



IDAHO AREA HEALTH EDUCATION CENTERS'

# SCHOLAR HANDBOOK

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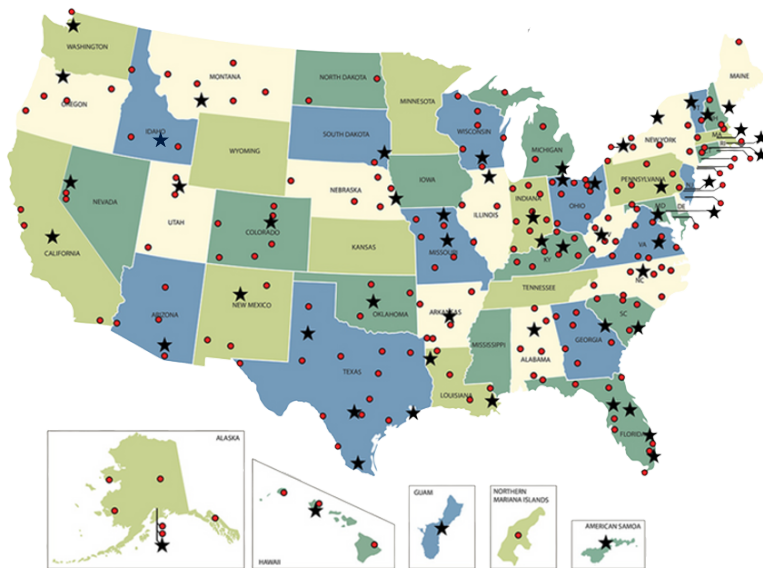
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## Area Health Education Centers (Nationwide)



# WHAT THE AHEC?

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

## CONNECTING



# AHEC IN IDAHO

Idaho AHEC, a program of the multifaceted non-profit organization, Jannus, Inc., served the entire state from 1987 – 2017. In 2017, two new AHECs were added. Still housed at Jannus in Boise, the former statewide AHEC became Southwest Idaho AHEC; the Southeast Idaho AHEC emerged as a program of Idaho State University's Kasiska Division of Health Sciences and Institute of Rural Health; and the North Idaho AHEC arose from of a fruitful partnership with the University of Idaho's WWAMI Medical Education Program. In 2022, Idaho State University's School of Nursing became the home of the first-ever Idaho AHEC Program Office and Southeastern Idaho Public Health in Pocatello took over the stewardship of Southeast Idaho AHEC. The composite framework of the Idaho AHEC program encompasses three strategically located centers and a central program office, all synergistically harmonizing their endeavors to advance the AHEC mission throughout the state.





# SOUTHEAST IDAHO AHEC

Established in 2017, the Southeast Idaho Area Health Education Center (AHEC) finds its home within the Southeastern Idaho Public Health, located in Pocatello, Idaho. Aligned with AHECs nationwide, SE ID AHEC ardently endeavors to extend its reach to rural and underserved communities, actively lending support to vital initiatives such as ISU's telepharmacy project in Challis, Idaho. At the core of its mission, SE ID AHEC is resolutely committed to amplifying access to primary care services for community members residing in Southeast Idaho, achieved through the enrichment of educational experiences for both health professions students and established healthcare professionals.

