



BROADENING OUR GAME: STRENGTHENING E-PROFESSIONALISM AMONG STUDENTS

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INTRODUCTION

As the borders between online and actual lives blur, the Himmelfarb Library staff recognized a need for E-Professionalism instruction. This poster describes two modules that were developed to encourage students to apply real life professional behavioral norms to their online behavior.

MODULE 1: USE OF SOCIAL MEDIA

The first module focuses on social media and discusses examples of healthcare professionals utilizing Twitter, Facebook, blogs and other social media sites.

- Students met in large groups (~90) for interactive lecture
- Students polled to assess their level of social media participation
- Students introduced to two short case studies of social media misbehavior and resulting consequences
- Students presented with screenshots from social media sites tailored to match the type of audience (i.e. medical student, nursing student, etc.), and then asked to assess as good, bad, or maybe and explain their choice
- Students also shown examples of positive uses of social media by healthcare professionals and students

Sample scenario:



MODULE 2: LAW, POLICY & ETHICS

The second module broadens the scope of professionalism arenas to other situations and systems that students might experience during their medical school training.

- Integrated into the first year medical school curriculum as a formal informatics sessions
- Students met in small groups and were given information to read on one of six topics:
 - U.S. Copyright law
 - U.S. HIPAA law
 - GW School of Medicine's Honor Code
 - GW University's Computing Code
 - GW Hospital's Code of Conduct
 - Himmelfarb Library's Appropriate Use Policy
- Students presented with eight scenarios and asked to vote whether the scenario violated their code/policy/law and explain the violation and associated penalty.

Sample scenario:

During 3rd year, you get a text from a good friend at 11 pm on Sunday night. Your friend needs to add a note to a patient record before the patient's surgery at 6 am, but is locked out of the system and wants to use your login/password to add the note.

What do you do?

VARIATIONS

Integrated into

- New student orientations (School of Nursing, Physician Assistant program)
- Curriculum (School of Medicine – MS1 students)
- Professionalism workshop/orientation week
 - Portion of professionalism workshop (School of Public Health) which focused on a broader professionalism theme
 - Librarians included as facilitators

Two lengths for Module One:

- One hour version includes case studies, polling on examples and some discussion
- Two hour version includes first hour material plus a panel of faculty experts who use and follow social media; discussion on their guiding principles; Q&A from audience

FUTURE PLANS

- Update the social media examples as new illustrations become available
- Recruit a legal expert to join the medical student expert panel to address legal implications
- Shorten the amount of time allocated to panel discussion to 30 minutes

SUMMARY

Both modules were well-received by students, and faculty have expressed interest in repeating these modules with future groups of students. Development of the modules and tailoring the examples to the specific audiences is time-consuming but results in greater impact and relevance. The library's initiative in developing the modules has resulted in positive visibility for the library as well as bolstering the library's role as a partner in the formal curricula.