THE IMPACT OF THE SOUTH AFRICAN NURSING COUNCIL REGULATION NUMBER 212 ON THE TRAINING OF THEATRE NURSES IN THE NORTHERN AREA OF THE EASTERN CAPE PROVINCE

by

NYAMEKA SYBIL GCAWU

submitted in part fulfillment of the requirements for the degree of

MASTER OF ARTS IN NURSING SCIENCE

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR A D H BOTHA

FEBRUARY 2004
All those who contributed towards my achievement of this study are acknowledged.

A sincere gratitude is extended to:

- Dr A D H Botha, my supervisor. Her professional knowledge, advice, constructive criticism and review of this work are acknowledged.
- Mrs T Burger for being very helpful with regard to the literature search.
- Mrs E D V Thomas for granting me permission to do the research.
- Mrs N Sidzumo for making it possible for me to collect data from the theatre staff.
- Mrs Mgobozi for the kindness she showed by facilitating the distribution of questionnaires.
- Mrs N Zenzile, my former student for helping to distribute questionnaires.
- My husband and children, Viwe, Luyanda and Buchule for being a strong family support system.
- Mrs Mlanlande for being my support system.
- Mrs E du Rand for typing the text.
- Mrs I van Huyssteen for language editing.
- Mrs A Jefferson for technical editing.
- Above all, the Almighty for giving me the strength and courage to persevere despite the challenges of being a full time employee and a distant learning student.
A quantitative, descriptive and contextual research study was conducted to establish the impact of the South African Nursing Council regulation number 212 on the training of theatre nurses in the Northern area of the Eastern Cape Province.

A survey was conducted, using a questionnaire as research instrument. Convenience sampling was used to select the required sample of registered theatre nurses employed in the area. The data analysis revealed that the way theatre nurses are utilized in the area does not yet show an impact in terms of the aim of this course namely to develop their knowledge, skills and attitudes in order to be effective practitioners. However, the respondents felt positive about the curriculum.

Key terms : Training of theatre nurses
Peri-operative nursing
Role of theatre nurse
Scope of practice for theatre nurses
Operating room nursing
# TABLE OF CONTENTS

## CHAPTER 1: OVERVIEW OF THE STUDY

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.2</td>
<td>BACKGROUND TO THE RESEARCH PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>1.3</td>
<td>SIGNIFICANCE OF THE PROBLEM</td>
<td>3</td>
</tr>
<tr>
<td>1.4</td>
<td>AIM AND OBJECTIVES OF THE STUDY</td>
<td>3</td>
</tr>
<tr>
<td>1.5</td>
<td>DEFINITIONS OF KEY CONCEPTS</td>
<td>4</td>
</tr>
<tr>
<td>1.5.1</td>
<td>THEATRE NURSE</td>
<td>4</td>
</tr>
<tr>
<td>1.5.2</td>
<td>EXPERIENCED THEATRE NURSE</td>
<td>4</td>
</tr>
<tr>
<td>1.5.3</td>
<td>REGISTERED THEATRE NURSE</td>
<td>4</td>
</tr>
<tr>
<td>1.5.4</td>
<td>UTILIZATION</td>
<td>4</td>
</tr>
<tr>
<td>1.5.5</td>
<td>PERI OPERATIVE NURSING</td>
<td>5</td>
</tr>
<tr>
<td>1.5.6</td>
<td>REGULATION NO R47 OF 22 JANUARY 1982</td>
<td>5</td>
</tr>
<tr>
<td>1.5.7</td>
<td>REGULATION NO R212 OF 19 FEBRUARY 1993</td>
<td>5</td>
</tr>
<tr>
<td>1.5.8</td>
<td>THE SCOPE OF PRACTICE</td>
<td>5</td>
</tr>
<tr>
<td>1.5.9</td>
<td>ACTS AND OMISSIONS</td>
<td>6</td>
</tr>
<tr>
<td>1.6</td>
<td>ASSUMPTIONS</td>
<td>6</td>
</tr>
<tr>
<td>1.7</td>
<td>RESEARCH DESIGN</td>
<td>7</td>
</tr>
<tr>
<td>1.7.1</td>
<td>POPULATION AND SAMPLE</td>
<td>7</td>
</tr>
<tr>
<td>1.7.2</td>
<td>INSTRUMENT</td>
<td>7</td>
</tr>
<tr>
<td>1.8</td>
<td>ETHICAL CONSIDERATIONS</td>
<td>7</td>
</tr>
<tr>
<td>1.9</td>
<td>DATA ANALYSIS</td>
<td>8</td>
</tr>
<tr>
<td>1.10</td>
<td>SCOPE AND LIMITATIONS OF THE STUDY</td>
<td>8</td>
</tr>
<tr>
<td>1.11</td>
<td>OUTLINE OF THE STUDY</td>
<td>8</td>
</tr>
<tr>
<td>1.12</td>
<td>CONCLUSION</td>
<td>8</td>
</tr>
</tbody>
</table>
CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

