

# 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.**“

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UG Student  
TUSDM, Boston

# Changes in Dental Communication Landscape

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**Yesterday:** “Heard by few, captured by NONE.”

**Defined boundaries - professionals (students, faculty members), corporate & patients.**

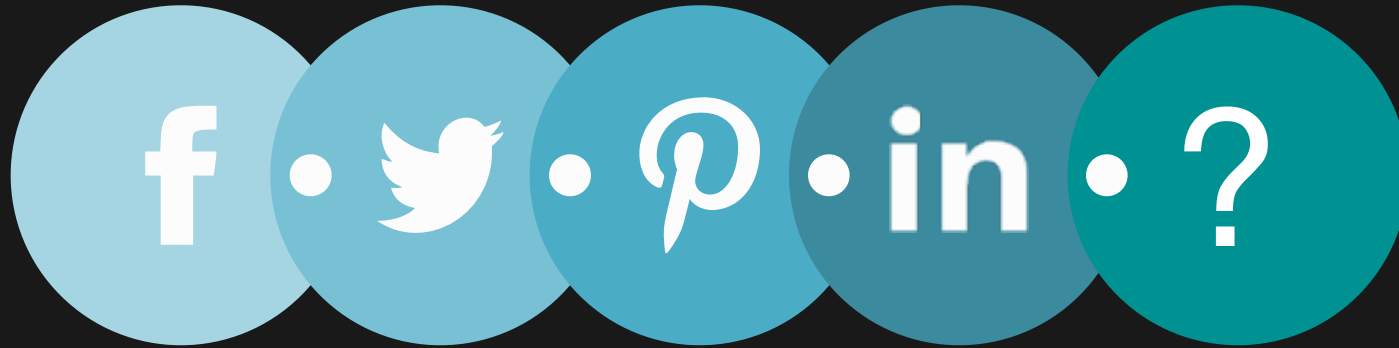
**Today:** Instant time and infinite space.

**Defined terminology.**



# Social Media

(Community-based)



Like-minded individuals.

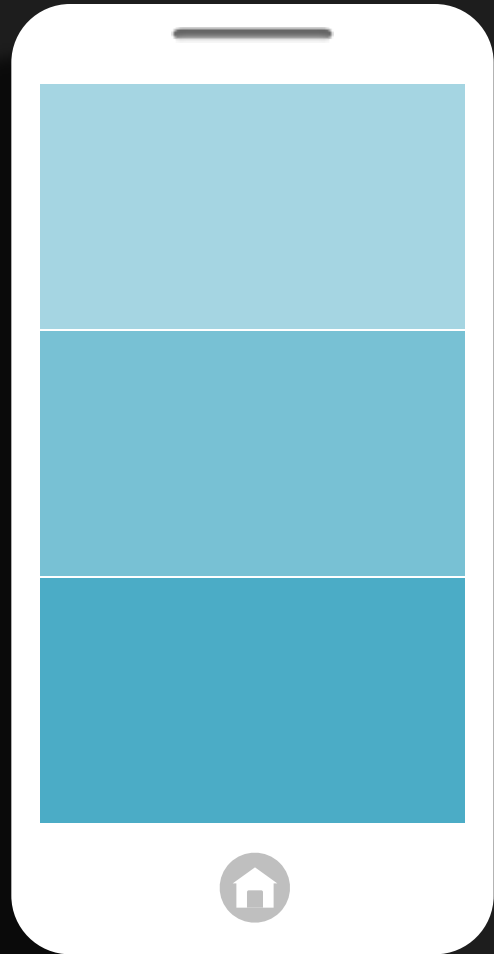
Common goals and interests.

Strengthen connections: collaborate and cooperate.

Content and authors become more **STORABLE** and **SORTABLE**.

# TERMINOLOGY

S  
E  
G  
M  
E  
N  
T  
A  
T  
I  
O  
N



## DIGITAL FOOTPRINT

All information posted online available to those who find it.  
Personal vs. Professional.  
Pre-professional education, teen/adolescent years.

