Discussion and Limitations

• Based on the post-survey results, most students (85.7%) indicated that the video positively impacted their perception of Rho Chi. Most students also recommended presenting the video to new inductees, particularly during or after the induction ceremony.

• In the survey, approximately half the members believed the video would have a positive impact on non-Rho Chi members. This result suggests a need for a follow-up study evaluating the value of Rho Chi members to non-Rho Chi student pharmacists and pharmacists. Additionally, there is an opportunity for further studies evaluating noblese oblige with all student pharmacists as pharmacists use their academic expertise to help others.

• Pre- and post-survey results demonstrate that post-intervention many students altered their responses for the top three values that embody Rho Chi. Members.

• Values with the greatest increase in selection post-intervention included: obligation to pharmacy profession, sense of high ethical standards, and sense of moral commitment. Academic intelligence had the greatest decrease in selection.

• While academic intelligence is an important characteristic of Rho Chi members, the video appears to have helped students realize other important Rho Chi responsibilities. These qualities are summarized in the Mission of Rho Chi which states The Society, "stimulates critical inquiry to advance pharmacy; contributes to the development of intellectual leaders, promotes highest ethical standards."

• Results may not be reflective of all Rho Chi members’ perception based on individual chapters’ goals and expectations of Rho Chi membership.

Implications

• Video review of noblese oblige and the meaning of Rho Chi membership improved members’ perceptions of Rho Chi and shifted the emphasis of membership values from academic intelligence to moral commitment, ethical standards, and obligation to the profession.

• Future Rho Chi chapters may benefit from reviewing and discussing the video on noblese oblige with their members.

References and Acknowledgements


