

Facebook in Healthcare Education

Welcome Page and Consent

Facebook in Healthcare Education
Online Survey

For All Students, Instructors and Faculty Members in Health Professions Education at the University of Alberta

Thank you for taking the time to log on and complete this online survey!

This study deals with the social networking site Facebook, and the role that it currently plays in healthcare education.

The purpose of creating this survey was so that we can better understand your experiences as a user of Facebook, as well as your beliefs and attitudes surrounding its use in relation to the healthcare professions. We hope to learn about any factors that may have led you to begin, discontinue or refuse ever to use Facebook as a student or medical professional, and also understand any benefits or drawbacks that you might believe exist for those using this popular social networking site.

Please understand that by continuing beyond this point and completing this brief survey, you are acknowledging that you are aware your answers will be analyzed and, perhaps in the future, published as a way of presenting our findings. However, you can be certain that your anonymity will be protected and your identity will in no way be associated with any of the answers that you provide in this survey.

Thank you.

Section I: Demographic Information

1. What is your age?

- 18-20
- 21-25
- 26-30
- 31-40
- 41-50
- 51-60
- Over 60

2. Sex:

- Male
- Female

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3. What is your role/ title at the University?

- Student
- Professor/ lecturer
- Administrator
- Faculty assistant

Other (please specify)

4. What program are you affiliated with?

- Nursing
- Medicine
- Dentistry
- Dental Hygiene
- Pharmacy
- Medical Laboratory Science
- Occupational Therapy
- Physical Therapy
- Speech Language Pathology

Other (please specify)

Section II: Facebook Use

5. Do you currently have a Facebook account?

- Yes
- No

Section II: Facebook Use Continued

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6. Approximately how often do you check your Facebook account?

- More than 10 times/day
- 5-10 times/day
- 2-4 times a day
- Once/day
- 2-3 times/week
- Once/week or less

7. How do you most often access Facebook?

- On a desktop computer
- On a laptop
- On my phone
- Other (please specify)

8. When you check your account, how long do you spend each time?

- 0-5 minutes
- 5-10 minutes
- 10-30 minutes
- 30-60 minutes
- More than 1 hour

9. How selective are you in accepting 'Friend Requests' on Facebook?

- I only accept requests from people I know well and family members
- I accept requests from people I have met in person a few times
- I accept requests from people I have only met once
- If I recognize their name or share a few mutual friends, I will accept them, even though we have never met in person
- I accept friend requests from people I have never met in person and don't really know

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10. At the moment, who is on your Friends list on Facebook? (Please check all that apply)

- Undergraduate students
- Residents/postgraduate trainees
- Current instructors
- Previous instructors
- Current Work Colleagues
- Previous Work Colleagues
- Current Patients/Clients
- Previous Patients/Clients

11. If a patient/client sent you a friend request, would you accept?

- Yes
- No
- Maybe (please explain)

12. People use Facebook for many different purposes. To what extent do you use Facebook for the following purposes?

	Never	Rarely	Sometimes	Often
Personal communication with friends and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing educational information or resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning or learning about upcoming events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surfing for entertainment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing online games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising awareness/ fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any other main uses:

13. Consider any contact you have with peers or colleagues who are AT OTHER UNIVERSITIES through Facebook. Which of the following statements BEST describes the nature of that communication?

- It is entirely personal/social
- It is mostly personal/social. Sometimes we will compare parts of our programs, or discuss what we are currently learning, but it is rare.
- In addition to some personal/social communication, I frequently use it to do things such as: share links to good academic resources, discuss research findings, obtain input on my current academic assignments/endeavors, etc.

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Section III: Privacy Settings

14. Have you ever altered your personal privacy settings?

- Yes
- No

15. Which of the following played a role in your decision to change your personal privacy settings? (Choose all that apply):

- Protecting your personal information from strangers
- Risk of your account being viewed by an admissions committee or potential employers
- Served in a position where you were viewed as a role model (eg. Residence assistant, preceptor, volunteering with a youth mentorship program, etc.)
- Advice from peers
- Recommendation from an instructor, tutor, professor or mentor
- Not trusting Facebook's use of posted information

Other (please specify)

Section IV: Facebook in Education and Health

16. Findings from research suggest that people have differing opinions on issues surrounding Facebook and its use within education, healthcare, and personal contexts. Given this finding, which of the following would you say plays the LARGEST role in creating these differing views?

- Profession (including being in training for a specific profession)
- Country of origin
- Age
- Personality type (introvert or extrovert)
- Sex

Other (please specify)

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17. To what extent do you agree/disagree with the following statements about the use of Facebook in education?

