### Annual Chapter Report Outline

Please complete your Annual Chapter Report and submit to the National Office by May 15.

**Date of report submission:** 2017-05-13

**Name of School/College:** Harding University College of Pharmacy

**Chapter Name & region:** Delta Omicron, Region VI

**Delegate who attended the Rho Chi Annual Meeting:** No attendance this year; plans for attendance in 2018 in Nashville

**Date Delegate’s name submitted:** 2017-03-24

Past year's officers and e-mail addresses

President

First Name
David

Last Name
Gerick

Email
dgerick@harding.edu

Vice President

First Name
Colin

Last Name
–

Email
jcarroll1@harding.edu

Secretary

First Name
Hannah

Last Name
Wright

Email
hwright1@harding.edu

Treasurer

First Name
Shelby

Last Name
Adams

Email
sadams4@harding.edu

Historian

First Name
Carly

Last Name
Edwards

Email
cedward7@harding.edu

New officers and e-mail addresses for next academic year
(If not yet elected, please indicate date of anticipated election and report names within one week of election)
2017-09-08

New officers and e-mail addresses

President

First Name
–

Last Name
–

Email
–

Vice President

First Name
–

Last Name
–

Email
–

Secretary

First Name
–

Last Name
–

Email
–

Treasurer

First Name
–

Last Name
–

Email
–

Historian

First Name
–

Last Name
–

Email
–

Chapter advisor’s name and e-mail address

First Name
Rodney

Last Name
Richmond

Email
rrichmond@harding.edu

**Chapter advisor’s name and e-mail address**

[chapter-advisors]

**Introduction**

Number of Rho Chi student members at college or school, listed by class year and program:
10 new student members, each candidates for a Doctor of Pharmacy in 2018 and 1 new faculty member

**Meetings** Please provide information on meetings held in the following tabular format

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Attendance | Agenda | Action Steps |
| 2016-09-26 | 9 | Elect Rho Chi officers | Rho Chi officers were elected and general duties discussed |
| 2016-10-12 | 7 | Discuss tutoring services | Announcement to P1-P3 classes about the availability of tutoring services |
| 2016-11-14 | 7 | Discuss progress of tutoring services and potential involvement of the Council of Students (COS) | Google doc. created to determine strengths of Rho Chi tutors and more collaboration with the COS |
| 2016-11-28 | 7 | Collaborate with the COS to organize end of semester tutoring groups for P1 students | Planned and scheduled a series of tutoring dates during the final week of school, prior to finals, consisting of multiple groups and multiple tutors to review the semester for specific course 1st year students were struggling with most |

**Strategic Planning:** What goals were set that relate to the Rho Chi mission?

– Offer fellow students within the college of pharmacy ample opportunity and access to address various or other academic concerns and provide them with the knowledge and tools available to help them succeed and excel.

– Contend that one’s recorded academic grades not be the primary endpoint or driving force behind their classroom and coursework studies and advocate, rather, students place the comprehension, understanding, and integration as their primary focus.

– Cultivate professional, lasting, and impactful relationships between Rho Chi members as well as other students within the college of pharmacy.

**Activities**

Intellectual Leadership Activity:

Title of activity:
Academic Tutoring

Brief Description:
The primary activity focus for this chapter over this past academic year has been tutoring first and second year students who either may be struggling in their coursework or who have a desire to excel further in their studies.

How does this activity align with the Rho Chi Mission Statement?
Offering continuous tutoring for fellow classmates allows for and promotes fellowship both between chapter members as well as other students within the same field of study. Moreover, this activity highlights the importance and focus of intellectual achievement and provides an environment that greatly stresses critical thinking and integrative learning.

Years the activity has been ongoing:
This is the 3rd year this chapter has offered tutoring services to other students.

What Evaluations Have Been Done to Assess the Success of the Activity?
Feedback is often requested by those who offer tutoring in order to continually adapt and mold to the students being helped. Additionally, the chapter members will always check-back with students who have previously requested tutoring (especially if recently) in order to see if they have retained the knowledge and to see how well the students performed on any quizzes or exams that were relevant to the tutoring session(s).

What Improvements Have Been Done Over the Past Year?
The main improvements the chapter members strived to make this year were to:
A. Continuously tie the subject of focus back into the overall greater picture with the goal being students will learn through understanding, rather than by tedious memorization
B. Allow for flexibility in meeting times by scheduling tutoring times on the students’ terms, rather than on our own.

How many members participated in the activity?
All of the current chapter members have taken part in this activity. However, due to some of the members’ work schedules, only about 4 to 5 people consistently played an ongoing role throughout the semesters.

How many students (non-members) and/or patients were impacted by the activity?
Almost every first year pharmacy student at the Harding University College of Pharmacy has received tutoring from the Delta Omicron Chapter members, as well as many second and even third year students. Regarding students who requested tutoring on a more consistent basis, there were approximately 12-18 students who were likely impacted the greatest

Financial information for the activity:
This ongoing activity did not require any use of the chapter’s funds.

**Financial Budgeting**

The initial starting balance funds were set and given as part of the Dean’s Fund from the College of Pharmacy

**Installation Function**

The 2016 honorees of the Rho Chi Society, Delta Omicron Chapter had their induction ceremony on a Friday evening, September 16, 2016 inside the David B. Burks American Heritage Building at Harding University. In addition to the honorees, there were, in attendance, many family members and other family friends, the chapter’s advisor and co-advisor, Delta Omicron chapter members from the 2015 induction class, and various professors and faculty members from the pharmacy college, including the current and former dean of the college of pharmacy. The keynote speaker for the initiation was Fred M. Eckel, Professor Emeritus, UNC Eshelman School of Pharmacy, Executive Director Emeritus, North Carolina Association of Pharmacists, and Editor Emeritus, Pharmacy Times.

**Evaluation/Reflection**

At the Harding University College of Pharmacy, the primary focus for the Delta Omicron Chapter is to provide tutoring for those who are in need, particularly for the first year students. Although it has been difficult, at times, for some of the Rho Chi members to be able to provide this service (due to classroom conflicts and work schedules), the activity overall seems to have been very effective, particularly comparing the fall semester with the spring semester. There was a notable change regarding the overall amount and frequency of the requests received for tutoring in these semesters. This may reflect, in part, the differences in coursework within the two semesters, but is also likely due to the fact that some of the chapter members took it upon themselves to keep in contact with some of those who were in need of tutoring. In the first semester, the tutoring process seemed much more rigid and confined whereas it appeared to be much more fluid and free-flowing.
One of the ways I would hope this chapter can improve is to consider starting the induction process earlier so that the chapter may begin tutoring at an earlier date. Most of the first year students needed help in the same classes and areas of study (namely, arithmetic and pathophysiology). Beginning the tutoring process halfway through the school year may force some of the students to ‘catch up’ to the other students, as opposed to staying with them, in terms of different concepts or processes.

**Other Information**