2.2 THE NATURE OF ACTIVITIES ENTAILED IN OPERATING THEATRE NURSING

2.2.1 INTRODUCTION

2.2.2 COURSES FOR EDUCATION AND TRAINING OF THEATRE NURSES IN SOUTH AFRICA

2.2.2.1 TRAINING ACCORDING TO REGULATION NO. R47 OF 22 JANUARY 1982

2.2.2.2 TRAINING ACCORDING TO REGULATION NO. R212 OF 19 FEBRUARY 1993

2.2.3 SCOPE OF PRACTICE

2.2.4 ROLE IDENTIFICATION

2.2.4.1 PRE OPERATIVE PHASE

2.2.4.2 INTRA OPERATIVE PHASE

2.2.4.3 POST OPERATIVE PHASE

2.2.4.4 COMPETENCIES NEEDED IN ALL THREE PERI OPERATIVE PHASES

2.2.5 MONITORING AND EVALUATION OF PERI OPERATIVE NURSING

2.2.5.1 INTERNAL MONITORING AND EVALUATION

2.2.5.2 EXTERNAL MONITORING AND EVALUATION

2.3 DEVELOPMENTS IN EDUCATION AND TRAINING OF THEATRE NURSES

2.4 CONTROVERSY IN THE SOUTH AFRICAN NURSING COUNCIL’S LEGISLATION REGARDING THE SCOPE OF PRACTICE OF THEATRE NURSES

2.4.1 LEGISLATIVE CONTROL OF THEATRE NURSES IN SOUTH AFRICA

2.4.2 THE INTERNATIONAL VIEW ON LEGISLATIVE CONTROL

2.4.3 ROLE IDENTIFICATION

2.5 CONTEMPORARY CHANGES
2.6 AN OVERVIEW OF THE OPERATING ROOM NURSING COURSES IN SOUTH AFRICA, AUSTRALIA AND KENYA 27

2.6.1 THE TRADITIONAL SOUTH AFRICAN CURRICULUM FOR DIPLOMA IN OPERATING THEATRE NURSING (OLD COURSE) 27

2.6.2 THE REVISED SOUTH AFRICAN CURRICULUM FOR A DIPLOMA IN MEDICAL AND SURGICAL NURSING SCIENCE: OPERATING THEATRE NURSING (NEW COURSE) 28

