

## SHARING IS CARING... RIGHT?

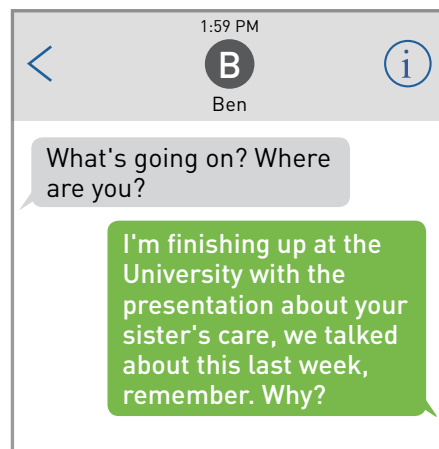
Scenarios (Student Handout)

### *Sharing Is Caring... Right? Scenario Set 1*

#### *Scenario 1a.*

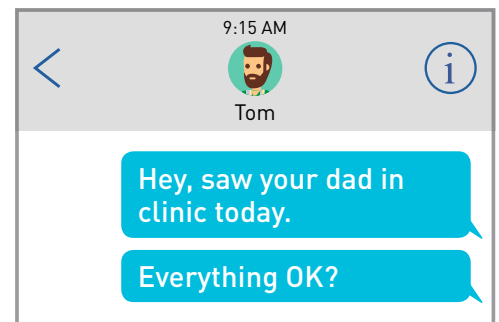
Alice was asked to speak to health science class about her family's experience navigating the health system alongside her daughter who has been diagnosed with leukemia. Her PowerPoint slides included a family photo. Sam, a student in the class, recognizes the eldest child in the photo as Ben, a classmate from high school. Sam posts on Facebook. →

While Alice is speaking to the class, she is distracted when her phone vibrates. →



#### *Scenario 1b.*

Tom is a student on his first clinical rotation, and is attending a clinic for patients with progressive neurologic disorders. One day, much to his surprise, he encounters the father of one of his best friends in clinic. Later that day, he texts his friend. →



#### *Scenario 1c.*

Gillian is halfway through a clinical placement on a mental health related service. One evening she logs into her Facebook account and notices that someone who posted on a friend's wall looks familiar. After some thought, she remembers that it's a patient she had seen the previous week while on her placement in the hospital. Curious, she clicks through to the patient's profile page. She is surprised to see a number of posts and photographs depicting alcohol use, as she remembers this person specifically telling the team that she did not drink.

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## *Sharing Is Caring... Right? Scenario Set 2*

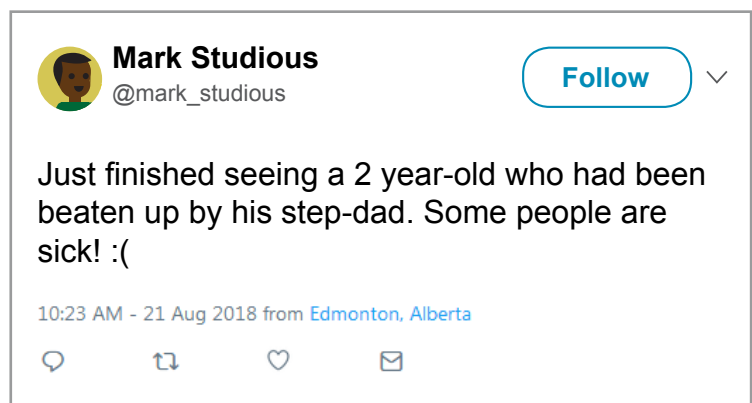
### *Scenario 2a.*

Mary-Anne has just returned from an international elective experience where she worked in the medical clinic of a refugee camp. She found the experience life-changing, and was inspired by the resilience of many of the people she came into contact with, particularly the young children. She wants to tell her friends all about her experiences, so posts a number of photos on her Facebook page, including one of the clinic, a group shot with her and a crowd of children, one of her holding a child who is receiving IV therapy, and another of a clearly unwell patient in a hospital bed. ↓ ↘



