

# Building a Rainbow Bridge

## Supporting LGBTQ+ Students in the Clinic & Classroom

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CELEBRATING THE AMERICAN ACADEMY OF AUDIOLOGY'S 35TH ANNIVERSARY!

# Disclosures

- This work is supported by VA RR&D grants I50 RX002361 and I01 RX003127.
- The views expressed here are those of the authors and do not represent official position of the Department of VA or US Government.



**Ask us questions!**

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**Room Code: 18833**



# 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

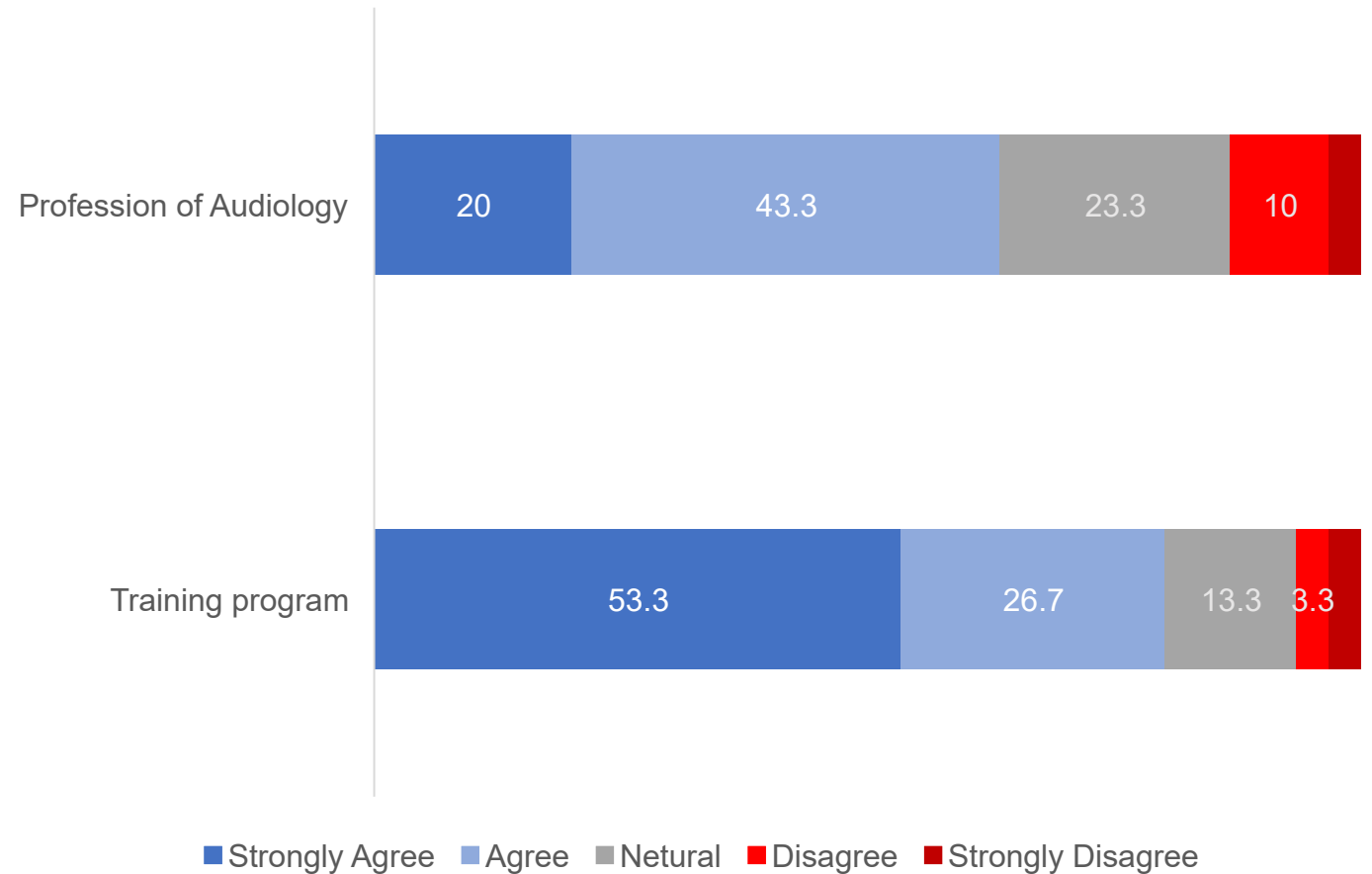
- Ongoing survey collects information on:
  - Stress
  - Self-efficacy
  - Campus climate
  - Academic progress
  - Perceived support
- Robust demographic information, including:
  - Comprehensive gender
  - Sexual orientation
  - Race/ethnicity
  - Program type





