The Student Health Center’s Mission

The Student Health Center (SHC) mission statement is founded on the core priorities of health, healing, education, and discipleship. We believe that by providing health (the wellness of individuals and the public), healing (physical, mental, and emotional health care), and education (teaching of patients and students), we can achieve our ultimate goal of discipleship (emulating and following Jesus Christ, who is at the center of the Latter-day Saint faith). In the words of Dr. Bradbury, our Medical Director, discipleship is "the heart of the university."

The Values We Teach Our Students

Education is an essential aspect of our mission. Our efforts to educate are primarily focused on the learning experience of student employees who work at the SHC. We aim to provide leadership opportunities that cannot be provided by the classroom and to foster essential values in our students, such as professionalism, honesty, integrity, hard work, thrift, accountability, and smart allocation of resources. The SHC's professional staff members teach these values to the students by working side-by-side with them in a mentorship capacity. The SHC's Health Services Director, Shaun Orr, says that the personal work ethic of the professional staff fosters these values: "How do you teach that? By example."

Implementing the Student Leadership

The SHC's student leadership structure began in 2011 with 3 student leadership roles. Today, the number of students in leadership roles exceeds 20, with student leaders overseeing 50+ students. The structure relies on trusting students with responsibility and encouraging self-driven behavior, initiative, and confidence. Shaun Orr, the Health Services Director, explains: "Experiential learning is a key driver. [We need students that are] thorough, dedicated, efficient, always looking for work to do, [and] creative. [We teach them] to have the confidence that 'I can go out and do this', and that in itself is the true reward the students receive." The students are not the only people who benefit from this model, however; Tammy Einerson, Operations Manager, says, "We couldn’t run at the capacity that we run at if we didn’t have the student employment model.”

Featured Topics

- The SHC’s Mission
- SHC Reporting Structure
- Highlight: Student Leaders
- Learning and Teaching
- Leadership Training Model
- Real-World Decisions Made by Student Leaders
- Projects Completed by Our Students
  - Policies, Procedures, Job Descriptions
  - Timeline, Student Staffing
  - Public Health and Wellness
- The Mentor Relationship
- Serving the Community
- Alumni Map
- Highlight: Our Alumni
The SHC organization is composed of both professional and student staff: our health care providers, administrative staff, and ancillary staff bring expertise, experience, and a constant presence at the SHC, while student managers and their teams, under the direction of professional staff, learn real-world concepts by running many aspects of daily operations under the supervision of professional staff. We have developed a culture of mentorship, with many of our professional staff members fulfilling mentoring responsibilities with specific students on a daily basis.

The needs of the SHC evolve as the SHC and student leadership develop; this, along with regular and frequent graduation of our students from the university, means that the SHC must be prepared to adjust the organizational structure at any time in order to utilize the students and resources that are available in the most effective ways possible. This poses substantial challenges as the hiring process must occur more frequently, applicants with necessary skills are not always available, and students have to balance work, school, and personal responsibilities. TammyEinerson explains that “you never know exactly what you’re going to get” when staffing a student leadership structure. Her philosophy: “We just [need] the right people in the right seats... [and then] they use their unique skills to build the clinic.”

As Shaun says, “It hasn’t always been successful. It’s really a challenge. It’s tough for the student and the teacher.” Tammy explains that because the student leadership model requires constant adjustments and tweaks, “change” is the biggest challenge: “It doesn’t matter how we get the end result as long as you get the end result. That’s change.”

