

Social portfolios supporting professional identity: Implications for education

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Suspended, teacher who proved a big hit in saucy web advert

■ Parents outraged
over 'dreadful' video

■ It was filmed two years
before she started job



» **OOH MISS!** English teacher Sarah Green in a scene from the raunchy advert. It was shot when she was working as an actress and model and before she began her teaching career

Finding the 'saucy advert' is easy

- Google using obvious words from the newspaper article
 - ◆ e.g.: Sarah Green Scruffs
 - ◆ or teacher saucy youtube
- Or go straight to one I found earlier
- You can also download and edit a video yourself
 - ◆ which is presumably how all the different edits got onto YouTube, when the original is over 4 minutes long
 - ◆ In an afternoon one can easily find services to download videos from YouTube, and free or low cost video editing software.

So - what's new?

- Public figures have been liable to exposure by mass media for several generations, BUT
- Now exposure is much easier, for anyone, by anyone
- Links can circulate easily around impressionable audiences
- Social networking sites may motivate providing 'daring' material intended for viewing by a peer group
 - ◆ people may not initially think of possible wider audiences
 - ◆ they don't always use the means provided of restricting access

Health professionals?

- Similar situations could arise with health professionals
- Students need to be aware of implications
 - ◆ how personal profiles in social portfolio information (images, text, audio) may be used adversely by others
 - ◆ persistence and pervasiveness of information on social networking sites and more widely on the web
 - ◆ the importance of avoiding dissemination of damaging information right from the start
 - ◆ easy to display evidence of attitudes and qualities consistent with good professional standing
 - ◆ greater personal 'openness' could inspire trust and confidence in colleagues and clients

Recruitment?

- “Employers are looking for evidence of job skills, career history, a range of interests, strong writing skills, as well as other qualities and characteristics such as a confident and friendly personality.”
- Online Recruitment guidance & GMC guidance agree on what to avoid:

Reference to drug abuse Evidence of excessive alcohol consumption	Drug or alcohol misuse Drunk driving, alcohol consumption that affects clinical work or environment; Dealing, possessing or using drugs
Extremist / intolerant views, including racism, sexism	Unprofessional behaviour or attitudes – including unlawful discrimination
Criminal activity	Criminal conviction or caution Child pornography, ... child abuse or any other abuse, physical violence

Education? - Recommendations

Health-related curricula should :

- **raise students' awareness** of both risks and benefits of social networking
- **explain why this is important for professional standing**
 - ◆ implications for employer recruitment decisions
 - ◆ potential impact on patient/client perceptions for reputation, face and effectiveness
- **consider how this might be learned effectively**
 - ◆ through PBL scenarios & simple web searches
 - ◆ encourage students to reflect personally on the values associated with their various personas, and how the expression of those values might positively or negatively affect their professional role.

Suggested reading

- Goffman, E. *The Presentation of Self in Everyday Life*. 1959. Penguin Books (1990). See especially around p 45 of Penguin edition.
- General Medical Council. [Medical students: professional behaviour and fitness to practise](#). Jointly produced with Medical Schools Council, 2007.
- Grant, S and Grant, A. [Ethical portfolios: Supporting Identities and Values](#) 2006.
- Online Recruitment. [Employers use Facebook for further background checks](#) Onrec.com
- Boggis, C, Cooke, S, Richardson, H and Holland, M. *Self and Peer Assessment for Student Doctors*. In *Innovations in Assessment, Symposium Proceedings, Teaching Research and Development Network*, University of Manchester and UMIST (May 2003), p36, ISBN 1-903-640-10-5.
- General Medical Council. [Good Medical Practice](#). 2006.
- Royal College of General Practitioners. *Clinical Ethics and Values-Based Practice*. 2007 version. Available through Postgraduate Medical Education and Training Board: [GP Curriculum](#). Available also [directly as PDF](#).
- (all links accessed February 2008)