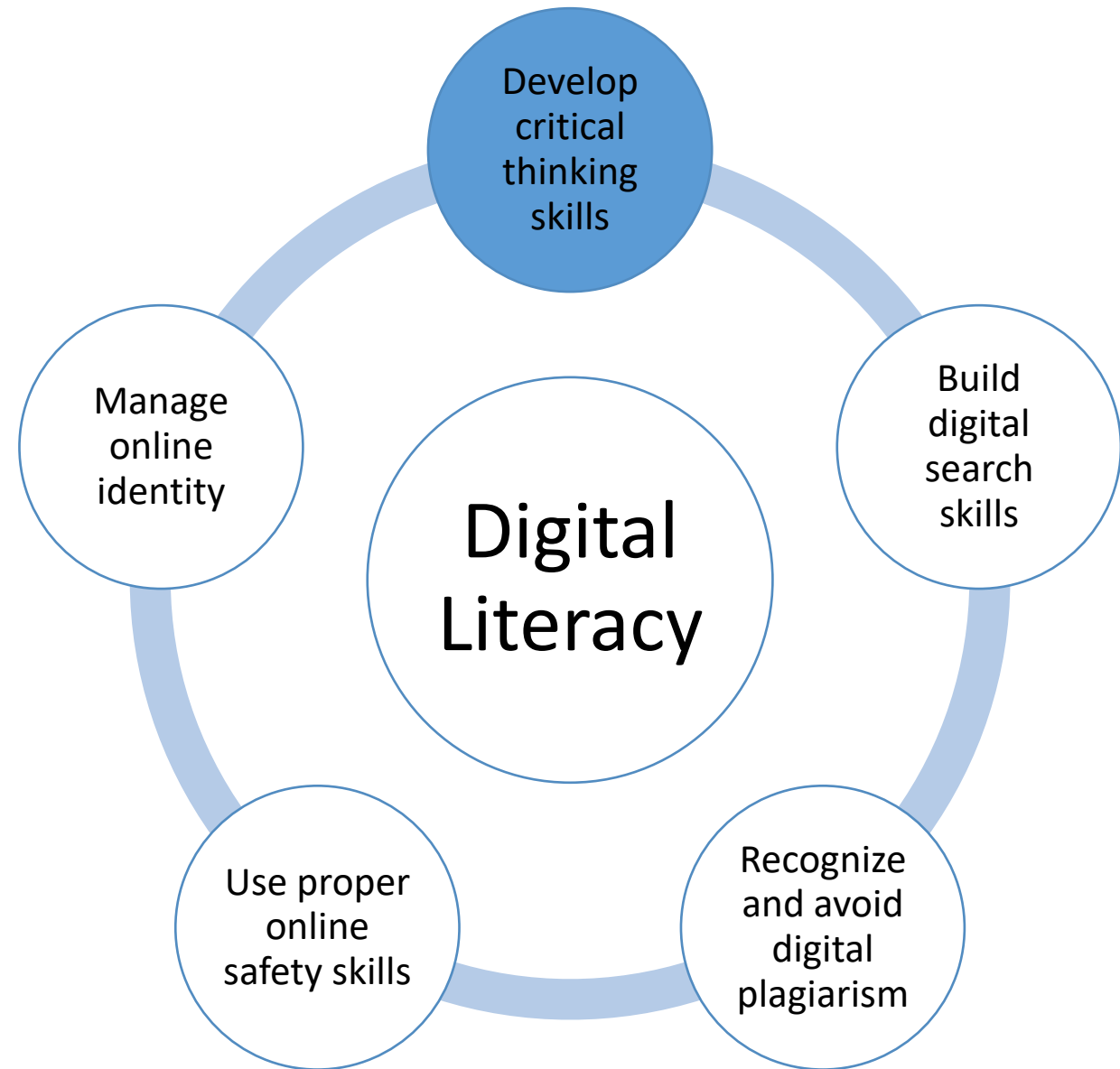
Digital Literacy

- the ability to **access, manage, understand, integrate, communicate, evaluate and create information** safely and appropriately through **digital technologies** (UNESCO, 2018)
- Required both cognitive and technical skills
- Four important components in digital literacy:
 - Find
 - Evaluate
 - Create
 - Communicate

