Understanding the Impact of Racial Inequities in Audiology

Logan Faust, AuD
Understanding the Impact of Racial Inequities in Audiology

- **Lecture 1 (9-9:45am):** How to discuss and reflect upon impactful subject matter  
  Break 9:45am – 10:00am

- **Lecture 2 (10-11:30am):** Foundational Concepts and Personal Application  
  Q&A 11:30am - 11:40am  
  Lunch Break 11:40am - 1:00pm

- **Lecture 3 (1-2:30pm):** Student and Professional Implications  
  Break 2:30pm - 2:45pm

- **Lecture 4 (2:45-3:45pm):** Impacts on Patient Care and Services  
  Q&A 3:45pm - 4:00pm

- **Closing Remarks (4-4:10pm)
Lecture 2: Foundational Concepts and Personal Application

10:00 – 11:30am
Q&A: 11:30 - 11:40am
Lunch: 11:40 – 1pm
Lecture 2 Agenda

1. Share my Personal Considerations/ Acknowledgements
2. **Slido** Activity
3. Review Foundation Concepts and Vocabulary
4. **Slido** Activity
5. What is our work for today?
6. **Slido** Activity
Logan’s Personal Acknowledgements

• How do you identify racially and culturally?
  • Biracial; Black and White – attempted to be white-passing unsuccessfully.
  • Identify as Black, Southern, and American

• What is our family make-up (cultural, socio-economic, size, etc.)?
  • Father is white, mother is black; however, my mother has Albinism.
  • Family of 5, that later became 6 with a young pregnancy from my older sister (niece); infant lived at home with us.
  • We were low middle-class or upper-lower class; with intermittent times of unsustainable financial prosperity.
    • Due to this I started to work 2 jobs concurrently starting at age 14; both jobs totally between 30-40 hours a week while going to high school fulltime.
Logan’s Personal Acknowledgements

How do you identify racially and culturally?
Logan’s Personal Acknowledgements

Waynesboro, VA
School Enrollment 2020 Data

What were the demographics of the town you grew up in (racial, socio-economic, rural, metropolitan, etc.)

- Rural community of ~20,000 people (when I lived there) in the heart of the Shenandoah Valley in Virginia.
- Dominantly Christian community; dominantly a politically conservative/republican community
- I was 1 of 5 biracial (black/white) people in my grade, but I was the most white-passing of us all.
- Community revered the Confederacy and Southern history.

2007-2011 School Enrollment Data: White 71.2%; Black 14%; American Indian/Alaska Native 2%; Asian 2%; Two or More races 7.6% (black and white 5.3%)

(National Center for Education Statistics, n.d.)
Logan’s Personal Acknowledgements

What were the demographics of the town you grew up in (racial, socio-economic, rural, metropolitan, etc.)
Logan’s Personal Acknowledgements

What are/ were the demographics of your college experiences?

- 30 minutes away from where I grew up (Harrisonburg, Virginia).
- 70% women, 30% at the time of my enrollment (non-binary was not an option at this time).
- Similar racial demographics as Waynesboro, but overall larger minority and black population.
- Politically liberal/ democratic due to influx of JMU students; community itself was conservative/ republican.

Special Notes:

- First person in my immediate and extended family to complete a four-year degree.
- I received a full financial scholarship for both undergrad and graduate school
- I received no other financial support from my family
- I worked throughout college both undergrad (20 hours/ week) and grad school (30+ hours/ week)
- I learned a lot about American History/ history inaccuracies while attending undergrad (ex: Internment camps)
- I learned a lot of things about race and my own bias while in college
What are the demographics of your closest friends?

• All my closest friends are between 27 – 33 years old
  • Most have spouses or have been in long-term relationships.

• Various socio-economic upbringings
  • Middle/Upper-Middle Class, Some Lower-UPPER Class:
    Most parents are white-collar, college educated with salaried positions (parents: engineers, teachers, accounting, etc.
  • Lower/Middle-Middle Class, Some Upper-LOWER Class:
    Only few have parents in blue-collar industries - mine included (food, retail, construction, etc.)

• VERY culturally diverse group
• Largely part of the LGBT+ community
• We are comfortable discussing LBGT+, race, cultural, international, and mental health issues.
• We are comfortable calling each other out on implicit biases.
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1 Start presenting to display the joining instructions on this slide.
Were any of my answers about my personal demographics/ background surprising?
Foundational Concepts and Vocabulary

Personal Acknowledgements = **Positionality Statement.**

Understanding your positionality, as well as understanding mine as your speaker, will help guide our discussions regarding key vocabulary because our perspective can dictate our overall participation.

**We don’t see things as they are, we see things as WE are.**
Foundational Concepts and Vocabulary

Explicit Bias:
Conscious beliefs that influence your thought process and decision making.

You are aware of your prejudice and attitudes towards specific groups (whether positive or negative).

