

5-1-2018

Positive and Negatives Outcomes of Social Media in Adolescents

Emily A. Norton
Winona State University

Follow this and additional works at: <https://openriver.winona.edu/counseloreducationcapstones>

Recommended Citation

Norton, Emily A., "Positive and Negatives Outcomes of Social Media in Adolescents" (2018). *Counselor Education Capstones*. 80.
<https://openriver.winona.edu/counseloreducationcapstones/80>

This Capstone Paper is brought to you for free and open access by the Counselor Education at OpenRiver. It has been accepted for inclusion in Counselor Education Capstones by an authorized administrator of OpenRiver. For more information, please contact klarson@winona.edu.

Positive and Negative Outcomes of Social Media Use in Adolescents

Emily A. Norton

A Capstone Project submitted in partial fulfillment of the
requirements for the Master of Science Degree in
Counselor Education at
Winona State University

Spring 2018

Winona State University
College of Education
Counselor Education Department

CERTIFICATE OF APPROVAL

CAPSTONE PROJECT

TITLE

This is to certify that the Capstone Project of
Emily A. Norton
has been approved by the faculty advisor and the CE 695 – Capstone Project
Course Instructor in partial fulfillment of the requirements for the
Master of Science Degree
in Counselor Education

Capstone Project Supervisor: _____

Heather J. J., Ph.D.

Name

Approval Date: _____05/01/18_____

Abstract

Research is only just emerging pertaining to adolescents and social media (Ahn, 2011). Even still, popularity of adolescents using social media is rising (Pujazon-Zazik & Park, 2010). Social media can have negative impacts such as opening avenues for online harassment or harming mental health (Pujazon-Zazik & Park, 2010; Naslund, 2016; Barry et al., 2017). Social media can also have positive outcomes such as increased social networking, boosting self-esteem, and creating educational potentials (Ahn, 2011; Best, 2014; Pujazon-Zazik, 2010; Naslund, 2016). School counselors should be aware of the positives and negatives of social media in order to help students in their schools. School counselors can be proactive by creating or learning about policies or guidelines in the district, incorporating social media into school guidance curriculum, or educating families and teenagers about its potential effects and how to safely use social media.

Contents

| | |
|----------------------------|----|
| Introduction | 5 |
| Review of Literature | 6 |
| Conclusion..... | 19 |
| References | 20 |

Introduction

Much debate and polarization exist regarding the impact of online social technologies on the mental wellbeing of young people. Adolescence is a significant time of development through identity, sexuality, physical development and morality (Deep, 2015). Now, adolescents are experiencing this significant time of development with social media. Social media has become a new trend with adolescents, given it is easily accessible via their personal cellphones (Ahn, 2011). Adolescents are allowed to carry their devices around with them almost everywhere, including during school hours. This allows social media to follow adolescents all hours of the day, potentially creating issues that come up at school. School counselors should be aware of potential benefits but also potential problems that can arise to from having access to social media so that they can educate others and be able to assist with any consequences that come from social media use. The purpose of this paper is to address what social media is in relation to adolescents, expand knowledge about the benefits and drawbacks of adolescents using social media, and prepare school counselors with knowledge about how to support students using social media.

Review of Literature

Social Media

By early 2015, over two billion people globally had active social media accounts (Kemp, 2015). Social media can be defined as websites and applications that enable users to create and share content or to participate in social networking (Merriam-Webster, 2018). It refers to interactive web and mobile platforms through which individuals and communities share, co-create, or exchange information, ideas, photos, or videos within a virtual network (Naslund, 2016). There are numerous social media sites users can choose from.

In 2017, the top five social media sites were Facebook, Facebook Messenger, Instagram, Twitter, and Pinterest (Statista, 2018). Common social media sites include user accounts, profile pages, friends, followers, groups, hash tags, newsfeeds, personalization, like buttons, comment sections, review or rating systems, and information updating (Nations, 2017). A glance at a few Facebook profiles is all it takes to see that the newer media provide a broad collection of images and facilitate the process of integrating media (Brown & Bobkowski, 2011). Social media reaches a wide platform of people, including adolescents and adults.

