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Background & Significance

- Imposter syndrome and stereotype threat (ISST) are significant disruptors to effective teaching and learning in didactic and experiential settings^{1,2}
- ISST decreases productivity of faculty, staff, and students^{1,2}
- Studies indicate that 1 in 4 professionals (and up to 75% in women of color) suffer with imposter syndrome^{3,4}
- Anecdotally, both Imposter syndrome and stereotype threat were identified as concepts that were diminishing desired optimal functioning among our college culture
- In response, the Diversity, Equity and Inclusion (DEI) leadership team within Bouvé College of Health Sciences developed a training session to increase awareness of ISST and develop strategies to minimize the negative effects of ISST among the college's community members

Objectives

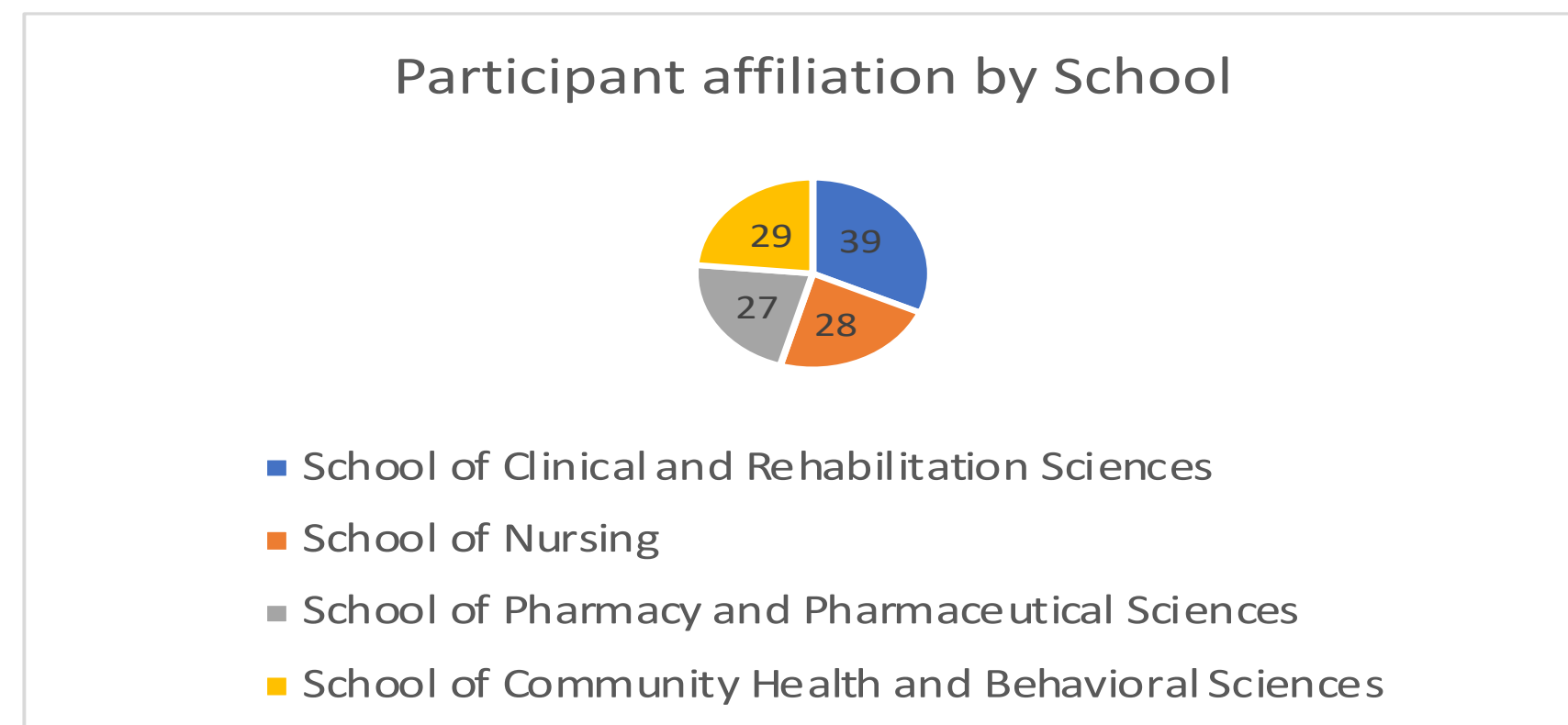
- To describe the design and evaluated outcomes of a faculty and staff workshop in a College of Health Sciences, aimed at increasing awareness of and managing Imposter Syndrome and Stereotype Threat

