

The evolving role of social media in medical school education

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Most current medical students are well versed in the use of social media

In a study funded by the American Academy of Colleges of Osteopathic Medicine (AACOM) - [An online educational program to provide education in Care Transitions for third and fourth year Osteopathic medical students](#)- 93% of the 43 students participating in that project indicated they used Facebook on a regular basis.

Familiarity with and regular use of social media makes it an attractive platform for medical school education

Advantages of social media as a teaching tool/adjunct

- Platform already familiar to many medical students
- Platform many students already check on a frequent basis
- Platform “pushes” information to students through posts and notifications improving student engagement
- Often free to use

Potential applications for social media in education and training

Posting assignments to a large group of students across a wide geographical area (I.e., students on clinical rotations) **See sample research survey form**

Promotion of student - faculty discussions and interaction

Posting of multi-media educational tools – videos, quizzes, links to useful websites, informational posts

Disadvantages of social media as a teaching tool/adjunct

Students during clinical years do not have time to check social media as frequently as they once did in pre-clinical years. AACOM funded study: [“Evaluation of the use of social media \(Facebook\) in promoting the development of fundamental research skills in third-year Osteopathic medical students”](#)

- Assumptions students will check social media routinely may lead to a delay in education/training
- Interactions on social media may not reflect professional qualities and may be open to all viewers
- Faculty may not be familiar with social media platforms
- Students may use many different social media platforms making it more difficult to communicate with students

Social media as a means to evaluate professionalism

A growing number of employers and admissions departments are checking social media sites regarding professional behavior before making an offer of employment or admission

Social media sites may be a means to promote and facilitate professional interaction between students and their peers and faculty

Social media maybe a means of 'modeling professional interaction by faculty

A growing number of organizations are developing guidelines in the use of social media

- [University of Indiana school of medicine](#)
- [American Medical Student Association](#)

Social media as a means to contribute to a 360 evaluation of the educational program

Students often provide more candid comments/criticisms on social media as compared to standardized program evaluations

Specialized social media sites directed to medical students are often a site where such posts are made

- [The Student Doctor Network](#)

In summary

Social media has the potential to improve medical student education, medical student assessment, and program evaluation

Social media use by students tends to wane in clinical years as clinical activities make it more difficult to routinely check-in on sites

Unprofessional behavior by students on social media may have a negative impact on their evaluation and future employment prospects

Selected resources

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2. Brannan GD, Dumsha JZ, Yens DP. A research primer: basic guidelines for the novice researcher. *J Am Osteopath Assoc.* 2013 Jul;113(7):556-63.
3. Cheston CC, Flickinger TE, Chisolm MS. Social media use in medical education: a systematic review. *Acad Med.* 2013 Jun;88(6):893-901.
4. Forgie SE, Duff JP, Ross S. Twelve tips for using Twitter as a learning tool in medical education. *Med Teach.* 2013;35(1):8-14.
5. Hall M, Hanna LA, Huey G. Use and views on social networking sites of pharmacy students in the United kingdom. *Am J Pharm Educ.* 2013 Feb 12;77(1):9
6. Hamm MP, Chisholm A, Shulhan J, Milne A, Scott SD, Klassen TP, Hartling L. Social media use by health care professionals and trainees: a scoping review. *Acad Med.* 2013 Sep;88(9):1376-83.
7. Hollinderbäumer A, Hartz T, Uckert F. Education 2.0 -- how has social media and Web 2.0 been integrated into medical education? A systematic literature review. *GMS Z Med Ausbild.* 2013;30(1)
8. Sandars J, Morrison C. What is the Net Generation? The challenge for future medical education. *Med Teach.* 2007 Mar;29(2-3):85-8.

http://frontierrural.org/care_transitions.asp

1. Have you participated ANY in of the following scholarly activities (check all that apply)

- Presented at a conference
- Presented a poster
- Written an abstract
- Published a paper/article
- Participated in a research project
- Participated on an Institutional Board Review committee
- None of the above

2. Are you familiar with the following

	Yes	Heard of term	No
Institutional Board Review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical appraisal of the literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Advisory Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualitative research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What is your PREFERRED method of learning while on clinical rotation?

- Reading
- Internet video
- Lecture
- Website/internet search
- Other (please specify)

4. What is YOUR opinion regarding medical research education in medical school?

- I am not interested in research
- I find it interesting, but not essential
- It is vital to medical education
- Other (please specify)

5. What is your opinion regarding medical research education at your current medical school

- Too much
- About right
- Too little
- NA
- Other (please specify)

6. Enter your email address if you would like to be eligible for a gift card