Digital Literacy Skills

1. Critical thinking skills

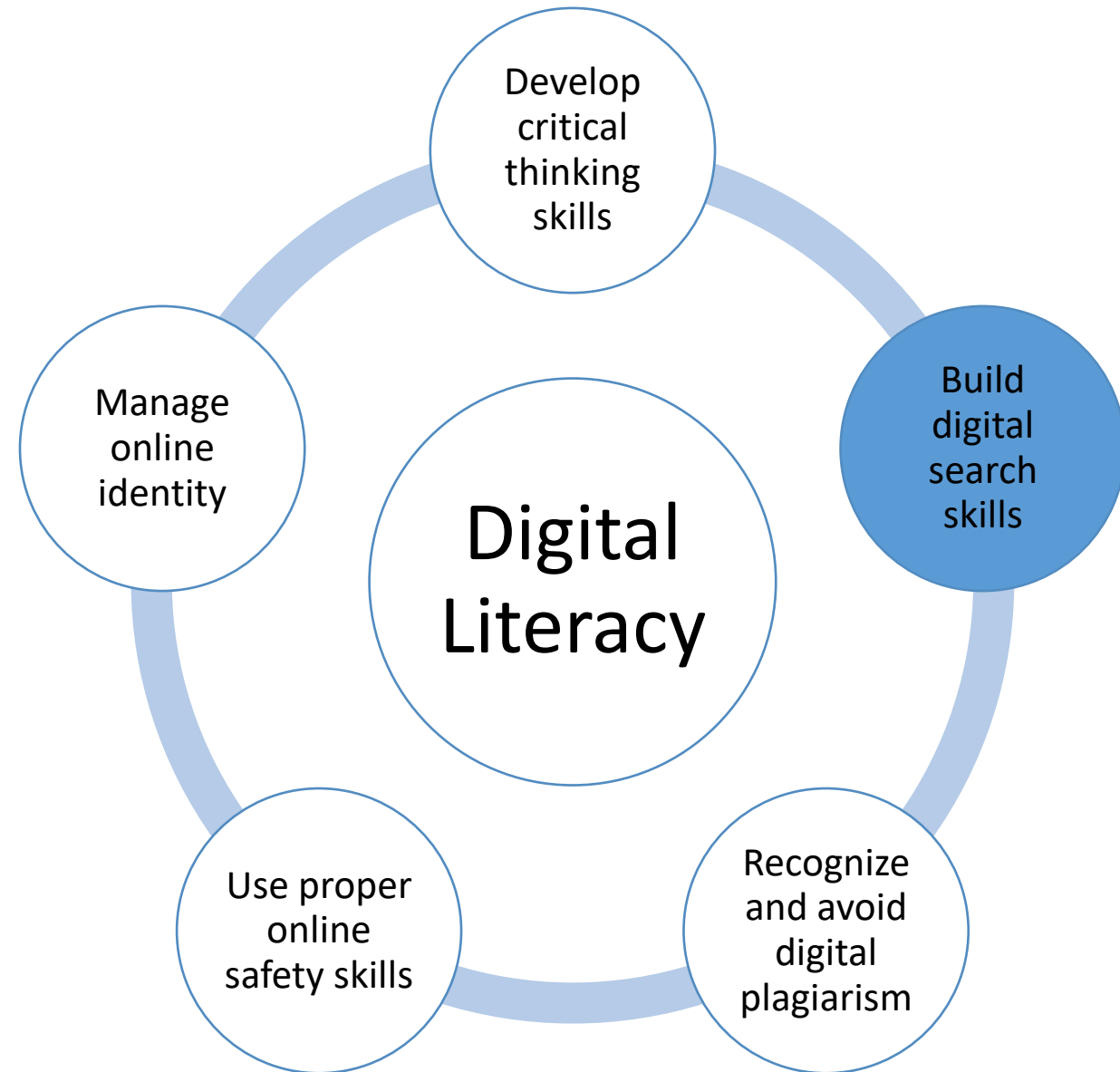
- Evaluate the information found online
- Apply critical analysis techniques
- Think about the accuracy, angle or credibility of the information



