

Core program revelant

New nursing school funds approved

By JUDITH NIEWIADOMSKI

USC's bid for federal funds to assist in building the \$2 million Williams-Brice Nursing Facility has been approved, but groundbreaking ceremonies will not begin until the amount of funding is known, according to Marjorie E. Sanderson, dean of the College of Nursing.

Legislation for federal funding was provided by the Nurse Training Act of 1971 which awards funds competitively on the basis of need, program offerings and projected trends for the future of the school. The key issue, Dean Sanderson said, "is how up-to-date

is the program in preparing people to meet with the health problems of today?"

Planning for the five-story structure began in January 1971, when USC received a gift of \$500,000 from the estate of the late Mrs. Martha Williams Brice designated for the construction of a new College of Nursing facility. The complex which will displace the Presbyterian Student Center on the corner of Green and Pickens streets, will house the associate, baccalaureate and master's degree nursing programs.

It replaces facilities in Carolina Coliseum and McCutchen House

and adds audio-tutorial labs, behavioral labs, expanded office and classroom space and an auditorium. The new facility will operate on the philosophy of being "where the ideal of commitment to service is strengthened," Dean Sanderson said.

In keeping with the spirit of renovation and expansion, the College is also revamping its curriculum which according to Dean Sanderson, "is now directed toward the involvement of patient and family in health care problems" in contrast to the traditional view of taking care of a sick patient.

The new curriculum will combine old concepts with those relevant to the problems of modern society and eliminate much of the duplication of subject matter found in the old curriculum. Instead of breaking courses into traditional "types" of nursing such as Pediatric, Medical-Surgical etc., which often repeated basic principles in nursing the cores will center around nursing relative to familial structure and development.

interviews, Dean Sanderson said, "We're encouraging all our girls to set their sights on graduate study. Only 25 per cent of Registered Nurses hold baccalaureate degrees and it is from that group that you have to get nurses and with master's and doctoral degrees to provide the leadership core for nursing care in society."

"Studies have shown," she said, "that nurses with the baccalaureate degree who don't continue graduate study tend to

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The cores are: the growing family, including children up to age ten; the maturing family, including a period up until the children leave home; the aging family including people from their forties and fifties until their death and clinical practice with each age group.

The core courses are upper division courses which can only be taken after lower level requirements, including courses in arts and sciences and an introduction to clinical nursing taken the summer following the sophomore year, are completed. Students will take three hours of elective credit with each core, which Dean Sanderson "encourages them to consider as a minor."

