SOCIAL MEDIA TASK FORCE REPORT

February 7, 2023

INTRODUCTION

Social media has changed the way we relate to one another. It has changed academia's ability to communicate new knowledge to the public. This has been especially true in the health sciences over the past three years, with the COVID-19 pandemic forcing us to stay home and depend on virtual connections for public health guidance, information, and social interaction.

But with increased usage comes growing unrest and conflict. Disagreement on legitimate issues can quickly descend into vitriolic personal attacks. Indeed, some members of the Temerty Faculty of Medicine (TFoM) community have experienced significant distress resulting from online threats and violent language directed towards them.

To address these and other challenges, a Social Media Task Force (SMTF)[1] was convened by the Dean's Executive in early 2022, tasked with providing policy and operational recommendations that can help improve the social media user experience for our community members. The SMTF has since examined external policy[2], internal policy, and has interviewed a cross section of TFoM's actively engaged social media users for their insights[3]. This report offers a summary of the SMTF's findings as well as the requested recommendations for consideration by the Dean and TFoM executive team.

EXTERNAL POLICY SCAN

The external policy scan and review was conducted over a three-week period in May 2022. Each member of the SMTF was assigned three policy documents to assess[4]. More than 50 documents/websites were reviewed, from universities and Faculties of Medicine across Canada, the United States, the United Kingdom, and Australia. Though these sites had various target audiences (learners, residents, staff, and faculty), several themes reappeared consistently:

- free speech balanced with civility
- patient privacy

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[1] [*see Appendix 1 for SMTF Terms of Reference*]

[2] [*see Appendix 2a for list of external policies examined*]

[3] [*see Appendix 3 for interview questions*]

[4] [*see Appendix 2b for external policy assessment parameters*]

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- understanding an individual's responsibility as a representative of their institution
- institutional risk mitigation
- clear delineation between organizational and individual users

The external scan was highly instructive. It confirmed that areas of concern within the TFoM community are not unique to us, and it provided a reference list of best practices in both policy development and support resources. The review also highlighted two areas where TFoM has an opportunity to improve upon existing external policies. First, many of the external policies that mention protecting patient privacy do not include any mention of the consequences of breach. Second, there was a lack of content to address concerns of trolling, doxing and/or threats.

It is also important to note that as we completed the external scan, the CPSO released its new policy on social media use[5]. The new policy is an update from what were previously published as guidelines, indicating that violations may be subject to disciplinary actions.

INTERNAL POLICY REVIEW
As part of its discussions, the task force agreed that it would *not* be prudent to develop another policy or guideline specific to social media. The agreed upon approach was to incorporate more explicit language about social media into existing documents. The task force endorsed revisions to three Temerty Medicine policy documents, as summarized below.

- Guidelines for Appropriate Use of the Internet, Electronic Networking and Other Media
  – These guidelines, which were last updated in 2020 to reference social media more explicitly, currently apply to all medical learners registered at Temerty Medicine, including undergraduate and postgraduate students, fellows, clinical research fellows, or equivalent. The task force endorsed:
    o expansion of the scope of the Guidelines such that they apply to all Temerty Medicine learners, including those registered or participating in educational activities affiliated with Temerty Medicine, who may during their studies, training and/or research activities have contact with patients and/or patient information

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[5] https://www.cpso.on.ca/en/Physicians/Policies-Guidance/Policies/Social-Media#:~:text=Physicians%20must%20uphold%20the%20standards,profession%20and%20the%20public%20trust.

