

Appendices

Appendix 1

The impact of social media on undergraduate nursing student: systematized review

P126190



Certificate of Ethical Approval

Applicant: Huda Alamri
Project Title: The impact of social media on undergraduate nursing student:
systematized review

This is to certify that the above named applicant has completed the Coventry University Ethical Approval process and their project has been confirmed and approved as Low Risk

Date of approval: 20 Sep 2021
Project Reference Number: P126190

Appendix 2.

Database results: PubMed



Using **social media** to promote international **student** partnerships.
 54 Garrett BM, Cutting R.
 Cite Nurse Educ Pract. 2012 Nov;12(6):340-5. doi: 10.1016/j.nepr.2012.04.003. Epub 2012 May 16.
 PMID: 22595660
 Share This paper describes a project to establish and evaluate online study partnerships, using **social** networking applications, between final year Canadian **nursing students** at the University of British Columbia (UBC) and second year undergraduate science education ...

First year **nursing students'** experiences of **social media** during the transition to university: a focus group study.
 55
 Cite Ferguson C, DiGiacomo M, Saliba B, Green J, Moorley C, Wyllie A, Jackson D.
 Contemp Nurse. 2016 Oct;52(5):625-635. doi: 10.1080/10376178.2016.1205458. Epub 2016 Jul 11.
 Share PMID: 27334672
 OBJECTIVE: To explore first year **nursing student** experiences with **social media** in supporting **student** transition and engagement into higher education. ...RESULTS: Three key themes emerged that illustrates the experiences of transition and engagem ...

Figure 1.

A qualitative analysis of **nursing students'** tweets during the COVID-19 pandemic.
 113
 Cite De Gagne JC, Cho E, Park HK, Nam JD, Jung D.
 Nurs Health Sci. 2021 Mar;23(1):273-278. doi: 10.1111/nhs.12809. Epub 2021 Jan 22.
 Share PMID: 33404157
 A total of 8856 tweets from the Twitter accounts of 95 self-identified **nursing students** were included in our qualitative analysis. The findings revealed five categories of tweet content: (i) reactions to COVID-19; (ii) everyday life; (iii) role as a **student**; ...

Social Media Training for Professional Identity Development in Undergraduate Nurses.
 114
 Cite Mather C, Cummings E, Nichols L.
 Stud Health Technol Inform. 2016;225:344-8.
 Share PMID: 27332219
 The aim of this cross-sectional study was to explore first and final year undergraduate **student** use of **social media** to understand how it was utilised by them during their course. ...There is a need for the curriculum to include opportunities to teach **stude** ...


Figure 2.




Introducing Twitter as an assessed component of the undergraduate nursing curriculum: case study.
 172
 Cite Jones R, Kelsey J, Nelmes P, Chinn N, Chinn T, Proctor-Childs T.
 J Adv Nurs. 2016 Jul;72(7):1638-53. doi: 10.1111/jan.12935. Epub 2016 Feb 10.
 Share PMID: 26861572
 BACKGROUND: **Nursing students** need to use **social media** professionally, avoiding pitfalls but using learning opportunities. ...**Students** gained wider perspectives on **nursing**, better understanding of **social media**, 'being stud ...




Shame in Teaching-Learning: A Humanbecoming Perspective.
 173 Yancey NR.
 Cite Nurs Sci Q. 2021 Apr;34(2):125-129. doi: 10.1177/0894318421993171.
 Share PMID: 33749444
 In a discussion on the phenomenon of shame, intriguing questions are raised for consideration by teachers of **nursing**. Raising concerns about the perceived emergence of societal norms that seem to encourage the shaming of others along with technology and **social me** ...

Figure 3.

Database results: ScienceDirect

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  Download 1 article  Export sorted by relevance | date

Research article ● Full text access
 1 **Using social media as a strategy to address 'sophomore slump' in second year nursing students: A qualitative study**
 Nurse Education Today, November 2015, ...
 Marion Tower, Eddie Blacklock, ... Glenyss Tronoff
 Download PDF  Abstract  Export







Research article ● Full text access
 2 **Happiness, stress, a bit of vulgarity, and lots of discursive conversation: A pilot study examining nursing students' tweets about nursing education posted to Twitter**
 Nurse Education Today, February 2015, ...
 Richard G. Booth
 Download PDF  Abstract  Export

Figure 4.

