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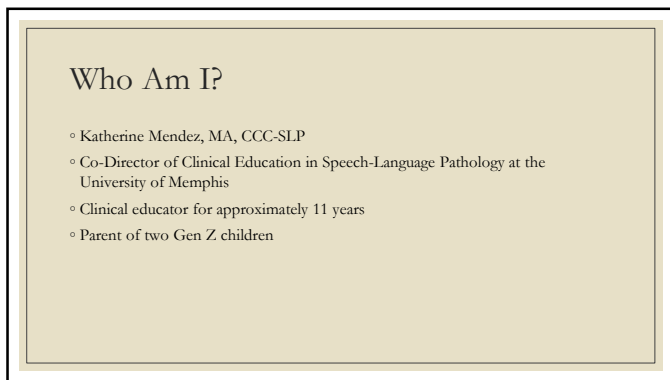
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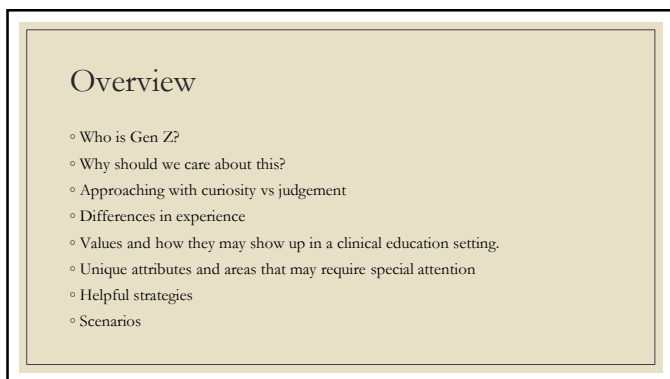
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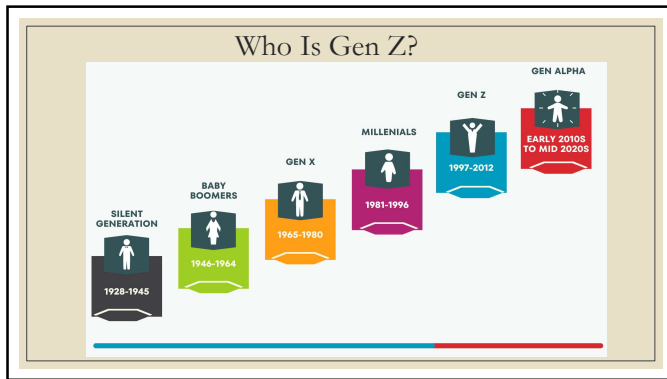
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Why Should We Care?

- We need to understand our students'/mentees' background knowledge, values, and perspectives in order to effectively teach them.
- We need to anticipate and recognize gaps in knowledge so we can fill them
- We need to respect students'/mentees' values and perspectives in the same way we respect these with clients.
- Together we will shape the future of our professions.

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### Curiosity & Humility vs. Judgement

- It can be easy to judge younger generations because they are different.
  - Because of our experiences, we may have strengths in areas that they have weaknesses.
  - We may think it's ridiculous that they haven't learned the things we learned by their age.
  - We may think it is a reflection of poor character that they don't value the same things we value.
- Judgement is not a helpful or respectful approach
  - We can instead take an approach of cultural humility and be curious

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### Cultural Humility vs. Judgement

- Different experiences=different values, understanding of the world
- Children and young people are not in control of what happened around them or the world that was handed to them.
- They can't help the experiences they don't have.
- They are not in control of the messages they received from their parents, community, and media.
- If they are under 25, their brains are not fully developed.
- While their experiences or lack thereof may lead to some weaknesses, they also lead to significant strengths.

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WHICH EXPERIENCES  
SHAPED YOUR  
WORLDVIEW?

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## Experiences-What happened in the world?

- Quite young at the time of 9/11, but very aware of the effects.
- Accustomed to seeing the world as a scary place:
  - Frequent natural disasters
  - International conflicts
  - Terrorist attacks
  - School violence
  - Identity theft
  - Online hacking
  - Bullying

(Eckleberry-Hunt, et al, 2018)

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## Experiences-What happened in the world?

- The internet and online social networks have always existed in their lifetime.
- The most diverse generation in history in terms of race, gender, and sexual orientation
- Increased awareness of social injustice and witnesses to social unrest
  - George Floyd, Orlando Castille, Breonna Taylor
  - Me Too
  - January 6th

(Eckleberry-Hunt, et al, 2018)

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## Experiences-What happened in the world?

