Awareness into Action (A2A): a tool for making decisions about professionalism on social media

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A2A

Session outcomes

1) Provide an overview of the research project and development of the A2A tool(s)

2) Discuss the concept of professionalism in social media in relation to the A2A tool

3) Current projects and recommendations for further research
## Summary of the research

### Aim

| Explain how online social networks (OSNs) do/have impacted on the nursing profession and professional socialisation | Inform academics, nurses and professionals how to raise awareness and make decisions about online behaviours | Facilitate consensus about professional behaviours in online social networks |

### Method

| Critical realist ethnography | Development of a bespoke method of realist analysis | Observations of professionally linked Facebook groups | Focus groups with registered nurses and nurse academics | Semi-structured interviews with pre-registration nursing students |

### Results

- **3 Frameworks to explain:**
  - How we are socialised into OSNs
  - What we think, do and know about online behaviours
  - What we can ‘do’

<table>
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<th>Framework 1: SPO</th>
<th>Framework 2: UAPU</th>
<th>Framework 3: A2A</th>
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<tr>
<td>Socialisation-professional socialisation-online socialisation</td>
<td>Unacceptable-acceptable-professional-unprofessional</td>
<td>Awareness to Action assessment and decision making tools</td>
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Framework 1 - SPO

**MORPHOSTATIC STRUCTURES**

**ACTIONS & OUTCOMES**
‘being accountable’

**MORPHENIC STRUCTURES**

- Tertiary or Online Socialisation
  - Personal, social & professional
- Secondary Socialisation
  - Professional Socialisation
- Primary Socialisation
  - Social & personal

**ENTITIES; TENDENCIES; EVENTS**

- e.g. passage of time; exposure to learning events; education
- e.g. Peers; friends; family; background; negative experiences; observed behaviours
- e.g. Theory of Social Capital; Diffusion of Innovations; Experiential Learning theory

**CAUSAL MECHANISMS; THEORY**

** ACTIONS & OUTCOMES**

- Peers; friends; family; background; negative experiences; observed behaviours

**MORPHENIC STRUCTURES**
Framework 2 - UAPU

**UNACCEPTABLE, UNPROFESSIONAL**
- Open boundary management
- Conscious incompetence
- Behaviours that are unprofessional and unacceptable
- Competing personal-social-professional values

**PROFESSIONAL, ACCEPTABLE**
- Hybrid boundary management
- Unconscious competence
- Behaviours are professional and acceptable
- Co-operative values

**ACCEPTABLE, UNPROFESSIONAL**
- Audience boundary management
- Conscious incompetence
- Behaviours that are acceptable but may be unprofessional
- Co-operative personal-social values
- Competing professional values

**PROFESSIONAL, UNACCEPTABLE**
- Content boundary management
- Conscious competence
- Behaviours that are professional but may be unacceptable
- Co-operative personal-professional values
- Competing social values

- Increasing social capital, belonging, socialisation
  - Increasing confidence
  - Increasing self-efficacy

- High confidence, High experience, High competence
- High perceived self-efficacy
- High levels of social capital and belonging
- Low levels of sharing across life domains

- Increasing segmentation of life domains
- Increasing competence
- Increasing experience
- Increased impact of Facebook [innovation] on the individual

High confidence, Low experience, Low competence
High perceived self-efficacy
High levels of social capital and belonging
High levels of sharing across life domains
How do we decide what is acceptable?
How do we know what is professional?
Making decisions about what is unacceptable, acceptable, professional and unprofessional
Co-operative and competing values

Context e.g. country, location

Work / Professional
e.g. NMC code of conduct

Professional-social
e.g. protecting the public

Professional-social-personal
e.g. criminal law, child abuse

Professional-personal
e.g. employment, nurse identity

Social/Public
e.g. perceptions of what nurses are ‘traditional matron’, media reports

Social-personal e.g. drinking alcohol, smoking tobacco

Personal
e.g. political views, religion, emotions
Being proactive:
Raising awareness of how we \textit{think} we behave versus how we \textit{actually} behave (confidence versus competence)
(A2A assessment tool)

Being reactive:
Being consistent in our approach to social media behaviours and incidents
(A2A decision making tool)
The Awareness 2 Action framework – reactive decision making tool with 3 components
Current and future research

A2A assessment tool can be used:

a) as part of educational processes to transition students into a professional programme

b) Throughout a programme of study

c) By professionals wishing to raise awareness, as part of development or as part of performance management processes following an incident

A2A decision making tool can be used:

a) By academics to make decisions about social media incidents

b) By registered staff and students to understand if they should act on what they see in social media

c) By social media forum moderators

d) By managers, professionals or organisations who need to assess incidents or behaviours reported on social media

• Current project ‘PRISM: Professional Regulation In Social Media’ is validating and evaluating the A2A decision making tool

• A2A assessment tool needs digitalization so that it can be tested, evaluated and validated

• Further research is needed to:
  • Understand public perceptions of professionalism in social media
  • Disseminate and evaluate the impact of A2A and the 3 Cs (context, clarity, confirmability)
  • Enable the tool to evolve as social media and professions evolve
  • Explore incidents and decisions associated with these in social media
THANK YOU
Any questions?

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