



# Part 1: How Social Media is Impacting Our Health

Public Health Community Ambassador Training

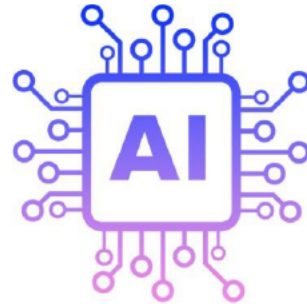
May 2024



# Social Media First Aid



eliminating racism  
empowering women  
**ywca**  
San Gabriel Valley



Jonathan M. Wicks, LCSW  
Melissa Nolan, BA, CP

# Defining Social Media



- **Social Media** refers to websites or applications where people can talk to each other and share things like pictures, quotes and writing, and videos.
- People can show themselves how they want to be seen and they can "like" the things other people make and share.



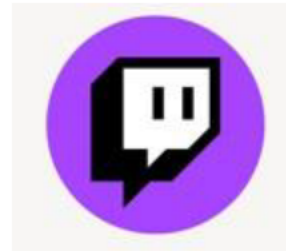
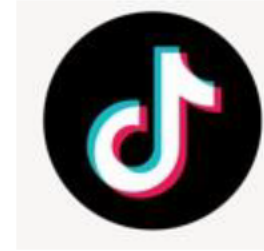
# Learning Objectives



1. Define Social Media First Aid.
2. Identify the importance of Social Media Harm Reduction.
3. Recognize how social media affects the "Whole Self."
4. List 4 ways to support your community using Social Media First Aid.



# Name That App.



# How many users?



## Summer2023

1. **Facebook — 2.96 billion MAUs**
2. **YouTube — 2.2 billion MAUs**
3. WhatsApp — 2 billion MAUs
4. **Instagram — 2 billion MAUs**
5. WeChat — 1.26 billion MAUs
6. **TikTok — 1 billion MAUs**
7. Sina Weibo — 573 million MAUs
8. QQ — 538.91 million MAUs
9. Telegram — 550 million MAUs
10. **Snapchat — 557 million MAUs**
11. Kuaishou — 573 million MAUs
12. Qzone — 553.5 million MAUs
13. Pinterest — 444 million MAUs
14. **Twitter — 238 million MAUs**
15. Reddit — 430 million MAUs

MAUs = Monthly Active Users



# The Challenge

An overview of the impact of social media.





**4,800,000,000**

There are 4.8B social media users on the planet.

# Youth Using Social Media



- **40%** of 8–12-year-olds use social media.
- **95%** of 13–17-year-olds report using a social media platform.
- More than **30%** said they use social media “almost constantly” <sup>(2, 3)</sup>.



 **Avg. 3.5 hours**

Daily social media use of 8<sup>th</sup> – 10<sup>th</sup> graders <sup>(4)</sup>.

## Social comparison driven by social media is associated with:

- Depression
- Eating disorders
- Body dissatisfaction (13, 14, 15, 16).





14%

Feel better

40%

Neither better nor worse

46%

Feel worse

13–17-year-olds were asked about the **impact of social media use on body image**, and this was the **outcome** <sup>(12)</sup>.





# Social Media and Mental Health

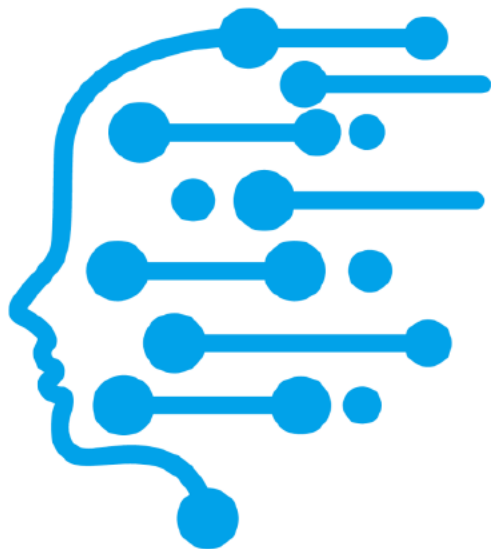


A study conducted among 14-year-olds found that greater social media use predicted:

- Poor body image
- Poor sleep
- Online harassment
- Low self-esteem
- Higher depression scores, with a larger association for girls than boys (17).



# Stages of Development



- For youth, the brain is at a critical stage of development.
- Identity and sense of self-worth are forming during adolescence, making youth vulnerable to social pressures, peer opinions, and peer comparison.
- Social media can create challenges with emotional learning, emotional behavior, emotional regulation, impulse control, and the moderation of social behavior (5, 6, 7, 8).



