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## Imposter Syndrome [poster]

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# Signature Project: Imposter Syndrome

## Research Conducted: Tristan Snell

### UNIV 4186 Studies in Peer Education – Level 3 – Spring 2021



#### Overview of Imposter Syndrome

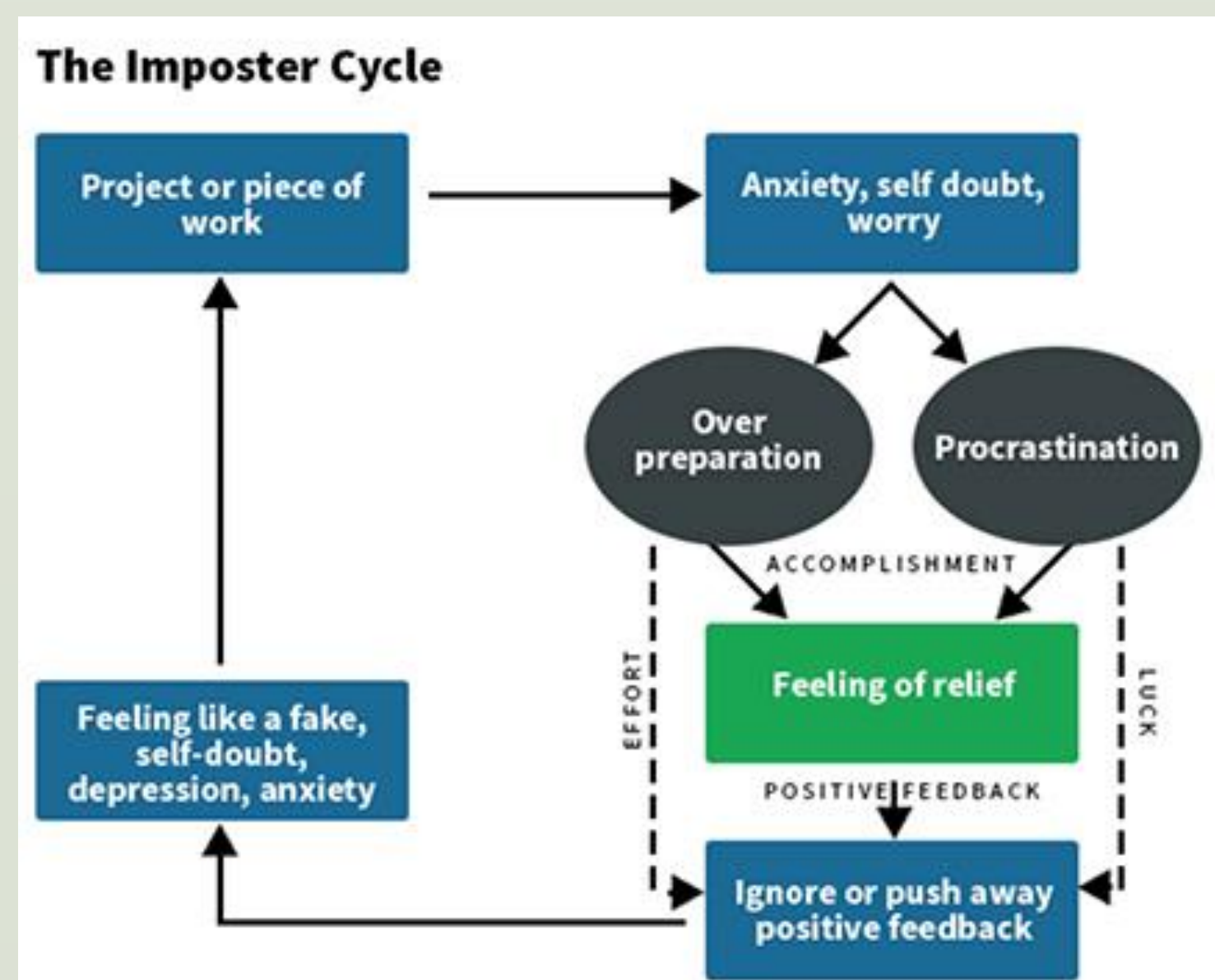
- Destigmatize by not using medical language of “Syndrome” since it’s not classified as a medical disorder. (APA, 2013)
- Imposter Phenomena is the psychological pattern where an individual doubts their accomplishments and has an internal fear of being exposed as a fraud.
- Clance & Imes (1978) : Gender Studies & Research on high-achieving women.