- o additional language in the preamble, essentially taken verbatim from the 2022 "Social Media Resources and Supports for Faculty Members and Librarians" document that was developed centrally, to indicate that no member of the University should engage in hate speech or in behaviour that demeans, harasses, or intimidates others, and that no member of the Temerty Medicine community should be subject to such language or behaviours in the course of their University work or study
  - o editorial revisions to more explicitly reference relevant University of Toronto policies (i.e., Code of Student Conduct, Policy on Sexual Violence and Sexual Harassment, Statement on Prohibited Discrimination and Discriminatory Harassment, and Standards of Professional Practice Behaviour for all Health Professional Students), the CPSO Social Media Policy, and the Temerty Medicine Statement on Protection of Personal Health Information
  - o revisions to the "Enforcement" section of the policy to clarify that concerns regarding inappropriate use will be addressed on a case-by-case basis in accordance with the relevant guidelines and procedures

- Statement on Protection of Personal Health Information – This statement currently applies to all MD Program, postgraduate, graduate professional programs involving patient care, continuing education, medical radiation sciences and physician assistant health professional learners including those registered or participating in educational activities affiliated with the Temerty Faculty of Medicine at the University of Toronto. The task force endorsed:
  - o expansion of the scope of the statement such that it applies to all Temerty Medicine learners, including those registered or participating in educational activities affiliated with Temerty Medicine, who may during their studies, training and/or research activities have contact with patients and/or patient information
  - o editorial revisions that more explicitly reference social media

- Standards of Professional Behaviour for Clinical (MD) Faculty – These standards, which were last updated in April 2020, apply to Medical Clinical Faculty appointed under the University of Toronto's Policy for Clinical Faculty, and are relevant to their interactions with any members of the University community, including undergraduate or graduate students, residents, clinical or research fellows ("learners"), other faculty members, other health care professionals, and staff. The task force endorsed editorial revisions that more explicitly reference social media.

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Next steps include endorsement and approval of the proposal revisions by the relevant committee(s). With the proposed expansion of the scope of the Guidelines for Appropriate Use of the Internet, Electronic Networking and Other Media and Statement on Protection of Personal Health Information to be inclusive of all Temerty Medicine learners, the SMTF assumes that Faculty Council would be the ultimate approval body.

INTERVIEWS WITH TFoM COMMUNITY SOCIAL MEDIA USERS
Following the policy scans and reviews, the SMTF sought input from members of the TFoM community. A series of interviews with faculty and learners was conducted over a two-month period, from mid-August to mid-October 2022. The sample was demographically diverse, included respondents at various career stages, academic interests/backgrounds, who were identified by members of the SMTF and others as Temerty community members who are visibly active on social media. This process allowed us to gain both practical and philosophical insights into the social media user experience of our community members.

The most used platforms by respondents (in order of popularity) are Twitter, Instagram and LinkedIn. This use is almost entirely professional, with limited personal engagement. Among those who do use social media for personal reasons, it was noted that even their personal posts often reference their professional life. Most respondents reported avoiding other popular platforms (most notably Facebook and TikTok) citing time constraints.

Successful social media
Respondents identified a range of qualities that, to them, contribute to a successful social media profile. Their answers have been grouped into four overarching themes; while there was consensus around the first two themes (authenticity and community-building), there were contrasting opinions offered about the latter two (engagement and personality). The SMTF agreed that these diverging styles have value and felt that both approaches should be presented as examples of successful engagement.

Authenticity: knowing who runs an account, who writes the tweets/posts, and the professional affiliations held by the account owner were considered fundamental to authenticity in social media. In the sciences, it was noted, this clarity is critical when posting research findings or data. The way these are presented – free from value judgement and opinion – and an objective discussion of strengths, weaknesses and limitations were highlighted by many as essential for success.

Community-building: there was general agreement that a successful profile includes followers in and beyond one's niche area of medicine/scientific research. Building trust from a wide audience requires clear commitment to fundamentals of professionalism, including

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strict safeguarding of patient privacy and maintaining collegiality. Multiple respondents also identified the importance of amplifying others and their success as part of community building.

Engagement: while some felt that active and consistent engagement is essential to both the authenticity and community building elements of a social media profile, others suggested that active engagement is not advisable. One respondent went so far as to say that they do not engage because "social media is…woefully abused… there may be some good comments, but a lot of them are vitriolic and unfair. Rarely, rarely will I reply. Nothing positive comes from engagement."