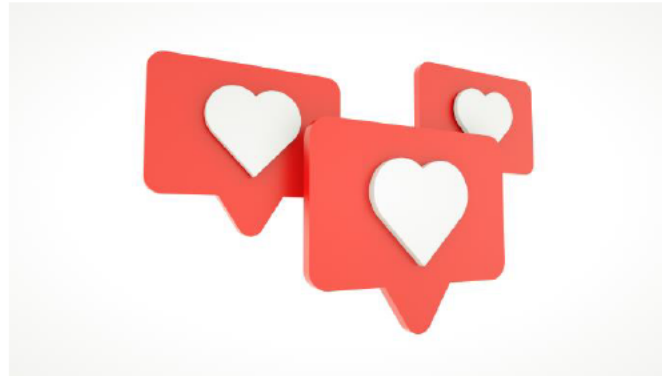
# The World We Live In

Social Media Awareness



- ▶ **Social Media Awareness** is a set of products and services that companies use to understand how social media affects the people who use it.

*Targeted marketing*



*What's trending or viral?*

*Suggested websites or articles*

*Recommended products to shop*

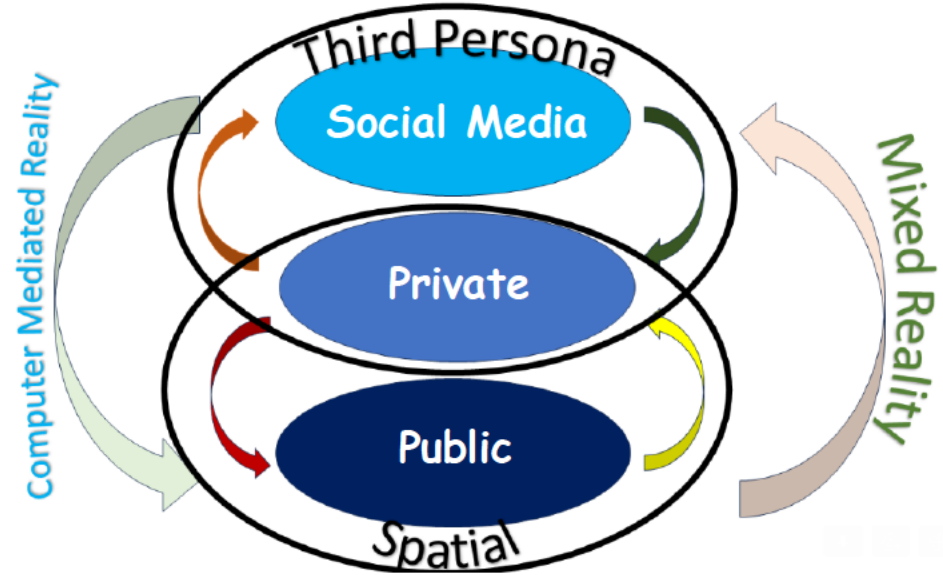
# Triple Conscious Theory



# Triple Conscious Theory



- How social media can affect people on a deeper level (subconsciously), without them knowing it, such as changes in personality.



**Public:** how the community sees you

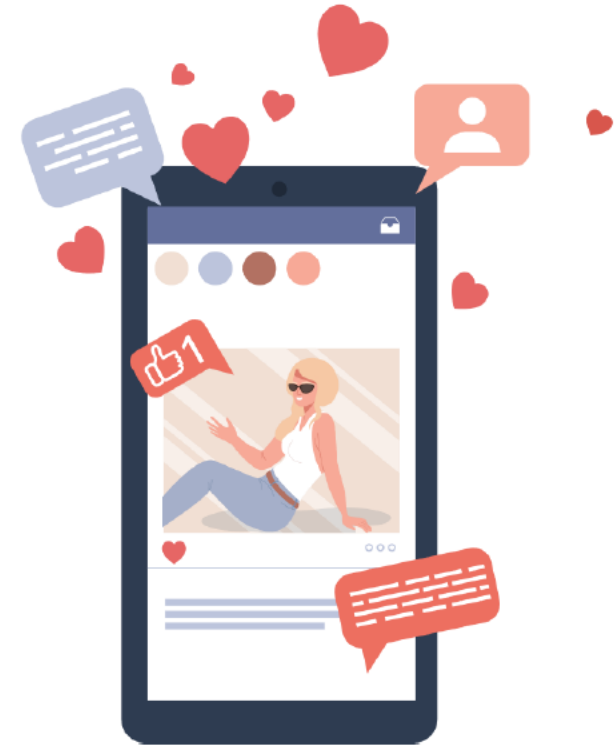
**Private:** how your friends/family see you

**Social media:** how the internet sees you

# Social Media Persona



- The **Social Media Persona** is the key to understanding the social media user's thought process as they develop their social media profile(s).
- It is how a person chooses to represent themselves in the online world.





# The Whole Self





# The Whole Self X Social Media



**BIOLOGICAL  
SELF**

**PSYCHOLOGICAL  
SELF**

**SOCIAL  
SELF**

**SPIRITUAL  
SELF**

**CULTURAL  
SELF**

# The Whole Self X Social Media



## BIOLOGICAL SELF



### Energy Levels

Although screen time is not a direct predictor of negative impact from social media use, users can find their energy levels decrease due to being online.



