R2

Appropriate Use of Social Media

The Science of Resilience

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Definition

Social media has become an integral part of modern society. It is used as a means of communication, a way to obtain information and stay connected. Contact through social media is important and the sense of community that we experience when we use these communication platforms can enhance our wellbeing and make use more resilient. There is no standard definition for social media, but most definitions typically include the use of internet-based communication tools and users. Merriam Webster defines social media as "forms of electronic communication through which users create online communities to share information, ideas, personal messages, and other content". A popular definition by Kaplan and Haenlein (2010) defines social media as "a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content" (p. 61). The development of Web 2.0 refers to the societal shift from content published by individuals to user-generated content (Kaplan & Haenlein, 2010). Since the early 2000's, the development of social media companies such as MySpace (2003), Facebook (2004), and Twitter (2006) have contributed to the importance of modern social media. These companies operate using different tools and technologies that can include collaborative projects, blogs, content communities, social networking sites, folksonomies or tagging, virtual games and social worlds (Khan, 2013). Social media has the potential to aid strong communication, support systems among people who share similar interests, backgrounds, or real-life connections (Khan et al., 2014).

Social media has become a hot topic for many people who believe that it poses a risk to one's health and well-being, raising concern and doubt. This notion is not surprising given the array of studies that have provided evidence to support such scepticism. Social media can be considerably addictive and can affect workplace productivity. On average, social network users spend 3.6 hours per day on various platforms (Ipsos, 2013). Qualman (2012) found that 23% of people who have Facebook will log on at least five time each day. Longer screen time can further expose people to online bullying, and cause worry, frustration, feelings of incompetence which all degrade one's psyche (Go et al., 2011) and increase social comparison (Rauch et al., 2014). Go at al. (2011) further mentions that social media users are also more likely to talk to people online rather than in person. A study in Montreal assessed the association between screen time and depression in grade seven students over a four-year period. The study found a positive association between social media use and depression. It was further found that an increase in social media use can further exacerbate depression symptoms (Boers et al., 2019).

The nature of social media has captured new concerns as information privacy and privacy risk becomes harder to control. Featherman and Pavlou (2003) defines privacy risk as the "potential loss of control over personal information, such as when information about you is used without your knowledge or permission" (p. 455). These risks include identity fraud, and third-party access to personal data (Acquisti & Gross, 2006; Young & Quan-Haase, 2009). Other

issues like phishing, information leakage and stalking can further elevate a person's vulnerability (Houghton & Joinson, 2010). In contrast to these studies, research is finding that the benefits of social media may outweigh its risks (Khan et al., 2014). The literature argues that active screen time affects people differently depending on how it is used. In fact, the way in which people engage social media can enhance or be detrimental to a person's well-being (Hunet et al., 2018; Odgers and Jensen, 2020; Ungar, 2019, Nov). People who use screen time to actively engage on social media are less likely to suffer negative mental health effects compared to people who passively scroll through news feeds, stories or watch a video (Verduyn et al., 2015). Unger (2019) suggests that developing an online social life could be the best way to maximize the benefits of social media. Moreover, reducing social media usage to 30 minutes per day can have a significantly enhance a person's well-being (Hunt et al., 2015). The American Academy of Pediatrics recommends people create a "Family Media Plan" that details proper social media use for each family member (see intervention 10)

Relationship to Resilience

Many studies have found that recreational use of social media can improve a person's psychological well-being (Jun & Park, 2013). Chen and Li (2017) found that using social media for communicative activities and self-disclosure can increase bonding and bridging social capital and enhance psychological well-being. Social media provides a platform for people to display personal information and express feelings (Chen & Li, 2017); a feature that is especially beneficial for shy people (Myers, 1987). Research further shows that disclosure is a vital component in building successful relationships (Joinson, 2001). Disclosing information about one's self builds trust and tends to favour connections among peers (Berg & Derlaga, 2013). Valkenburg et al. (2006) found that the positive feedback on social media enhanced adolescents' self-esteem. Furthermore, positive feedback may also increase factors that affect self-efficacy and psychological responses (Bandura, 1977). However, the opposite effect is observed when negative feedback is received. A study by Warshawski et al. (2017) that explored resilience in nursing students found that social media enhanced both personal and group resilience. Additionally, the use of social media and having friends in the same clinical group was associated with "a higher perception of helpfulness".

