



# Evaluation of the usage of medicine in the educational programme

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## DESCRIPTION

To ensure that nurses are able to effectively respond to patient care needs and deliver a high level of care Continuing Professional Education (CPE) is crucial. Healthcare professionals that pursue continuing professional education have the chance to stay current on clinical skills, engage in evidence-based practise, and follow best practise recommendations. In order to make sure that nurses and other healthcare workers have the information and skills necessary to deliver high-quality patient care, there has been a major investment made globally in CPE. Despite the fact that the advantages of nurses participating in Continuing Professional Education (CPE) are well known. There is a deficit of recorded assessments on the clinical and patient outcomes associated with Continuing Professional Education as well as no empirical proof of its direct influence on the organisation (Braun et al., 2006).

The assessment of Continuing Professional Education (CPE) presents a number of methodological and conceptual difficulties, and the complexity of determining its efficacy is a recurring issue in the literature. Each educational programme has a context in the "real" world of clinical practise, and healthcare organisations and educational institutions are both complex systems. Measuring the concrete effects of Continuing Professional Education (CPE) may be challenging, as factors including organisational culture, individual professionals' motivation, and their capacity to affect change all pose difficulties for evaluation (Hutting et al., 2018). The role of leadership is one such aspect of organisational culture that has been recognised as impacting the transfer of CPE into practise. Managers may have a detrimental impact on the use of Continuing Professional Education (CPE), according to some earlier studies. While earlier research has shown the beneficial effects of managers' support for the implementation of Continuing Professional Education (CPE). It is important to make sure that the right research technique is used in

the setting of education and healthcare, where the researcher must deal with the complexity of learning and seek to assess its impacts in an equally complicated clinical situation. An educational intervention really consists of numerous components or sections that interact with one another in complicated ways, frequently in a non-linear fashion, in addition to dealing with the complexity of the clinical practise setting. Therefore, a systematic and methodologically sound programme evaluation that considers the context, uses a variety of data gathering techniques, and incorporates important stakeholders is required to comprehensively investigate the success of Continuing Professional Education (CPE) (Jeon et al., 1999).

The study described in this paper used realist evaluation to assess a drug administration safety education programme. Realist evaluation was chosen because it enables comprehension of the complex environment, recognizes and accepts the "messiness" of real-world interventions where educational programmes are or are not translated into clinical practise, and takes into account the complexities of such interventions. Following completion, realist evaluation will influence policymakers to customize educational interventions and policy to specific purposes, target groups, and sets of circumstances. Realist evaluation also provided a mechanism for the research to ask "how" and "for whom," and it will do so going forward. In order to investigate how educational programmes are transferred into intricate practise contexts with several layers of actors, social processes, and structure, realism evaluation is particularly pertinent (John, 2013). There were several unrelated factors at the research location that may influence the findings of an analysis. Education has been recognised as a technique to address the issue of safety in connection to drug delivery, which is now high on the national and worldwide agenda. While there is a push for healthcare organisations to offer Continuing Professional Education (CPE) for nurses on drug safety, organisations

must make sure they can get a return on their investment in the age of accountability and limited resources. Evaluation of educational activities is required to show a return on investment, gauge activity, and assess efficiency. The purpose of this study was to pinpoint the variables that either facilitates the practical application of information and skills acquired a safe drug administration education programme. The safe medication administration education programme was created at the request of nursing management for one organisation in order to address practise issues with medication administration (Kerry et al., 2019).

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