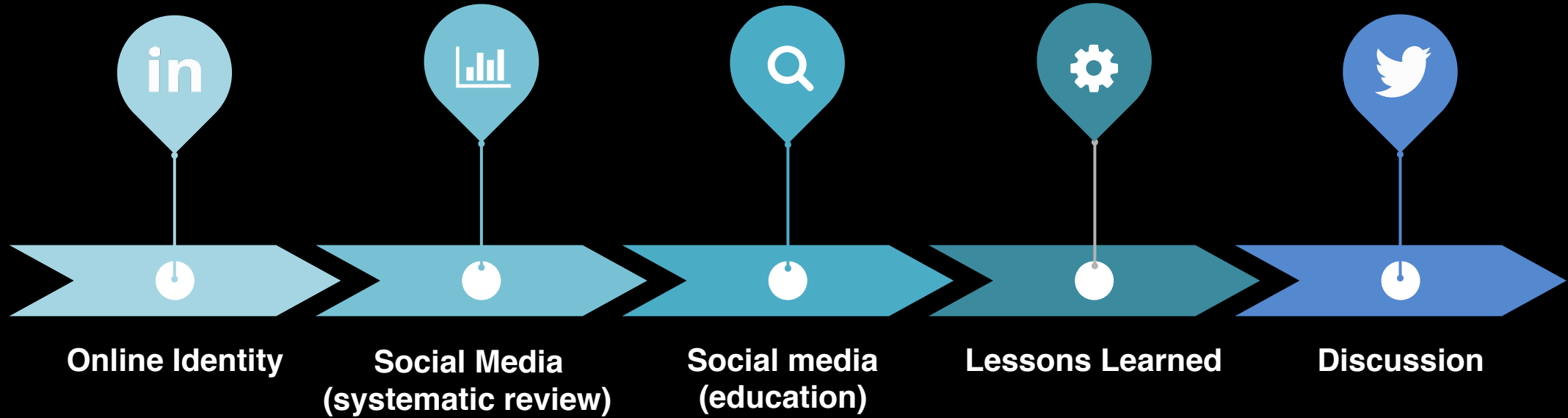
## DIGITAL NATIVES

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

## DIGITAL IMMIGRANTS

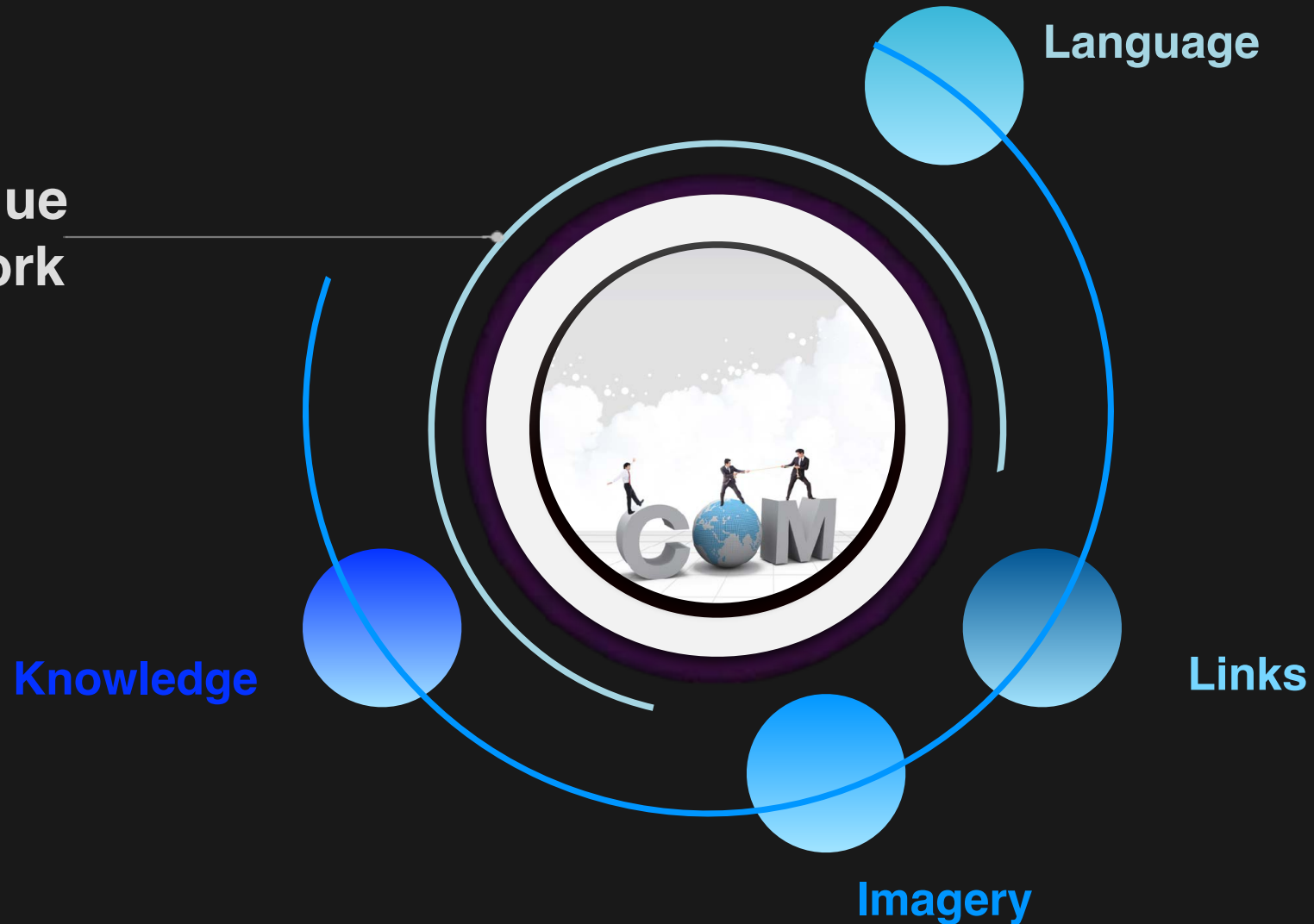
“Ethos of a profession” perspective.  
“Challenged by technology itself?”  
“A necessary evil?”

