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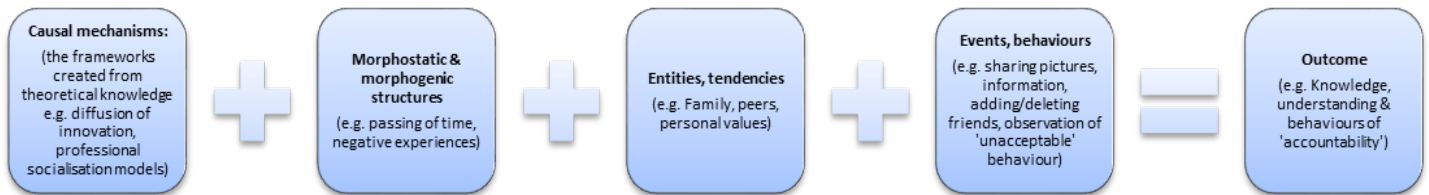
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Professional socialisation, accountability and social media: what's the relationship and should we care?

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<p style="text-align: center;">AIM</p> <p style="text-align: center;">Critically analyse and explain the relationships between professional accountability and Facebook during the journey of professional socialisation.</p>	<p style="text-align: center;">BACKGROUND</p> <p>The rapid diffusion of social network sites such as Facebook have presented a wealth of challenge and opportunity for the nursing profession. A large majority of student nurses have adopted Facebook but [as developing professionals] may not understand the implications and unintended consequences of the information shared in a personal or innocent way.</p> <p>No studies have yet critically analysed [in depth] the underlying factors that influence and determine the relationships between professional accountability and social media or if there is actually a 'problem' with social media.</p>
<p style="text-align: center;">METHOD</p> <p>Critical realist ethnography employing online observation of three cohort groups, 30 public profiles and professional group discussion topics, focus groups (academic and practicing nursing staff n=8) and semi-structured interviews with student nurses over two sites (n=16). Critical realist retroductive analysis (Bhaskar, 1998) was developed as part of this study (figure.1).</p>	

Figure 1 - example of components and how they were related



WHAT IS CRITICAL REALISM?

Causal mechanisms are a 'reality' that cannot be directly observed. However, the components and outcomes of this reality can be observed and measured. **Components** for coding data are: morphostatic and morphogenic structures, entities, tendencies, events, behaviours and outcomes (figure.1).

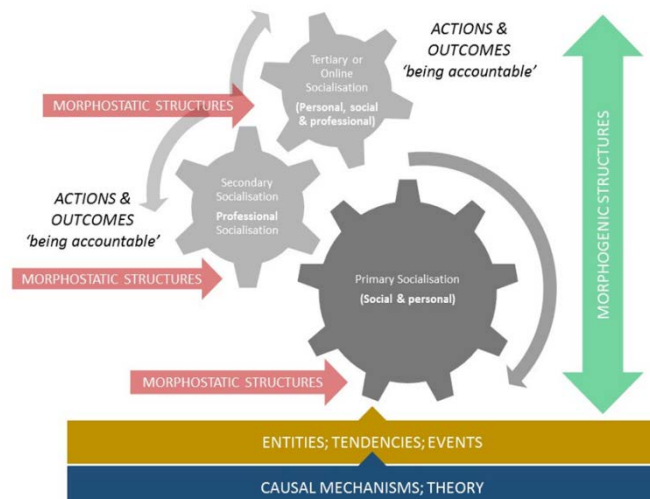
RESULTS

Three key *relationships* were identified and six *models* were generated to explain and test *theories* about the possible 'causal' mechanisms within the data. From this three *explanatory frameworks* were confirmed,

I) SPO (figure2): This study has indicated a potential 'tertiary' or 'online' socialisation process and illustrates the factors, context and socialisation informs accountable behaviours; linking the physical and online (personal, public, professional).

II, III) UAPU, A2A: The lack of physical context and presence in the online environment causes dissonance between perceived (self-efficacy/awareness) and actual behaviours.

Figure 2 - The SPO framework



CONCLUSION

With further research and validation these three frameworks may be used in education and practice, for personal and group assessment, reflection and/or for raising awareness of personal and professional practices online. They may also be used by organisations and professional bodies to assess the 'acceptability' or professionalism of scenarios or incidents.