As of the end of 2006, 55% of online teens had a profile on a social networking site, compared with 20% of adult Internet users (Pujazon-Zazik & Park, 2010). Teens make up the majority of the social media population. Aided by the convenience and constant access provided by mobile devices, especially smartphones, 92% of teens report going online daily – including 24% who say they go online almost constantly (Lenhart, 2015). More than half (56%) of teens go online several times a day, and 12% report

once-a-day use. Just 6% of teens report going online weekly, and 2% go online less often (Lenhart, 2015). Given these statistics, it is significant to be looking at social media usage and teenagers because teens are in a formative point in their lives.

Adolescence

Adolescence is a substantial time of development. It is one of the main factors that affect the behavior of teenagers on social media, given their developing identity, emerging sexuality, physical development, and moral consciousness (Deep, 2015). During this life stage the peer group often assumes key importance and displaces parental relationships as the principal source of social support for the young person (Best, 2014).

Adolescence can be divided into three stages. Each of these phases (early, middle, and late) is associated with unique tasks (Pujazon-Zazik & Park, 2010). Early adolescence (approximately 10-13 years) marks a period of shifting from dependence on parents to more independent behavior. In this stage, adolescents struggle with their sense of identity. They tend to have an increase in conflict with parents and test the limits (American Academy, 2008). Middle adolescence (approximately 14-16 years) is less preoccupied with pubertal body changes and more interested in making their appearance attractive to others (Pujazon-Zazik & Park, 2010). Middle adolescents often feel omnipotent and immortal, which can lead to risk-taking behavior, increased sexual activity, and sexual experimentation. Younger chat room participants tend to be more self-disclosing of personal characteristics, such as age, gender, and geographical location (Pujazon-Zazik & Park, 2010). Late adolescence (approximately 17-21 years) is characterized by a more stable identity, the ability to think abstractly, increase in concern for others, a move toward more intimate relationships, and less dependence on the peer

group (Pujazon-Zazik & Park, 2010; American Academy, 2008). Adolescents are now given the opportunity to experience these formative years with social media.

Social Media and Adolescents

Teenage youth, considered between the ages of thirteen to eighteen years old, are a unique population of social media users (Brown & Witherspoon, 2002). They are among the first to have grown up entirely surrounded by communication technologies, or during the digital revolution (Ahn, 2011; Brown & Bobkowski, 2011). As a result, some have called this the constant contact generation. It has been suggested that children today require more support, training and coping skills to prepare them for a more complex and technologically advanced society (Best, 2014). The Internet is the main platform to gather information and to communicate with each other while social network sites provide a platform for teenagers to develop personal and social identities (Deep, 2015; Ahn, 2011). Teenagers live in a media saturated world where they can access social media at the tips of their fingers.

The research literature pertaining to youth and social media is only just emerging, with few studies that explicitly consider the unique contexts of teenagers. Many studies consider college-age or young adult users of social media (Ahn, 2011). Even so, there is still enough information to provide data about teenagers' social media usage.

According to a national survey of eight – 18-year-olds conducted in 2009, adolescents on average were using some form of media more than seven and a half hours a day, much more time than spent in school or with parents (Brown & Bobkowski, 2011; Brown & Witherspoon, 2002). More than a quarter of that time was spent media multi-tasking or attending to more than one medium simultaneously (i.e., listening to music on

earphones while surfing the Web), so overall exposure amounted to 10 hours and 45 minutes a day (Brown & Bobkowski, 2011). Based on self-reporting, 87% of adolescents were using the Internet; this figure increased through high school to 94% in 11th and 12th grades (Pujazon-Zazik & Park, 2010). While teens spend a considerable amount of time on all forms of media, they spend most of that time on social media.