- Increased awareness of invisible disabilities such as autism and ADHD and racial/gender bias in the diagnosis of these conditions.
- Increased visibility and acceptance of the LGBTQ community.

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### Experiences-What happened in school?

- Compared to previous generations
  - Less high-quality writing instruction
  - More social emotional learning
  - More standardized testing and teaching to the test
  - Lots of projects, journaling
  - Access to lots of online supports that can be used to cheat
  - Teachers were expected to individualize instruction so that every student could learn
  - Completing tasks and trying hard may have been rewarded with passing grades.
  - Diversity of all kinds depending on community and school
  - Lots of technological and online tools

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### Experiences-What happened in their families/homes?

- Saw their parents experience the Great Recession
  - Jobs were lost
  - Salaries never recovered
- There are winners and losers; winners win through hard work
- Protected, possibly insulated.
- Close and trusting relationships with parents
- Parents have given them both positive and negative feedback
- Quite a bit of screen time

(Eckleberry-Hunt, et al, 2018)

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### Experiences-What happened in their social world?

- Social media and smart phones
- More likely to go out with parents
- Less likely to date
- Not eager to get driver's license
- May never have had a job
- Developed socially at a different rate

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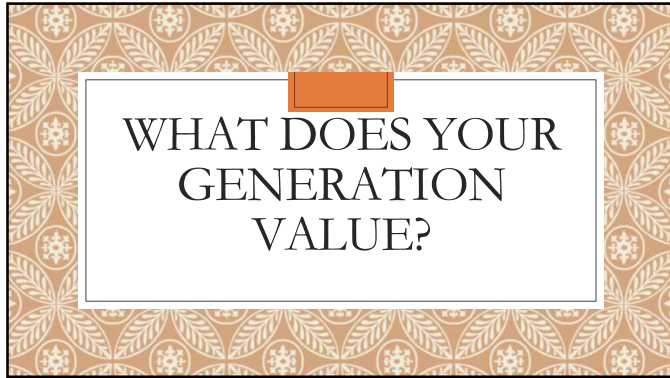
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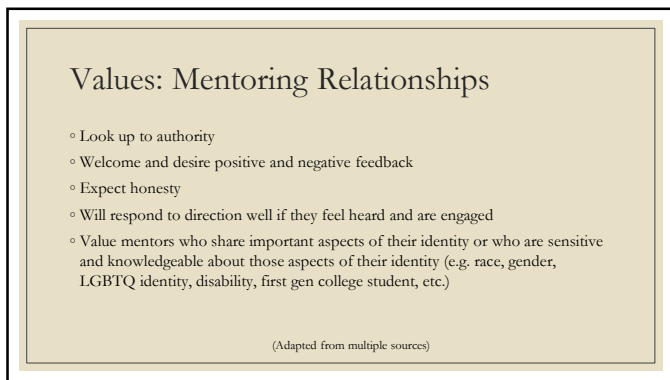
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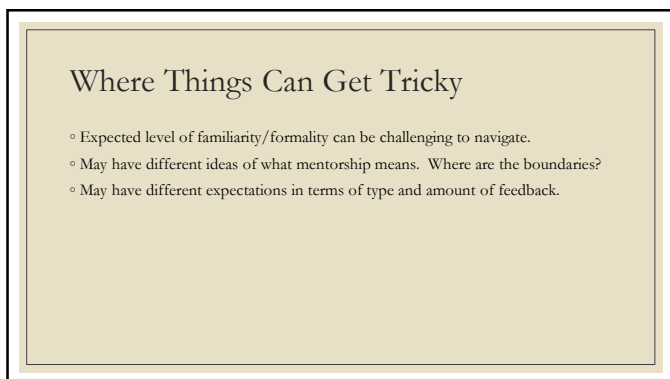
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## Values: Hands-On Experience

- They value hands-on, practical experience, but may need encouragement to jump in.
- They value active problem-solving.
- They report that they value independent learning
- Much prefer practical, hands-on experience to reading about things.

(Adapted from multiple sources)

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## Where Things Can Get Tricky

- Because they favor and feel they learn best from hands-on experience, they may not do assigned readings or practice procedures or memorize things they need to memorize.
- May not appreciate the need to memorize things when they have the internet at their fingertips.

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## Values: Safety

- Physical
  - Have an expectation that authorities will provide security and protections so that they can feel physically safe in their work and learning environments.
  - They may refuse to go places that feel unsafe-even if they actually are safe.
- Financial
  - Conscious of costs and want to get their money's worth
  - Concerned with whether they are being compensated fairly for their work.
- Emotional
  - Not willing to tolerate environments where they feel they are being disrespected, humiliated, or shamed.
  - Have an expectation that supervisors/professors will assign workloads that are manageable and do not cause major distress.