Education

Social media platforms like Facebook can be used as a way for academics to engage students throughout their studies (Tower et al., 2014). Social media can encourage and facilitate peer learning and promote self-efficacy though continued learning opportunities (Tower et al., 2014). In fact, the literature suggests that students are open to using social media technology to support classroom work (Roblyer et al., 2010). Those that used such platforms reported feeling better prepared and had an enhanced understanding of the course content. Social media sites provide students with the freedom to direct and control their learning

independently of an educator and increase social contact with peers (Bowers-Campbell, 2008). Peer-mediated learning extends beyond the classroom (Havnes, 2008) and is accomplished through cooperation, communication and giving and receiving feedback (Keppel et al., 2006).

Throughout the ongoing SARS-CoV2 pandemic, social media and reminiscent technologies were one of the support mechanisms used by schools to teach and engage with students. Teachers used online messaging and video platforms to deliver daily lectures and meet with students. A study in Israel demonstrated that social media can be used by teachers to provide emotional support to students during times of war (Rosenberg et al., 2018). Students described social network technology (SNT) mediated contact with their teachers as caring, reassuring, emotional sharing, belonging and distracting. One female student noted that "I had a stronger sense of security because I knew that the teacher was thinking about us" (Rosenberg et al., 2018, p. 38). Furthermore, students said that implicit or explicit forms of communication aided feelings of security and were shown to be a protective factor. Online contact with students contributed to their resilience perception, provided emotional support, helped monitor student distress, and maintain civilized norms of discourse (Rosenberg et al., 2018). Perhaps these findings will reflect similar outcomes during the ongoing pandemic or during the deployment of a family member.

Adolescences, Children, and Relationship Building

The use of technology among adolescence is often a concern for parents. Adolescence is a stage of development that is often characterized by heightened vulnerability (Steinberg, 2005), and a time when peer relationships become an essential source of social and emotion support (Sarah et al., 2018). Social media can help alleviate adolescence vulnerabilities by facilitating communication between peers (Khan et al., 2014), which may help build relationships and establish friendships (Sarriera et al., 2012). A study by Best et al. (2016) used a 48-item questionnaire to investigate the impact online help seeking behaviours of adolescent boys and their mental wellbeing. The Warwick-Edinburgh Mental Well-Being Scale was used to assess their well-being. Best et al. (2016) found that those who talked to friends about their personal problems on social media had significant higher levels of wellbeing. Other studies have found a positive relationship between the number of social media platforms used by 18-29 years old's and their mental well-being (Hardy and Gastonguay, 2018). However, this relationship was not found for people 30 years old and older (Hardy and Gastonguay, 2018).

Madigan et al. (2019) investigated the association between screen time and child development until the age of five. It was found that high levels of social media have a significant negative effect on children development. The American Academy of Pediatrics recommends that parents should limit the screen time of children two - six years to one hour per day. However, studies show that after the age of six, children can spend more time on social media as long as limits are put in place (Stiglic & Viner, 2019). Children from the ages of 8-12 years old often use social media to stimulate creativity, have fun, and strengthen relationships. As

children get older, they report "feeling more natural" on social media than in person and will often use it as a way to educate themselves as they get older (e.g. accessing health information before puberty and receiving update on world news and trends) (Children and Social Media, 2018).

Risk and Crisis Communication

Smart phones are among the many devices people use to communicate and access social media. Evidently, they have proven to be especially useful during disaster preparation, response and recovery. During the preparation phase, many organizations, government agencies, and citizens use social media as a means of delivering messages in a timely matter. Following a disaster, landlines and cellphone towers are often destroyed or incapacitated, leaving social media as the one of the few channels of communication (Dufty, 2011) used to connect family, friends and community members (Taylor et al., 2012). Taylor et al. (2012) investigated how social media can be used as a form of psychological first aid and community resilience. It was found that a majority of participants would use Facebook and twitter as a communication channel. Nearly 60% said that they would rely on news sources and social media for information. A majority of participants also said that they would use social media if they needed help. Respondents further noted that social media can provide a sense of connectedness, support, and comfort during uncertain times and in turn, provide a level of psychological resilience (Taylor et al., 2012). These channels can further promote safety, and self and group efficacy. More recently, social media has been used to show social solidarity (Hong et al., 2018). Research has shown that this is not only a protective factor but can also strengthen unity and social natures (Hong et al., 2018). Still, it is recognized that as traffic on these channels increase, people will have to battle rumors, misinterpreted information, and 'fake news'.

Social Media can be further used as a means of communicating information that would otherwise not be available or take news stations much longer to report. During the 2011 Bangkok flood, many residences received local and real-time information about flood water through social media (Allaire, 2016), providing them enough warning to move their belongings to higher ground. Unfortunately, many vulnerable populations don't have access social media or internet. This vulnerability was made apparent during the 2011 Thailand flood (Allaire, 2016).

