



Role of Dental Education in Social Media

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Social media are a part of the material of today's world, from which health care isn't excluded. supported its distribution capacity, one individual can cause an amount of injury to an establishment that only a couple of decades ago required access to a mainstream journalism outlet. Despite the apparent parallels in professional standards within the medical and dental communities, the scholarly activity and resulting collegial discourse observed among medical professionals remain unmatched within the dental education literature. As a result, a rigorous research agenda on the subject is indicated. Once these results are evaluated and thoroughly vetted, actions should be tailored to deal with the requirements, minimize the threats, and maximize the opportunities that are already noted by the medical community. no matter input, albeit internal or external, a cadre of people who are willing to develop philosophy, policy, and procedure associated with the utilization of social media policies in dental education can then be identified to gauge the problems unique to the institution and maybe the profession.

In today's connected Web 2.0 world, the utilization of technology increasingly shifts our communication and information-gathering efforts faraway from paper and toward the web. Everyone seems to be logged-in, online, and connected the maximum amount as their schedules permit. We are developing new cognitive habits as "the only viable approach to navigating the age of constant connectivity."¹ We are wanting to look for information snippets and, at times, casually interact with others on topics that relate to anything and everything fusing our professional and social lives. because of a mess of Web 2.0 and social media applications including blogs, LinkedIn, Flickr, Twitter, Delicious, Wikipedia, and Facebook, we will not only read news, but interact with others about this news. Web 2.0 technologies ask applications that facilitate interactive information sharing, interoperability, user-centered design,² and collaboration. samples of Web 2.0 include e-communities, hosted image and video services, social-networking sites, wikis, blogs, RSS feeds, mashups, semantic Web applications, and folksonomies.³ The phrase "Web 2.0" is usually used interchangeably with "social media" or "user-generated content."⁴ Some people define social media sites as places that take instruments of communication and make them "social."⁵ for a few, the utilization of social media appears to define how they now use the normal Web; in 2010, for instance, Facebook pushed Google out of the amount one ranking as "most visited" website.⁶ due to the web and specifically because of new social media services like Twitter, we will inform friends about our latest news (no matter how trivial or seminal) or network with colleagues or total strangers and discuss any topic in a moment. With little effort, almost no cost, and one click of the mouse, dental schools and their students/faculty/staff can join this trend and open their doors by instantly communicating with thousands—potentially millions—of users, who might be patients,

colleagues, or prospective students following their schools of interest on Twitter or connecting to them via Facebook.

This article will describe the impact social media has in today's health care setting while highlighting some opportunities and challenges that exist. we'll expound on the challenges that arise when material posted with the utilization of social media is inappropriate or accessible to an audience who may question the motives or misinterpret the content (given guidelines and expectations in situ regarding the doctor/patient relationship). supported the shortage of professional discourse within the dental education literature regarding the utilization of social media, this text will suggest a requirement to initiate an in depth examination of the uses of social media within the dental education community. After these outcomes are examined, we'll suggest how these data may affect dental schools' professionalism curricula and ask whether or not they should consider developing parallel guidelines associated with their students' social media activities. The article concludes with suggestions for best practices, followed by a proposed research agenda. Throughout the article, we'll pose inquiries to consider which will likely remain unanswered within the dental education domain until a strong research agenda in social media is executed.

The Dental Community

Despite the apparent parallels in professional standards within the medical and dental communities, the scholarly activity and resulting collegial discourse observed among medical professionals remain unmatched within the dental education literature. At the time this text was written, sixty out of seventy-one North American dental schools were employing a Facebook page or Wikipedia entry additionally to an internet presence to succeed in bent their perceived consumers, as an initial step in recognizing the benefits of using social media. The extent of this presence will become more important as we become participants during this new world to avoid becoming obsolete in our efforts to draw in applicants belonging to internet Generation. Driven by marketing needs or pressured by our parent institutions, we may prefer to use these Web 2.0 tools to speak with patients or applicants and publish our research successes. Some dental schools have already adopted this route as demonstrated by the YouTube video from the University of Texas Health Science Center at Houston Dental Branch⁴⁷ during which the dean published a V-flash or the Facebook page of the University of Michigan⁴⁸ that is another media mode of communication.

The available data within the medical profession describing the hazards of unprofessional online activity support that a programmatic approach is required, whilst they suggest that this transition among a minimum of a number of our students won't develop automatically without our specific guidance. because the research data and collegial discourse flourish, outcomes may suggest alterations to existing CODA standards, as individual schools may develop their own plans in accordance with their vision, mission, and goal statements associated with the social media activity of their students. Collaboration on an action plan, while maintaining proper emphasis on the doctor-patient relationship, with parent institutions can also be an avenue worth considering as an increasing number of universities develop comprehensive social media policies.

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