

Teaching the Alphabet: Supporting LGBTQ+ Students in the Classroom and Clinic

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Let's Talk About Stress

- Graduate students have unique factors that contribute to mental health compared to other students¹
- Such factors include:
 - Physical and mental health
 - Family stressors
 - Jobs
 - Romantic and social relationships
- A high number of graduate students present with heightened anxiety, depression and burnout
- This is exacerbated by length of time within graduate program²

To date, little research has looked at the student stress in audiology training

Students enrolled in clinical training programs have a higher likelihood of developing stress and anxiety disorders^{3,4,5}

Wahat (2012)⁶ surveyed audiology and speech pathology students and found that they struggled with stress but often felt comfortable with time management.

How did we measure stress?

Perceived Stress Scale (PSS)⁷⁻⁸

Measurement of perceived stress in various situations and domains

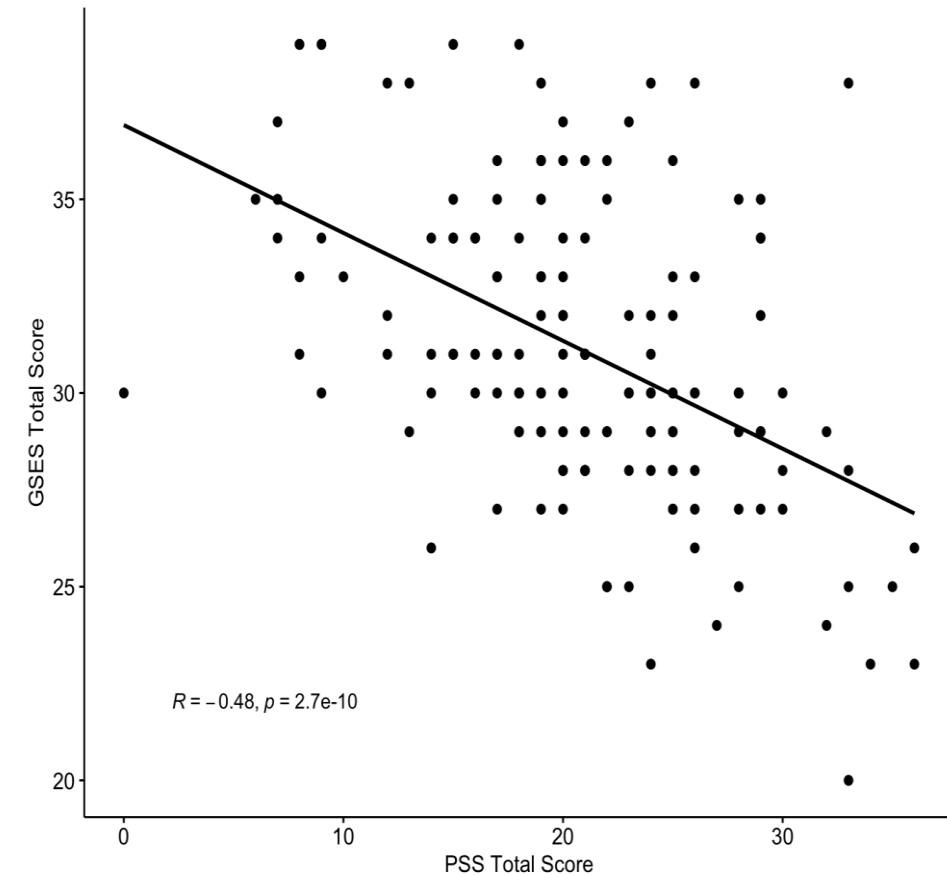
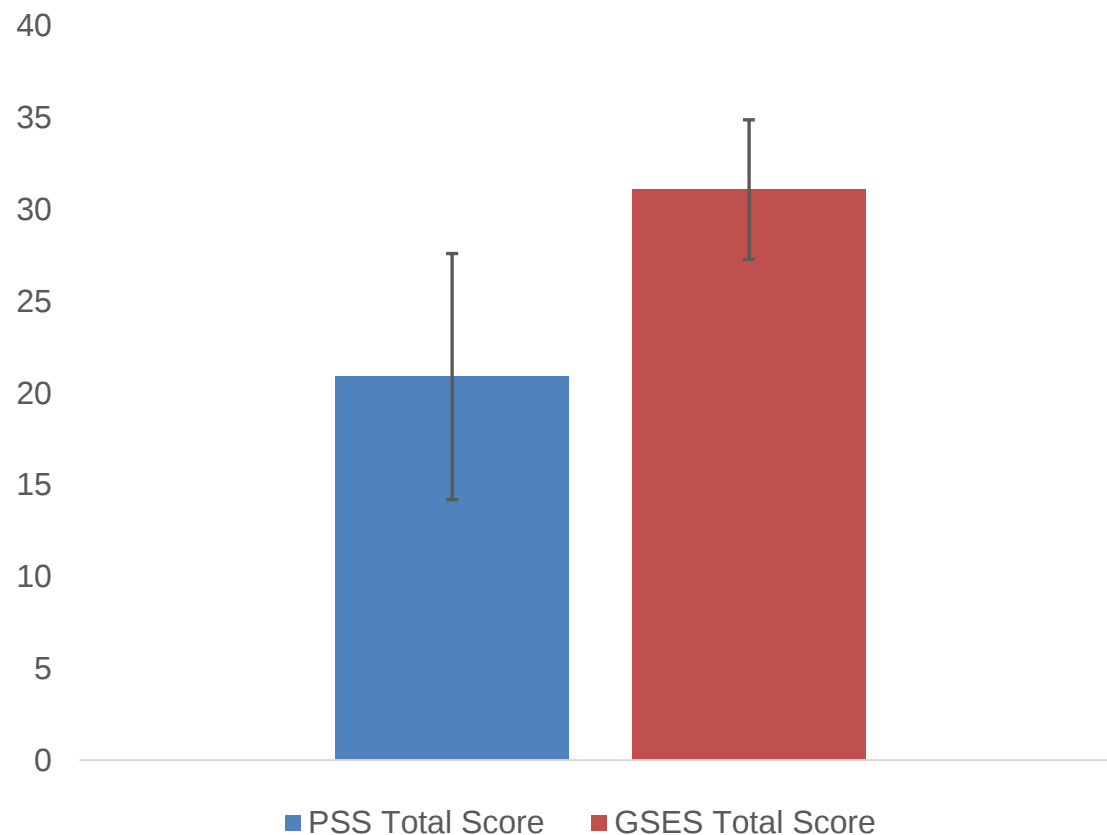
- 10-item validated measurement
- Each item begins with “In the past month...”
- Participants respond using a 4-point Likert Scale