Healthcare

Social media can be leveraged as an essential support system for healthcare patients. It can also improve community health behaviour through increased social support and engagement, by creating positive feelings, and as a means of continued access to emotional support from peers and family members (Richardson et al., 2010). Pousti (2017) found that patients could establish a good rapport through social media. Carers of patients with chronic illnesses may also benefit from continued access to support and learning opportunities

(Nordfeldt, Hanberger, & Bertero 2010). Social media can be used to share information and educate the public about an illness, mitigate feelings of isolation, and be used by carers to bond, empower, engage and educate their patients (Nordfeldt, Hanberger, & Bertero 2010). This can also provide patients and carers with information needed to carry out evidence-based decisions based on their health problem (Nordfeldt, Hanberger, & Bertero 2010).

Improving

The following resources were taken from non-peer reviewed sources and include recommendations and guidelines on proper social media use, websites with different resources and educational material, and training courses that help facilitate proper social media use.

Getting the most out of social media

From: https://www.lifehack.org/articles/communication/9-tips-to-get-the-most-out-of-social-media.html

- Don't abuse people by trying to fake them out or overwhelming them with updates
- Send updates to people for whom they are meaningful
- Building relationships *starts* with a friend request or invite — it doesn't *end* there
- Be yourself — it's what your social network friends added you for.
- Pick a handful of services and sites to put a lot of energy into
- don't participate in too *few* sites
- Social networking is about connections between *people*, not *profiles*
- You have to put into social networks in order to get out from them
- Do whatever it takes to make your posts, your profile, your story submissions, or whatever the "currency" of the site it, as valuable as possible

Using Social Media Positively

From: https://www.mentalhealthfirstaid.org/2019/06/three-ways-to-use-social-media-positively/

- Connect with loved ones
- Follow and share inspiring stories
- Create a balance

General Safety Tips

From: https://www.smore.com/v81jq-appropriate-uses-of-social-media

- Be nice. Never post hurtful messages about others.
- Think twice before hitting enter. Teens should avoid posting specific locations of parties or events, as well as phone numbers.

- Use privacy settings. Passwords are there to protect them against things like identity theft and should never be shared with anyone (including a boyfriend, girlfriend, or best friend)
- Never respond to harassment or mean comments
- Even if your child isn't being cyber bullied, remind them that it is everyone's job to prevent bullying and encourage them to take a stand.
- Don't respond to someone you don't know trying to reach out to you through social media because there is no way to know if they are trying to hurt you or not.
- Everything you post on the internet stays there. What you post can and will affect your future. Some ways to make sure you have a positive digital footprint are to be nice to others on the internet, don't post too much too often, and think about what you're posting BEFORE you post it.

Tips for Responsible Social Media Usage

See the link for further explanations: https://sdvirtualschools.com/how-to-use-social-media-responsibly/

- Be Friends with your parents – being friends with your parents or another trustworthy adult helps ensure accountability
- Consider the "Front Yard Test" – if you wouldn't post it on a big sign in your front yard then you probably shouldn't post it at all
- Remember that the internet never forgets – what you post can impact you many years later
- Take an inventory of your time – it is easy to spend hours on social media. Setting time limits may help you become more productive
- Check your emotions – it can be easy to get caught up in drama, think twice before you post
- Make wise decisions about followers and friends – Be careful about who you add as a friend. Befriending or following the wrong person can cause drama and emotional stress. Befriending the right person can lead to long term friendships and connections
- T.H.I.N.K - Is your post: T stands for true, H is for helpful, I is for information, N is for needed, K stands for kind
- Be wary of oversharing – it is important to establish boundaries to protect your information
- Be intentional about what and where you post – being wise about what you post and choosing the right platform will help you receive the most benefit from social media

Tapping into the Benefits of Social Media

From: https://curatti.com/social-media-positive-effects/

- Social media is an effortless way to enhance our connectivity

- An important component of the Business Strategy
- Easy way for teachers and students to stay informed
- It is used to advocate and raise awareness for noble causes
- Helps build communities by connecting followers of different religions, nationalities, and interests.
- Benefits mental health by relieving the effects of isolation, aid connections, share thoughts and offers much needed support to people which can help save lives.

Goodwill Community Foundation (GCF) Global

From: https://edu.gcfglobal.org/en/

Goodwill Community Foundation (GCF) Global has 14 different social media tutorials on their website that show people how to use and manage different platforms. The GCF has a page dedicated to educating people about internet safety that include chapters on staying safe online and protecting your online privacy. GCF also has an Internet Safety page for Kids. The page is filled with information about internet safety such as cyberbullying and cyberharassment, and mobile device safety. Thee resources section contains hyperlinks to kid friendly search engines (KidRex and Kidtopia); internet safety games; emergency contact information; and general resources for parents, educators, kids, and teens.

