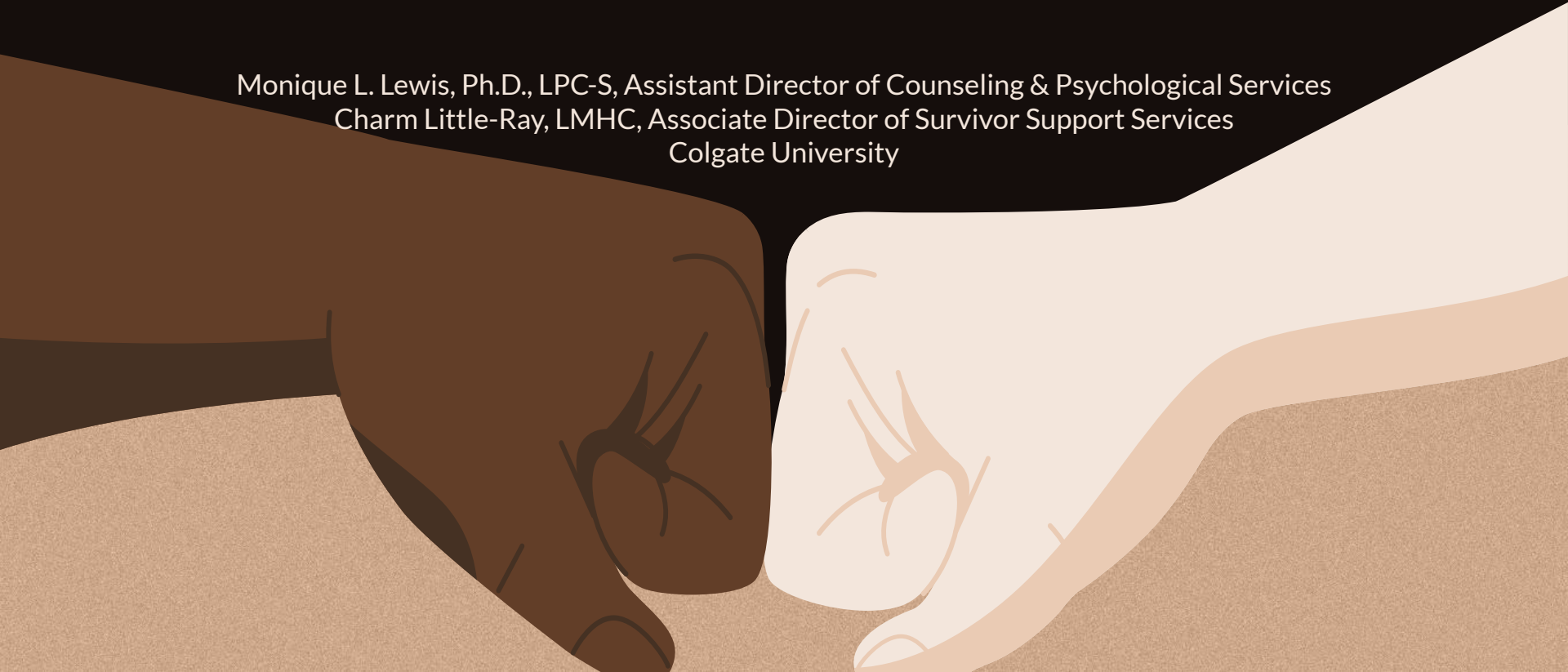


# Imposter Syndrome vs. Race-Related Stress

How Can We Help Students Of Color On PWI Campuses?

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# LAND ACKNOWLEDGMENT

We would like to acknowledge the land on which the University of Buffalo operates, which is the territory of the Seneca Nation, a member of the Haudenosaunee/Six Nations Confederacy. This territory is covered by The Dish with One Spoon Treaty of Peace and Friendship, a pledge to peaceably share and care for the resources around the Great Lakes. It is also covered by the 1974 Treaty of Canadaigua, between the United States Government and the Six Nations Confederacy, which further affirmed Haudenosaunee land rights and sovereignty in the State of New York. Today, this region is still the home to the Haudenosaunee people, and we are grateful for the opportunity to live, work, and share ideas in this territory.