Personality: views also differed on how much of the user's personality should be reflected in their professional profiles. Many suggested that a professional, academic health scientist's profile should focus only on issues, data, and policy, while others disagreed, arguing that framing the aforementioned issues as human experiences is what resonates most with audiences. Perhaps, as one respondent suggested, the ideal path is a middle ground, where "effectiveness means mixing it up, with posts that are short and sweet/pithy, along with 'tweetorials,' to present data and new knowledge."

Barriers to/challenges of engagement
The expectation that academics maintain a social media presence was a recurring theme in both SMTF meetings as well as the user interviews. Indeed, this is a necessary preface to any discussion of barriers and/or challenges of engagement. While many felt that a social media presence is now a de facto requirement of their professional lives, citing access to: career enhancing opportunities, large networks of colleagues and prospective students as well as quick dissemination of new knowledge, others were less enthusiastic, noting many barriers to successful engagement that make their participation less of a priority. The decision of whether or not to participate ultimately rests with the individual. As the SMTF was convened to focus primarily on those who are users, further discussion of the merits and drawbacks of participation itself are, perhaps, beyond the group's scope, but may merit further exploration as part of the SMTF's recommended implementation plans.

Interviewees offered a range of responses on potential barriers to engaging in social media, or challenges for those who already engage. Beyond the practical concerns such as time constraints, low quality visuals, and unfamiliarity with aspects of certain platforms (for example, using Instagram but not knowing how to produce a reel), three challenges were most frequently cited.

First, many expressed concerns over users' gradual acclimatization to a false narrative, where individuals post only about their successes and create content for the specific

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purpose of garnering likes/shares/retweets. This was noted as particularly harmful as it is inauthentic, and may cause potential harm for younger users, many of whom derive a sense of self-worth from their social media success. In the absence of comparable successes to post on their own accounts, there is potential for deleterious effects on their mental health when they become surrounded by such misleading narratives in their feeds.

Second, respondents observed that misunderstandings can quickly descend into public confrontation which, as one respondent noted, "feeds into perceptions of science as untrustworthy by an already skeptical lay audience."

Third, nearly all respondents mentioned the fear of online abuse and/or threats. Even those who report never having experienced online harassment were aware of close colleagues or students in their network who have.

Harassment/trouble/personal security concerns
Approximately one third of respondents reported some form of harassment or personal security concerns because of their posts (or mere presence) on social media. This includes a range of experiences from relatively mild disagreements with a colleague or follower, to moderate instances where a post is met with racial and/or misogynistic slurs against the user, to a few very serious occurrences of death threats, necessitating the involvement of law enforcement.

Social media and social identity
Responses about the impact of social identity on social media experiences were fascinating. The following definition of social identity was offered to all respondents to ensure clarity and consistency of the responses:

"Social identity is a term used to describe a person's membership in a social group. The common groups that comprise a person's social identity include age, ability, ethnicity, race, gender, sexual orientation, socioeconomic status, and religion."

The female respondents' answers revealed a noteworthy trend. They described the confidence they feel in who they are and what they share, as well as their commitment to upholding the highest standards of collegiality. In some cases, this has involved standing up for colleagues experiencing online abuse from fellow academics. It was also gratifying to note that for those respondents who identify as women of colour, there is a distinctly positive side to their online presence: their visibility attracts colleagues and students with similar social identities who appreciate the sense of support that can stem from online gatherings of like-minded people. As one woman observed, "people know I'm a visibly Muslim woman when they come on my profile since I wear the hijab. I think that's a good

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side to this because I have a lot of Muslim women scientists and students in my following, and we find a small space to support each other."

How Temerty Medicine can help
Our respondents made several suggestions for actions that TFoM can take to support community members in their social media use. These were reviewed, honed, and added to by members of the Social Media Task Force.