Common Sense Education

From: https://www.commonsense.org/education/articles/23-great-lesson-plans-for-internet-safety

Common Sense Education is a website that aims to address top concerns, prepare students, support educators, and engage with the community. The website has a variety of games and premade lesson plans for grades k-12. The lesson plans equip students with the knowledge and skills to "take ownership of their digital lives". Furthermore, Common Sense Education have a section on distance learning, and using teaching with tech.

Seminars and Courses

Child Safe Canada offers an in-person internet safety course for youth. The course teaches kids the skills to keep them safe online while still being able to reap the benefits of social media. Topics covered include abuses of the net, personal information disclosure, social media, handling emails and forms, cyber bullying, and how to stay safe while surfing. See https://childsafecanada.com for more information.

A similar program is offered by Cyber Smart Canada. The organization offers programs that focus on fundamental issues. This program trains community members and provides them with the resources they need to teach their family and community youth. See https://cybersmart.ca for more information. Other courses available include the Barnardo's online safety program and ACEducation's course on social media, selfies, and sexting.

Social Media Management App

Applications like Hootsuite and Buffer make it easy to view and manage all of your social media accounts from one application (app). The apps allow users to schedule posts, analyse statistics, create content, advertise, engage with the online community and much more. In contrast, other apps assist you to keep your social media usage at bay. Social media usage can be managed directly by viewing your application statistics on your phone or by downloading various apps to manage your use for you. Moment app allows you to set up daily screen time limits and can even send you alerts when you reach your limit. Other apps like the Forest, AppDetox, Offtime, ShutApp, Space, and Stay on Task can be used to help you manage your social media usage. The aforementioned apps can also be used as assessment tools.

Guide to Healthy Screen Media Use

As recommended by the American Academy of Pediatrics

- Create a family media plan with your pediatrician (www. healthychildren. org/MediaUsePlan).
- Children under 18 months should avoid using screen media besides the use of video chatting.
- At the parent's discretion, high quality program digital media can be introduced to children from 18 to 24 months old (Parents should not feel pressured to introduce media early). It is strongly recommended that parents use the media programs together with their children.
- Children 2 to 5 years old should have no more than 1 hour of high-quality programming screen time per day. High quality programming can include resources found on Common Sense Media, PBS Kids, and Sesame Workshop.
- Parents can ease up on children 6 years and older as long as limits are in place and they are actively engaged social media use (Ungar, 2019, Feb).
- Children and adults shouldn't use any screened devices before 1 hour before bed.

Assessments

The following assessments tend to focus on the negative aspects of social media, reflecting the dominant stance towards social media in the literature. It is recommended that a custom, more balanced scale be created from the content in early sections to capture concepts such as whether or to what extent social media is helping the individual to express themselves, connect with others, etc.

Social Media Disorder Scale (Van den Eijnden et al., 2016; Appendix A)

- The Social Media Disorder Scale is a nine-item instrument based on the DSM-5 criteria for internet gaming disorder (IGD). An underlying assumption of the scale is

that social media addictions and Internet Gaming Addictions are two forms of the same addiction that are derived from an internet addiction. This is taken into consideration in the instrument.

- Found to have a Cronbach's alpha of 0.76 – 0.82
- There is also a 27-item version

The Bergen Facebook Addiction Scale (Andreassen et al., 2012; Appendix B)

- An 18-item measure
- Has six subscales of three items each, reflecting a core element of addition: salience, mood modification, tolerance, withdrawal, conflict, and relapse
- The factor structure was validated in a sample of 423 students in Norway
- Coefficient alpha = .83
- The 3-week test-retest reliability coefficient = .82

The Internet Addiction Test (IAT; Young, 1998, 2009; Appendix C)

- Young (2009) likened excessive Internet use to pathological gambling, thus the IAT is also based on the DSM-IV criteria for internet gambling disorder.
- 20-item measure
- Has a minimum score of 20 and a maximum score of 100; the higher the score the greater the problems Internet use causes. Young suggests that a score of 20-39 pointes is an average user who has complete control over their online usage; a score of 40-69 indicates frequent problems due to Internet usage; and a score of 70-100 signifies that the Internet is causing significant problems for the individual. These categories should be interpreted with caution as the Internet and Internet usage has changed since Young first constructed the IAT.
- Widyanto and McMurran (2004) found a six-factor structure for the IAT:
    1. Salience (five items) – a = .82
    2. Excessive use (five items) – a = .77
    3. Neglect work (three items) – a = .75
    4. Anticipation (two items) – a = .61
    5. Lack of control (three items) – a = .76
    6. Neglect social life (two items) – a = .54