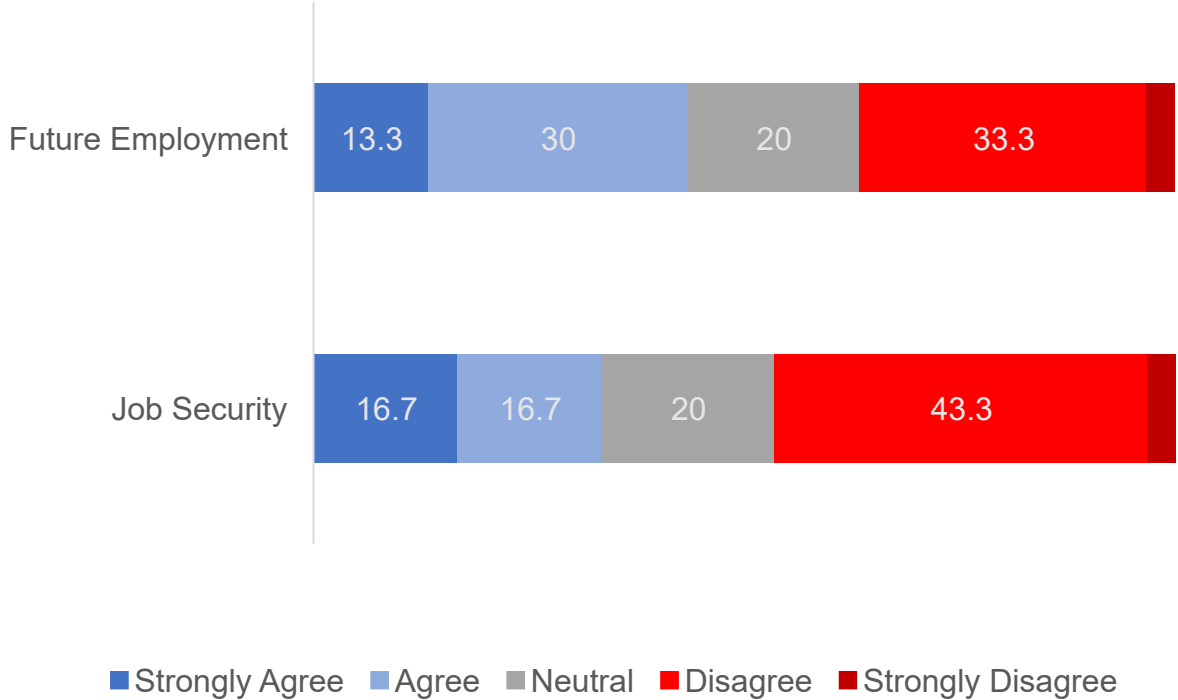
# SGM Viewpoints on Audiology Education

**Students largely felt supported by both their educational program and profession**



# SGM Viewpoints towards Career Outlook

Prompt: *I worry that my sexual orientation or gender presentation will impact my...*