Recommendations have been grouped into five categories as follows:

Raise awareness of the most popular platforms
- provide data on the usefulness of each platform for academics, as well as the user culture and key user demographics
- be candid on the positive and negative aspects of social media engagement, using case studies as appropriate
- continue to amplify Tweets from faculty members in keeping with Temerty Medicine's strategic academic priorities; encourage departments to do the same
- leverage the generational knowledge of students by seeking their input on future policy updates around social media use

Teach the hard and soft skills of engagement
- use educational offerings to teach social media as a skill, including platform-specific instructions, how to interpret comments/direct messages, and integrating these as options available during new faculty member training
- increase departmental engagement
- offer coaching on appropriate content, tone, collegiality, presenting data, objectivity, separating fact from opinion, seeking help for issues management; this may include individual coaching if indicated

Mitigate or minimize potential harms
- leverage the extensive training and knowledge within the TFoM to address questions/concerns over individual incidents of social media harassment
- identify departmental supports to triage incidents and assist affected individuals by connecting them with the appropriate supports

Be proactive
- consider opportunities to offer social media coaching to those community members whose social identities may put them at greater risk for online harassment

- where resources permit, create more departmental level positions with responsibility for social media, including not only departmental strategy, but also liaising with individual faculty members, students and student groups to support strategic communication of their work
- encourage departmental accounts to retweet students' academic posts more regularly

Uphold the highest standards of professionalism
- enhance community members' understanding of academic freedom and freedom of expression in the context of social media use
- make clear that the freedom to express academic opinions is necessarily accompanied by the responsibility to be professional, collegial, and civil
- determine a disciplinary/remediation pathway for those who fail to uphold these values and standards

CONCLUSION

The Temerty Faculty of Medicine is one of the largest Faculties at the University of Toronto and a key partner to our TAHSN affiliates. At our core, we are educators, researchers, and learners of science. The pursuit of knowledge and truth will always be our goal. In pursuit of this goal, Temerty Medicine must continue to encourage civility, academic freedom, and healthy debate.

We owe many thanks to those who gave us their time and insights over the past year. The people we were fortunate to interview are all exemplary members of the TFoM community. Their fortitude and commitment to communicating science is inspiring. They carry on, managing the inherent risks, because they know that they play a crucial role in advancing knowledge and standing firm against mis/disinformation. We must embrace these ideals with active and ongoing attention not only to understand the nature of the changes but also to make certain that our decisions as a Faculty meet the moment and address its inherent challenges.

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FURTHER READING

- *Images of Illness – Sharing Patient Photographs in a Pandemic*. Emily E. Moin, MD, MBE. JAMA Internal Medicine (May 2022) https://jamanetwork.com/journals/jamainternalmedicine/fullarticle/2791910?guestAccessKey=0c6340a4-3f1c-4c00-b3c2-12a834143878&utm_source=silverchair&utm_medium=email&utm_campaign=article_alert-jamainternalmedicine&utm_content=olf&utm_term=051622

- *Innovative Social Media Summit: Providing a Path for Physicians on Social Media*. Marta J. Perez, MD, Kenan Omurtag, MD, Eva Aagaard, MD, Mary Klingensmith, MD, and Rakhee K. Bhayani, MD

- *Using social media to promote* science. Akiko Iwasaki, PhD. Nature Immunology (June 2022) https://www.nature.com/articles/s41590-022-01243-w

- *Social Media: Supporting Faculty Colleagues*. Workshop and presentation prepared by Archana Sridhar, Assistant Provost, University of Toronto (January 2023)

- Cabrera D, Vartabedian BS, Spinner RJ, Jordan BL, Aase LA, Timimi FK. *More Than Likes and Tweets: Creating Social Media Portfolios for Academic Promotion and Tenure*. Journal of Graduate Medical Education. 2017 Aug 1;9(4):421–5.

- Chan TM, Dzara K, Dimeo SP, Bhalerao A, Maggio LA. *Social media in knowledge translation and education for physicians and trainees: a scoping review*. Perspect Med Educ. 2020 Feb 1;9(1):20–30.

- Cheston CC, Flickinger TE, Chisolm MS. *Social Media Use in Medical Education: A Systematic Review*. Academic Medicine. 2013 Jun;88(6):893–901.

