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The Impact Of Social Media On Adolescents

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Abstract

Social media is constantly developing and changing with unique features and apps being introduced on a day-to-day basis. Numerous individuals utilize social media to post about their life online, create connections with others, and create content. Adolescents, ages 11 to 18, are going through a substantial period of development and growth and are easily influenced by the things and people surrounding them. Because of this, adolescents can have both negative and positive experiences and feelings toward social media. It can cause adolescents to frequently compare themselves to the individuals they follow online; however, it can also be used for self-expression. The purpose of this paper is to discover how social media can influence adolescents both negatively and positively. After reviewing six primary articles, the negative effects heavily outweigh the positive; moreover, a future study using a prospective, mixed-method design is proposed to find interventions that can be implemented to make using social media a more positive experience for everybody.

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Introduction

Social media has become part of our day-to-day routine, with billions of people using platforms such as Instagram, Twitter, YouTube, and TikTok daily. From connecting with friends and family to consuming news and entertainment, social media offers users a unique set of features and elements to engage with one another. While social media can have many positive effects, such as enabling communication, it also introduces a variety of challenges, such as the spread of misinformation, the influence on mental health, and the decline of privacy (Bozzola et al., 2022). As social media continues to develop and evolve, its role and impact on society will continue to be an ongoing controversy.

Adolescents, ages 11 through 18, go through a period of significant developmental changes marked by physical, cognitive, and social growth. Physically, adolescents undergo rapid growth and shifts in their bodies, including the onset of puberty and the maturation of sexual organs. Cognitively, they alter the way they think and process information, such as the ability to process complex concepts and have an increased intellectual curiosity. Socially, they develop a more powerful sense of individuality and autonomy and are more likely to relate to peers more than family (Linnard-Palmer, 2019).

Problem Statement

Growing up, we try our best to fit in by comparing ourselves to the people and things that are online. From purchasing pricey products that influencers get gifted to wanting to conform to the ever-changing beauty standards, social media has always been a toxic place for individuals. The use of social media among adolescents has grown exponentially in recent years; moreover, they are heavily impacted and influenced by the images and videos they see online. Social media can have a positive impact by allowing adolescents to connect with their peers, have easy access

to information, and be used as a tool for self-expression and creativity. On the other hand, it can also be a negative influence by promoting unrealistic beauty standards, increasing emotions of anxiety and depression, and exposing them to cyberbullying and online harassment.

Adolescents who spend an unhealthy amount of time on social media can become highly obsessed with their image and feel pressure to fit in by doing more harm than good. Additionally, social media use has been linked to a decline in face-to-face communication and an increase in low self-esteem and mental health issues, such as depression and eating disorders (Bozzola et al., 2022). Parents and educators need to be aware of the negative effects that social media possesses and help adolescents learn how to use social media in a healthy and balanced way.

Research Question

How does social media both negatively and positively impact the development of adolescents?

Literature Review

Introduction

The research study articles used in this Literature Review investigate how social media can negatively and positively impact the development of adolescents. A total of six primary research articles were found by using Dominican University of Californias' Library Databases, such as *CINAHL Complete* and *PubMed*. Key terms utilized in the search were *social media*, *adolescents*, *negative impact*, *positive impact*, and *development*. Requirements for the articles included were they had to be primary articles published within the last five years and related to the topic of social media and its impact on adolescents. Two topics commonly found within the articles were: *How Social Media can Negatively Impact the Development of Adolescents* and

How Social Media can Positively Impact the Development of Adolescents. For a summary of each article, see the Literature Review Table in the Appendix at the end of this thesis.

Negative Impacts of Social Media on the Development of Adolescents

The quantitative study found in the article, *Social Media Use and Body Image Disorders: Association between Frequency of Comparing One's Own Physical Appearance to That of People Being Followed on Social Media and Body Dissatisfaction and Drive for Thinness* written by Jiotsa et al., (2021), examines the relationship between how frequently individuals compare their physical appearance to the people they follow on social media. It also analyzes how one's drive for a certain body image may arise after social media use. A sample of 1331 individuals, ages 15 to 35, were recruited from the general population. Posters were displayed at the gym and presented to healthcare workers while ads were published on social media platforms, such as Facebook, Instagram, and Twitter, to recruit participants. Out of the 1331 individuals, 193 participants suffered from eating disorders. Data was gathered through an online questionnaire to evaluate participants' social media use from followed accounts to image comparison frequency.