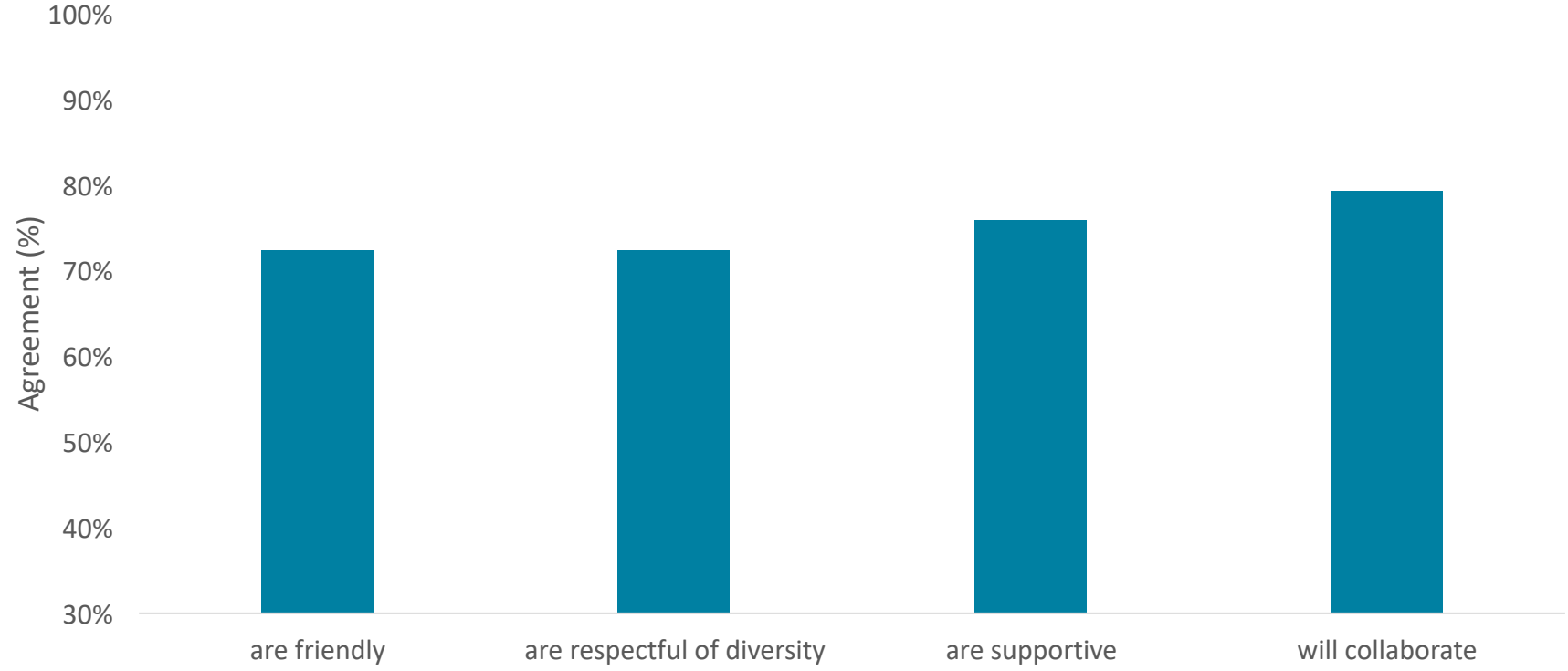


**Over one third of SGM students have concerns about future career opportunities and job security related to their sexual orientation/gender presentation**