### Sleep Patterns

Social media may have an impact on sleep quality, from sleep duration to difficulties with sleep.



### Eating Patterns

Disordered eating can be caused by excessive social media use due to body comparisons or other body image issues.



### Body Aches

Social media can lead to headaches from eye strain, or body aches or injury from participating in different social media challenges.



### Tech Neck

Excessive social media use can cause a person to experience pain or injury in their neck because of poor posture.

# The Whole Self X Social Media



## PSYCHOLOGICAL SELF



### Trauma

Social media can expose the user to traumatic material or be where a person finds out something traumatic has happened to a loved one.



### Anxiety

Social media can expose the user to personal or societal content that can lead to anxiety. Some call this, "Doom Scrolling."



### Depression

Social media can be a factor in causing symptoms of depression to arise in the user, leading to challenges with health and wellness.



### Concentration

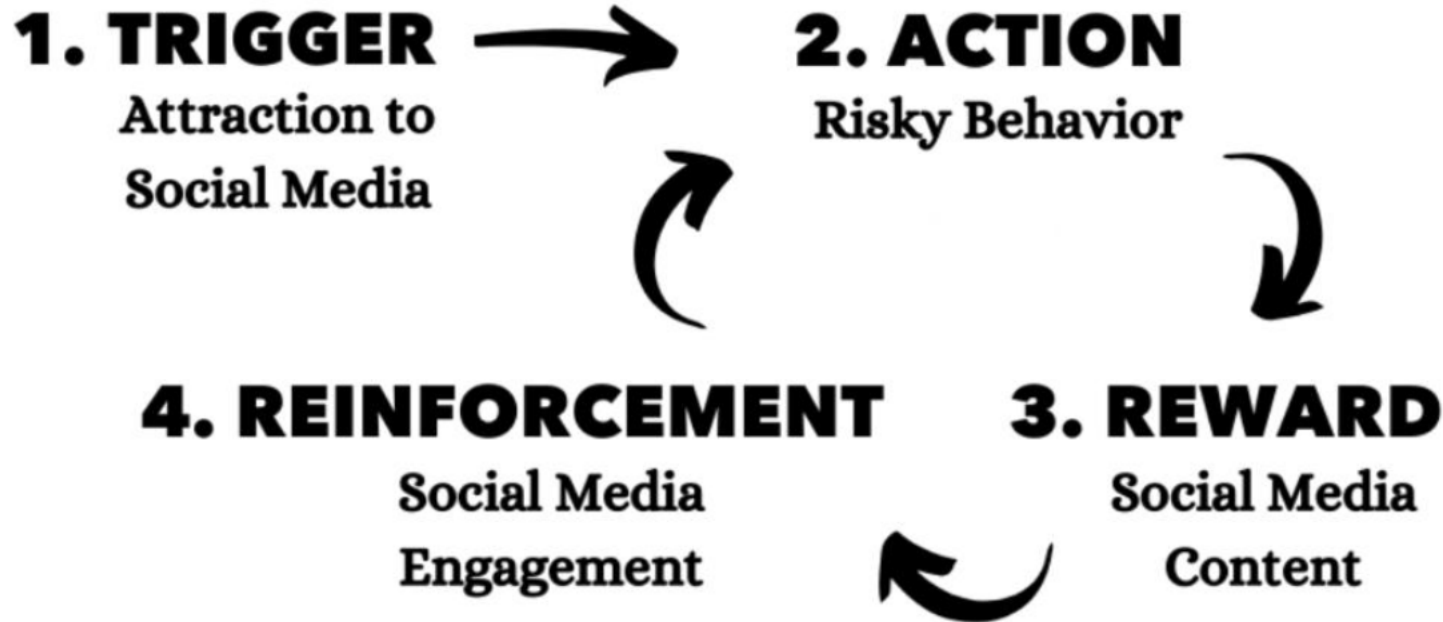
Social media use can be distracting, causing the user to be more preoccupied with what happened online, rather than what is happening in the real world.



### Memory

Social media users may have issues retaining information due to decreased concentration or lack of focus. This can lead to other challenges.

# Social Media Compulsion Loop



# How is it done?



There are many social media apps, and some are themed or have a specific intended use.

The following **design features** are used to make users engage more: <sup>(32,33,34,35)</sup>

- **Push Notifications**
- **Autoplay**
- **Infinite Scroll**
- **Displaying Popularity**
- **Filters**
- **Algorithms**
- **Artificial Intelligence**

Trigger Warning: be advised, some of the apps shown are sexual in nature and are for a mature audience.



**Be aware of human trafficking and exploitation.**

# The Whole Self X Social Media



## SOCIAL SELF



### The World

Many ideas and perspectives are shared online than can create interactions with others, positively or negatively.



### Friends

Social media can be a great way to connect with like-minded individuals but can also be used to attack or harm others.



### Your “Community”

Social media can be a great way to build a community of people with shared beliefs. It can also cause entire communities to like or dislike online and offline behavior.



