

Guidelines for Social Workers' Use of Social Networking Websites

Donalda Halabuza, Ph.D., MSW, RSW
Faculty of Social Work, University of Regina
Donalda.Halabuza@uregina.ca

Journal of Social Work Values and Ethics, Volume 11, Number 1 (2014)
Copyright 2014, Association of Social Work Boards (ASWB)

This text may be freely shared among individuals, but it may not be republished in any medium without express written consent from the authors and advance notification of ASWB

Abstract

This article outlines some of the ethical dilemmas that may arise for social workers who use social media and maintain blogs. Some of these ethical concerns include boundary violations, dual relationships, breaches of privacy, and confidentiality. Guidelines on how to address and reduce these concerns are included.

Keywords: ethics, social work, social network, Internet, guidelines for social workers

1. Introduction

The rapid growth of social media has fundamentally changed and revolutionized the way people manage information about their personal and professional lives (Garner & O'Sullivan, 2010; Giffords, 2009). There has been a substantial increase in the use of Internet communication using social media, including blogs, and an increase in the number of social networking sites available for use. A recent survey indicated that about 10% of adults and 14% of adolescents use personal online journals or blogs, and 47% of adults and 73% of adolescents use social networking sites (Lenhart, Purcell, Smith, & Zickuhr, 2010). In June 2011 it was estimated that there were over 500 million users of Facebook (Facebook, 2011) and the popularity of social media is expected to heighten (Tunick, Mednick, & Conroy, 2011). Social workers are not immune from the use and influence of social media and the

Internet. Social workers use the Internet to access research, collect data, provide online counseling, provide social support to a variety of groups, and advocate for social justice concerns. It also has the potential to help human service organizations raise funds (Giffords, 2009). Many social work students have social media sites, leading to concerns for social work educators on how to educate students on the risks of social media and encourage their responsible use of it, emphasizing the need for university policies for students' online behavior (Judd & Johnston, 2012).

There is increasing literature on the potential for ethical dilemmas for social workers who use blogs and social media sites (Duncan-Daston, Hunter-Sloan & Fullmer, 2013; Giffords, 2009; Kays, 2011; Judd & Johnston, 2012; Nye, 2011; Young, 2009), psychologists (Lehavot, Barnett, Smith, & Zickuhr, 2010; Tunick, Mednick, & Conroy, 2011), medical doctors (Brown, 2010; Garner & OSullivan, 2010; MacDonald, Sohn, & Ellis, 2010), nurses (Halle, 2012; Thompson, 2012), and other professionals such as psychiatrists (Luo, 2009). Because social networking sites and Internet communication is increasingly used by social work students and social workers, especially those in earlier stages in their careers, it is recommended that social workers acquire the skills and knowledge to ethically use websites so that ethical standards for competent service are maintained (Giffords, 2009; NASW, 2005).

In recent studies on doctors in training it

was found that 10% did not use privacy settings, 96% used their real names, and 19% accepted friendship requests from people they did not know well. In addition, 52 % reported that they had seen unprofessional photographs of their colleagues on Facebook, including pictures of excessive drinking or various states of undress, and discussions of clinical experiences with patients (Garner & O'Sullivan, 2010). Another study on medical students showed 63% had privacy settings enabled; 75% revealed personal information including interests (22%), phone numbers (17%), religious views (16%), political views (13%), or membership in potentially offensive group behavior such as "perverts united" (22%). Some of those in the study said they used offensive language such as swearing (6%), discussed plans to drink or be hung over (11%), and engaged in silly humor over topics such as nudity or cross dressing (6%) (MacDonald, Sohn, & Ellis, 2010). Surveys on psychology students has shown that the majority participate in online social networking (between 77-81%) with 15-40% choosing not to implement strict privacy settings, 67% used their real name and 37% included personal information that they did not want their clients to see (Lehavot, Barnett, & Powers, 2010). It has been found that unintentional disclosure is inevitable with the ease of access permitted on the Internet (Taylor, McMinn, Bufford, & Chang, 2010). In a more recent survey on psychologists it was found that 65% participated in social networking sites and 9% maintained blogs. Nearly half of those reported that they posted material that they would not want their clients to see (Tunick, Mednick, & Conroy, 2011). In this study 98% of those using social media reported having privacy restrictions, yet 24% had been approached to be virtual friends by clients. It was also reported that 32% of the respondents reported reading client social networking sites and blogs, and 16% did so without the consent of the client. Thirty-five percent addressed concerns about Internet privacy with underage clients. This has led to the coining of the term e-professionalism, describing a new

facet of professional behavior and communication in the digital era and the need for guidelines around professional and ethical behavior (MacDonald, Sohn, & Ellis, 2010).