Significant findings in this study were that social media usage, with platforms such as Facebook and Instagram, increases body dissatisfaction and a drive for a slim body appearance in both teenagers and young adults. In addition, it causes them to be more vulnerable to eating disorders. There was also a substantial frequency of comparing one's physical appearance to the people that they followed and observed online. This is important because many individuals utilize social media platforms to post images or videos of themselves or their life online; hence, there is a possibility of leading other individuals who view the image to compare themselves to what they see online. This may lead to destructive and unhealthy eating patterns which can later

turn into an eating disorder. A strength of this study is the large sample size. Including a vast range of ages is beneficial because adolescents are not the sole population who use social media; moreover, individuals tend to utilize social media for a long time and do not stop until they are older adults. Some limitations of this study included an online questionnaire that was self-reported, which could induce a declaration bias. Even with a large sample size, 97% of the participants were women, which could lead to inaccurate results since men use social media as well.

In the quantitative research study *Social media use and risky behaviors in adolescents: A meta‑analysis* written by Vannucci et al., (2020), an analysis was conducted to investigate the connections between social media use and risky behaviors of adolescents, such as substance use, risky sexual behaviors, and violence-related behavior. A sample of 67,407 participants, ages 12 to 18, were collected from 27 primary studies across PsycInfo, PubMed, Google Scholar, and Proquest Dissertations and Theses Global to be interpreted.

A significant discovery was found where there was a small to medium association between higher levels of social media use and the number of risky behavior engagements. When a video or picture goes viral online, adolescents accumulate a rush of adrenaline and will presumably do the same action again to gain more views and likes from other individuals. This is relevant because it indicates that peer approval on social media can heavily influence adolescents' behavior, whether it is safe or risky. It was difficult to find a link between social media use and violence-related behaviors since there was insufficient data to support the finding. A strength of this article is that the sample size is significantly large and diverse with it investigating several common risky behaviors that could be intensified because of social media

use. A limitation of this study was the self-reports from the primary articles could have elicited bias.

The research article, *The roles of adolescents' emotional problems and social media addiction on their self-esteem* written by Acar et al., (2020) utilizes quantitative data to examine how social media use can contribute to self-esteem and emotional problems. A sample of 221 participants, ages 13 to 17, attending high school in Turkey were selected for the study. A packet of questionnaires was provided for the students to complete at home. A research assistant would come to pick up the packet after the questionnaire was completed. Participants self-reported their emotional problems, social media usage, and their self-esteem.

Some important results were that high levels of social media usage were correlated with decreased levels of self-esteem and increased levels of emotional problems. Adolescents who have lowered self-esteem may feel the need to fulfill their loneliness and regulate their anxiety via social media usage. Male adolescents reported higher self-esteem compared to females. A strength of this study was of the 221 participants, 49% of them were female, while the other 51% were male, making the population fair. A limitation of this analysis was that the sample was from adolescents from three separate schools in the same city which may not have represented the adolescents of the whole country. There could have been bias in the responses since the data was collected through self-reports and completed at home.

Positive Impacts of Social Media on the Development of Adolescents

The qualitative study found in the research article, *Social media and adolescent mental health: the good, the bad and the ugly*, written by O'Reilly (2020), points out how there is limited data on the positive effects of social media and mental health and how it can affect adolescents. Because social media is constantly evolving, it is essential to understand how

adolescents use social media. A sample of 62 adolescents from high schools in London, ages 11 to 18, were put into focus groups with two mental health practitioners.

A significant finding was that both mental health practitioners and adolescents were able to reach common ground regarding how social media is typically used negatively; however, knowing how to recognize the potential benefits of social media can be used to their advantage. Countless adolescents utilize social media to connect and converse with their friends who do not live in the same location. Social media platforms, such as YouTube and TikTok, are being used as stress relievers and distractions from stressful circumstances in their life. A strength of this study was that practitioners were incorporated within the study; moreover, this is necessary because they need to evaluate the role of social media when assessing adolescents. A limitation of this study was that the youngest participant was 11, which could have made it challenging to interpret how they feel about social media.