Though the challenges are real, the benefits are evident as students continue to develop and bring fresh perspectives to the SHC. Says Tammy, “It’s a real joy to watch the growth [of the students]... To see them succeed.”
### Students are currently employed in each of the following roles:

- Student Area Director
- Student Clinical Care Manager
- Student Project Manager
- Student Front Office Manager
- Student Human Resources Coordinator
- Student IT Coordinator
- Student Communications Coordinator
- Student Reception Coordinator/Supervisor
- Student Public Health Coordinator
- Student Wellness Coordinator
- Student Clinician Aid Coordinator/Supervisor
- Student Patient Flow Coordinator
- Student Pharmacy Coordinator
- Student Radiology Coordinator
- Student Phlebotomist Coordinator
- Student Billing Coordinator
- Student Receptionist
- Student Clinician Aid
- Student Lab Tech
- Student Pharmacy Tech

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**Highlight: Student Leaders**

#### Student Area Director

Alexis Bergeson  
*Healthcare Administration Major*

Alexis is the 5th Student Area Director since the establishment of the position in late 2011. Her responsibilities include oversight of student staff as a whole; direction of student leaders in performance of responsibilities; maintenance of student staffing and business management documents; and mediation of sensitive employment issues that involve students. The mentors with whom Alexis works the most are the Health Services Director and Operations Manager.

#### Student Clinical Care Manager

The Clinical Care Manager position was created in 2013 and is currently occupied by Nate Stanger, the 2nd student to fill this role. Nate’s responsibilities include supervision and leadership training of student leaders in select clinical departments; coordination of provider education and reviews of medical record; and manager responsibilities such as hiring, interviewing, and mediation of performance and behavior issues. Nate works closely with the Registered Nurse, the mentor for his position.

#### Student Reception Coordinator

Kayley Clark  
*Healthcare Administration Major*

The 7th student since 2011 to fill the Student Reception Coordinator position is Kayley Clark. Kayley is responsible for hiring, training, and staffing of reception in the SHC. She focuses on each receptionist's competency in performing core tasks in order to ensure that the front-line needs of the SHC are met. Kayley’s closest mentors are the Office Assistants.

#### Student Human Resources Coordinator

Michael Plunkett  
*Healthcare Administration Major*

Michael, the SHC’s Student HR Coordinator, is the 4th student to occupy the position since it was created in early 2012. His responsibilities include new hire interviews and training, management of the hiring process, counseling of student leaders concerning leadership issues, and maintenance of human resources forms and processes. The mentor with whom Michael works most is the Operations Manager.
Learning and Teaching

At the SHC, we strive to provide regular opportunities for our students to teach and learn from one another. Some of our most effective tools in accomplishing this goal include:

Competencies

Each of our student positions require students to develop and perform specific sets of skills; we call these skills "competencies" (pictured below). This technique, developed and routinely improved upon by our students, requires students to: 1) Receive instruction from a trainer, 2) Demonstrate the skill successfully, and 3) Teach another student how to perform the skill.

Continuity Logs

Because we employ so many students and because students graduate and move away every three to four months, high turnover in student positions is a challenge that we face constantly. Critical knowledge gained by our students can be lost as soon as the students depart. To prevent the loss of this knowledge, students are instructed to record the knowledge they gain throughout their employment in a "continuity log". This document, which includes valuable contact information and important processes, is later used to train new hires and allow the SHC to operate effectively for the long term.

Exit Interviews

Each departing student is given an opportunity to share their thoughts and feelings about their student experience with the Student Human Resources Coordinator in an exit interview at the end of their employment. This feedback is documented and presented to student management, who use the information to learn from past mistakes and improve the student experience. See image on right.

