



▶ CLASSact Asthma: Thinking SMART, using AIR

CLASSact is a knowledge assessment and guided reflection activity based on CLASStime content.

You will need to read the CLASStime article before undertaking CLASSact. If this topic is meaningful to you or your peer group, you may wish to suggest the associated CLASSmates activity for your next peer group meeting. All CLASSmates resources can be found on pharmacytoday.co.nz under CLASS.

CLASSact objectives:

- ▶ Improve understanding of asthma management
- ▶ Reflect on how competence standards have been met in practice
- ▶ Consider how new knowledge can be implemented in practice
- ▶ Prepare for a peer group meeting on this topic

Completing this CLASSact worksheet may allow you to fulfil some or all of the following elements of your Pharmacy Council annual recertification requirements:

Keeping up to date – go to MyRecert (myrecert.pharmacycouncil.org.nz), select the “Keeping up to date” page of your portfolio, then enter a description of this activity.

Reflection on practice – complete this CLASSact worksheet, scan or save the PDF, then upload it to the “Reflection on practice” page of your portfolio on MyRecert.

Towards culturally safe practice – complete this CLASSact worksheet, scan or save the PDF, then upload it to the “Towards culturally safe practice” page of your portfolio on MyRecert.

Assess your knowledge

After reading CLASStime, assess your knowledge of this topic by selecting the appropriate answer(s) for each multiple-choice question. Correct answers can be found on page 6.

1. Which TWO of these statements regarding management of asthma in adolescents and adults are correct?
 - A. Starting asthma treatment with a SABA alone is the preferred treatment in moderate to severe asthma.
 - B. Budesonide/formoterol used both as a reliever plus regularly as maintenance therapy is the preferred treatment for patients with moderate to severe asthma.
 - C. For most people, most of the clinical benefit is obtained with low-dose ICS.
 - D. For most people, most of the clinical benefit is obtained with high-dose ICS.

2. What does AIR stand for?
 - A. Asthma indications register
 - B. Artificial intelligence rating
 - C. Anti-inflammatory response
 - D. Anti-inflammatory reliever therapy



- 3.** Which THREE of the following statements are correct?
- A.** Beta-blocker eye drops may trigger asthma.
 - B.** Chest tightness may be a symptom of asthma.
 - C.** Aspirin can often be taken safely by people with asthma.
 - D.** People should not be encouraged to identify their asthma triggers.
- 4.** People with well-controlled asthma have normal or near-normal lung function. True or false?
- A.** True
 - B.** False
- 5.** Which THREE of the following statements are correct?
- A.** Asthma hospitalisation and mortality rates remain significantly higher for Māori and Pacific peoples than for New Zealand Europeans.
 - B.** Māori with asthma are less likely to be prescribed inhaled corticosteroids, have an action plan or receive adequate education.
 - C.** People who are aware of what good asthma management looks like are more likely to normalise and accept sub-optimal asthma control.
 - D.** Inadequate technique and poor adherence are the two most common reasons for sub-optimal asthma control.
- What knowledge gaps did you identify, and how will you strengthen your knowledge?



Write your reflection

The CLASStime article is a resource that can be used to assist you to write a reflection.

Two sets of reflective prompts are provided, depending on whether you would like to focus your writing on a competency (below) or an experience (page 5) – complete one or both.

**1. Use knowledge gained from CLASStime to reflect on your practice against competency O1.3
– Review and manage patient's medicine therapy – which includes the following behaviours:**

- ▶ **O1.3.1** – Identifies, prioritises and works to resolve medicines management issues
- ▶ **O1.3.2** – Applies evidence-based guidelines or protocols to reconcile and review a patient's medicine therapy
- ▶ **O1.3.3** – Uses professional judgement to determine whether changes to the treatment regimen are needed
- ▶ **O1.3.4** – Liaises with and provides recommendations to the prescriber and/or other healthcare professionals to ensure optimal use of medicines by patients
- ▶ **O1.3.5** – Educates patient and confirms understanding of the condition, required monitoring and treatment
- ▶ **O1.3.6** – Recognises and manages adverse drug reactions
- ▶ **O1.3.7** – Identifies individuals in need of advanced pharmacy services and/or follow-up and refers to appropriate service providers
- ▶ **O1.3.8** – Encourages and supports individuals to enhance their health literacy and to self-manage their health

Use the following prompts to reflect on how you have demonstrated competency O1.3 in practice.

Depending on where you are in your journey, select the prompt(s) most relevant to you.

- How have you used your knowledge of asthma management to improve outcomes for patients?
 - How do you support patients/whānau to self-manage their asthma?
 - What information and resources are available for you to give to patients/whānau to help them learn more about their asthma?
 - How do you ensure you provide asthma advice that is understood and acceptable to the patient?
 - How do you support prescribers in decision-making and with medicine review?
 - How often do you check a patient's inhaler technique and that they have an up-to-date asthma action plan?
 - How do you identify, manage and report adverse reactions to asthma therapies?
 - How do you check that your own inhaler technique is correct so that you may teach patients?
- ▶ Reflect on these prompts, evaluating what you have done well and what you need to develop



▶ From your reflection, identify a goal for changing or improving your practice

▶ What action(s) will you take to achieve this goal? Prioritise these as needed

▶ Intended goal achievement date

▶ Date goal achieved





2. Use knowledge gained from CLASStime to reflect on an experience.

▶ Did reading CLASStime make you think of an interaction or experience you have had with someone whose asthma could be better managed? Describe what happened, focusing on the positives and negatives of the situation

▶ Based on what you read in CLASStime, why do you think things went well/badly?



► Using your new knowledge, what else could you have done to improve the outcome?

► What action(s) will you take if you are faced with a similar situation again?

Answers to knowledge assessment:

1. B, C 2. D 3. A, B, C 4. A 5. A, B, D





► Use this space to continue your reflections or to add outcomes at a later date

When you have finished this CLASSact worksheet, remember to upload this PDF to MyRecert (myrecert.pharmacycouncil.org.nz) as evidence of meeting Pharmacy Council recertification requirements

If this topic is meaningful to you or your peer group, consider the associated CLASSmates activity for your next peer group meeting