Ethical problems posed for social workers and students using social networking websites and blogs include inappropriate boundaries between personal and public lives, violation of ethical codes of conduct such as confidentiality, privacy breaches and dual relationships, and conflicts of interests. Others have suggested that social media has implications for identity formation in young social workers, leading to increased responsibility for social work educators in educating students on the ethical and professional pitfalls of social media (Kays, 2010; CASWE- ACFTS, 2012; Duncan-Daston, Hunter-Sloan, & Fullmer, 2013; Judd & Johnston, 2012). Social work educators have a dual responsibility for socializing students to the professional norms and educating them in relevant knowledge, including the online presentation of self that can have implications for their professional roles (CASWE-ACFTS, 2012, Sec. 2.44, 2.4.6; Judd & Johnston, 2012). Social networking sites also have the potential for benefits by promoting their organizations (Kays, 2011) and providing the capacity to engage in advocacy. Other benefits include obtaining ongoing education, engaging in professional networking, obtaining support, collaborating, and providing therapy (Giffords, 2009; Reamer, 2012). In addition, for many social networking is a primary means of maintaining communication and relationships with current colleagues, family, and friends (Kays, 2011). Because of the ethical and professional implications of misuse of social media it is important that social workers become aware of the risks and ethical dilemmas of using social media websites as well as how to protect their professional reputation and avoid ethical conflicts. Simply not using social media or heavily restricting its use by social workers and social work students is not a palatable option because social media has become an integral part of how younger generations of professionals and students

communicate and stay connected (Brown, 2010; Giffords, 2009; Kays, 2011).

2. What is Social Media?

Social networking sites (SNS) are part of Web 2.0 technology and contain user-generated content provided for finding social relationships. Web 2.0 technologies contain sites such as Flickr, MySpace, Facebook, Twitter, YouTube, and LinkedIn (Giffords, 2009). These sites are characterized by dynamic communication through computer mediated interactions in which participants share personal information and photos, and exchange thoughts and feelings. SNS provide opportunities for searching for and finding “friends,” either in the Facebook meaning of the term or making different contacts with acquaintances from other areas, and chatting about their activities, thoughts, and emotions. SNS facilitate joining any number of online groups (MacDonald, Sohn & Ellis, 2010). Social media provides for quick informal and informal collaboration with a number of people simultaneously.

It has been suggested that virtual communication erodes elements of responsibility, accountability, and trust in traditional professions (Garner & O’Sullivan, 2010). When people communicate online social norms are absent due to the lack of visual cues, and communication occurs during the writer’s own time (Garner & O’Sullivan, 2010, p.112; Bradshaw & Saha, 2010). The lack of social norms in social networking sites allows for misuse, such as bullying, harassment, and posting critical comments about others who are not able to defend themselves (Bradshaw & Saha, 2010; Tunick, Mednick, & Conroy, 2011). The lack of norms for web communication opens the door for abuse of personal information by others or posting derogatory information that could potentially lead to a backlash (Rodrigues, 2010, p.238). Social media alters the social dynamics in the formation of social relationships since anyone, regardless of income, social location, or societal status, has access to the Internet simply by having

an available computer with Internet access.

Facebook is a common social networking site. It was established in 2004 (Facebook, 2009) and registered users can choose to join one or more “networks” and by mutual agreement become “friends” with other members who ask to join. Facebook offers a number of features such as the opportunity to post pictures, search for and find people who are designated as “friends,” chat and comment on activities, share plans, thoughts, emotions, and join any of thousands of online groups. Facebook has become a central component in how students communicate, share information, and network (Bradshaw & Saha, 2010). Facebook information can be accessed by large numbers of unintended people and material can be viewed out of context and worse, in the future, even after an account has been deactivated or material removed (MacDonald, Sohn & Ellis, 2010). Thus, material posted on Facebook is not private even though this may have been the intention of the user. Pictures posted on Facebook accounts can be copied or “tagged” depending on the privacy settings chosen by Facebook users and sent to other “friends” without knowledge or consent of the user (Strahilevitz, 2010). This allows for personal information to become widely available without the control or even the knowledge of the user. In addition, the user has no knowledge of who tagged his or her personal information and where it will be posted, making it available to other users of Facebook who perhaps would not be intended to see it. This raises concerns about privacy and blurs boundaries between personal and professional identities for users of social media.

2.1 Boundaries

Personal information that is “tagged” by others and posted on other websites where privacy settings are not secure blurs the distinction between what is private and what is public. In the digital world of social media boundaries between private lives and professional practice become unclear (MacDonald, Sohn, & Ellis, 2010, p.806). Information intended only for

family or friends could be accessible by clients or employers. For social workers this means that personal information could be accessible to clients and others at any time depending on the privacy settings of the user and the privacy settings of those admitted as “friends” (McDonald, Sohn, & Ellis, 2010; Tunick, Mednick, & Conroy, 2011). Blurring of private and public boundaries can give rise to a number of risks such as erosion of the public’s trust in the social work profession, employment offers withheld, or breaches of ethical codes (Young, 2009). This can occur if the information posted contains inappropriate photos of nudity or excessive alcohol use, offensive language and gestures, rude humor, and complaints about clients, colleagues or employers as was found in research on medical students (MacDonald et al., 2010).

In addition to concerns about the type of information posted, the Internet has no expiration date, and virtually anything that is posted could remain visible indefinitely and could be discovered at any time by anyone. Facebook and other social networking sites were developed with the goal of sharing information rapidly. Therefore an underlining assumption is that all information posted is done with the intention of sharing it with others. Even momentary comments and thoughts that are fleeting may be posted and thus available to others in the future. This is especially important for the newer generation because children born in the twenty-first century could conceivably have their entire life documented online in digital formats (Bradshaw & Sara, 2010). It is recommended that social work students and professionals use thoughtful reflection about potential ethical dilemmas that may arise from the type of information posted and the degree of self-disclosure, given the relative permanence of online content (Tunick, Mednick, & Conroy, 2011).

2.2 Privacy settings

To the extent that a user has control over his or her network profile it is possible to maintain privacy. But privacy controls can only be effective

in the context of robust competition in the market for social networks (Rodrigues, 2010). Even though, “Facebook users have the ability to limit profile visibility to certain networks of friends, and users can control the display of individual messages ... the social network retains access and certain rights to use this information” (Rodrigues, 2010, pp. 240-241). Over time there can be no guarantees that information posted on Facebook or other social media websites will remain private. Users of social media can set their privacy settings to allow access to other members of the network or set tight privacy controls allowing only those admitted as “friends” to access their account. Many users disclose vast amounts of information while others tend to disclose information in a limited fashion. Material posted on Facebook is public in the sense that it is no longer under exclusive control of the individual, but at the same time the entire world does not have access to this information (Rodrigues, 2010, p.240). Social networking sites tend to default towards inclusion and details of privacy settings are complex (Lou, 2009; MacDonald et al, 2010; Tunick et al, 2011). A key concern for social workers is that information posted on Facebook is no longer private, but in the public domain, allowing information to be accessible to clients and others even though the social worker does not accept clients as friends in the social media sense. Boundaries may be blurred when clients read personal information about their social worker. Because social networking sites allow members limited control over who will eventually be able to see material that they post at any given time, clients, employers, and colleagues may learn information about social workers that could compromise their professional relationships and negatively affect the social worker’s reputation and the profession of social work.

2.3 Ethical dilemmas associated with the use of social media

The explosion of social networking sites has changed the way people connect with

each other, collaborate, and live their daily lives (Parrish, 2010). Suggesting that social workers should be prohibited from participating in social networking sites is naive and unrealistic in context of society's increasing reliance on the Internet (Tunick, Mednick & Conroy, 2011, p.444). This means that social workers are individually responsible for maintaining careful awareness of possible ethical dilemmas when participating in social media (Kays, 2010).

The norms for the profession of social work are to strive to provide services in an objective, impartial, and respectful manner, ensuring that clients' interests are first (*Code of Ethics*, CASW, 2005). One of the values of the profession is integrity in professional practice, which is further elaborated on in the *Canadian Guidelines for Ethical Practice*. The guidelines state that social workers are to establish the tenor of professional relationships by establishing appropriate professional boundaries, declaring conflicts of interest, avoiding dual and multiple relationships with clients, avoiding romantic and sexual relationships with clients, and not exploiting professional relationships (CASW, 2005). At present there are no clear ethical standards that apply to social workers' use of social media in Canada or the United States (CASW, 2005; NASW, 2008). Social workers are faced with a multitude of new ethical dilemmas caused by interaction with technology. In the absence of clear standards and guidance, social workers are individually responsible for anticipating ethical implications and consequences of social media, unless there are workplace policies governing social media.

2.4 Professional boundaries and privacy settings

When social workers maintain social media sites, there are ethical and professional dilemmas that may arise particularly around client-social worker boundaries (Kays, 2010; Duncan et al., 2013; Judd & Johnston, 2012). The maintenance of clear boundaries is important to avoid exploitation

of the client and to ensure that the professional relationship serves the needs of the client (*Guidelines for Ethical Practice*, CASW, 2005, Sec.2). The responsibility for establishing the tenor of professional relationships lies clearly with the social worker. It is important that social workers carefully consider the degree of self-disclosure in their postings on social media. In practice, when self-disclosure is used it must be based on the client's needs and in his or her best interests (Kirst-Ashman & Hull, 2009).

Establishing and maintaining appropriate professional boundaries is particularly difficult when social workers do not know who will eventually gain access to their personal information. As with other professionals, social workers need to consider the relative permanence of online content and the potential for interpersonal, professional and/or legal ramifications that this may cause (Landman, Shelton, Kauffman, & Dattilo, 2010; Tunick et al., 2011). The use of Facebook and other social networking sites involves making associations with a variety of people who ask to be "friends" as well as with others who are unintended (Light & McGrath, 2010, p.307). Social media sites are designed for social communication and thus lean towards making information available to the wider public whenever privacy policies change (Rodrigues, 2010) which makes it more difficult to control which people will have access to personal information posted on social media sites, even when using secure privacy settings. It has also been noted that unintentional disclosure is inevitable with the ease of access permitted on the Internet (Taylor, McMinn, Bufford, & Chang, 2010). Studies on medical students found that they posted photographs of users drinking alcohol, intoxicated, or in various states of undress; information about clinical experiences with clients; and the reality of membership in groups with offensive names that were accessible to the public and unprofessional (Garner & O'Sullivan, 2010; MacDonald et al, 2010). Based on research with psychologists, approximately 24% had clients

approach them to become “friends” on Facebook even when 98% of those surveyed stated they had secure privacy settings (Tunick, et al., 2011). Similarly, if and when clients gain access to online personal material about their social workers it can compromise professional boundaries and alter professional relationships. Taylor et al., (2010) have therefore recommended that it is important to exercise control over the type of information posted and use high privacy settings. It is also suggested that social workers consider the use of pseudonyms if websites are used primary for communicating with family and friends.

It is important that social workers who use social media are careful in implementing secure privacy settings, intentional about the information posted, and vigilant in checking the privacy settings on a regular basis to prevent boundary violations that may affect professional relationships (Tunick et al., 2011). It is important to maintain appropriate boundaries so that impartial judgment can be used in ways that meet the needs of the client. It is particularly difficult to determine what represents appropriate behavior with online social communities and interactions on social networking sites because of the absence of visual, auditory and tactile cues (Judd & Johnston, 2012).

3. Professional Integrity and Dignity of the Profession

The fundamental importance of Codes of Ethics is protection of the public by promoting trust in the profession. Honesty and trustworthiness form the foundation of ethical practice. If the general public, including social work clients, has access to personal information that is derogatory or photos that are inappropriate it will affect the reputation of the professional who posted the information and subsequently it could negatively affect the public's perception of the profession as a whole (Garner & O'Sullivan, 2010; MacDonald, Sohn, & Ellis, 2010). This can result in a loss of trust in the profession of social work. It is difficult to maintain separate boundaries between personal and professional identities

when using social media. Because boundaries between personal and professional lives overlap in the virtual world, the manner in which social workers and social work students present on the Internet becomes one of representing themselves professionally, even though this may not have been the intention (Judd & Johnston, 2012). It also could be interpreted as representative of the profession. Thus, when statements are posted that could bring disrepute to the profession, it could be considered an ethical breach. “Social workers are obligated to ensure that no outside interest brings the profession into disrepute” (CASW, 2005, Sec. 7.1.8). It is therefore suggested that professionals engage in thoughtful reflection prior to posting their views and beliefs, and exercise careful decision-making about the potential risks of self-disclosure.

It is equally important that social workers become aware of the range of privacy settings on their social media site and remain vigilant in adjusting their privacy settings because these settings change over time and lean towards inclusiveness. Setting privacy settings to ensure maximum privacy requires ongoing attention and is complex (Luo, 2009). Facebook's privacy policy contains distinct privacy options for each site feature and is regularly updated and changed (Facebook, 2010). Should the matter of social websites arise in professional practice, social workers need to be open and transparent in their discussions regarding use of social media with employers and clients. It has been suggested that professionals proactively discuss their social media use and advise their clients of their policies (Tunick, et al, 2011). This policy could include clear statements stating that you refrain from accepting “friend” requests from current or past clients, regardless of the circumstances (Luo, 2009).

4. Privacy and Confidentiality

Similarly if there is a reason to review client social media sites, the reasons must be openly discussed with the client and informed consent must be obtained. “Social workers

limit their involvement in the personal affairs of clients to matters related to the service being provided.” (Sec. 1.14, CASW, 2005). Viewing client information on social websites without their consent violates the privacy and autonomy of clients (Young, 2009; Tunick et al., 2011). Failure to obtain consent can jeopardize the professional relationships social workers have with clients by creating distrust in not respecting the privacy of their clients. It can also affect the reputation of the social worker, blur professional boundaries, and even reveal criticisms of the social worker, which would create tensions in the professional relationship (Tunick, et al, 2011). Viewing client sites without consent can create additional ethical dilemmas if information on client sites raises concerns about client safety or the safety of others. It is unclear what obligations exist for follow-up action in these situations (Young, 2009, Zur, 2010). Social workers are obligated to report harm that is done, particularly to vulnerable members of society (*Guidelines for Ethical Practice*, CASW, 2005, Sec. 1.6.). This places the social worker in an ethical dilemma if information has been uncovered through unethical practices of checking clients' social media sites. From a survey on psychologists it was found that approximately 16% accessed client information without consent, with 8% of those finding concerning information (Tunick, et al., 2011). General concerns were no privacy restrictions, revealing too much personal information, and including inappropriate photographs. Professional obligations are ambiguous if the social worker did not have prior consent to access the client's personal social networking website. This aspect may become particularly important if clients are youth or children who may be targets for online bullying or may be bullying others. If children are the clients, obtaining informed parental consent is also required. If possible, content could be reviewed together so that concerns can be openly discussed. This is particularly important in situations of cyberbullying. Educating young clients about potentially dangerous risky behaviors

on the web is consistent with the ethical duty to protect clients from harm. Other times, clients may not grasp the potential dangers associated with social media or the effects of having open privacy settings (Tunick, et al., 2011). It is important to promote safe Internet behavior with clients, especially youth and children, including helping them develop exit strategies.

4.1 Confidentiality

It is important that users of social media not post information that is the product of another unless they are given informed consent because once the information is shared, it may be impossible to retract (Parrish, 2010). It is also the responsibility of social networking users, including professionals, to determine the authenticity of a person before allowing a person access to personal information. When sharing information on social networking sites it is important to consider not only the privacy settings of one's personal information, but also the privacy of the information of others who have access to information being shared. Careful self-monitoring is required when sharing information on social networking sites so potentially confidential information about clients is not disclosed. Posting information about professional practice experiences could potentially identify clients and would be considered a potential breach of confidentiality even when names are not used.

It is important that when social workers or social work students use social media sites there is careful self-monitoring so there is no discussion of current or past cases on the internet, even when the identity of clients is not provided.

5. Potential for Dual Relationships

An ethical dilemma can occur when clients ask to become “friends” or join the social worker's social networking sites. These ethical concerns are in regard to blurred boundaries and dual relationships. Having an online social media relationship with current or former clients can breach privacy and confidentiality because the

content may be available to others to read. In addition, it constitutes a dual relationship. "Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social or business. Dual or multiple relationships can occur simultaneously or consecutively" (CASW, 2005, p.12).

Dual relationships are not inherently harmful but it is the responsibility of the social worker to evaluate the impact of these relationships on the client (CASW, 2005, Gripton & Valentich, 2003). Gripton and Valentich (2003) suggest social workers evaluate the risks and benefits of dual relationships based on client vulnerability, power differences, risks for the client, risks for the social worker, benefits for the client, and benefits for the professional. Clarity of professional boundaries needs to be carefully considered and discussed with the client at the onset of the professional relationship. Thus, while being admitted as a "friend" to a client's social media site may serve some benefits, it is also important to consider the risks, such as blurred boundaries, dual relationships, and breaches of confidentiality.

6. Conclusions

This article has summarized ethical concerns that may arise for professionals who use social networking sites. Similar concerns exist for social workers and social work students who use social media sites. Ethical concerns exist around blurred boundaries, boundary violations, dual relationships, conflicts of interest, privacy and confidentiality, and implications for trust in the professional relationship. Loss of trust in the profession of social work and additional dilemmas may occur should information on client sites be discovered when such sites were accessed without prior consent.

In absence of ethical guidelines for practice, it is recommended that social workers use high privacy settings; remain vigilant in adjusting their privacy settings; use pseudonyms; engage in careful consideration of materials posted; not

access client sites or Google clients without prior informed consent and with clear reasoning as to how this applies to the services provided by the social worker; avoid discussion of professional practice on websites that could potentially reveal the identity of clients and that could negatively affect the reputation of the social worker; develop clear policies that are proactively explained to clients and employers alike about not accepting "friend" requests from current or past clients; and exercise careful self-reflection on the appropriateness of information posted. Finally, social workers should carefully consider and anticipate ethical and legal implications of material posted.

References

- Bradshaw, K., & Saha, S. (2010). Academic administrators and the challenge of social-networking websites. In S. Levmore & M. C. Nussbaum (Eds.). *The Offensive Internet* (pp. 140-151). Cambridge, MA: Harvard University Press.
- Brown, A. D. (2010). Social media: A new frontier in reflective practice. *Medical Education*, 44, 744-745. doi: 10.1111/j.1365-2923.2010.03729.x
- Canadian Association of Social Workers. (2005). *Code of Ethics*. Ottawa: CASW.
- Canadian Association of Social Workers. (2005). *Guidelines for Ethical Practice*. Ottawa: CASW.
- CASWE-ACFTS (2012). Canadian Association for Social Work Education, Accreditation Standards, May 2012. Retrieved 27/02/2013 from <http://www.caswe-acfts.ca>
- Dolgoff, R., Loewenberg, F. M., & Harrington, D. (2005). *Ethical Decisions for Social Work Practice* (7th ed.). Brooks/Cole.
- Duncan-Daston, R., Hunter-Sloan, M., & Fullmer, E. (2013). Considering the ethical implications of social media in social work education. *Ethics Information Technology*, 15, 35-43. doi: 10.1007/s10676-013-9312-7
- Facebook. (2010). Retrieved 06/01/2012 from <http://www.facebook.com/policy.php>.