(Racial Equity Tools, 2022)
Implicit Bias:
Unconscious / Subconscious beliefs including feelings, perceptions, attitudes, and stereotypes that have developed as a result of prior influences. Automatic positive or negative preference for a group, based on one’s subconscious thoughts.

• Things that have been taught to you, and that you believe, without any conscious effort.

• Implicit Bias can be in opposition to things you consciously or explicitly state you believe. Implicit bias can become explicit once you become aware of them.

(Racial Equity Tools, 2022)
Foundational Concepts and Vocabulary

**Social Economic Status (SES):**
The position or standing of a person or group in society determined by a combination of social factors (education, occupation, etc.), family class, and economic factors.

**Class:**
Group of people who share a similar status which is partially determined by birth (if your parents are upper class, due to their position you will default be upper class). Class can be changed during your lifetime via education, marriage, occupation, and wealth.

**Race:**
Social construct. A fictitious idea that the human species is divided into distinct groups on the basis of inherited physical and behavioral differences.
Your race designation will be unchanged within your country/ culture, but may change when among another country/ culture.

(Racial Equity Tools, 2022)
Personal Considerations and Acknowledgements

Don’t make it about you.

(DiAngelo, 2011)
Privilege:
A special advantage, immunity, permission, right, or benefit granted to or enjoyed by an individual due to their perceived social status.

• Everyone has experienced privilege.
• Some of us experience more privilege than others, daily.
• When discussing racial/caste privilege: This does NOT mean your life has not been hard, it means your life has not been made HARDER due to your race/ caste.

(Racial Equity Tools, 2022)
FRIEND CASTE HIERARCHY

Brittany
White
Woman
Middle-Middle Class
Parents Blue Collar
Queer

Logan
Black/ White
Woman
Upper-Lower Class
Parents Blue Collar
Queer

Philip
Filipino
Man
Middle-Middle Class
Parents Business Owners
1st Gen. American
Gay

Sarah
Puerto Rican/ White
Woman
Middle-Middle Class
Parents College Edu.
Lesbian

Jessi
White
Woman
Upper-Middle Class
Parents College Edu.
Straight

Peter
White
Man
Upper-Middle Class
Parents College Edu.
Gay

Michael
White
Man
Lower-Upper Class
Parents College Edu.
Straight
**Foundational Concepts and Vocabulary**

**Systemic Racism** (structural/ institutional racism): Racism that is embedded/ interacts with large scale societal systems, practices, ideologies, and programs that create and perpetuate inequalities for racial minorities.

System racism is present in housing discrimination, government surveillance, banking, employment, healthcare, etc.

(Racial Equity Tools, 2022)
Waynesboro Voting Wards

All four wards will be open for voting in Waynesboro on Tuesday, Nov. 3, for the General Election. Not sure where to vote? Visit elections.virginia.gov or call the local registrar at (540) 942-6620.
Marginalization

A social process by which individuals or groups are (intentionally or unintentionally) distanced from access to power and resources and constructed as insignificant, peripheral, or less valuable/privileged to a community or "mainstream" society.

Marginalized groups or people are those excluded from mainstream social, economic, cultural, or political life.
Foundational Concepts and Vocabulary

Microaggression
The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

(Racial Equity Tools, 2022)
Foundational Concepts and Vocabulary

Microaggression

Signs that someone has suffered a microaggression:
• They feel hurt (e.g., angry, shocked, shamed, resigned, etc.).
• They think about the experience for a long time after it happened.
• They are unsure if they are making too much of the experience.
• They are unsure if they should bring it up.
• They are pretty sure the person making the slight would not have said/done the same thing to someone perceived as having societal or professional power over them or their identity group.

(Anderson & Young, 2020)
Foundational Concepts and Vocabulary

Microaggression

- Microassault: explicit racial derogation characterized primarily by a verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions.

- Microinsult: communications that convey rudeness and insensitivity and demean a person’s racial heritage or identity.

- Microinvalidation: communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a person of color.

(Sue et al. 2007)
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What is a Positionality Statement?
What is Explicit Bias?

Start presenting to display the poll results on this slide.
What do we mean by Privilege?
What is Implicit Bias?

Start presenting to display the poll results on this slide.
What is Systemic Racism

1. Start presenting to display the poll results on this slide.
Okay, so what now?
Our Work Today

Start to identify the **Root Cause Analysis:**

- Understanding why particular racial or ethnic disparities exist among our communities, within our field, and among our patient population
- Tool used to dig deeper into racially inequitable circumstances or outcomes.

Recognize where you are on the **continuum of culturally responsive practice:**

- Your aptitude and ability to participated in **critical consciousness** (recognizing structures/ systems of exclusion and exploitation), **self-reflection/ awareness** (identifying personal bias), **addressing inequities in representation** are all on a spectrum.
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Lecture 2, Q3: How are you feeling (one word answer please)?
Question and Answer
11:30 - 11:40am