The article, *Outcomes of a Cluster Randomized Controlled Trial of the SoMe Social Media Literacy Program for Improving Body Image-Related Outcomes in Adolescent Boys and Girls*, written by Gordon et al., (2021), is a qualitative study to test the usefulness of social media on body image, dieting, and the wellbeing of adolescents since having few resources in the classroom can increase the negative effects of social media. A sample size of 892 adolescents, ages 11 to 15, were issued surveys to fill out at four different time points: baseline, one-week post-intervention, and six to twelve months to follow-up. The survey would assess body dissatisfaction, dietary restraint, and strategies to increase self-esteem and depressive symptoms.

An important result was that some positive interventions had an impact on girls during their six-month follow-up regarding depressive symptoms and dietary restraint, whereas boys only had a few positive effects from these interventions. It is essential to be able to identify who

can benefit from interventions to maximize their effects. A strength of this study was that the sample size was large and the mean age of 12 is near the age at which adolescents are introduced to social media. A limitation of this study was that 30% of participants opted out of the study around the 12-month follow-up, which could have messed up the results. The research also could have gone on longer than 12 months to produce more accurate results.

In the quantitative research study done by Nesi et al., (2021) called *Emotional Responses to Social Media Experiences Among Adolescents: Longitudinal Associations with Depressive Symptoms*, they wanted to explore the association between adolescents' emotional responses to social media and depressive symptoms. They also wanted to examine how gender differences go hand in hand with social media use. The sample size was 687 adolescents, with a mean age of 14.3., and was recruited from eighth and ninth grade from a rural, lower-middle-class community in the southeastern United States. A survey was done at two different time points, one year apart from each other, to measure both positive and negative emotional responses to social media and depressive symptoms.

A notable finding was that adolescents use social media as a way of public self-expression, getting instantaneous social support, and earning peer approval. Girls receive a more prominent emotional response to social media experiences compared to guys. A major strength of this analysis was that the sample was large and ethnically diverse. A limitation was the difference between social media behaviors or experiences, such as receiving numerous likes, and subjective emotional responses to those experiences, such as feeling pleased, which is difficult to self-report.

Overall Discussion

The articles that fall under the classification of Negative Impacts all examine how using social media can cause adolescents to compare themselves to others online, participate in risky behaviors, such as substance abuse and sexually-related behaviors, and have lower self-esteem. The negative consequences heavily outweigh the positive and are more severe. With the articles that fall under the category of Positive Impacts, it reveals how effortless it is to talk to friends who live far away, how social media can be used as a distraction, how positive interactions and interventions lead to positive experiences, and how social media can be utilized for self-expression, peer approval, and social support.

A common strength seen in all the articles was the large sample sizes. This is advantageous because the margin of error would be more minute when interpreting results. Results can be generalized to a broad population because the articles used were based in London, Turkey, and the United States. A common limitation was seen with the data being self-reported through surveys and questionnaires, which may have elicited bias. In addition, misunderstanding can occur due to questions being read and interpreted in the wrong way if a researcher is not there to oversee. Many adolescents use social media differently and follow different accounts; hence, the social media experience would be different for everybody.

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Proposal for Further Study

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Overall Research Question

There is minimal research regarding how to make social media a more adequate space for adolescents. This prompts a further study to be proposed to answer the research question: What are some interventions that can be implemented to create a more positive experience towards social media use?

Rationale for Proposed Study

Throughout the COVID-19 pandemic, many adolescents remained at home while their parents gave them the technology to explore the internet and to keep them busy. Out of curiosity, they will download random apps or use various social media platforms because their peers use them. It is challenging to manage what adolescents view online; however, many interventions can reduce the negative experiences they feel related to social media use.

Theoretical Framework

Henry (Harry) Stack-Sullivan, born on February 21, 1892, is known as the "father of interpersonal psychiatry or interpersonal psychoanalysis" because he proposed the interpersonal theory of personality. Because he spent a lot of time isolated as a child, this later contributed to him having a major interest in psychiatry. This framework conveys that the role of interpersonal relationships and social experiences can mold one's character. The theory also expresses that the objective of all behavior is to fulfill needs through interpersonal interactions and to decrease or avoid anxiety (Petiprin, 2019). This theory correlates to the proposed research because adolescents tend to be shaped by the things they view online. For example, if an influencer uses a type of makeup product or buys certain brands of clothes, the adolescent will also want to purchase those items. If an adolescent sees a video online about how cool it is to party and do drugs, they will most likely want to follow in the same footsteps because they want to fit in with their peers and will go to extreme lengths to achieve it.