- Luc JGY, Archer MA, Arora RC, Bender EM, Blitz A, Cooke DT, et al. *Does Tweeting Improve Citations? One-Year Results From the TSSMN Prospective Randomized Trial*. The Annals of Thoracic Surgery. 2021 Jan 1;111(1):296–300.

- Sherbino J, Arora VM, Melle EV, Rogers R, Frank JR, Holmboe ES. *Criteria for social media-based scholarship in health professions education*. Postgraduate Medical Journal

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APPENDIX 1: Social Media Task Force Terms of Reference

TEMERTY FACULTY OF MEDICINE SOCIAL MEDIA TASK FORCE
Approved: TFoM Dean's Executive Committee

Authority: The Temerty Faculty of Medicine Social Media TASK FORCE is advisory to the Dean of Medicine

Mandate: The Temerty Faculty of Medicine Social Media TASK FORCE provides consultation on all aspects of social media relevant to learners, staff and faculty within the TFoM, including but not limited to:

- Alignment of TFoM policies and processes regarding social media with those of the University, TAHSN partners, the CPSO, and other relevant professional bodies
- Alignment of TFoM policies and processes regarding social media with the University's commitments to academic freedom and freedom of speech
- Alignment of TFoM policies and processes regarding social media with the University's, TAHSN partners', the CPSO's, and other relevant professional bodies' policies regarding all forms of discrimination and harassment.
- Alignment of TFoM policies and processes regarding social media with relevant federal and provincial legislation
- Establishment of best practices to ensure TFoM community members' use of social media promotes psychological and cultural safety within the TFoM community
- Recommendations regarding communication strategies to reach all members of the TFoM community regarding best practices for social media use and relevant policies and processes
- Recommendations for educational initiatives to promote best practices for use of social media by TFoM community members
- Recommendations regarding essential supports for members of the TFoM community who experience discrimination and harassment as a result of their social media use
- Recommendations for promotion of scholarship regarding social media use by academic physicians, researchers, trainees, and staff within an academic health sciences faculty and hospital network

Membership:
Chair: Associate Dean, Clinical Affairs and Professional Values
Membership will include representation from the Offices of:
- Faculty Wellness
- Indigenous Health
- Associate Dean, MD Program or delegate

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- Associate Dean, PGME Office or delegate
- Associate Dean, CPD or delegate
- Vice Dean, Research or delegate
- Vice Dean, Strategy and Operations or delegate
- Centre for Faculty Development
- TFoM Communications

Additional members will include:
- 1-2 faculty members from Basic Science Departments, including at least one status only faculty member
- 1-2 faculty members Rehab Sciences Departments, including at least one status only faculty member
- 1-2 faculty members from Clinical Medicine Departments
- Learners drawn from all of TFoM's educational programs
- Representation from Discovery Commons
- Representation, TFoM Human Resources
- Office of Learner Experience
- Up to three additional community members may be added as gaps in membership are identified through community consultation

Consultation: will be obtained as needed from local, national, and international experts on social media use in academic health sciences settings, its benefits and risks, and potential strategies to modify the latter for TFoM community members.

Specific additional consultation will be requested from:

- U of T Libraries
- TAHSN Research Committee
- TAHSN Anti-Racism Task Force
- University HR and Equity Office
- U of T Anti-Racism and Cultural Diversity Office
- University's Community Safety Office
- U of T Legal Counsel

Meeting Frequency: The committee will meet between four to six times during the 2022-2023 academic years, with additional meetings as needed at the discretion of the Chair.

Administrative Support: Clinical and Faculty Affairs

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Task Force Member Terms: For the duration of the Task Force, which may be extended beyond the 2022-2023 academic years at the discretion of the Chair and the Dean.

Quorum: The presence of the Chair or delegate and at least four faculty members and three other committee members, with at least one representative from each of the Temerty Faculty of Medicine's three sectors

Decision-making guidelines: Decisions regarding formal recommendations by the committee will normally be reached by consensus. However, at the discretion of the Chair, a vote may be called.