# Outline



# Online Identity

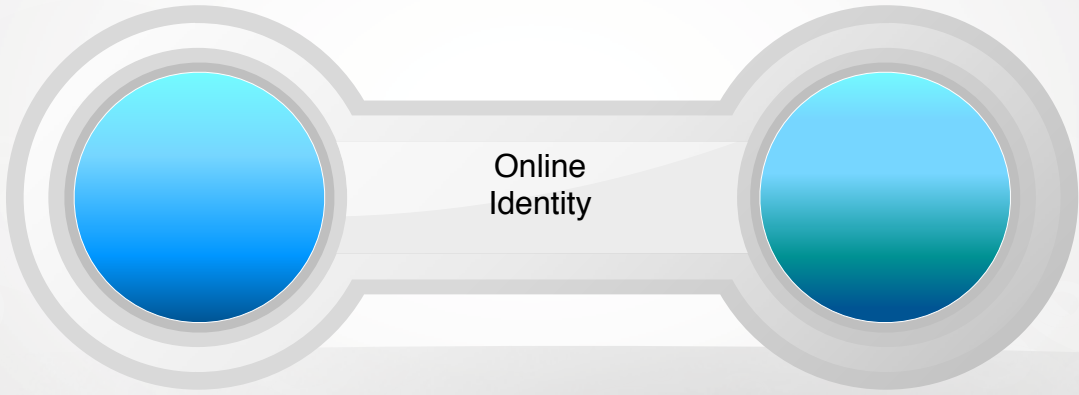
Bringing Value  
to the Network



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**PERSONAL**

**PROFESSIONAL**



Online  
Identity





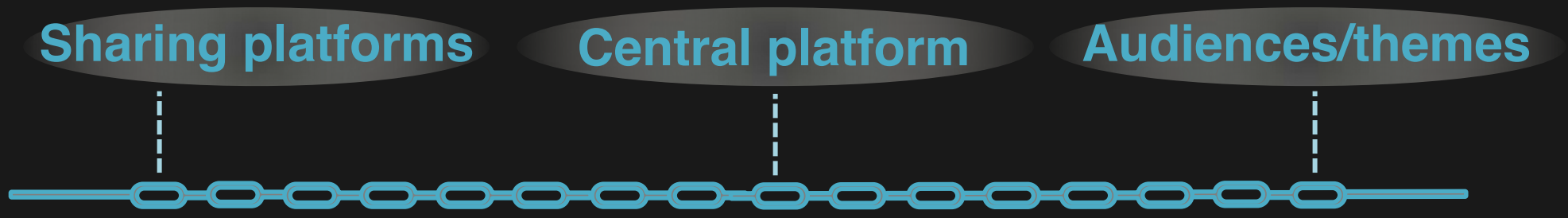
DENTIST BY DAY  
BLOGGER BY NIGHT

Welcome

Thank you for visiting my blog. I hope you find some of the posts useful and I look forward to connecting on social media.

[ABOUT ME](#) [CONTACT](#)





**Young dentists**

**Periodontology**

**Inspiration**

Contributor to other online platforms e.g. British Dental Journal, ODRT, BSP, BDA, [www.youngdentist.com](http://www.youngdentist.com)



