Currently, universal access to the Internet and the integration of everyday life with virtual space have made "presence" in Social Media (SM) a determinant of modern man's lifestyle. Their uniqueness in building a community and mutual interactions makes them a synonym for everyday relationships with other people. We see a growing interest in the Internet as a source of health information. Also, many Internet occupants (88%) confirm that they use the Internet to learn about health, diseases, or treatment. Interestingly, an authority on health matters represented by members of the medical professions comes only in the second place. Health educators also notice the potential of social media. More and more often, we observe the presence of doctors, nutritionists, physiotherapists, and pharmacists in the virtual space, where, by creating a community around them, they conduct health education activities.

In health education, it is very important to shape behavior change because it is more vital for people what they do for their health than what they know about it. In light of these data, it is essential to use social learning theory to create activities in health education. It leads to explaining human behavior in terms of interactions between cognitive, behavioral, and environmental determinants. Therefore, the project aims to **assess the potential of social media as a health education medium basing on the Social Learning Theory and to verify to what extent these activities are carried out with the use of Social Learning Theory.**

Differences in the way people communicate across social media platforms can play a crucial role in how audiences are engaged with health messages. That is why we plan to research three different social media platforms: Facebook, Instagram, and TikTok. The project involves the three-stage analysis of these platforms in terms of the research hypotheses.

Stage I: Assessment of profiles of health professionals providing health education in Social Media.
H1: The specificity of Social Media allows for the implementation of health education based on the theoretical framework of the Social Learning Theory.

At this stage, it is planned to conduct a qualitative analysis of the published content in the field of health education on profiles run by representatives of medical professions on Instagram, Facebook, and TikTok.

Stage II: Verification to what extent Influencers-health professionals conduct activities in health education according to Social Learning Theory.

H2: Medical influencers are unaware of the potential of using Social Learning Theory to guide their educational activities.

At this stage, the knowledge of SLT by Influencers performing medical professions will be identified and the extent to which they use as theoretical frameworks in conducting health education.

Stage III: Effectiveness of health education activities carried out in accordance with Social Learning Theory.
H3: Activities in health education conducted by influencers based on the Social Learning Theory may lead to changes in pro-health behavior.

At this stage, the effectiveness of health education activities conducted in accordance with social learning theory will be assessed. The study group will be observing the profiles indicated by the researchers for six months. Then an evaluation of these activities will be performed.