### Family

Social media can lead to better family connections online, but more disconnections offline in real life as users are on their device(s).



### Social Media Persona

How people present themselves online. This can lead to successes or challenges in real life, affecting people’s relationships.

# The Whole Self X Social Media



## SPIRITUAL SELF



### Self-Improvement

Many thought leaders who can help a person help themselves, are on social media. It may challenge users to personally grow beyond their current situation.



### Self-Care

Social media can be a great source for self-care, but it can also keep a person from doing things that may be more helpful over time.



### Personal Goals

Social media can influence a person to develop new goals or shift from previous goals due to new insight gained from what they see/hear.



### Coping Skills

If social media is a coping skill, this can be a problem when it is not an available option. Users may become dependent for normal functioning.



### Motivation

As much as social media may help motivate people to reach higher goals – it can also create barriers to making progress due to wasted time (i.e., watchers, not doers).

# The Whole Self X Social Media



## CULTURAL SELF



### How You Identify

Social media can impact how you choose to identify to the world on- and offline, with the online world offering much more creativity and flexibility.



### Values

Values are our standards or principles that govern our behavior. Social media use can impact our values.



### How Others See You

Social media may teach others things about you that may or may not be true, which may impact how others perceive you on- and offline.



### Beliefs

Beliefs are things we believe to be true, which can influence our behavior. Social media can impact what we believe.



### Different Perspectives

Social media can expose users to new ways of thinking, or new levels of insight on different cultures with both positive and/or negative outcomes.



# Whole self x social media

## Benefits and Harms



### BIOLOGICAL

- ✓ exercise in physical social media challenges
- × disrupted sleeping/eating patterns, pain/injury ("TechNeck")

### PSYCHOLOGICAL

- ✓ temporary distraction from stress and anxiety
- × cause of stress, anxiety, depression

### SOCIAL

- ✓ connect with friends, family, community
- × challenges related to social media persona, negative interactions

### SPIRITUAL

- ✓ self-care, self-improvement, motivation
- × distraction from other longer lasting, fulfilling activities

### CULTURAL

- ✓ gain perspectives on other cultures and ways of thinking
- × others may have the wrong perception of you, impacting your life on- and offline



# The Purpose

Social Media Harm Reduction



# Social Media Harm Reduction



- **Social media harm reduction** means finding ways to make social media **safer and healthier** for people.
- Helps to acknowledge there are **benefits and consequences** to use.
- Give people choices and options that give them **access to support and resources**.
- Understand **small changes add up** over time.



# Social Media First Aid



- **Social Media First Aid** is a workshop designed to provide insight on how to cultivate a healthy balance with social media use.
- It tells us how social media can affect our bodies, minds, relationships, what we believe in, and how we see things.



Social Media First Aid ([www.smri.world/education/first-aid](http://www.smri.world/education/first-aid))

# How does SMFA work?



## Social Media First Aid involves the following principles:

<b>Awareness</b>	<ul style="list-style-type: none"><li>• Pay attention to <b>signs</b> that someone is having a <b>tough time</b> on social media.</li><li>• Keep an eye on <b>certain words or phrases</b> that could show they need help.</li></ul>
<b>Engagement</b>	<ul style="list-style-type: none"><li>• If you notice someone seems <b>upset</b>, talk to them kindly and <b>listen</b> to what they have to say.</li><li>• Be understanding, <b>don't judge</b> them.</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Figure out how <b>serious the situation</b> is and how quickly help is needed.</li><li>• Think about whether someone is in immediate danger.</li></ul>

# How does SMFA work?



## Social Media First Aid involves the following principles:

<b>Action</b>	<ul style="list-style-type: none"><li>• When you figure out what's going on, it's <b>time to act</b>.</li><li>• Give them <b>useful information</b>, offering to listen, or suggesting they get help from a professional.</li></ul>
<b>Referral</b>	<ul style="list-style-type: none"><li>• If someone needs more help than you can give, <b>connect them</b> with the right resources.</li><li>• Give them phone numbers for <b>helplines</b> or suggesting they talk to a <b>counselor</b>.</li></ul>



# Support and Resources

Wellness and Empowerment



# Helpful Social Media Safety Practices



- Know how to **report, block, and filter** social media content
- Personalize your **privacy settings**
- Turn off **geolocation**
- **Pause** before you post
- **Report** harassment or inappropriate content
- Look before you click – **watch out for scams**





# Support and Resources



The **need for services and interventions** may be different for every person, depending on:

- Their social media score
- Score can be determined using various social media survey tools
- Someone with a higher dependence or a more excessive use of social media would need more intervention



# Support and Resources



## Support & Resources



### Crisis

If you or someone you know needs immediate help – call 911 or 988. Sometimes the need requires urgent action.



### Treatment

If you, or someone you know, needs professional treatment, visit the National Alliance on Mental Illness (NAMI) for more resources.



### Digital Fast

Taking a break has proven to reduce the negative impact of social media. Find a way to reduce the amount of use <sup>(47)</sup>.