Generalized Self-Efficacy Scale (GSES)⁹

Reflects individual’s beliefs in capacity to overcome behaviors inhibiting performance

- 10-item validated measurement’
- Available in over 33 languages worldwide
- Participants respond using a 4-point Likert Scale

Perceived Stress and General Efficacy among AuD Students



n = 154

WHAT ABOUT SGM STUDENTS?

First... some acronyms

- **SGM: Sexual and Gender Minority**
- **LGB: Lesbian, Gay, Bisexual**
- **GNC: (Trans and) Gender Non-Conforming**

Why are diverse AuD programs important?

- Diverse programs are more attractive to diverse students!
- In a survey of 30 GNC graduate students across academic disciplines:
 - 30% chose field because it is LGBTQ-friendly
 - 40% chose a program where they felt safe or because of the program climate

Why are diverse AuD programs important?

- Diverse providers are more prepared to care for diverse patients!
- Self-reported comfort treating SGM patients is very high despite reported lack of education and self-reported lack of competence.

What do AuD programs look like today?

- Previous attempts by ASHA and AAA have captured:
 - Gender
 - Race/ethnicity
 - International students
 - Hearing status
- No published efforts to date have surveyed AuD students in a way that includes sexual orientation and comprehensive gender identity

Students Perception of Graduate Education Survey

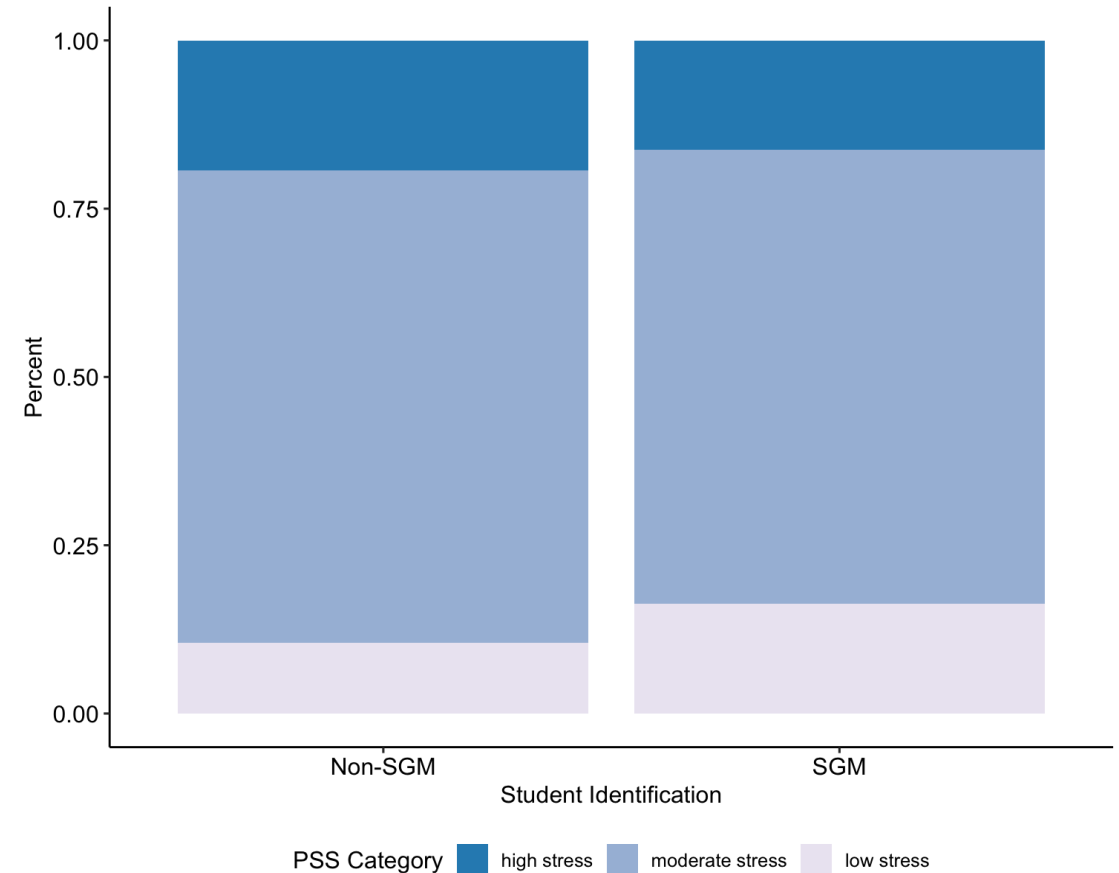
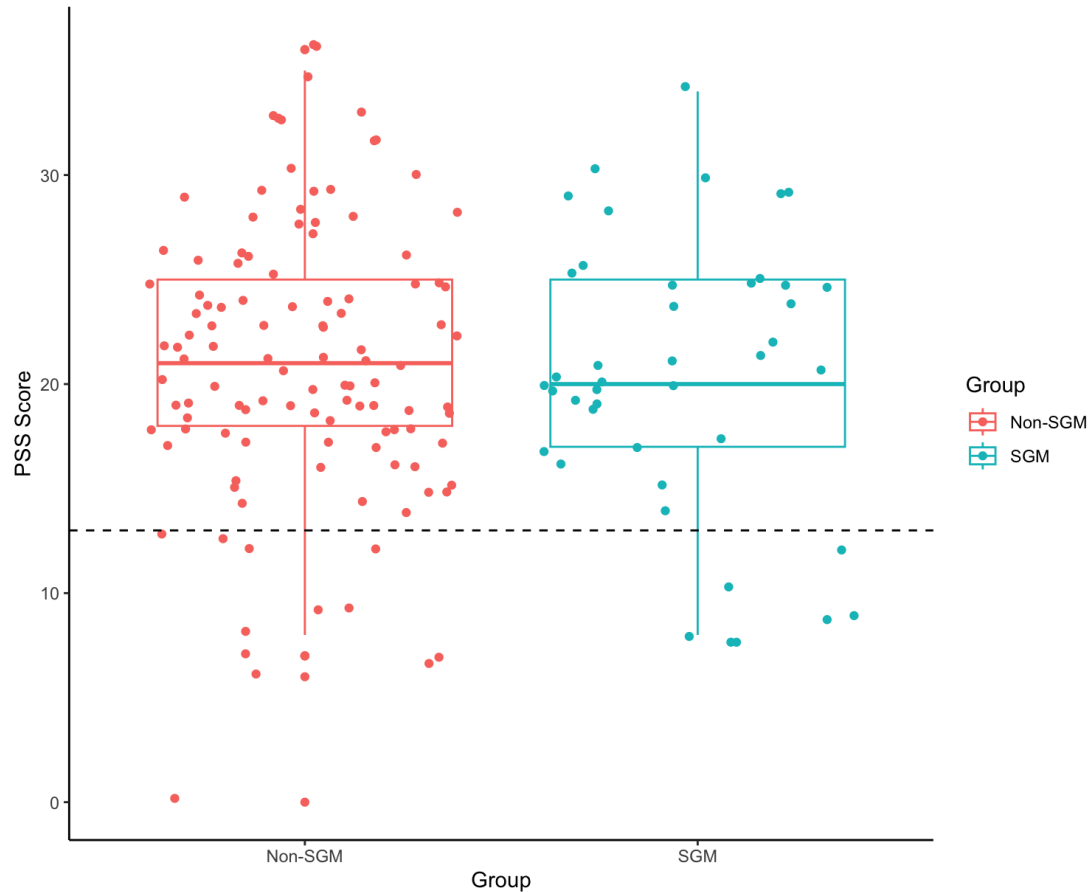
Ongoing survey collects information on:

- Stress
- Self-efficacy
- Campus climate
- Academic progress
- Perceived support

Robust demographic information, including:

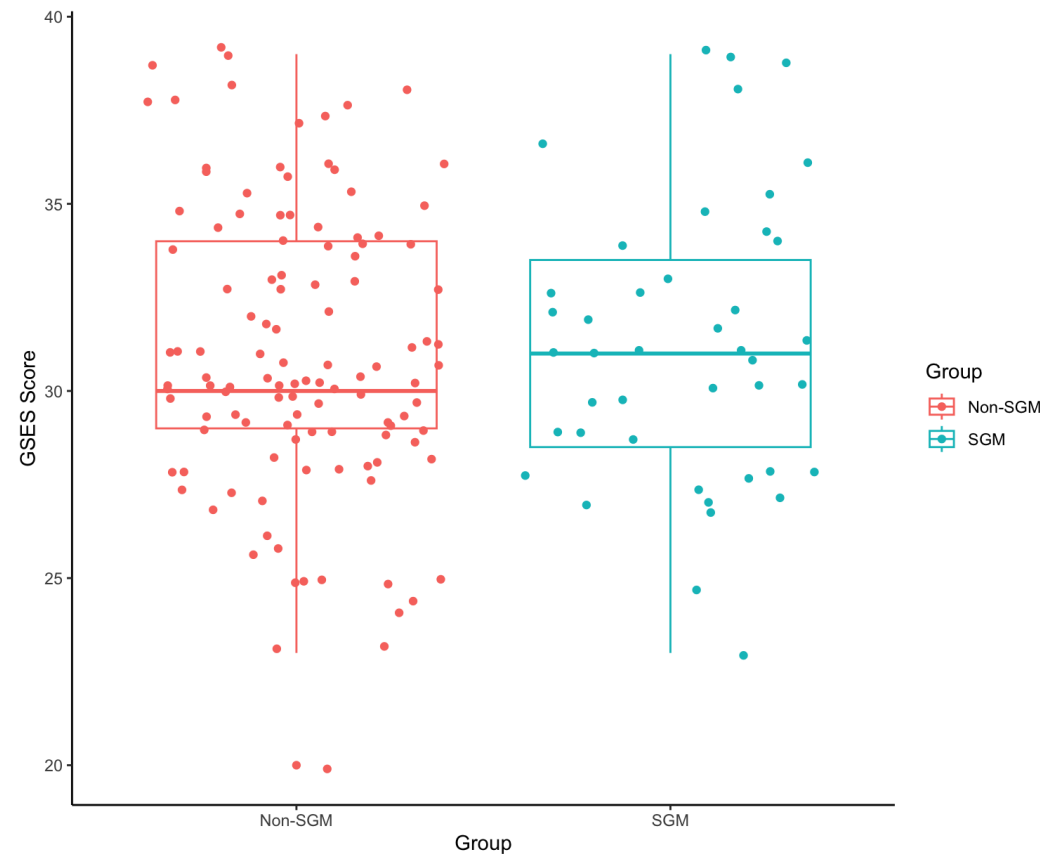
- Comprehensive gender
- Sexual orientation
- Race/ethnicity
- Program type

