THE ETHICS MULTI-COURSE SEQUENTIAL LEARNING (MCSEL) IN THE UNDERGRADUATE CURRICULUM AT THE UNIVERSITY OF MINNESOTA SCHOOL OF NURSING

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Preface

We have prepared this document for three major reasons.

First, we needed a way of communicating with our colleagues at the University of Minnesota who teach the various courses that include Ethics MCSSL units. Most of these colleagues are actively involved each year in helping implement the learning activities described in the document. We hope the document helps all of us who teach students in the undergraduate program to better see the whole into which the specific pieces of the Ethics MCSSL fit.

Second, we needed a way of communicating with persons external to the School of Nursing who contact us inquiring about the Ethics MCSSL. After our manuscripts describing the Ethics MCSSL were published in 1989, we transferred the Ethics MCSSL into our completely revised undergraduate curriculum that was implemented Fall 1989 and have continued to make adjustments since that time. This document describes the Ethics MCSSL as it is being implemented now.

Third, we wanted to share with Sandra Newkirk, who was our staff person at FIPSE (Fund for the Improvement of Postsecondary Education, U.S. Department of Education) while our Ethics Education Project was funded from September 1989 to December 1991, what we are doing with Ethics Education in the Undergraduate Program now that we are "on our own." The FIPSE grant provided us with the resources we needed to get our dreamed-of Ethics MCSSL launched. Now we are sailing on our own, trying to share what we have learned with those who may be interested.

We expect this document to be our working paper and as such it will probably be subject to frequent revision. Each quarter we collaborate with faculty teaching each course in which there is an ethics MCSSL unit in order to implement and evaluate the ethics content and strategies. Sometimes, we conclude that changes or minor adjustments are needed. Thus, the Ethics MCSSL evolves and in this document we share the most recent snapshot of it.
THE ETHICS MCSL IN THE UNDERGRADUATE CURRICULUM

LEVEL I.

FALL QUARTER

NURS 5000 Core Concepts (four 50 minute hours)

Class 1 (two 50 minute hours) Ethical Principles and Values

Objectives:
1. Clarify personal beliefs and values, relating them to a developing philosophy of nursing.
2. Describe a rationale for viewing ethical problems as a nursing responsibility.
3. Describe how moral sensitivity, moral reasoning, and commitment relate to moral action.
4. Apply the "universal ethical principles" as proposed by Thiroux to the Cruzan case.

Advance Assignment:
Handout: Ethical Principles and Values (objectives and study questions).

Description of Learning Activities:
Introduction to Ethics MCSL and relationship of ethics to prior course content.
Introduction to Rest's Four Component Model. Distribute handout, "Questions to Stimulate Ethical Analysis Derived from Rest's Four Component Model" during class.
Summary of universal ethical principles as described by Thiroux.
Viewing videotape of Cruzan case and discussion of case in terms of ethical principles and personal values.

Evaluation:
Three take-home examination questions, based on a case situation, that deal with ethical principles, the ANA Code for Nurses, the Patients' Bill of Rights, and/or the School of Nursing Philosophy.

Class 2 (2 class hours) Interrelationships among Components of Ethical Action

Objectives:
1. Construct a conceptual model depicting the interrelationships of the components of ethical analysis of nursing situations.
2. Relate a process for decision making in nursing to a process for ethical decision making.

Advance Assignment:
Handout: Components of a Model for Ethical Analysis of Nursing Situations
See homework assignment below.
Description of Learning Activities:
Students do the model building homework activity, as described in the MCCL Building Handbook (Supplemental 1), pp. S-6 - S-8.
Students do the model building group activity, as described in the MCCL Building Handbook (Supplemental 1), pp. S-9.

Evaluation:
Ethics MCCL faculty collect models and determine whether the assignment was done completely. Faculty teaching course are notified regarding whether each student completed the assignment.

NURS 5021 Practicum: Ill Adults

No ethics hours or augmentation. Faculty teaching the course are encouraged to reinforce respect for persons, privacy, and confidentiality as ethical aspects of students’ initial interactions with clients.