### Reverse Engineer

Whatever problems that may come from social media, you can use social media to find the solution.



### Social Media First Aid

For those that want to learn how to keep themselves or others safe, Social Media First Aid is a great place to start.



# Support and Resources Summary



- ✓ Call **911** or **988** in case of a crisis – if **urgent help** is needed.
- ✓ Visit the National Alliance on Mental Illness (NAMI) website for **mental health resources**: <https://www.nami.org/>
- ✓ **Take breaks** from social media; encourage others to do the same
- ✓ Refer anyone who wants to keep themselves and others safe online to the ***Social Media First Aid*** workshop by Social Media Research Institute: <https://www.smri.world/research-topics/social-media-first-aid>





# Thanks!

Any Questions?





# **Your Feedback is Appreciated**

## Survey and Evaluation



# Poll 1 – Audience Feedback



**What questions do you still have  
about using social media in a  
healthy way after attending this  
session?**

# Usefulness of Training



On a scale of 1 to 5, please rate **how useful you found the information** in today's training.

1 = Not useful

2 = Slightly useful

3 = Fairly useful

4 = Useful

5 = Very useful

# How will you share what you learned today?





# Evaluation Form



- Receive a certificate of completion when completing the evaluation form.
- You will receive a certificate within **ONE WEEK** if you:
  - Have registered for this training
  - Stayed the **whole time**
  - Completed and submitted the evaluation form by 1:30 pm.
- Access the evaluation by:
  - Using the **QR code** OR copy/paste:  
[forms.office.com/q/3ctn2qpHee](https://forms.office.com/q/3ctn2qpHee)

Public Health Ambassador Post-  
Training Evaluation Form /  
Formulario de evaluacion





**Public Health Ambassadors  
create an impact in LA County!**



New to the Public Health Ambassador Program? Watch this Video!



The video player displays a blue slide with the County of Los Angeles Public Health logo in the top right corner. The main text on the slide reads "Public Health Ambassador 101 (PHA 101)". Below the text is a graphic of three overlapping silhouettes of human heads in profile, facing right. In the bottom right corner of the video player, there is a small video feed of a woman with glasses, identified by a name tag as "Stephanie Fae". The video player's control bar at the bottom shows a play button, a progress bar at 0:03 / 10:09, and icons for closed captions (CC), settings, and full screen.

# Here's What Other Ambassadors Have Done!



- Shared information about COVID-19 vaccines at mobile vaccination sites.
- Volunteered at a health fair.
- Spoken about their experience as a Public Health Ambassador at community events.
- Created pamphlets about COVID-19 and shared it at their church.
- Shared information with their classmates about the benefits of Narcan to reverse the effects of an opioid overdose



# Tell Us How You Create Community Impact!



We want to hear about your experience sharing information and/or resources!

- Tell us by filling out the Public Health Ambassadors Create Impact! form
- You can also access the form on our Public Health Ambassador website, in the Impact! section.
- [TinyURL.com/DPHamb](https://www.tinyurl.com/DPHamb)

Public Health  
Communications & Public Affairs

COVID-19 Vaccine Reducing Risk Sitemap

**PUBLIC HEALTH AMBASSADOR PROGRAMS**

Public Health Ambassador Sections

**Parent, Student, and Community Ambassadors**

Help keep your community healthy, be a change leader!

**Join the Healthy Communities Movement!**

Are you looking to lead your community to better health? Are you looking to increase your public health skills and build a resume that demonstrates your community leadership? Become a Public Health Ambassador with the Los Angeles County Department of Public Health (LACDPH)! Public Health Ambassadors support their communities across Los Angeles County by sharing public health information and resources with family, friends, school and social networks. Ambassadors are encouraged to share information and resources in a way that is unique to their individual style, community needs, and interests. Topics include COVID-19 safety, youth substance use/abuse prevention, mental health, reproductive health, immunizations, and more! How will you make an impact?

[Sign up for program updates!](#)

**Calendar of Events**

# Public Health Ambassador Spotlight



Be featured in next month's Public Health Ambassador newsletter, *Impact!*

Your submission may be featured in next month's Public Health Ambassador Spotlight.



# See You Next Month!



Thanks for joining us today. We hope to see you and a friend at our next training!

