IDAHO AHEC NETWORK
A Member of the National AHEC Organization

AHEC SCHOLARS

IDAHO AREA HEALTH EDUCATION CENTERS

SCHOLAR HANDBOOK

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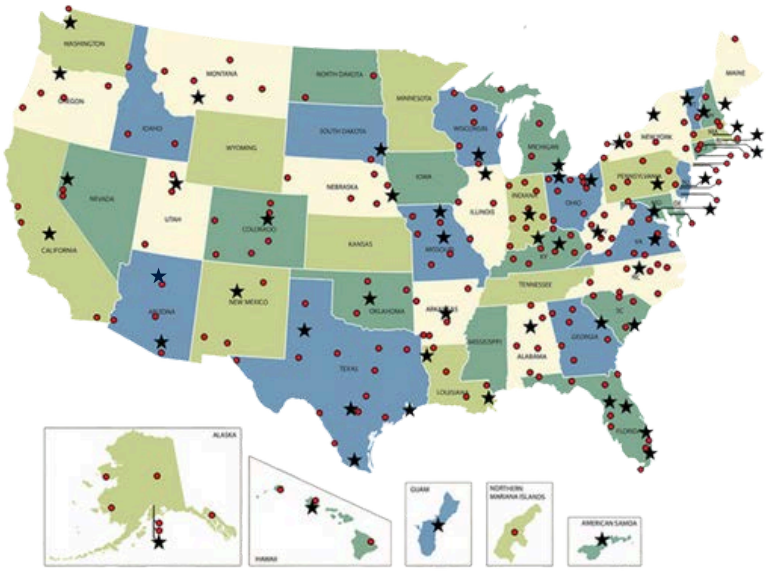
Area Health Education Centers (Nationwide)



WHAT THE AHEC?

The AHEC network is a national system of more than 300 program offices and centers developed to enhance healthcare access and delivery in underserved areas.

AHECs are federally funded, state-administered programs that work on improving healthcare access across their respective states.

AHECs bring together academic programs and regional health needs in ways that benefit communities and, most importantly, individual citizens.

AHECs are committed to expanding the health professions workforce, while maximizing diversity and facilitating distribution, especially in rural and underserved communities. "The AHEC program helps bring the resources of academic medicine to address local community health needs. The strength of the AHEC Network is its ability to creatively adapt national initiatives to help address local and regional healthcare issues." (National AHEC Organization). Core activities include continuing education for health professionals and recruiting students into health professions. These activities are designed to be responsive to local health needs, and they serve as an important link between academic training programs and community-based outreach programs.

AHEC IN IDAHO

From 1987 to 2017, Idaho had just one Area Health Education Center (AHEC) linked with the University of Washington's WWAMI AHEC Program. This changed in 2017 when two new AHECs were established, enhancing regional support. By 2022, Idaho State University's School of Nursing launched the state's first-ever AHEC Program Office, and Southeastern Idaho Public Health in Pocatello assumed stewardship of the Southeast Idaho AHEC. Southwest Idaho AHEC is a program of Jannus, Inc. in Boise and North Idaho AHEC is housed at the University of Idaho in Moscow. Now, the Idaho AHEC program boasts three strategically located centers and a central program office, all working in harmony to propel the AHEC mission forward across the state.

NORTH IDAHO AHEC

The North Idaho Area Health Education Center (NI AHEC) is housed within the WWAMI Medical Education program at the University of Idaho (UI) in Moscow. Since 1972, UI has partnered with the University of Washington School of Medicine to train Idaho's future physicians. Idaho WWAMI and North Idaho AHEC both serve Idaho by emphasizing rural and/or underserved health care to meet the needs of the state, making UI an ideal home for North Idaho AHEC.

REGION

District 1
(Panhandle)

District 2
(North Central)

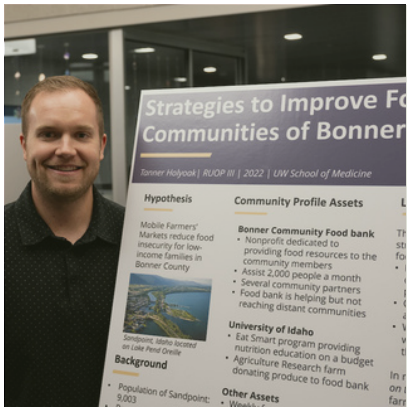
The North Idaho AHEC serves 10 counties in Public Health districts 1 and 2: Boundary, Bonner, Kootenai, Benewah, Shoshone, Latah, Clearwater, Nez Perce, Lewis and Idaho.

MISSION

To develop and sustain partnerships and programs that enhance healthcare access and delivery in Idaho's ten northernmost counties, with a focus on primary and preventative care for rural and underserved populations.

VISION

North Idaho AHEC envisions a sustainable healthcare ecosystem, comprised of innovative programs connecting students to health careers, health professionals to rural and/or underserved communities, and these communities to better health.