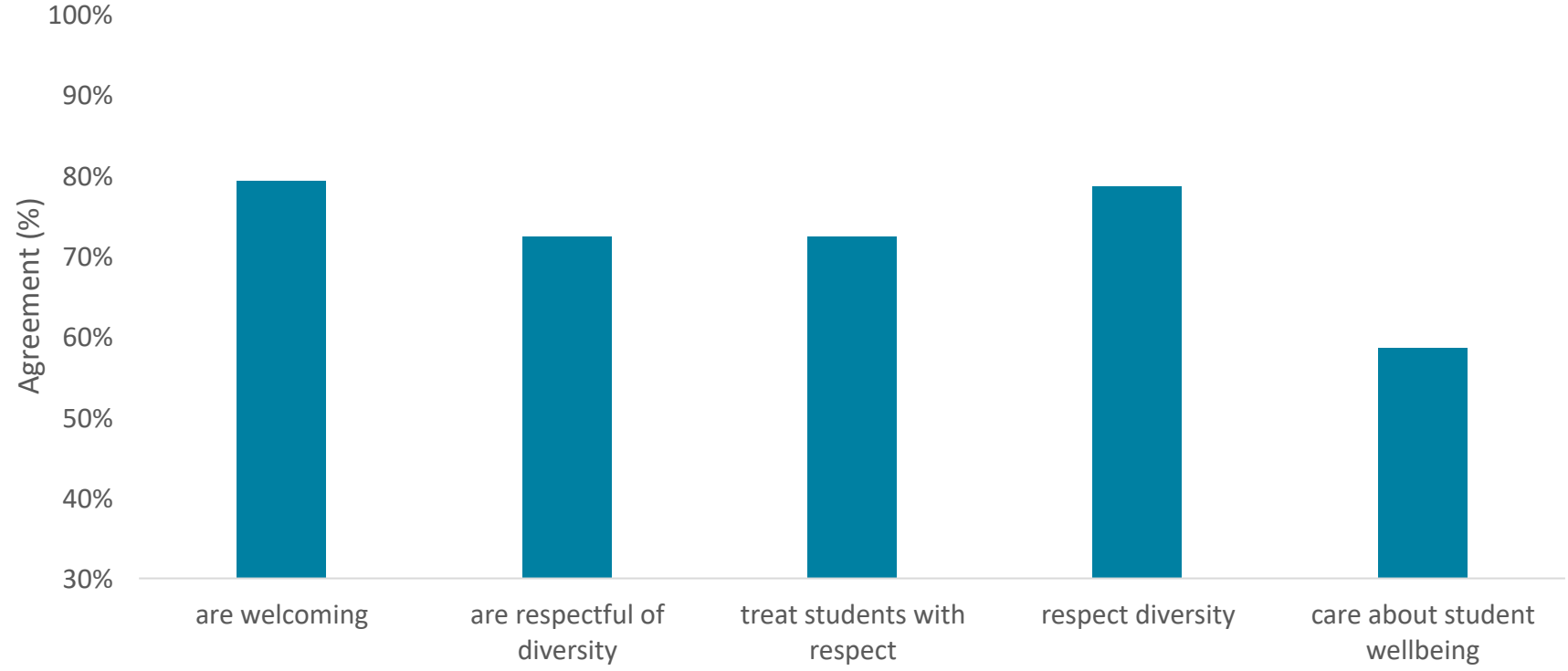
# SGM Perceptions of Peer Relations

Prompt: *My fellow students...*



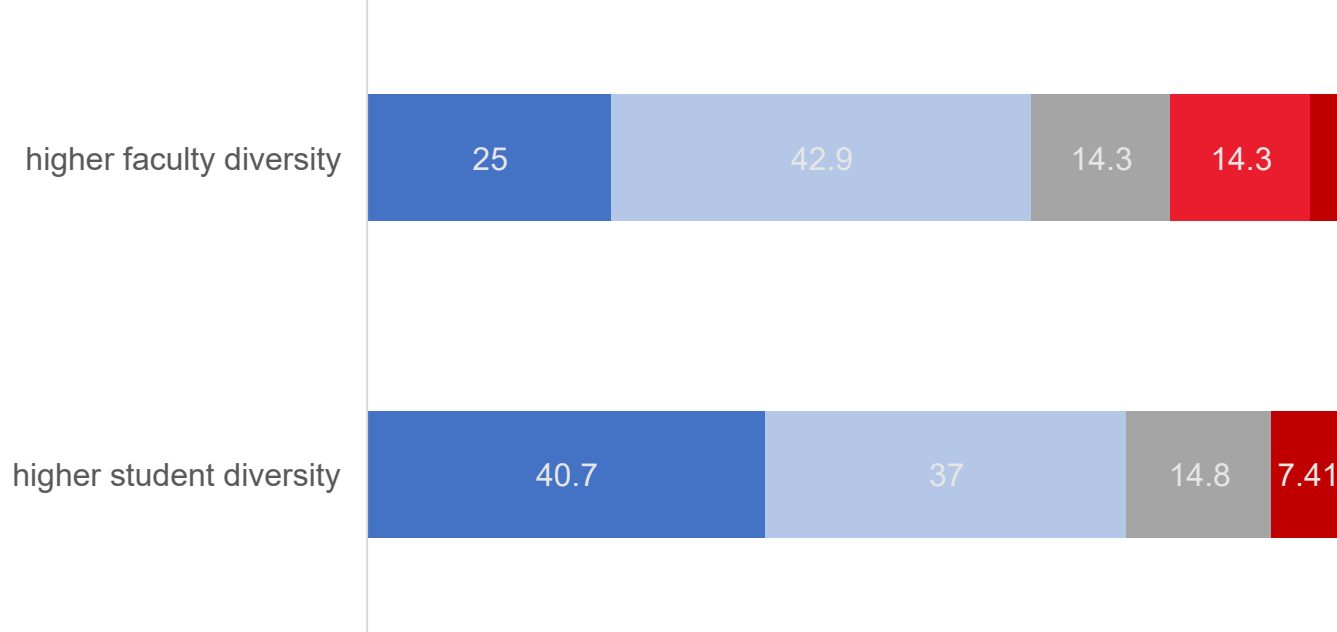
# SGM Perceptions of Faculty Relations