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Appendix A: Social Media Disorder Scale

Van den Eijnden et al. (2016)

Criterion	During the past year, have you …
Preoccupation	… regularly found that you can't think of anything else but the moment that you will be able to use social media again?
Tolerance	… regularly felt dissatisfied because you wanted to spend more time on social media?
Withdrawal	… often felt bad when you could not use social media?
Persistence	… tried to spend less time on social media, but failed?
Displacement	… regularly neglected other activities (e.g. hobbies, sport) because you wanted to use social media?
Problem	… regularly had arguments with others because of your social media use?
Deception	… regularly lied to your parents or friends about the amount of time you spend on social media?
Escape	… often used social media to escape from negative feelings?
Conflict	… had serious conflict with your parents, brother(s) or sister(s) because of your social media use?

Appendix B: The Bergen Facebook Addiction Scale

Andreassen et al. (2012)

THE BERGEN FACEBOOK ADDICTION SCALE:
ITEMS AND INTERCORRELATIONS OF RATINGS

How often during the last year have you ...

		Item-total Correlation
Salience		
BFAS1*	Spent a lot of time thinking about Facebook or planned use of Facebook?	.61
BFAS2	Thought about how you could free more time to spend on Facebook?	.42
BFAS3	Thought a lot about what has happened on Facebook recently?	.55
Tolerance		
BFAS4	Spent more time on Facebook than initially intended?	.68
BFAS5*	Felt an urge to use Facebook more and more?	.73
BFAS6	Felt that you had to use Facebook more and more in order to get the same pleasure from it?	.57
Mood modification		
BFAS7*	Used Facebook in order to forget about personal problems?	.60
BFAS8	Used Facebook to reduce feelings of guilt, anxiety, helplessness, and depression?	.55
BFAS9	Used Facebook in order to reduce restlessness?	.52
Relapse		
BFAS10	Experienced that others have told you to reduce your use of Facebook but not listened to them?	.61
BFAS11*	Tried to cut down on the use of Facebook without success?	.68
BFAS12	Decided to use Facebook less frequently, but not managed to do so?	.62
Withdrawal		
BFAS13*	Become restless or troubled if you have been prohibited from using Facebook?	.69
BFAS14	Become irritable if you have been prohibited from using Facebook?	.59
BFAS15	Felt bad if you, for different reasons, could not log on to Facebook for some time?	.58
Conflict		
BFAS16*	Used Facebook so much that it has had a negative impact on your job/studies?	.66
BFAS17	Given less priority to hobbies, leisure activities, and exercise because of Facebook?	.60
BFAS18	Ignored your partner, family members, or friends because of Facebook?	.51

*Items retained in the final model/scale. All items are scored on the following scale: 1: Very rarely, 2: Rarely, 3: Sometimes, 4: Often, 5: Very often.

Appendix C: The Internet Addiction Test

Young (2009)

1. How often do you find that you stay on-line longer than you intended?

2. How often do you neglect household chores to spend more time on-line?

3. How often do you prefer the excitement of the Internet to intimacy with your partner?

4. How often do you form new relationships with fellow on-line users?

5. How often do others in your life complain to you about the amount of time you spend on-line?

6. How often do your grades or schoolwork suffer because of the amount of time you spend on-line?

7. How often do you check your e-mail before something else that you need to do?

8. How often does your job performance or productivity suffer because of the Internet?

9. How often do you become defensive or secretive when anyone asks you what you do on-line?

10. How often do you block out disturbing thoughts about your life with soothing thoughts of the Internet?

11. How often do you find yourself anticipating when you will go on-line again?

12. How often do you fear that life without the Internet would be boring, empty, and joyless?

13. How often do you snap, yell, or act annoyed if someone bothers you while you are on-line?

14. How often do you lose sleep due to late-night log-ins?

15. How often do you feel preoccupied with the Internet when off-line, or fantasize about being on-line?

16. How often do you find yourself saying "just a few more minutes" when on-line?

17. How often do you try to cut down the amount of time you spend on-line and fail?

18. How often do you try to hide how long you've been on-line?

19. How often do you choose to spend more time on-line over going out with others?

20. How often do you feel depressed, moody, or nervous when you are off-line, which goes away once you are back on-line?

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