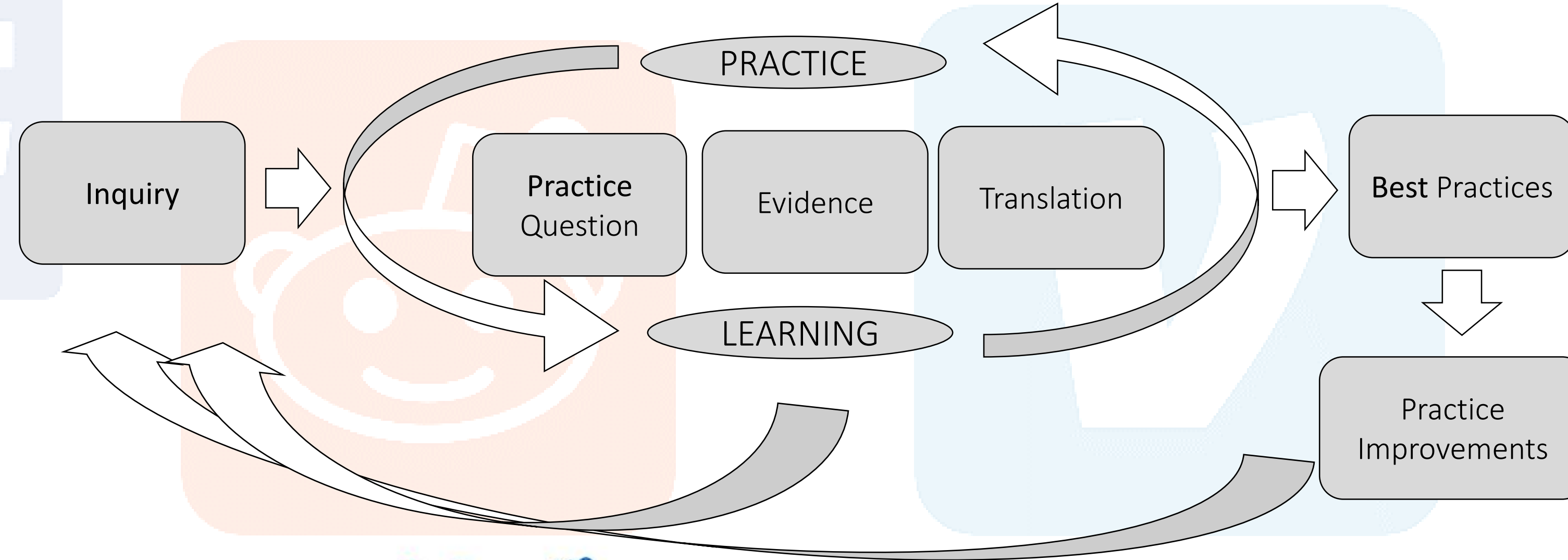




# The Use of Social Media to Improve Student and Faculty Communication

## NURS 868 Curriculum Planning - Kathryn Amrein, BSN

### John Hopkins Nursing EBP Model (2017)



<https://www.nurse.com/blog/2019/04/09/is-texting-at-work-acceptable-nurses/>

## Conclusion:

Social media plays a huge role in today's society, encompassing free time as well as education and careers. Research shows that a variety of social media sources can increase student knowledge regarding their school and department happenings. The implementation of an electronic newsletter to keep nursing students current on department information, the progress of their peers, and accomplishments of faculty will have a positive impact on student and faculty communications.

## Findings:

Predicted findings to include an increase in positive student perception of student and faculty communication. In addition, primary investigator predicts to see an improvement in student awareness in areas such as department events, student and faculty conferences and presentations, other pertinent student activities.

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## Methodology:

What is the impact of social media on student and faculty communication during nursing school?

- Literature reviewed for the past 10 years shows a positive impact on communication between institutions, faculty, and current students who utilize some form of social media (Cant et al., 2017; Duke et al., 2016; Mhunpiew & Purayidathil, 2015; Tran, 2019). In addition, social media is shown to be an effective method for continued contact with alumni as well as local communities (Segaren, 2019; The Important Role of Social Media in Higher Education, 2020).

- Researchers will be responsible for the administration of student and faculty surveys and in person interviews. Participants will be asked to fill out a 20 questions Likert-scale survey regarding their use of social media in the academic setting. Survey to include implemented newsletter in the post survey. In addition, participants will be interviewed regarding their perceptions of the effect of social media use in nursing school, and their perceived effectiveness of the electronic newsletter regarding faculty communication.

- Primary investigator and additional researchers will not be current student participant instructors to avoid any bias.
- Students and faculty will be informed they may refuse to participate or withdraw at any point in the study without consequence. No confidential information will be discussed in the survey or during the interview. However, participants will be required to sign a release noting the results will be disseminated to individuals of the primary investigator's choosing.



<https://www.vexels.com/vectors/preview/74565/social-media-tree-concept>

Among U.S. adults who say they use \_\_, % who use each site ...

	Several times a day	About once a day	Less often	NET Daily
Facebook	51%	23%	26%	74%
Instagram	42	21	37	63
Snapchat	46	15	39	61
YouTube	32	19	49	51
Twitter	25	17	58	42

Note: Respondents who did not give an answer are not shown. "Less often" category includes users who visit these sites a few times a week, every few weeks or less often. Source: Survey conducted Jan. 8-Feb. 7, 2019.

## Introduction Background

The use of social media and other forms of electronic information exchange have increase exponentially in the past decade (Lahti et al., 2016).

Literature for the past 10 years reviewed regarding the use of technology-based interactions between students and faculty in higher education, with a heavy focus on nursing students and faculty.

The purpose of this nonempirical study is to examine both potential benefits, as well as negative outcomes of social media utilization in academics by collecting information via student and faculty surveys in addition to interviews pre and post implementation of an electronic newsletter.

Research supports the addition of multiple social media outlets for dispersing information, socialization, recruitment, community involvement, and knowledge sharing (Cant et al., 2017; Mhunpiew & Purayidathil, 2015; Tran, 2019).

John Hopkin's nursing EBP model demonstrates evaluation of a research question, building support through evidence, and interpreting the results to put into practice. In addition, the model clearly demonstrates the utilization of continuous evaluation and learning (Dang & Dearholt, 2017).

Leininger's culture care theory of nursing encompasses diverse ideas to actively educate both within and without the nursing profession (Culture Care Theory, n.d.)