Approved: By the Temerty Faculty of Medicine Dean's Executive Committee

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APPENDIX 2a: External policies examined by the Social Media Task Force

Country	Institution	Faculty	Policy, Guidelines, & Papers	Link
Canada	McGill	Faculty of Medicine and Health Sciences	UGME Guidelines for Social Media Use	https://www.mcgill.ca/ugme/files/ugme/2020-07-24_socia_media_guidelines.pdf
Canada	McGill	Faculty of Medicine and Health Sciences	Academic Policies: Guidelines for Postgraduate Trainees in the Public Forum, Social Media	https://www.mcgill.ca/pgme/files/pgme/pgme_social_media_en_dec2018.pdf
Canada	McGill	Faculty of Medicine and Health Sciences	Faculty Code of Conduct	https://www.mcgill.ca/medhealthsci/files/medhealthsci/code_of_conduct_june2021_v01_en.pdf
Canada	McGill	Faculty of Medicine and Health Sciences	Social and Other Media Guidelines	https://www.mcgill.ca/ugme/files/ugme/social_media_guideline_v1.0.pdf
Canada	McGill	Faculty of Medicine and Health Sciences	The WELL Office: Social Wellness, Faculty of Medicine and Health Sciences	https://www.mcgill.ca/thewelloffice/resources/yourwellness/social
Canada	McGill	Faculty of Medicine and Health Sciences	Social Media Policy, Division of General Surgery	https://www.mcgill.ca/generalsurgery/current-residents/policies-procedures/social-media-policy
Canada	McGill	Faculty of Medicine and Health Sciences	Social Media Guidelines, Surgical Foundations	https://www.mcgill.ca/sf/code-conduct/social-media-professionalism

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Country	Institution	Faculty	Policy, Guidelines, & Papers	Link
Canada	McGill	Faculty of Medicine and Health Sciences	Social Media Policy Guidelines for Postgraduate resident and fellows in the Public Forum	https://www.mcgill.ca/pgme/files/pgme/pgme_social_media_en_dec2018_0.pdf
Canada	McGill	Faculty of Medicine and Health Sciences	Academic Policies: Guidelines for Postgraduate Trainees in the Public Forum, Social Media	https://www.mcgill.ca/emergency/files/emergency/pgme_social_media_en_jan2015.pdf
Canada	McGill	Ingram School of Nursing	Social Media, Anonymous Feedback and Professionalism, Undergraduate Programs Student and Faculty Handbook 2021-2022 Edition	https://www.mcgill.ca/nursing/files/nursing/ug_handbook_2021-22_-_final_version.pdf
Canada	McGill	Ingram School of Nursing	Social Media, Anonymous Feedback and Professionalism, Graduate Programs Student and Faculty Handbook 2020-2021 Edition	https://www.mcgill.ca/nursing/files/nursing/graduate_handbook_-_2020-21-_tentative_final_draft.pdf
Canada	McGill	Ingram School of Nursing	Khandelwal, A., Nugus, P., Elkoushy, M. A., Cruess, R. L., Cruess, S. R., Smilovitch, M., & Andonian, S. (2015). How we made professionalism relevant to twenty-first century residents.	https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_informahealthcare_journals_10_3109_0142159X_2014_990878

Country	Institution	Faculty	Policy, Guidelines, & Papers	Link
Canada	UBC	Medicine	Social Media: Personal or Faculty Use Guidelines	https://assets.brand.ubc.ca/downloads/ubc_social_media_guidelines_faculty_or_personal_use_2019.pdf
Canada	UBC	Medicine	Professional Standards for Learners and Faculty Members in the Faculties of Medicine and Dentistry	https://redi.med.ubc.ca/files/2021/02/Professional-Standards-for-the-Faculties-of-Medicine-and-Dentistry.pdf
Canada	UBC	Medicine	Grajales III, F. J., Sheps, S., Ho, K., Novak-Lauscher, H., & Eysenbach, G. (2014). Social Media: A Review and Tutorial of Applications in Medicine and Health Care.	https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_doaj_primary_oai_doaj_org_article_18ee2f71fb36498e8e82774b66c90726
Canada	UBC	Nursing	Bachelor of Science in Nursing Academic Regulation/Standard: Appropriate Use of Social Media	https://nursing-new.cms.ok.ubc.ca/wp-content/uploads/sites/120/2019/12/Appropriate-Use-of-Social-Media-Standard.pdf
Canada	UBC	Nursing	Bachelor of Science in Nursing Academic Regulation/Standard: Appropriate Use of Social Media	https://nursing.ok.ubc.ca/wp-content/uploads/sites/6/2016/02/Appropriate-Use-of-Social-Media.pdf