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<table>
<thead>
<tr>
<th>Example of Exit Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why are you leaving the Student Health Center (SHC)? Where are you going and what are your future plans?</td>
</tr>
<tr>
<td>What did you value about the SHC?</td>
</tr>
<tr>
<td>What did you dislike about the SHC?</td>
</tr>
<tr>
<td>How was your relationship with your student supervisor?</td>
</tr>
<tr>
<td>What could your student supervisor do to improve his or her management style and skill?</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>HR Competencies</th>
<th>Michael</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Date:</td>
</tr>
<tr>
<td>Know what email to use for position responsibilities</td>
<td>x</td>
</tr>
<tr>
<td>Send a message</td>
<td>x</td>
</tr>
<tr>
<td>Request a read receipt</td>
<td>x</td>
</tr>
<tr>
<td>Information Item</td>
<td>x</td>
</tr>
<tr>
<td>Action Item</td>
<td>x</td>
</tr>
<tr>
<td>Schedule a meeting (invite attendees)</td>
<td>x</td>
</tr>
<tr>
<td>Know how to update contacts in Email</td>
<td>x</td>
</tr>
<tr>
<td>Explain the different categories of emails</td>
<td>x</td>
</tr>
<tr>
<td><strong>Collective Wisdom</strong></td>
<td></td>
</tr>
<tr>
<td>Review the Employee Presentation</td>
<td>x</td>
</tr>
<tr>
<td>Appropriate Document Types (No PHI, no homework/personal documents)</td>
<td>x</td>
</tr>
<tr>
<td>Locate and update Project Priority List</td>
<td>x</td>
</tr>
<tr>
<td>Explain importance of weekly email to Comm. Coordinator (Thurs. by 5:00pm)</td>
<td>x</td>
</tr>
<tr>
<td><strong>Organizational Chart</strong></td>
<td></td>
</tr>
<tr>
<td>Locate organizational chart</td>
<td>x</td>
</tr>
<tr>
<td>Explain reporting relationships on organizational charts</td>
<td>x</td>
</tr>
<tr>
<td>Explain the role of the advisory board</td>
<td>x</td>
</tr>
</tbody>
</table>

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| Example of Human Resources Competencies |
Leadership Training Model

Many of our students, when they begin their SHC experience, have never served in leadership roles before and lack necessary self-confidence, which presents a significant training challenge. We respond to this challenge with our philosophy on what makes a successful leader, pictured in the images on this page. All of our leadership decisions and initiatives in the workplace are guided by the below concepts. We aim to strengthen every employee’s leadership skills through the application of our philosophy.

Leadership Qualities

We believe that the most important qualities a leader can possess are motivation, energy, ambition, creativity, vision, strategy, and management. These qualities make leaders effective in management efforts, accomplishing tasks, and encouraging the development of their employees.

Self-Confidence

We also believe that self-confidence is essential in student leadership roles. Shaun Orr explains that the professional staff cannot build that self-confidence for the students: “They do that themselves.” He believes that once students have been sufficiently trained and educated, they must be allowed to make decisions themselves. Students can build their own levels of self-confidence by setting goals for future accomplishments, starting small with goals, seeking constructive feedback, being supportive of others, and dreaming realistically. As students accomplish their goals, their confidence in themselves grows and they feel empowered to accomplish even larger goals in the future.

Culture of Discipline

We feel that in the most effective organizations, the members have self-discipline and do not require micromanagement; for that reason, we are striving to build a culture of discipline at the SHC. When micromanagement isn’t necessary, time can be used more effectively, greater trust and cooperation is established between leaders and those they supervise, and employees’ confidence in their ability to succeed increases.

Victory Wall

At the SHC, we have created what we call a “victory wall” where our staff members write down their personal and career accomplishments to share with the rest of the staff. The availability of such a wall quickly promotes a sense of camaraderie and support, as well as encouragement to accomplish additional goals as a group. A new victory wall is made available each semester, and previous victory walls are saved to review our progress later on.

Good-to-great leaders confront the most brutal facts of their current reality while maintaining absolute faith that they will prevail in the end.

- Stockdale Paradox
Real-World Decisions Made by Student Leaders

When students are given responsibility for real-world employment decisions, they become more invested in the success of their teams. Elsewhere in the world, students are not typically given so much responsibility, but at the SHC we believe that the most effective type of learning is "learning by doing". Our students are aware of the high standards that have been set for them, so they make great efforts to select strong team members, train team members effectively, and allocate financial and other resources carefully. These responsibilities make them more mindful of the business consequences of their decisions and teaches the value of accountability. All of our professional staff mentors oversee students in fulfillment of these responsibilities.