# Group Agreements

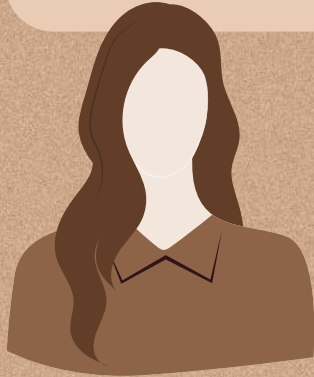
- Embrace a growth mindset
- Consider different voices, identities, and backgrounds in the room
- Step In
- Take care of yourself!





# Temperature Check!

Tell us a little about the makeup of your university and counseling center?



What drew you to this session and what are you hoping to learn?



# Today's Agenda

Our WHY 01

Defining Imposter  
Syndrome + 02  
Race-Related Stress

The BIPOC Student  
Experience 03

Considerations for  
Action 05

# BIPOC:

**Black, Indigenous, and  
people of color**



Emphasizes that systemic racism continues to oppress, invalidate, and deeply affect the lives of Black and Indigenous people in ways other people of color may not necessarily experience.



# **Predominantly White Institution**

# PWII

the term used to describe institutions of higher learning in which white students account for 50% or greater of the student enrollment



# Our **WHY**

**OUR STUDENTS**

**OUR EXPERIENCE**







**Imposter  
Syndrome  
vs.  
Race-Related  
Stress**

# Imposter Syndrome/Phenomenon

Situation in which highly accomplished, successful individuals paradoxically believe they are frauds who ultimately will fail and be unmasked as incompetent (American Psychological Association)



# Race-Based Stress

The unique psychological and emotional distress that Black, Indigenous, and People of Color (BIPOC) suffer as a result of racism and discrimination (Association for Behavioral and Cognitive Therapies)





# Imposter Syndrome

- Fear of being “found out”
- Success is just luck
- Need for external validation to determine success

# Race-Related Stress

- Mimics symptoms of PTSD
- Feeling constantly threatened
- Trouble finding meaning in life
- Heightened stress after exposure to racial triggers

Fear  
Anxiety  
Self Doubt  
Negative Self Talk



# THE BIPOC STUDENT EXPERIENCE





**Let's Listen!**

**Youtube:** [On Diversity:  
Access Ain't Inclusion | Anthony  
Jack | TEDxCambridge](#)



# THE BIPOC STUDENT EXPERIENCE | *in person*

- Pressure to break stereotypes
- Expectations to be a “representative” of one’s racial group
- Fear of the consequences of speaking up or taking action
- Feeling isolated and like an outsider
- Emotional labor of being “okay”



A hand holding a sign with the text "Now what?" on a brown background. The hand is dark brown and is holding the sign from the left side. The sign is white and contains the text "Now what?" in a dark brown, serif font. The background is a textured, light brown color.

Now  
what?





# Let's Watch!

**Youtube:** [On Diversity: Access  
Ain't Inclusion | Anthony Jack |](#)

[TEDxCambridge](#)



An illustration on a textured brown background showing two hands holding a white rectangular sign. The hand on the left is dark brown, and the hand on the right is light tan. The sign is tilted slightly upwards to the right.

**Clinical Role**

An illustration on a textured brown background showing four hands holding a dark brown rectangular sign. The hands are of various skin tones: light tan, dark brown, and black. The sign is tilted slightly downwards to the right.

**Administrative  
Role**

The background is a textured, light brown color. Four hands are illustrated around the central text: a dark brown hand with a watch and a black wristband at the top left; a light tan hand with a dark brown cuff at the top right; a light cream hand with a dark brown cuff at the bottom left; and a dark brown hand with a white beaded bracelet and a dark brown cuff at the bottom right.

# Considerations: Clinical Role

- Get Comfortable with the Uncomfortable
- SLOW DOWN and Be Curious
- Check your biases and assumptions
- Consider the Context



# Considerations: Administrative Role

- Cultural competency training and engagement
- Equitable provision of treatment

- Prioritize outreach
- Consider your positionality
- Examine the campus culture



# Closing thoughts?

Do you have any questions?

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