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 3: Student and Professional Implications

1:00 – 2:30pm

Break: 2:30 – 2:45pm
Lecture 3 Agenda

1. **Slido** Activity
2. Demographics of our Profession and Student Population
3. Exploring Root-Cause-Analysis of Demographics
4. Microaggressions in Student and Professional Spaces
5. **Slido** Activity
6. What can we do about it?
7. **Slido** Activity
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Lecture 3, Q1: Demographics

Start presenting to display the poll results on this slide.
Demographics of our Profession

**Audiologists**

Just over half (nearly 51%) of audiologists are age 45 or older; the largest age group is 35–44.

**Speech Language Pathologists**

More than half (59%) of SLPs are age 44 or younger; the largest age group is 34 and younger.

(The ASHA Leader, 2019)
Demographics of our Profession

Audiologists

Female/Male
Most (86%) audiologists are female.

- Female: 86%
- Male: 14%

n = 12,894

Speech Language Pathologists

Female/Male
Most (96%) SLPs are female.

- Female: 96%
- Male: 4%

n = 166,510

(The ASHA Leader, 2019)
Demographics of our Profession

**Audiologists**

Most (92%) audiologists identify as white, down gradually from 95% in 2001. Most (97%) identify as not Hispanic or Latino, down slightly from 98% in 2001.

**Race and Ethnicity**

- 92%
- 4%
- 2%
- 2%

**Speech Language Pathologists**

Most (92%) SLPs identify as white; 95% identify as not Hispanic or Latino. However, the newest SLPs—those joining ASHA within the last five to 10 years—are more likely to belong to a racial or ethnic minority group than those joining more than 10 years ago.

**Race and Ethnicity**

- 92%
- 3%
- 1%
- 4%

Notes:
- Fewer than 5% of audiologists identify as American Indian or Alaska Native or Native Hawaiian or Other Pacific Islander. Beginning in 2001, ASHA collected and presented race and ethnicity data separately, in accordance with federal guidelines.
- Fewer than 1% of SLPs identify as American Indian or Alaska Native or Native Hawaiian or Other Pacific Islander.

(The ASHA Leader, 2019)
Demographics of our Profession

Audiologists

Race and Ethnicity
Most (92%) audiologists identify as white, down gradually from 95% in 2001. Most (97%) identify as not Hispanic or Latino, down slightly from 98% in 2001.

Speech Language Pathologists

Race and Ethnicity
Most (93%) SLPs identify as white; 95% identify as not Hispanic or Latino. However, the newest SLPs—those joining ASHA within the last five to 10 years—are more likely to belong to a racial or ethnic minority group than those joining more than 10 years ago.

Notes: Fewer than 1% of audiologists identify as American Indian or Alaska Native, Hawaiian or Other Pacific Islander. Beginning in 2001, ASHA collects ethnicity data separately, in accordance with federal guidelines.

<table>
<thead>
<tr>
<th>Race</th>
<th>Audiologists</th>
<th>Speech Language Pathologists</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.3%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.4%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>3.6%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1.5%</td>
<td>1.5%</td>
</tr>
<tr>
<td>White</td>
<td>91.3%</td>
<td>95%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3%</td>
<td>6%</td>
</tr>
</tbody>
</table>

n = 10,936

n = 153,016

(The ASHA Leader, 2019), (American Speech-Language-Hearing Association, 2022)
Demographics of AuD Students

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audiology Students</strong>*</td>
<td>7.4%</td>
<td>92.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Current Audiologists</strong>**</td>
<td>16.1%</td>
<td>83.9%</td>
<td>*****</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>AUDIOLOGY STUDENTS</strong>*</th>
<th><strong>CURRENT AUDIOLOGISTS</strong>**</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHITE</td>
<td>81.90%</td>
<td>90.80%</td>
</tr>
<tr>
<td>BLACK OR AFRICAN AMERICAN</td>
<td>2.90%</td>
<td>3.59%</td>
</tr>
<tr>
<td>HISPANIC OR LATINO (ANY RACE)</td>
<td>4.60%</td>
<td>*****</td>
</tr>
<tr>
<td>AMERICAN INDIAN OR ALASKA NATIVE</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>ASIAN</td>
<td>6.00%</td>
<td>3.10%</td>
</tr>
<tr>
<td>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>TWO OR MORE RACES</td>
<td>4.30%</td>
<td>2.49%</td>
</tr>
<tr>
<td>UNKNOWN</td>
<td>*****</td>
<td>*****</td>
</tr>
</tbody>
</table>

*As collected from the SAA 2020 Audiology Student Census

****As reported by the U.S. Census Bureau 2018

(Tittle et al., 2020)
Demographics Professionals and Students

Why does this matter?