WINTER QUARTER

NURS 5040 Restoration/Enhancement of Health: Acutely Ill Adult (four 50 minute hours)

Class 1 (two 50 minute hours) Introduction to Ethical Theories

Objectives:
1. Describe the essential characteristics of rule-based and consequentialist moral theories.
2. Describe the characteristics and varieties of virtue theories.
3. Identify the characteristics of utilitarianism and distinguish rule utilitarianism from act utilitarianism.
4. Identify the variety of origins of duty based theories and give examples of each.
5. Identify the characteristics of the rights theories of Plato, Kant, and Rawls.
6. Identify the limitations of virtue ethics, utilitarianism, duty ethics and rights theories.
7. Describe how virtue ethics, utilitarianism, duty ethics and rights theories apply to nursing practice.
8. Describe the skill of moral intuitionism.
9. Contrast key aspects of the following ethical theories: virtue, right, duty, and utilitarianism.

Advance Assignment:

Description of Learning Activities:
Case-based lecture/discussion by a philosopher who will assist students in understanding the meaning of concepts from the readings in relation to a clinical situation.

Evaluation:
Two take-home examination questions, related to a case situation, that cover ethical theories.
Class 2 (two 50 minute hours)

Paternalism and Informed Consent: Ethical and Legal Perspectives

Objectives:
1. Describe the essential criteria for informed consent to treatment.
2. Discuss the role of the nurse regarding informed consent to treatment.
3. Distinguish between decisional capacity and competence.
4. Contrast rational persuasion, manipulation, and coercion as ways of getting clients to pursue health goals.
5. Describe paternalism as a conflict between ethical principles.
6. Given a situation involving paternalism, describe how the situation could be handled in a non-paternalistic or less paternalistic way.
7. Describe characteristics of acute care environments that affect the autonomy of clients and nurses.
8. Discuss the legal responsibilities of the nurse to individual clients.
9. Describe key differences, similarities and interface between law and ethics.

Advance Assignment:
Handout of objectives.

Description of Learning Activities:
A presentation by a nurse-attorney, Marlene Garvis, JD, and a nurse-ethicist, Patricia Crisham, PhD, of the similarities, differences and interface between the law and ethics, particularly in relation to issues of informed consent, competency, decisional capacity, and paternalism.

Show selected segments of "Dax's Case" (about 30 minutes), which depicts a severely burned patient who futilely attempts to assert his autonomy by refusing treatment.
Use the videotape as a stimulus for discussion of the issues identified in the objectives. Raise the questions, "What should the nurse do in this situation? Why?"

Evaluation:
Approximately 4 multiple choice questions on the course final exam.

NURS 5041 Practicum: Ill Adult (one 50 minute clinical conference)
Developing Awareness of Ethical Issues in Clinical Practice

Objectives:
1. Increase awareness of the ethical aspects of clinical nursing.
2. Appreciate the need for accurate clinical information on which to base ethical decision making.
3. Use ethical principles and theories in analyzing actual clinical experiences where ethics is a concern.
Advance Assignment:
Students are required to record in their clinical journals at least two experiences they have had in clinical when they were aware of an ethical issue. They are asked to photocopy these examples and turn the copy in to their clinical instructor prior to the clinical conference.

Description of Learning Activities:
One of the Ethics MCLS faculty members and the clinical instructor lead a clinical conference that focuses on some of the situations from the students' journals. (The clinical instructor and Ethics MCLS faculty member read the situations the students' journals prior to the clinical conference.) Questions related to Component 1, ethical sensitivity, and Component 2, moral reasoning, of the Rest Four Component Model of Ethical Action are used as a framework for discussing the situations described by the students' in their journals.

Evaluation:
There is no formal evaluation of this experience.

NURS 5042 Interpersonal Communication I (two 50 minute hours)

Objectives:
1. Describe possible consequences of the use of deception in health care.
2. Use ethical principles and theories in reasoning about specific ethical concerns.
3. Identify factors that facilitate or impede the taking of moral action in support of an ethical position.
4. Describe the influence of interpersonal communication skills on interdisciplinary ethical decision making.
5. Appreciate how an ethics committee can serve as a resource for health care professionals.

Advance Assignment:

Description of Learning Activities:
Show the videotape, "Deception," which portrays a physician-nurse conflict regarding the issue of deception. Routine blood tests on a 66 year old woman who is hospitalized following an automobile accident reveal that she has latent syphilis. Her husband was critically injured in the accident. The primary nurse is assertive in disagreeing with the physician regarding his plan to treat the patient without telling her. The physician and nurse take their concerns to the hospital Ethics Committee, which wrestles with the complex ethical and legal issues embedded in the case.