In 2009, 73% of online teenagers used social media, which is an increase from 2006 (Ahn, 2011). Ninety-one percent of social networking teens say they use social media to stay in touch with friends they see frequently, 82% use the sites to stay in touch with friends they rarely see in person, 72% of all social networking teens use the sites to make plans with friends, half (49%) use the sites to make new friends, and one in six (17%) teens use social networks to flirt (Pujazon-Zazik & Park, 2010). Gender also plays a specific role in how teens use social media.

Although teenage girls and boys now appear to make equal use of the Internet, type of use differs. Adolescent males were reported to focus more on the entertainment aspects of the Internet, whereas females seem more interested in the relational aspects of social media and were more likely to talk to friends on the Internet about romantic relationships, secrets, and deep feelings (Pujazon-Zazik & Park, 2010). Another difference is that while girls use social media to maintain contact with their friends, boys were more likely to use their sites to make new friends (Barker, 2009). According to the 2007 Pew Internet and American Life Project, the following gender differences also existed: older (age 15-17) adolescent males (54%) are less likely to have used an online social network compared with 70% of older adolescent females. Adolescent males are less likely (40%) to post photos online when compared with females (54%). Older

adolescent males (57%) are less likely than older adolescent females (70%) to have created an online profile on a social networking site. Younger females and males are equally as likely to upload photos; however, 39% of younger females aged 12 to 14 upload photos whereas 33% of younger males do so. Online teen males are nearly twice as likely as online teen females to post video files (19% vs. 10%). Twenty-one percent of older males post video, whereas just 10% of older females do. In recognition of the extent of this exposure one must consider the impact of online social media technology is having on young people's psycho-social well-being (Best, 2014).

Negative Impacts of Social Media

Social media is an intriguing new environment to study because technology is such an integral part of teenage life. Given its popularity, people have considerable concerns about the effects of social media on children, especially because adolescents may be more prone to risk-taking behavior that places their health at risk (Ahn, 2011; Pujazon-Zazik & Park, 2010). These concerns range from online harassment to consequences for mental health.

Hazards of online social activity include attracting unwanted attention from cyber bullies (Pujazon-Zazik & Park, 2010). Cyber bullying is the use of electronic media—whether email, text messages, or on social networking sites—to bully or harass an individual willfully and repeatedly. Bullying behaviors can include sending threatening messages, spreading vicious rumors, personal attacks, and posting embarrassing pictures (Brown & Marin, 2009; Best, 2014). Cyber bullying has features that make it more appealing to some than traditional bullying. The bully's anonymity provides the opportunity to communicate things they might be reticent to say to another

in person. Another worrisome element of cyber bullying is the bully's inability to gauge the victim's response to the bullying, as would be possible in face-to-face encounters (Pujazon-Zazik & Park, 2010). Cyber bullying is not a new phenomenon and affects a variety of social media users.

A 2005 telephone survey in the United States of 10- to 17-year-olds that had used the Internet at least once per month in the past six months reported that 9% reported having been the victim of online harassment at least once in the previous year (Wolak, Mitchell, & Finkelhor, 2006). Studies also found that teenagers are less likely to experience harassment in social media sites, while more likely to experience these dangers in instant messaging and chat room environments (Naslund, 2016). Additionally, females outnumber males when it comes to frequency of cyber bullying (Pujazon-Zazik & Park, 2010). Fears may be overstated but nevertheless, fears of cyber bullying are real concerns. Even if dangerous or negative experiences in social media sites only account for a small percentage of online activity, each instance represents a significant concern for adults, parents, and educators (Naslund, 2016). Cyber bullying is not the only concern when it comes to social media and adolescents' well being.

Research has shown conflicting findings with social media and mental health. For instance, direct measures of social media use have shown no clear association with depression among college students and a systematic review of studies with adolescent and adult samples shows mixed findings in the relations of anxiety and depression with social media use (Barry, Sidoti, Briggs, Reiter, & Lindsey, 2017). Some young people may be feeling sad and turn to the Internet for much needed support while others may find that the Internet increases feelings of sadness or loneliness. Some may feel creative

and inspired while others become angry and irritable (Walsh, 2016). However, there is evidence that social media can negatively impact teenagers' mental health.