Some of the tasks which the students are responsible for performing include:

- Hire, terminate student employees
- Train student employees
- Exit interviews
- Maintain student staffing budget
- Create department schedules
- Creation of weekly staff newsletters
- Maintain SHC website
- Lead staff councils
- Organize and run TB and flu clinics
- Coordinate “worksite wellness” challenges
- Perform reception and clerical duties
- Check patient signs
- Draw blood and run various lab tests
- Bill patient visits

Goals and Objectives

At least three times during the course of each BYU-Idaho semester, every student employee meets with his or her student supervisor to establish and review goals and objectives (see image on right). The first meeting, which occurs at the start of the semester, is dedicated to setting goals for the semester. The second meeting, halfway through the semester, is for the employee to review the goals he or she set and make revisions as needed, based upon progress made during the first half of the semester. The end-of-semester meeting is meant for reporting the employee’s progress toward the goals. For example, an employee may aim to complete a project before the semester’s end, revise the goal at the middle of the semester, and report on whether or not the goal was achieved by the semester’s end.

Human Resources Forms

Developed by students in the HR Coordinator role since early 2012, our Human Resources forms are used to guide student management decisions, facilitate constructive development of our student employees, and create a record of workforce behavior and performance on the job. See the list below for examples of the HR forms we use.

Our collection of HR forms includes the following:

- Semester Goals and Objectives
- Official Warning and Improvement Plan
- End of Employment Packet
- Exit Interview Questions
- Raise Evaluation
- Job Opening Request
- General Training Report
- Hiring Request
- New Hire Orientation Checklist
- Talent Release
- Agreement to Maintain Confidentiality
- Interview Report
- Program Access Request
- Future Employment Inquiry
- Job Shadow Training Packet

Beginning Semester Goals and Objectives (be specific):

| Employee Signature: ___________________________ | Date: ____________ |

Mid-semster Report on Goals and Objectives

| Employee Signature: ___________________________ | Date: ____________ |

Final Review of Semester Goals and Objectives: 
Projects Completed By Our Students

Various projects have been developed and lead by our students. Completed and ongoing student projects include:

Policies and Procedures

Since 2011, student leaders have written and have helped the professional staff to enforce policies and procedures for the entire organization. In the policies, we establish expectations for the way that our organization provides health care and operates as a business; the procedures, on the other hand, define the processes that must be completed in order to meet the standards set by the policies. SHC policies and procedures cover issues ranging from appropriate behavior in the workplace and legal compliance to business operations and management.

Job Descriptions

Developed by students in the student manager and HR Coordinator roles since 2011, our job descriptions are used to define what is expected of those in student positions, the skills and knowledge needed to be successful, the overall purpose of each student position, and appropriate reporting relationships within the organization. See a sample job description in the image below.

<table>
<thead>
<tr>
<th>Student Area Director</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Title:</strong></td>
</tr>
<tr>
<td><strong>Student Supervisor:</strong></td>
</tr>
<tr>
<td><strong>Mentor:</strong></td>
</tr>
<tr>
<td><strong>Department:</strong></td>
</tr>
</tbody>
</table>

**POSITION SUMMARY:**

Manage student employees, lead councils, and complete projects as assigned by the Health Services Director. Ensure that Student Health Center (SHC) functions on a day-to-day level.

**PRINCIPAL DUTIES AND EXPECTED OUTCOMES:**

- **65% – Student Management:** Ensure completion of projects by and training of student management (managers and coordinators). Meet with student employees to address and correct complaints about their performance or behavior (as reported by student management and professional staff). Ensure that large changes to patient flow or student responsibilities are implemented. Meet one-on-one with Student Clinical Patient Care Manager, Student Direct Care Manager, Student Operations Patient Care Manager and Student Project Manager as well as other student management members as needed. Serve as an advisor to student management for all management questions. Address concerns of administration (Health Services Director, Operations Manager, and Medical Director) regarding operations and student employees. Ensure efficient use and quality assurance of all resources delegated by the Health Services Director and Operations Manager. Communicate changes using the Student Organizational chart. Conduct Performance Reviews with each member of your departments twice a semester, conduct interviewing and hiring for your departments and ensure departments are scheduled appropriately according to the Student Staffing Budget. Oversee and screen all student hiring decisions and pay changes. Host new student employee orientations.