No significant difference between SGM and Non-SGM students on PSS



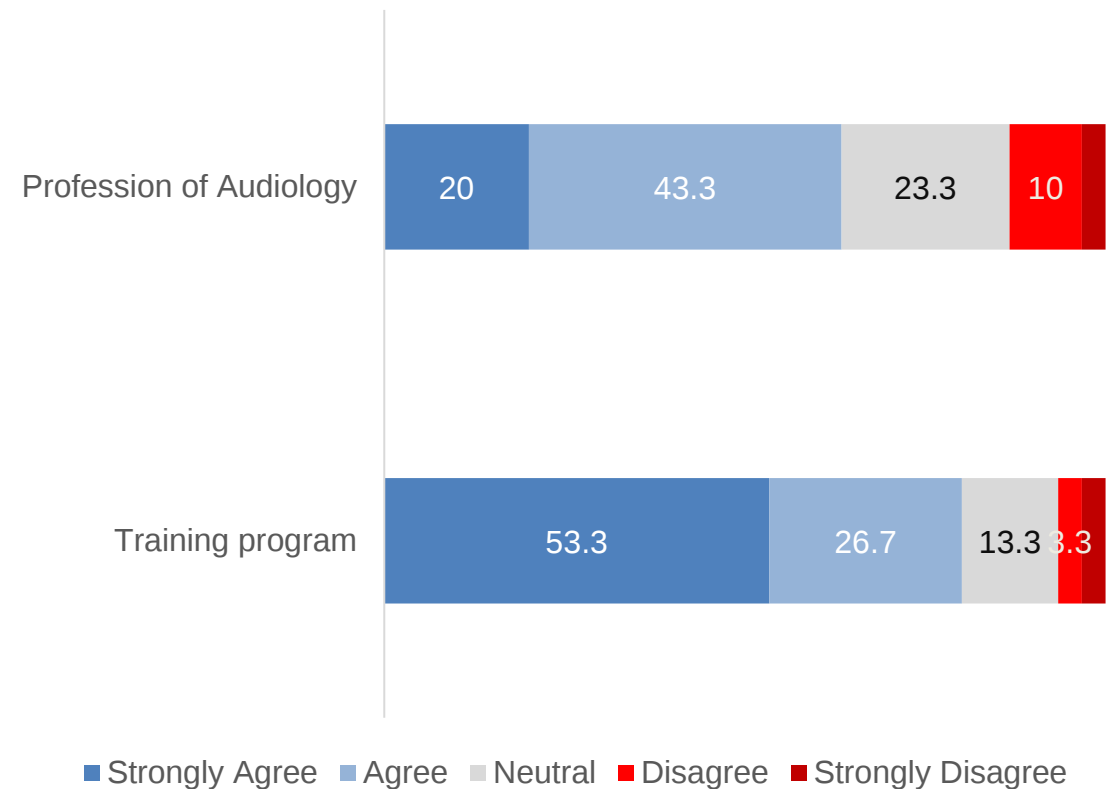
n = 154

Self-Efficacy also did not significantly differ between the two groups



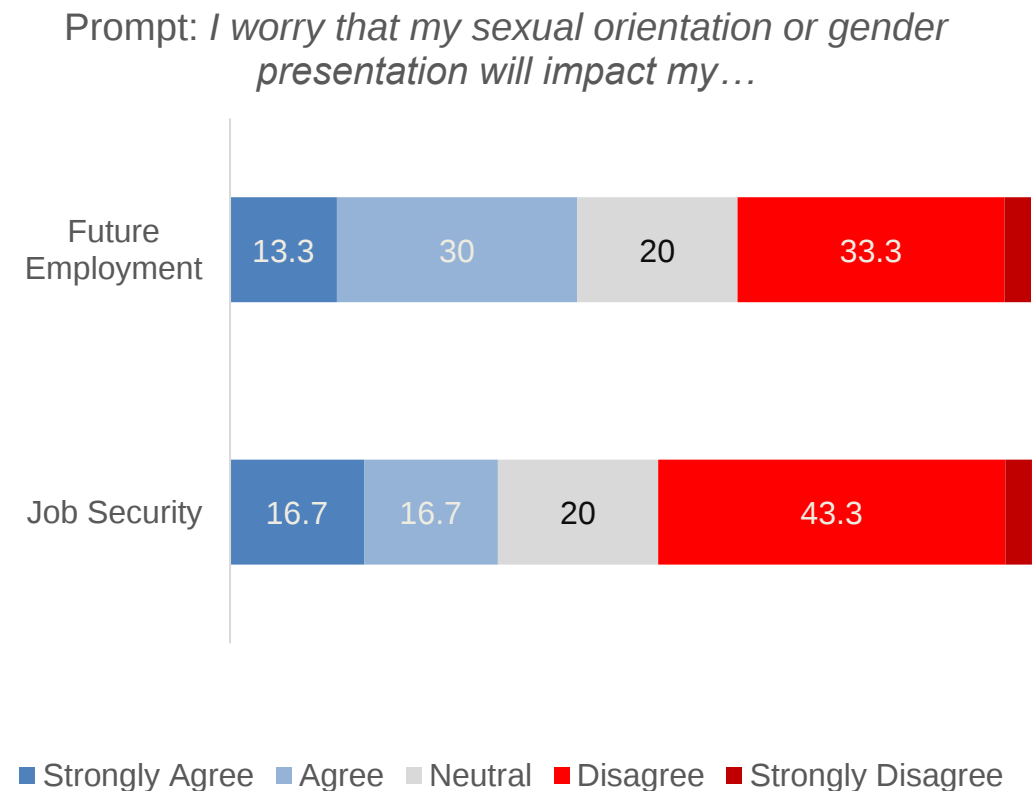
SGM Viewpoints on Audiology Education

