Preceptor Connect #3: Putting it all together!

Quick Review

What have we learned so far?

Session 1:
- Debriefing after deferral
- Forward planning
- Reframing negativity around uncertainty

Session 2:
- Low-stakes meta-cognition
- Open reflection with no feedback
Which of the techniques have you tried?

So we have focused on the preceptor perspective...

How do the students feel?
Competing tensions for students

- "It's ok to learn from your mistakes"
- Assume responsibility for patient care
- "Is my uncertainty justified?"

How do students handle this?
Borrowing Comfort

◉ Rely on supervisors to determine when and how much to step in
  ○ They may not recognize it themselves...
◉ Rely on supervisors to critically reframe their discomfort
  ○ Deficiency in knowledge and skill?
  ○ Appropriate reaction?

Strategically Invoking Support

◉ Want to build trust...while at the same time be corrected when need be
◉ Want their feelings to be validated when they are uncertain
◉ "Safety Net"

Zone of Proximal Development

Zone of Proximal Development
Where we try and keep them...
In summary...

- **Preceptors as a safety net**
- Focus is on preceptor support
  - ...not just teaching and feedback
- They don’t always know what they *should* be able to do
  - If working in the zone of proximal development, they will feel discomfort
  - Balance of supporting autonomy while providing support

---

13

---

So preceptors and students are both trying to balance...

14

---

Selected Topic from Last Session

Imposter Syndrome!

15
Imposter Syndrome

Mismatch between Role and Identity

(I understand what I'm supposed to do and how to act but I don't feel like one!)

Using one word, what is your role as a pharmacist?

Imposter Syndrome

Reality

What I think others know

What others know
Why does it happen?

Imposter syndrome can have features of maladaptive perfectionism, meaning an individual may set a standard for themselves that is impossible to achieve, leading to feeling like an imposter when goals are not achieved.

More common in high-achieving women.
So how do we address this in ourselves? In the students?

Introduce the Concept:
- Help name the feelings

Share your Struggles:
- Vulnerability
- Setting an example

As with uncertainty

Having feelings of inadequacy are a normal part of professional development

What factors may worsen Imposter Syndrome?
- Poorly formed professional identity

Why Professional Identity Is Important

- The benefits of a strong professional identity are significant. *Identity influences how a professional perceives, explains, presents and conducts themselves.*
- Identity is also a key determination of the scopes and nature of an individual’s work and prioritization of their roles.

What does that mean to you?

Strong professional identity
Less imposter syndrome
More likely willing to practice to full scope
More likely to **MAKE A DECISION!**
Less likely to hesitate in ambiguous situations

Where to from here? Pick your adventure

**Room 1 Scenario:**
You have a student who phoned a doctor with a recommendation without talking to you first. They made a recommendation that you think was inappropriate.
How do you approach this?
**Considerations:**
- Inappropriately overconfident?
- Too comfortable?

**Room 2 Scenario:**
You have a student who will not take on too much responsibility, such as increasing patient load. You find they "hide" from patients and avoid making recommendations to doctors, or other team members.
How do you approach this?
**Considerations:**
- Inappropriately underconfident?
- Never "comfortable"
What is your role?

Help students become strongly formed professionals who *feel* like they are decision-makers, prescribers, and have responsibility for patient care.

Key elements: role-model, be ok with ambiguity, be vulnerable, provide feedback.