- **25% – Councils and Visits:** Meet with administration members before councils to plan council topics. Create forms and slide shows as needed for councils; send council invitations; and lead
Manager’s Timeline

Because the SHC functions in an academic environment with high turnover due to frequent departure of graduating students, student leaders developed and continue to maintain the Manager’s Timeline, a calendar used to ensure that critical hiring, performance review, termination, and other employment and leadership processes occur at appropriate and regular intervals.

Student Staffing Budget

Student managers have been responsible for staffing their departments since the student leadership structure first began. The Student Staffing spreadsheet is used to determine how many hours to allocate to each department and the impact of staffing on the organization's budget. All budgeting tasks are overseen by the Health Service Director, who provides mentorship and support in this area.
Wellness Walks

The wellness of those in university and the surrounding community is one of our highest priorities at the SHC; as such, students leaders have been commissioned since 2012 to organize Wellness Walks, where community members take a one-mile walk around the campus with regular breaks for inspiring speakers or videos. These events promote physical activity in the community while providing intellectual and spiritual fulfillment. The student leaders responsible for wellness organize the event, select speakers or content, advertise, recruit volunteers, and lead the event in its orchestration. About 300 community members attend each event. Student Wellness Coordinators are mentored by the SHC’s Medical Director. See a sample wellness walk advertisement below.

Public Health Awareness

Student leaders are the primary drivers behind the SHC’s public health awareness initiatives, which include flu, TDAP, meningitis, and TB clinics (for administration of vaccines and tests for the university community); public health surveillance; disaster planning; and emergency preparedness. Student Public Health Coordinators are overseen by the SHC’s Medical Director in performance of their responsibilities, which include advertising public health events and recruiting and training certified volunteers for the events. These events, in total, occur between 8 and 12 times per year, and up to 1,500 students are served by the TB clinic in a given BYU-Idaho semester. See a sample flu clinic advertisement below.

The Wellness Blog

Lori Parker is a nurse practitioner and physician at the SHC who also functions as a mentor for the Student Wellness Coordinator position. One of the Student Wellness Coordinator’s responsibilities is to create content for the SHC’s Wellness Blog, which educates patients and community members on wellness issues.

When asked about her mentoring experience, Lori said, “As a mentor, sometimes I have to make a rewrite or a change of focus. . . . I try to coach [the students] on what would be good content [that is] helpful for the average college student.”

The Wellness Blog, which involves unique posts geared toward the student population, has been live and accessible through the SHC website since 2012.
Professional Staff: The Mentor Relationship

The mentor-mentee relationship is essential to the passing on of knowledge from professionals to students at the SHC. Student leaders in select roles are each assigned a mentor, typically someone who works in a similar capacity as the student, and the mentor uses his or her professional judgment in directing and teaching the student leader. Dr. Bradbury explains that it takes more energy to work with student leaders because there must be a new cycle of training each semester, but that working with students who are fresh, enthusiastic, and in a "discovery" mindset "reenergizes us and makes it so we have to know what we're talking about. . . . It makes it fun."

Developing Mentorship Skills

Successful mentors at the SHC know when to let students direct SHC affairs and when a professional's involvement is necessary. When asked about the student-mentor relationship, Tammy Einerson said, "It's difficult to balance the responsibilities of your own job and to mentor a student . . . [but] it's a true joy to work with students." Shaun Orr says that many things must be considered, including legal requirements and having sufficient authority for critical decisions. "Wherever it is required by law or other governing boards, it's handled by professional staff . . . [but] every place that we can touch, we try to allow [student involvement] to occur."

