



Supporting a Culturally and Linguistically Diverse CSD Community at Hofstra University



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Introduction

Diversity refers to including a variety of people of who have differing demographics and experiences

- 92% of SLPs identify as White (ASHA, 2019).
- There is a lack of diversity in the CSD field

Cultural Competence is the understanding and appropriately responding to the unique combination of cultural variables and the full range of dimensions of diversity that the professional and client bring to interaction (ASHA, 2020).

Discrimination involves prejudicial treatment towards an individual based on their group, class, or background.

Studies of the benefit of multicultural education

- A semester long diversity course
- Students scored significantly higher on the Munroe Multicultural Attitude Scale Questionnaire after completing the diversity course (Richardson, et al., 2020).

Current Work:

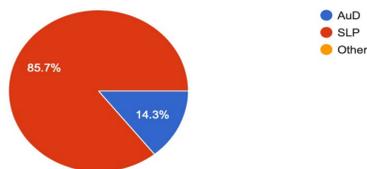
- The study investigated CSD students' knowledge and views on topics such as diversity and multiculturalism. The goal was to increase their knowledge as well as inform them about what it is like to be a minority worker within the CSD field. To accomplish this goal, a panel of minority speakers, comprised of speech language pathologists and audiologists, were invited to speak to the group of students to share their experiences both in the work field and in academia.

Research Questions:

- 1) Are CSD students knowledgeable/aware of the topics surrounding diversity and multiculturalism?
- 2) Will a seminar with guest speakers have a positive effect on their awareness of these topics?

Participants

- **19 participants**
- **Hofstra University Undergraduate Students:**
 - 87.4 % were CSD majors
 - 12.6% were non-CSD majors
- **Hofstra University Graduate Students**
 - 85.7% were pursuing an SLP MA
 - 14.3% were pursuing an Audiology AuD



References

ASHA. (2020). *Cultural competence*. <https://www.asha.org/practice-portal/professional-issues/cultural-competence/>.

ASHA. (2019). A Demographic Snapshot of SLPs. *The ASHA Leader*, 24(7), 32–32. <https://doi.org/10.1044/leader.aag.24072019.32>

Munroe, A., & Pearson, C. (2006). Munroe Multicultural Attitude Scale Questionnaire. *PsycTESTS Dataset*. <https://doi.org/10.1037/t05562-000>

Richardson, L., Volberding, J., & Zahl, M. L. (2020). The Impact of a University Approved Diversity Course on Undergraduate Students' Multicultural Awareness. *SCHOLE: A Journal of Leisure Studies and Recreation Education*, 35(1), 28–40. <https://doi.org/10.1080/1937156x.2020.1720461>

Methods

Pretest Questionnaire

- A pre-test was given to the participants based off Monroe's Multicultural Attitude Scale (Munroe & Pearson, 2006) before they attended the Multicultural and Diversity Workshop
- Participants were graduate and undergraduate students in the Speech-Language-Hearing Sciences and Audiology Majors
- Additional professors in the SLHS Department attended as well
 - There was a Likert scale that rated the participants prior knowledge surrounding multiculturalism in the Speech and Language profession
 - There were 21 Likert scale questions
 - There were also open-ended questions, asking participants to share personal experiences and knowledge regarding cultural competency
 - There were 3 open-ended questions

Guest Speaker Event

- There were 2 SLPs and 3 audiologists, and 1 graduate student on the panel
 - Each panelists were from different ethnic and racial backgrounds
 - SLPS included a clinical supervisor and a private practitioner.
 - 1 MA SLP student at Hofstra University
 - Audiologists included an assistant professor, clinical coordinator, and a hospital clinician.

Topics included:

- Introductions- their disciplines and motivation for field.
- Defined discrimination- Their experiences being discriminated against as a student, instructor or clinician.
- Cultural Competencies- definition to them personally and how has that changed how they treat a student or client.
- Statistics on diversity in the field- what can we do in our field to improve our diversity
- Advice to CSD students- asking if panelists had any advice for students in CSD education or other health related fields.