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Country	Institution	Faculty	Policy, Guidelines, & Papers	Link
Canada	McMaster University	Health Sciences	Guidelines for Appropriate Use of the Internet Electronic Networking and Other Media, Postgraduate Medical Education	https://pgme.mcmaster.ca/app/uploads/2019/02/Guidelines-for-Appropriate-use-of-Internet-Electronic-Networking-Other-Media-PGME.pdf
U.S.	Harvard	Medical School	7.09 Electronic Communication and Social Media, Medical Education Student Handbook	https://medstudenthandbook.hms.harvard.edu/709-electronic-communication-and-social-media
U.S.	Harvard	Medical School	4.01 Responsibilities of Teachers and Learners, Medical Education Student Handbook	https://medstudenthandbook.hms.harvard.edu/401-responsibilities-teachers-and-learners
U.S.	Harvard	Medical School	7.07 Computers, Networks and Technology Requirements, Medical Education Student Handbook	https://medstudenthandbook.hms.harvard.edu/707-computers-networks-and-technology-requirements
U.S.	Harvard	Medical School	Harvard University Faculty of Medicine Policy on Conflicts of Interest and Commitment	https://medstudenthandbook.hms.harvard.edu/files/hms-student-handbook/files/final_hms_coi_policy_05_12_16_word.pdf
U.S.	Johns Hopkins University	Medicine	Social Media FAQs	https://www.hopkinsmedicine.org/webcenter/social-media-guidelines/faqs.html
U.S.	Johns Hopkins University	Medicine	Highlights of Social Media Policy	https://www.hopkinsmedicine.org/webcenter/social-media-guidelines/highlights.html

Country	Institution	Faculty	Policy, Guidelines, & Papers	Link
U.S.	UC Davis	Medicine	Social Media Guidelines	https://health.ucdavis.edu/mdprogram/medicalstudentpolicies/pdfs/electronic-communications/Social Media Guidelines 4-3-14_TOCEP_4-3-14.pdf
U.S.	UC Davis	Nursing	School of Nursing Statement on Professionalism	https://health.ucdavis.edu/nursing/academics/StatementonProfessionalism.html
U.S.	UC Irvine	Medicine	Social Media, Email and Personal Devices, Student Policies & Guidelines	https://ucisom.instructure.com/courses/106/pages/social-media
U.S.	UCLA	Medicine	9 - Student Conduct, Professionalism, and Honor Code, School of Medicine Policies	https://medschool.ucla.edu/current-9-student-conduct
U.S.	UC Riverside	Riverside	Best Practice Guidelines for Social Media, School of Medicine Student Handbook	https://somsa.ucr.edu/som-handbook - social_media
U.S.	UC San Francisco	Medicine	Social Media Policies for UCSF Hosted or Branded Accounts	https://www.ucsf.edu/communications/social-media-guidelines
U.S.	Icahn School of Medicine	Medicine	Mount Sinai Health System Social Media Guideline	https://icahn.mssm.edu/files/ISMMS/Assets/Education/Resources/Mount Sinai Health System Social Media Guideline.pdf
U.S.	Icahn School of Medicine	Medicine	Social Media Guideline	https://icahn.mssm.edu/about/faculty-resources/handbook/institutional/social-media