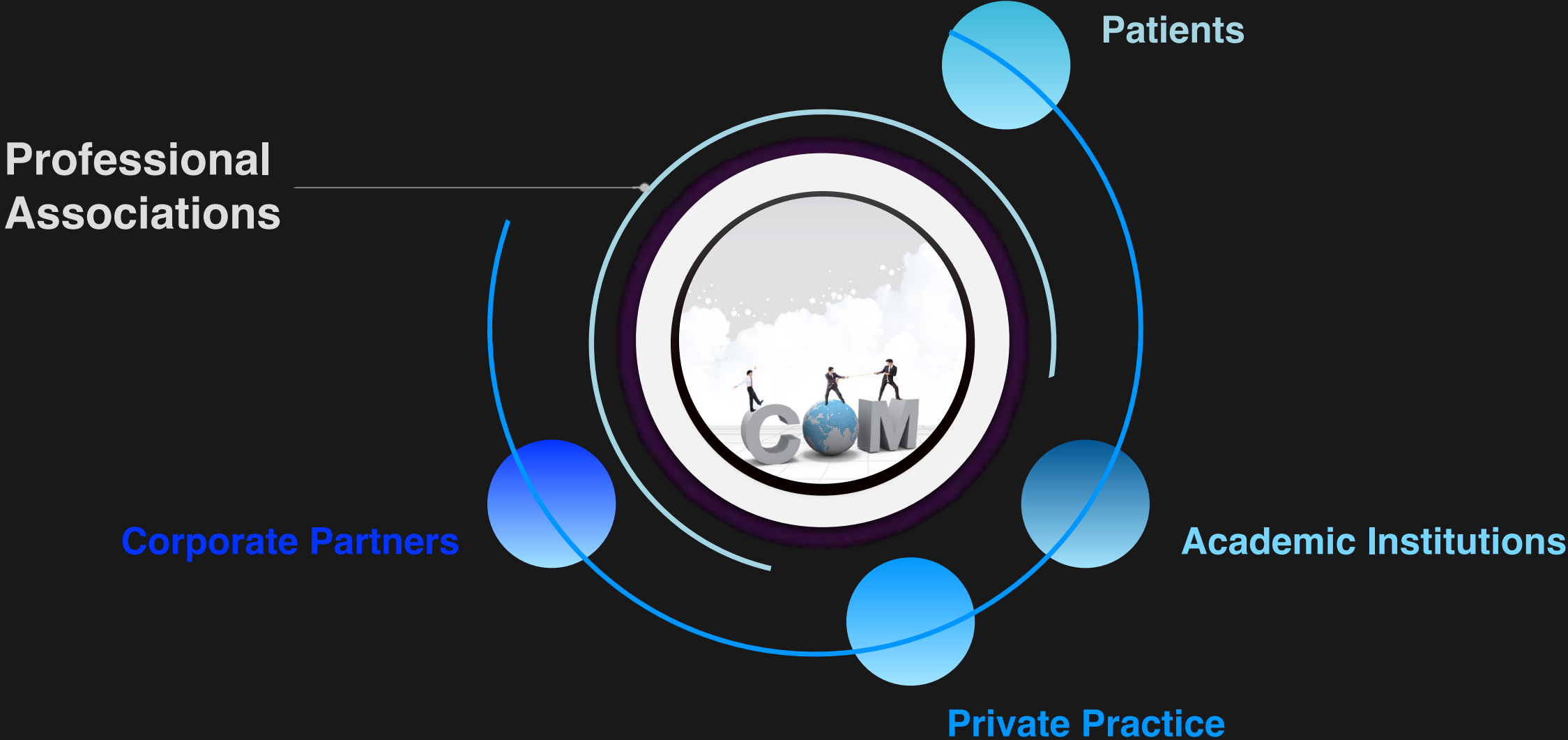
Proper Online Professionalism isn't about changing who you are.

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



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

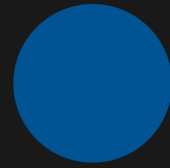
Heiko Spallek, DMD, PhD, MSBA(CIS); Sharon P. Turner, DDS, JD; Evelyn Donate-Bartfield, PhD; David Chambers, PhD, MBA; Maureen McAndrew, DDS, MEd; Pamela Zarkowski, JD, MPH; Nadeem Karimbux, DMD, MMSc