• “You can’t be what you can’t see.”
  - Marian Wright Edelman

• Addressing biases within the workplace

• Identifying gaps in access within our field including academic, professional, and in patient care

• Creating a catalyst of change based on the actual needs of people
Root Cause Analysis: Racial Demographics

Demographics of AuDs + SLPs (91.3% white) and AuD Students (81.9% white)

Access to Higher Education in general:

• Systemic Racism and barriers against obtaining higher education
  • Do not get swept away by the Heaven’s Reward Fallacy (Cognitive Distortion) / Bootstrap Narrative!

• Underrepresentation of minorities and economically disadvantaged groups in gifted education
  • Universal Screening of all children, not just those identified ("tapped") by teachers, increased representation of underrepresented groups by 74% for Black students and by 118% for Hispanic Students; overall impact/ new identification of white students was small at 12% and not statistically significant (Card & Giuliano, 2016).

• Biases creating lower expectations for academic achievement of minority students
  • 3 Types of Bias Beliefs: Color Blindness, Deficit Thinking, and Poverty Disciplining (Fergus, 2017).
Root Cause Analysis: Racial Demographics

Demographics of AuDs + SLPs (91.3% white) and AuD Students (81.9% white)

Access to Audiology and Speech-Pathology Graduate Programs

• Graduate Program Cost vs. Employment Benefit (Audiology Focus)
  • “Education requirements, low pay, unhappy workplaces and lack of respect all can contribute. The result: At every step on the road from high school student to classroom teacher, people of color fall away” (Meckler & Rabinowitz, 2019).

  • Tuition vs. Wage Examples (San Diego State University, 2023), (Vanderbilt, 2023), :
    SDSU (in-state) = $96,065; California Annual Mean Wage = $106,940
    Vanderbilt = $142,586; Tennessee Annual Mean Wage = $91,070

• “[On average per the Bureau of Labor Statistics] Audiologists only make 75% of their total tuition in one year” (Dubaybo, 2017).
Root Cause Analysis: Racial Demographics

Demographics of AuDs + SLPs (91.3% white) and AuD Students (81.9% white)

Access to Audiology and Speech-Pathology Graduate Programs

- Interviews/ Resumes: graduate school, 4th year Externships, and Clinical Fellowships

- Unpaid 4th Year Externships
  - “Financial needs among ethnically diverse students not only include tuition but also resources for food, transportation, childcare, and other living expenses. A review of the participants in these studies revealed that majority of the participants who identified as racial and ethnic minorities also identified as being from lower middle and lower classes” (Mohapatraa & Mohan, 2021).

  - “…need to move beyond conversations about diversity, inclusion, and cultural competence to instead focus our attention on equity and justice by dismantling systems of oppression and exclusion that are structurally embedded within the disciplines” (Whitfield, 2022).
Microaggressions

- I don’t think of you as ______.
- Where are you from? Where are your parents from?
- Can anyone else help me with ______?
- You speak so well!
- You’re argumentative.
- You’ll need to develop a tough backbone.
- Who gave you those eyes?
- I don’t see color.
- Wow, you actually did a good job!
- Your color is showing.
- You are a credit to your race.
- Some of my best friends are/ I have family members who are ______.
- As a ______ I understand what you’re going through.
- You people never listen.
- Are you a mutt?
- How did you get so tan?
- You look so different than what I pictured.
Microaggressions - flipped minority

(MTV Impact, 2015).
Microaggressions

Student Conversations - 4 Themes emerged (Abdelaziz et al., 2021):

• Feeling and Treated as Other - “out of place,” “alone,” “ignored,” “not belonging,” “isolated,” and “alienated.”

• Damaging Generalizations
  • “Students of color were frequently asked to represent their entire racial or ethnic group in class discussions.”
  • “expectations of being a model minority.”

• Maltreatment from Faculty
  • “Again, in some cases, these statements were from clinical faculty and were directed toward clients. For example, a supervisor claiming that Mexicans were always late, or that a patient that was a “Chinaman” should not need Medicaid because he had money.”
  • “Comments were also made about students’ physical appearance, specifically with hair. This included asking to touch a Black student’s hair or likening natural hair to a Halloween costume.”

• Maltreatment from Peers
  • “Assumptions of affirmative action was prevalent in the microaggressions that occurred from peers.”
Microaggressions

Professional Implications

• Limiting geographic location for employment

• Imposter Syndrome: doubting your own skill, talents or accomplishments; internalized fear of being a fraud.

• “Physicians, especially those in perioperative specialties, commonly have distress during their medical training” (Ehie et al., 2021).