North Idaho AHEC
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SOUTHWEST IDAHO AHEC

Southwest Idaho AHEC aims to improve the distribution, diversity, and availability of primary healthcare professionals, with a special focus on meeting the needs of rural and underserved areas. Supported by Jannus, Inc., a well-respected non-profit organization based in Boise, ID, Southwest Idaho AHEC is dedicated to promoting equitable access to quality healthcare services.

MISSION

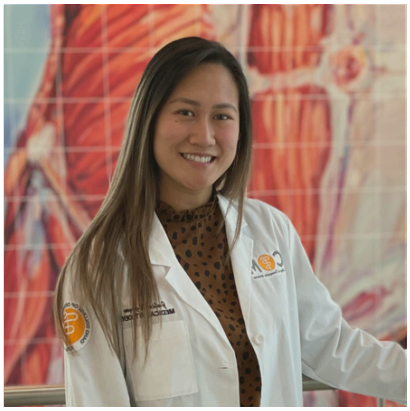
Our mission is to enhance Idaho's healthcare workforce and promote community health in rural and underserved areas through strategic partnerships with educational institutions and primary care advocates.

VISION

The Southwest Idaho AHEC envisions a future where every Idahoan has equal access to healthcare, provided by dedicated professionals committed to serving patients within their rural communities.

REGION

Southwest Idaho AHEC serves Adams, Washington, Payette, Gem, Canyon, Owyhee, Valley, Boise, Elmore, and Ada Counties in Idaho's Health Districts 3 and 4.



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SOUTHEAST IDAHO AHEC

Founded in 2017, the Southeast Idaho Area Health Education Center (AHEC) is based in Southeastern Idaho Public Health, Pocatello. Like AHECs nationwide, SE ID AHEC focuses on serving rural and underserved communities, supporting initiatives such as ISU's telepharmacy project in Challis. Its mission is to enhance access to primary care in Southeast Idaho by improving educational opportunities for both health professions students and healthcare professionals.

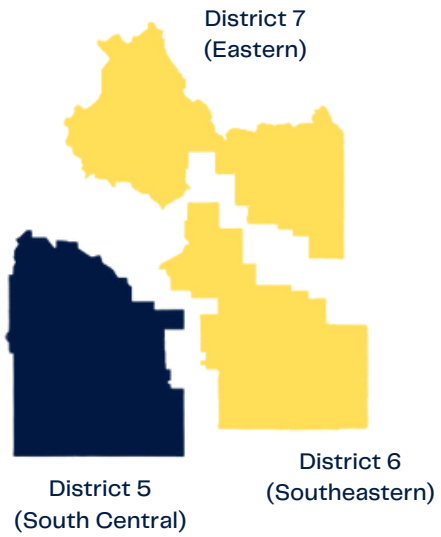
MISSION

To cultivate a resilient and inclusive healthcare workforce, fostering its growth and continuity in rural and underserved communities situated within Southeast Idaho.

VISION

To envisage a future where equitable access to exceptional healthcare services becomes an unwavering reality for every individual residing in Southeast Idaho.

REGION



Southeast Idaho AHEC serves 22 counties in Idaho Health Districts 5, 6, and 7.

Southeast Idaho AHEC
Where students and health professionals thrive!