Use the videotape as a stimulus for discussion of the issues identified in the objectives. Use handout that includes the objectives and 13 discussion questions related to the case. The first 8 questions are based on the Rest Four Component Model and the remaining 5 are summary questions.

Distribution of the handout, "Illustration of the Application of Ethical Principles in Caring for Clients - Level I". This handout makes clear how skillfully implementing specific interpersonal and psychomotor skills upholds specific ethical principles.

Evaluation:
There is no formal evaluation of this experience.
SPRING QUARTER

NURS 5140 Restoration/Enhancement of Health: Children and Elderly (four 50 minute hours)

Class 1 (two 50 minute hours) Aggressive Versus Limited Treatment

Objectives:
1. Examine the process of making treatment decisions for patients who lack decision-making capacity.
2. Analyze current practices and precedents regarding advanced directives, proxy decision making and substituted judgment in terms of the principle of autonomy.
3. Describe use of the concept of relative benefit versus burden in decision making about limiting treatment.
4. Differentiate between decisions not to resuscitate and other decisions to limit treatment.

Advance Assignment:

Description of Learning Activities:
Informal lecture by a bioethicist (Art Caplan, Ph.D.) who uses case situations to involve students in discussing the issues inherent in decisions about limiting treatment.

Evaluation:
Approximately 4 multiple choice questions on the course final exam.

Class 2 (two 50 minute hours) To Give Or Not to Give Nutrition and/or Hydration by Artificial Means to a Terminally Ill Patient

Objectives:
1. Given a simulated case involving a patient for whom there is no hope of recovery:
   a. present arguments for and against initiating nutrition and/or hydration by artificial means;
   b. critique the validity of the arguments presented by others;
   c. defend your own position, against the critique of others, using rationale based on ethical principles and theories, law, nursing and medical knowledge, and other relevant considerations; and
   d. prepare a written summary of conclusions reached by the group, and/or by individual members of the group, including rationale(s) for conclusion(s).
2. Analyze personal feelings and attitudes that might arise if you were to be assigned to care for a patient and family where:
   a. there is no hope that the patient will recover or improve; and
   b. withholding or withdrawing nutrition and/or hydration might be considered.
Advance Assignment:
Advance handouts that describe the learning strategy to be used in class, MCSL Building Handbook (Supplemental 5), pp. S-25 - S-29.


Description of Learning Activities:
Students do the structured controversy described in the MCSL Building Handbook (Supplemental 5), pp. S-22 - S-29.

Evaluation:
Each group of 4 to 6 students who engage in a structured controversy prepare a written group report that is graded according to the criteria listed on pp. S-29 of the MCSL Building Handbook.

Feedback:
Each student receives a copy of his/her group's graded report with comments. In addition, students receive a document in which the case is discussed. Students are not given a "correct answer" to the case, but a summary of important points that were made in various group reports, and ways that different groups applied concepts from the assigned readings to the case.

NURS 5141 Practicum: Ill Children (one 50 minute clinical conference)
Ethical Issues in Caring for an Acutely Ill Adolescent

Objectives:
1. Identify the stakeholders in the situation.
2. Determine the range of ethical issues inherent in the case.
3. For selected issues in this case, determine specifically what makes the issue an ethical issue rather than a clinical issue.
4. For at least one issue in this case, reason about what the nurse should do using ethical principles and theories to guide your reasoning.

Description of Learning Activities:
The stimulus case is about a real, but slightly disguised adolescent, with acute lymphocytic leukemia, who has been admitted to the hospital for treatment that includes a bone marrow transplant. The stimulus senario includes many complex aspects from biomedical, developmental, and psycho-social perspectives. The method used includes: 1) discussing Part I of the case with a partner, using questions that are related to Component 1 of the Rest Four-Component Model; 2) sharing points discussed in pairs with the larger group; and 3) reading Part II of the case and reasoning about what the nurse should do, using ethical principles and theories to guide thinking.
Advance Assignment:
None

Evaluation:
There is no formal evaluation of this experience.

