

# What's Your Brand? Teaching Students to Leverage Social Media to Launch their Careers

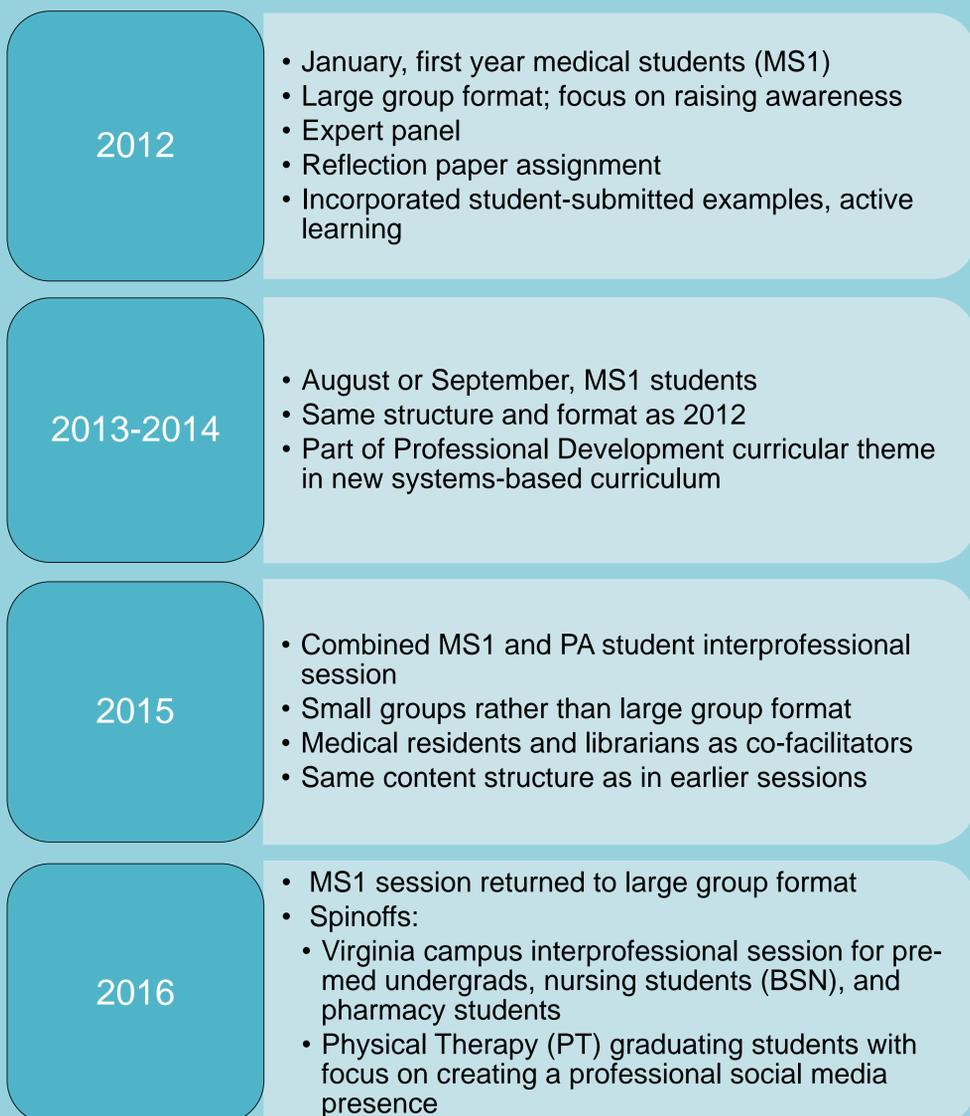
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## Background:

Today's students are digital natives and should be introduced to professional practices to leverage these platforms for career enhancement. Since 2012, Himmelfarb librarians have coordinated an instructional session for students designed to raise awareness of e-professionalism as they transition to the role of healthcare professionals.<sup>1</sup>