(Adapted from multiple sources)

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## Where Things Can Get Tricky

- Learning and accepting feedback require taking risks and being vulnerable, which may not feel emotionally safe.
- There may be a gap between actual safety and their perceived sense of safety.
- Their sense of well-being and emotional safety may be fragile.

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## Values: Diversity, Social Justice, Fairness, Equality

- Sensitive to and unwilling to tolerate injustice, inequality, or unfairness toward themselves or others.
- Willing to make a fuss about this and incur consequences.

(Adapted from multiple sources)

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## Where Things Can Get Tricky

- Students can get very disillusioned with our medical and educational systems, which are not equitable, and this can drive them from the field.
- Can perceive favoritism where there is none due to not having all the information.
- We need to get be willing to learn about and accept identities that are unfamiliar to us.

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## Values: Hard Work

- They are willing to work hard, but not at the expense of their mental/physical/emotional health.
- Expect the work to be meaningful work-not busy or unnecessary work.
- They expect to be compensated/rewarded for hard work.
- May not be skilled in working smarter vs. working harder.

(Adapted from multiple sources)

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## Where Things Can Get Tricky

- Their idea of what is a tolerable level of hard work may be different from ours.
- Their understanding of the usefulness or purpose of a task or type of practice is often incorrect simply because they lack experience. Therefore, they may perceive something as "busywork" or unnecessary when it is actually foundational.
- They are likely to be very aware of the amount of work they are putting in and whether or not that work is being compensated, rewarded, or acknowledged. They are less likely to be aware of how much work you put in with/for them or whether you are rewarded for it.

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## Values: Individualized or "A La Carte" Education/Development

- Tailoring their education to their career goals and preferred learning style is viewed as sensible, cost effective, and efficient.
- Value flexibility in how and when and if they learn things.
- They may be resistant to courses and clinical education experiences that are not aligned with their learning preferences and/or current career aspirations.

(Eckleberry-Hunt, et al, 2018)

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## Where Things Can Get Tricky

- A graduate clinical program leading to ASHA certification and health board licensure is limited in how individualized it can be because the program is largely shaped by the requirements for certification and licensure.
- Teaching students in a cohort does not allow classes to be tailored to each student's learning preferences.
- Students often end up changing their career aspirations specifically because they experienced a clinical placement that they originally thought they would not like.

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## Value: Work/Life Balance and Mental Health

- They have an expectation that they should be able to have a life that feels good to them and includes hard work, but also includes time for fun, exercise, and rest.
- They are aware of and protective of their mental health.

(Eckleberry-Hunt, et al, 2018)

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## Where Things Can Get Tricky

- This sucks and I'm not okay. It doesn't have to be like this and someone should change it.
- Vs. This sucks, but I'm okay. It is temporary and it will be worth it in the long run.
- We have to be careful to remember that they are not living in the world we lived in at their age. The realities they are facing are different.
- We have to help students learn to genuinely be okay even when things suck.

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### Additional Values

- Flexibility
- Collaboration
- Technology/Efficiency
- Self-Expression

(Adapted from multiple sources)

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HOW HAVE THESE  
VALUES SHOWN UP IN  
YOUR EXPERIENCES  
WITH GEN Z STUDENTS?

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### Unique Attributes

- Good problem-solving skills
- Highly practical thinking
- Good sense of technology
- Slower to comprehend texts
- More mental health disorders
- Favor quick experiences and rapid success
- Difficulty managing interpersonal conflicts

Adapted from multiple sources

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## Why So Much Anxiety?

- Unrealistic goals
  - Partly due to media/social media
- A lot of time in virtual communities
  - Less developed emotional regulation, assertiveness, or conflict management skills
- Sense of uncertainty about the future
  - Social unrest
  - Global warming
  - Economic crises

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## Why So Much Anxiety

- Fewer opportunities for free, unsupervised play as children
- Monitored more closely
- Commercial culture/Influencer culture
- Financial stress
- Social isolation

(Adapted from multiple sources)

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## Possible Areas of Need

- **Adulting 101**
- **Emotional Regulation/Resilience/Fortitude**
- **Conflict Resolution**
- **Working smarter not harder/Prioritizing**
- **Critical Thinking**
- **Writing**

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## HAVE YOU OBSERVED THESE ATTRIBUTES IN YOUR GEN Z STUDENTS?

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### Helpful Strategies: Identify Personal Learning Goals

- Helping the student or mentee develop personal learning goals at the beginning of a placement/mentorship can help them feel that the experience is individualized.
- Can also have them set a timeline and identify how they will meet this goal, how you can best support them, and how they will know if they have met this goal.