NURS 5142 Advanced Interpersonal Communication II (two 50 minute hours)

Distribution of the augmentation handout, "Illustration of the Application of Ethical Principles in Caring for Clients - Advanced". This is a handout that makes clear how skillfully implementing specific advanced interpersonal and advanced psychomotor skills upholds specific ethical principles.

Reading:

LEVEL II

SUMMER SESSIONS

NURS 5240 Core Concepts in Critical Care (four 50 minute hours)

Class 1 (one 50 minute hour) Futility and Termination of Treatment

Objectives:
1. Analyze the process of decision making about the initiation, continuance, or termination of treatment, including persons involved, and factors influencing the decision.
2. Weigh the material and human costs versus the benefits of technology in the management of life-threatening conditions.
3. Evaluate criteria that might be used for allocation of scarce critical care resources.
4. Describe the use of ethics committees as a resource for nurses.

Advance Assignment:

Description of Learning Activities:
Informal lecture by biomedical ethicist (Art Caplan, Ph.D) or physician with expertise in ethics (Steve Miles, M.D).

Evaluation:
Four multiple choice questions on the course final exam.
Class 2 (one 50 minute hour) Organ Donation: Clinical, Ethical and Legal Aspects of the Nursing Role

Objectives:
1. Identify the respective roles of LifeSource, Upper Midwest Organ Procurement Organization, Inc.; American Red Cross Transplantation Services, St. Paul, and the Minnesota Lions Eye Bank in solid organ and tissue procurement.
2. Identify the role of the health care professional in the donation process.
3. List the criteria necessary for donation.
4. Define brain death and explain its relationship to organ donation.
5. Describe the ethical and legal obligations of the nurse regarding obtaining consent for organ donation or autopsy.

Advance Assignment:

Handout packet prepared by speaker:
Outline for class.
Misconceptions about organ and tissue donation.
Family decision: Organ and tissue donation (pamphlet).
General religious beliefs concerning organ/tissue donation.

Description of Learning Activities:
Lecture and slide presentation by Nancy Senst, RN, BSN, Certified Procurement Transplant Coordinator, LifeSource, the Upper Midwest Organ Procurement Organization, Inc.

Evaluation:
Four multiple choice questions on the course final exam.

Class 3 (two 50 minute hours) Should Laws Concerning Harvesting Organs from Anencephalic Infants Be Changed?

Objectives:
1. Present arguments for and against changing laws to permit harvesting organs from living infants who are anencephalic and are not brain dead.
2. Critique the validity of arguments presented by others.
3. Use rationale based on ethical principles and theories, law, nursing and medical knowledge, and other relevant considerations.
4. Prepare a written summary of conclusions reached by your group, including rationale.
5. Analyze personal feelings and attitudes that might arise if you were assigned to care for a patient who wishes to donate her living anencephalic infant’s organs, but is prohibited by law from doing this.

Advance Assignment:
Nolan, K. *Anencephalic infants: A source of controversy.*
Fost, N. *Organs from anencephalic infants: An idea whose time has not come.*
Shewmon, D. *Anencephaly: Selected medical aspects.*
Walters, J. & Ashwal, S. *Organ prolongation in anencephalic infants: Ethical & medical issues.*
Ethics and Social Impact Committee, Transplant Policy Center, Ann Arbor, MI. *Anencephalic infants as sources of transplantable organs.*


Description of Learning Activities:
Students do a structured controversy (title of class describes topic of structured controversy) following the same process as described in the Mcsl Building Handbook (Supplement 5), pp. S-22 - S-29.

Evaluation:
Each group of 4 students who engage in a structured controversy prepare a written group report that is graded according to specific criteria.

NURS 5241 Critical Care Practicum (one 50 minute clinical conference)
Family Visitation in Critical Care Units: Rights, Duties, Utility and Caring

Objectives:
1. Examine institutional policies regarding family visitation in critical care units.
2. Assess attitudes of selected critical care nurses about visiting policies of their units and about providing care when family members are present.
3. Apply ethical theories to a real case situation in which family visitation in a critical care unit was an issue.
4. Reach conclusions about what ethical actions would have been appropriate for the two nurses in the real case situation.

