



MISSOURI ADULT COMMUNICATION DISORDERS GROUP

“The FIRST conference of the new year is....

“Evolving SLP Education: Navigating Post-COVID Graduate Training, Professionalism, & Generational Shifts ”

 **Wednesday, February 26th, 2025**

Via Zoom: Virtual Room Opens at 5:15 pm, Conference from 5:30-8:30 pm CST

*****The registration link goes live Jan 30th! It will be blasted via email, posted on our socials, and you can access on our website. If you are not on our email distribution and want to be, message us!**

 **Presenters:**

Tedd Masiongale, M.A. CCC-SLP is a clinical faculty member at Southern Illinois University Edwardsville. He teaches dysphagia and supervises graduate students in the clinic. He helped develop ASHA’s new FAQ addressing gender diverse populations, has participated in research and routinely presents on issues related to ethics, multicultural issues and dysphagia.

Lauren Wright-Jones, Ph.D. CCC-SLP is an associate professor and graduate program director at Fontbonne University. Lauren has held administrative roles in SLP programs for over 8 year and presents on clinical education and student learning. She is a current member of the ASHA Models of Academic and Clinical Education (MACE) Topic Committee.

And

Michael Hauge, M.S. CCC-SLP is an Instructor and Director of Clinical Education at Fontbonne University. He supervises students in the clinic and manages off-site externships for graduate students. Previously, Michael worked in inpatient and outpatient adult rehab settings. He is pursuing his PhD in Health Sciences from Northern Illinois University.

Overview

SLP programs have seen changes in student experiences, expectations, and professionalism. The pandemic accelerated shifts in learning formats, training, and mental health needs. Generational differences bring unique communication styles, learning preferences, and views of professionalism. This course explores these trends and provide strategies for clinical supervisors to best support students.

Learner Objectives

Participants will be able to list general differences in communication preferences, learning styles, and feedback needs between generations, particularly those in Generation Z.

Participants will describe ways to tailor their supervisory techniques to support evolving expectations and preferences of Generation Z.

Participants will identify key impacts of the COVID-19 pandemic on academic readiness and clinical education of SLP graduate students.

Registration and Fees: \$70