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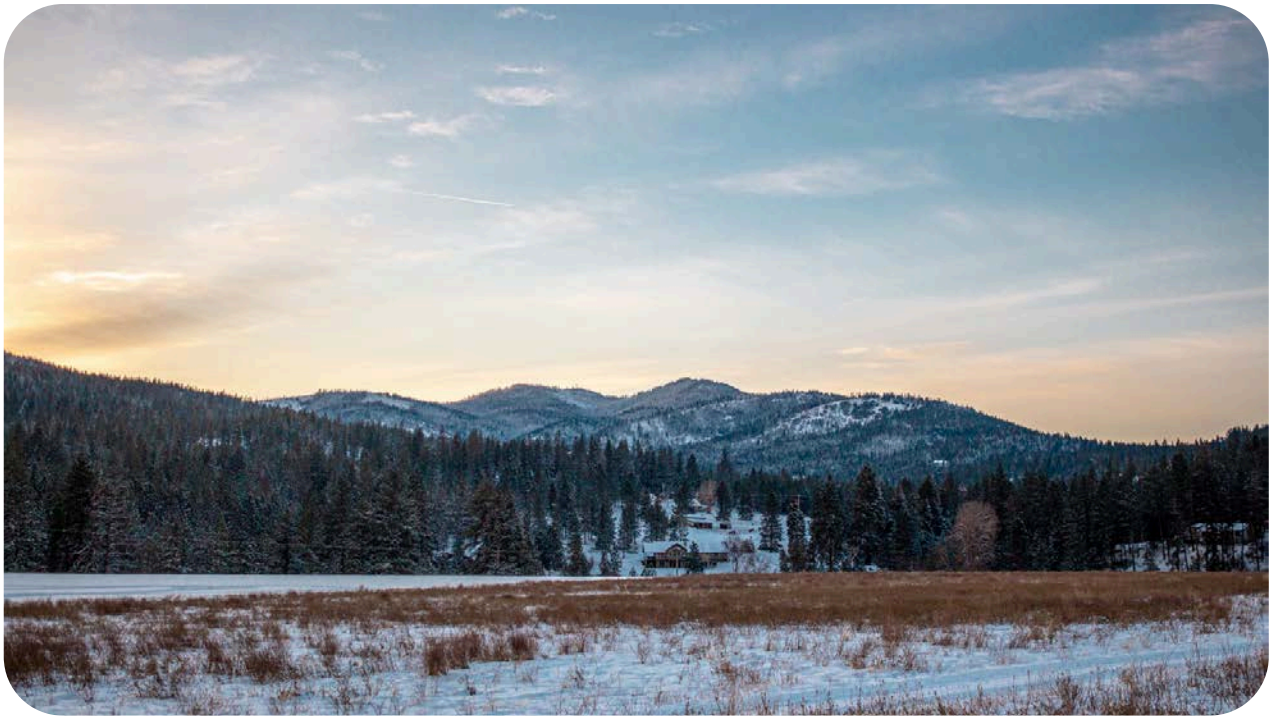
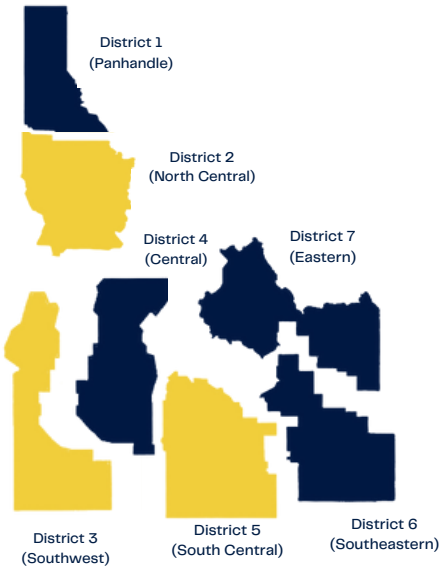


IDAHO PROGRAM OFFICE

In partnership with Idaho State University's Kasiska Division of Health Sciences and School of Nursing, the Idaho AHEC Program Office was established in 2023. It is the first program office in the state and joins a cadre of 45 organizations to receive funding through the Health Resources and Services Administration. We support the three AHEC Centers by working with educational, industry, and community organizations to build a quality healthcare workforce to benefit rural and underserved areas.

REGION



The Idaho AHEC program office supports the three Idaho AHEC Centers that cover the seven health districts across the state.

MISSION

The mission of Idaho AHEC is to develop a diverse and sustainable health care workforce in rural and underserved communities across the state of Idaho.

VISION

The Idaho AHEC Program Office envisions guaranteed access to high-quality healthcare services for all Idahoans - equal opportunities, accessible avenues, interprofessional approaches, mirrored diversity, and healthy workplaces.

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WHAT IS AHEC SCHOLARS?

AHEC Scholars is a two-year certificate program for health profession students, designed to supplement and broaden their training and team-based learning in rural and/or underserved areas.

In the two-year program, students must complete 80 hours of self-paced and group interprofessional learning and 80 hours of community-based clinical activities. These 160 hours are divided equally between the two years. While many students will work in small rural communities, there are options to work with urban underserved populations. Some elective academic coursework may count towards AHEC Scholars requirements.

Who can participate?

Students must be currently enrolled in a degree or certificate program in the health professions. As of April 2024, the Health Resources and Services Administration (HRSA) recognizes the following programs in Idaho:

- Clinical Psychology (PhD, PsyD)
- Dietetics/Nutrition (MS)
- Medicine (MD, DO)
- Nursing (AS, BSN, MSN, DNP)
- Physician Assistant
- Pharmacy (PharmD)
- Social Work (BSW, MSW)
- Athletic Training (MS)

ACADEMIC SCHEDULING AND AHEC SCHOLARS

AHEC Scholars is a two-year program requiring continuous enrollment concurrent with your academic program enrollment, with few exceptions.

Idaho AHECs only count 40 hours of clinical activities and 40 hours of interprofessional learning each year (80 hours total). You can do more, but you must complete the required 80 hours within each year.

All requirements for the AHEC Scholars program must be completed by the time you graduate from your degree program.

INTERPROFESSIONAL LEARNING

REQUIREMENTS

AHEC Scholars are required to complete 40 hours of interprofessional learning activities, each year of the program. These hours include an interprofessional development series, pre-session preparation, and self-paced learning activities.

SCHEDULE

Each year includes eight zoom sessions of 90 minutes each held in the evening. You will be expected to prepare for the session by reading a variety of short articles and watching videos. In year one, sessions will take place in the spring semester. In year two, sessions will be held in the fall semester.