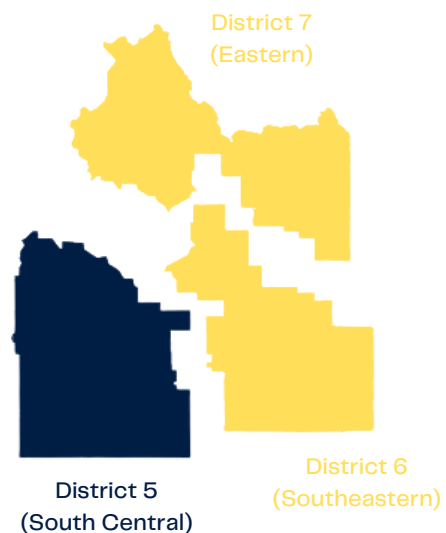
## MISSION

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

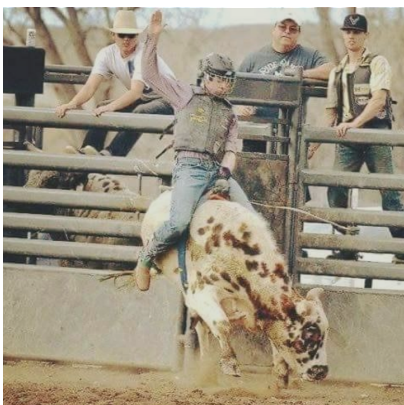
## VISION

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 the southeastern part of the state. Our boundaries are based on Idaho Public Health Districts 5, 6, and 7 and are reflected in the orange-colored portion of the logo.





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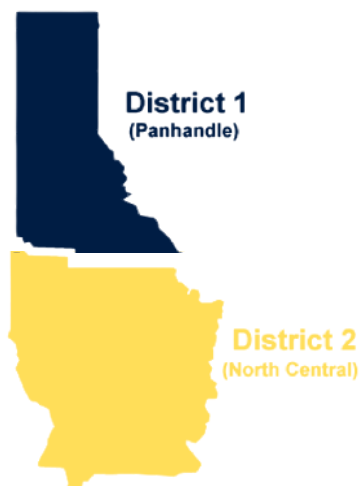
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# NORTH IDAHO AHEC

Established in 2017, the North Idaho Area Health Education Center (N ID AHEC) finds its home within the WWAMI Medical Education program at the University of Idaho, nestled in the vibrant city of Moscow, ID. With a longstanding collaborative history dating back to 1972, the University of Idaho and the University of Washington have steadfastly worked together to shape the future of Idaho's medical practitioners. Both Idaho WWAMI and AHEC wholeheartedly embrace the shared commitment to prioritize rural healthcare, strategically aligned with the state's unique requirements, rendering the University of Idaho an ideal and fitting foundation for the North Idaho AHEC.

## REGION



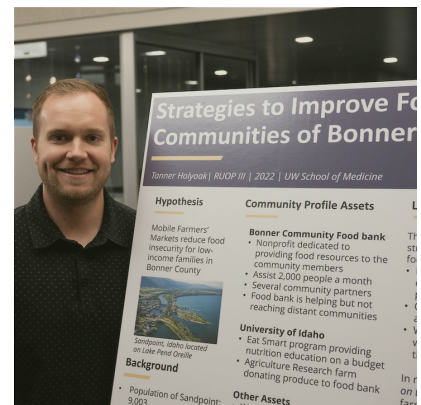
The North Idaho AHEC serves 10 counties: Boundary, Bonner, Kootenai, Benewah, Shoshone, Latah, Clearwater, Nez Perce, Lewis and Idaho. Our boundaries align with Idaho Public Health Districts 1 (Panhandle) and 2 (North Central) and are reflected in the yellow part of the logo.

## 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.





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# SOUTHWEST IDAHO AHEC

Established in 1986, the Southwest Idaho Area Health Education Center (SW ID AHEC) stood as the sole AHEC in Idaho for over three decades. As an integral component of the nationwide network of programs, SW ID AHEC strives to enhance the distribution, diversity, and availability of primary healthcare professionals, placing particular emphasis on catering to the unique requirements of rural and underserved regions. Operating under the auspices of Jannus, Inc., a distinguished multi-service non-profit organization situated in Boise, ID, SW ID AHEC diligently works towards its mission of promoting equitable access to comprehensive healthcare services.