Digital Literacy Skills

2. Build Digital Search Skills

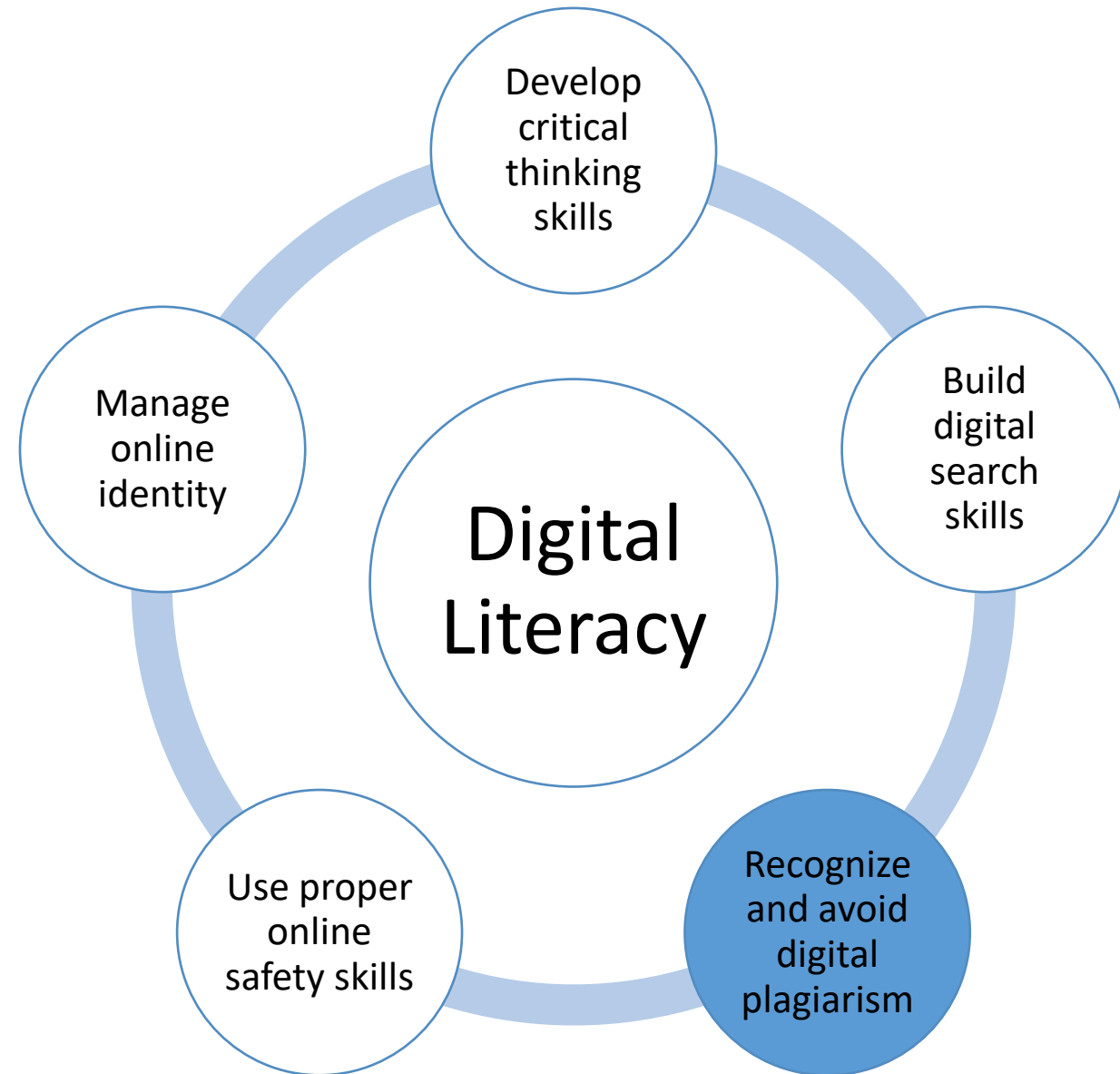
- How to effectively search digital media for information
- Choose the appropriate search engines
- Identify the correct keywords for your search