#### Process of the Imposter

##### Signs of the Phenomena:

- Undervaluing one’s abilities.
- Attribution of personal success to other factors.
- Refer to the chart:
  - Over-preparation vs. Procrastination
  - Effort vs. Luck
  - Pre-mediated Habits
    - Humans are creatures of habit.
  - Ritual and Myth-Making



#### The Big Five Personality Traits:

- Openness:
  - Imagination & Insight.
- Conscientiousness:
  - Thoughtfulness & Good impulse control.
- Extraversion:
  - Sociability & Assertiveness.
- Agreeableness:
  - Trust & Altruism.
- Neuroticism:
  - Moodiness & Emotional Instability.

#### Experiences around Imposter Syndrome

- Studies concluded that 70% of the general public experiences this phenomena. (Sakulku & Alexander, 2011)
- Achievement oriented/perfectionist expectations of oneself.
  - Linked to most competitive STEM fields.
  - “Publish or Perish” academic culture.
  - Strongly identify with professional roles.
- IP occurs much higher in underrepresented groups. (Cokely et.al 2013)
  - Students of color
  - First generation students
  - Women in STEM
  - LGBTQ+
- Linked to context in social belonging.
  - Comparison and representation.



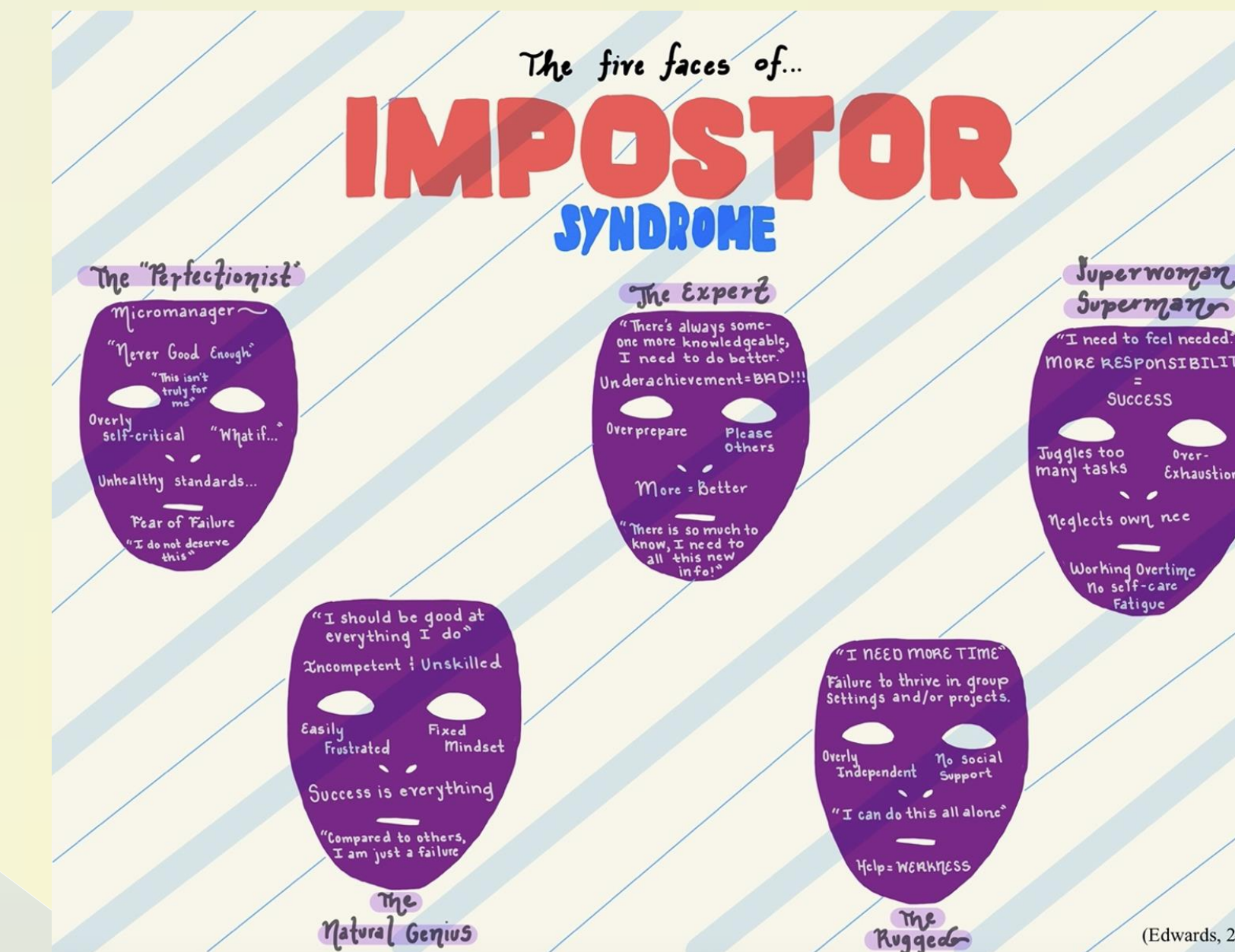
#### Normalization of Productive Failure

