

Introduction

- Imposter Phenomenon is defined as a feeling of inadequacy that persists despite evident success.
- While it is often called Imposter Syndrome, we decided to use the original term **Imposter Phenomenon (IP)** to normalize rather than pathologize it.
- Imes and Clance (1978) noted that IP “occurs among high achievers who are unable to internalize and accept their success. They often attribute their accomplishments to luck rather than to ability, and fear that others will eventually unmask them as a fraud.”
- IP is particularly prevalent among high-achieving individuals in academia and medical professions (Neufeld et.al., 2023) including psychologists and psychologists-in-training.
- Studies have linked IP to higher risk of job dissatisfaction, work-related burnout, anxiety, depression and suicide (Neufeld et al., 2023).

Goals

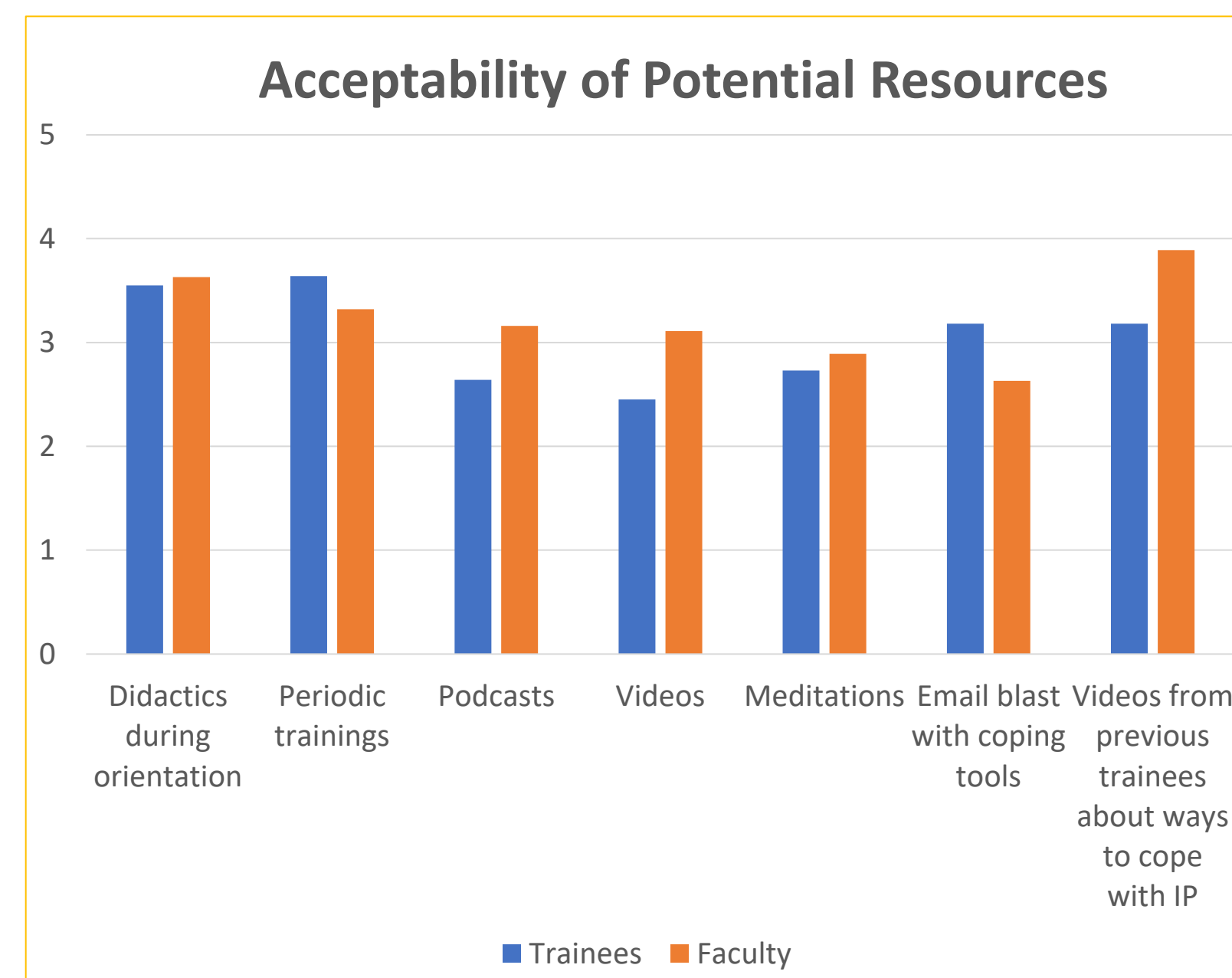
- We sought to identify the preferred ways to prevent and mitigate the negative effects of IP among psychology trainees to inform:
 - Development of resources for trainees to cope with IP
 - Development of a tool kit for supervisors and educators to support trainees

Methods

- Developed and administered two surveys which included multiple choice and open response questions:
 - Survey for interns and fellows (n=11) to explore what resources they would be most likely to use and what would be most helpful to cope with IP
 - Survey for psychology training faculty (n=19) to explore confidence in identifying and addressing imposter phenomenon and what resources they believed would be most helpful for trainees and for educators

Results

- All trainees reported it would be extremely or very helpful for supervisors to know when they were experiencing IP.
 - The majority of trainees also felt that it would be extremely/very helpful to receive information in advance of the training year about Rochester mental health resources, have an outlet to discuss IP, and have supervisors share resources about IP.
- All of the faculty felt that IP is important to address during training and can negatively impact well-being during the training year..
 - 68% reported feeling extremely/very confident identifying IP;
 - 47% reported feeling extremely/very confident addressing IP.
 - Nearly 75% of the faculty reported they would benefit from additional resources to support trainees experiencing IP.
- Faculty reported that the most helpful and feasible materials for them to support trainees who experience IP would be: evidenced-based articles, videos and podcasts.
 - Faculty provided additional ideas that could be helpful to best support trainees such as: modeling and having a space to share experiences to normalize and validate the experience with peers, MDs or other trainees from other institutions.



Conclusions

- Trainees and faculty agreed IP is important to address and both groups expressed desire for more resources to do so.
 - Trainees reported that they would be most likely to use videos from previous trainees sharing their experiences, podcasts, and training during orientation as well as throughout the year.
 - Faculty thought that videos from previous trainees, didactic training during orientation, and meditations would be the most helpful for trainees who experience IP. and that they would benefit from evidence-based articles, videos and podcasts to help them effectively support trainees experiencing IP.

Future Directions

- Record videos of program alums and faculty sharing their experiences with IP and what was helpful in coping with it.
- Develop a tool kit with resources to share with trainees before and during the training year, including videos that are developed.
- Identify and disseminate resources for supervisors to effectively support of trainees experiencing IP.

References

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- Neufeld A., Babenko O., Lai H., Svrcak C., Malin G. (2023). Why do we feel like intellectual frauds? A self-determination theory perspective on the impostor phenomenon in medical students. *Teach. Learn. Med.* 35, 180–192. doi: 10.1080/10401334.2022.2056741, PMID:
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