Students largely felt supported by both their educational program and profession



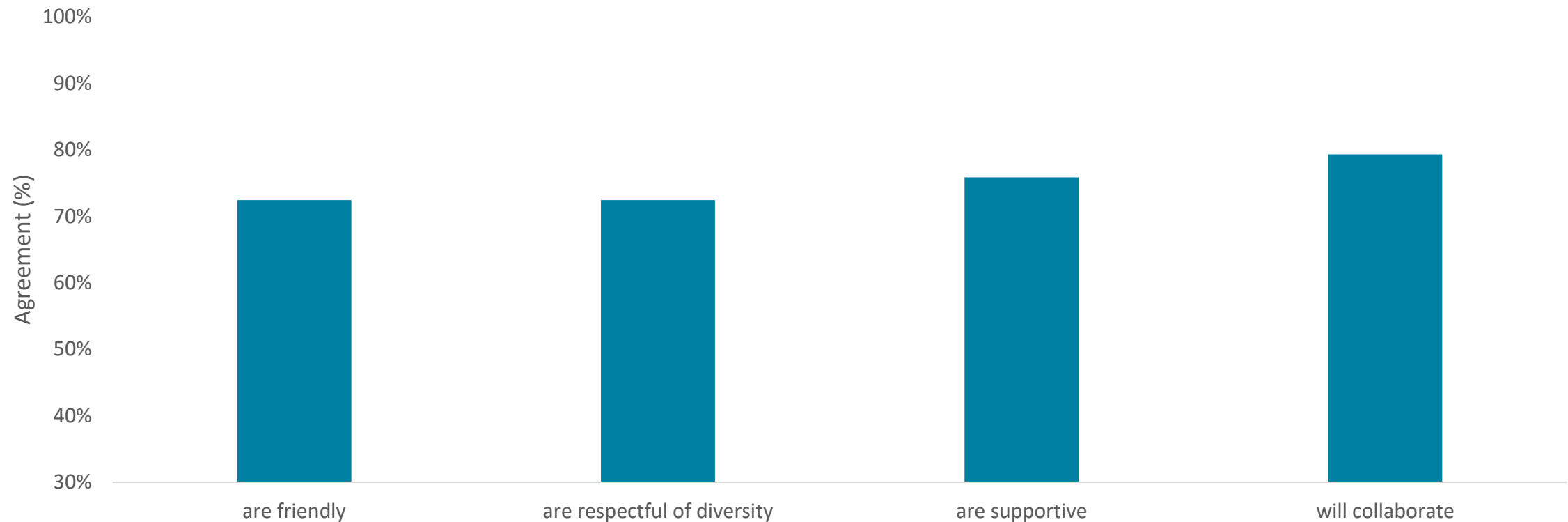
SGM Viewpoints towards Career Outlook

Over one third of SGM students have concerns about future career opportunities and job security related to their sexual orientation/gender presentation