Digital Literacy Skills

3. Recognize and avoid digital plagiarism

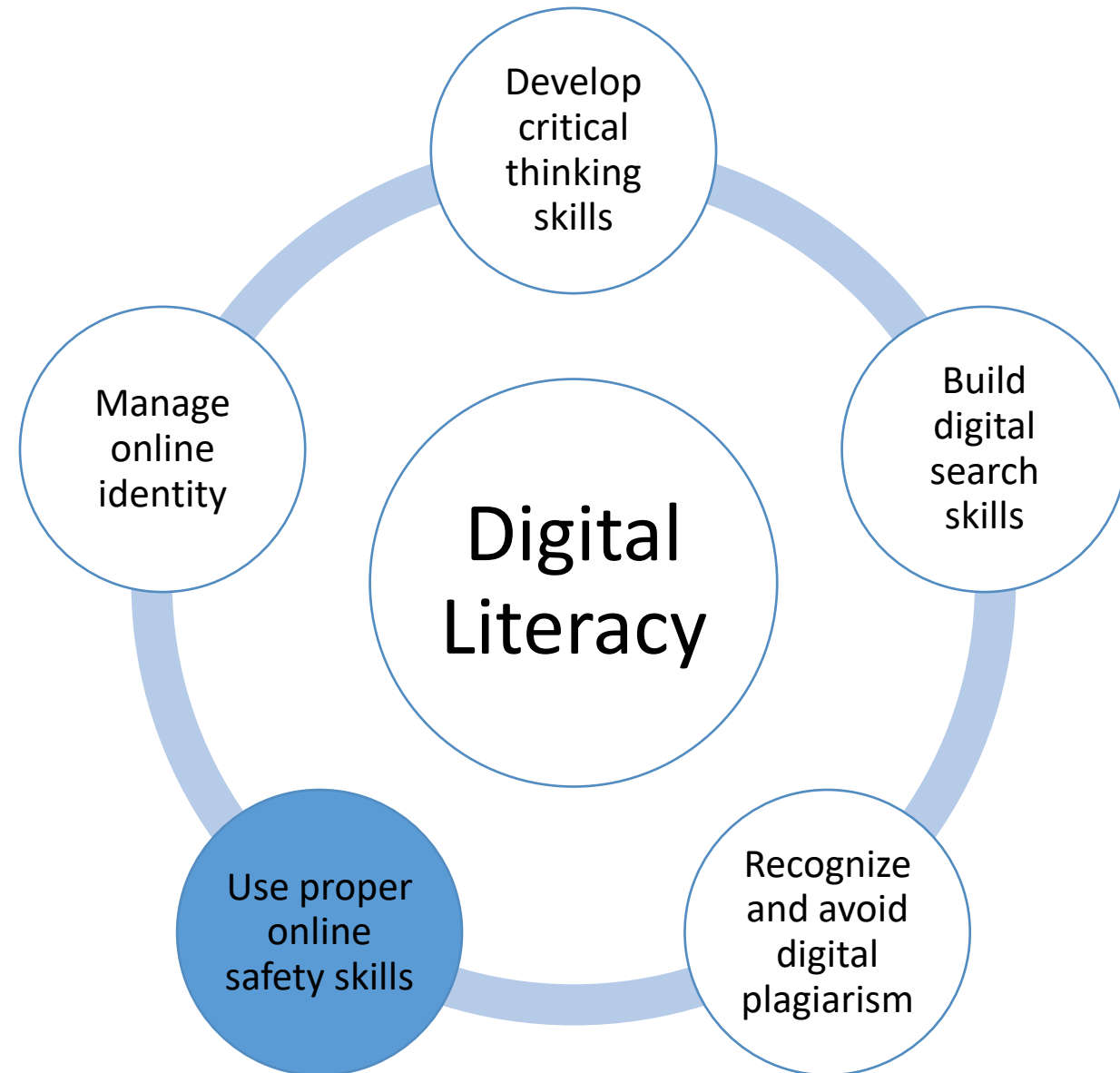
- Learn how to properly cite information
- Understand copyright and licenses apply to data, information and digital content