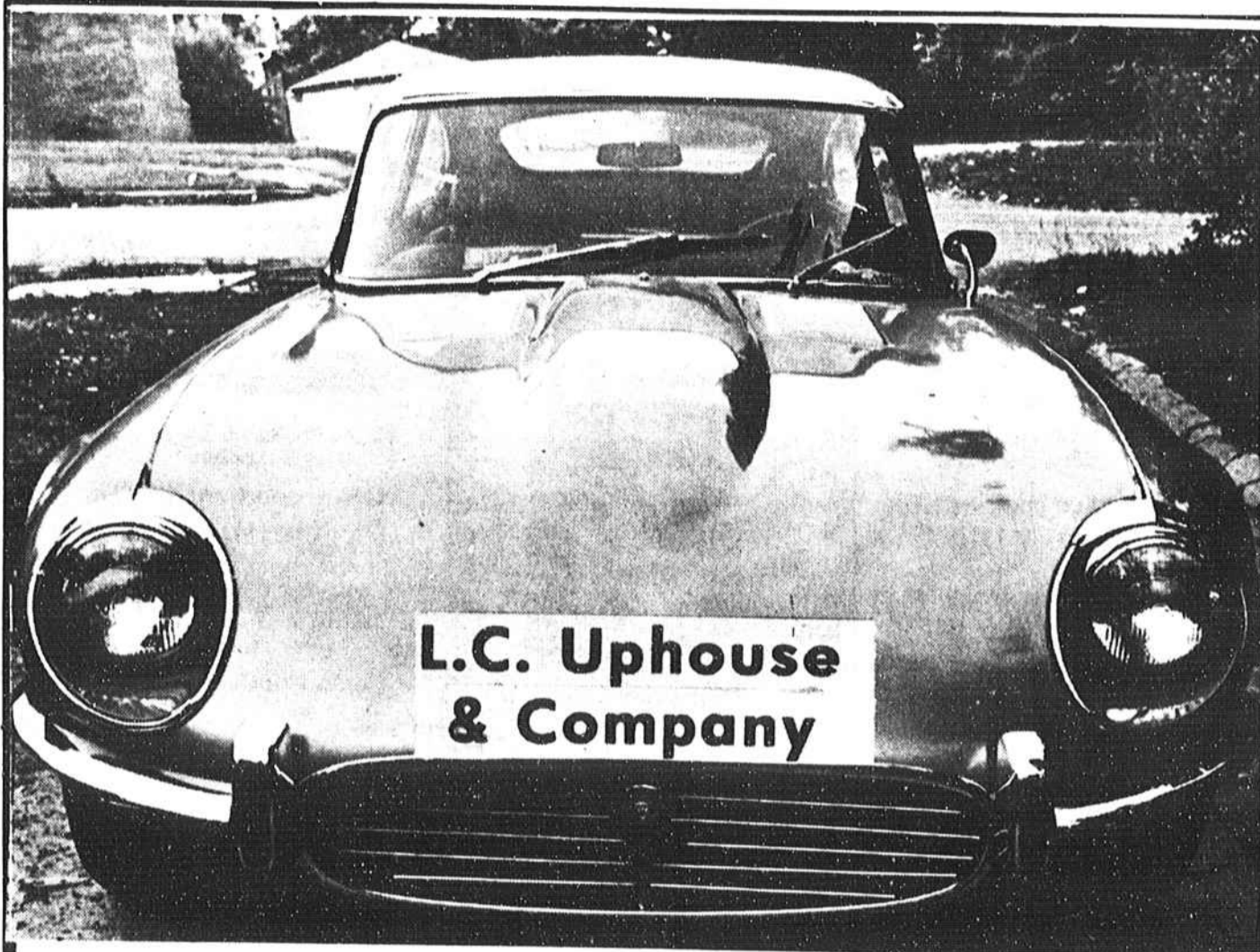
Each semester's studies will include four main areas of study; the growth and development and health maintenance of each core; pathology, characteristic disease patterns of each core; nursing processes -- theories that relate to pathological conditions in that age group and practice in providing care and using the skills learned in other courses.

Even in pre-admission in-

carry out the same functions as the non-degree registered nurses."

Non-degree RN's "are prepared to work primarily in restrictive situations such as hospitals and only 12 per cent of health care needs are met in hospitals," Dean Sanderson said. Degree RN's on the other hand, "begin to work with families groups and agencies related to health care." In addition, leadership in the nursing profession comes from the ranks of the degree RNs, she said. Nurses working in health care agencies are expected to obtain a Master's degree to qualify for leadership positions.

Getting a degree and moving immediately into an administrative, teaching or supervisory position is not the main goal, Dean Sanderson said. "We encourage our graduates to have a period of time when they actually practice. Degree nurses have been taught things in terms of psychosocial patient needs that two-year program students don't get. Manipulative skills can be taught in 10 per cent of the time of cognitive skills and to have a nursing course with depth, a person must have the academic credentials."



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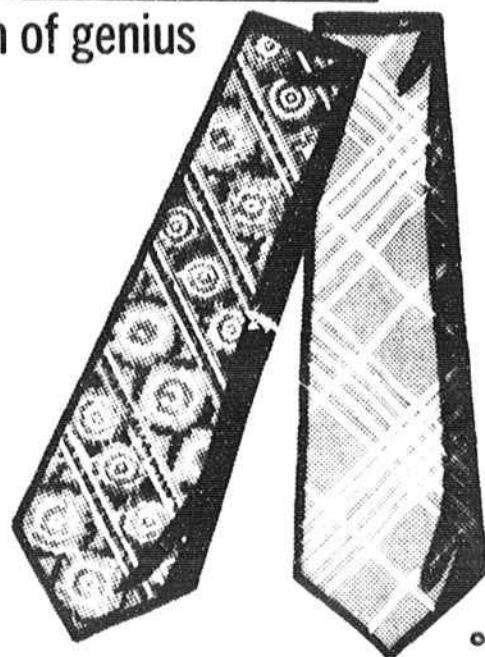
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