### **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, MEd; Pamela Zarkowski, JD, MPH; Nadeem Karimbux, DMD, MMSc

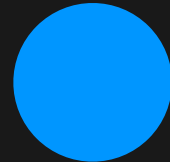
# Social Media & Dental Education

Spallek H, et al. Karimbux N. JDE 2015



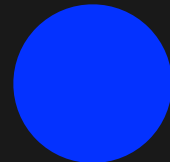
## Patient privacy and confidentiality

Awareness of standards



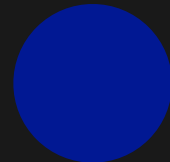
## Personal information and content

Privacy settings



## Patient-provider interaction

Maintaining appropriate boundaries



## Feedback for peers

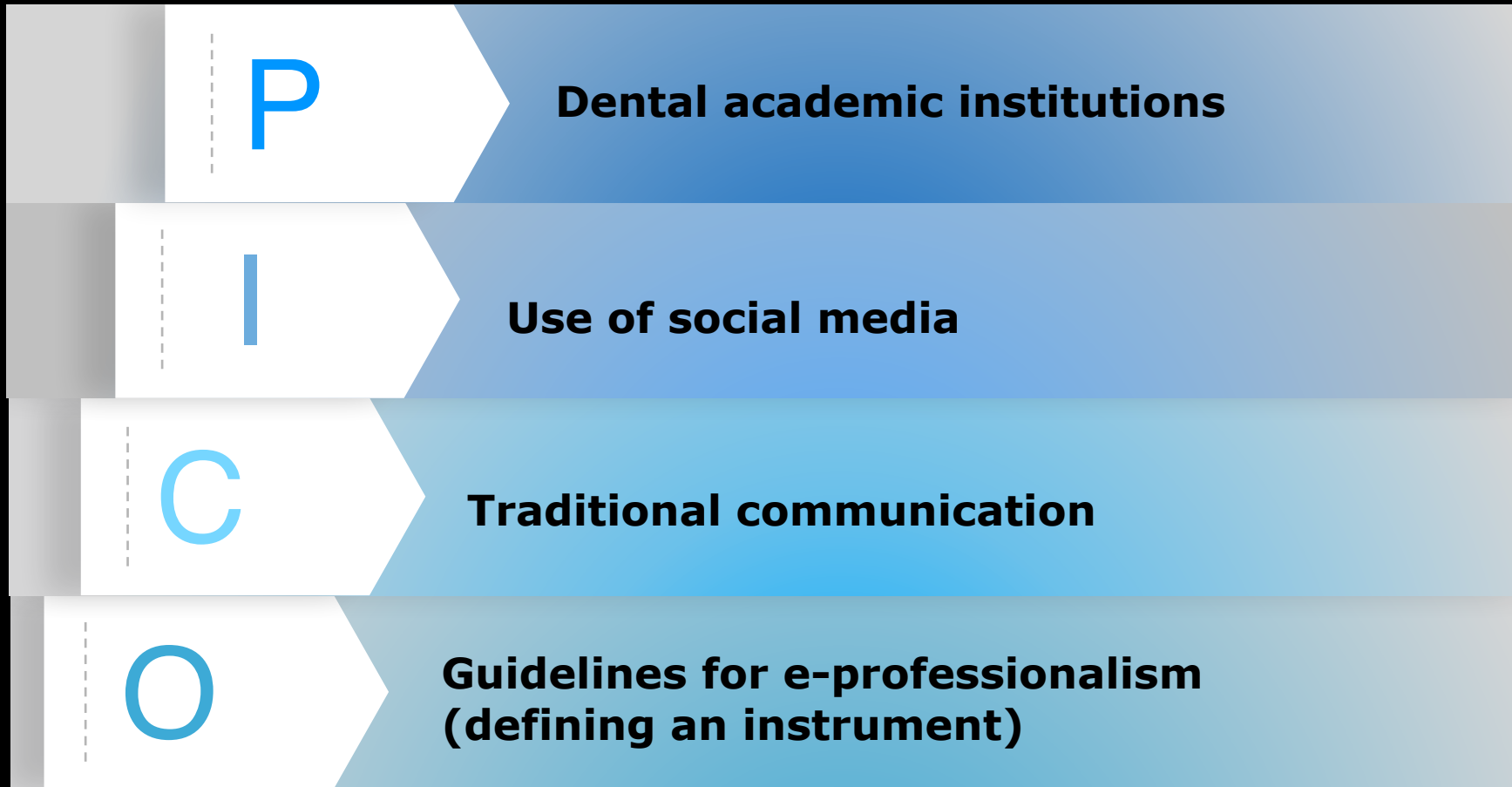
Responsibility for the institution



## 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



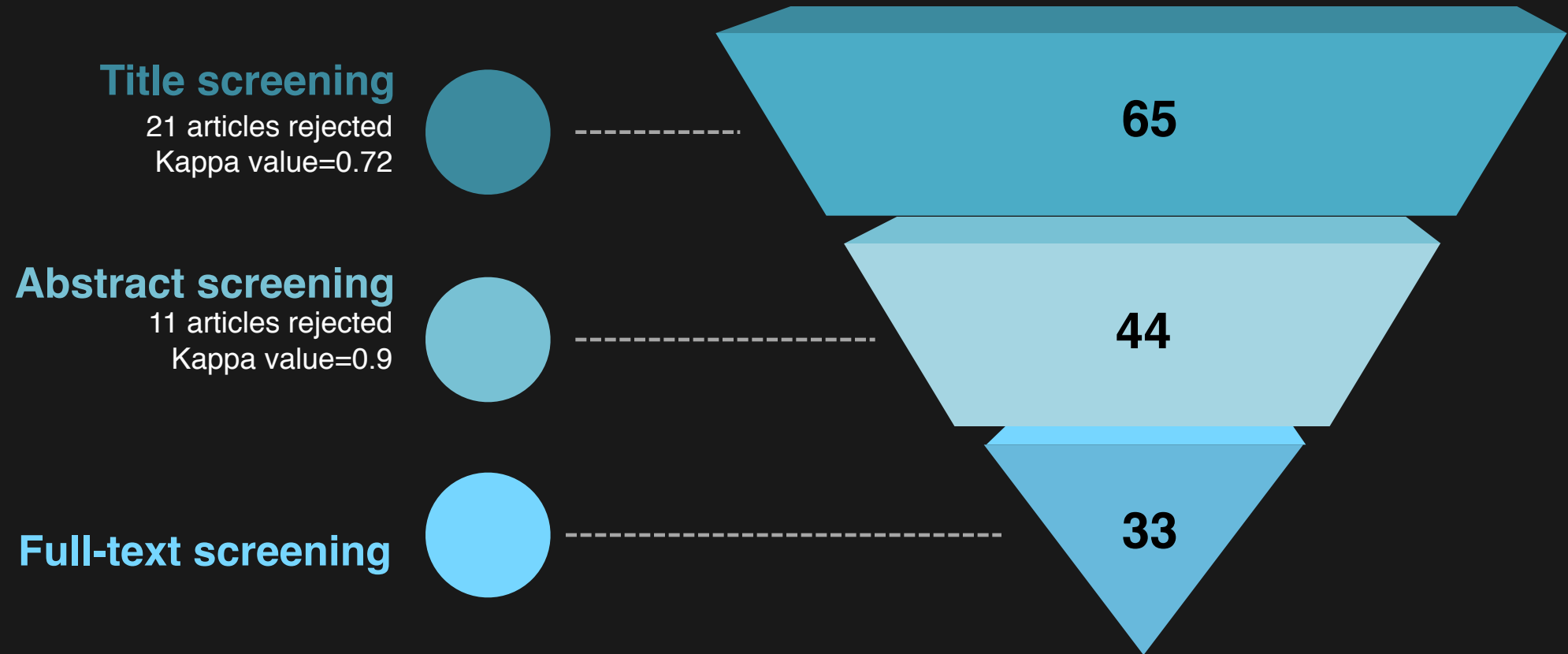
MeSH terms: “social media”, “dental education”, “dentistry”, “dental schools” (“e-professionalism”)  
Databases: MEDLINE, EMBASE, CINAHL, SCOPUS  
Timeline: January 1995-October 2016.  
Study designs: qualitative & quantitative.  
Duplicates removed: EndNote.