2.6.3 AUSTRALIA: NEW SOUTH WALES DEPARTMENT OF HEALTH 28

2.6.4 KENYA: THE COURSE IN ANAESTHESIA FOR NURSES 29

2.7 CONCLUSION 30

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION 31

3.2 RESEARCH DESIGN 31

3.3 RESEARCH METHOD 32

3.4 POPULATION AND SAMPLE 33

3.4.1 POPULATION 33

3.4.2 SAMPLING 33

3.5 DATA COLLECTION 33

3.5.1 CHOICE OF DATA COLLECTION INSTRUMENT 33

3.5.2 DESIGN OF QUESTIONNAIRE 34

3.5.3 LAYOUT OF THE QUESTIONNAIRE 34

3.5.4 PRE-TESTING OF THE INSTRUMENT 36

3.6 DATA ANALYSIS 37

3.7 VALIDITY AND RELIABILITY 37

3.7.1 VALIDITY 37

3.7.1.1 CONTENT VALIDITY OF THE INSTRUMENT 38

3.7.1.2 CONSTRUCT VALIDITY OF THE INSTRUMENT 38
CHAPTER 4: DATA ANALYSIS

4.1 INTRODUCTION

4.2 SECTION A: BIOGRAPHICAL AND OTHER RELEVANT DATA

4.2.1 QUESTION 1: APPOINTMENT STATUS WITHIN THE OPERATING THEATRE

4.2.2 QUESTION 2: REGISTRATION WITH THE SOUTH AFRICAN NURSING COUNCIL AS A THEATRE NURSE

4.2.3 QUESTION 3.1: YEARS OF EXPERIENCE AS A REGISTERED THEATRE NURSE

4.2.4 QUESTION 3.2: YEARS OF EXPERIENCE BEFORE REGISTERING AS A THEATRE NURSE

4.2.5 QUESTION 4: YEARS OF EXPERIENCE AS AN EXPERIENCED THEATRE NURSE

4.2.6 QUESTION 5: OPPORTUNITY TO DO CARDIOPULMONARY LIFE SUPPORT / TRAUMA COURSE

4.2.7 QUESTION 6: ACCESSING A DEVELOPMENT PROGRAMME WHICH IMPROVED THE SKILLS OF THE PROFESSIONAL NURSE IN THE OPERATING THEATRE

4.3 SECTION B: ACTIVITIES IN THE THEATRE

4.3.1 PRE-OPERATIVE ACTIVITIES

4.3.1.1 QUESTION 7: RECEIVING SURGICAL PATIENTS IN THE THEATRE

4.3.1.2 QUESTION 7.2 ATTENDING TO THE BASIC NEEDS OF A PATIENT

4.3.1.3 QUESTION 7.3: STABILISING SHOCKED PATIENTS
4.3.2 INTRA-OPERATIVE ACTIVITIES

4.3.2.1 QUESTION 7.4: ASSISTING WITH POSITIONING OF SURGICAL PATIENTS

4.3.2.3 QUESTION 7.6: FUNCTIONING AS A CIRCULATORY NURSE

4.3.2.4 QUESTION 7.7: FUNCTIONING AS A SCRUB NURSE

4.3.3 POST-OPERATIVE ACTIVITIES

4.3.3.1 QUESTION 7.8: MONITORING REVIVAL OF THE SURGICAL PATIENT

4.3.3.2 QUESTION 7.9: TRANSFERRING THE SURGICAL PATIENT BACK TO THE UNIT

4.3.4 QUESTION 8: IDENTIFICATION OF OTHER TASKS THAT ARE ACTUALLY PERFORMED BY THEATRE NURSES

4.3.5 QUESTION 9: FUNCTIONING AS AN ANAESTHETIC NURSE

4.3.6 QUESTION 10: PERFORMANCE OF SPECIFIC LISTED ACTIONS BY THEATRE NURSES

4.3.7 QUESTION 11: LEVEL OF COMPETENCE AS INDICATED BY RESPONDENTS IN THE SPECIFIED TASKS

4.4 SECTION C: CURRICULUM ASPECTS

4.4.1 QUESTION 12: OPINION OF RESPONDENTS ABOUT THE BENEFITS OF THE R212 CURRICULUM FOR THE POST BASIC THEATRE AND CRITICAL CARE STUDENTS

4.4.2 QUESTION 13: MOTIVATION FOR THE RESPONSES CHOSEN IN THE PREVIOUS QUESTION

4.4.3 QUESTION 14: ALLOCATION OF POST BASIC THEATRE STUDENTS TO THE INTENSIVE CARE UNIT TO BE EXPOSED TO NURSING CARE OF THE CRITICALLY ILL PATIENT WHO IS ON MECHANICAL VENTILATION

4.4.4 QUESTION 15: MOTIVATION FOR THE RESPONSE CHOSEN IN THE PREVIOUS QUESTION

4.4.5 QUESTION 16: LEVEL OF FUNCTIONING OF THEATRE
CHAPTER 5: CONCLUSIONS, RECOMMENDATIONS, AND LIMITATIONS OF THE STUDY

5.1 INTRODUCTION 64
5.2 SUMMARY OF THE FINDINGS OF THE STUDY 65
5.3 RECOMMENDATIONS 68
  5.3.1 RECOMMENDATIONS REGARDING THE SCOPE OF FUNCTIONING OF THEATRE NURSES 68
  5.3.2 RECOMMENDATIONS FOR THEATRE NURSING PRACTICE 68
  5.3.3 RECOMMENDATIONS FOR NURSING EDUCATION 69
  5.3.4 RECOMMENDATIONS FOR FURTHER RESEARCH 70
5.4 LIMITATIONS OF THE STUDY 70
5.4 CONCLUSION 71

