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FROM - ADDIS ABABA

SUBJECT - End-of-Tour Report: Miss Elizabeth Petti

REFERENCE -

Transmitted herewith is the End-of-Tour Report by Miss Elizabeth Petti, Nurse Advisor with project 563-11-540-003, Public Health College and Training Center (Gondar).

It is recommended that a copy of Miss Petti's report be placed in her personnel file.

KORRY

Attachment as Stated

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PAGE 1 OF 1 PAGES

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APPROVED BY:

Edmund F. Overend, Deputy Director

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END-OF-TOUR REPORT
1961-1963
Submitted by Elizabeth Petti
Nurse Advisor Consultant
Public Health College & Training Center
Gondar, Ethiopia

Section I - Hospital Administration

In the past two years the writer has been located at the Public Health College and Training Center, Gondar, Ethiopia. During this tour the technician has attempted to achieve the following objectives: 1. to improve patient care; 2. to help the employees of the hospital develop a feeling for the occupation; 3. to improve the cleanliness and the use of sanitary measures in the hospital.

In order to carry out objective number one, to improve patient care, the writer initiated regular meetings with the nurses and the dressers. The first meeting with both these groups of individuals were "gripe" sessions. Gradually when they saw some of their problems being solved and when they found that they had a voice in forming hospital policies, the meetings developed into constructive sessions.

To the nurses the writer suggested that they read material concerning supervision and making out work assignments. This suggested reading material included the area of "What is a Head Nurse" because the nurses assigned to the Gondar Hospital do function as head nurses. However, they are new graduates with no experience in this field. (This is due to a staffing problem. There is only one nurse for each ward. One nurse is to work afternoon, and one nurse to work night duty.) The reading material was reviewed by the technician and discussed with the nurses at the meetings.

The writer used a different approach with the dressers, an in-service program was started and procedures used for patient care were reviewed. The importance of cleanliness in regard to hospital wards and equipment was stressed as well as their personal hygiene.

While the technician was concentrating on improving patient care, she realized that objective number two, developing a feeling for the occupation, was slowly growing in both the nurses and the dressers.

The nurses seemed to be spending a little more time circulating about the ward performing small deeds for and explaining things to the patients.

The dressers apparently without being told were giving mouth care to seriously ill patients. They were giving afternoon care to bed patients, etc.

To carry out objective number three, to improve the cleanliness and the use of sanitary measures in the hospital, the technician, as mentioned in paragraph four, in the dressers' classes emphasized the importance of keeping the wards and hospital equipment clean. A dresser was assigned to supervise the ward cleaners. ~~xxxxxxxx~~ The writer instructed this dresser in the principles to be applied to ward cleanliness and the proper methods of sanitation. The dresser in turn applied this knowledge to guide and supervise the ward cleaners. This system has proved successful, and the hospital appears cleaner.

Remaining Problems and Recommendations

The staff nurses have shown improvement in functioning as head nurses; however, they are still weak in the field of supervision. This technician had planned to begin a group of seminars, work-shop type, to cover this area. The writer had also hoped to invite other members of the project, who were not in

nursing, to participate in the work-shop. This would mean that other areas beside nursing would be discussed, and hopefully these discussions would broaden the scope of the nurses. Also this would give them a feeling of belonging to the project, therefore boosting their morale.

Due to lack of time on the writer's part, this program was not started. It is recommended that a program of this nature be considered for the future.

The writer also recommends that the dressers in-service education be continued. It should be broadened to include guest speakers such as doctors, health officers and health educators. This will also broaden the scope of the dressers, giving them a feeling of importance and of belonging to the project.

One great problem that exists at the Gondar Hospital is staffing. The hospital has 200 beds. There are four wards: medical, surgical, pediatric, and private. There is also an operation theatre, which is always busy, and a maternity ward. The maternity ward is staffed with midwives, who have been trained at this college, and dressers. The nursing staff is comprised of six or seven nurses. This means that we have four nurses working day duty, one nurse working p.m. duty, one nurse working night duty, and one nurse working in the operation theatre.

When a nurse is ill, takes a vacation, or resigns, it is necessary for the matron to take hospital duty and at the same time perform her administrative duties.

The writer's supervisors in the main office in Addis Ababa and the administration here at the project are aware of this fact. They try to secure nurses for the Gondar Hospital. However, it seems that the Ethiopian nurses do not like to work in the provinces. Gondar is not a small underdeveloped province; therefore,

perhaps a recruiting campaign could be started in the last year of the student nurses' training program. The propaganda to be used might include mention of the hospital's association with a college. Thus it is a teaching institution with a stimulating atmosphere, which provides an opportunity for the nurses to grow and develop as professional people. These are true statements and would probably eliminate the necessity of making concession to individuals which may be difficult to meet at a project such as ours. It would also secure the type of person who is interested in his or her professional growth.

The individual who is employed as matron at the Gondar Hospital should be aware of the fact that the nurses and the dressers need a great deal of supervision and stimulation. Because this is a teaching institution, the matron should be interested in education of both students and employees. She should also be adaptable to change.

The hospital staff is completely Ethiopian. Therefore, this technician feels that the matron should have language training especially in speaking Amharic. This writer has learned to greet people in Amharic and to ask the patients how they feel, where their pain is, etc. This not only pleases the workers and the patients, but also it seems to help the writer be accepted more readily. There are facilities in the Gondar evening school for an individual to learn Amharic. However, because it was necessary for this technician to spend many evenings making out schedules as well as preparing for classes (to be discussed in Section II), no time was available for further language study.

Section II - Teaching

During this tour the writer has been a member of the college teaching staff.

The first year this technician taught medical nursing and nursing arts to the community nurses. The writer was also a nursing arts clinical instructor for the same group. In the second year this technician taught medical and surgical nursing, nursing arts, and was nursing arts clinical instructor. In all these areas this technician was working with an Ethiopian counterpart. Unfortunately she has recently left to join her husband who is studying in the States.

Every week there is a teachers' meeting. These meetings were initiated by the dean of the community nurses, Miss Van Ruskirk, all the instructors who teach the community nurses meet to discuss what they are teaching in their classes and in the field. This exchange of material and ideas lends itself to more continuity in the teaching program.

In one of these sessions it was suggested that two courses, medical and surgical nursing, be combined in one course. It was felt that there was no true separation between medicine and surgery. The proposal was made that the writer attempt this piece of work. For one term and one semester this technician, with the aid and recommendations from the other teaching staff members, worked on a course outline and class schedule. A manual and a teachers' guide were prepared which should be helpful to any person who may teach this course in the future.

This technician has also endeavoured to revise and rearrange the course outline for nursing arts. Here also a manual and a teachers' guide were prepared which should prove helpful to any individual who may teach this course in the future.

Because the writer had the opportunity to visit training health centers and was aware of the problems that existed in clinical practice, she was able to participate in the orientation program for the students going out to the training

health centers. This technician gave a class to the health officers and community nurses in cleaning and sterilizing techniques. The writer also participated in the classes for the community nurses in asepsis.

This technician with Miss Paul, public health nurse of the Training Health Center Supervisory Team, attempted to standardize sterilizing techniques and procedures. The aim of such standardization was to have similar methods taught in nursing arts and used in clinical practice and the health centers. Thus the students would be able to practice effectively what they had learned in theory.

Recommendations

The writer would like to see the program continuity retain its past effectiveness. Achievement of this goal may come about through continued staff interrelationships and cooperation. The teaching needs of the college would best be met by continued adherence to the programs in operation. The writer does hope, however, that the now rapid turnover in the Ethiopian teaching staff could be remedied because such a turnover tends to inhibit the effectiveness of program continuity.