


**Preceptor Connect #3:
Putting it all together!**




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 **Quick Review**

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 **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
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Which of the techniques have you tried?

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So we have focused on the preceptor perspective...

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How do the students feel?

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Competing tensions for students

"Its ok to learn from your mistakes"

Assume responsibility for patient care

"Is my uncertainty justified?"

Patient safety in practice!

Least experienced team member

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How do students handle this?

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Borrowing Comfort

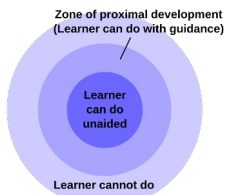
- Rely on supervisors to determine when and how much to step in
 - They may not recognize it themselves...
- Rely on supervisors to critically reframe their discomfort
 - Deficiency in knowledge and skill?
 - Appropriate reaction?

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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"

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

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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

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



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Selected Topic from Last Session

Imposter Syndrome!

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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!)

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

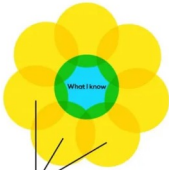
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Imposter Syndrome



Reality

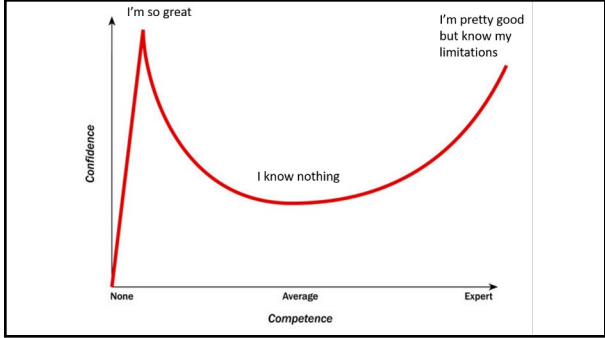


What others know

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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.

Gresham-Dolby, CPTL 2022

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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

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As with uncertainty

Having feelings of inadequacy are a normal part of professional development

What factors may worsen Imposter Syndrome?

- *Poorly formed professional identity*

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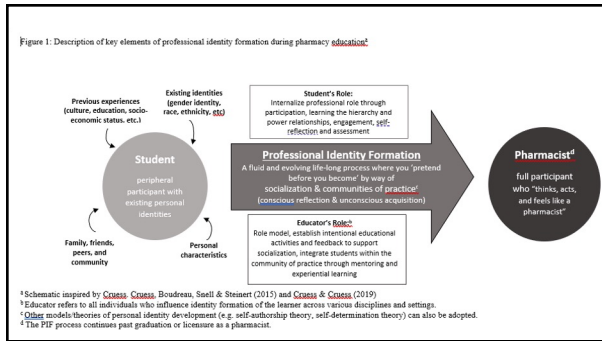
Why Professional Identity Is Important

- 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.

Cantillon P, Doman T, De Grave W. Becoming a clinical teacher: identity formation in context. Acad Med. 2019;94(10):1610-1618. doi:10.1097/acm.0000000000002403

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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

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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"

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 **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

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