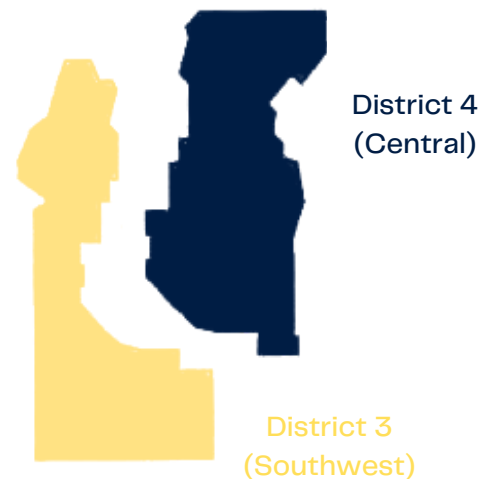
## MISSION

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.

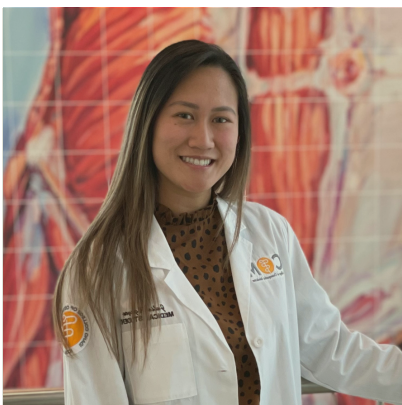
## VISION

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



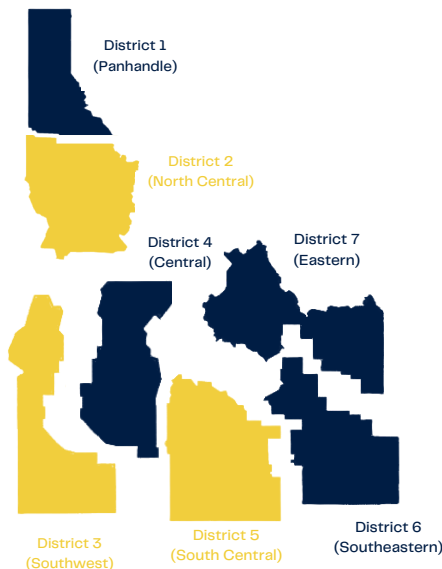
Southwest Idaho AHEC serves 10 counties – Ada, Adams, Boise, Canyon, Elmore, Gem, Owyhee, Valley, and Washington – in the southwestern part of the state. Our boundaries are based on Idaho Public Health Districts 3 and 4 and are reflected in the rust-colored portion of the logo.



# 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



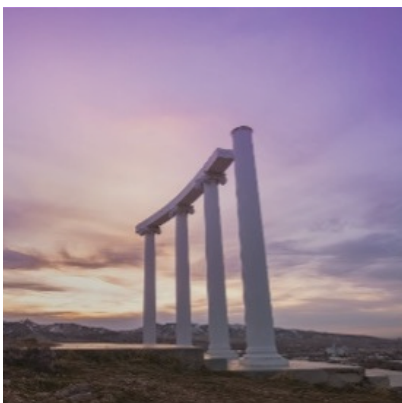
The Idaho AHEC program office supports the three Idaho AHEC Centers that cover the seven health districts across the state.

## 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 program for health profession students, designed to supplement and broaden their training and team-based learning in rural and/or underserved areas.

Over the course of the two year program, students are required to complete 80 hours (40 hours in year one, 40 hours in year two) of live classroom and online training, didactics, and another 80 hours (40 hours in year one, 40 hours in year two) of community-based learning out in the field, CEC. Many students will complete their community-based learning in a small rural community, but there is also an option for working with urban underserved populations. Students may be able to double-count some elective academic coursework to meet the AHEC Scholars requirements.

### Who can participate?

Students must be currently enrolled in a degree or certificate program in the health professions. As of December 2023, the Health Resources and Services Administration (HRSA) recognizes the following programs in Idaho:

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

# ACADEMIC SCHEDULING AND AHEC SCHOLARS

## **AHEC Scholars is a two-year program. What does that mean?**

For AHEC Scholars certification purposes, you need to be enrolled in the program for two continuous academic years. For example, if you join AHEC Scholars in the fall of 2023, you are considered a Scholar for the period of Fall 2023 through May 2025. You need to be enrolled in an academic program of study for the entire time you are also enrolled in AHEC Scholars, with some exceptions. See the questions below for details.