### *Scenario 2b.*

Mark, a health science student, is involved in a particularly distressing case of child abuse during a clinical elective. Later that day, he tweets. →



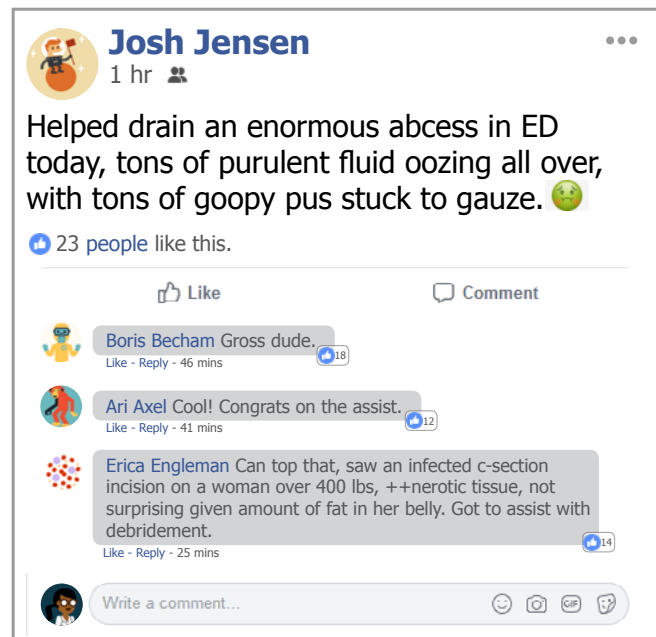
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## *Sharing Is Caring... Right? Scenario Set 3*

### *Scenario 3a.*

Josh, a health science student, posts a status update on his Facebook account. →



### *Scenario 3b.*

Andrea, a health science student, has been writing a blog to reflect on her journey through school. She identifies herself as a student in Western Canada but does not use her real name anywhere on the site, nor does she name the institution she attends or the city in which she lives. On occasion however, she does mention a local establishment or event, and posts the occasional picture of a landmark that someone familiar with the region would recognize. During one of her clinical placements, Andrea is involved in the care of a victim of a tragic and well-publicized violent crime. She devotes several blog posts to the experience of being involved in this case, and the reactions of the victim and family members to the news that the victim will almost definitely be left with permanent injury. In none of these posts does she disclose the name, age, or sex of the patient, nor the specific circumstances of the incident. →



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## ***Sharing Is Caring... Right? Scenario Set 4***

### ***Scenario 4a.***

Lynn, a first-year health science student recently spent a day shadowing on an obstetrics ward. During this experience, a woman was admitted who had been attempting a home birth. Unfortunately there were significant complications which led to a severe maternal hemorrhage, and the newborn needed aggressive resuscitation and admission to the neonatal intensive care unit.

In an effort to try to understand the motivations for alternative birth practices, Lynn explores a number of on-line forums related to “natural childbirth.” Appalled at some of the misinformation she is seeing disseminated as fact, and the anti-mainstream medicine undertone of the site, she joins a discussion to “set the record straight.” In her posts, she identifies herself by her discipline. The information she initially posts is factually correct, however she gets drawn into an argument, during which her tone becomes progressively more aggressive, condescending, and insulting towards other individuals involved in the discussion.

Discussion questions:

- What do you do when your friends or family post health-related information on social media that you know is inaccurate?
- What responsibility do health care practitioners have to correct misinformation on social media?

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Scenarios (Student Handout)

## ***Sharing Is Caring... Right? Scenario Set 5***

### ***Scenario 5a.***

Meena is a bright, enthusiastic, first-year health science student. She wants to share her classroom conversations with other students and friends, both in Canada and around the world. Meena regularly records her classroom interactions (sometimes containing patient information) with her phone and then posts them on YouTube. →



*Scenario 5a used with permission. Canadian Nurses Association (2012). Ethics in Practice: When Private Becomes Public: the Ethical Challenges and opportunities of Social Media. [http://www2.cna-aic.ca/CNA/documents/pdf/publications/Ethics\\_in\\_Practice\\_Feb\\_2012\\_e.pdf](http://www2.cna-aic.ca/CNA/documents/pdf/publications/Ethics_in_Practice_Feb_2012_e.pdf)*



### ***Scenario 5a.***

Frank, a health science student, makes a habit of recording lectures and keeping copies of all of his professors' handouts. A few of his classmates are struggling with some of the concepts, so in an effort to help them, he posts the handouts and lectures, as well as some key review articles, on a public website. ←

Discussion question:

- Under what circumstances might you record teaching sessions? Or share copies of published articles digitally?