WHAT TO EXPECT

The series sessions are dynamic, discussion-based, and interactive. You will spend time working collaboratively with other Scholars through activities such as case examples and problem-solving challenges. The sessions are conducted in a seminar style and draw upon group participation and engagement via Zoom.

EIGHT CORE TOPICS

The series will cover eight core topics required by the Health Resources Services Administration. Learn more about these core topics on the next page.

EIGHT CORE TOPIC AREAS

1

INTERPROFESSIONAL EDUCATION

Supports a coordinated, patient-centered model of health care that involves an understanding of the contributions of multiple health professionals.

2

BEHAVIORAL HEALTH INTEGRATION

Promotes the development of integrated primary and behavioral health services to better address the needs of individuals with mental health and substance abuse conditions.

3

SOCIAL DETERMINANTS OF HEALTH

Includes five key areas (determinants) of economic stability, education, social and community context, health and health care, neighborhoods, and built environments, and their impact on health.

4

CULTURAL COMPETENCY

Seeks to improve individual health and build health communities by training healthcare providers to recognize and address the unique culture, language, and health literacy of diverse consumers and communities.

5

PRACTICE TRANSFORMATION

Aims to support quality improvement and patient-centered care through goal-setting, leadership, facilitation, workflow advancements, measuring outcomes, and adapting organizational tools and processes to support team-based models of care delivery.

6

CURRENT & EMERGING HEALTH ISSUES

Supports an understanding of and appropriate response to issues that affect specific geographic or demographic populations, such as COVID-19, opioid abuse, and adverse and geographically relevant health issues.

7

THE ROLE OF PARAPROFESSIONALS IN PRIMARY CARE

Aims to increase training and development of CHWs and paraprofessionals to be the connectors who are able to serve as a liaison/link/intermediary between health professionals and the community to facilitate access to service and improve health equity, community/population health, and social determinants of health.

8

VIRTUAL LEARNING & TELEHEALTH

Seeks to improve virtual learning and telehealth curricula and community-based experiential training. The COVID-19 pandemic has forced all health care systems, hospitals, and clinics to rapidly implement telehealth services, simulation-based technology, and virtual trainings to continue delivering patient care.

CLINICAL/CLINICAL EXPERIENTIAL ACTIVITIES

INTERPROFESSIONAL C/CE HOURS

As an AHEC Scholar, you are required to complete a total of 80 hours (40 hours in each year) of clinical and/or clinical experiential activities in a rural and/or underserved setting. All hours must be completed in an interprofessional setting or completed working in a team with students from health professions' fields of study different than your own.

CLINICAL EXAMPLES

- Complete a clinical rotation organized by your academic program, in a qualified setting.
- Employment or volunteer service in a patient or client-facing role in a qualified clinical setting.

Other Examples:

- an NP student working as an RN at an FQHC
- a social work student working as a medical assistant at a rural clinic
- a medical student volunteering as a CHW or medical assistant at a free clinic.

**Scholars are responsible for notifying their academic programs of planned participation in any experiences not organized by their academic program and are responsible for ensuring that they not engage in any activities that violate the policies of their academic programs and/or that exceed their scope as health professions students.

CLINICAL/CLINICAL EXPERIENTIAL ACTIVITIES CONTINUED

CLINICAL EXPERIENTIAL EXAMPLES

- Complete shadowing hours in a qualified setting with a health professional from a discipline other than that which you are studying, such as:
  - a med student shadowing with a PT at a critical access hospital
  - A dietetics student shadowing with a social worker at a free clinic

- Participate in a simulation training that involves students from multiple health programs (i.e. PA and Pharmacy or Med, AT, and Dietetics) and includes an element of instruction pertaining to communities that are rural and/or medically underserved.

- Participate in an interprofessional (more than one health profession represented) case-based discussion that addresses the unique needs of patients in rural and/or medically underserved communities.