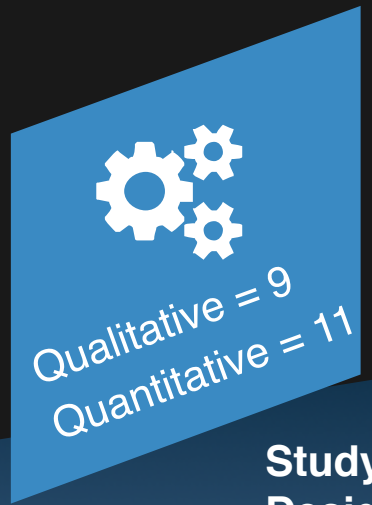
2 calibrated reviewers (ID, RW)  
3rd reviewer (DA) for disagreements  
Kappa analysis calculated

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

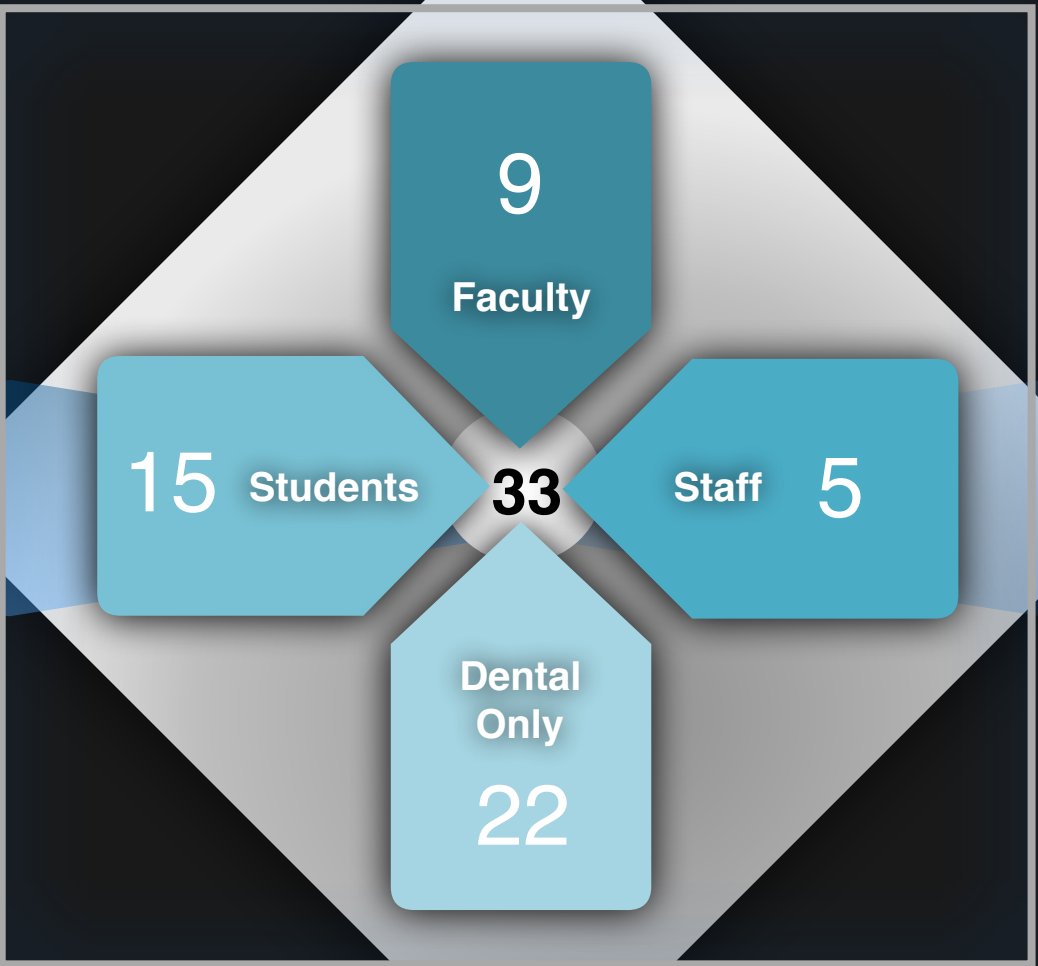


# Flow-chart Diagram





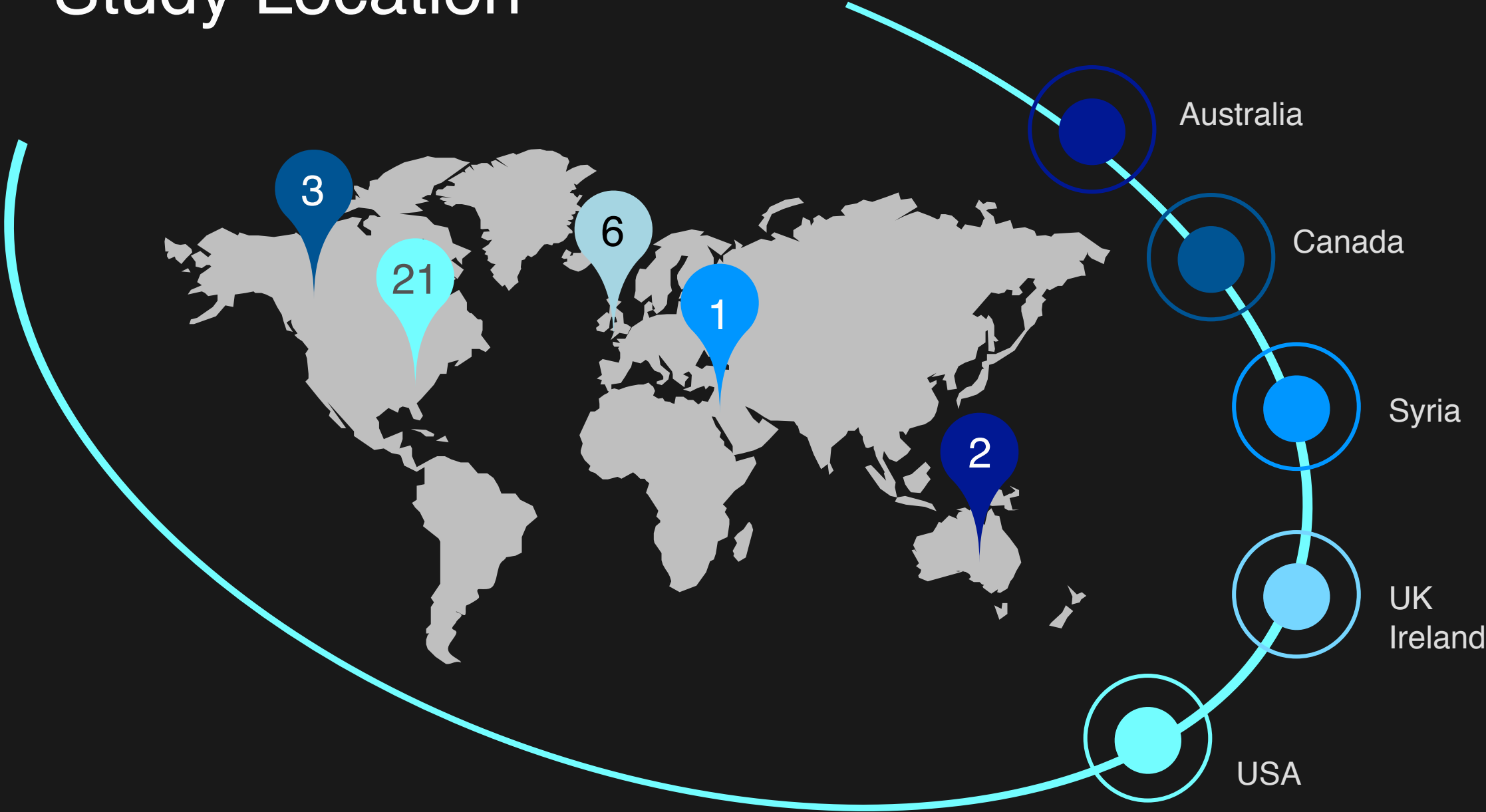
Study Design



Location

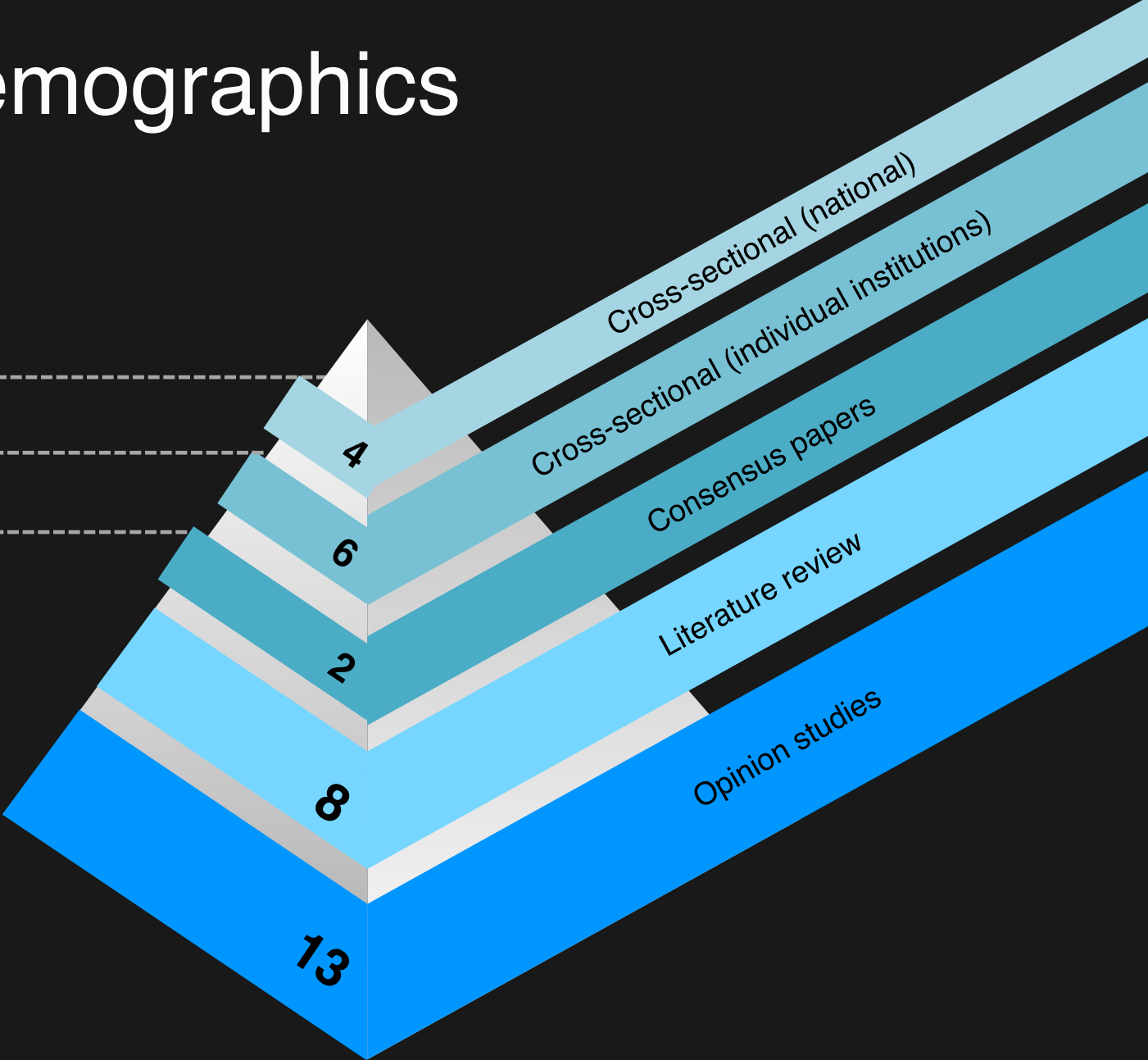
Key findings of the systematic review.

# Study Location



# Level of Evidence & Demographics

**Canada, USA**  
**Canada, Ireland, Syria, USA, UK**  
**UK, USA**





LOMA LINDA UNIVERSITY  
School of Dentistry



# Selected studies

Author	Title	Year
Henry RK	A survey of social media policies in U.S. dental schools	2014
Henry RK	The use of social media in dental hygiene programs: a survey of program directors	2014
Wyatt LA	Exploring interactions between dental hygiene faculty and current undergraduate dental hygiene students on Facebook	2016
Hatch T.	Professionalism and social media: an inter-professional learning activity	2013





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