One of the biggest concerns with teenagers and social media was fear of missing out (FOMO). Adolescence is a time of heightened desire for connectedness with peers, and many present-day adolescent social connections and interactions take place via social media, so FOMO is likely salient for some adolescents (Barry et al., 2017). Adolescents tend to self-report FOMO as a concern with social media (Barry et al., 2017). FOMO has been associated with higher Facebook use and preoccupation with feeling unpopular or isolated on Facebook (Barry et al., 2017). Social media activity (i.e., the number of accounts adolescents have and their self-reported frequency of checking social media) was moderately, positively related to FOMO and loneliness (Barry et al., 2017). Lastly, technology-related anxiety (e.g., distress about not checking social media) has been tied to mood disorder symptoms in young adults (Barry et al., 2017). Thus, for many adolescents, social media use may be correlated with higher anxiety and mood-related symptoms, particularly for those who are motivated to use social media because of subjective distress such as FOMO (Barry et al., 2017).

Social media has impacted teenage mental health in other ways. Anxiety, depression and social isolation have been the most correlated between social media and mental health (Barry et al., 2017; Best, 2014; Walsh, 2016; & Naslund, 2016). Social media activity was moderately correlated with hyperactivity/impulsivity, anxiety, and depression (Barry et al., 2017). The length of time spent on social media could increase risk of impact to mental health. Longer use of the Internet was related to increased depression, loneliness, and smaller social circles. While the majority report that social

media helps them feel more connected to their friends and provides critical support during difficult times, one out of five teens still discloses feeling worse about their own life because of what they see on social media. In other words, passively scanning the profiles of happy acquaintances could be the depressing equivalent of sitting alone at a party where everyone else seems to be having the time of their lives (Walsh, 2016). Certain teens appear to be more at risk for negative mental health consequences from social media.

The relation between social media and mental health depend on the teenager using social media. Teens most at risk on the web are often engaged in risky behaviors, just as teens most at risks for cyber bullying are also those who are at risk of offline harms (Deep, 2015). Another important link between social media and mental health is the increased intensity of usage such as time spent online and increased risk of exposure to online harm, particularly cyber bullying (Best, 2014). Ultimately, the underlying social, psychological, and emotional characteristics of youth influence whether they engage in negative activity, and technology provides another avenue (but is not a cause) for these behaviors (Naslund, 2016).

Positive Impacts of Social Media

The significant benefits to social media tend to be that it expands social networks, boosts self-esteem, and it is educational. Social network sites provide a platform for teenagers to develop personal and social identities. This process of developing identity is quite salient to adolescents who are experiencing a time of rapid growth and development (Ahn, 2011). Online social interaction has been shown to support identity experimentation and found to be a more gratifying experience for lonely adolescents

(Best, 2014). For adolescents who do feel isolated, such as those with interests outside the mainstream culture, social network sites may provide a social outlet that is otherwise unavailable (Pujazon-Zazik & Park, 2010). Further, marginalized teens can use social networking sites to find support in which they were lacking in their traditional relationships (Deep, 2015). Specifically, Facebook has been found to decrease loneliness (Walsh, 2016). For example, high school students who are members of Facebook report substantially larger levels of social capital than their peers who are not members (Ahn, 2011). Social networking sites can also be positive for self-esteem.

Identifying with a social group is believed to increase self-esteem and self-efficacy, and reduce uncertainty about oneself (Naslund, 2016). Increased social networking opportunities raise self-esteem and 'belongingness,' which may then indirectly impact upon feelings of wellbeing (Best, 2014). For example, Facebook use was related to psychological well-being, and findings suggested that it may be of particular benefit to users experiencing low self-esteem because of being able to identify in a social group (Ahn, 2011). Not only does social networking expand social networks and boost self-esteem, it can also be educational.