“I think it’s a real challenge for some people to learn to [mentor students], but if we don’t have mentors in place, our students will not succeed as quickly here.”
-Tammy Einerson

Shaun Orr
- Received MBA from Idaho State University
- Assistant Administrator for Eastern Idaho Regional Medical Center for 10 years

Health Services Director

Shaun Orr joined the SHC as Health Services Director in 2004. Shaun represents the SHC in all communications with university administrators. He directs all of the SHC’s critical business management and employment processes. He is also the designated security and privacy official of the SHC and is responsible for SHC compliance with the Health Insurance Portability and Accountability Act (HIPAA). Shaun primarily mentors the Student Area Director position, among other student leadership roles.

Tammy Einerson
- Attended Weber State University
- Managed successful billing business for 20+ years
- Experience employing students prior to joining the SHC

Operations Manager

In 2010, Tammy Einerson accepted the SHC role of Operations Manager. “My main responsibility,” she says, “is to make sure that operations are running smoothly in all areas.” Tammy coordinates all student management efforts and gives special attention to ensuring that sufficient prospects are available to bring into student leadership roles. The bulk of her mentorship efforts are dedicated to the uppermost tier of the student leadership structure, but she serves as a mentor for all student leader positions.

Dr. Andrew Bradbury
- Received MD from Jefferson Medical College in Philadelphia
- Board certifications: Family Medicine, Emergency Medicine
- Fellow of the American Academy of Family Physicians

Medical Director

Dr. Andy Bradbury began work as a physician at the SHC in 2000 and became the Medical Director in 2011. He serves as a flight surgeon as a part of his substantial military service. Dr. Bradbury serves BYU-Idaho and the SHC by looking out for the well-being of the university population as a whole, directing SHC physicians in provision of health care, and caring for individual patients in appointments. Dr. Bradbury serves as a mentor for the Student Public Health and Wellness Coordinators and other care-focused students.
Serving the Community

The SHC places high priority on serving the community, where health care resources are limited. To relieve the burden placed on the community by a large student population, the SHC provides health care services to students and dependents. In addition, the SHC monitors population wellness and helps contain public health issues as they occur. All of the SHC’s efforts in supporting the community are based on the priorities defined in the SHC’s Pillars of BYU-Idaho Well-Being (pictured below). Please see the previous pages on “Projects Completed By Our Students” for more information on how our public health and wellness staff serve the community.

Job Shadowing

The SHC regularly provides BYU-Idaho students (as well as students at other educational institutions) opportunities to shadow our professional staff members. Special priority is given to students preparing for graduate school and other important career decisions. “We limit how many hours we give each student so more students can get exposure to a health care setting,” said Nate Stanger, the current Student Clinical Care Manager. “It really helps in [the students’] decision-making process.” Students that shadow physicians accompany the provider to appointments, and though they are not allowed to intervene during appointments, they can ask questions of the physician outside of the exam room. These types of conversations are very beneficial to students at this time of life where so many critical decisions are made.

Clinical and Pharmacy Rotations

We also provide a setting for up-and-coming health care professionals to complete their clinical or pharmacy rotations. Students working toward physician assistant, nurse practitioner, or pharmacist credentials come to the SHC and work with patients and physicians to meet the requirements of their respective programs.

Class Visits

Every semester, student leaders visit several BYU-Idaho classrooms to promote our services and employment opportunities, including medical assisting externships, job shadowing, internships, and general student employee positions. These visits increase awareness of what the SHC has to offer and serves as a powerful recruiting tool. Another critical purpose for class visits is to strengthen communication and relations between the SHC and other departments on campus; for example, we often turn to Healthcare Administration advisors to recommend strong student candidates for SHC leadership roles. In addition, we regularly invite Healthcare Finance classes to a site visit at the SHC building with a presentation of real-life tools in the industry, such as the expense budget and student staffing budget. Site visits such as these are just one example of how the SHC connects with the academic departments of the university. “We get to teach students that may not get the opportunity to actually work for us,” says Alexis Bergeson, the current Student Area Director.