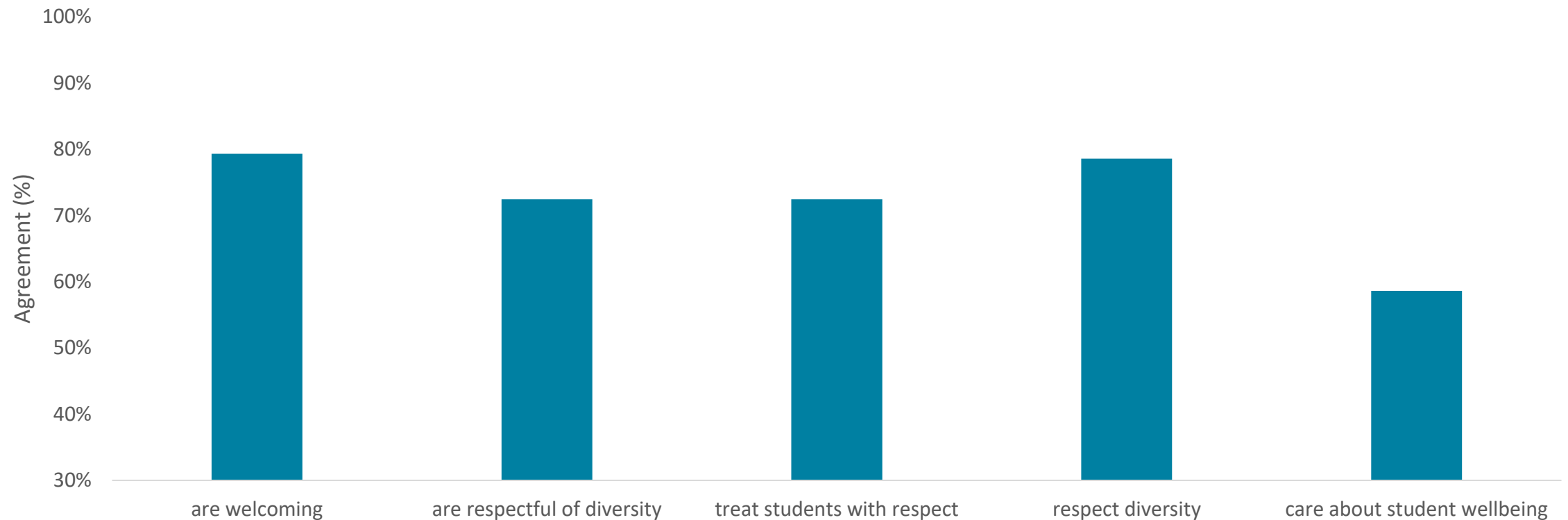
SGM Perceptions of Peer Relations

Prompt: *My fellow students...*



SGM Perceptions of Faculty Relations

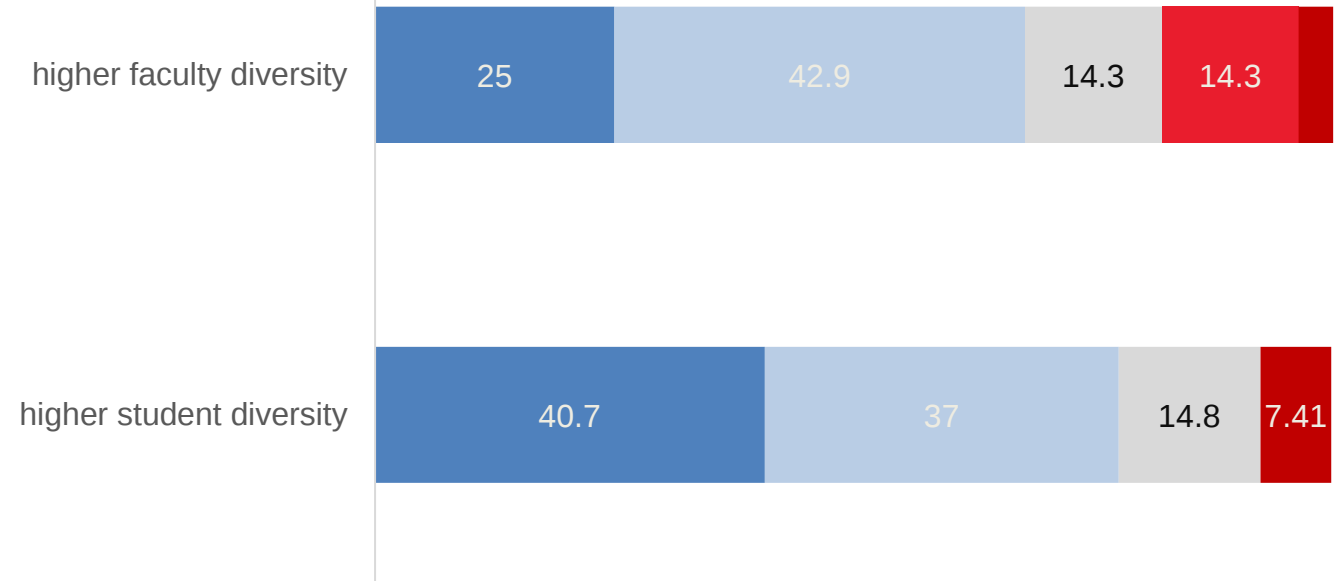
Prompt: *The faculty in my department...*



SGM Perceptions of Department/Program

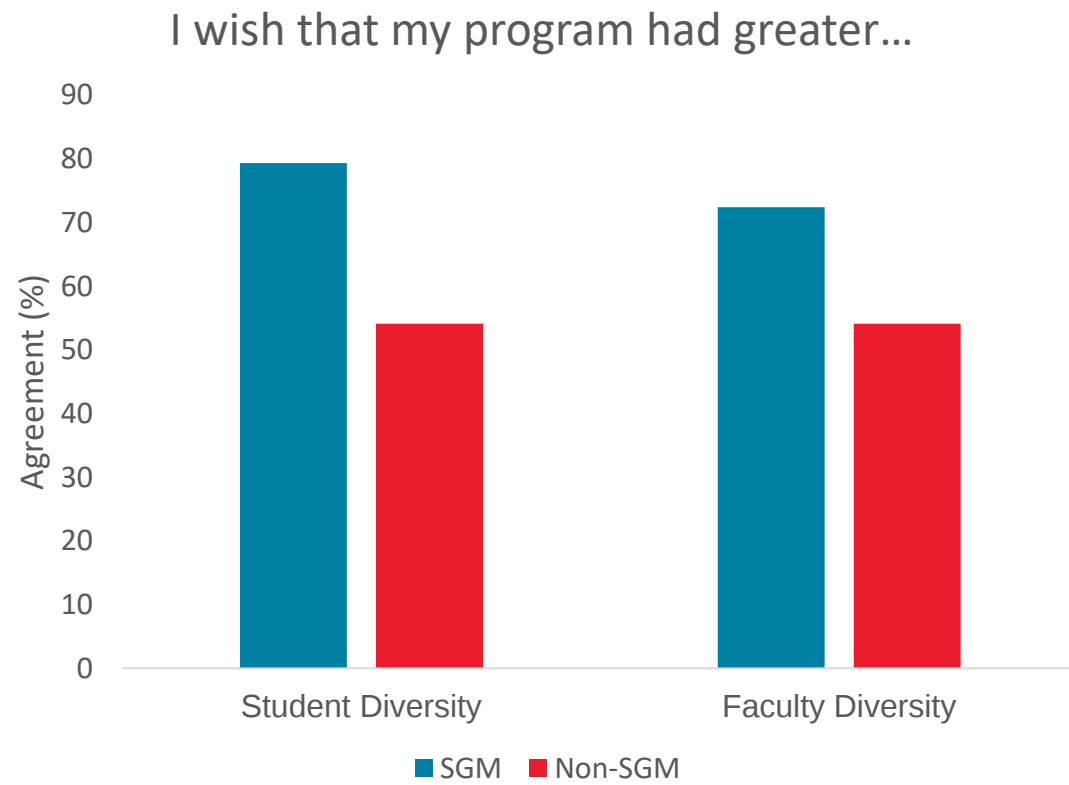
SGM students generally wish for high levels of student and faculty diversity