## Evolution of the instructional session:

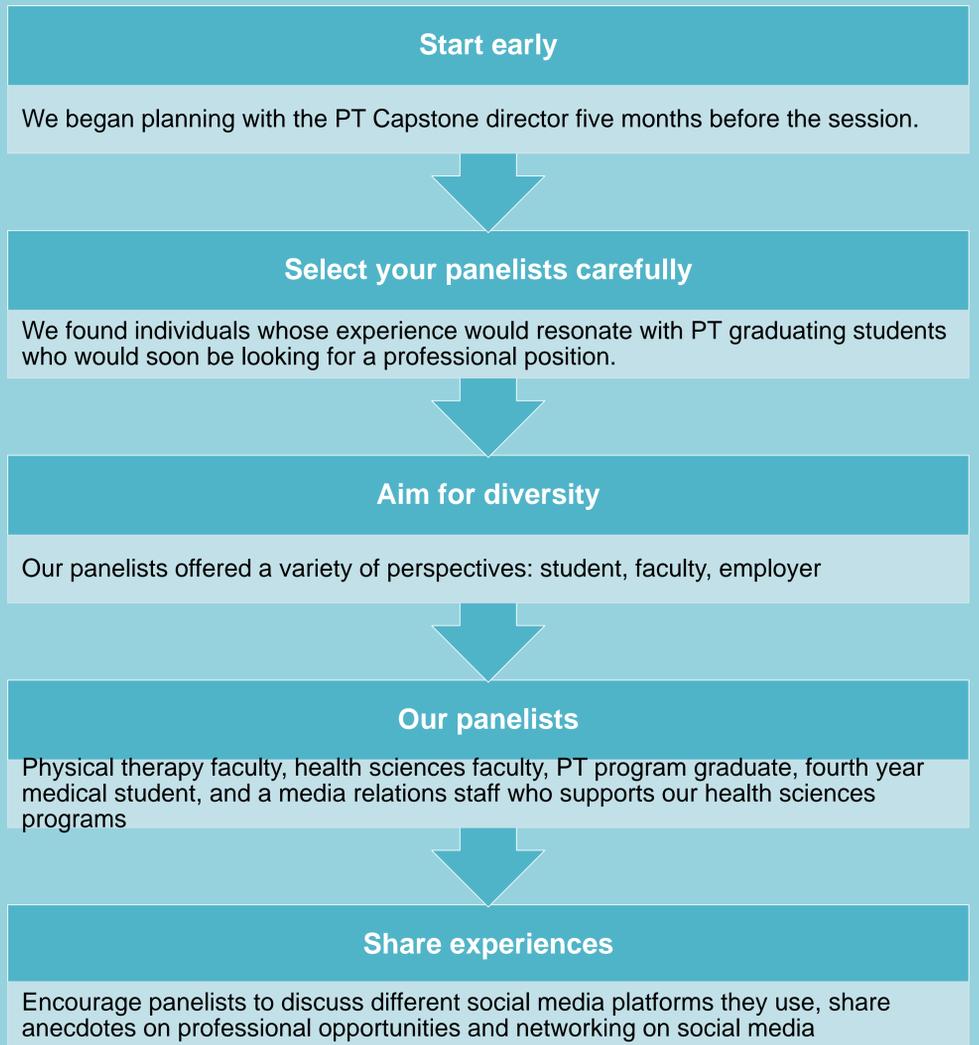


## Session Format:

- 1.5 hour session
- Attended by 45 PT students as part of their capstone coursework
- Short segment on raising awareness via real-life examples
- Expert panel discussion
- Audience question and answer



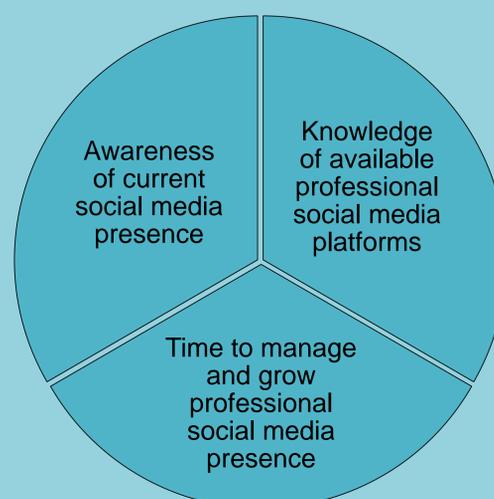
## Developing a similar session:



## Discussion: Social Media Action Plan

- Create a profile on LinkedIn
- Identify leaders in fields of interest and follow them on Twitter
- Reach out via social media to find collaborators for research, writing for publication, or even job prospects
- Encourage students to think about their professional strengths and how that translates into an online identity
- Read blogs by professionals in the field
- Develop a ResearchGate page and OrcID profile, and link to published articles
- Use strengths to create individual brand used across platforms

## Keys to leveraging social media:



"I wanted to say thank you so very much for all the work you put into today's session. It truly hit the mark!! I loved your examples and I think you asked some provocative questions to get the students thinking. The panel also provided some nice insights. Overall, a great success!"

"A quick survey after the class showed that the students clearly valued and learned from your presentation as well."

- Capstone Director

<sup>1</sup> Alexandra W. Gomes, Gisela Butera, Katherine C. Chretien & Terry Kind (2017): The Development and Impact of a Social Media and Professionalism Course for Medical Students, *Teaching and Learning in Medicine*, DOI: 10.1080/10401334.2016.1275971