Methods

- Training was developed as a 45-minute virtual workshop, which included an interactive lecture reviewing characteristics and ways to combat ISST
- Faculty and staff also met in small groups allowing for discussions of personal experiences and opportunities for implementation in clinical or didactic work
- Training was delivered to faculty and staff during standard school meetings in the Bouvé College of Health Sciences across 4 schools:
 - Clinical and Rehabilitation Sciences
 - Community Health and Behavioral Sciences
 - Pharmacy and Pharmaceutical Sciences
 - Nursing
- Pre and post surveys were administered to evaluate participants' comfort level with ISST concepts, ability to identify signs of these phenomena, and ability to implement strategies to combat their detrimental effects

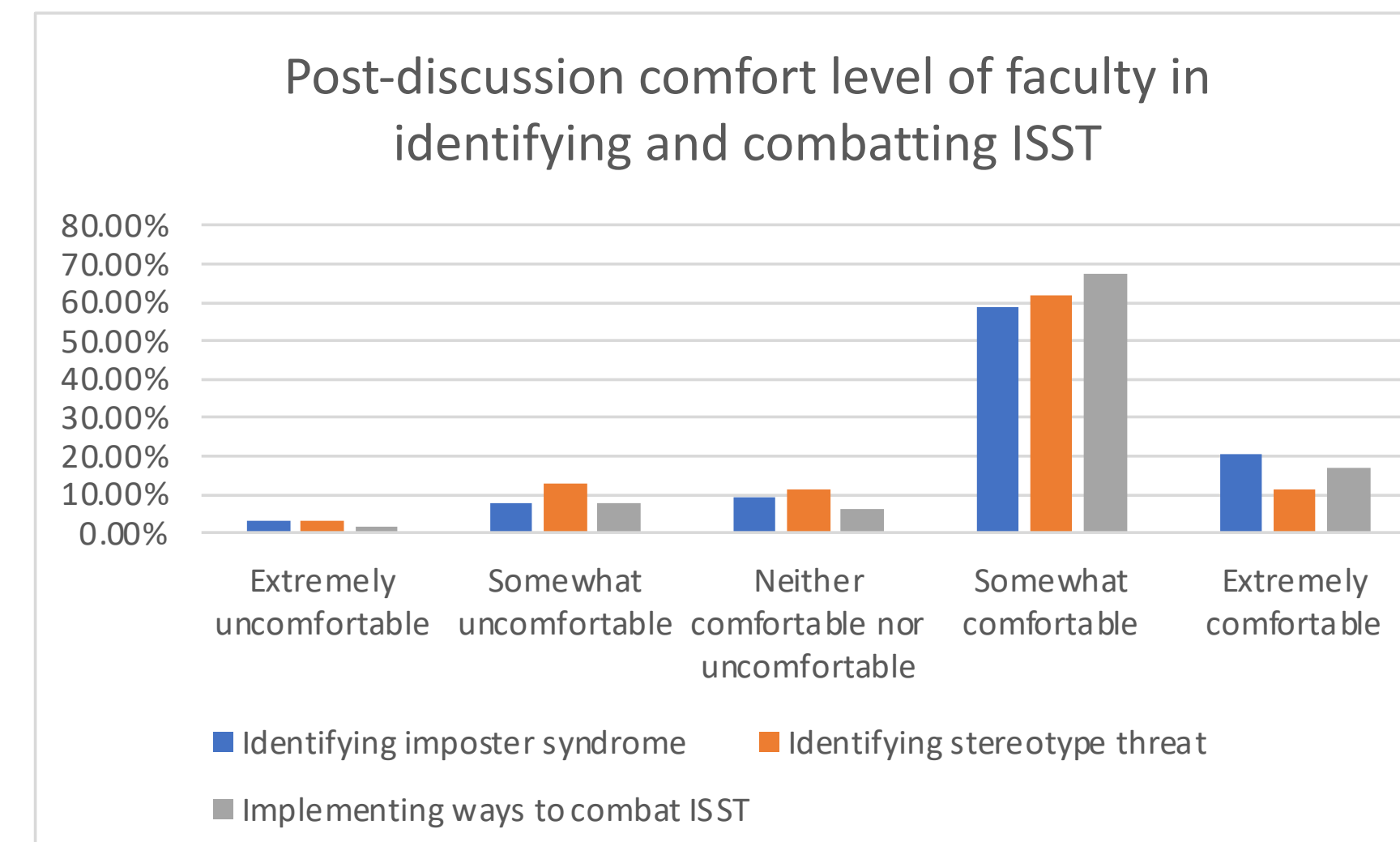
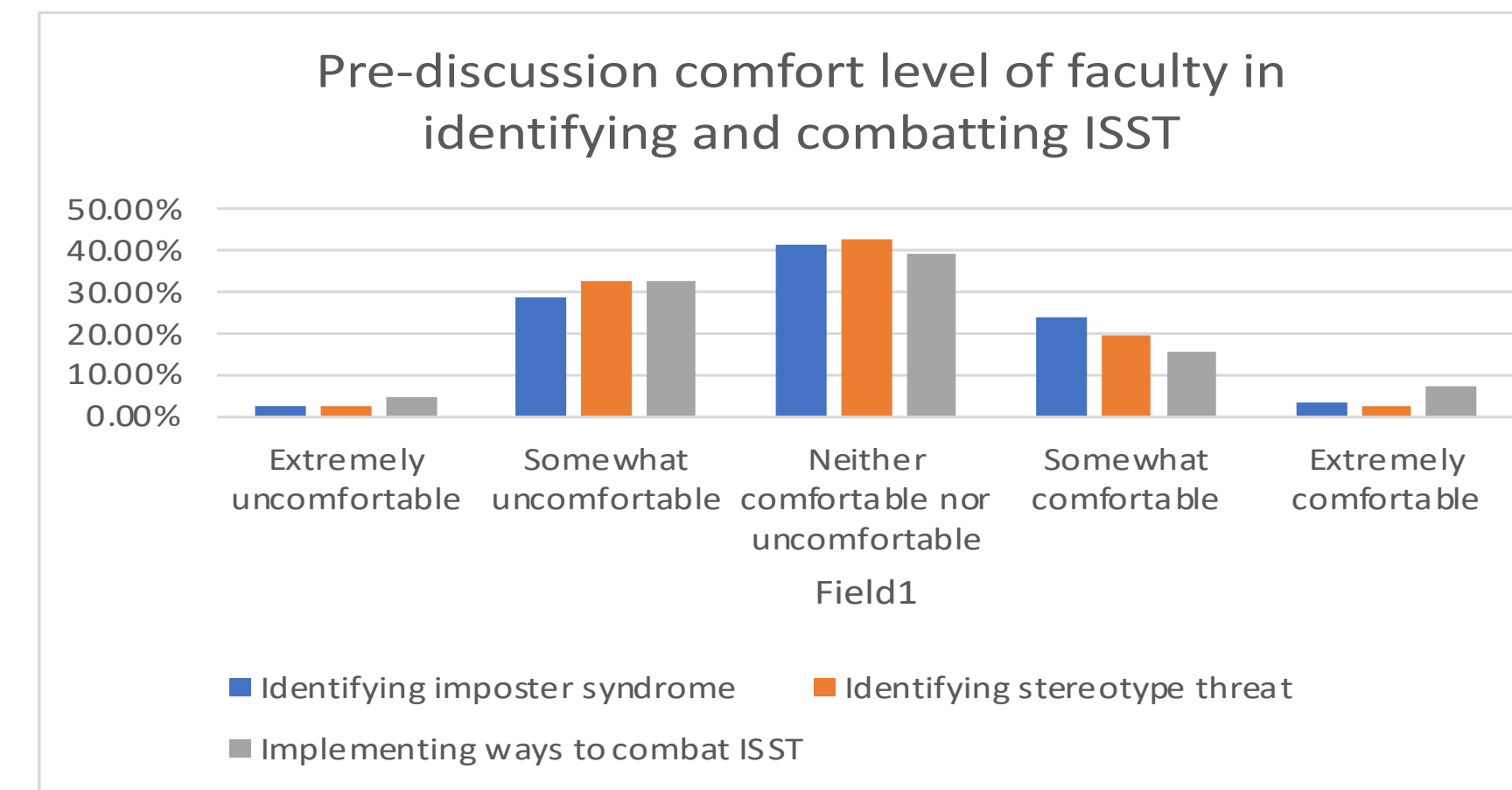
Results

- Training participants N= 177 faculty and staff



Results (continued)

- Pre and post surveys were completed by 123 (69.5%) and 64 (36.2%) of attendees, respectively
- Calculated mean scores on all 5-likert scale questions improved significantly ($p < 0.01$) post training indicating improved comfort level of recognizing and managing ISST



Discussion

- ISST are common causes of underperformance, and lead to higher attrition rates among underrepresented faculty, staff and students
- Educators should engage in professional development to increase their knowledge and understanding of barriers to inclusivity and belonging in the health professions, and discuss viable strategies within their context
- Small group discussions indicated that implicit bias, microaggression, value, and belonging were all intersectional topics of concern

Conclusions

- Training programs designed to foster recognition of signs of ISST and strategies to minimize their impact are feasible and effective
- 45-minute virtual workshops presented in faculty and staff meetings can have positive impacts on faculty and staff
- Further longitudinal and qualitative research is needed to determine the impact of the ISST workshop on the performance and retention of diverse talent within the college

References

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