Social media can have educational components. Online interaction provides a venue to learn and refine the ability to exercise self-control, to relate with tolerance and respect to others' viewpoints, to express sentiments in a healthy and normative manner, and to engage in critical thinking and decision-making (Ahn, 2011). It can be especially beneficial to those who have a serious mental illness, like schizophrenia, schizoaffective disorder, or bipolar disorder (Ahn, 2011). They can turn to social media to talk about their illness experiences, seek advice, and learn from and support each other (Ahn, 2011).

Essentially, they can be themselves without letting the challenges of their illness get in the way (Naslund, 2016). Social media can also be a great way to promote recovery, self-esteem and mental and physical wellbeing among individuals with serious mental illness and it may help individuals feel more comfortable disclosing their illness in face-to-face encounters (Ahn, 2011; Naslund, 2016). Overall, if students are not allowed to use new technologies and contribute to online communities like social media sites, they will not be able to develop the necessary skills and technical literacy that will be vital in the future (Ahn, 2011). This is important to keep in mind for any adult who is responsible for the care of adolescents.

Considerations for use of social media and teenagers

Confiscating all forms of digital entertainment until young people are 25 might keep them from uploading inappropriate pictures to Facebook, but it will not help them practice the skills they need to navigate the complex challenges of living in a connected world. In other words, getting digital tools in or out of young people's hands is just the beginning of the journey. They need support and guidance to learn how to use them (Walsh & Walsh, 2014). Education and awareness can be the first step in helping teens learn how to navigate social media (Deep, 2015). Another consideration is parental monitoring. Parental monitoring of adolescents' whereabouts and activities may represent the most direct influence on adolescent behavior and may serve to minimize risks associated with adolescent risk-taking behavior (Pujazon-Zazik & Park, 2010). Engagements in extra curricular activities and having restrictions will also help teens navigate the digital world (Deep, 2015). Another skill that will only grow in importance in the next decade is the capacity to know when to power off, or having digital discipline.

Digital discipline is a term coined to describe the set of skills, behaviors, and practices that enable us to unplug when we need to (Walsh & Walsh, 2014). Even with the benefits of social media, there is strong evidence that face-to-face time with peers is still key to adolescents' mental health (Walsh, 2016). While adolescents are in school, school counselors can be a significant resource in helping teens navigate the social media world.

Social Media and School Counselors

There is limited literature that addresses social media and school counseling (Mullen, Griffith, Greene, & Lambie, 2014). Still, the use of social media in education is increasing (Mullen et al., 2014). Adolescents may not yet fully understand the digital footprints they are leaving behind so school counselors can play a central role in informing students about social media resources that help facilitate academic, personal/social, and career growth (Gallo, 2016; Mullen et al., 2014). It is therefore vital that school counselors understand the ethical issues surrounding social media and how to safely support students using it.

School counselors are expected to behave ethically in their interactions with students, families, and other community members (ASCA, 2010). The first ethical dilemma that can be challenging to address is the duty to warn. The principle of duty to warn and protect may apply to the use of social media if the threat of harm to a student is posted, along with other disclosures of dangerous behavior (Mullen et al., 2014).

Another ethical dilemma often associated with social media is intent of suicide. School counselors must take suicidal ideation and threats seriously, including threats made on social media (ASCA, 2016). School counselors may be liable for a student's suicide if they had information about the risk beforehand. Further, school counselors should use

reasonable means to attempt to prevent a suicide if notice is received about the student's intention, even via social media, but their legal obligation is to practice in a competent manner (Mullen et al., 2014). Overall, it is suggested that communication in social media is treated as if it had been shared in face-to-face communication (Mullen et al., 2014). Understanding the laws and ethics surrounding social media can be helpful in knowing how to support students using social media.

