



▶ CLASSact Beyond medicines for gout

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 gout and its 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 THREE of the following are risk factors (not triggers) for gout?
 - A. Alcohol
 - B. Ethnicity
 - C. Increasing age
 - D. Injury
 - E. Male gender
 - F. Shellfish

2. What is the most effective way for people with gout to achieve long-term symptom control?
 - A. Lifestyle and dietary changes
 - B. Regular and consistent use of urate-lowering therapy
 - C. Treatment with repeated courses of NSAIDs
 - D. Treatment with colchicine, as it is effective and specific for gout



3. Which of the following treatments for acute gout flares is associated with gastrointestinal bleeding, renal impairment and increased cardiovascular risk?
 - A. Colchicine
 - B. NSAIDs
 - C. Prednisone

 4. When should preventive urate-lowering therapy be discussed with Māori and Pacific peoples?
 - A. At the first gout flare
 - B. At the second gout flare
 - C. If acute treatments are not effective
 - D. If two gout flares have occurred in one year

 5. When should allopurinol be stopped?
 - A. During an acute gout flare
 - B. If a flare occurs after the first year of treatment, indicating allopurinol is ineffective
 - C. If a rash appears, as it may be due to allopurinol hypersensitivity syndrome
 - D. If renal function declines
 - E. Once the person is free from gout flares for two years
 - F. Once the serum urate level is at target

 6. When should you provide understandable advice and education on medicines and lifestyle to people with gout?
 - A. At allopurinol initiation
 - B. Every time allopurinol or colchicine is dispensed
 - C. When there is a flare occurrence
 - D. When working towards stabilisation on long-term treatment
 - E. All of the above.
- 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 O3.5 – Provide patient counselling – which includes the following behaviours:

- ▶ **O3.5.1** – Assesses patients' needs and knowledge of prescribed medicines, to identify when additional information and education is required
- ▶ **O3.5.2** – Involves patient's nominated representative, whānau or appropriate cultural services, where necessary, to better understand cultural needs and assist a patient in their understanding
- ▶ **O3.5.3** – Provides the patient with sufficient information to ensure the safe and proper use of medicine(s)
- ▶ **O3.5.4** – Uses a variety of counselling styles and relevant resources to positively impact on adherence
- ▶ **O3.5.5** – Counsels in a patient-centred manner, ensuring privacy and confidentiality and using language the patient understands
- ▶ **O3.5.6** – Checks patient's understanding of the advice and counselling given

Use the following prompts to reflect on how you have demonstrated competency O3.5 in practice.

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

- How do you strive to understand patient perspectives, needs and knowledge around gout medicines?
 - What lifestyle advice do you give to people with gout?
 - How do you promote the safe and appropriate use of medicines for acute gout flares?
 - What information or resources do you use (or need) to safely support a person with gout to start and/or continue taking urate-lowering therapy?
 - How does this support need to change for different people in your pharmacy?
 - How do you ensure each patient receives medicines information relevant to their individual situation?
 - What strategies have you found to be effective for providing information to your Māori and Pacific patients?
 - How have you tailored medication adherence strategies for Māori and Pacific patients with gout?
 - How do you involve whānau (and community) to provide holistic care to people with gout?
- ▶ 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 with a person with gout? 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, E, 2. B, 3. B, 4. A, 5. C, 6. E,



► 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