Research article ● Full text access
 1 **Social networking as a learning tool: Nursing students' perception of efficacy**
 Nurse Education Today, June 2014, ...
 Marion Tower, Sharon Latimer, Jayne Hewitt
 Download PDF  Abstract  Export




Research article ● Full text access
 2 **Social media and nursing practice: Changing the balance between the social and technical aspects of work**
 Collegian, June 2014, ...
 Evan Casella, Jane Mills, Kim Usher
 Download PDF  Abstract  Export

Figure 5.

Research article ● Full text access
 3 Instant messaging and nursing students' clinical learning experience
 Nurse Education Today, 10 February 2018, ...
 Christoph Pimmer, Florian Brühlmann, ... Ademola J. Ajuwon
[Download PDF](#) [Abstract](#) [Export](#)

Research article ● Full text access
 4 The associations between peer caring behaviors and social support to nurse students' caring perceptions
 Nurse Education in Practice, 19 May 2018, ...
 Sigalit Warshawski, Michal Itzhaki, Sivia Barnoy
[Download PDF](#) [Abstract](#) [Export](#)

Research article ● Full text access
 5 Undergraduate student nurses' attitudes towards using social media websites: A study from Jordan
 Nurse Education Today, 19 March 2018, ...
 Noha M Al-Shdayfat
[Download PDF](#) [Abstract](#) [Export](#)

Research article ● Full text access
 6 Transforming nursing education in a 140-character world: The efficacy of becoming social
 Journal of Professional Nursing, 12 July 2017, ...
 Karen Patterson Stevens, Mary A. Nies
[Download PDF](#) [Abstract](#) [Export](#)

Figure 6.

Research article ● Full text access
 45 Using Facebook to enhance commencing student confidence in clinical skill development: A phenomenological hermeneutic study
 Nurse Education Today, January 2016, ...
 Bernadette Watson, Marie Cooke, Rachel Walker
[Download PDF](#) [Abstract](#) [Export](#)

Research article ● Full text access
 46 Self-efficacy as the moderator: Exploring driving factors of perceived social support for mainland Chinese students in Taiwan
 Computers in Human Behavior, November 2016, ...
 Ying Chieh Liu, Yun Ying Hung
[Download PDF](#) [Abstract](#) [Export](#)

Research article ● Full text access
 47 Dynamic online peer evaluations to improve group assignments in nursing e-learning environment
 Nurse Education Today, June 2016, ...
 Jehad Adwan
[Download PDF](#) [Abstract](#) [Export](#)

Figure 7.

Appendix 3.

Table 11. Summary of the extracted themes

No.	Theme	Author interpretation
1.	Knowledge	<p>“a dementia trainer who tweets awareness about dementia which I found very useful” (Jones et al., 2016, p. 1645).</p> <p>“My little boy had gastroenteritis, I asked for some advice on getting his appetite back. I had a number of replies which I found very useful” (Jones et al., 2016, p. 1645).</p> <p>“useful regarding study techniques or sleeping patterns” (Jones et al., 2016, p. 1645).</p> <p>“yea very strong identity, on like Facebook with like the older years there’s a lot of like PRO NURSING or PROUD TO BE A NURSE posts or kinda stuff and you’re in first year and you’re like ‘what?’” (Ferguson et al., 2016, p. 631).</p> <p>Identity development among nursing students by using WhatsApp ($\tau=0.20$, $p < 0.01$) (Pimmer et al., 2018).</p> <p>Knowledge development via social media with 89.8% (Tower et al., 2014).</p> <p>Gain knowledge by integrating clinical skills with theory (Watson et al., 2016).</p> <p>37% of female students using social media to gain knowledge, and professional information (Mather et al., 2016)</p>
2.	An assistance tool for Educational and Learning process	<p>“learn that professionals and patients use Twitter to talk about their care and learnt a little about how they talk about it and what sort of language they use” (Jones et al., 2016, p. 1645).</p> <p>“support on my nursing degree has been helpful” (Jones et al., 2016, p. 1645).</p> <p>88% of students think that Twitter is useful to be added to the curriculum (Jones et al., 2016, p. 1645).</p>