Digital Literacy Skills

4. Use proper online safety skills

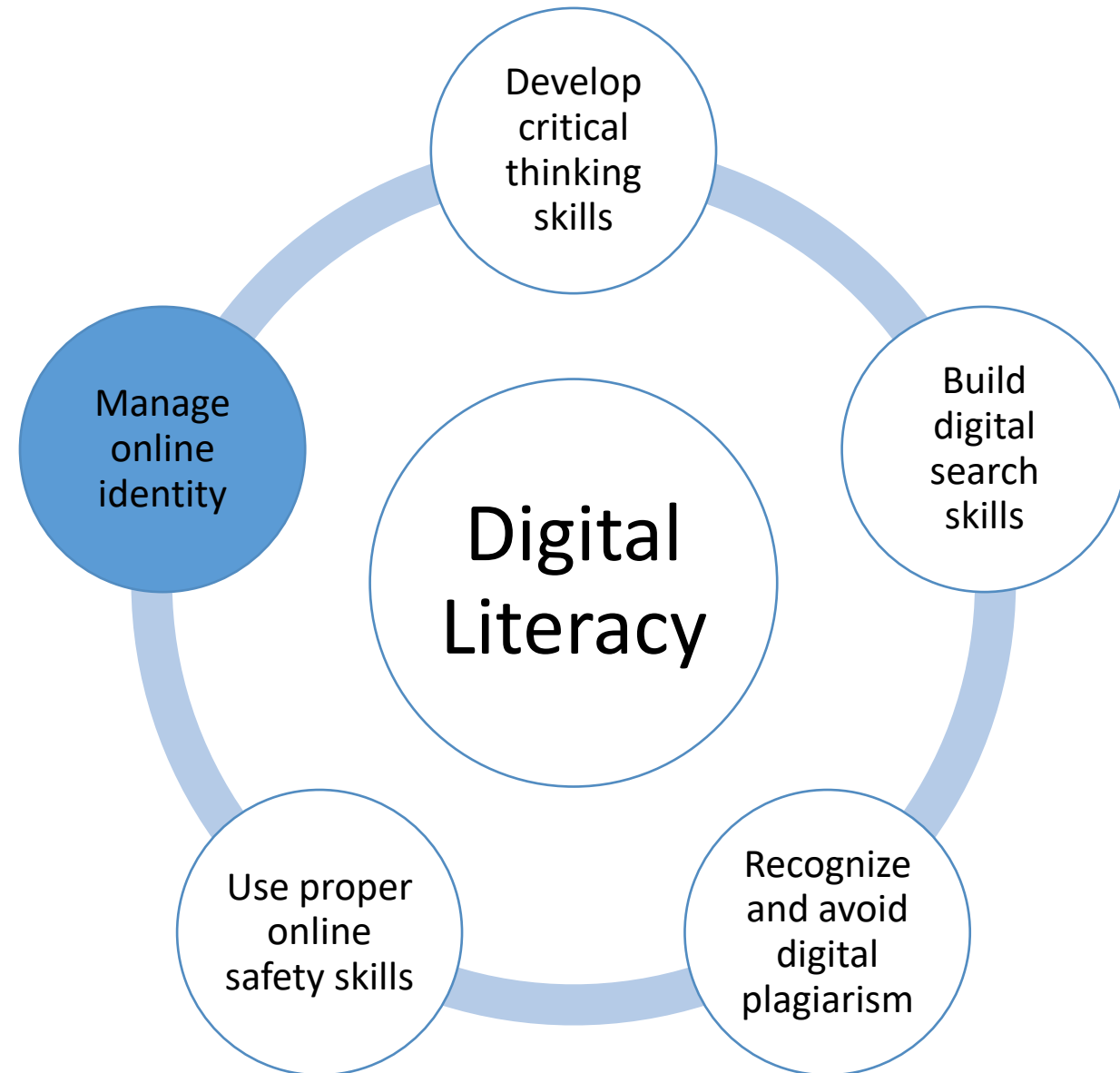
- Understand risks and threats in the digital environments
- Protect yourself from possible dangers e.g. cyberbullying etc.
- Avoid health-risks and treats to physical and psychological well-beings while using digital technology



Digital Literacy Skills

