



## ▶ CLASSmates User Guide

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### **CLASSmates is a peer group meeting guide and activity tool based on CLASStime and CLASSact.**

It is strongly recommended that you read CLASStime and independently complete the CLASSact worksheet for this topic before your peer group undertakes CLASSmates.

To get the most out of your discussions, you should be familiar with this CLASSmates user guide before attending your peer group meeting. To help things run smoothly, we have also provided a CLASSmates facilitator guide, CLASSmates notes template and a Jamboard tool.

**CLASSmates facilitator guide** – ensure a facilitator is appointed before the meeting and that they are familiar with the CLASSmates facilitator guide.

**CLASSmates notes template** – the note taker uses the CLASSmates notes template to record attendees and meeting outcomes, then participants can add their personal reflections after the meeting. The PDF can be uploaded to MyRecert ([myrecert.pharmacycouncil.org.nz](http://myrecert.pharmacycouncil.org.nz)) as evidence of meeting Pharmacy Council recertification requirements.

**Jamboard tool** – for online meetings (or if your group prefers digital to paper-based tools), participants should access the Jamboard tool. The facilitator will send a link to this digital interactive whiteboard in advance of your meeting, to ensure you can use it without issue.

### **CLASSmates objectives:**

- ▶ Build relationships with professional peers
- ▶ Share new knowledge gained from CLASStime and CLASSact
- ▶ Improve understanding of cultural safety
- ▶ Develop SMARTER strategies to improve practice

Completing this CLASSmates activity may allow you to fulfil some or all of the following elements of your annual recertification requirements:

- ▶ Keeping up to date
- ▶ Towards culturally safe practice
- ▶ Engagement with professional peers

## Start — allow 20 minutes

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**Arrival** – confirm attendees, including the pre-selected facilitator and note taker.

**Greetings/whanaungatanga** – introductions modelled by the facilitator.

**Think back** – use your reflections from CLASSact to contribute to group conversation about the topic. Discuss the following:

- ▶ What you can do to prioritise Māori and/or poorly served populations in your community.
- ▶ Implications for the health of your patients and community.
- ▶ How you might implement new knowledge in practice.



## Analyse — allow 15 minutes

**Each participant writes their priorities related to the topic on sticky notes (or small pieces of paper).**

Use the Jamboard tool for virtual sticky notes. Write each idea on a new note and include your name.

Place the notes on a wall or table or on the Jamboard, grouping them into the following categories:

- ▶ Information or training required
- ▶ Resources required
- ▶ Changes to protocols or processes
- ▶ Monitoring progress
- ▶ Other

## Synthesise — allow 15 minutes

**As a group, choose the three sticky notes you consider most important.**

Use these to create three SMARTER strategies (see below) to apply to pharmacy practice. If you have a large group, you may divide into smaller groups or pairs for this (each sub-group will need to use a separate CLASSmates notes template).

The strategies should relate to the topic and incorporate delivery of pro-equity care. Consider including strategies that:

- ▶ Gather new knowledge and incorporate it into practice
- ▶ Use the principles of Te Tiriti o Waitangi
- ▶ Aim to improve cultural safety and/or health equity
- ▶ Provide a quick win to make an immediate difference
- ▶ Require a longer-term project

The note taker will record these three SMARTER strategies on the CLASSmates notes template, so they can be easily referred to when making changes to practice.

### **SMARTER strategies:**

**Specific** – what will you change exactly?

**Measurable** – do you have a starting point? Is your strategy quantifiable?

**Achievable** – is the goal within reach?

**Relevant** – will this make a difference for you, your team and your patients?

**Time-bound** – how long will this take?

**Evaluate** – how will progress be assessed, and who will do this?

**Review** – when will you review the strategy? Step back and readjust as needed.

For example, “Change pharmacy protocols to incorporate demographic changes within our suburb,” is a good goal but not SMARTER.



## Evaluate — allow 10 minutes

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### **Review the learning outcomes of CLASSmates.**

You might also discuss:

- ▶ In what ways did this group use new knowledge and fresh perspectives?
- ▶ How can you communicate about the progress of your strategies?
- ▶ What could you do next time to improve connections and understandings?
- ▶ Should other community-based health professionals be invited to the group?

The facilitator will close the meeting, and the note taker will provide instructions on accessing the meeting notes. Participants will be able to add personal reflections to the CLASSmates notes template after the meeting.

- ▶ Use this space to record ideas to bring to the meeting