## Part 2: How Social Media is Impacting Our Health

Tuesday June 25, 2024

Session 1: 12 pm – 1 pm

Session 2: 7 – 8 pm

Register at: [TinyURL.com/DPHAmb](https://tinyurl.com/DPHAmb)





# Sources



1. Carr, C. T., & Hayes, R. A. (2015). SocialMedia: Defining, Developing, and Divining. *Atlantic Journal of Communication*, 23(1), 46-65. <https://doi.org/10.1080/15456870.2015.972282>
2. Vogels, E., Gelles-Watnick, R. & Massarat, N. (2022). *Teens, Social Media and Technology 2022*. Pew Research Center: Internet, Science & Tech. United States of America. Retrieved from <https://www.pewresearch.org/internet/2022/08/10/teens-social-media-and-technology-2022/>
3. Rideout, V., Peebles, A., Mann, S., & Robb, M. B. (2022). Common Sense Census: Media use by tweens and teens, 2021. San Francisco, CA: Common Sense. Retrieved from [https://www.common.sensemedia.org/sites/default/files/research/report/8-18-census-integrated-report-final-web\\_0.pdf](https://www.common.sensemedia.org/sites/default/files/research/report/8-18-census-integrated-report-final-web_0.pdf)
4. Miech, R. A., Johnston, L. D., Bachman, J. G., O'Malley, P. M., Schulenberg, J. E., and Patrick, M. E. (2022). Monitoring the Future: A Continuing Study of American Youth (8th- and 10th-Grade Surveys), 2021. Inter-university Consortium for Political and Social Research [distributor]. <https://doi.org/10.3886/ICPSR38502.v1>
5. Blakemore, S. J., & Mills, K. L. (2014). Is adolescence sensitive period for sociocultural processing?. *Annual review of psychology*, 65, 187-207. <https://doi.org/10.1146/annurev-psych-010213-115202>
6. National Academies of Sciences, Engineering, and Medicine (NASEM). (2019). *The Promise of Adolescence: Realizing Opportunity for All Youth*. Washington, DC: The National Academies Press. <https://doi.org/10.17726/25388>
7. Maza, M. T., Fox, K. A., Kwon, S. J., Flannery, J. E., Lindquist, K. A., Prinstein, M. J., & Telzer, E. H. (2023). Association of Habitual Checking Behaviors on Social Media With Longitudinal Functional Brain Development. *JAMA pediatrics*, 177(2), 160-167. <https://doi.org/10.1001/jamapediatrics.2022.4924>
8. Crone, E. A., & Konijn, E. A. (2018). Media use and brain development during adolescence. *Nature communications*, 9(1), 588. <https://doi.org/10.1038/s41467-018-03126-x>
9. Dyer C. (2022). Social media content contributed to teenager's death "in more than a minimal way," says coroner. *BMJ (Clinical research ed.)*, 379, o2374. <https://doi.org/10.1136/bmj.o2374>
10. Carville, O. (2022, November 30). *TikTok's Viral Challenges Keep Luring Young Kids to Their Deaths*. Bloomberg. Retrieved from <https://www.bloomberg.com/news/features/2022-11-30/is-tiktok-responsible-if-kids-die-doing-dangerous-viral-challenges>
11. Dyson, M. P., Hartling, L., Shulhan, J., Chisholm, A., Milne, A., Sundar, P., Scott, S. D., & Newton, A. S. (2016). A Systematic Review of Social Media Use to Discuss and View Deliberate Self-Harm Acts. *PLoS one*, 11(5), e0155813. <https://doi.org/10.1371/journal.pone.0155813>
12. Bickham, D. S., Hunt, E., Bediou, B., & Rich, M. (2022). *Adolescent Media Use: Attitudes, Effects, and Online Experiences*. Boston, MA: Boston Children's Hospital Digital Wellness Lab. Retrieved from <https://digitalwellnesslab.org/wp-content/uploads/Pulse-Survey-Adolescent-Attitudes-Effects-and-Experiences.pdf>
13. Nesi, J., & Prinstein, M. J. (2015). Using Social Media for Social Comparison and Feedback-Seeking: Gender and Popularity Moderate Associations with Depressive Symptoms. *Journal of abnormal child psychology*, 43(8), 1427-1438. <https://doi.org/10.1007/s10802-015-0020-0>
14. Appel, H., Gerlach, A. L., & Crusius, J. (2016). The Interplay Between Facebook Use, Social Comparison, Envy, and Depression. *Current Opinion in Psychology*, 9, 44-49. <https://doi.org/10.1016/j.copsyc.2015.10.006>
15. Kleemans, M., Daalman, S., Carbaat, I., & Anschutz, D. (2018). Picture Perfect: The Direct Effect Of Manipulated Instagram Photos On Body Image In Adolescent Girls. *Media Psychology*, 21(1), 93-110. <https://doi.org/10.1080/15213269.2016.1257392>
16. Mabe, A. G., Forney, K. J., & Keel, P. K. (2014). Do You "Like" My Photo? Facebook Use Maintains Eating Disorder Risk. *The International journal of eating disorders*, 47(5), 516-523. <https://doi.org/10.1002/eat.22254>
17. Kelly, Y., Zilanawala, A., Booker, C., & Sacker, A. (2019). Social Media Use and Adolescent Mental Health: Findings From the UK Millennium Cohort Study. *EClinicalMedicine*, 6, 59-68. <https://doi.org/10.1016/j.eclinm.2018.12.005>
18. Shannon, H., Bush, K., Villeneuve, P. J., Hellemans, K. G., & Guimond, S. (2022). Problematic Social Media Use in Adolescents and Young Adults: Systematic Review and Meta-analysis. *JMIR mental health*, 9(4), e33450. <https://doi.org/10.2196/33450>
19. Boer, M., Stevens, G., Finkenauer, C., & van den Eijnden, R. (2020). Attention deficit hyperactivity disorder-symptoms, social media use intensity, and social media use problems in adolescents: Investigating directionality. *Child Development*, 91(4), e853-e865. <https://doi.org/10.1111/cdev.13334>
20. Franchina, V., Vanden Abeele, M., van Rooij, A. J., Lo Coco, G., & De Marez, L. (2018). Fear of Missing Out as a Predictor of Problematic Social Media Use and Phubbing Behavior among Flemish Adolescents. *International Journal Of Environmental Research And Public Health*, 15(10), 2319. <https://doi.org/10.3390/ijerph15102319>
21. Abi-Jaoude, E., Naylor, K. T., & Pignatiello, A. (2020). Smartphones, social media use and youth mental health. *Canadian Medical Association journal*, 192(6), E136-E141. <https://doi.org/10.1503/cmaj.190434>
22. Orben, A., & Przybylski, A. K. (2020). Reply to: Underestimating digital media harm. *Nature human behaviour*, 4(4), 349-351. <https://doi.org/10.1038/s41562-020-0840-y>
23. Twenge, J. M., Haidt, J., Lozano, J., & Cummins, K. M. (2022). Specification curve analysis shows that social media use is linked to poor mental health, especially among girls. *Acta psychologica*, 224, 103512. <https://doi.org/10.1016/j.actpsy.2022.103512>
24. Alonzo, R., Hussain, J., Stranges, S., & Anderson, K. K. (2021). Interplay between social media use, sleep quality, and mental health in youth: A systematic review. *Sleep medicine reviews*, 56, 101414. <https://doi.org/10.1016/j.smrv.2020.101414>
25. Holland, G., & Tiggemann, M. (2016). A systematic review of the impact of the use of social networking sites on body image and disordered eating outcomes. *Body image*, 17, 100-110. <https://doi.org/10.1016/j.bodyim.2016.02.008>