Prompt: *I wish that my program/department had...*



■ Strongly Agree ■ Somewhat Agree ■ Neither Agree nor Disagree ■ Somewhat Disagree ■ Strongly Disagree

How does this compare with other student perceptions?

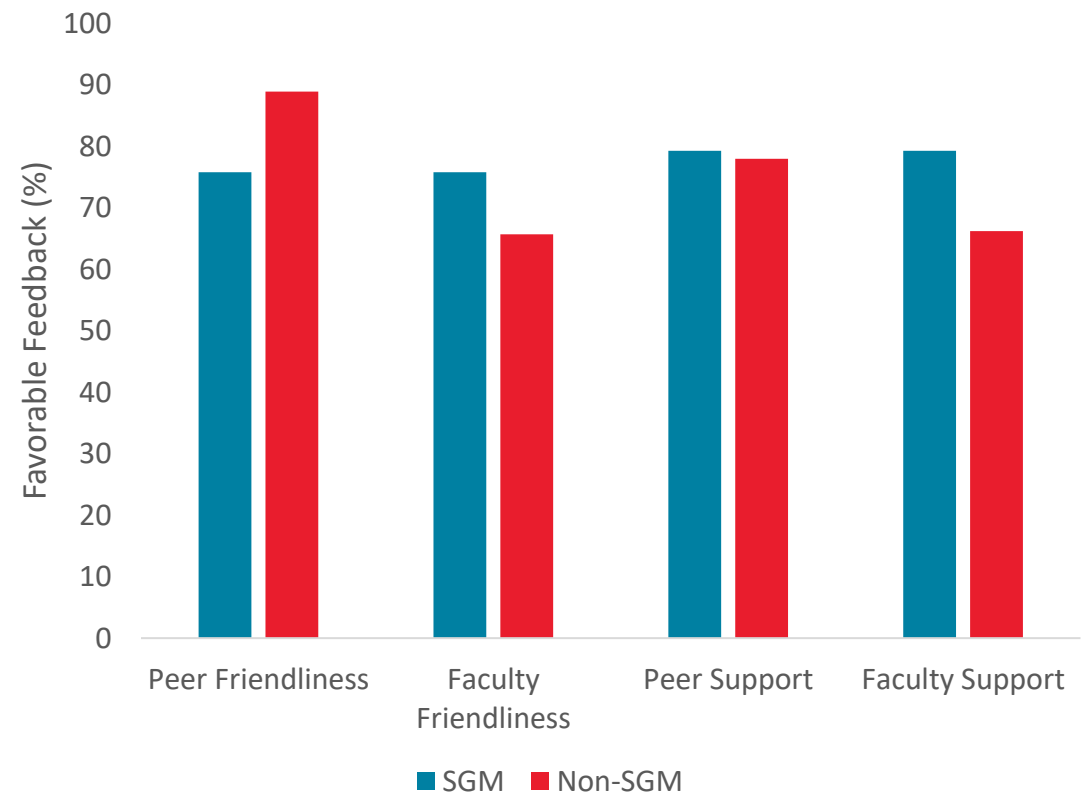


SGM students are more inclined to wish for greater student/faculty diversity

How does this compare with other student perceptions?

Both groups have similar perceptions of support and overall friendliness from fellow students and faculty

- Non-SGM students tend to perceive faculty as less helpful and approachable compared to SGM students



How do these results compare to other published studies?