Advance Assignment:
1. Seek answers to the following questions, record the answers, and be prepared to discuss the answers with your group.
   What is the official visiting policy in the intensive care unit where you are having your clinical experience?
   How strictly is this policy followed?
   Is it intended to be followed strictly or used as a general guideline that can be varied depending on the needs of the client/client family?
   How do several nurses who work on the unit feel about having family members present?
   What do they say about this? What do they do? Are their words and actions congruent?
2. Review the readings about ethical principles (Thiroux, 1986) and ethical theories (Benjamin & Curtis, 1986; Waithie, 1990) that were assigned for NURS 5000 and NURS 5040, and bring the readings to the clinical conference.
3. Carefully read "The Case of Mr. D. and Family D."

Description of Learning Activities:
The stimulus case involves Mr. D., a 72 year old man who experienced a cardiac arrest at home earlier the same day, was resuscitated and taken to the emergency room, and finally admitted to the Cardiac Intensive Care Unit. Mr. D has been stabilized physiologically, but has not regained consciousness. It is likely, but not certain, that the initial cardiac compressions did not provide adequate circulation to the brain. Mr. D's wife has seen Mr. D. periodically since his admission to the CCU. Around midnight his adult son and daughter arrive from the airport. The method used includes: 1) forming groups of three with each group discussing the case from one assigned ethical theoretical perspective; 2) reaching a conclusion about the action that the two nurses involved should
take; 3) writing a rationale for the action suggested; 4) imagining objections to groups' suggested nurse action and preparing counter-arguments to the objections; 5) presenting groups' suggested action and rationale to the larger group; 6) in larger group, discussing agreement and disagreement in nurse action suggested by various small groups and the basis of any disagreements; and 7) discuss commitment to ethical action and skills the nurses need in order to take ethical action.

Evaluation:
There is no formal evaluation of this experience.

NURS 5440 Community Health and Long-Term Care (one 100 minute class)

Course Objective:
Analyze ethical issues central to community health and long-term care, specifying the relationships among reasoning, commitment, and action by the nurse.

Advance Assignment:

Description of Learning Activities:
A brief large group presentation by M. Ryden or L. Ductett provides an overview of ethical issues central to community health and long-term care. M. Boyer, M.S., C.N.M., Doctoral Candidate and expert in the area of peri-natal substance abuse, uses this problem as an exemplar and points out ways in which ethical knowledge can be used to help create solutions to the problem.

NURS 5441 Families with Children (one 100 minute clinical conference)
Conflicting Rights in the Case of a Pregnant Medically Compromised Minor

Objectives:
1. Make a reasoned judgment about an appropriate moral action.
2. Consider the realities of carrying out this action using the commitment and action components of Rest's Four Component Model as a guide.
3. Utilize the insights of colleagues/peers in implementing a moral decision.

Advance Assignment:
Denise Olson case situation, Part I.
Questions to Stimulate Ethical Analysis of the Denise Olson Case (Derived from Rest's Four Component Model
Set of assertiveness handouts

Description of learning activities:
The stimulus case involves Denise Olson, a 15 year old primigravida who was diagnosed as a diabetic at age 13. In Part I of the case, the doctor has just told the senior student to talk to Denise's mother because Denise has been "non-compliant" with prescribed care. The method used for Part I includes: 1) each student writing a verbal response to the doctor; 2) faculty member role plays the doctor and a
student role plays the response s/he wrote; 3) repeat #2; 4) students, in threesomes, discuss case using questions derived from the Rest four component model; and 5) role play scene between the doctor and the student nurse several times with various combinations of student and doctor being assertive, a doormat, aggressive, or indirect. Part II of the case goes back in time to when Denise was 13 and a newly diagnosed diabetic. After a short hospital stay, Denise is discharged. A public health nurse visits her three days after her discharge and finds that Denise has many needs for education and support that cannot be met in one visit, but agency policy that is based on funding allows only one visit. The nurse thinks that the only ethical thing to do is to make a case to her manager so that she will allow an exception to the policy and authorize at least one more home visit to Denise. The method used for Part II includes: 1) role play the scene between the public health nurse and her supervisor several times with various combinations of each being assertive, a doormat, aggressive, or indirect; and 2) students not role playing each time critique the verbal and non-verbal behavior and offer suggestions for being assertive or more assertive.

Evaluation:
There is no formal evaluation of this experience.