## **Can I complete the entire AHEC Scholars program on an accelerated schedule?**

No. Idaho AHECs will only count 40 hours of community-based learning and 40 hours of didactic coursework **each year** (80 hours total each year). You may do more if you wish, but you must complete 80 hours within the timeframe of each year.

## **Can I finish my AHEC Scholars requirements after graduation?**

No. All requirements for the AHEC Scholars program must be completed by the time you graduate from your degree program.

## DIDACTIC CLASS

### ***WHAT ARE THE DIDACTIC REQUIREMENTS?***

AHEC Scholars are required to complete 40 hours of didactic learning, each year of the program. These hours are comprised of pre-class preparation, in-class time, post-class reflection assignments, and on-your-own learning activities.

### ***WHAT CAN I EXPECT FROM CLASS***

This class is dynamic, discussion-based, and interactive. You will spend time working collaboratively with other Scholars through activities such as case examples, games, and problem-solving challenges. The course is conducted in a seminar style and draws upon class participation and engagement via Zoom.

### ***WHEN ARE THE CLASSES HELD?***

Typically, the classes are held in the evening. Scheduling will be based on a survey of Scholars' preferences. Class length is 90 minutes once a week. You will be expected to prepare for class by reading a variety of short articles and watching videos. In year one, classes will take place in the first eight weeks of the spring semester. In year two, class will be held in the first eight weeks of the fall semester.

### ***WHAT IS COVERED IN CLASS?***

The classes 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

## **CONNECTING COMMUNITIES & SUPPORTING HEALTH PROFESSIONALS**

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.

# COMMUNITY BASED EXPERIENCE

## What are Inter-professional Community/Experiential/Clinical (CEC) hours?

Experiential training gives students the opportunity to apply/practice what they learn in didactic settings. As an AHEC Scholar, you are required to complete a total of 80 hours (40 hours in year one, 40 hours in year two) of community, clinical or experiential learning in a rural and/or underserved setting. This could be a combination of community, clinical or experiential learning hours. All hours must be completed in an inter-professional setting or completed working in a team with students from health professions fields of study different than your own.

## COMMUNITY

This could be service learning, a community project, or volunteer work. Examples of appropriate volunteer sites include: food banks, homeless shelters, and organizations like Habitat for Humanity. You need to be doing work that affects health outcomes in some way. To meet the IPE requirement, you must work with/learn from other health professionals from disciplines other than your own or do this work as a team with one or more other student from other disciplines. This meets the inter-professional requirement. The work site must be in a rural and/or underserved setting.



## EXPERIENTIAL

This includes any type of clinical simulation experience, such as AHEC simulation activities offered for CEC and/or attending interprofessional simulation activities offered by your academic program. The simulation must have a focus on rural and/underserved populations.

## CLINICAL

This includes the patient-care component of health professions education, including but not limited to clinical rotations, hands-on field training with patient encounters (not didactic). This must be in a rural or underserved setting. Additionally, it must include working/learning from a variety of health professionals or involve you working in a team with other students from other health disciplines. Clinical rotations required by your academic program may count as long as they meet the rural/underserved and interprofessional components.

