



▶ CLASSmates User Guide

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 the following:

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 (or each participant if not using a 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) 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 quality of care provided to patients
- ▶ Develop SMARTER strategies to improve practice

Completing this CLASSmates activity 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.

Meeting with professional peers – complete the CLASSmates notes template, scan or save the PDF, then upload it to the “Meeting with professional peers” page of your portfolio on MyRecert.

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

Start — allow 10 minutes

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 discussion about the following:

- ▶ How you can talk with patients about their asthma.
- ▶ New knowledge that might have implications for the health of your patients and community.
- ▶ How you might implement that new knowledge in practice.



Analyse — allow 25 minutes

Pairs of participants spend 15 minutes writing a short two-part role play, then 10 minutes presenting it.

Write a one to two-minute exchange/conversation – one person plays the pharmacist, and the other is a person with asthma. Refer back to the CLASStime article for ideas: for example, a person comes to pick up their prescription for inhalers but only wants the SABA; a person who you know to have asthma asks for a night-time cough suppressant; an interaction that doesn't go to plan.

If you want to include a third person in the role play, they could play a member of the patient's whānau or another support person.

If using Zoom, you will need to use a Breakout Room for each pair (ensure you know how to do this in advance of your meeting).

Each pair then acts out their role play to the entire group (allow approximately 10 minutes). If you have a large group, you may divide into subgroups for this (each subgroup will use a separate CLASSmates notes template).

Synthesise — allow 15 minutes

As a group (or subgroup, as mentioned above), critique each role play.

Remember that good feedback is specific, without judgement, and supports the objective. You may like to discuss the following:

- ▶ How was new knowledge from the CLASStime article incorporated in the role play?
- ▶ What worked well during introductions with the “patient” and when providing advice and education?
- ▶ Did you achieve the intended outcome with the patient? Why/why not?
- ▶ What problems or issues did you identify from the interaction that could be changed next time?
- ▶ Was culturally safe practice used?
- ▶ What did you learn about yourself or your practice by putting yourself in a patient's shoes?
- ▶ What further information, education or resources do you need?

Based on what you have learnt, create one SMARTER strategy (see below) to apply to your pharmacy practice. The strategy should aim to better meet the needs of people with asthma and incorporate delivery of care that is appropriate and acceptable to them.

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

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 at the next meeting to improve culturally safe 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