	Strongly Disagree	Disagree	Agree	Strongly Agree
I think that Facebook is useful in education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our university should try harder to incorporate Facebook into all its courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook has some features that could be useful in education, but I am unsure how well it would work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy using Facebook for its personal and social benefits, but I try to avoid dealing with school or work-related content while using it. They should be separate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is no need to incorporate Facebook in education. I believe our current online systems are more than adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. To what extent do you agree/disagree with the following statements about the potential use of Facebook in healthcare?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Facebook would be useful for online consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook would be useful for scheduling of appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook would be useful for filling prescriptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook would be useful to provide forums being mediated by healthcare professionals to answer questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook would be useful to provide opportunities for patients/clients with similar illnesses or conditions to connect for support, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section V: Online Professionalism

19. To what extent do you agree/disagree with the following statements about professionalism in the healthcare field?

	Strongly Disagree	Disagree	Agree	Strongly Agree
I have a good understanding of what professionalism is, and what is expected of me as a current or future professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I fully agree with the expectations of professionalism, and consciously strive to abide by them in all areas of my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A high level of professionalism should be expected of healthcare students from the very beginning of their time as a student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be some leniency in regards to small incidents of unprofessional conduct in the early years of a professional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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20. Current literature suggests that professionalism may be dependent on context or the environment. In which of the following environments do you believe it is reasonable to expect healthcare students to act professionally AT ALL TIMES?

(Check all that apply)

- At the University (eg. In lecture halls, tutorial rooms)
- In the clinic/workplace/hospital
- During free time spent in view of the public

If you left any of the above choices unchecked, please explain why:

21. To what extent do you agree/disagree with the following statements about standards of professionalism relating to online activity?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Professionalism is as important in online activity as it is in traditional environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is not always entirely possible to maintain professionalism in online activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People have the opportunity to post pictures and document aspects of professionals' lives that would otherwise remain private	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media has removed protection for professionals from the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionals are never free to let their guard down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The risks of social networking software far outweigh the benefits and its use by health professionals should be DISCOURAGED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The risks of social networking software far outweigh the benefits and its use by health professionals should be BANNED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think my online activity has a bearing on who I am as a professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I should be able to do whatever I want online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university has no business interfering in my online activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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22. Consider the following list of possible negative outcomes resulting from unprofessional behaviour online. Please rank the items in the list from those you would personally find most concerning (1), to least concerning (5).

Rank (1-5) (Choose each number only once)

People having the opportunity to make inaccurate judgments about you solely based on posted content

The possibility that your behavior could affect the image of others in your profession

Not being hired by an employer or being accepted to a program because of information discovered about you online

The possibility of losing a position you already have (as an employee or student) because of information discovered about you online

Having privileged information about a patient/client distributed online without their consent

23. Do you believe the debate about online professionalism is more important or less important to other professions than your own?

- I believe this issue is more important for my faculty in particular, compared with some other health professions
- I believe this issue is equally important across all health professions faculties
- I believe this issue is more relevant in certain other health faculties than my own

(please explain, or name those faculties):

Online Professionalism contd.

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24. Which of the following types of material (if posted on Facebook) would you consider to be unprofessional? (Choose all that apply):

- A picture of an individual having one alcoholic beverage
- Pictures of an individual clearly acting drunk
- Status updates describing substantial alcohol consumption at a party
- Posts depicting illicit drug consumption
- Posts that disclose information about a patient/client
- Photos of a patient/client
- Posts describing an interaction with a patient/client, that do not reveal any identifying information
- Swearing or foul language
- Obscene gestures in photos (middle finger, etc)
- Petty criminal activity
- Endorsements of a pharmaceutical or health product without a conflict of interest disclosure
- Posts involving overt sexual content
- Posts containing partial nudity
- Displaying your current relationship status
- Displaying membership in online groups dealing with controversial issues
- Making opinionated comments about controversial issues
- Critical comments about a lecturer or preceptor
- Critical comments of course material, your program, faculty, or the university
- Attitudes of superiority or condescending behaviour (assumed because of professional status)

Other examples of unprofessionalism online (please specify)

25. Do you think that others would benefit from guidelines relating to using social networking software in a professional manner?

- Yes
- No

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26. Are you aware of another a colleague posting material on Facebook, which you considered unprofessional?

- Yes
 No

If yes, please describe:

27. Have you yourself ever made any posts or comments on social media websites that, in hindsight, you probably shouldn't have?

- Yes
 No

If yes, please describe:

28. Has anyone else ever posted material about you online which you found embarrassing or which made you look unprofessional?

- Yes
 No

If yes, please describe:

29. How would you describe your typical actions or behavior in an online social media environment, given the following definitions?

-Active behavior: making comments, posting links or photos, sending invites

-Passive behavior: reading, observing, having pictures of you or other content relating to you posted by others

- More active than passive
 More passive than active
 About half active, and half passive
 I do not have an account on a social media website

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30. In light of your response to the previous question, which do you think is a better strategy for protecting your online image?

- Abstaining from Facebook completely and not having an account at all
- Maintaining an account, so you can monitor posts that might involve you (pictures, etc.)

31. Do you think that you could benefit from guidelines relating to using social networking software in a professional manner?

- Yes
- No

32. Do you think that current guidelines at the University adequately address and define issues relating to Facebook and online professionalism for those that might be unsure?

- Yes, they are fine
- No, they should be amended to specifically address issues of online activity
- I am unfamiliar with current guidelines for professionalism and conduct
- There is no need for the University to issue guidelines on my online activity

33. Please take a moment and include any comments you might have about Facebook use by current and future healthcare professionals, your feelings about online professionalism (ways to improve it, or if it should be considered an issue at all), or any other thoughts that this survey might have provoked: