Instructor: Jan Traughber, M.S., CCC-SLP
Office: Swaid 212
Phone: 501-279-5082
Email: jtraughb@harding.edu
Class time: M 1:00-1:50 a.m.
Practicum Experience: TBD
Class location: Swaid 103
Credit Hour: 1

Office: 10+ hours per week as posted on my office door. Additional conferences are available by appointment.

Prerequisites
Students must have been accepted into the graduate program for Communication Sciences and Disorders. Before beginning practicum, all students must have the required immunizations, be certified in CPR, submitted an acceptable state and federal background check. Students must also maintain professional liability insurance.

Required Materials

The Harding University Speech Clinic: Clinic Handbook
This document is available in digital form on the CSD website and on Canvas. All clinical forms are available in the handbook and in the materials room. Forms are updated frequently and the use of the most current form (with proper formatting) is expected.

Students are required to have one of the following:


Course description
This is the first of five clinical practicum courses. This graduate course designed to introduce the knowledge and skills required for the diagnosis and treatment of a variety of communication disorders. This course includes weekly classroom instruction pertaining to the assessment and treatment of communicative disorders, clinical writing in CSD, professional conduct, and relevant professional issues. In addition to the classroom component, participants will complete a supervised clinical practicum awarding intervention experience with clients enrolled in services at the Harding University Speech Clinic (HUSC). Participants that achieve a grade of an “A” or a
“B” in this course will acquire clinical clock hours towards the 400 required for licensure, receive documentation of skills on their KASA form, and progress to CSD 629. Participants that achieve a grade of “C” or below will not receive clinical clock hours (even if previously approved), will not progress to CSD 629, and may not document the standards on the KASA form. Students earning a grade of a “C” or below may receive course credit from the University. This course adheres to university guidelines regarding workload requirements per credit hour.

Course objectives/competencies
At the end of the semester, each participant should be able to integrate the acquired knowledge and skills into the beginning frameworks of clinical practice in the field of communication sciences and disorders. At the conclusion of this course, the students (with moderate guidance from the clinical educator) will be able to:

1. Identify the client’s disorder(s) being treated in therapy
2. Identify the effect(s) of the client’s communication disorder(s) in their activities of daily life.
3. Provide education, prevention, and intervention information pertaining to the client’s communication disorder(s).
5. Communicate the purpose of therapy and the desired outcome of each therapy session
6. Accurately collect and record data from therapy
7. Demonstrate the ability to document therapy using the S.O.A.P. format
8. Maintain chart organization and compliance with HIPAA and OSHA standards.
9. Maintain communication with the CE by meeting deadlines and seeking guidance when necessary.
10. Identify various methods of assessments and the appropriate use of each one.
11. Select appropriate diagnostic instruments for evaluations.
12. Administer, score, interpret, and report speech and language screenings.
13. Accurately administer, score, interpret, and report the findings from diagnostic instruments.
14. Gather intake information from clients and professionals and accurately report client history

Relationship to ASHA Standards:
As delineated in the ASHA Standards for the Certificate of Clinical Competence (www.asha.org), students must meet specific requirements in order to obtain licensure. The classroom instruction and the practicum experience are designed to aid in the development of the required knowledge and skills. Under the guidance and supervision of a licensed and certified speech-language pathologist, each student will be awarded unique opportunities and individualized instruction pertaining to the standards. While the completion of all of the standards is not feasible in this course, each student will receive exposure to components of the following CFCC Standards:

Standard IV-B – knowledge of basic human communication including biological,
neurological, acoustic, psychological, developmental, linguistic and cultural bases for normal and abnormal human development across the life span.

**Standard IV-C** – knowledge of communication disorders and differences, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates for articulation, language, hearing, cognition and social aspects of communication.

**Standard IV-D** - knowledge of principles and methods of prevention, assessment and intervention for people with communication disorders including consideration of anatomical/physiological, psychological, developmental and linguistic and cultural correlates for articulation, language, hearing, cognition and social aspects of communication.

**Standard IV-E** – knowledge of standards of ethical conduct

**Standard III-F** – knowledge of processes used in research and the integration of research principles into evidence-based clinical practice

**Standard III-G** – knowledge of contemporary professional issues

**Standard V-A**—skill in oral and written communication sufficient for entry into professional practice

**Standard V-B** – clinical experiences in evaluation, intervention, and interactions

**Standard V-C** – clock hours of supervised clinical experience in the practice of speech-language pathology.

**Standard V-E**—Developmentally appropriate supervision completed by individuals who hold the Certificate of Clinical Competence.

### Course Requirements

1. Students will complete all class and practicum assignments.
2. Students will complete a clinical practicum experience that includes diagnostic and therapy experiences. All services will be conducted in the Harding University Speech Clinic (HUSC) under the direction of a state licensed and ASHA certified speech-language pathologist. Each student will be assigned 1-4 clients and will be expected to plan, implement, and document the interactions for their client(s) throughout the semester. Specific requirements for the practicum will be outlined in class and in the HUSC handbook, but clinical educators may establish additional requirements. Clients seen at Harding Academy or Harding Place are considered to be on-site practicum experiences.
3. Each student will pay a course fee to purchase professional liability insurance. (See course fee schedule for additional information)
4. Each student must be certified in CPR and provide the documentation prior to beginning practicum.
5. Each student must provide documentation of a current two-step TB skin test, MMR and the Hepatitis B vaccination prior to beginning practicum. When available, each student is expected to provide documentation of a flu shot. When requested, students are required to participate in drug screenings.
6. Students are required to complete Federal and State Background checks as well as a child maltreatment check with no disqualifying findings prior to beginning practicum.
7. Students will complete a Mandated Reporting course and provide a certificate of completion
8. Students will complete HIPAA and OSHA training.
9. Students will attend the Dixie Branscum Supervisors dinner and any inter-professional educational events that may be scheduled during the semester.
10. Participants should read and abide by the policies and procedures outlined in the HUSC Clinic Handbook, the CSD Student Handbook, and the University Handbook.
11. Students must demonstrate clinical competencies for the course objectives and receive a grade of “B” or higher for the end of term course grade. Students who do not meet these requirements will be required to re-take the course. These students may receive credit for the course on their transcript, but they will not be awarded clock hours and will not progress to CSD 629. Students who choose to withdraw from practicum, or that are removed from the clinical experience due to the inadequate completion of the requirements or for unprofessional conduct, will not be awarded clinical competencies or clock hours for the semester.
12. Students will submit written work that is reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
13. Students are allowed (encouraged) to use the HU writing lab to assist with writing assignments. All clinical writing assignments MUST adhere to the 18-markers of HIPAA de-identification prior to submission to the writing lab.
14. Students will participate in class discussions. This course is intended to be a practical application course and class discussion will be expected. Off-task behaviors during class (texting, surfing, talking, sleeping etc.) or limited participation may result in the final grade for the course being lowered by one letter grade.
15. Students must communicate regularly with the course instructor, the clinical educator, the HUSC staff, the client, and any designated teachers/ caregivers. Students are expected to check their HU e-mail, Canvas course page, and clinic mailbox daily. Students are expected to respond to all correspondence in a timely manner (within 24 hours) and will be held responsible for all of the information disbursed through the sources listed above.
16. Membership in NSSLHA, HUSSHA and attendance at departmental events (CSD movie nights, CSD book club) are strongly encouraged.

Course grading
The final grade for this course will be determined by the grades achieved on class and clinical assignments (graded by CE). Class assignments are due at the beginning of class. To prepare students for the process of documentation/billing, practicum assignments are due on Fridays at 3:00 p.m. Class or practicum assignments that are not received at these times will be considered late. Late work will be assigned a grade of “zero,” but students are required to complete all practicum assignments to receive credit for the course, pass the competencies, and accrue clock hours. If minor infractions of the clinic handbook occur (OSHA, attendance, dress code etc.), the student’s practicum grade will be reduced in increments for each infraction (1=5%, 2=10% etc.). Major violations (HIPAA, ethics) will result in a grade deduction, academic sanctions, and/or dismissal from the program, dismissal from the University and/or legal action taken against them. Using a weighted scale, the final grade for the course will be determined by the percentage of points achieved out of the total points possible for the semester. The following scale will be used:
A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%
The course grade will be formed by the following weights:
Clinical Practicum Lab 40%
Diagnostic Lab 10%
Lesson Plans & Soap Notes 5%
Class Assignments 40%
Final Exam (check-out) 5%

**Course Assignments**
Class projects, assignments & homework
Screening (DX) Competencies
Clinic Handbook Quiz (on Canvas)
Clinic Tour (submit to CD)
Orientation—Echo Lecture
Dixie Branscum Supervisor’s Dinner--Cone Chapel

*Clinical Practicum Lab
*Diagnostic Clinic Practicum Lab
Chart Review Questions (submit to CE first—will give to CD)
IPE Event (5:30-9 p.m.)
*Initial Therapy Conference (with CE)
*Lesson Plans and SOAP Notes (on Canvas)
*Documentation of Clock Hours (on Calipso)
*Goals and Objectives Approved by CE
First Video Review and Personal Goals (to CD-will give to CE)
File Audits
*Treatment Plan—Rough Draft
*Treatment Plan—Final Draft
TP final draft copied, filed in chart and presented to client
*Mid-Term Conference (if needed)
ArkSHA Convention
Second Video Review and goal reflection (to CD—will give to CE)
Present clinic closing info and Generalization Packet
*Sem. Summary OR Discharge Report—Rough draft
*Sem. Summary OR Discharge Report—Final Draft
*Final Therapy Meetings (if needed)
Sem. Summary—ready for distribution
Final Exam---Clinic Check-Out with CD

**Due Dates**
Ongoing
Aug. 23, 25
Aug. 25
Aug. 25
Aug. 29
Sept. 11-Nov. 30
Sept. 18-Nov. 30
Sept. 1
Sept. 4
Sept. 4-8
Fridays at 5:00p.m.
Fridays at 5:00p.m
Sept. 15
Sept. 15
Begin on Sept. 15
Sept. 22
Oct. 6
Oct. 22
Oct. 6
Oct. 9-13
Oct. 11-13
Nov. 17
Nov. 6-16
Nov. 17
Dec. 8
Nov. 27-Dec. 8
Clinic Check-Out
Dec. 11-13

*The items listed in italics are directly related to the clinical practicum portion of the class. These assignments will be conducted under the supervision of the clinical educator who will assign the earned grade. Mid-term and Final scores for practicum performance will be documented in Calipso.*
## Course Organization