QUALIFIED SETTING EXAMPLES

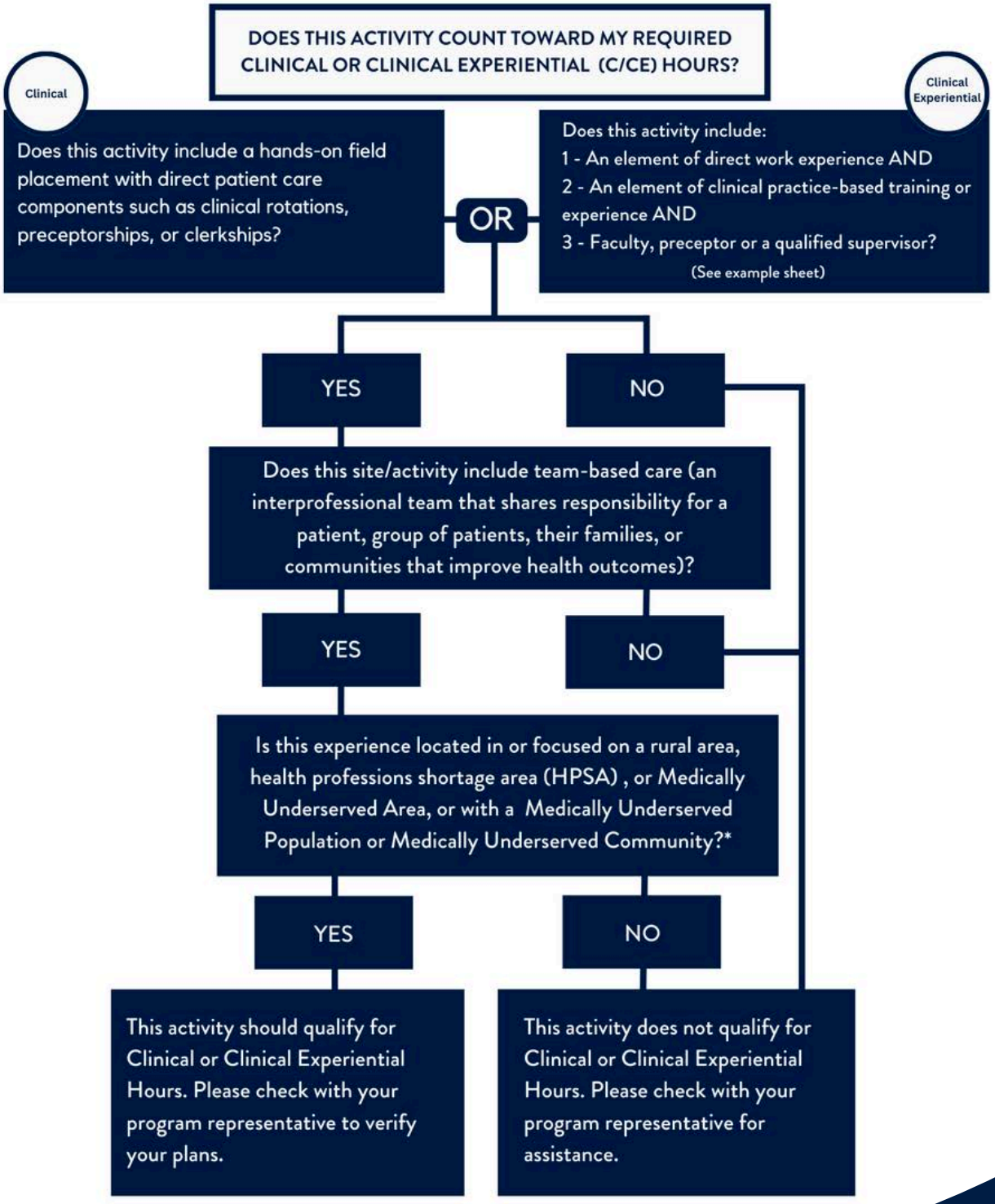
Examples include, but are not limited to...

- Rural Health Clinics
- Critical Access Hospitals
- State correctional facilities
- Indian Health Services (IHS) health facilities
- Free Clinics
- Skilled Nursing Facilities
- Student health clinics
- Public health districts

- Federally Qualified Health Centers (FQHCs), also known as Community Health Centers (CHCs)
- State-operated psychiatric hospitals (i.e. State Hospital South, State Hospital North)

**Scholars are responsible for notifying their academic programs of planned participation in any experiences not organized by their academic program and are responsible for ensuring that they not engage in any activities that violate the policies of their academic programs and/or that exceed their scope as health professions students.

C/CE DECISION TREE



C/CE DEFINITIONS

MEDICALLY UNDERSERVED DEFINED

Medically Underserved Areas/Populations are areas or populations designated by HRSA as having too few primary care providers, high infant mortality, high poverty or a high elderly population. Health Professional Shortage Areas (HPSAs) are designated by HRSA as having shortages of primary medical care, dental or mental health providers and may be geographic (a county or service area), population (e.g. low income or Medicaid eligible) or facilities (e.g. federally qualified health center or other state or federal prisons).