		<p>Nursing students learnt a lot from Twitter with 70.8% (Jones et al., 2016, p. 1645).</p> <p>“within like a minute you get a response, the lecturer takes hours” (Ferguson et al., 2016, p. 631).</p> <p>“It was a really amazing opportunity for us to have such a unique learning experience” (Tower et al., 2014, p. 1014).</p> <p>“Study plan for second years, I did this to motivate me, hope it helps you too” (Tower et al., 2015, p. 4).</p> <p>32.4% of students sing social media for educational purpose (Al-Shdayfat, 2018).</p>
<p>3.</p>	<p>Stress management</p>	<p>“support groups for depression and anxiety, they are easy to contact and quick to respond” (Jones et al., 2016, p. 1645).</p> <p>“to support and prevent suicide in young people” (Jones et al., 2016, p. 1645).</p> <p>“Stress release too” (Ferguson et al., 2016, p. 629).</p> <p>“I imagine someone who came from overseas and having the class finish and you need to connect and some time to share outside the classroom, like a society [club]. I was forced to create a Facebook group” (Ferguson et al., 2016, p. 630).</p> <p>“Hi guys! Just a bit worried about all the assessment at the moment, I have been placed on early placement starting in 6 days! Yet we have two assignments due in less than two weeks AND the exam! Do any of you guys know if we will receive an extension for those assignments at all? I'm thinking it's as good as impossible to get it all done” (Tower et al., 2015, p. 3).</p>
<p>4.</p>	<p>Assessment and exam preparation</p>	<p>“as soon as I get an assignment, I go on Facebook to make a group. You know who’s in the group and you can start planning, and if you need to participate heavily, you can use Skype” (Ferguson et al., 2016, p. 628).</p>

		<p>“Group assignments are when I’m using it the most because we are collaborating ideas or trying to meet up” (Ferguson et al., 2016, p. 629).</p> <p>About 90% of those who took part said that the Facebook group was an excellent way to prepare for the exam (Tower et al., 2014)</p> <p>“I found the Facebook group to be very helpful when preparing for the exam” (Tower et al., 2014, p. 1015).</p> <p>Lecturers asked questions through Twitter to evaluate students, and the students engaged in giving answers (Jones et al., 2016).</p>
5.	Communication	<p>“great way to feel part of the Nursing community” (Jones et al., 2016, p. 1645)..</p> <p>“I think it could be useful for just even just for say for today, making sure we are wearing our uniform or getting info about things you might not have seen if you don’t check your emails or something like that...so just like one person saying this is what’s due” (Ferguson et al., 2016, p. 628).</p> <p>“We got to know each other through the workshops. One of our first tasks was ‘yes we gotta create a Facebook’ and even for one girl we had to teach her how to use Facebook for that to work” (Ferguson et al., 2016, p. 628).</p> <p>“People share experiences if they’re similar...so, Facebook is easy to do that to” (Ferguson et al., 2016, p. 629).</p> <p>WhatsApp is a useful tool for communication ($r\tau=0.23$, $p < 0.01$) (Pimmer et al., 2018).</p> <p>64% of students agreed that they social media to communicate with students and their teachers (Al-Shdayfat, 2018)</p>
6.	Engagement	<p>“Interesting and innovative new approach to engage with people” (Jones et al., 2016, p. 1645).</p> <p>“encouraged to engage digitally in a professional way” (Jones et al., 2016, p. 1645).</p>