Primary Research Aim

The primary research aim is to discover how adolescents use social media platforms and to uncover how they feel before, during, and after social media use. Furthermore, I want to find out how adolescents feel about specific interventions and if they would work to make the

experience on social media more positive. This potentially will lead to further research studies to determine if said interventions create a more favorable experience on social media.

Ethical Considerations

The study will be thoroughly explained to all potential participants and if needed, their primary care providers. The research is going to be aimed at adolescents ages 11 to 18 years old. The 18 year old adolescents are old enough to sign their own consent forms. An assent form will need to be signed by the participants who are minors (ages under 18). Adolescents who are 11 to 17 years old are not of legal age to sign their own consent forms and will need to have a primary caregiver sign for them. Privacy is extremely important; hence, all the responses will remain anonymous. Participants will also have the right to drop out of the study at any time they wish.

Research Design Methodology

A mixed research study design consisting of both quantitative and qualitative methods will be used. I will collect data, numerical and subjective, from online surveys and analyze them. The survey will be provided for participants to take once a week for 10 weeks.

Quantitative questions regarding screen time, emotions after social media use, perceptions of healthy use of social media, and ideas to create more positive outcomes will be asked. Examples of questions are:

- How many hours per day do you use social media?
- Have you had experience with interventions, such as only following friends and family or limiting screen time? (No, not at all; No, not much; Unsure; Yes, Yes, a little; Yes, a lot)
  - Do you perceive that following only friends and family creates (or could create) a more positive experience? (On a scale of 1 - 10 with 1 = Not at all and 10 = Completely)

- ○ Do you perceive that limiting screen time creates (or could create) a more positive experience? If yes, what should the limits be (in hours per day)? (On a scale of 1 - 10 with 1 = Not at all and 10 = Completely)
- List all the social media platforms you use per day.
- Which social media platform do you spend most of your day on?

Qualitative questions will be open-ended and invite participants to articulate their feelings. Examples of questions to ask include:

- How do you feel immediately after social media use?
- How do you feel after one hour of social media use?
- Overall, was your time on social media this week positive or negative? Please expand on your answer.
- What do you think are some interventions that will make social media a more positive experience for everybody?

My specific population would be adolescents, ages 11 to 18, and recruitment would be done on social media platforms, such as Snapchat, TikTok, Instagram, and Twitter. If participants are interested, they would complete an online form with their name, age, and contact information. I will send them an email to invite potential participants and their primary caregiver(s) (if they are under 18 years old) to an online forum in which I will explain the study procedures, what's expected of the adolescents, and answer any questions. The potential participants will have access to consent and/or assent forms which they can submit online with an electronic signature. I would give the incentive of a $10.00 gift card at the end of the study with the hope that participants stay until the end of the research. The study will consist of 800

participants from all over the United States, with the hopes of approximately 100 participants from each age group.

Data Analysis

Quantitative data will be analyzed using descriptive statistics, including percentages, frequencies, ranges, mode, median, and mean.

Qualitative data will be analyzed using content analysis. Answers to open-ended questions will be read and reread to look for common words and phrases, which will be grouped into categories. From the categories, themes will be developed.

Conclusion

The question guiding this study was attempting to figure out how social media affects the development of adolescents. Through the review of the research literature, it has been discovered that social media can affect an adolescent both positively and negatively. Social media can be used for communication, self-expression, and to receive peer approval; however, it can also drive adolescents to compare themselves to others, have lowered self-esteem, and participate in risky behaviors. With new social media platforms being designed every day, it is important to be up to date with how adolescents interact with social media. Although there are interventions, such as blocking specific apps and restricting screen time, it is challenging to constantly control what adolescents see on social media. This is why it is crucial to instruct adolescents on how to use social media wisely and positively. When doctors and nurses assess their patients, it is important to evaluate how their environment impacts their health. Adolescents are like sponges and are constantly growing and soaking up new information every day. Although we cannot prevent adolescents from using social media, it is crucial to discover a way to make it a positive experience for everybody.