- Model by sharing your experiences if you feel comfortable, reassuring your students the feelings of imposter.
- Promoting a growth mindset. (Dweck, 2016)
  - Framing feedback mindfully.
  - Not just about results, but effort and process.
- Teaching self-assessment.
- Muddiest Point Activity (Angelo & Cross, 1993)
  - Have students take a few minutes and write down the most confusing/difficult part of the lesson, lecture, or reading.
  - Showing students, it’s okay to have questions and difficulty when learning.



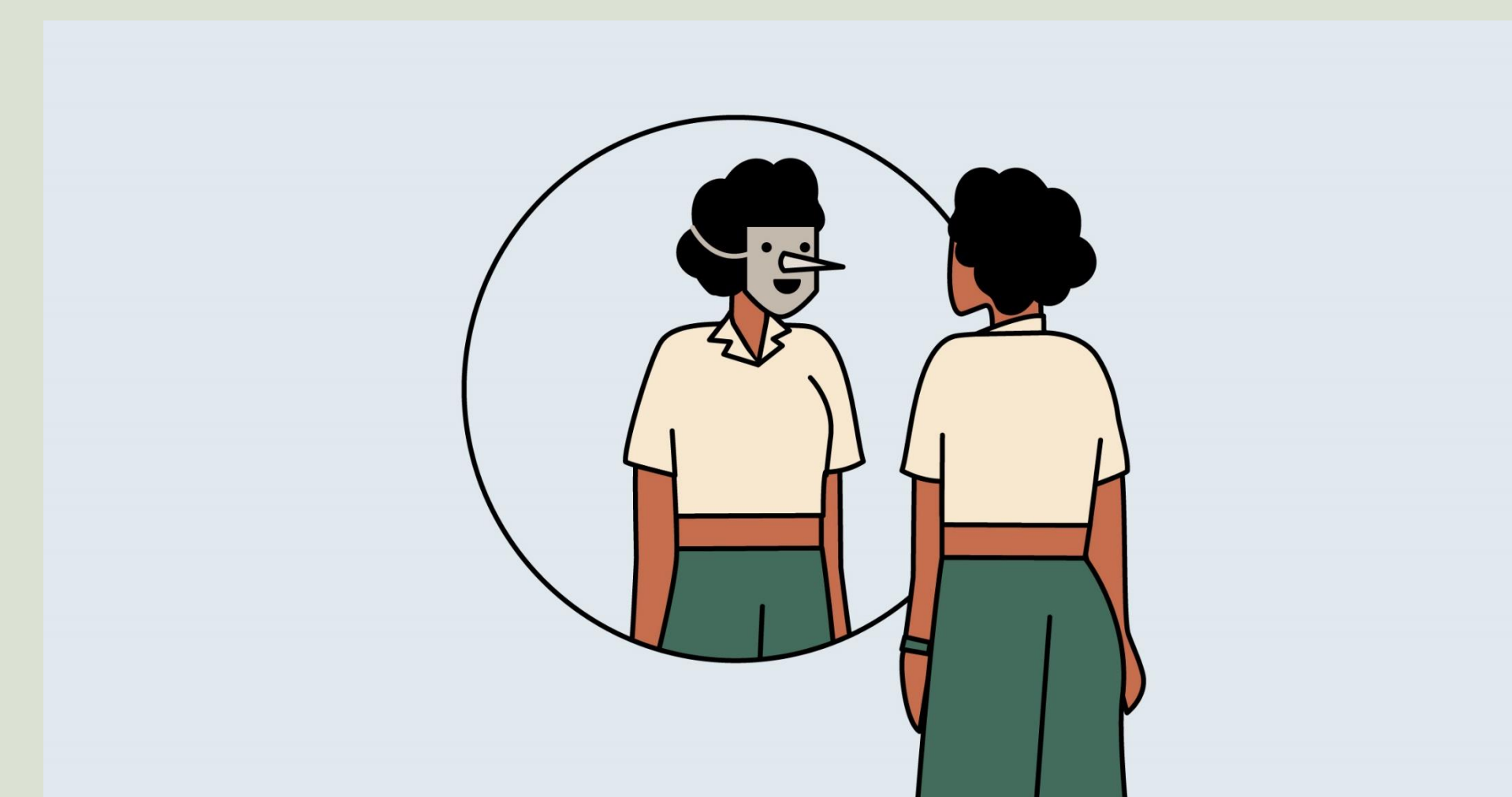
#### Coping strategies surrounding Imposter Syndrome