# CEC DECISION TREE

## 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).

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

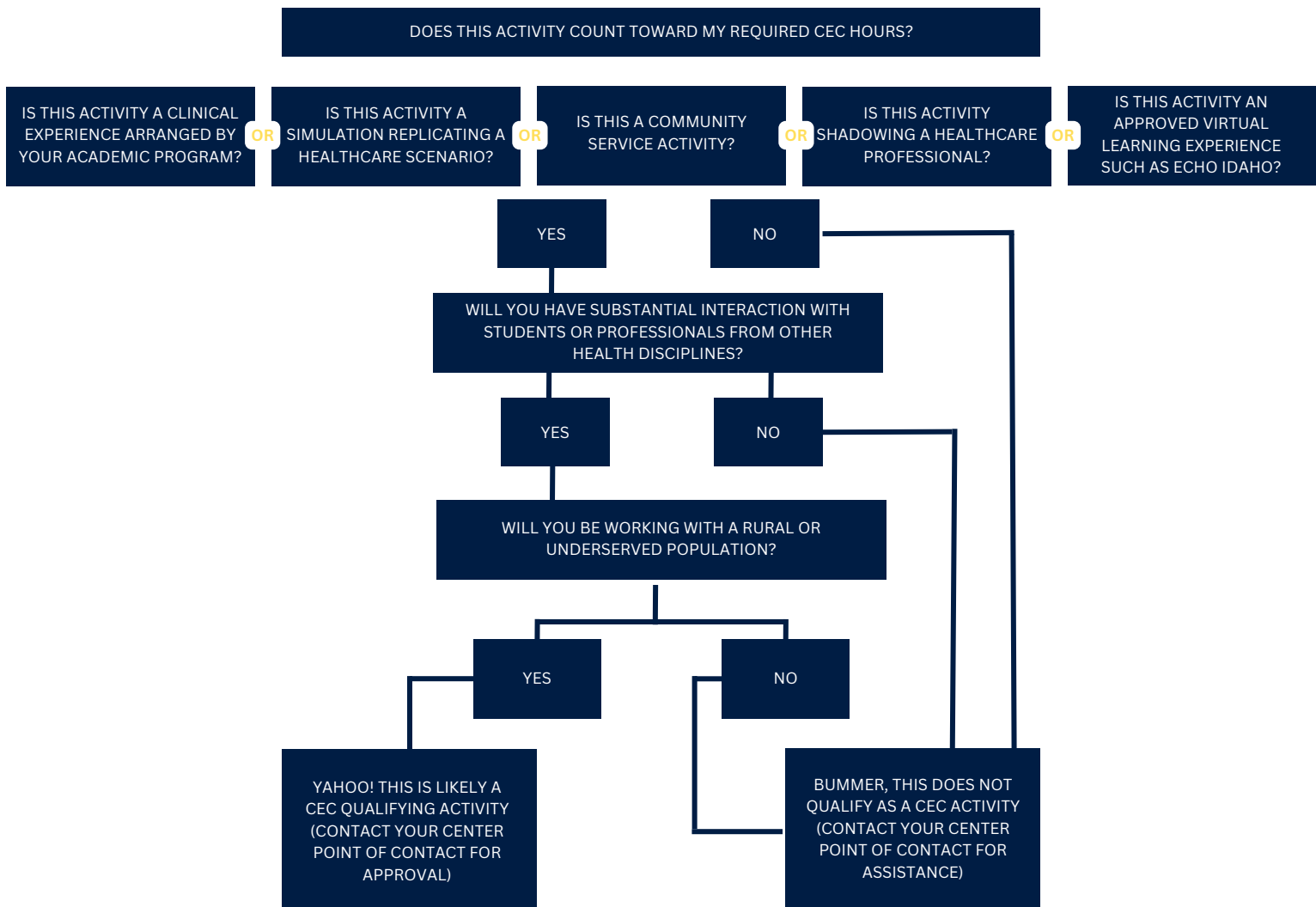
- Medically Underserved Area/Population: <https://data.hrsa.gov/tools/shortage-area/mua-find>
- Health Professional Shortage Areas: <https://data.hrsa.gov/tools/shortage-area/hpsa-find>

## RURAL DEFINED

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.*





# COMMUNITY BASED EXPERIENCE 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 inter-professional rural and/or urban setting.

## **What if my program doesn't have clinical rotations that will count for CEC 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 inter-professional options and be in a rural or underserved community. Great places to volunteer include homeless shelters, domestic violence centers, crisis centers, free clinics, Federally Qualified Healthcare Centers, corrections centers, or other non-profit groups. You may team up with other students outside of your program to qualify for inter-professional work. Please contact your center point of contact for assistance in approving locations. If you are uncertain about where to volunteer, we will help you find a suitable placement.