**Rachel K. Henry, R.D.H., M.S.; Chadleo Webb, R.D.H., B.S.D.H.**



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

**Rachel K. Henry, R.D.H., M.S.; Chadleo Webb, R.D.H., B.S.D.H.**

## **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 2. Reported violations of social media policy or other policies through social media, according to whether violator was faculty, staff, or students**

Type of Violation	Faculty	Staff	Students	Total
Potential HIPAA/patient privacy violations	1	3	2	6
Personal conduct issues (e.g., vulgar language, inappropriate photographs)	1	1	6	8
Unprofessional comments to or about the school, faculty, staff, or other students	2	1	4	7
Illegal activity	0	0	1	1
Discriminatory remarks (e.g., racism or sexism)	0	0	0	0
Academic dishonesty	0	0	2	2
Other	0	0	0	0
<b>Total</b>	<b>4</b>	<b>5</b>	<b>15</b>	<b>24</b>

# Facebook as a Learning Environment for Teaching Medical Emergencies in Dental Practice

Ulla Alshiekhly<sup>1</sup>, Rebal Arrar<sup>1</sup>, Imad Barngkgei<sup>1</sup>, Mayssoon Dashash<sup>2</sup>

*<sup>1</sup>Department of Oral Medicine and <sup>2</sup>Faculty of Dentistry, Damascus University, Damascus, Syria*

*Ulla Alshiekhly, Rebal Arrar, Imad Barngkgei Equally Contributed in this Work.*

# Facebook Groups

explorative study

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

# Guidelines

## ***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.”

*No consistent guidance available on the Facebook groups.*

## ***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. ”

## ***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.”

## ***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.



A photograph of a wooden desk with a laptop, an open notebook, a pen, and a smartphone. The text "LESSONS LEARNED" is overlaid in a white box in the center.

# 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**

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# Thank YOU!

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Acknowledgements:

Local Organizing Committee (ADEA, ADEE, KCL)

Session Chair/Facilitators/Rapporteurs