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Appendix

Authors/Citation	Purpose/Objective of Study	Sample	Study Design	Study Methods	Major Finding(s)	Strengths	Limitations
Authors: Anna Vannuccia, Emily G. Simpson, Sonja Gagnon, & Christine McCauley Ohannessian **Citations:** Vannucci, A., Simpson, E. G., Gagnon, S., & Ohannessian, C. M. C. (2020). Social media use and risky behaviors in adolescents: A meta‑analysis. Journal of Adolescence, 79(1), 258–274. https://doi.org/10.10 16/j.adolescence.202 0.01.014	- Examined the associations between social media use and risky behaviors during adolescence.	N = 67,407 adolescents Mean age = 15.5, range: 12.6-18.0 years; 51.7% girls; 57.2% White	Quantitative, Meta-Analysis	- Took primary studies from PsycInfo, PubMed, Google Scholar, and Proquest Dissertations and Theses Global and analyzed the information.	- There was a small to medium link with higher levels of social media use and the amount of engagements in risky behaviors, including substance use and risky sexual behaviors.	- This is the first systematic review to summarize the relationship between social media use and engagement in risky behaviors during adolescence. - The sample size is large and diverse and analyzes several common risky behaviors.	- A longitudinal study would have been better because it would clarify directionality and help with policy making. - The self reports from adolescents would have elicited bias.

Authors/Citation	Purpose/Objective of Study	Sample	Study Design	Study Methods	Major Finding(s)	Strengths	Limitations
Authors: Barbara Jiotsa, Benjamin Naccache, Mélanie Duval, Bruno Rocher, & Marie Grall-Bronnec **Citations:** Jiotsa, B., Naccache, B., Duval, M., Rocher, B., & Grall-Bronnec, M. (2021). Social Media Use and Body Image Disorders: Association between Frequency of Comparing One's Own Physical Appearance to That of People Being Followed on Social Media and Body Dissatisfaction and Drive for Thinness. International Journal of Environmental Research and Public Health, 18(6), 2880. https://doi.org/10.3390/ijerph18062880	- Investigate the association between how often one compares their physical appearance to the people that they follow online. - Investigates one's body dissatisfaction and their drive for thinness after social media use.	N = 1331 Ages 15 to 35 Mean age = 24.2 1138 were recruited from the general public and 193 participants suffered from eating disorders.	Transversal Observation and Quantitative	- An online questionnaire was completed to assess social media use (followed accounts, the amount of selfies posted, and image comparison frequency)	- There was an association between the frequency of comparing one's own physical appearance to the people that they followed online. - The level of education was a huge factor, while BMI was not. - The use of social media in teenagers and young adults increases body dissatisfaction and their drive for thinness and makes them more vulnerable to eating disorders. - Need to take social media into evaluation when treating patients.	- The sample size is very large. - Young adults were also a part of the study because we don't always just use social media when we are adolescents. People tend to use social media for a long time.	- A longitudinal study would have been better to use to determine the exact association between social media use and the drive for thinness. - The online questionnaire was not designed to collect any data that included indicators of individual or family vulnerabilities for an eating disorder. - The time that participants spent on social media was self reported, which could induce a declaration bias.

Authors/Citation	Purpose/Objective of Study	Sample	Study Design	Study Methods	Major Finding(s)	Strengths	Limitations
Authors: Chloe S. Gordon, Hannah K. Jarman, Rachel F. Rodgers, Siân A. McLean, Amy Slater, Matthew Fuller-Tyszkiewicz, & Susan J. Paxton **Citations:** Gordon, C. S., Jarman, H. K., Rodgers, R. F., McLean, S. A., Slater, A., Fuller-Tyszkiewicz, M., & Paxton, S. J. (2021). Outcomes of a Cluster Randomized Controlled Trial of the SoMe Social Media Literacy Program for Improving Body Image-Related Outcomes in Adolescent Boys and Girls. Nutrients, 13(11), 3825. https://doi.org/10.3390/nu13113825	- There are a few resources in the classroom that can help decrease the negative effects of social media. - The study aims to test the efficacy of social media on body image, dieting, and the wellbeing of adolescents. - A clustered randomized controlled trial was used.	N = 892 Mean age = 12.77, SD = 0.74; range 11–15; 49.5% male	Qualitative, Survey with open-ended questions	- Participants did surveys at four time points (baseline, 1 week post intervention, 6 and 12 month follow up). - The survey would assess body dissatisfaction, dietary restraint, and strategies to increase self-esteem and depressive symptoms.	- There were some modest positive interventions that had an effect on girls during their 6 month follow up regarding dietary restraint and depressive symptoms. Boys had only a few positive effects from interventions. - The findings suggest identifying those who benefit from interventions and maximize the effects.	- The sample size was large with the mean age being close to the age that adolescents are introduced to social media.	- The sample attrition at the 12 month follow up was high at 30% and could have messed up the findings. - The research could have gone on for longer than 12 months for more accurate results.