BIBLIOGRAPHY AND SOURCES CONSULTED 72
LIST OF TABLES

TABLE 3.1 LAYOUT OF QUESTIONNAIRE 35
TABLE 4.1 YEARS OF EXPERIENCE AS REGISTERED THEATRE NURSE 43
TABLE 4.2 YEARS OF EXPERIENCE IN THEATRE BEFORE REGISTERING AS THEATRE NURSES 44
TABLE 4.3 RESPONSES REGARDING RECEIVING OF SURGICAL PATIENTS IN THE THEATRE 47
TABLE 4.4 RESPONSES REGARDING ATTENDANCE TO BASIC NEEDS OF THE PATIENT 48
TABLE 4.5 RESPONSES REGARDING STABILISATION OF SHOCKED PATIENTS 48
TABLE 4.6 RESPONSES REGARDING POSITIONING OF SURGICAL PATIENTS 49
TABLE 4.7 RESPONSES REGARDING FUNCTIONING AS CIRCULATORY NURSE 49
TABLE 4.8 RESPONSES REGARDING FUNCTIONING AS A SCRUB NURSE 50
TABLE 4.9 RESPONSES REGARDING MONITORING REVIVAL OF SURGICAL PATIENTS 50
TABLE 4.10 RESPONSES REGARDING TRANSFER OF SURGICAL PATIENTS BACK TO UNIT (WARD) 51
TABLE 4.11 LIST OF TASKS NOT MENTIONED IN QUESTIONNAIRE PERFORMED BY THEATRE NURSES 52
TABLE 4.12 INDICATORS OF LEVEL OF COMPETENCE OF RESPONDENTS IN PERFORMANCE OF SPECIFIED TASKS 55
LIST OF FIGURES

FIGURE 4.1  APPOINTMENT STATUS WITHIN THE OPERATING THEATRE 42
FIGURE 4.2  REGISTRATION OF RESPONDENTS WITH SANC 43
FIGURE 4.3  PERCENTAGE OF RESPONDENTS THAT DID A CARDIOPULMONARY LIFE SUPPORT OR TRAUMA COURSE 45
FIGURE 4.4  GRAPH DEPICTING DEVELOPMENT PROGRAMMES THAT WERE ACCESSED BY THEATRE NURSES 46
FIGURE 4.5  THEATRE NURSES FUNCTIONING AS ANAESTHETIC NURSE 53
FIGURE 4.6  PERFORMANCE OF NURSING ACTIONS BY RESPONDENTS 54
FIGURE 4.7  OPINIONS OF RESPONDENTS REGARDING BENEFITS BASIC THEATRE STUDENTS SHOULD DERIVE FROM A UNIFORM FOUNDATION FOR ALL POST BASIC CLINICAL COURSES 56
FIGURE 4.8  NUMBER OF RESPONDENTS STATING EACH OF THE RESPONSES 58
FIGURE 4.9  OPINIONS OF RESPONDENTS REGARDING THEATRE STUDENTS NURSING VENTILATED CRITICALLY ILL PATIENTS 58
FIGURE 4.10  NUMBER OF RESPONDENTS STATING EACH OF THE RESPONSES 60
FIGURE 4.11  RESPONDENTS’ OPINION REGARDING THEIR FUNCTIONING BEING ON PAR WITH THAT OF CRITICAL CARE NURSES 61
FIGURE 4.12  GAPS IDENTIFIED BY THEATRE NURSES FOR THEIR FUNCTIONING NOT BEING ON PAR WITH THAT OF CRITICAL CARE NURSES 63
ADDENDUMS

ADDENDUM A   QUESTIONNAIRE

ADDENDUM B   LETTER OF CONSENT TO CONDUCT RESEARCH