

# **SOCIAL MEDIA WELL-BEING OVERVIEW & ACTIVITY**

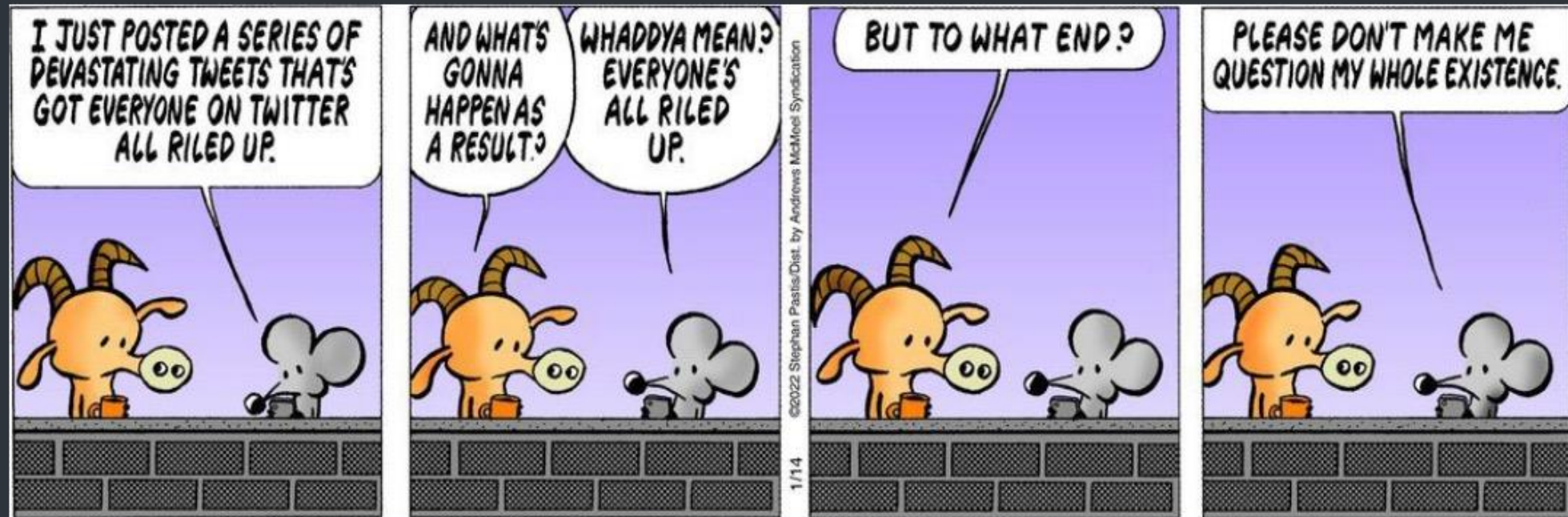
2024 UCCS Teaching and Learning  
Conference

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# Pearls Before Swine

BY STEPHAN PASTIS





## THE MISSING PIECES IN OUR PEDAGOGY







## U.S. SURGEON GENERAL'S ADVISORY, SOCIAL MEDIA AND YOUTH MENTAL HEALTH (2023)

“It is critical that independent researchers and technology companies work together to rapidly advance our understanding of The impact of social media on children and adolescents.”

# Research on Social Media Well-Being in General

## Helpful/Protective Factors

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- Positive community connections (e.g., support for shared identities) + promotes compassion on and offline
- Promote help-seeking behaviors
- Active use (rather than lurking) is pro-social
- Bringing awareness to social media and emotions can build mindful tech habits

## Harmful/Risk Factors

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- Time (more than 3 hours linked to negative outcomes)
- Time of day (can disrupt sleep)
- FOMO
- Social comparisons negatively impact self-esteem
- Pathological use (e.g., addictive use) can create physical, social, and emotional problems
- Toxic behaviors and exposure to content

Social Media Managers Face Negative  
Mental Health Outcomes



**SOCIAL MEDIA WORK**



If social media is a potentially harmful **product** for some users, what does safety look like in the occupation of social media?

How can we shift our pedagogies to teach and train workers to increase well-being?



- Asynchronous online course
- UG + Grad
- 1. Module/lecture: Research on social media well-being in general
- 2. Module/lecture on social media work and well-being
- 3. Discussion post activity: Working with Social Media Triggers





## DISCUSSION POST: WORKING WITH SM TRIGGERS + MINDFULNESS

- Defining Triggers and How they Relate to Social Media Work
- Examples of Social Media Triggers and how to Mindfully Identify our Experiences
- Mindful Self-Compassion: Bringing Awareness without Judgement
- What emotion or emotions did you experience?
- What story did you tell yourself about the situation (e.g., what meaning did you make?)
- Did you have a nervous system response: Fight/flight/freeze/fawn/
- How did you respond/what was your communication (e.g., posting, ignoring, sharing feelings offline, relationship change)?



**Eric M.**

San Francisco, CA

 4 friends

 49 reviews

     9/17/2014

This place is a bad place to go if you are trying to lose weight. Their food has flavor and makes you want to eat it all. If you are on a diet, this is not the restaurant to visit. Also, if you are an unhappy person, stay away, as the staff will make you smile. On a final note, you will be disappointed if you prefer to eat at a dirty, dingy, smelly or unsanitary establishment.

Was this review ...?



Useful 6



Funny 7



Cool 4

# **ACTIVITY: 6**

## **PARTS**

1. Be Mindful (inventory the emotions this sparks in you)
2. What happens in your body?
3. How do you perceive the review? (e.g., what story are you telling yourself?)
4. Pause – (2-minute mindful self-compassion video)
5. Write a message of self-compassion
6. Write a response to Eric M.

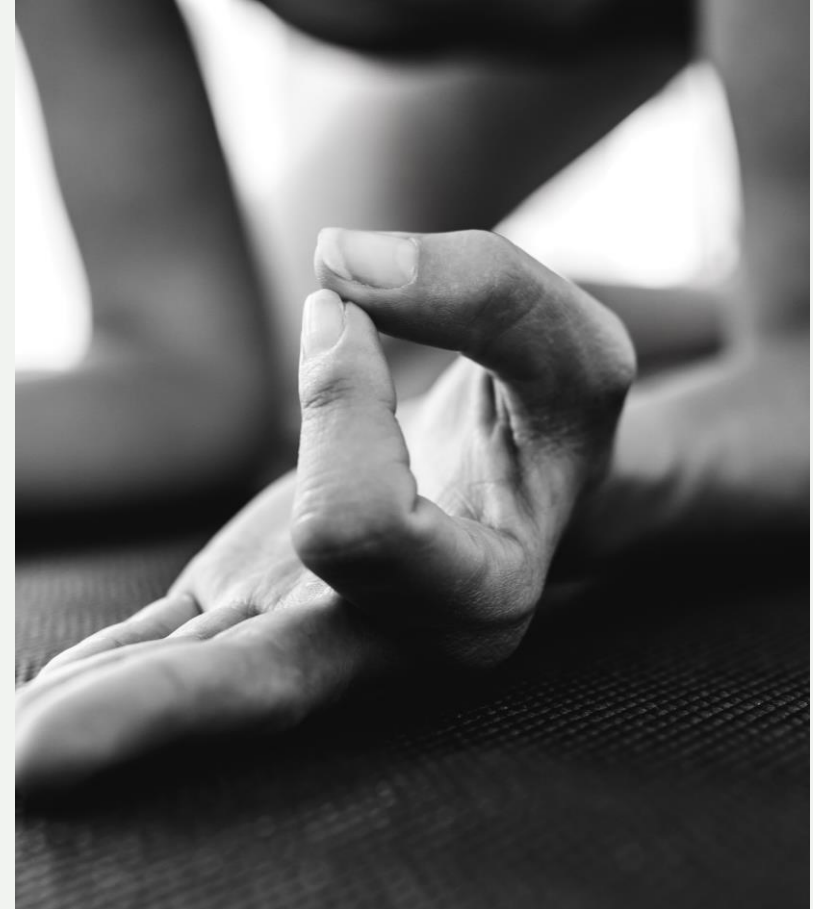


## **REFLECTION: 5 PARTS**

1. What did it feel like to slow down and to assess your emotional, physical, and mental responses?
2. Did pausing change anything for you?
3. What was it like to write yourself a note of compassion? Will you keep doing so?
4. Can you see yourself being a leader in bringing mindful and compassionate communication to social media work?
5. What questions/insights do you have for your peers about social media well-being and compassion?

## STUDENT'S MESSAGE OF SELF-COMPASSION

Hey Queen, You are doing great - as a mom and as a strong, fierce melanated queen showing up for what matters most every day. Stop trying to do so much at once, slow down and remember you can't control everything and for the things you can, you got this!



## **POSITIVE IMPACT**

This exercise of pausing to reflect and *label* our emotions was an insightful exercise that I am excited to use throughout all aspects of my life and professionally. I actually realized I wasn't so annoyed at Eric but more the idea that I could be doing something good, and it still is noted in a negative way. So, after pausing, I am reminded that being reactive is never the answer, and with what we have been learning so far about communication and its complexities, Eric could very well think he did something kind and the only negative behind it could be my own interpretation of how I read his review.



## **CAN YOU SEE YOURSELF AS A LEADER?**

This is a great personal and team-building exercise, in a nutshell, we can't pour from an empty cup and if the cup is filled with negativity, it doesn't help anyone. A change in mindset and attitude enables so many other great things, moods, opportunities, and ideas. It could very well be the icebreaker before a presentation or activity before a team meeting.

## BROADER QUESTIONS

- What barriers to well-being exist in the occupations your students will enter?
  - E.g., are there specific triggers your students are likely to encounter?
- How do your discipline's *pedagogical norms* promote or fail to promote well-being?
- How are you bringing in discussions of well-being for students/their future careers?
- What message of compassion do you wish to give to yourself and to your students?