

## CSD 6340 - Integrated and Interprofessional Laboratory Learning in SLP

Harding University College of Allied Health 2 Credit Hours

Class Meeting Times – See Google Calendar Swaid 215, unless noted otherwise in Google Calendar

**Instructors: Laura Mulvany, MA, CCC-SLP Office Hours: email for appointment lmulvany @harding.edu**

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# Course Information

## Course Description

This course will utilize various teaching modalities (labs, lectures, simulations and clinical experiences) to address important knowledge and skills requirements for the speech-language pathology master’s degree students, including professional practice competencies required for licensure and certification in

speech-language pathology.

## Prerequisites

none

## Course Rationale

To successfully apply for the Certificate of Clinical Competence (the CCCs) the student must demonstrate knowledge and skills across the breadth and depth of the profession. Activities, lectures, and labs completed during this course are chosen to expand on content covered in other semesters, provide supplemental instruction, and provide opportunities for competency development.

## Course Materials

**Required materials:** Hudson, M. W., & DeRuiter, M. (2025). *Professional issues in speech-language pathology* (6th ed.). Plural Publishing, ISBN: 978-1635506556

Free ebook is available through the library.

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## Course Communication Protocols

As your instructors, we are here to help you. We will communicate with you via in-class announcements, Canvas announcements, and your HU e-mail (for small groups, and individual messages). Students are responsible for the information (including attachments) distributed through these sources. Please contact us via email instead of using text messages or the comment box within an assignment. We will respond to emails within 24 hours during the typical work day (8am-5pm) Monday-Friday. Students are expected to check emails daily and a timely response from you is appreciated.

## University Mission Statement

With Christ as Lord, Harding University transforms learners for global impact by engaging minds and nurturing faith within a deeply connected community.

## Department Mission Statement

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and

state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

## Integration of Faith and Learning Statement

As your instructors, we hope that you see your practice as rehabilitation professionals as a vehicle of service to God’s children. Through this summer’s experiences, we hope to grow in empathy, humility, and professionalism.

# Learning Objectives

## Relationship to ASHA standards:

ASHA upholds eight [standards](https://www.asha.org/Certification/2020-SLP-Certification-Standards/) related to academic and clinical training as well as continuing

education, acquisition and maintenance of your CCCs. New standards became effective on January 1, 2020. The revised Standards are available in your departmental handbook and students are encouraged to review them.

This course primarily contributes to evidence of knowledge and skills described in the Professional Practice Standards (Std 3.1.1B)

The Professional Practice competencies are:

## Accountability

* Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act

(HIPAA) and the Family Educational Rights and Privacy Act (FERPA).

* Differentiate service delivery models based on practice sties (e.g., hospital, school, private practice).
* Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.
* Explain the health care and education landscapes and how to facilitate access to services in both sectors.

## Effective Communication Skills

* Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.

## Evidence-Based Practice

* Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.

## Professional Duty

* Demonstrate knowledge of one’s own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.
* Demonstrate knowledge of the roles and importance of interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
* Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students’ right to care.
* Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.

## Course Learning Objectives (CLOs)

Upon completion of this course, you will be able to:

1. Demonstrate proficiency in administering, scoring, and interpreting a variety of diagnostic instruments
2. Demonstrate competency and reflective thought in areas of Evidence-Based Practice, Professional Duty, Accountability, Cultural Humility, Interprofessional Practice, and Interpersonal Communication
3. Demonstrate knowledge of hearing loss and competency in hearing screening
4. Demonstrate effective treatment of individuals with established or suspected hearing loss through clinical scenarios

# Grading and Assignment Details

## Grading Information

Students will receive standard letter grades in this course and acquisition of competencies are tracked in Calipso. Students should remember that knowledge and skills in all aspects of clinical practice must be demonstrated prior to graduation in order to successfully apply for the CCCs

Assignments:

70% - Working alongside community partners, students will administer, score, and interpret and disseminate findings of diagnostic assessments and screenings

15% - Assigned reflections targeting professional practice competencies 10% - Clinical problem solving related to hearing loss

5% - Peer feedback on team-based skills and participation See Canvas for more details on course assignments

Grade schedule: **A**- 90-100

**B**- 80-89

**C**- 70-79

**D**- 60-69

**F**- less than 60

## Late work Policy

Students are expected to complete all assignments by the due date.