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



# SGM Perceptions of Department/Program

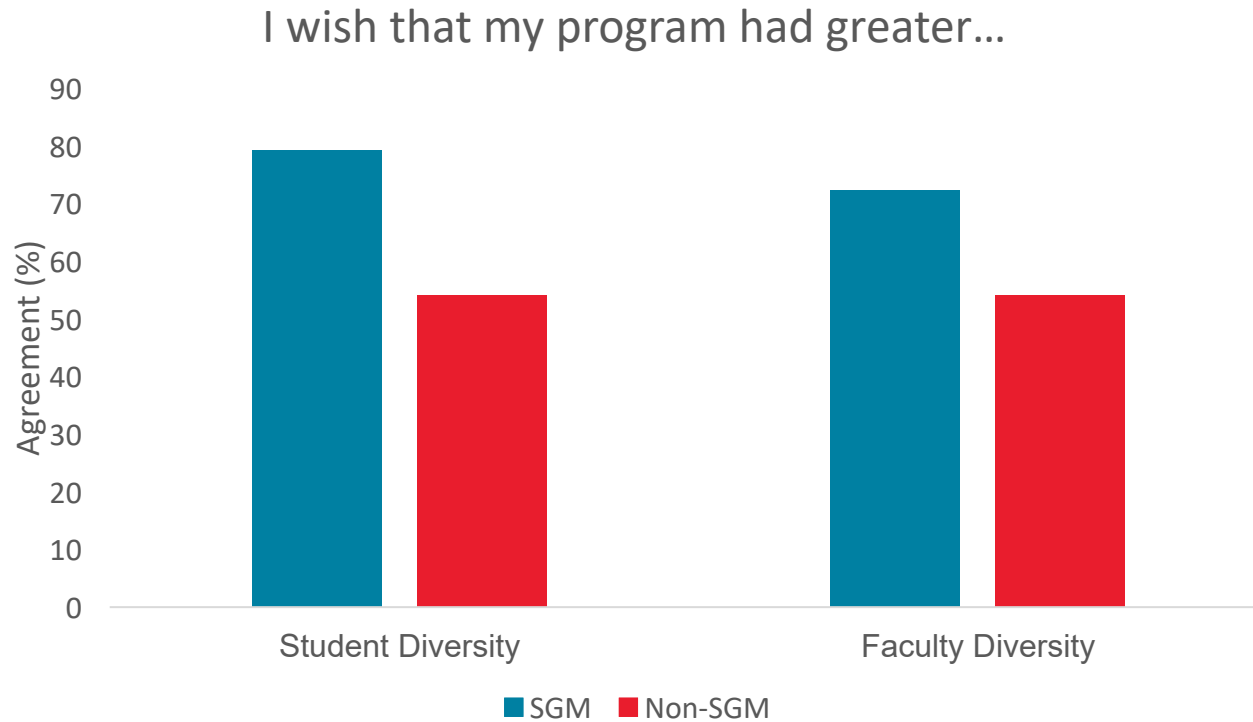
Prompt: *I wish that my program/department had...*