Stress, worry, & uncertainty¹⁰
Concern about future employment¹¹



Supportive academic environment¹¹



Burnout^{12,13}



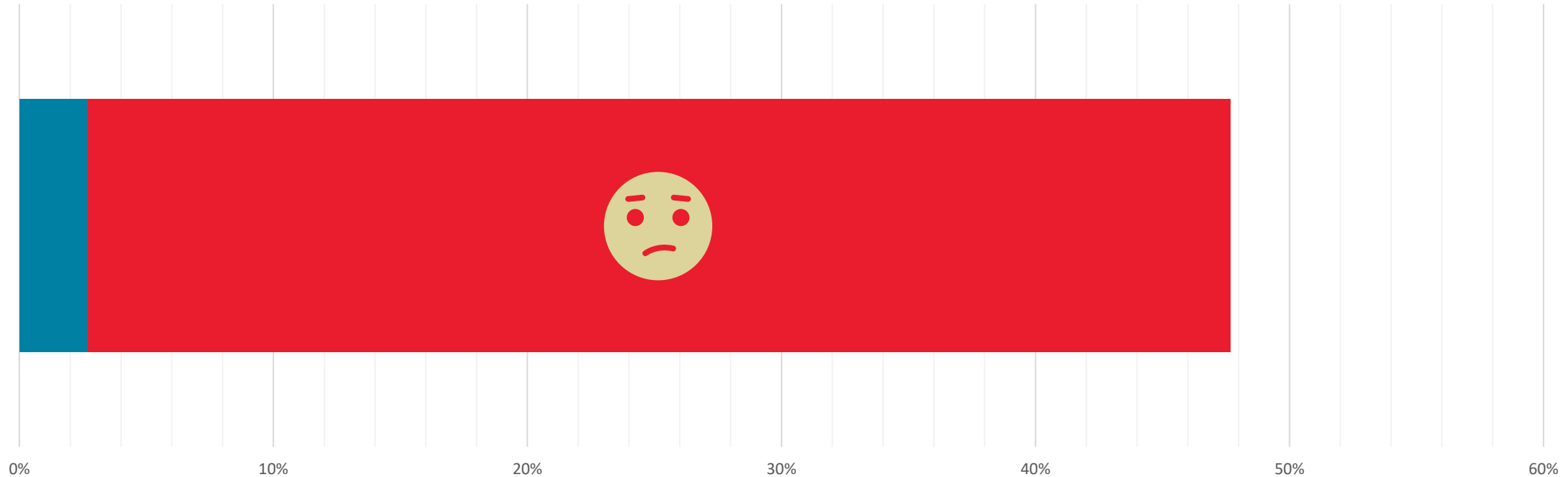
Faculty respect for diversity¹⁴
Campus climate¹²

The B-word¹⁵

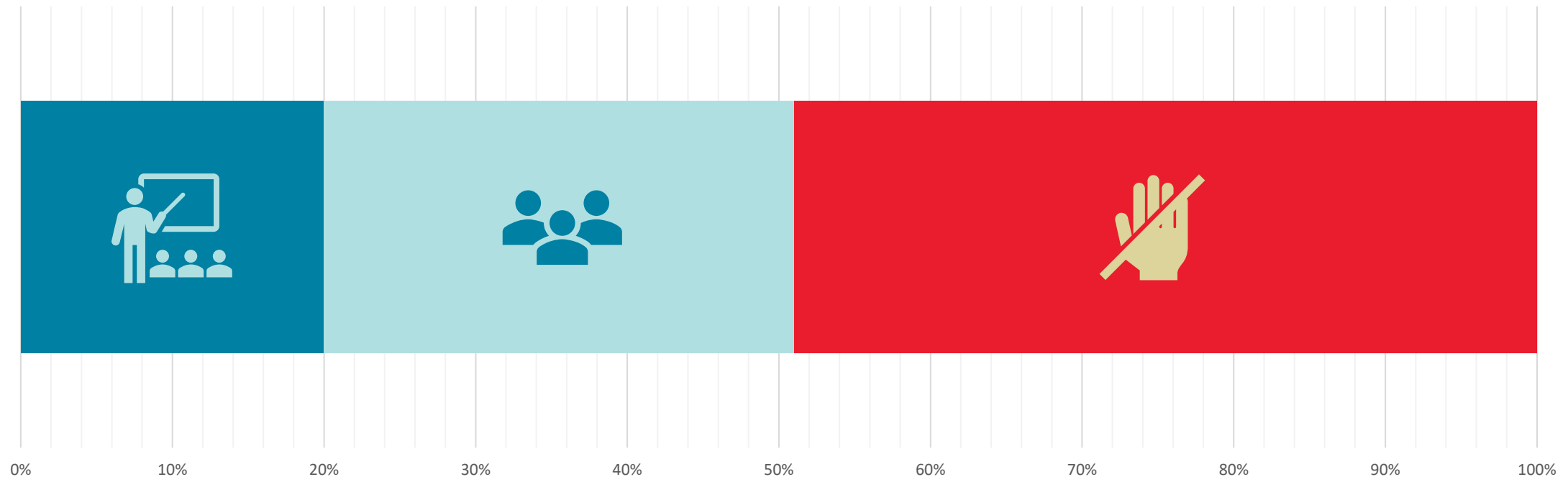
- SGM students have higher rates of burnout than their peers.
- LGB students reporting homophobic mistreatment had **8x greater** likelihood of burnout than heterosexual peers.
- Burnout likelihood increased in a dose-dependent way with mistreatment intensity.

(Samuels et al., 2021)¹⁵

What happens to these students?



Are students comfortable coming out?



(20, 22, &23)

Why don't students come out?²⁴

- 40% of SGM students were advised to avoid disclosing their identity
- 67% were concerned that disclosing would affect their future career

How does this impact GNC students?²⁵

- 69% felt unsafe disclosing their identity during residency interviews
- 42% were misnamed or misgendered some or all of the time
- 27% felt they were less likely to match into their top choice due to identity

**CREATE
A MORE
INCLUSIVE
CLINIC FOR
PATIENTS**

**HAVE GENDER-NEUTRAL
RESTROOMS**

**DISPLAY PRIDE
SYMBOLS**

**ATTEND
TRAININGS**

**USE INCLUSIVE
LANGUAGE**

**PARTNER WITH
LOCAL GROUPS**

**APOLOGIZE FOR &
CORRECT MISTAKES**

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