5. Manage online identity

- Create and manage one or multiple digital identities
- Protect one's own reputation
- Apply safety and security measures to protect personal data and privacy
- Protect yourself from identity theft/ hackers



What is Evidence-based Practice?

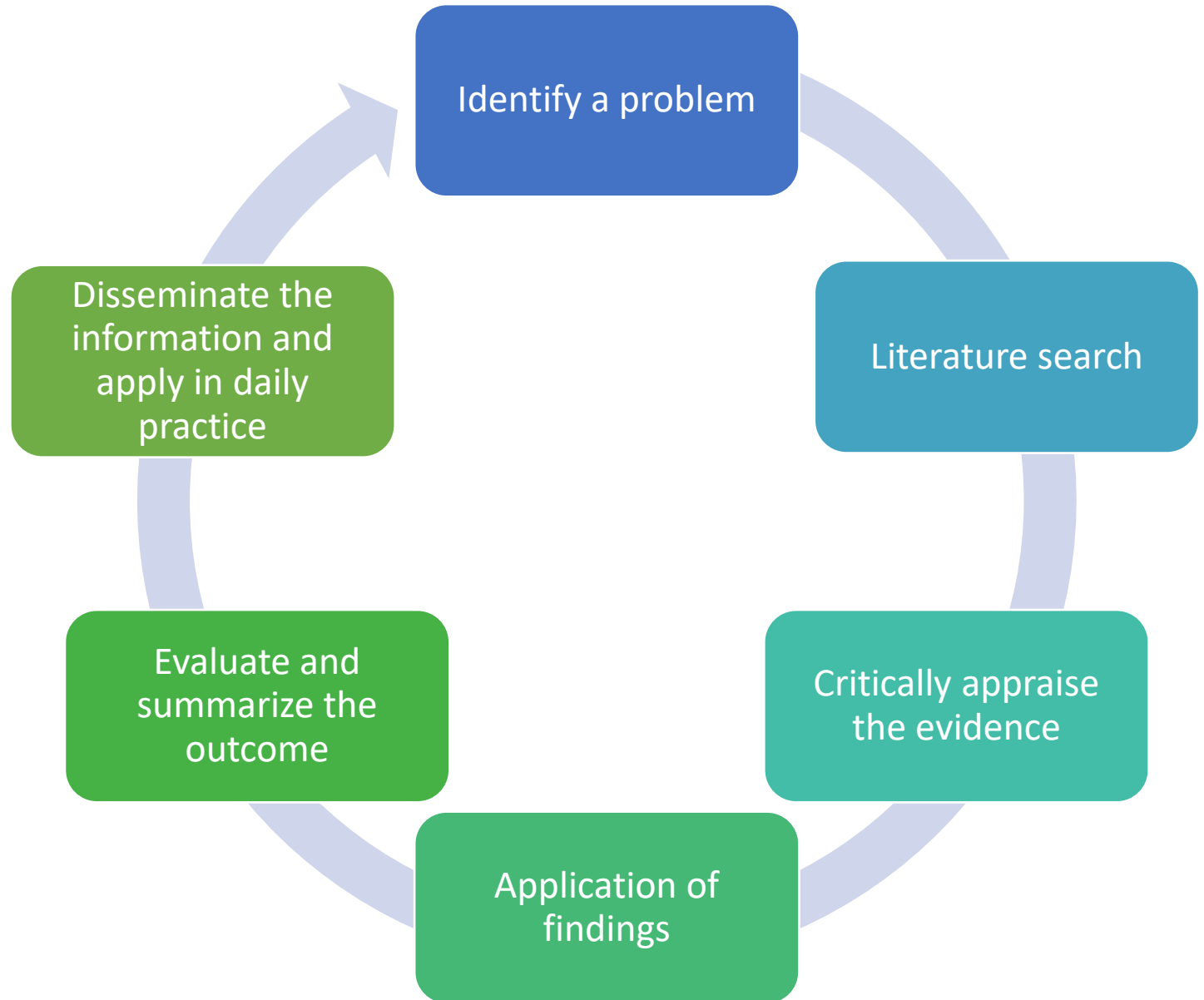
Three main elements:

- Research evidence
 - Best available information gathered from scientific literature
- Patient's values and preferences
 - Personal and cultural values, priorities and expectations identified by patients and their relatives
- Clinical experience
 - Knowledge, judgement, and critical reasoning acquired through experiences and training



Picture retrieved from <https://accelerate.uofuhealth.utah.edu/improvement/what-is-evidence-based-practice>

Steps to Evidence-based Practice



Sources of Evidence



TEXTBOOKS



JOURNALS



BIBLIOGRAPHIC
DATABASES




WEBSITES

During Evidence/ Literature Search

Need to think CRITICALLY and WISELY when searching evidence and make sure the source is reliable or not

Common Search Engine for Nurses

The logo for CINAHL plus consists of a solid orange rounded rectangle in the background. Overlaid on this is a white rounded rectangle with a thin orange border. The text "CINAHL" is in a large, bold, black sans-serif font, and "plus" is in a smaller, lowercase, black sans-serif font directly below it.


CINAHL
plus

The logo for PubMed features a solid orange rounded rectangle in the background. Overlaid is a white rounded rectangle with a thin orange border. The word "Pubmed" is written in a black sans-serif font.

Pubmed

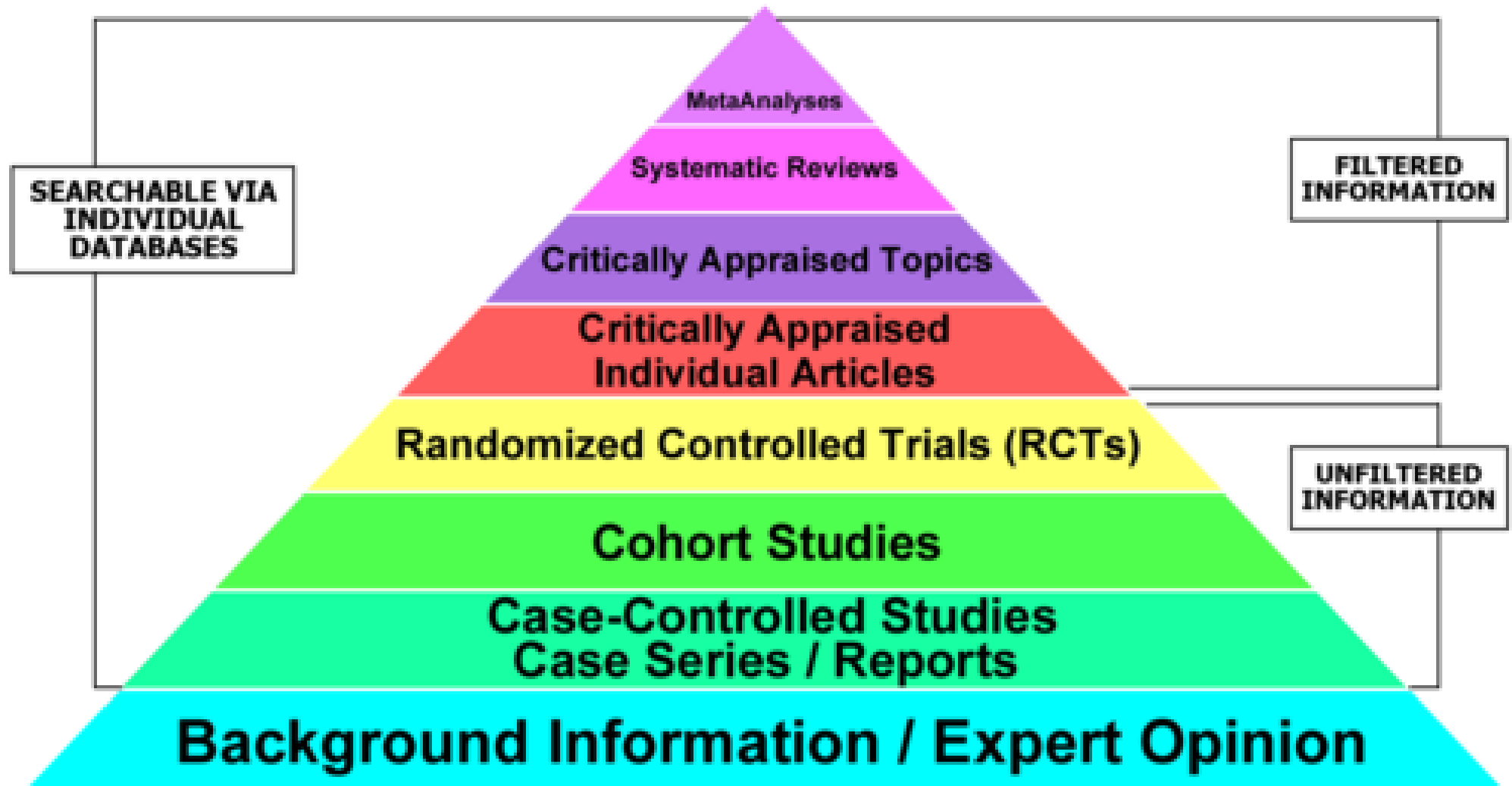
The logo for Psycinfo has a solid orange rounded rectangle in the background. Overlaid is a white rounded rectangle with a thin orange border. The word "Psycinfo" is written in a black sans-serif font.

Psycinfo

The logo for the Cochrane library includes a solid orange rounded rectangle in the background. Overlaid is a white rounded rectangle with a thin orange border. The words "Cochrane" and "library" are written in a black sans-serif font, stacked vertically.

Cochrane
library

Levels of Evidence



Benefits & Responsibilities of Using Social Media

Social Media

- Increasingly using social media nowadays
 - Around 54% of UK nurses are regular users of Facebook (NMC, 2019)
- Becomes integral part of people's lives
- Affecting one's attitudes, relationships, mental health and personal safety

Common Social Media Platform

- WhatsApp
- Facebook
- Twitter
- Instagram
- Snapchat
- TikTok
- LinkedIn
- Google+
- YouTube
- and more....



Scenario 1

A nursing student posts a selfie on IG on the last day of their clinical placement. The picture showed the ward environment and the student in nursing uniform.


What is your opinion?

Scenario 2

A student nurse was having clinical placement in a paediatric ward. One of the patient's mother request to add her facebook and sent her a friend request so that she can ask you about her daughter's situation whenever necessary.

What is your opinion and what actions will you take?

Discussion Time



Can you identify with any
area of social media that
may lead you to be
vulnerable within your
own practice?

Younger Generations' Attitudes towards Social Media

- Mainly utilizing for personal purposes
- May not see how the social media relates to their professional development
- Blurring of boundaries between their personal and professional lives

E-professionalism

- Also known as digital professionalism
- Refers to the competence and values expected of professionals when engaged in online communication

Benefits



Raise the visibility of the profession



Strengthen learning development for nursing



Establish professional networks



Engage in discussions and share ideas



Access and provide support



Enhance knowledge

Risks

- Lack of awareness of vulnerability online
- Privacy
 - E.g. not careful in restricting access to their posted information, think it is safe when doing closed-group discussion
- Virtual or online socialization deprive nurses from gaining skills associated with real situations
 - E.g. verbal and non-verbal communication, active listening etc.
- Interruptions to nursing care while working and affect nurses' situational awareness and critical thinking
- Cyberbullying
 - E.g. anonymity of bullies

Examples Of Unprofessional Or Unlawful Behavior On Social Media

- Sharing confidential information inappropriately
- Posting pictures of patients and people receiving care without their consent
- Posting inappropriate comments about patients
- Bullying, intimidating or exploiting people
- Building or pursuing relationships with patients or service users
- Stealing personal information or using someone else's identity
- Encouraging violence or self-harm
- Inciting hatred or discrimination
- Spread of misinformation

