"Between the health care that we have and the health care we could have lies not just a gap, but a chasm".

Institute of Medicine, Crossing the Quality Chasm, 2001 [1]
“All health professionals should be educated to deliver patient-centred care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics.”

Committee on the Health Professions Education Summit - Institute of Medicine, Health Professions Education: A Bridge to Quality. [2]

“In the past twenty years what progress has pharmacy made toward bridging the health care quality chasm?”

What specific contribution has pharmacy education made?

- Zanempilo Mobile Clinic – Nelson Mandela University
- Community Experience Programme – Rhodes University

Zanempilo
- “Bringing health”
- Takes health care to underserved communities
- Community outreach and interprofessional education

“... enormous gaps remain between what is achievable in human health and where global health stands today, and progress has been both incomplete and unevenly distributed.”

The program has forever changed the pharmacist I will be – actually more than that – it has significantly changed me and contributed to the person I am becoming.

Programme Participant - 2017
What transforms practice is a transformed being in the world.
(Adapted from Parker Palmer)

Transformation
- Personal process
- Power lies in becoming more than we thought we could be
- Construct worldviews or meaning schemes - provide a framework for personal and collective agency
- With experience these can be deconstructed and reconstructed and acted upon in a rational way

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• Personal process
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• Trigger point – disorienting dilemma – activating experience or informational awareness that is not congruent with the our existing meaning schema or worldview
• Disorienting dilemma represents a seed of new consciousness that can either be explored or ignored
• Choice to explore new consciousness and integrate it into worldview is the process of transformation.


How do we teach for transformation?

Mezirow’s Transformative Learning Theory (1999)

<table>
<thead>
<tr>
<th>Disorienting dilemma</th>
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<tbody>
<tr>
<td>Activating event, experience or a problem (dilemma) that challenges (disorients) our frame of reference – the way we view the world, our assumptions, perceptions and expectations</td>
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- Assist students in articulating assumptions
- Encourage engaged discourse and intellectual openness
- Open students to alternative points of view
- Support students in the revision of assumptions & perspectives
- Lead students toward critical self-reflection
- Provide opportunities to act on revisions

“We cannot teach transformation. We often cannot identify how or why it happens.

But we can teach as though the possibility always exists that a student will have a transformative experience”

Cranton (2002) [5]
What *disorienting dilemmas* have contributed to you being a transformed presence in the world?

What *disorienting dilemma/s* have you experienced during this symposium that might lead you to further contribute to closing the quality chasm?