Authors/Citation	Purpose/Objective of Study	Sample	Study Design	Study Methods	Major Finding(s)	Strengths	Limitations
Authors: Ibrahim H. Acar, Gökçen Avcılar, Gözde Yazıcı, & Selen Bostancı **Citations:** Acar, I. H., Avcılar, G., Yazıcı, G., & Bostancı, S. (2020). The roles of adolescents' emotional problems and social media addiction on their self-esteem. Current Psychology, 41(10), 6838–6847. https://doi.org/10.1007/s12144-020-01174-5	- Investigate how adolescents' emotional problems and social media use contributes to their self esteem.	N = 221 49.3% females age 13 to 17 years Mean age = 15.86, SD = 0.91	Quantitative, Comparative	- Participants self reported their emotional problems, social media addiction, and self esteem. - The Rosenberg Self-Esteem Scale was used. - A package of questionnaires was given to the students to complete at home. A research assistant would come and pick up the packets after they were filled out.	- Higher levels of emotional problems and social media addiction were related to lower levels of self-esteem. - Adolescents with higher levels of emotional problems tended to report higher levels of social media addiction and were related to lower levels of self esteem. - Male adolescents reported higher self esteem levels than female adolescents.	- This study emphasized on participants with and without ADHD. - There was a big connection with students who had high levels of emotional problems to lower self esteem issues.	- Because data was collected through self reports, there could have been bias in the answers. - The sample were adolescents from three different schools in the same city which may not have represented the adolescents in the whole country.

Authors/Citation	Purpose/Objective of Study	Sample	Study Design	Study Methods	Major Finding(s)	Strengths	Limitations
Authors: Jacqueline Nesi, W. Andrew Rothenberg, Alexandra H. Bettis, Maya Massing-Schaffer, Kara A. Fox, Eva H. Telzer, Kristen A. Lindquist & Mitchell J. Prinstein **Citations:** Nesi, J., Rothenberg, W. A., Bettis, A. H., Massing-Schaffer, M., Fox, K. A., Telzer, E. H., Lindquist, K. A., & Prinstein, M. J. (2021). Emotional Responses to Social Media Experiences Among Adolescents: Longitudinal Associations with Depressive Symptoms. Journal of Clinical Child & Adolescent Psychology, 51(6), 907–922. https://doi.org/10.1080/15374416.2021.1955370	- Examines associations between adolescents' emotional responses to social media experiences and depressive symptoms - Examines gender differences with social media use.	N = 687 adolescents (48.6% girls; Mean age = 14.3; 38.1% White, 29.4% Hispanic, 23.0% Black).	Quantitative, Comparative	- A sample of 687 adolescents completed measures of both positive and negative emotional responses to social media experiences and depressive symptoms. - Done at two time points, one year apart from each other.	- Higher levels of depressive symptoms were associated with more frequent negative emotional responses to social media. - One year later, greater positive emotional responses to social media were associated with later depressive symptoms. - Girls had a greater emotional response to social media experiences.	- The sample was large and racially and ethnically diverse. - The study was longitudinal by assessing depression and social media experiences at two points in time over the course of one year.	- The distinction between actual social media behaviors or experiences (e.g., receiving positive comments) and subjective emotional responses to those experiences (e.g., feeling happy) is difficult to self-report.

Authors/Citation	Purpose/Objective of Study	Sample	Study Design	Study Methods	Major Finding(s)	Strengths	Limitations
Authors: Michelle O'Reilly **Citations:** O'Reilly, M. (2020). Social media and adolescent mental health: the good, the bad and the ugly. Journal of Mental Health, 29(2), 200–206. https://doi.org/10.1080/09638237.2020.1714007	- Practitioners need to be able to assess risk since social media is always evolving. - There is limited work about the relationship of social media and mental health and how it affects adolescents.	N = 62	Qualitative, Using focus group discussions	- Eight focus groups with six adolescents, ages 11-18, and two mental health practitioners were conducted.	- Participants discussed what they thought was the good, bad, and ugly of social media. They also weighed the benefits of social media to the negative impacts on adolescents. - Mental health practitioners agree that social media can be negative but also acknowledge the potential benefits.	- Practitioners were included in the study. This is important because practitioners need to consider the role of social media when assessing patients.	- The participants were as young as 11 which could have made it difficult to interpret how they really feel about social media.