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

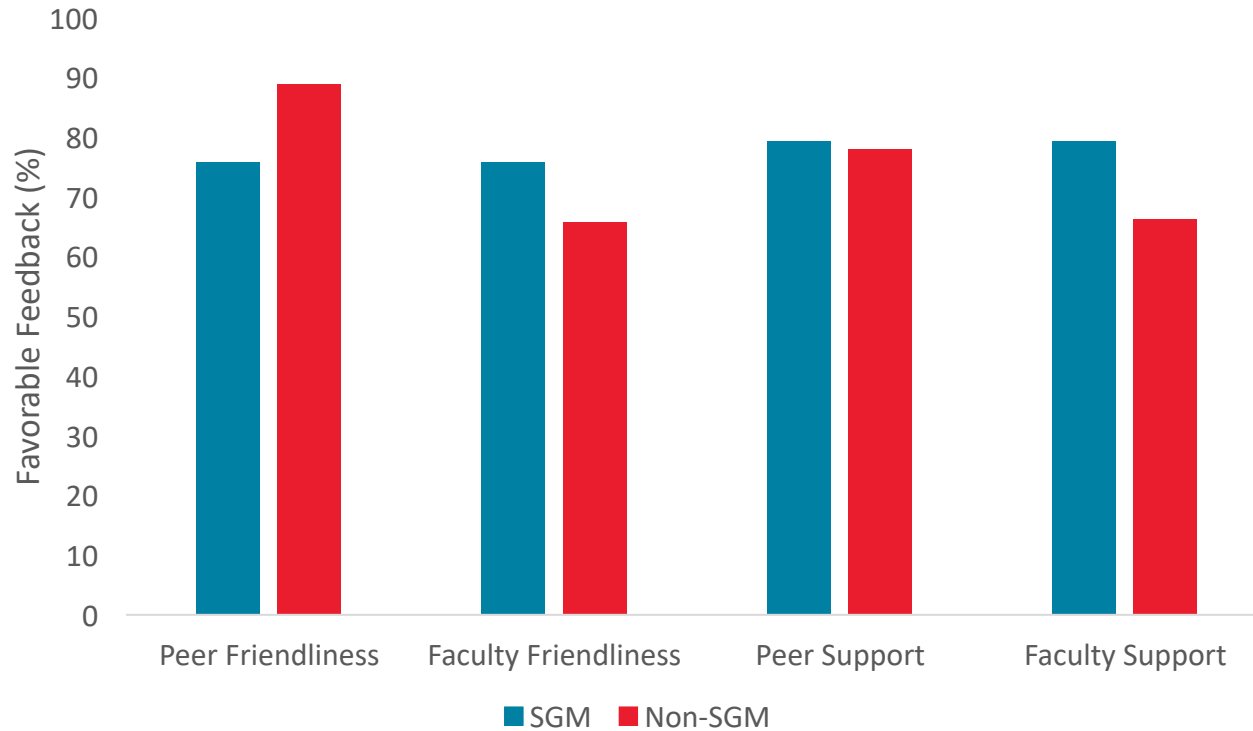
■ Strongly Agree ■ Somewhat Agree ■ Neither Agree nor Disagree ■ Somewhat Disagree ■ Strongly Disagree