School counselors have the potential to be positive leaders in their schools by properly supporting students using social media. School counselors can start safely supporting students by creating and being familiar with social media policies. Counselors should consult with school administration and/or district legal staff regarding any established district policies involving interactions with students through Internet technologies, to ensure any developed policies align with existing procedures. Moreover, counselors should become familiar with state and district rules regarding the use of Internet technologies with students and parents and guardians (Gallo, 2016; Mullen et al., 2014). In addition, counselors can develop individual departmental policy statements to communicate and define appropriate social media interactions for students and parents (Mullen et al., 2014). Besides legal and ethical issues, there are other considerations surrounding social media.

School counselors have other important considerations to properly support students while navigating schools and social media. First, school counselors are encouraged to seek professional development around technology, if needed; specifically, how to address the challenging situations involving social media as these types of occurrences increase in the school environment (Gallo, 2016). Second, school counselors

should never use social media to investigate a student's or a family's personal life, without permission, as this would be an invasion of privacy (Gallo, 2016). Third, school counselors may want to consider school counseling curricula that connects social skills with online activities and incorporates school and family partnerships in teaching online etiquette (Gallo, 2016). Finally, school counselors can support families by providing information about technology and its uses and misuses, which can enable students to interact in electronic forums safely (Gallo, 2016).

Conclusion

Overall, social media is increasing in popularity and many of its users are adolescents (Ahn, 2011; Kemp, 2015; Pujazon-Zazik & Park, 2010). Adolescence is a substantial time of development that is now being affected by the access to social media (Deep, 2015). The research pertaining to adolescence and social media is only just emerging as social media continues to grow and become widespread (Ahn, 2011). So far, there are both positive and negative impacts that social media can have on adolescents. These include adolescents experiencing online harassment or consequences for their mental health to significant benefits with social networks, self-esteem, or education. Given the recent popularity with social media and adolescents being at a significant developmental time in their lives, they need support and guidance on how to properly utilize social media so that it can be a positive experience (Walsh & Walsh, 2014). Parents, teachers, school counselors, or any other adults in their lives should educate themselves on how to help teens navigate social media. Social media use is increasing not only at home but in school as well. School counselors can be a resource in keeping students safe by learning laws and policies surrounding social media, educating students about social media, and supporting families of students as well. As time goes on, more education and research about social media is needed, especially pertaining to adolescents and social media. School counselors could begin to incorporate social media into their school counseling programs. Research surrounding school counseling interventions for students and social media would also be beneficial in helping keep students safe at school and at home.

References

- Ahn, J. (2011). The effect of social network sites on adolescents' social and academic development: Current theories and controversies. *Journal of the American Society for Information Science and Technology*, 62(8), 1435-1445.
- American Academy of Child and Adolescent's Facts for Families. (2008). *Stages of Adolescent Development*. Retrieved from:
https://www.prearesourcecenter.org/sites/default/files/content/6._stages_of_adolescent_development.pdf
- American School Counselor Association. (2016). *Ethical Standards for school counselors*. Alexandria, VA: Author.
- Barker, V. (2009). Older adolescents' motivations for social network site use: The influence of gender, group identity, and collective self-esteem. *CyberPsychology & Behavior*, 12(2), 209-213. doi:10.1089/cpb.2008.0228
- Barry, C. T., Sidoti, C. L., Briggs, S. M., Reiter, S. R., & Lindsey, R. A. (2017). Adolescent social media use and mental health from adolescent and parent perspectives. *Journal of Adolescence*, 61, 1-11.
doi:10.1016/j.adolescence.2017.08.005
- Best, P. (2014). Online communication, social media and adolescent wellbeing: A systematic narrative review. *Children and Youth Services Review*, 41, 27-36.
doi:10.1016/j.childyouth.2014.03.001
- Brown, J. D., & Bobkowski, P. S. (2011). Older and newer media: Patterns of use and effects on adolescents' health and well-being. *Journal of Research on Adolescence*, 21(1), 95-113. doi: 10.1111/j.1532-7795.2010.00717.x