		Facilitate the engagement with the academic staff (Tower et al., 2014).
7.	Convenient access	<p>“It’s easier now to add someone on Facebook than ask for their phone number” (Ferguson et al., 2016, p. 630).</p> <p>“I found it really helpful to try and connect with people on Facebook because it’s a bit hard to ask for their number straight away. It’s a bit easier to go to social media” (Ferguson et al., 2016, p. 630).</p> <p>WhatsApp is east to use with ($\alpha=0.63$) (Pimmer et al., 2018).</p> <p>“people have Facebook on their phones and everything and you can get an answer wherever you might be” (Watson et al., 2016, p. 67).</p>
8.	Confidence	<p>“being able to ask questions anonymously” (Jones et al., 2016, p. 1645).</p> <p>“this gave me the confidence to host a PUNC chat” (Jones et al., 2016, p. 1645).</p> <p>“I have noticed a lot of people talk a lot about their stress or frustrations about certain things” (Ferguson et al., 2016, p. 629).</p> <p>“I think it is different asking on Facebook... like, in a lecture you are asking a question, you put your hand up, all eyes turn to you. You don't want to sound like an idiot asking a stupid question” (Watson et al., 2016, p. 66).</p> <p>“Sorry if the question is too silly but I'm a bit confused with that! Thanks” (Tower et al., 2015, p. 3).</p> <p>“the things that are being put up, you're checking you know about all of that and you keep running it through your head, so I guess it ... makes you feel more confident I guess that you're on track” (Watson et al., 2016, p. 67).</p>

Appendix 4.

Studies that have been excluded for eligibility:

Search engine	Study title	Link
PubMed	Nursing students and ning: using social networking to teach public health/community nursing in 11 baccalaureate nursing programs	https://pubmed.ncbi.nlm.nih.gov/24187734/
ScienceDirect	Social media in nurse education: Utilization and E-professionalism	https://www.sciencedirect.com/science/article/pii/S0260691717301491?via%3Dihub
PubMed	Critical care training: using Twitter as a teaching tool	https://pubmed.ncbi.nlm.nih.gov/22068003/
PubMed	Twitter, Millennials, and Nursing Education Research	https://pubmed.ncbi.nlm.nih.gov/27164773/
CINAHL	Exploring undisturbed birth through art and social media: An interactive project with student midwives	https://web.b.ebscohost.com/ehost/result/sadvnced?vid=2&sid=801b6dda-81a8-48fd-889c4dd0b3fc8f61%40sessionmgr103&bquery=Exploring+undisturbed+birth+through+art+and+social+media%3a+An+interactive+project+with+student+midwives&bdata=JkF1dGhUeXBIPWlwLHNzbyZkYj1jY20mdHlwZT0xJnNlYXJjaE1vZGU9QW5kNnpdGU9ZWwhvc3QtbGl2ZQ%3d%3d
ScienceDirect	Using smart mobile devices in social-network-based health education practice: A learning behavior analysis	https://www.sciencedirect.com/science/article/pii/S0260691714000410?via%3Dihub
ScienceDirect	Happiness, stress, a bit of vulgarity, and lots of discursive conversation: A pilot study examining nursing students' tweets about nursing education posted to Twitter	https://www.sciencedirect.com/science/article/pii/S0260691714003360?via%3Dihub
PubMed	Tweet if you want to be sustainable: a thematic analysis of a Twitter chat to discuss sustainability in nurse education	https://pubmed.ncbi.nlm.nih.gov/26821875/
Manually added	Influence of Utilization of Social Networking Sites (SNS) on Study Habits Among Saudi Nursing Students in Ha'il University	https://iiste.org/Journals/index.php/JBAH/article/view/34550

Manually added	Social Media for Learning and Teaching Undergraduate Sciences: Good Practice Guidelines from Intervention	https://eric.ed.gov/?id=EJ1087212
ScienceDirect	Social barriers experienced by female Saudi nursing students while studying nursing: A phenomenological study	https://www.sciencedirect.com/science/article/pii/S1471595318304402?via%3Dihub
PubMed	Perceptions of nursing students regarding responsible use of social media in the Eastern Cape	https://pubmed.ncbi.nlm.nih.gov/26244464/
Manually added	Students' Engagement in Social Media and Its Mainstay for Teaching and Learning. The Case of the Wa Nursing Training Colleg	http://pubs.sciepub.com/education/4/13/8/index.html
PubMed	Student Nurse Attitudes and Behaviours when Using Social Network Sites	https://pubmed.ncbi.nlm.nih.gov/31438144/
ScienceDirect	The associations between peer caring behaviors and social support to nurse students' caring perceptions	https://www.sciencedirect.com/science/article/pii/S1471595317304249
PubMed	Role of Academic Self-efficacy and Social Support on Nursing Students' Test Anxiety	https://pubmed.ncbi.nlm.nih.gov/29847355/