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
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<tr>
<td>September 21</td>
<td>Syllabus, Canvas, Flashdrives, HUSC Handbook &amp; Policies, DX Principles</td>
<td>Clinic Tour, Clinic Handbook Quiz, Calipso obs./tx hour entries, prepare for competencies.</td>
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<tr>
<td>August 23</td>
<td>Review of psychometrics &amp; standardized assessments.</td>
<td>Read manuals &amp; prepare for the PLS-5 Screener, CELF-5 screener &amp; Fluharty-2</td>
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<td>August 25</td>
<td>Written DX competency for PLS-5, Fluharty and CELF-5 Screening Instruments</td>
<td>Develop group screening activities</td>
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<td><strong>Week 2:</strong></td>
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<td>August 28</td>
<td>Client Assignments, ITC &amp; Chart Review, Intake forms &amp; Chart organization, Baselines, Data Collection</td>
<td>Schedule ITC, complete chart review questions, gather/complete client intake forms, make LP</td>
<td>IV-E</td>
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<td>August 29</td>
<td>Supervisor’s Dinner</td>
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<tr>
<td>September 30</td>
<td>Screening competency</td>
<td>Demonstrate the PLS-5 Screener, the CELF-5 screener, the Fluharty-2</td>
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<tr>
<td>September 1</td>
<td>HA Screenings--Kindergarten</td>
<td>Reflect on screenings, ITC, chart review, forms.</td>
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<td><strong>Week 3:</strong></td>
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<tr>
<td>September 4</td>
<td>Flow of therapy, Lesson Plan (LP), Soap notes (SN), goal writing baselines &amp; data collection</td>
<td>ITC Meetings</td>
<td>III-G, IV-E,</td>
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<td>September 4 @ 6:30</td>
<td>IPE Event</td>
<td>First Lesson plan due on canvas</td>
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<td>Event</td>
<td>Date</td>
<td>Activities</td>
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<td>Sept. 6—Extra Class @ 1:00-2:15</td>
<td>Dx Scoring</td>
<td>Score &amp; Analyze screening results, ITC Meetings, LP</td>
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<tr>
<td>Sept. 8—8:15-11:00 in HUSC</td>
<td>HA Screenings—Pre-K</td>
<td>Score &amp; Analyze screening results. Prepare for tx</td>
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<tr>
<td><strong>Week 4:</strong> Sept. 11</td>
<td>THERAPY BEGINS SOAP NOTES, Client goals &amp; Obj. Treatment Plan (TP)—Evidenced Based Practice (EBP)</td>
<td>Soap Note (SN), LP &amp; Clock Hours (CH). Begin TP—Prepare for peer review</td>
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<tr>
<td><strong>Week 5:</strong> Sept. 18</td>
<td>DX CLINIC BEGINS TP—Peer Review (Bring de-identified copy of TP to class). Discuss Video Review</td>
<td>SN, LP &amp; CH. Edit TP Conduct Video Review &amp; establish personal goals</td>
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<td><strong>Week 6:</strong> Sept. 25</td>
<td>Mandated Reporting Video Training</td>
<td>SN, LP, &amp; CH Watch video and print certificate</td>
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<td><strong>Week 7:</strong> October 2</td>
<td>SimuCase Introduction Pre-brief of Case</td>
<td>SN, LP, &amp; CH Oral pres. of TP to client/caregiver Complete case</td>
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<tr>
<td><strong>Week 8:</strong> October 9</td>
<td>SimuCase De-brief, Pre-brief ArkSHA</td>
<td>SN, LP, CH and staffings CE mid-term conf. if needed</td>
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<td>October 11-13</td>
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<td>Week</td>
<td>Date</td>
<td>Activities</td>
<td>Complete Case</td>
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<td><strong>Week 9:</strong></td>
<td>October 16</td>
<td>SimuCase De-brief, Pre-brief</td>
<td>SN, LP, CH and staffings. Review Mid-term grade. CE mid-term conf. if needed</td>
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<td>Complete Case</td>
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<td><strong>Week 10:</strong></td>
<td>October 23</td>
<td>SimuCase De-brief, Pre-brief</td>
<td>SN, LP, CH</td>
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<td>Complete Case</td>
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<td>SS/DR report</td>
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<td>Complete Case</td>
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<td><strong>Week 12:</strong></td>
<td>November 6</td>
<td>SimuCase De-brief</td>
<td>SN, LP, CH</td>
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<td>Semester Summary/Discharge Report Introduction</td>
<td>Edit SS/DR report</td>
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<td>2nd Video Review</td>
<td>2nd video review &amp; goal reflection</td>
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<td>Faculty at ASHA W-Sun</td>
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<td><strong>Week 13:</strong></td>
<td>November 13</td>
<td>Bring de-identified SS/DC for peer review</td>
<td>SN, LP, CH</td>
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<td>Data/Attendance</td>
<td>Edit SS/DR report</td>
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<td><strong>Week 14:</strong></td>
<td>November 20</td>
<td>NO Class—Thanksgiving Break</td>
<td>SN, LP, CH</td>
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<td>SS/DR report</td>
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<td><strong>Week 15:</strong></td>
<td>November 27</td>
<td>Clinic wrap-up</td>
<td>SN, LP, CH</td>
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<td>CE evaluations</td>
<td>CE Evaluations-TYPED</td>
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<td>Generalization Packet</td>
<td>Discuss end of semester with client/caregiver</td>
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<td>Week 16: Dec. 4</td>
<td>Clinic wrap-up</td>
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<td>Prepare for final</td>
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<td>SN, CH &amp; SS/DC report</td>
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<td></td>
<td>Present generalization packet to client/caregiver</td>
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<td>Chart organization</td>
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| Week 17: Exam Week (TBD by appt) | FINAL EXAM--Clinic Check-Out | . CE conf. if needed |

This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructor.