- Brown, B., & Marin, P. (2009). *Adolescents and electronic media: Growing up plugged*. Washington, DC: Child Trends. Retrieved from:
http://www.childtrends.org/Files/Child_Trends_2009_05_26_RB_AdolElecMedia.pdf
- Brown, J. D., & Witherspoon, E. M. (2002). The mass media and American adolescents' health. *Journal of Adolescent Health, 31*(65), 153-176.
- Deep, G. (2015). Social media and the mental health of teenagers: An insight. *Indian Journal of Health and Wellbeing, 6*(7), 741-743.
- Gallo, L. L. (2016). School counselors' experiences working with digital natives: A qualitative study. *Professional School Counseling, 20*(1), 14-24.
doi:10.5330/1096-2409-20.1.14
- Kaplan, D. M. (2011). Legal and ethical issues surrounding the use of social media in counseling. *Counseling and Human Development, 3*(8), 1-10.
- Kemp, S. (2015). Digital, social and mobile worldwide in 2015. *We Are Social*. Retrieved from: <http://wearesocial.net/blog/2015/01/digital-social-mobile-worldwide-2015/>
- Lenhart, A. (2015). *Teens, social media, & technology overview*. Retrieved from:
<http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/>
- Lindsey, R. A. (2017). Adolescent social media use and mental health from adolescent and parent perspectives. *Journal of Adolescence, 61*, 1.
doi:10.1016/j.adolescence.2017.08.005
- Mullen, P. R., Griffith, C., Greene, J. H., & Lambie, G. W. (2014). Social media and

- professional school counselors: Ethical and legal considerations. *Journal of School Counseling*, 12(8), 1-38. Retrieved from:
<http://www.jsc.montana.edu/articles/v12n8.pdf>
- Naslund, J. A. (2016). The future of mental health care: Peer-to-peer support and social media. *Epidemiology and psychiatric sciences*, 25(2), 113-122.
doi:10.1017/S2045796015001067
- Nations, D. (2017). *What is social media? Explaining the big trend*. Retrieved from:
<https://www.lifewire.com/what-is-social-media-explaining-the-big-trend-3486616>
- Pujazon-Zazik, M. & Park, M. J. (2010). To tweet, or not to tweet: Gender differences and potential positive and negative health outcomes of adolescents' social internet use. *American Journal of Men's Health*, 4(1), 77-85. doi:
10.1177/1557988309360819
- Social Media. (2018). In *Merriam Webster online*. Retrieved from:
<https://owl.english.purdue.edu/owl/resource/560/10/>
- Statista. (2017). Most popular mobile social networking apps in the United States as of November 2017, by monthly users (in millions). Retrieved from:
<https://www.statista.com/statistics/248074/most-popular-us-social-networking-apps-ranked-by-audience/>
- Walsh, D., & Walsh, E. (2014). Do you know the three pillars of digital wellness?
Retrieved from:
<https://www.pacer.org/help/symposium/2017/resources/ErinWalsh-DoYouKnowtheThreePillarsOfDigitalWellness.pdf>
- Walsh, E. (2016). Depressed or delighted? Adolescent mental health and social media.

Retrieved from:

[https://www.pacer.org/help/symposium/2017/resources/ErinWalsh-](https://www.pacer.org/help/symposium/2017/resources/ErinWalsh-BolsterCollaborativePracticeBrief-DepressedorDelighted.pdf)

[BolsterCollaborativePracticeBrief-DepressedorDelighted.pdf](https://www.pacer.org/help/symposium/2017/resources/ErinWalsh-BolsterCollaborativePracticeBrief-DepressedorDelighted.pdf)

Wolak, J., Finkelhor, D., & Mitchell, K. (2006). *Trends in arrests of “online predators,”*

Durham, NH: Crimes Against Children Research Center. Retrieved from:

<http://www.unh.edu/ccrc/pdf/CV194.pdf>