RURAL DEFINED

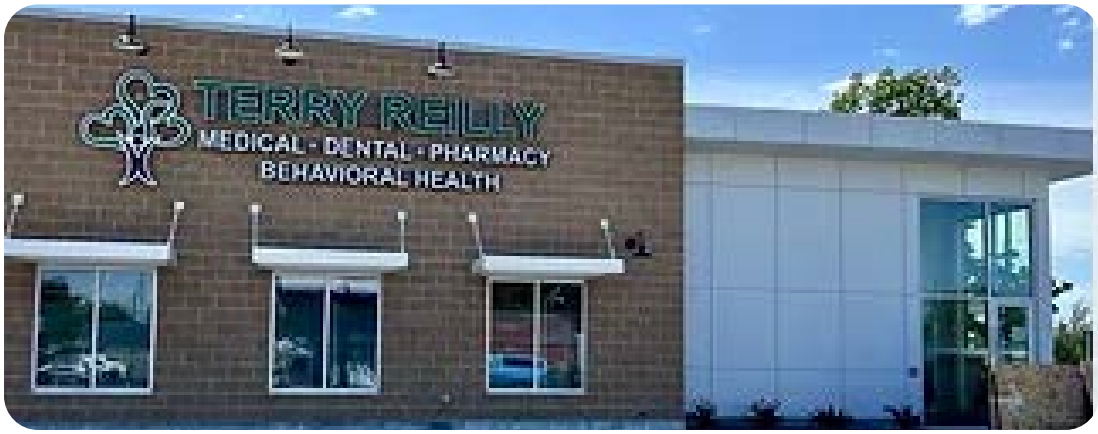
If you are uncertain whether or not a site meets these criteria, you can check via the links below.

- Medically Underserved Area/Population: **https://data.hrsa.gov/tools/shortage-area/mua-find**
- Health Professional Shortage Areas: **https://data.hrsa.gov/tools/shortage-area/hpsa-find**

The federal government loosely defines rural as “everything non-urban” based on a variety of definitions. However, you can use the Am I Rural tool to determine if a particular location meets the requirement for our purposes.

- Am I Rural? Tool: **https://www.ruralhealthinfo.org/am-i-rural**

If you are still unsure, do not hesitate to reach out to your center point of contact for assistance.



Terry Reilly clinic in Homedale

C/CE FAQS

Can I count the clinical rotations that I complete for my academic program?
Yes! As long as the clinical rotations are completed in an interprofessional setting that qualifies as rural and/or urban underserved.

What if my program doesn't have clinical rotations that will count for C/CE hours?
If you are unable to complete clinical hours through your academic program, you may volunteer at a variety of community organizations or healthcare facilities. These sites must offer interprofessional options and be in a rural or underserved community. Great places to volunteer include free clinics, Federally Qualified Healthcare Centers, student health clinics, or other locations listed in the setting examples. You may team up with other students outside of your program to qualify for interprofessional work. Please contact your center point of contact for assistance in approving locations. If you are uncertain about where to volunteer, we can help you find a suitable location.

What if I want to complete my hours in an urban area?
You can, as long as your experience involves working with underserved populations in an interprofessional environment.

I work in a healthcare facility. Can I count my work hours as community-based experience?
Yes! You can count your work hours as long as they occur during the same timeframe that you are enrolled in AHEC Scholars. You must be working in an interprofessional setting that is either in a rural or underserved community. Speak to your center point of contact if you are unsure if your setting will qualify.

What if the facility where I am volunteering offers to hire me?
Congratulations! Idaho AHEC has no rules about employment with one of our partners. Be advised, though, that you must be enrolled in an academic program in order to be an AHEC Scholar. If you drop out of school, you will have to drop out of the AHEC Scholars Program.

How do I track my hours?
Your C/CE hours will be logged using an online tracking program known as RedCap. It will be very important for you to keep your hours updated as you complete them. Please do not wait until the last minute to add your hours. RedCap instructions will be provided by your center point of contact.

C/CE FAQS CONTINUED

What is a learning plan?
The learning plan is a form to help you plan how you will complete your C/CE hours. This gives your center the chance to make sure your hours will fulfill the requirements. Placement locations must be approved by your center prior to completion. The plan is a great tool for making sure you have access to locations, populations, and topics that are of interest to you. We want this to be an interesting and meaningful experience.

What is the reflections portion of the C/CE tracker?
You will be asked to write reflections about your C/CE experiences each year. The first reflection will be completed after you serve 40 hours and the second after your full 80 hours are complete.

These reflections should include a robust evaluation of your experiences, and not simply a summary of your activities. What do you know now that you did not know before the experience? How did this experience shape your understanding of team-based health care? The unique needs of rural and/or underserved patients?

This exercise is designed to help you think critically about your involvement and apply your learning about the eight core topics. Please be prepared to put some effort into the writing. You will get out of it what you put into it. Journaling is a very effective way to integrate your practice exposure into your academic studies.

