

Authors (Year)	Title	Country	Phase of medical training*	Study content	Study design	Reported results
George et al. (2012)	Facebook stress management group for Year 1 medical students.	US	Undergraduate medical education	- Learning and teaching environment	Observational, project report	Successful implementation of stress management forum in FB and good student acceptance. No quantification.
Mena et al. (2012)	The willingness of medical students to use Facebook as a training channel for professional habits: the case of influenza vaccination.	Spain	Undergraduate medical education	- Learning and teaching environment	Quantitative, observational, cross-sectional study	n = 410, 67.1 % would accept invitation to FB page with information on influenza vaccination
Garner et al. (2010)	Facebook and the professional behaviours of undergraduate medical students.	UK	Undergraduate medical education	- Digital professionalism	Quantitative, Observational, cross-sectional study	n = 56, 96% with FB profile, 52% with unprofessional images, 10% with no privacy limiting.
Gray et al. (2010)	Medical students' use of Facebook to support learning: insights from four case studies.	Australia	Undergraduate medical education	- Learning and teaching environment	Mixed method design, cross-sectional study, in-depth interviews	n = 759, 87 % use FB, 25.5% use FB also for educational purposes, heterogeneous qualitative data, no conclusive evidence for specific benefits of Facebook use for learning.
Finn et al. (2010)	'You're judged all the time!' Students' views on professionalism: a multicentre study.	UK	Undergraduate medical education	- Digital professionalism	Qualitative study, focus-groups	n = 72, Key theme 'Identity' with subthemes 'Virtual identity' being part of undergraduate medical students' perceptions of becoming a physician.
Ponce et al. (2013)	Social networking profiles and professionalism issues in residency applicants: an original study-cohort study.	US	Graduate medical education	- Digital professionalism	Quantitative, observational, cross-sectional study	n = 806, 46% have FB profiles, 16% with unprofessional content, (based on professionalism score and ACGME guidelines).
Kung et al. (2012)	Reflective practice as a tool to teach digital professionalism	US	Graduate medical education	- Teaching Facebook professionalism - Digital professionalism	Quantitative, observational, cross-sectional study	n = 25, 40% use FB daily, 50% witnessed unprofessional posting, "Session added to my understanding of professionalism" 3.92 (1 – strongly disagree, 5 strongly agree). Case-based teaching method is feasible.

Golden et al. (2012)	Social networking and professionalism in otolaryngology residency applicants.	US	Graduate medical education	- Digital professionalism	Quantitative, observational, cross-sectional study	n = 234, 51% with identifiable FB accounts, 36% publicly accessible, 11% with questionable or clear violations of professionalism (based on professionalism score).
Ginory et al. (2012)	Addressing therapeutic boundaries in social networking.	US	Graduate medical education	- Digital professionalism	Quantitative, observational, cross-sectional study	n = 182, 95.7% with FB profiles, 12.3% with public accounts, 35.5% posted work-related content. 9.7% received contact requests from patients, 18.7% viewed patients' profiles.
Baer et al. (2011)	Teaching professionalism in the digital age on the psychiatric consultation-liaison service.	US	Graduate medical education	- Digital professionalism - Teaching Facebook professionalism	Quantitative, observational, cross-sectional study, review	n = 36, 83% with FB profile, 14% publicly accessible. Developed two case vignettes for bedside teaching based on literature and expert opinions.
McDonald et al. (2010)	Privacy, professionalism and Facebook: a dilemma for young doctors.	New Zealand	Graduate medical education	- Digital professionalism	Quantitative, observational, cross-sectional study	n = 338, 65% with FB profile, 37% publicly accessible, of which 10% showed alcohol use/abuse.
Wang et al. (2012)	Using social media to improve continuing medical education: a survey of course participants.	US	Continuing medical education	- Learning and teaching environment	Quantitative, observational, cross-sectional study	n = 327, 50% with FB profile. Significant positive association between favorable attitude towards FB and young age.
Thompson et al. (2011)	Protected health information on social networking sites: ethical and legal considerations.	US	Different phases (Undergraduate and graduate medical students)	- Digital professionalism	Quantitative, observational, two cross-sectional studies (2007 and 2009)	n = 1023, 44.5% (2007) and 52.5% with identifiable FB profiles, 0.003% (2007) 0.02% (2009) with publicly accessible potential privacy violations.
Moubarak et al. (2011)	Facebook activity of residents and fellows and its impact on the doctor-patient relationship.	France	Different phases (Graduate and continuing medical education)	- Digital professionalism	Quantitative, observational, cross-sectional study	n = 202, 73% with identifiable FB profile, 39% with publicly accessible FB profile, 0.02% with patient contact on FB. No data on privacy or professionalism violations.

Landman et al. (2010)	Guidelines for maintaining a professional compass in the era of social networking.	US	Different phases (Graduate and continuing medical education)	- Digital professionalism	Quantitative, observational, cross-sectional survey	n = 215, 64% of residents and 22% of faculty with identifiable FB profiles. 50% of residents and faculty with publicly accessible profiles. Evidence of violations of professionalism (no quantification).
Pimmer et al. (2012)	Facebook as a learning tool? A case study on the appropriation of social network sites from mobile phones in developing countries.	Nepal	Different phases (Undergraduate, graduate and continuing medical education).	- Learning and teaching environment	Qualitative study, semi-structured in – depth interviews	n = 43, emerging themes include acceptance and use of FB as learning environment, forms of interaction and aspects of professional identity.

* Phases refer to undergraduate, graduate and continuing medical education in terms of the U.S. medical education system or equivalent phases of medical training in other systems. FB = Facebook.