Principles for Social Networking for Nurses

- Must not place any identifiable patient information online
- Should be expected the post will be seen by others
- Develop organizational policies governing online conduct
- Separate personal and professional information online
- Set clearly the professional patient-nurse boundaries

Agreement on Professional Conduct in Clinical Practicum

The University of Hong Kong
Faculty of Medicine
School of Nursing
Bachelor of Nursing

Agreement on Professional Conduct in Clinical Practica

I, _____, agree to comply with the following guideline on Professional Conduct in clinical practica throughout my study of the Bachelor of Nursing Program at the University of Hong Kong. I understand high standard in Professional Conduct is expected of me in protecting privacy of patients and confidentiality of patients' information. This guideline specifies that information of patients obtained in clinical practica must be held in confidence, and such information will only be used for purposes for which it was given. The guideline detail has been explained to me and I am aware that violation to any of the following expected conduct may result in disciplinary actions.

1. Patients' information **must not be disclosed to or discussed with other people** who have no direct care of the patients.
2. Patients' information **must not be discussed with other students in public places** such as public transport, canteens, and lifts.
3. Patients' **medical records or related documents must not be photocopied**.
4. **Communication devices should not be carried to the clinical areas**. The devices include pagers, mobile phones, iphones etc.
5. **Photos, audio / video recordings of patients must not be taken** without institutional authorization, patient's and/or guidance's consent.
6. **Photos, audio / video recordings, medical records or documents related to patients and clinical areas must not be uploaded or downloaded to or from public websites such as facebook**.
7. **Great care must be taken to protect privacy of patients when patients' information is used for learning purposes**, such as nursing care plans, case conferences or presentations. **The information, if used, must be kept with high confidentiality**. They are to be destroyed once the learning purposes have been achieved.

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Name of student:

University number:

Level of study:

Signature of student:

Date:

Name of teacher (witness):

Signature of teacher:

Date:

Code of Conduct

守則綱領

FRAMEWORK OF THE CODE

3. 確保以專業身分取得的個人資料保密

- 3.1 護士應確保個別人士所提供的機密資料，只會用作當初提供資料的目的。
- 3.2 護士應保障在執行專業實務過程中獲取的資料，除非取得個別人士的同意，或在特殊情況下，例如法庭就披露作出頒令，否則不得披露該等資料。
- 3.3 如須使用個人資料進行教學、研究或質素保證程序，護士應小心保密服務對象的身分和保障其私隱。

3. *Hold in confidence personal information obtained in a professional capacity*

- 3.1 Nurses ensure that the information given by the individuals in confidence will only be used for the purposes for which it was given.
- 3.2 Nurses protect the information obtained in the course of professional practice and disclose only with the individuals' consent, or in exceptional circumstances, such as where a court order is made for disclosure.
- 3.3 When personal information is required for teaching, research or quality assurance procedures, nurses take care to protect the client's anonymity and privacy.

詳細說明見載於下文各段，旨在協助護士把這 11 項道德標準轉化為具體的道德責任及操守。所載各項說明會因應社會情況而有所改變，並會定期修訂。有關說明並非詳盡無遺，亦未能涵蓋所有情況。護士履行專業職務時，應時刻遵從綱領所訂的基本核心價值。

The explanatory statements in the following section assist nurses to translate these eleven ethical standards into specific ethical responsibilities and conduct. These statements are responsive to the societal context and are subject to periodic revision. They are not exhaustive and do not cover all circumstances. Nurses should at all times comply with the core and fundamental values in the framework in discharging their professional duties.

Protect Patient Privacy & Confidentiality

- Students **MUST NOT upload any photos** related to patients/clients and clinical area to public websites such as Facebook, IG, blogs etc. even if no specific names are mentioned

→ a breach of confidential information

- If a student is identified to be engaged in such unprofessional conduct, it would result in **disciplinary action** on the student

Reference

- McGrath L, Swift A, Clark M et al (2019) Understanding the benefits and risks of nursing students engaging with online social media. *Nursing Standard*. doi: 10.7748/ns.2019.e11362
- Kaczmarczyk, J., M., Chuang, A., Dugoff, L., et al. (2013). E-professionalism: a new frontier in medical education. *Teaching and Learning in Medicine*.
- Geraghty, S., Hari, R., Oliver, K. Using Social Media in Contemporary Nursing Risks and Benefits. *British Journal of Nursing*, 30(18). Retrieved from <https://www.britishjournalofnursing.com/content/professional/using-social-media-in-contemporary-nursing-risks-and-benefits>