YEAR ONE REQUIREMENTS

APPLY FOR AHEC SCHOLARS
Submit Online Application via RedCap

ACCEPT OFFER INTO THE AHEC SCHOLARS PROGRAM
Complete and Return: Confirmation of Participation, Photo Release, Conduct Pledge, W9

ATTEND NEW SCHOLAR ORIENTATION/AHEC KICK OFF
Each Center Will Host Their Own Kickoff Event for Students

COMPLETE INTERPROFESSIONAL DEVELOPMENT SERIES
Attend 8 Weeks of Live Sessions via Zoom in the spring and complete All Pre and Post Class Work via Canvas

COMPLETE 10 HRS OF SELF-PACED LEARNING
Submit Each Activity to Your Center via Survey Monkey or Qualtrics

COMPLETE 40 HRS OF CLINICAL OR CLINICAL EXPERIENTIAL LEARNING
Decide on Placement Site(s), complete Learning Plan in RedCap, and submit hours completed at each site to C/CE Tracker in RedCap

RESPOND TO ALL PROGRAM DOCUMENTATION REQUESTS
Pre and Post Surveys

YEAR TWO REQUIREMENTS

COMPLETE INTERPROFESSIONAL DEVELOPMENT SERIES
Attend 8 Weeks of Live Sessions via Zoom in the fall and complete all associated assignments

COMPLETE 10 HRS OF SELF-PACED LEARNING
Submit each activity to your Center via Canvas

COMPLETE 40 HRS OF CLINICAL OR CLINICAL EXPERIENTIAL LEARNING
Decide on Placement Site(s) and submit Hours Completed at Each Site to C/CE Tracker in RedCap

RESPOND TO ALL PROGRAM DOCUMENTATION REQUESTS
Pre and Post Surveys

FREQUENTLY ASKED QUESTIONS

What are the rules for volunteering at the C/CE site?
You are expected to abide by the rules of your C/CE site. Please ask your supervisor at the location about any expectations, such as attendance and dress-code. Additionally, you must follow any guidelines set by your academic program when working in a clinical site sponsored by your program. All students are expected to behave professionally.

What happens if I start AHEC Scholars but can't finish?
We hope that everyone who begins the program will be able to complete it successfully, but we recognize that life doesn't always work out that way. If you know that you won't be able to complete a particular set of requirements, please reach out to your center point of contact immediately. Stipends are paid upon successful completion of annual program requirements. If you drop out of the program, you will forfeit your stipend and will no longer be eligible for the AHEC Scholars Certificate of Graduation.

How do the stipends work?
All participants in the Idaho AHEC Scholars program receive $500 after successful completion of each year's requirements, including class attendance, all related coursework, and annual C/CE hours for a total of $1,000 in stipends for the two years. Your center point of contact will communicate with you about the specific payment procedures and timeline for your Center.

What if I can't make it to an Interprofessional Development Series session?
Due to the abbreviated and interactive nature of the series, attendance is critical. However, if you can't attend a session due to illness or an emergency, please let the session facilitator know ahead of time so arrangements for an alternative assignment can be made. If you miss more than 2 sessions, you'll be asked to withdraw from AHEC Scholars.

What technology do I need to use?
We will be using Canvas and RedCap. As all learning sessions will be online, you will need to have access to Zoom. If you need assistance setting up your accounts, please feel free to contact your Center point of contact for assistance.

What is the cost?
There is no tuition for the AHEC Scholars program, although there may be some costs not covered associated with participating in C/CE activities such as activities, materials, and transportation.

BENEFITS OF BEING AN AHEC SCHOLAR

Network with established leaders in primary care and rural and underserved health care in Idaho

Earn a national certificate from the Health Resources and Services Administration (HRSA), recognizing you as an AHEC Scholar and leader in primary care

Receive a stipend upon completion of annual requirements to assist with travel to rural clinical sites and other education experiences

RECOMMENDED RESOURCES

Here are some helpful resources relating to the health professions and rural and underserved communities in Idaho:

AM I RURAL? TOOL

Determine whether your location is considered rural based on various definitions of rural, including definitions that are used as eligibility criteria for federal programs. This is an excellent resource for determining if your CEC placements are considered rural. Please consult your local AHEC Center's Director for any additional questions.

ECHO IDAHO

Project ECHO (Extension for Community Healthcare Outcomes) is a guided practice model that revolutionizes medical education and exponentially increases workforce capacity to provide best-practice specialty care and reduce health disparities. The heart of the ECHO model™ is its knowledge-sharing networks, led by expert teams who use multi-point video conferencing to conduct virtual clinics with community providers. In this way, primary care doctors, nurses, and other clinicians learn to provide excellent specialty care to patients in their own communities.

HEALTH RESOURCES & SERVICES ADMINISTRATION

The Federal Office of Rural Health Policy (FORHP) was created in 1987 to advise the Secretary of the U.S. Department of Health and Human Services on healthcare issues impacting rural communities, including access to quality healthcare and health professionals; viability of rural hospitals; and the effect of the Department's proposed rules and regulations, including Medicare and Medicaid, on access to and financing of health care in rural areas.

IDAHO CHILD WELFARE RESEARCH & TRAINING CENTER

ICWRTC engages with children, families, and communities to obtain positive outcomes by providing support services, recruiting and developing resource families/caregivers, offering comprehensive training and education, supporting permanency planning for children through innovative programs, and relationship-building with state welfare agencies and community partners.