# 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, & uncertainty  
Concern about future employment



Burnout



Supportive academic environment



Faculty respect for diversity  
Campus climate

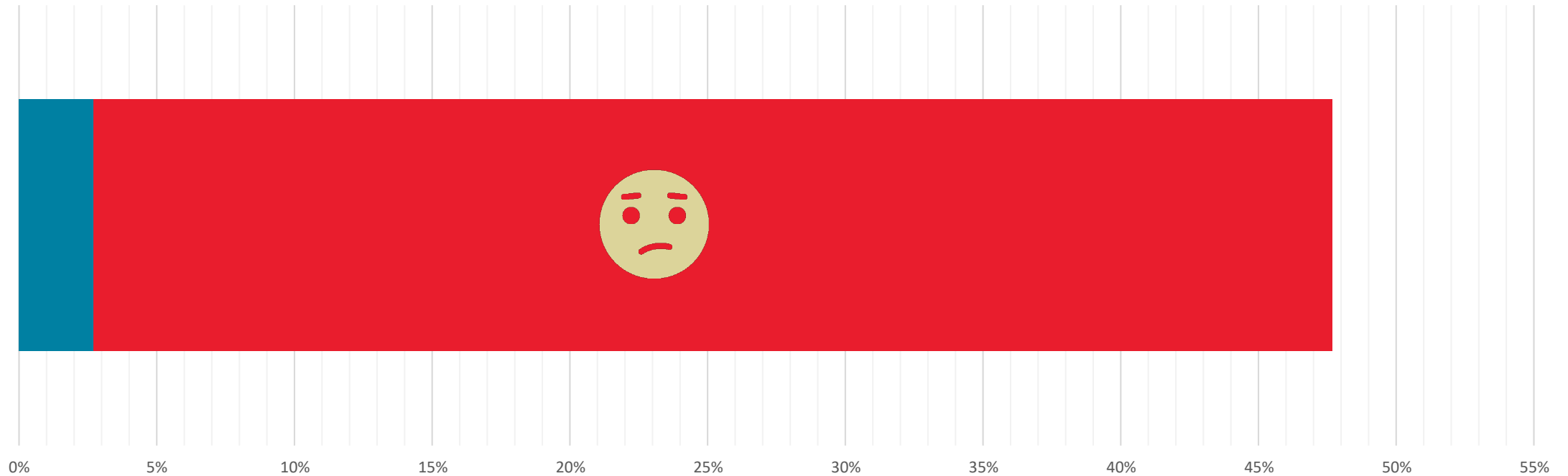




# The B-word

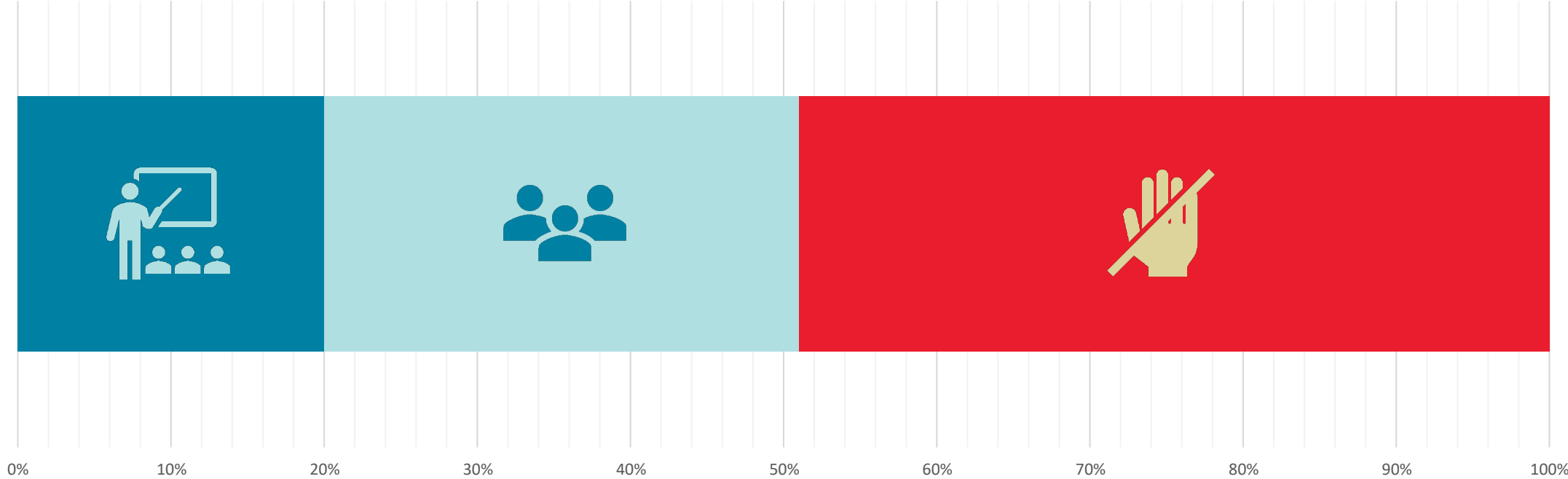
- **SGM students have higher rates of burnout than their peers.**
- **LGB students reporting homophobic mistreatment had 8x greater likelihood of burnout than heterosexual peers.**
- **Burnout likelihood increased in a dose-dependent way with mistreatment intensity.**

# What happens to these students?



(Dyrbye et al., 2021; Greenhill & Carmichael, 2014; Kramper et al., 2022; Hill et al., 2020; Nama et al., 2017; Samuels et al., 2021; Teshome et al., 2022)

# Are students comfortable coming out?



(Dimant et al., 2019; Nama et al., 2017; Toman, 2019)