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Country	Institution	Faculty	Policy, Guidelines, & Papers	Link
U.S.	Icahn School of Medicine	Medicine	Mount Sinai Health System Social Media Guideline	https://icahn.mssm.edu/education/students/handbook/institutional-policies
U.S.	Mayo Clinic	Clinic	Sharing Mayo Cllinic: For Mayo Clinic Employees	https://sharing.mayoclinic.org/guidelines/for-mayo-clinic-employees/
U.K.	Oxford	Medical Sciences Division	Social Media Top Tips	https://www.medsci.ox.ac.uk/divisional-services/support-services-1/communications-web/guidelines/social-media/social-media-top-tips
U.K.	Oxford	Medical Sciences Division	Using Social Media	https://hr.admin.ox.ac.uk/using-social-media - collapse1581261
U.K.	Oxford	Medical Sciences Division	Medical Sciences Social Media Guidelines	https://www.medsci.ox.ac.uk/divisional-services/support-services-1/communications-web/guidelines/social-media/medical-sciences-social-media-guidelines
U.K.	Cambridge	Clinical Medicine	Medical Student Code of Conduct	https://www.medschl.cam.ac.uk/education/conduct/medical-student-code-of-conduct/
U.K.	UCL	Medicine	Social Media Policy	https://www.ucl.ac.uk/medical-school/current-mbbs-students/z-policies-and-faqs - social-media
Australia	Melbourne Medical School		Professional Behaviour Guidelines	https://medicine.unimelb.edu.au/__data/assets/pdf_file/0003/2601750/MMS_PB_Guidelines_v4.2.pdf

Country	Institution	Faculty	Policy, Guidelines, & Papers	Link
Canada	McMaster University	Health Sciences	Health and Safety Policy, Postgraduate Medical Education Policy	https://pgme.mcmaster.ca/app/uploads/2021/02/PGME-Health-and-Safety-Policy-FINAL-WEB-VERSION-Feb-2021.pdf

APPENDIX 2b: Assessment criteria for external policy scans by the Social Media Task Force

Does this policy/document contain desirable educational resources or materials?

Are there useful best practice recommendations?

Does this policy/document include statements regarding the need to reconcile academic freedom with online spaces that are free from discrimination and harassment?

Does this policy/document include statements or recommendations that you believe undermined either academic freedom or its commitment to online spaces that are free from discrimination and harassment?

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APPENDIX 3: Interview Questions – Temerty Medicine social media users

Introduction
Thank you for agreeing to share your thoughts and experiences regarding social media[6]use by members of the Temerty Faculty of Medicine. We appreciate your time and insights.

The purpose of this interview is to gather information from you and others in the TFoM community regarding your use and experiences with social media so that we can:
1) align our Faculty's related policies with other relevant groups (TAHSN, UofT, CPSO, etc.),
2) recommend best practices, taking into consideration key issues such as free speech, privacy laws, cultural safety and personal safety; and
3) recommend resources and/or supports to ensure productive, scientifically accurate, and strategic social media use within our community.

Interview questions
1. Describe your social media engagement, including which platforms you use and in what capacity (personal/professional)?
2. If you do not use social media, please speak to your decision not to engage with it.
3. What does a successful social media profile for a member of the health sciences academic community look like?
4. What are potential barriers to/challenges in engaging in social media use?
5. Have you ever encountered harassment, trouble, or personal security concerns because of your social media use?
   - If you answered yes to #5, did you seek help from the TFoM? University? Hospital? Other/non-campus/external?
   - If you did not seek help, please tell us why.
6. How, if at all, is your experience on social media affected by aspects of your social identity[7]?
7. What can TFoM do to best support its community members in their academic/professional social media use?

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[6] forms of electronic communication (such as websites/applications for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos)

[7] Social identity is a term used to describe a person's membership in a social group. The common groups that comprise a person's social identity include age, ability, ethnicity, race, gender, sexual orientation, socioeconomic status, and religion.

Conclusion

We want to thank you, once again, for your time and your responses to our questions. If anything else comes to mind that you would like to share, please feel free to get in touch with us. Similarly, please let us know if you are familiar with anybody else in the TFoM community who might be a suitable interview candidate.

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