**Time Zone:** Harding University is located in Searcy, AR, in the Central Standard time zone; therefore, the due dates and times will be based on Central Standard Time.

## Remediation

If a student is not achieving course learning objectives, not demonstrating essential skills, professional practice competencies, or meeting CFCC standards as determined by the course instructor the student will be notified. The student, instructor, clinical educator, and/or clinical director (as appropriate) will meet to develop a written individualized remediation plan that supports student progress toward achieving the needed outcomes. The remediation plan will include identified weaknesses supported by evidence (ie, exam results, presentation, clinical performance, quiz grades, etc.). In addition, the remediation plan will include specific tasks, outcomes, and a timeline for completion.

The written plan will be shared with the student's graduate advisor and department chair. A copy of the plan will be placed in the student’s Calipso account and the course will be marked as “in remediation” on their KASA. Upon successful completion of the remediation plan the instructor, student, and advisor will sign the form acknowledging the completion of the remediation plan and then digitally file the form in the student’s KASA in Calipso. The course and associated learning objectives can then be marked as completed. If the remediation of skills is not completed successfully, the student will repeat the course. If the remediation is ongoing at the end of the semester, the student will receive a grade of Incomplete for the course.

\*\* A student may remediate no more than two assignments over the duration of the course. \*\*

## Course Requirements- (must be completed to earn credit in this course): Course Requirements-

1. Students must attend DX audiology morning and afternoon sessions. They will demonstrate basic knowledge of hearing screenings and hearing loss. Students will complete case studies and demonstrate basic knowledge of treatment of patients with established and suspected hearing loss.
2. Students must attend and participate in DX labs. This includes prep, administration, and scoring of assigned tests. Students must demonstrate basic knowledge of assigned tests and cases in order to receive competency.
3. Students must attend and fully participate in all scheduled labs and lectures.

## Attendance & Participation

Consistent and punctual attendance is expected at the graduate level. Two absences are allowed. Absences may occur for illness, appointments, interviews, and travel; however, missed work will receive a score of zero and opportunities for alternative assignments will not be given. Students are responsible for all class content. Every absence beyond two will result in the final course grade being lowered by a letter. Exceptions to this policy will be rare, and considered on a case by case basis. For asynchronous lectures, the course instructor will take attendance via course analytics in Echo360.

## Submitting Assignments

All assignments will be submitted on Canvas

# Technology Details

## Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at Phone: 501-279-5201

Email: [elearning@harding.edu](mailto:elearning@harding.edu)

Web: [E-Learning Web Address](https://www.harding.edu/ist/elm)

For Canvas assistance, search [Canvas Guides](https://guides.instructure.com/m/4212).

For ExamSoft/Examplify assistance: search [ExamTaker Support](https://support.examsoft.com/hc/en-us/categories/11144666860429-Exam-Takers), call 1-866-429-8889 ext 1, or email at [support@examsoft.com.](http://support@examsoft.com/)

## Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical Environment.

1. Access Harding’s Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading Capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

## Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted.

Canvas can be accessed using [Harding’s Canvas Login](https://harding.instructure.com/). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding’s IST Canvas page](https://www.harding.edu/ist/elm/canvas) or [Instructure Canvas Help](https://www.instructure.com/products/canvas/support-faq) [Center.](https://www.instructure.com/products/canvas/support-faq)

Click here for [Instructure Canvas Accessibility](https://www.instructure.com/products/canvas/accessibility) and [Privacy Policies.](https://www.instructure.com/policies/privacy)

# Policies and Procedures

**University Policies**

## Drop and Add Dates

The official start date is June 30, 2025 and the last day to add this class is July 3. The course

will end on August 8, 2025 and the last day to drop is July 30, 2025. Please refer to the University’s [policy regarding drop/add](https://www.harding.edu/registrar/registration) if you have specific questions.