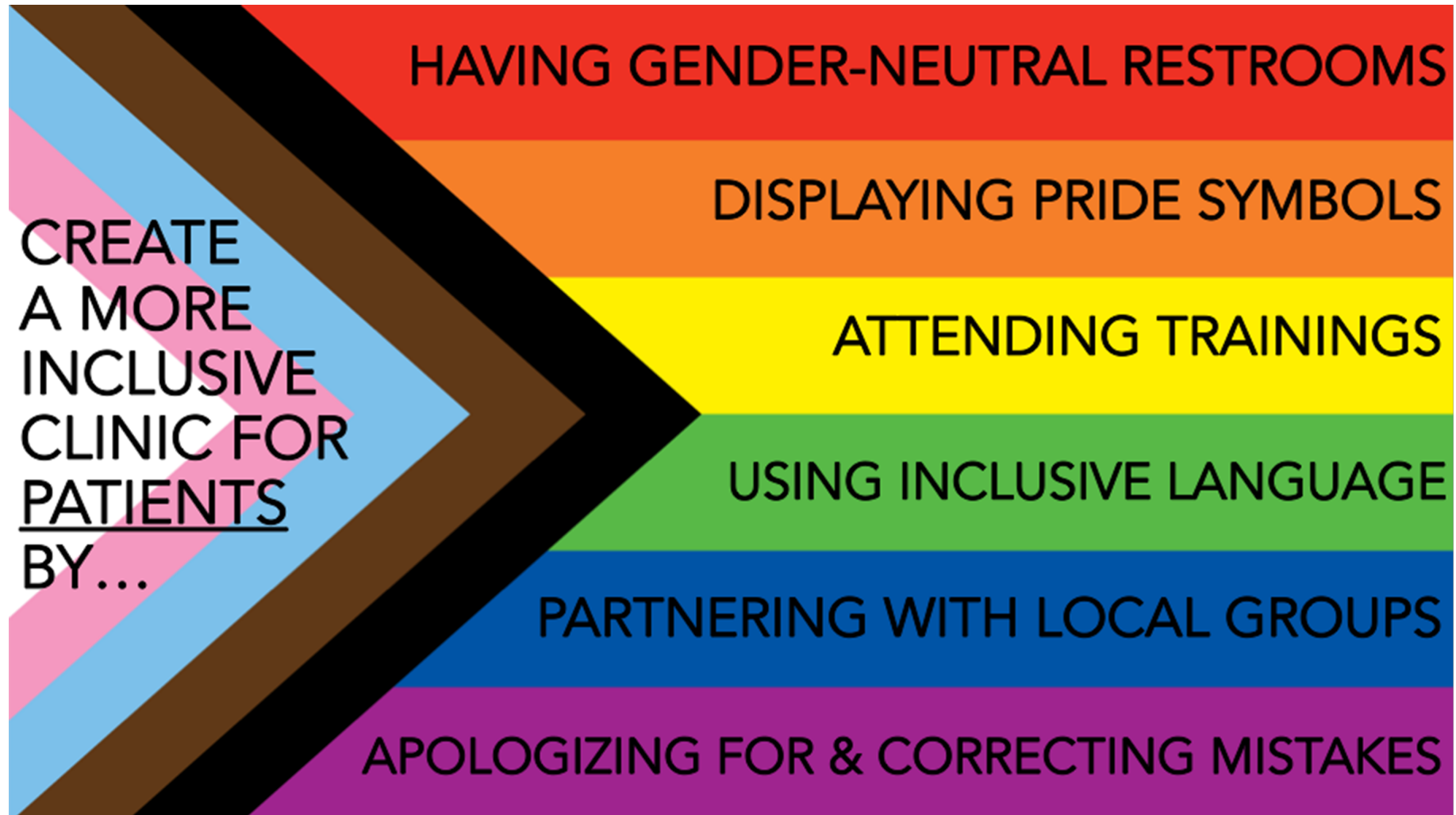
# Why don't students come out?

- 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?

- 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

# So what can we do to support these students?



Questions?

[onlinequestions.org](https://onlinequestions.org)

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# Want to contribute?

- Students: Scan this code!
- Faculty: Please share with your students!



<https://survey.alchemer.com/s3/7154681/SMG-Survey>