Class attendance
To maximize learning for you and others, attendance, participation, and professionalism are imperative. As such, punctual class attendance, active listening, and course discussion will be expected. For the benefit of all students, the following guidelines have been implemented:
1. Students are expected to sign the attendance sheet at the beginning of each class.
2. Punctual attendance to class and practicum is expected. Repeated tardiness to class will result in an unexcused absence. Tardiness to the practicum experience will be recorded as an unexcused absence.
3. The Code of Ethics delineates that the welfare of the client is paramount; therefore, unexcused absences during the clinical practicum portion will not be allowed. Students that present with an unexcused absence from clinical practicum may be dropped from the course and assigned a grade of an “F”.
4. Students with excused absence from the practicum experience (approved by CE or clinic director) are REQUIRED to provide a substitute clinician and will be expected to provide the corresponding lesson plan and therapy materials.
5. For class, one unexcused absence will be allowed during the semester. Additional absences must be excused through the HU Student Health Services, by a physician, or through the course instructor prior to the absence.
6. Excessive unexcused absences in class (more than one class period) may result in the final grade for the course being lowered by one letter per incident.
7. Students who miss class (excused or unexcused) are responsible for the content presented. In class assignments conducted on the day of the absence may not be made up.
8. Assignments are due on the date posted, regardless of class attendance. For an excused absence, a written or e-mailed excuse should be provided in advance, when possible, or on the date that you return to class after an absence.
9. Failure to provide the documentation for an excused absence will result in an unexcused absence.
10. The instructor of the course and the clinical educators reserve the right to excuse absences when provided with appropriate documentation or when a reasonable request was received prior to the absence.
**Dress Code**
All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. During class, students are expected to adhere to the dress code policies established within the HU student handbook. **The HUSC clinic dress code is expected for all clinical activities (course assignments, observations, professional events/conferences).**

**Time Management Expectations**
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 this one-hour course, a student should expect to spend three hours per week preparing for therapy, completing documentation, forming evidenced-based practice, completing homework assignments and engaging in the study required to successfully meet the course objectives.

**Technology**
Laptops/tablets may be used during class for the purpose of note taking only (proof may be required). Laptops/tablets may not be used for surfing the web, instant messaging (IM’s), texting, e-mail or participation on social media sites. The use of cell phones or other audio/video equipment during class is prohibited. The instructor reserves the right to mark a student absent if he/she is observed to be using a cell phone or if a computer/tablet is used for anything other than indicated above. Any use of electronics during a graded assessment will be considered cheating and a zero will be entered for the assignment. All of the information presented in class, regardless of the medium used, is considered the intellectual property of the instructor. As such, audio and/or video.

**Liberal Arts**
The Liberal Arts program reflects the principles contained in the University mission statement and provides a foundation for study in major and minor fields. The Liberal Arts principles incorporated in the CSD 385 curriculum include:

- Spiritual, Moral and Ethical Values
- Communication and Critical Thinking
- The Individual and the Social Environment
- Oral and Written Communication Skills
- The Creative Spirit

**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 Associate Provost. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

**Students with disabilities**

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 Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the semester.) **The Disabilities Office is located in Room 219 of the Student Center and may be reached at (501) 279-4019.**

For the clinical practicum track, all students are expected to possess the essential skills required by the department of communication sciences and disorders. Each student is expected to be familiar with this document (available in the handbook) and must ensure that he/she is capable of demonstrating/maintaining the required skills.

**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 the Higher Learning Commission.

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 (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

**Personal Mission Statement**

It is my goal to inspire you with a passion for our field and the tools to integrate faith and learning in your daily life as a student and in the professional career that you have selected. It is my prayer that through class discussions and outside assignments, your knowledge and ability to strengthen relationships and to incorporate Christian values into the profession will be learned. The professions of speech-language pathology and audiology require a sincere interest in helping people become effective communicators. In addition to academic coursework and clinical experience, qualities such as unyielding personal ethics, sensitivity, patience, resourcefulness, tact, and perseverance are essential components of a skilled therapist. I hope that you will discover these qualities within yourself and that you will be able to improve them in each of your clients. As we journey through this semester and we encounter the many mysteries and the complexities of the human mind, body and personality. I pray that you will join with me to
“clothe yourselves with compassion, kindness, humility, gentleness, and patience. Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. And over all these virtues, put on love, which binds them all together in perfect unity. And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.” Colossians 3:12-14; 17