## University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the University Director of Assessment used to spur continuous improvement of teaching and learning.

## Students with Disabilities Accommodations

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access *as soon as possible* in order to put academic accommodations in place for the remainder of the semester.

The Office of Disability Services and Educational Access is located in Room 239 in the Student Center on the Harding University Searcy campus. Since some graduate courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at <https://www.harding.edu/student-life/disabilityservices>. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at [DisabilityServices@harding.edu](mailto:DisabilityServices@harding.edu) or (501) 279-4019.

## Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment. Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of “F” in all courses for that semester. Please visit the appropriate Harding University Student Handbook (undergraduate or graduate/professional) for further details.

## Academic Integrity Policy

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

## Course Recordings

Canvas content and class recordings (e.g., Echo360) are protected by copyright. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Most content and recordings will indicate copyright by the symbol ©. However, a symbol is not required to protect copyrights, so unless you have permission to download or share recordings or content, you should not do so.

Doing so violates Academic Integrity Policies and may result in disciplinary actions.

## Referencing Information

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn’t your words, ideas or thoughts, it is someone else’s and needs to be cited.

* [APA Resources](https://apastyle.apa.org/)
* [Purdue Online Writing Lab](https://owl.purdue.edu/)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at [HardingUniversityWritingCenter@gmail.com.](mailto:HardingUniversityWritingCenter@gmail.com)

## Generative AI

Unless explicitly stated in the assignment directions, the use of generative AI tools is not permitted for any assigned work in this class and constitutes a violation of Harding’s Academic Integrity Policy.

## Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

* + I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
  + I affirm that this assignment has not previously been submitted in any form.
  + When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer Statements.
  + To uphold Harding University’s Academic Integrity Covenant

## Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following [the policy set forth in the](https://catalog.harding.edu/content.php?catoid=46&navoid=3667) [Harding University catalog](https://catalog.harding.edu/content.php?catoid=46&navoid=3667). All students should be familiar with this policy.

## Time Management Expectations

In a 15-week semester, for every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem-solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. For a two-hour course in a 6-week semester, a typical student should expect to spend at least 15 hours per week dedicated to the course.

## Dress Code

All members of the Harding community must dress with modesty and decency appropriate to the Christian lifestyle and consistent with professional employment standards. For these reasons, students are expected to adhere to a dress code described in the Student Handbook, which faculty, staff, and administration will enforce.

## Distance Education

For any element of a course conducted via teleconference (Zoom, GoogleMeet, etc) the student must turn on their camera. Student faces must be visible but the backgrounds can be blurred.

# Course Policies

## Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to

refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:

* + Stereotypes of any nature, whether it be profession or class of people
  + Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas

## Canvas or Internet Outage Policy

As a (potential online) learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

## Instructor

If your instructor experiences a power outage, Internet service outage, LMS (Canvas), or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interfere with communicating with students, adjustments to due dates will be made.

## Student

If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student’s access to a working computer or reliable Internet service. Internet outages or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computers is prudent.

## Testing Issues

If you experience issues with an Internet connection, power outage, computer, or LMS (Canvas) and are unable to complete or submit a test, do not panic. Your first step is to contact me as your instructor and I will provide you with instructions on how to proceed. You may also report a problem to the E-learning help desk

(501-279-5201). Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm.

## Inclement Weather

If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a

case-by-case basis.

## Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

* + - [​Library](https://library.harding.edu/index)
    - [​Testing](https://www.harding.edu/testing)
    - [​Tutoring](https://www.harding.edu/academics/university-college/arc)
    - [​Writing Center](https://www.harding.edu/academics/colleges-departments/arts-humanities/english/writing-lab)

## Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

* [Advising](https://catalog.harding.edu/index.php?catoid=46) ● [Counseling](https://www.harding.edu/student-life/counseling-center)
* [Registration](https://www.harding.edu/registrar/registration) ● [Student Life](https://www.harding.edu/student-life)
* [Financial Aid](https://www.harding.edu/finaid)
* [Career Services](https://www.harding.edu/academics/university-college/career)

# Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

Please pay careful attention to the summer Google calendar. Specific times are available there. The Summer II schedule depends heavily on the expertise of individuals within our community whose schedules may change unexpectedly. Any changes to the course schedule will be communicated to you via email. Additional assignments will be added in Canvas.

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading/Assignment, etc.** | **CFCC Standard** |
| **June 30** | **Barb E. Dahl revisited - goal setting for rehab professionals - lab with PT, OT and ST** | See Canvas for instructions - create a goal for Barb in each of 3 home settings | CAA  3.3.1B Professional Duty |
| **July 2** | **Disability Simulation - with PT** | Canvas reflection | CAA 3.4  Cultural variables |
| **July 7** | **Poverty Simulation - evening** | Founders Room - Heritage Bldg | CAA 3.4B |
| **July 9** | **Transfer training lab and warrior stories with PT** | Meet in PT building - wear clothing appropriate for learning how to transfer from wheelchair to mat, etc (think pants and t-shirt) | CAA  3.3.1B Professional Duty  3.4B Ableism CFCC - VB |

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| **July 10** | **Best practices in**  **trauma-informed care with Beth Light** | Pre-readings in Canvas Canvas reflection | CAA 3.1.1B  Accountability Communication CFCC - VB |
| **July 14** | **Working with individuals with significant sensory challenges** | Guest lecture from Kevin and Dr. Debby Nutt | CAA 3.4  Cultural variables Empathy |
| **July 15** | **Barium 101 - Braco Diagnostics** |  | CAA 3.5B |
|  | **UAMS HNC team** | Pre-readings in Canvas Canvas reflection | CAA 3.1.1B  Professional Duty |
| **July 16** | **Dementia Caregiver training**  **MoCA training and practice** |  |  |
| **July 17** | **UAMS SLPs - movement disorders, REST protocol, adult aural rehabilitation** | Pre-readings in Canvas Canvas reflection | CAA 3.1.1B  Professional Duty |
| **July 21** | **PT, OT, ST dysphagia lab** |  | CAA 3.5B  Evidence-Based Practice |
| **July 22** | **Cognitive screenings with PT** | Participation in a research study led by Dr. Cody Sipe in PT |  |
| **July 23** | **Issues in Pediatric PT DX prep** |  | CFCC - IV C |
| **July 24** | **Cognitive Screenings with PT**  **DX prep** | Participation in a research study led by Dr. Cody Sipe in PT | CFCC - IV C |
| **July 25** | **Audiology - Dr. Hatfield Lab and scenarios/competencies** |  | CFCC - IV C CFCC - VB |
| **July 28** | **DX lab** |  | CFCC - IV C |

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| --- | --- | --- | --- |
| **July 30** | **DX lab** |  | CFCC - IV C |
| **July 31** | **Issues in diagnostics with adult populations** |  |  |
| **Aug 1** | **Clinic time for DX write-ups** |  |  |
| **Aug 4** | **Hearing screenings - UAMS KidsFirst** |  |  |
| **Aug 5** | **All things GI - Dr. Melissa Shipp** |  |  |
| **Aug 6** | **Multicultural Dysphagia potluck**  **Hearing screenings - UAMS KidsFirst** | Pre-readings in Canvas Canvas reflection | CAA 3.4  Cultural variables CFCC IV-G |
|  |  |  |  |