NURS 5443 Individuals, Groups, and Populations (one 100 minute clinical conference)
Justice in Health Care

Objectives:
1. Critique selected aspects of the current system of distributing health care resources within the U.S. society, including the effectiveness of the system in meeting client needs.
2. Suggest modifications that might make the health care system more just.
3. Discuss how one’s own ethnicity and socio-economic status influences one’s nursing care of client’s who are different from oneself.

Advance Assignment:

Description of Learning Activities:
Students taking the course are divided into groups of about 15. One faculty member teaching the course and one of the Ethics MCSl team lead each group in an effort to assist students to apply both ethics knowledge and clinical knowledge to the discussion of the article "White Privilege." At the beginning of the conference, students are given a two page handout that includes eight provocative discussion questions. The first few questions deal with reactions to the article and attitudes and beliefs about people who are different from oneself. Other questions refer to the work of Rawls (1971) and Spector (1979).


NURS 5420 Applied Clinical Research
Ethics-related content and learning activities are integrated throughout the course.

Objectives:
1. Describe the similarities and differences between informed consent in health care treatment and informed consent to participate in research.
2. Describe the ethical implications of conducting research with infants or children, and/or adults lacking decision-making capacity.
3. Analyze institutional policies and procedures for the use of human subjects in research from the perspective of ethical principles.
4. Discuss potential ethical conflicts between the nurse's role as patient care provider and the role of researcher.
5. Describe potential ethical conflicts in non-treatment of control groups in experimental research.
6. Given an informed consent form, evaluate its adequacy.
7. Complete an application form to the Committee on the Use of Human Subjects in Research in such a way that the study will be (would be) granted approval by the committee.
8. Conduct course project in an ethical manner.

Advance Assignment:


Description of Learning Activities:
The following activities have been integrated into the entire course.
1. Evaluating a research report assignment - section related to protection of human subjects.
2. Preparing research proposal and final report sections that address protection of human subjects.
3. Completing an application form to the Committee on the Use of Human Subjects in Research for the study being proposed.
4. Conducting the research project ethically, including protecting the rights of human subjects.

Evaluation:

Evaluation of items above using specified criteria and standards.

NURS 5460 Leadership/Followership/Management in Nursing
Ethics-related content and learning activities are integrated into lectures, small group seminars in which case problems are analyzed, and the preceptored clinical experience.

Course objectives that are particularly relevant to the Ethics MCSIL:
3. Analyzes the potential for leadership in nursing in the context of the social, political, ethical, economic and technologic forces affecting the health care delivery system.
5. Analyzes the essential elements of a management control system within an organization.
7. Compares various methods for handling conflict.
10. Analyzes factors which affect the planning for client care within the constraints of health insurance coverage benefits.

Preceptored application experience objective that is particularly relevant to the Ethics MCSIL:
6. Analyze the ethical aspects of leadership/followership/management in the organization.

Description of Learning Activities:
Class content related to objectives 3, 5, 7, 8, and 10 above is presented during the first half of the course by the course professor. From the class content and related reading assignments, students gain a knowledge base that is then applied to seminar cases and in the preceptored clinical experience.
During the second half of the course, students meet in seminar groups to discuss and solve management case problems. For each general topic, students have three cases from which to choose. On one of the seminar days, the topic is quality assurance and case choices are:

a. H1: Performance Appraisal;
b. H2: Discipline and Limit Setting; and
c. H3: The Impaired Nurse.

These cases require the students to draw heavily from the ethics knowledge base they have gained earlier.

Advance Assignment:
a. Ethics Materials to review:


Handout: "Questions to Stimulate Ethical Analysis Derived from Rest's Four Component Model"

b. Class materials on control, quality assurance, and conflict.

**NURS 5462 Professional Issues (four 50 minute hours)**

Objectives:

1. Analyze the role of nurses vis-a-vis others on the health care team dealing with ethical issues and dilemmas on a personal, institutional and societal level.

2. Examine problems associated with taking principled action, including issues of responsibility and authority, altruism and self-interest, conflict and power, and professional self-image.

3. After evaluating the moral bases for alternative action in a given ethical situation, commit to a particular action and provide justification.

Advance Assignment:

This has varied each year. Plan for 1992-93 to be decided in collaboration with faculty teaching course.

Description of Learning Activities:

This has varied each year. Plan for 1992-93 to be decided in collaboration with faculty teaching course.

Evaluation:

This has varied each year. Plan for 1992-93 to be decided in collaboration with faculty teaching course.