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## *Sharing Is Caring... Right? Scenario Set 6*

### *Scenario 6a.*

Several health science students are working together on a project. To keep things organized, they often communicate by group email. All in all, this has been working well, as it allows everyone to stay up to date on what everyone else is doing. The group is generally working well together, although there is ongoing friction between two members, Heather and Amy, who both like to be in charge. One day, after a particularly tense meeting, Amy sends an email to another group member in which she describes Heather in derogatory and insulting language. Unfortunately, she inadvertently hit “reply all” and sent the message to all members of the group.



### *Scenario 6b.*

George, a health science student, has just written a particularly difficult exam. Afterwards, he turns to Instagram to blow off steam, posting an unflattering drawing of the instructor and complaining about the exam.

A few hours later, once he calms down, he decides that his post was probably inappropriate, and decides to remove it. In the process, he discovers that a screenshot of his drawing has already been shared by 20 friends on Snapchat.



### *Scenario 6c.*

Sufi became the manager of a community health centre several months ago. She is enjoying this exciting but demanding position. Sufi is told about a blog maintained by Mark, an employee working at the health centre. As Sufi reads the postings, she sees that Mark has been blogging about the difficulties he perceives in the workplace and his many frustrations regarding them. Many of the comments involve situations that Sufi is either unaware of or has been actively working on since becoming manager. In one blog post, Mark complains about emailing Sufi directly and not receiving an answer. He writes that he is discouraged and that Sufi is “no different than the last manager.”

*Scenario 6c used with permission. Canadian Nurses Association (2012). Ethics in Practice: When Private Becomes Public: the Ethical Challenges and opportunities of Social Media. [http://www2.cna-aiic.ca/CNA/documents/pdf/publications/Ethics\\_in\\_Practice\\_Feb\\_2012\\_e.pdf](http://www2.cna-aiic.ca/CNA/documents/pdf/publications/Ethics_in_Practice_Feb_2012_e.pdf)*

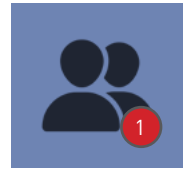
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## ***Sharing Is Caring... Right? Scenario Set 7***

### ***Scenario 7a.***

Diane, a home care staff member, has been treating Jin regularly and has developed a trusting relationship. Jin has recently suffered the loss of many people in his life, including his beloved mother (and main caregiver). He is feeling isolated and lonely. Diane has cared for Jin on and off for several years and has always enjoyed seeing him and his family. Today, Jin asks Diane to be his Facebook Friend.



*Scenario 7a used with permission. Canadian Nurses Association (2012). Ethics in Practice: When Private Becomes Public: the Ethical Challenges and opportunities of Social Media. [http://www2.cna-aiic.ca/CNA/documents/pdf/publications/Ethics\\_in\\_Practice\\_Feb\\_2012\\_e.pdf](http://www2.cna-aiic.ca/CNA/documents/pdf/publications/Ethics_in_Practice_Feb_2012_e.pdf)*

### ***Scenario 7b.***

Julie is a health science student who has been using Facebook for several years. She mostly uses it to keep in touch with friends and share photos. Over the years, she has posted many pictures of herself on vacation, at parties, and generally having fun. She thinks her security settings are OK, but hasn't checked them in a while. One day, a patient she has seen several times winks at her and says: ↓



From what I've seen on Facebook, it looks like you had a great time on your spring break!

Julie checks her security settings, and discovers that they're set to allow anyone with a Facebook account to see ALL of her pictures.



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