Utilizing An Educational Workshop to Help Pharmacy Students Manage Imposter Syndrome

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Background
Imposter syndrome (IS) or Imposter phenomenon (IP) is the experience of feeling fraudulent paired with fear of possible exposure. Individuals may show signs of:
• Perfectionism
• Self-Doubt
• Self-sabotage
• Low self-esteem
Imposter syndrome has long plagued high achieving individuals. It is without surprise that the practice of pharmacy attracts and cultivates feelings of IS.
• 30% of health professional students experience IS
• Most pharmacy students have frequent IS feelings

Objective
To develop a workshop to help pharmacy students identify and overcome feelings of IS

Methods
Design
• Hybrid online/in-person workshop
• Focused on pharmacy students
• All SIUESOP was invited
• Active participation was encouraged

Overview of workshop
• Self-assessment using Clance Imposter phenomenon scale (CIPS)

<table>
<thead>
<tr>
<th>IP classification</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild IP experiences (&lt;40)</td>
<td>18%</td>
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<tr>
<td>Moderate IP experiences (41-60)</td>
<td>24%</td>
</tr>
<tr>
<td>Frequent IP experiences (61-80)</td>
<td>38%</td>
</tr>
<tr>
<td>Intense IP experiences (&lt;80)</td>
<td>3%</td>
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</tbody>
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• Define IS and its impact in pharmacy school
• Utilize real life examples
• Provide coping methods
• Followed up by an anonymous Qualtrics survey

Results

<table>
<thead>
<tr>
<th></th>
<th># Of Students</th>
<th>% Of total</th>
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</thead>
<tbody>
<tr>
<td>Pharmacy Student</td>
<td>55</td>
<td>100.00%</td>
</tr>
<tr>
<td>First Year (P1)</td>
<td>25</td>
<td>47.27%</td>
</tr>
<tr>
<td>Second Year (P2)</td>
<td>24</td>
<td>43.64%</td>
</tr>
<tr>
<td>Third Year (P3)</td>
<td>5</td>
<td>9.09%</td>
</tr>
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<table>
<thead>
<tr>
<th>Gender</th>
<th># Of Students</th>
<th>% Of total</th>
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<tbody>
<tr>
<td>Female</td>
<td>40</td>
<td>72.73%</td>
</tr>
<tr>
<td>Male</td>
<td>15</td>
<td>27.27%</td>
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</tbody>
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• 78% of students had at least frequent IP experiences
• Females more likely to have intense IP experiences
• No differences in CIPS score between P1-P3
• After the workshop, all students stated they better understand IS and strategies to manage it

Discussion
• Overall, the workshop was well received
• Higher female participation may be due to higher IP feelings in female student population
• Unable to identify trend of CIPS score between pharmacy years
• Adapting workshop for future
• Finding successful peers in the fields suffering from IS

75% of students were likely or very likely to implement at least one change
The most common methods are, practicing breaking habits of IS (69%) and reducing social media use (58%)

References