IDAHO COMMISSION ON AGING

Idaho Commission on Aging's mission is to improve the quality of life for all older Idahoans, vulnerable adults, and their families through education, advocacy, accountability, and support to live independent, meaningful, and dignified lives within communities of their choice.

IDAHO DENTAL ASSOCIATION

The Idaho Dental Association is the professional association of dentists committed to the public's oral health through professional advancement, science, and ethics, leading a unified profession through initiatives of advocacy, education, and the development of standards.

IDAHO DEPARTMENT OF HEALTH AND WELFARE

Idaho Department of Health and Welfare promotes healthy lifestyles and environments while monitoring diseases and health risks to safeguard Idaho citizens. We believe prevention is the key to living life free of disease and injury. Find information about community health, family health, health assistance, prevention, diseases, and conditions.

IIDAHO HOSPITAL ASSOCIATION

Founded in 1933, the Idaho Hospital Association is a statewide, nonprofit trade association that brings hospital/healthcare leaders together to identify issues of mutual concern and to address these issues in a responsible manner that ensures quality health care for those we serve throughout Idaho.

IDAHO MEDICAL ASSOCIATION

A leading advocate for the practicing physician and for improving the quality of Idaho's health care. For more than a century, the Idaho Medical Association has supported and served the medical community and fostered high-quality care for all Idahoans through its leadership in legislation, medical education, and public health.

IDAHO PARENTS UNLIMITED, INC.

Founded in 1985, Idaho Parents Unlimited, Inc. (IPUL) is a statewide organization that houses the Idaho Parent Training and Information Center, the Family to Family Health Information Center, Idaho Family Voices, and VSA Idaho, the State Organization on Arts and Disability.

IDAHO COMMUNITY HEALTH CENTER ASSOCIATION

Operates a cooperative statewide network, representing ten Community Health Center members and three supporting members.

IDAHO PUBLIC HEALTH ASSOCIATION

Provides a forum for individuals and organizations to work collectively in order to assure conditions in which Idahoans will be healthy.

IDAHO CRISIS AND SUICIDE HOTLINE

Idaho Crisis and Suicide Hotline provides 24/7 free and confidential support. They are committed to ensuring that those they serve are heard and empowered with options to stay safe while supporting their emotional well-being. Crisis and suicide prevention support is available to you or a loved one.

IDAHO RURAL HEALTH ASSOCIATION

The Mission of the Idaho Rural Health Association is to provide leadership on issues related to rural health in Idaho through advocacy, communication, and education.

NATIONAL AHEC ORGANIZATION

You are now part of a national system of AHEC scholars. The National AHEC Organization is there for you as a resource and as an avenue for you to connect to healthcare students and leaders across the country.

NATIONAL INSTITUTE OF MENTAL HEALTH

The National Institute of Mental Health offers authoritative information about mental health disorders as well as information on a range of mental health topics and the latest mental health research.

NATIONAL HEALTH SERVICE CORPS

The National Health Service Corps (NHSC) supports more than 20,000 primary care medical, dental, and behavioral health providers through scholarships and loan repayment programs. For more than 50 years, we've increased access to quality health care in communities with significant health professional shortages.

NATIONAL RURAL HEALTH ASSOCIATION

The obstacles faced by healthcare providers and patients in rural areas are vastly different from those in urban areas. Economic factors, cultural and social differences, educational shortcomings, lack of recognition by legislators, and the sheer isolation of living in remote areas all conspire to create healthcare disparities and impede rural Americans in their struggle to lead normal healthy lives.

NORTHWEST REGIONAL TELEHEALTH RESOURCE CENTER

The NRTRC provides technical assistance in developing telehealth networks and applications to serve rural and underserved communities. Our services provide technical assistance for new programs and applications, increase exposure to telehealth as a healthcare delivery tool, improve access to specialty care through regional collaboration, develop information on best practices and telehealth toolkits, and address regional regulatory, policy, and reimbursement issues.

RURAL HEALTH INFORMATION HUB

The Rural Health Information Hub is funded by the Federal Office of Rural Health Policy to be a national clearinghouse on rural health issues. We are committed to supporting health care and population health in rural communities.

SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION

The Substance Abuse and Mental Health Services Administration (SAMHSA) is the agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation. SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities.

SUICIDE PREVENTION ACTION NETWORK OF IDAHO

Suicide Prevention Action Network of Idaho is providing leadership, survivor support groups, and education throughout the state.

THE HOSPITAL COOPERATIVE

The Hospital Cooperative is a dynamic organization consisting of 16 hospitals in southeastern Idaho and western Wyoming. Our mission is to strengthen regional health care by providing support and increasing value to members through shared resources, knowledge, and information.

U.S. DEPARTMENT OF VETERANS AFFAIRS

U.S. Department of Veterans Affairs-The National Center for PTSD is dedicated to research and education on trauma and PTSD. We work to assure that the latest research findings help those exposed to trauma.

WELCOME TO THE PROGRAM!

IDAHO AHEC

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