• Job “burn-out,” depression, low quality of life, and job dissatisfaction (Ehie et al., 2021).
Join at slido.com
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Lecture 3, Q2: From best (#1) to worst (#5), which animal makes the best pets?

Start presenting to display the poll results on this slide.
Okay, so what now?
What can you do about it?

- Strive to identify and understand the **Root Cause Analysis**
- Identify Representation (and lack there of) and what it means
- Participate in Critical Self-Reflection and Critical Thinking
- Work towards Anti-Racism
What can you do about it?

Representation

(American Academy of Audiology, 2023), (ASHA, 2023)
What can you do about it?

Representation

• Recognize when it is genuine and when it is performative/symbolic

• Does not ultimately eliminate barriers of system racism

• Does not change inequities experienced by professionals or students

• How to make actionable change:
  • Professionally identify who is in the room, and who is NOT in the room.
  • Identify who has opportunities to speak and make room for those who may not.
What can you do about it?

Critical Self-Reflection
• Questioning our own thinking and motivations to help combat our own biases to undo systemic forms of exclusion

Critical Thinking
• Understanding why you believe the things you believe?
• Who did you learn your beliefs from?

These are attributes of **critical consciousness**: The ability to recognize and analyze systems of inequality and exclusion AND then create actionable change to dismantle them.
What can you do about it?

Not Racist vs. Anti-Racist

• The difference between these two sentiments is **action**.

• Labeling yourself as not racist is simply an adjective, but does not help reduce or dismantle systems of inequality or injustice.

• Being anti-racist is a verb, you are learning and presenting effort to dismantle racial inequality or injustice.

• Antiracism requires self-awareness (positionality), critical reflection, and conscious effort to create/promote equity.
What can you do about it?

When Precepting Students of Color

• Believe your students

• Check-in regarding their comfort level

• Intervene when patients are rude or hostile.

• Disarm Microaggressions (Sue et al., 2019)
  • 3 Microintervention Strategy Approaches:
    • Directed Towards the Perpetrator
    • Directed Towards the Institutional Macroaggressions
    • Directed Towards Societal Macroaggressions
What can you do about it?

When Precepting Students of Color

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### Disarm Microaggressions (Sue et al., 2019)

<table>
<thead>
<tr>
<th>Directed Toward Perpetrator Microaggressions</th>
<th>Directed Toward Institutional Macroaggressions</th>
<th>Directed Toward Societal Macroaggressions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disarm the Microaggression/Macroaggression</strong></td>
<td><strong>Educate the Offender</strong></td>
<td><strong>Seek External Intervention</strong></td>
</tr>
<tr>
<td>- Undermine the meta-communication explicit</td>
<td>- Point out the commonality</td>
<td>- Alert Authorities</td>
</tr>
<tr>
<td>- Make the meta-communication explicit</td>
<td>- Appeal to the offenders values and principles</td>
<td>- Report inequitable practices to your union</td>
</tr>
<tr>
<td>- Challenge the stereotype</td>
<td>- Differentiate between intent and impact</td>
<td>- Create networking/mentoring opportunities for underrepresented employees/students</td>
</tr>
<tr>
<td>- Broden the ascribed trait to a universal behavior</td>
<td>- Promote empath</td>
<td>- Maintain an open, supportive, and responsive environment</td>
</tr>
<tr>
<td>- Ask for clarification</td>
<td>- Point to how they benefit</td>
<td>- Call on consultants to conduct external assessments/cultural audits</td>
</tr>
</tbody>
</table>

#### Make the “Invisible” Visible
- Keep a log of inequitable practices as you see them
- Run your observations by allies who can corroborate
- Solicit feedback from fellow coworkers/students
- Monitor trends around recruiting, hiring, retention, promotion

#### Create partnerships with academic institutions to analyze data related to disparities in education, health care, employment
- Disseminate research on disparity trends to general public and media
- Organize peaceful demonstrations

#### Educate the Offender
- Describe the benefits of workforce diversity
- Institute long-term mandated training on cultural sensitivity for all levels
- Infuse multicultural principles into organizational mission and values

#### Seek External Intervention
- Advocate for equitable policies and practices
- Organize on-campus and community-wide protests
- Seek therapy/counseling
- Seek support through spirituality/religion/community
- Set up a buddy system
- Attend support groups

#### Foster cooperation over competition
- Foster a sense of community belonging
- Create caucuses for allies and targets
- Participate in healing circles, vigils, memorials that remind us of the consequences of hate
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Lecture 3, Q3: Please be respectful, but ask a question anonymously.
Break
2:30 – 2:45pm

Lecture 4
2:30pm - 2:45pm