Post-test Questionnaire

- An optional post-test feedback survey was administered after the event
 - There was a Likert scale that rated the participants' opinions and takeaways from the event and an open-ended question evaluated what participants learned from the event
 - There were 5 Likert scale questions and 1 open ended question.

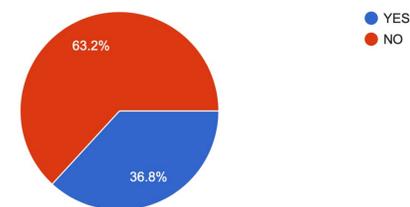
Acknowledgments

Dr. DeMetropolis for creating the NSSLHA Advocacy group at Hofstra and coordinating this event, as well as our guest speakers.
 NSSLHA at Hofstra University
 Dr. Jenny Roberts, Professor Wendy Silverman, and the School of Health Professions and Human Services for their support and honorarium funding.

Results

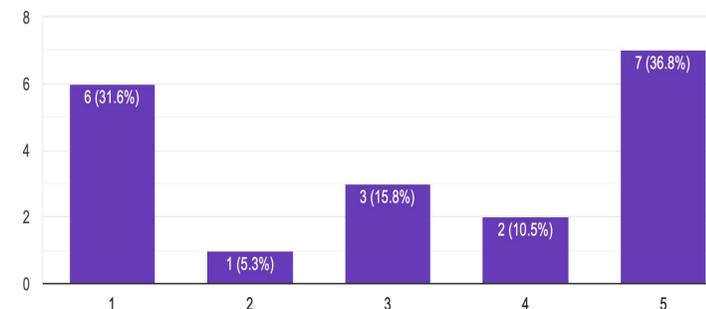
Pre-Test

4. Do you identify as BIPOC, LatinX, or Asian? (ALL PARTICIPANTS)
19 responses



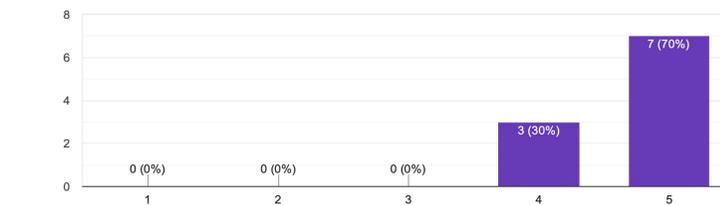
I am sensitive to differing expressions of ethnicity.

19 responses

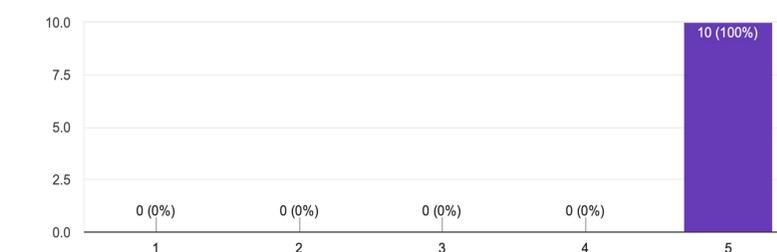


Post-test

1. I feel that I am more aware of the importance of multiculturalism and diversity in the CSD/healthcare field
10 responses



4. I will make an effort to utilize cultural competence/ incorporate diversity into my future career
10 responses



Summary of Results

- **Pre Test:**
- Many of the participants were aware of diversity and multiculturalism but were not as sensitive to differences in ethnicity and how to acknowledge these differences
- Additionally, there was a lack of diversity within the CSD students themselves
- **Post-Test**
- Following the guest speaker panel, CSD students felt more inclined to take action in implementing cultural competence and awareness of diversity in their careers.

Discussion and Future Directions

- Although the guest speaker panel was a one-time event, similar to the diversity course, students appeared to have an increased knowledge and awareness of multiculturalism after attending the event
 - Students were made aware of the smaller details that go into being culturally competent, such as eliminating microaggressions.
- In future studies, we would like to incorporate these ideals into a semester long diversity course, continue to host more guest speaker events highlighting diverse professionals and partner with other NSSLHA groups to further multicultural education and recruit diverse students to the CSD field.

Contact

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