# Sources



26. Telzer, E. H., Goldenberg, D., Fuligni, A. J., Lieberman, M. D., & Gálvan, A. (2015). Sleep variability in adolescence is associated with altered brain development. *Developmental cognitive neuroscience*, 14, 16–22. <https://doi.org/10.1016/j.dcn.2015.05.007>
27. Liu, R. T., Steele, S. J., Hamilton, J. L., Do, Q. B. P., Furbush, K., Burke, T. A., Martínez, A. P., & Gerluis, N. (2020). Sleep and suicide: A systematic review and meta-analysis of longitudinal studies. *Clinical psychology review*, 81, 101895. <https://doi.org/10.1016/j.cpr.2020.101895>
28. Shochat, T., Cohen-Zion, M., & Tzischinsky, O. (2014). Functional consequences of inadequate sleep in adolescents: a systematic review. *Sleep medicine reviews*, 18(1), 75–87. <https://doi.org/10.1016/j.smrv.2013.03.005>
29. Riehm, K. E., Feder, K. A., Tormohlen, K. N., Crum, R. M., Young, A. S., Green, K. M., Pacek, L. R., La Flair, L. N., & Mojtabai, R. (2019). Associations Between Time Spent Using Social Media and Internalizing and Externalizing Problems Among US Youth. *JAMA psychiatry*, 76(12), 1266–1273. <https://doi.org/10.1001/jamapsychiatry.2019.2325>
30. Hunt, M. G., Marx, R., Lipson, C., & Young, J. (2018). No more FOMO: Limiting social media decreases loneliness and depression. *Journal of Social and Clinical Psychology*, 37(10), 751–768. <https://doi.org/10.1521/jsoc.2018.37.10.75135>
31. Hamm, M. P., Newton, A. S., Chisholm, A., Shulhan, J., Milne, A., Sundar, P., Ennis, H., Scott, S. D., & Hartling, L. (2015). Prevalence and Effect of Cyberbullying on Children and Young People: A Scoping Review of Social Media Studies. *JAMA pediatrics*, 169(8), 770–777. <https://doi.org/10.1001/jamapediatrics.2015.0944>
32. 5Rights Foundation. (2021). Pathways: How Digital Design Puts Children At Risk. Retrieved from <https://5rightsfoundation.com/uploads/Pathways-how-digital-design-puts-children-at-risk.pdf>
33. Kuss, D. J., & Griffiths, M. D. (2011). Online social networking and addiction—a review of the psychological literature. *International journal of environmental research and public health*, 8(9), 3528–3552. <https://doi.org/10.3390/ijerph8093528>
34. Griffiths, M.D. (2018). Adolescent social networking: How do social media operators facilitate habitual use? *Education and Health*, 36(3), 66-69. Retrieved from <https://sheu.org.uk/sheux/EH/eh363mdg.pdf>
35. Marino, C., Gini, G., Vieno, A., & Spada, M. M. (2018). The associations between problematic Facebook use, psychological distress and well-being among adolescents and young adults: A systematic review and meta-analysis. *Journal of affective disorders*, 226, 274–281. <https://doi.org/10.1016/j.jpsy.2020.106270>
36. Przybylski A. K., Murayama K., DeHaan C.R., & Gladwell V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior*; 29:1841–1848.
37. Fioravanti, G., Casale, S., Benucci, S.B., Prostanto, A., Falone, A., Ricca, V., & Rotella, F. (2021). Fear of missing out and social networking sites use and abuse: A meta-analysis. *Computers in Human Behavior*, 122, 106839. <https://doi.org/10.1016/j.chb.2021.106839>
38. Uhls, Y. T., Ellison, N. B., & Subrahmanyam, K. (2017). Benefits and Costs of Social Media in Adolescence. *Pediatrics*, 140(Suppl2), S67–S70. <https://doi.org/10.1542/peds.2016-1758F>
39. Anderson, M., & Jiang, J. (2018). Teens' Social Media Habits and Experiences. Pew Research Center: Internet, Science & Tech. United States of America. Retrieved from <https://www.pewresearch.org/internet/2018/11/28/teens-social-media-habits-and-experiences/>