Appendix 5

The TIDieR checklist



The TIDieR (Template for Intervention Description and Replication) Checklist*:

Information to include when describing an intervention and the location of the information

Item number	Item	Where located **	
		Primary paper (page or appendix number)	Other † (details)
1.	BRIEF NAME Provide the name or a phrase that describes the intervention.	_____	_____
2.	WHY Describe any rationale, theory, or goal of the elements essential to the intervention.	_____	_____
3.	WHAT Materials: Describe any physical or informational materials used in the intervention, including those provided to participants or used in intervention delivery or in training of intervention providers. Provide information on where the materials can be accessed (e.g. online appendix, URL).	_____	_____
4.	Procedures: Describe each of the procedures, activities, and/or processes used in the intervention, including any enabling or support activities.	_____	_____
5.	WHO PROVIDED For each category of intervention provider (e.g. psychologist, nursing assistant), describe their expertise, background and any specific training given.	_____	_____
6.	HOW Describe the modes of delivery (e.g. face-to-face or by some other mechanism, such as internet or telephone) of the intervention and whether it was provided individually or in a group.	_____	_____
7.	WHERE Describe the type(s) of location(s) where the intervention occurred, including any necessary infrastructure or relevant features.	_____	_____

TIDieR checklist

WHEN and HOW MUCH			
8.	Describe the number of times the intervention was delivered and over what period of time including the number of sessions, their schedule, and their duration, intensity or dose.	_____	_____
TAILORING			
9.	If the intervention was planned to be personalised, titrated or adapted, then describe what, why, when, and how.	_____	_____
MODIFICATIONS			
10.*	If the intervention was modified during the course of the study, describe the changes (what, why, when, and how).	_____	_____
HOW WELL			
11.	Planned: If intervention adherence or fidelity was assessed, describe how and by whom, and if any strategies were used to maintain or improve fidelity, describe them.	_____	_____
12.*	Actual: If intervention adherence or fidelity was assessed, describe the extent to which the intervention was delivered as planned.	_____	_____

** **Authors** - use N/A if an item is not applicable for the intervention being described. **Reviewers** – use ‘?’ if information about the element is not reported/not sufficiently reported.

† If the information is not provided in the primary paper, give details of where this information is available. This may include locations such as a published protocol or other published papers (provide citation details) or a website (provide the URL).

‡ If completing the TIDieR checklist for a protocol, these items are not relevant to the protocol and cannot be described until the study is complete.

* We strongly recommend using this checklist in conjunction with the TIDieR guide (see *BMJ* 2014;348:g1687) which contains an explanation and elaboration for each item.

* The focus of TIDieR is on reporting details of the intervention elements (and where relevant, comparison elements) of a study. Other elements and methodological features of studies are covered by other reporting statements and checklists and have not been duplicated as part of the TIDieR checklist. When a **randomised trial** is being reported, the TIDieR checklist should be used in conjunction with the CONSORT statement (see www.consort-statement.org) as an extension of **Item 5 of the CONSORT 2010 Statement**. When a **clinical trial protocol** is being reported, the TIDieR checklist should be used in conjunction with the SPIRIT statement as an extension of **Item 11 of the SPIRIT 2013 Statement** (see www.spirit-statement.org). For alternate study designs, TIDieR can be used in conjunction with the appropriate checklist for that study design (see www.equator-network.org).

TIDieR checklist

Note. These figures demonstrate The TIDieR checklist. From <https://www.equator-network.org/reporting-guidelines/tidier/>. By TIDier, 2021.