Internships

Most undergraduate degrees encourage or even require completion of an internship before a student is permitted to graduate. The SHC provides several internship opportunities every semester to help BYU-Idaho students meet internship requirements. Internships are granted based on interviews of SHC student employees as well as students who have never worked for the SHC before. We seek candidates who will benefit from the experiences we have to offer and who will help the SHC as a whole succeed in serving the university community and individuals.
Alumni Map

Our students are a diverse group whose interests and career choices lead them all over the country and the world when they leave BYU-Idaho. The maps and statistics on this page demonstrate how our students, by sharing their student experience, are touching the lives of countless others around them. Tammy Einerson, who uses the alumni map to visualize the impact of the student leadership model, says the model gives our students a greater chance of "landing the big jobs [and] getting into the grad school they want, and we are seeing success."

Alumni Statistics:
- Joined professional workforce: 82+
- Worked in health care industry: 61+
- Worked as health care administrator: 8+
- Pursued education beyond undergrad: 17+
- Served a mission for LDS Church: 24+
- Became a parent: 45+
“The most valuable thing that I have [experienced] here at the Student Health Center has been . . . the opportunity to lead and to help manage some of the students here. It’s been an opportunity that has been unique completely to this place.”

-Austin Thornhill, Former Student Area Director

Alumni Highlights

When our students graduate and leave the SHC, they take their experiences with them wherever they go in the world, and every person they touch is benefited by it. The following BYU-Idaho alumni served as student leaders at the SHC and are making a difference in the world around them:

During early 2013, Krista served as the 3rd Student Wellness Coordinator since the position’s establishment in 2012. Krista recently accepted a job offer for the Recreation and Wellness Director at Carlsbad By The Sea, a continuing care retirement community for senior citizens, where she works closely with highly independent residents in execution of fitness programs and also implements wellness programs that increase the functionality of less independent residents. Of her student leadership experience and its impact on her career, Krista said, "[My experiences] gave me [an] edge above the average entry-level professional to obtain a job. . . . It provided me the opportunity to work in a setting with high standards and associate with highly esteemed professionals. It gave me a resource of projects to vouch for my work, knowledge, and skills."

Krista Wayment

- Received B.S. in Recreation Management

James served at the SHC since early 2012 as a receptionist, Patient Flow Coordinator, Reception Manager, and Student Front Office Manager. In August 2014, James will begin attending Pennsylvania State University for a graduate degree. When asked about how his student leadership experience prepared him for his career, James said, "During grad school interviews I was able to pull from a variety of experiences that I had at the Health Center. The individuals that interviewed me were impressed by the leadership and management experience that I had gained. I was given a graduate assistantship by Penn State which will cut the cost of school in half. I honestly believe that my experience at the Health Center was the main reason I was given this graduate assistantship." James hopes to become an executive over a hospital or hospital system.

James Packer

- Received B.S. in Healthcare Administration

Soon after joining the SHC in 2012, Kayla’s professionalism and skills propelled her from receptionist to student leadership roles, including Student Operations Coordinator, Student Continuity Coordinator, and Student Area Director. Kayla, in August 2014, will begin attending the University of North Carolina at Chapel Hill, Billings School of Public Health, Policy Management Program, the third ranked school in the country for this program. Currently, she works at a hospital emergency room as a Patient Access Representative. Kayla said that her student leadership experience was "the keystone to [her] application for grad school", and that she was able to draw from her experiences and challenges at the SHC in answering most of the interview questions. Kayla hopes to work in short-term care, where she can focus on facilitating high-quality care and high patient satisfaction ratings.

Kayla Moore

- Received B.S. in Healthcare Administration