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### Helpful Strategies: Clear and Explicit Expectations

- Professionalism-attendance, timeliness, dress code, etc.
- Communication-text vs email, during which hours?
- Feedback-when will you give it? Should they ask for it?
- Preparation/Accountability-What are the expected to do/have to be prepared each day. What are they accountable for?
- Mentoring relationship-Do you have a plan for what you want them to learn? Will you collaborate on learning goals? Can they ask questions? Make suggestions? What if they disagree?
- Consequences-Will be reflected in evaluation? After how many times? Contact clinic director? Discontinue placement?

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### Helpful Strategies: Explain Why

- Gen Z students appreciate and respond well to understanding the 'why' behind what they are being asked to do.
- This isn't about questioning your authority, it is about connecting important dots and reminding them of the larger picture and all of the other factors that intersect with what they are doing.

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### Helpful Strategies: Foster Emotional Safety

- Their fear is that they will look stupid or you will make them feel stupid if they ask a 'stupid' question or give a wrong answer or don't know how to do something. This keeps them from trying new things and asking questions
- They need to know that it is normal that they don't know everything and that you will NOT think they are stupid or make them feel stupid if they are vulnerable and admit they don't know something or try something and make a mistake.
- It is important to tell them this explicitly and then hold up your end of the deal.

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### Helpful Strategies: Accountability

- It can be helpful to be very explicit about what you are holding the student/mentee accountable for.
- E.g. It is my expectation that next time we have an evaluation, you will have memorized/practiced X, Y, and Z and that you will have X, Y, and Z completed before I arrive.
- Ask if they need help developing a plan.
- Can identify consequences if appropriate (e.g. cannot participate in clinical activity, will contact clinic director, etc.)
- It can be helpful to put this in writing so there is a record of it for both of you.

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### Helpful Strategies: Foster Critical Thinking

- Model your clinical reasoning out loud
- Prompt them through clinical reasoning by asking questions
- Ask them to explain their clinical reasoning to you.
- When possible, offer simulations that target specific reasoning skills
- Ask them "why" a lot.

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### Helpful Strategies: Welcome and Encourage Collaboration

- If there are other students/early career professionals present, consider allowing them to consult/collaborate with one another.
- Model collaboration with colleagues
- In areas where the student/early career professional is competent, invite them to collaborate with you to problem-solve.

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### Helpful Strategies: Feedback

- Appreciative
  - For encouragement
  - Promotes emotional safety.
- Coaching
  - For improvement
  - If they don't get this, students may feel like the experience had limited value.
  - Critical for development but want to be allowed to develop their own way of doing things.
- Evaluative
  - Judgement
  - Evaluations
  - Don't like to see things here if they haven't been coached on them. Want to see their strengths acknowledged here, too.

(Stone &amp; Heen, 2014)

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## Helpful Strategies: Anticipate Mental Health Challenges

- It is a safe bet to assume your student or early career professional is struggling with their mental/emotional well-being, particularly during graduate school.
- They may not express this to you or look like they are struggling, but they are.
- Address this proactively, share resources, and communicate whether you are open to discussing these topics as they relate to clinical practice or graduate school.
- Provide wellness activities and wellness coaching if appropriate.
- Reminding them to eat and sleep and go to therapy is always a good idea.
- Reach out to clinic director if you are concerned.

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## Scenario 1:

A graduate clinician's knowledge gap is identified during a clinical experience.

- **Gen Z response:** Google it, talk with colleagues, hide knowledge gap
- **Usual response:** Schedule time to sit down and offer guidance and evidence-based literature
- **Gen Z targeted response:** Meet in person or virtually, encourage acknowledgment of knowledge gap, recommend online video resources and offer to meet and discuss.

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## Scenario 2:

Graduate clinician/mentee continually appears distraught and colleagues report concerns about well-being.

- **Gen Z response:** Spend time on social media, talk to parents
- **Usual response:** Schedule time to meet and provide mental health referrals
- **Gen Z targeted response:** Proactively provide wellness activities and wellness coaching opportunities.

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### Scenario 3:

Graduate student contacts supervisor 24/7 with questions about clinic activities and does not get prompt responses.

- **Gen Z response:** fail to complete assigned tasks, ask other students, complain about unresponsive supervisor
- **Usual response:** Provide resource detailing all expectations, meet with student when milestones are not achieved or assigned tasks are not completed.
- **Gen Z targeted response:** Make clear when and how supervisors can be contacted, train supervisors in coaching, coach student to create and follow realistic timelines

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