- Seeking out mentorship.
- Share your experience with a colleague informally.
- Accept that some tasks will not be done perfectly.
- Review your experience and achievements by documenting your progress.
- Rewarding yourself for progress.
- Practice improvising to become more comfortable with speaking extemporaneously.
- Rehearse acting confidently.
- Shift your language of self-talk to focus on effort and achievement, not external factors like luck.



#### College Experience within Peer Mentoring

- Research shows that seeking out opportunities such as . . . is linked to lower IP scores. (Barr–Walker et.al 2019)
  - University Librarians
  - Social Activities
  - Involvement in Student Organizations
  - Networking
- Classroom Experience:
  - “Brave Space” (Arao & Clemens, 2013)
    - Risk-taking and challenging experiences are acknowledged and supported not eliminated.
- Classroom Engagement & Vigilance:
  - Mini-rituals of short group meditation.
  - Recap of one good/bad weekly experience.
  - Exchange of media:
    - Podcasts, music, useful blogs, advice.



#### Resources for Peer Mentors

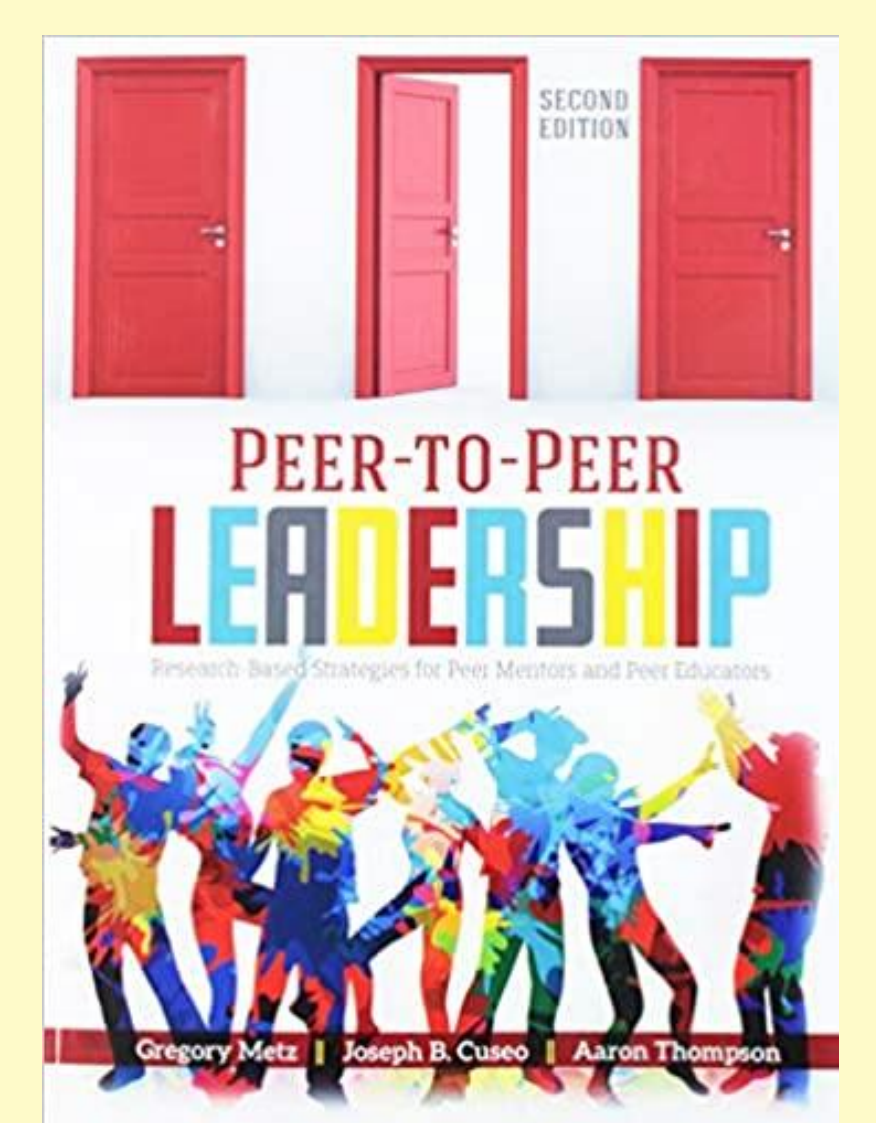
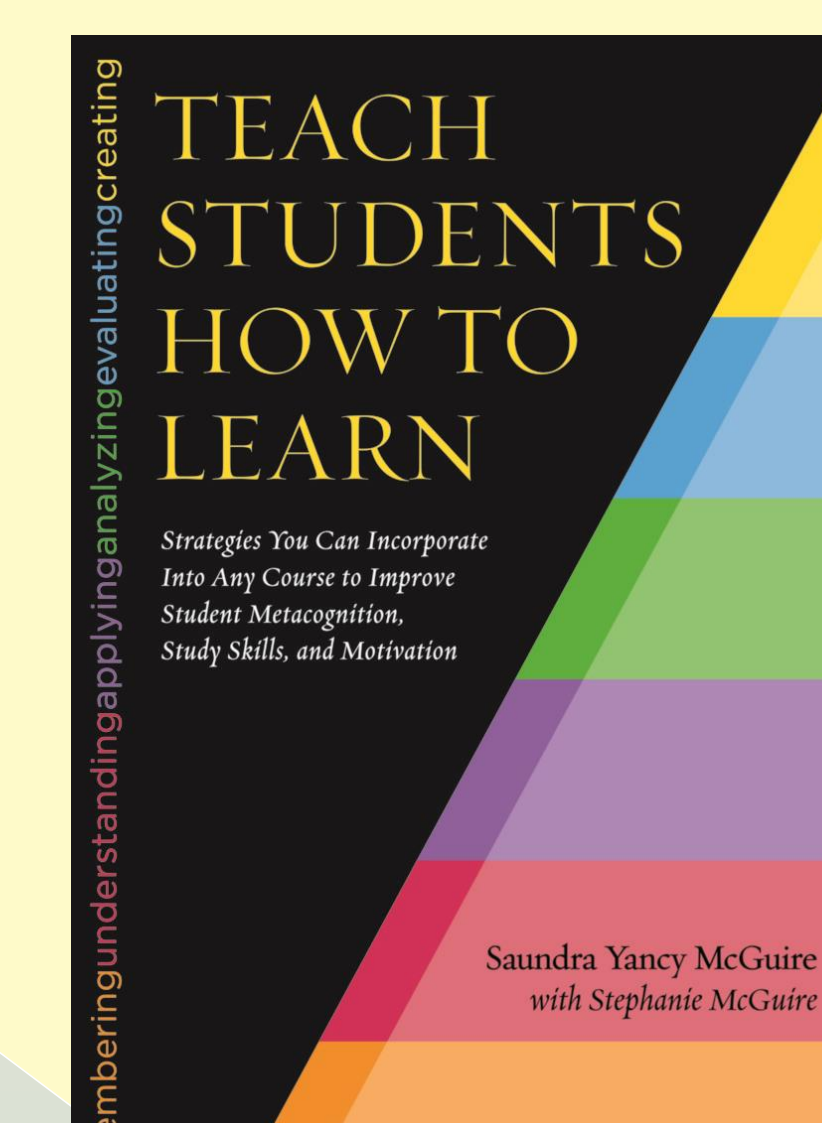
- Bloom’s Taxonomy (Bloom et.al 1956)
  - Pyramid of levels depicting different levels of thinking when learning.
    - Remembering, Understanding, Applying, Analyzing, Evaluating, Crafting.
- Study Cycle’s
  - Metacognitive practices for deep learning goals.
    - Preview, Attend, Review, Study, Assess.
- Ruffini’s Five Bases of Intrinsic Motivation (Ruffini, 1995)
  - Autonomy, Competence, Belonging, Self-esteem, Involvement and Enjoyment.



#### Application of Theory in Student Development

##### & Peer Leadership

- The First Year Experience: (Cueso et al., 2016)
  - The Early Stage (First 6 weeks)
  - The Middle State (Midterm season)
  - The Late Stage (Finals)
  - Second Semester
- Astin’s Student Involvement Theory (Astin, 1984 -1993)
- Tinto’s Interactionist Theory of Student Retention (Tinto, 1984)
- Chickering’s Theory of Student Identity Development (Chickering, 1969)



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