- Facebook. (2011). Retrieved 06/01/2013 from: <http://www.facebook.com/press/infor/php?statistics>.
- Garner, J., & O'Sullivan, H. (2010). Facebook and the professional behaviours of undergraduate medical students. *The Clinical Teacher*, 7, 112-115.
- Giffords, E. D. (2009). The Internet and social work: The next generation. *Families in Society*, 90(4), 413-418. doi: 10.1606/1044-3894.3920
- Gripton, J. & Valentich, M. (2003). Making decisions about non-sexual boundary behaviour. *Canadian Social Work*, 5(1), 108-125.
- Halle, B. (2012). A code for nurses: Professional and social media ethics in action. *Arizona Nurse*, May 2012, 9. Retrieved 22/02/2013 from <http://find.galegroup.com.libproxy.uregina.ca:2048/gtx/infomark.do?&source=gale&srcprod=EAIM&prodId=EAIM&userGroup=ureginalib&tabID=T003&docId=A316664374&type=retrieve&contentSet=IAC-Documents&version=1.0>
- Judd, R. G., & Johnson, L. B. (2012). Ethical consequences of using social network sites for students in professional social work programs. *Journal of Social Work Values and Ethics*, 9(1), 5-11. Retrieved 18/02/2013 from <http://www.socialworker.com/jswve/spring12/spr122.pdf>
- Kays, L. (2011). Must I un-friend Facebook: Exploring the ethics of social media. *The New Social Worker Online*. Retrieved 21/02/2013 from http://www.socialworker.com/home/Feature_Articles/Ethics/Must_I_Un-Friend_Facebook?_Exploring_the_Ethics_of_Social_Media/
- Kirst-Ashman, K. K., & Hull, G. H. (2009). *Understanding generalist practice* (5th ed.). Toronto, Ontario: Thompson Brooks/Cole.
- Landman, M. P., Shelton, J., Kauffmann, R. M., & Dattilo, J. B. (2010). Guidelines for maintaining a professional compass in the era of social networking. *Journal of Surgical Education*. 67. 381-386. doi: 10.1016/j.jsurg.2010.07.006
- Lehavot, K., Barnett, J. E., & Powers, D. (2010). Psychotherapy, professional relationships, and ethical considerations in the MySpace generation. *Professional Psychology: Research and Practice*, 41, 160-166. doi: 10.1037/a0018709
- Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010). Social media and new adults. *Pew Internet & American Life Project*. Retrieved 15/03/2013 from: <http://www.pewinternet.org/Reports/2010/Social-Media-and-Young-Adults.aspx>
- Light, B., & McGrath, K. (2010). Ethics and social networking sites: A disclosive analysis of Facebook. *Information Technology & People*, 23(4), 290-311. doi: 10.1108/09593841011087770
- Luo, J. S. (2009). The Facebook phenomenon: Boundaries and controversies. *Primary Psychiatry*, 16, 19-21.
- MacDonald, J., Sohn, S., & Ellis, P. (2010). Privacy, professionalism and Facebook: A dilemma for young doctors. *Medical Education*, 44, 805-813. doi: 10.1111/j.1365-2923.2010.03720x
- National Association of Social Workers (NASW). (2008). *Code of Ethics*. Washington, DC: Author.
- Nye, S. G. (2011). Law and ethics – social media issues. *Journal of Employee Assistance*, 3rd Quarter, 41(3), 14-15. Retrieved 30/10/2012 from <http://find.galegroup.com.libproxy.uregina.ca:2048/gtx/infomark.do?&source=gale&srcprod=EAIM&prodId=EAIM&userGroup=ureginalib&tabID=T003&docId=A263658929&type=retrieve&contentSet=IAC-Documents&version=1.0>
- Parrish J. I. Jr. (2010). PAPA knows best: Principles for the ethical sharing of information on social networking sites. *Ethics Information Technology*, 12: 187-193. doi:10.1007/s10676-010-9219-5
- Reamer, F. G. (2012). *Boundary Issues and Dual*

- Relationships in the Human Services*. New York, NY: Columbia University Press.
- Rodrigues, R. (2010). Privacy on social networks: Norms, markets, and natural monopoly. In S. Levmore & M. C. Nussbaum (Eds.). *The Offensive Internet* (pp. 237-256). Cambridge, MA: Harvard University Press.
- Strahilevitz, L. J. (2010). Collective privacy. In S. Levmore & M. C. Nussbaum (Eds.). *The Offensive Internet* (pp. 217-236). Cambridge, MA: Harvard University Press.
- Taylor, L., McMinn, M. R., Bufford, R. K., & Chang, K. B. T. (2010). Psychologists' attitudes and ethical concerns regarding the use of social networking web sites. *Professional Psychology: Research and Practice*, 41, 153-159. doi: 10.1037/a0017996
- Thompson, S. (2012). Social media: Mind your professional manners. *Arizona Nurse*, August 2012, 8(1). Retrieved 30/10/ 2012 from <http://find.galegroup.com.libproxy.uregina.ca:2048/gtx/infomark.do?&source=gale&source=ga&reprod=EAIM&prodId=EAIM&userGroup=ureginalib&tabID=T003&docId=A306241552&type=retrieve&contentSet=IAC-Documents&version=1.0>
- Tunick, R. A., Mednick, L., & Conroy, C. (2011). A snapshot of child psychologists' social media activity: Professional and ethical practice implications and recommendations. *Professional Psychology: Research and Practice*, 42(6), 440-447. doi: 10.1037/a0025040
- Walker, L. (2012). Ethics in social media. *Journal of Property Management*, 77(4), p. 20. Retrieved 25/02/2013 from <http://go.galegroup.com/ps/i.do?id=GALE%7CA299259288&v=2.1&u=ureginalib&it=r&p=ITOF&sw=w>
- Young, T. B. (2009). Facebook: Ethical and clinical considerations. *The New Social Worker Online*, 16(4), fall 2009. Retrieved 20/10/2012 from http://www.socialworker.com/home/Feature_Articles/Ethics/Facebook%3A_Ethical_and_Clinical_Considerations/
- Zur, O. (2010). To Google or not to Google ... our clients? When psychotherapists and other mental health care providers search their clients on the web. *Independent Practitioner*, 30, 144-148.