40. Seabrook, E. M., Kern, M. L., & Rickard, N. S. (2016). Social Networking Sites, Depression, and Anxiety: A Systematic Review. *JMIR mental health*, 3(4), e50. <https://doi.org/10.2196/mental.5842>
41. Auxier, B., Anderson, M., Perrin, A., & Turner, E. (2020). Parenting Children in the Age of Screens. *Pew Research Center: Internet, Science & Tech*. Retrieved from <https://www.pewresearch.org/internet/2020/07/28/parenting-children-in-the-age-of-screens/>
42. Hollis, C., Livingstone, S., & Sonuga-Barke, E. (2020). Editorial: The role of digital technology in children and young people's mental health - a triple-edged sword?. *Journal of child psychology and psychiatry, and allied disciplines*, 61(8), 837–841. <https://doi.org/10.1111/jcpp.13302>
43. Kauer, S. D., Mangan, C., & Sancil, L. (2014). Do online mental health services improve help-seeking for young people? A systematic review. *Journal of medical Internet research*, 16(3), e66. <https://doi.org/10.2196/jmir.3103>
44. Rice, S. M., Goodall, J., Hetrick, S. E., Parker, A. G., Gilbertson, T., Amminger, G. P., Davey, C. G., McGorry, P. D., Gleeson, J., & Alvarez-Jimenez, M. (2014). Online and social networking interventions for the treatment of depression in young people: a systematic review. *Journal of medical Internet research*, 16(9), e206. <https://doi.org/10.2196/jmir.3304>
45. Ridout, B., & Campbell, A. (2018). The Use of Social Networking Sites in Mental Health Interventions for Young People: Systematic Review. *Journal of medical Internet research*, 20(12), e12244. <https://doi.org/10.2196/12244>
46. Kruzan, K. P., Williams, K. D. A., Meyerhoff, J., Yoo, D. W., O'Dwyer, L. C., De Choudhury, M., & Mohr, D. C. (2022). Social media-based interventions for adolescent and young adult mental health: A scoping review. *Internet interventions*, 47, 100207. DOI: 10.1016/j.inet.2019.06.008
47. Alcott, H., Braghieri, L., Eichmeyer, S., & Gentzkow, M. (2020). The Welfare Effects of Social Media. *American Economic Review*, 110(3), 629-76. DOI: 10.1257/aer.20190658
48. Rideout, V., & Robb, M. B. (2018). Social media, social life: Teens reveal their experiences. *San Francisco, CA: Common Sense Media*. Retrieved from <https://www.common Sense Media.org/sites/default/files/research/report/2018-social-media-social-life-executive-summary-web.pdf>
49. Nesi, J., Mann, S., and Robb, M. B. (2023). *Teens and mental health: How girls really feel about social media*. San Francisco, CA: Common Sense. Retrieved from [https://www.common Sense Media.org/sites/default/files/research/report/how-girls-really-feel-about-social-media-research-report-final\\_1.pdf](https://www.common Sense Media.org/sites/default/files/research/report/how-girls-really-feel-about-social-media-research-report-final_1.pdf)
50. Alhaji, M., Bass, S., & Dai, T. (2019). Cyberbullying, Mental Health, and Violence in Adolescents and Associations With Sex and Race: Data From the 2015 Youth Risk Behavior Survey. *Global pediatric health*, 6, 2333794X19868887. <https://doi.org/10.1177/2333794X19868887>
51. Rice, E., Petering, R., Rhoades, H., Winetrobe, H., Goldbach, J., Plant, A., Montoya, J., & Kordic, T. (2015). Cyberbullying perpetration and victimization among middle-school students. *American journal of public health*, 105(3), e66–e72. <https://doi.org/10.2105/AJPH.2014.302393>