## **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 inter-professional 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 time-frame that you are enrolled in AHEC Scholars. You must be working in an inter-professional 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 Community, Experiential and Clinical 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.



**COMMUNITY  
CLINICAL  
EXPERIENTIAL**



**RURAL /  
UNDERSERVED  
POPULATION**



**WORKING  
WITH A HEALTH  
PROFESSIONAL**

IN A DISCIPLINE OTHER THAN YOUR OWN



# COMMUNITY BASED EXPERIENCE FAQs CONTINUED

## What is a learning agreement/plan?

The learning agreement/plan is a form to help you plan how you will complete your CEC 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 agreement 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 CEC tracker?

You will be asked to write reflections about your CEC 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 AND TIMELINE



**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 20 HRS OF SYNCHRONOUS DIDACTIC LEARNING**  
Attend 8 Weeks of Live Classes via Zoom  
Complete All Pre and Post Class Work via Canvas



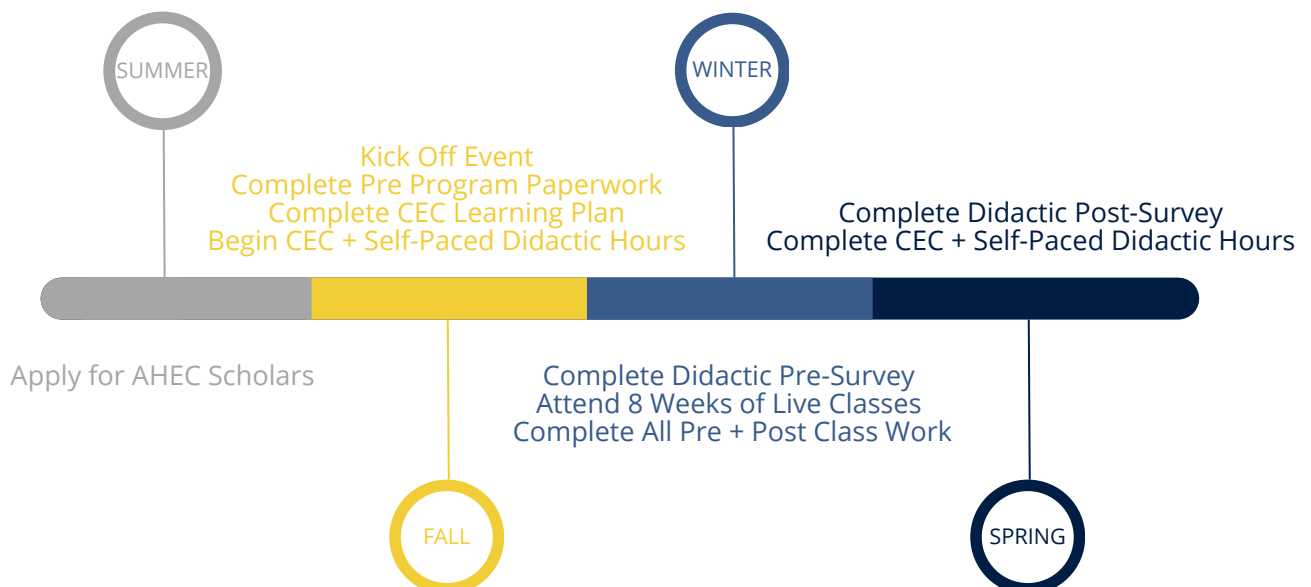
**COMPLETE 10 HRS OF SELF-PACED DIDACTIC LEARNING**  
Submit Each Activity to Your Center via Survey Monkey or Qualtrics



**COMPLETE 40 HRS OF CLINICAL, EXPERIENTIAL, COMMUNITY LEARNING**  
Decide on Placement Site and Complete Learning Plan via RedCap  
Submit Hours Completed at Each Site to CEC Tracker via RedCap



**RESPOND TO ALL PROGRAM DOCUMENTATION REQUESTS**  
Pre and Post Surveys



# YEAR TWO REQUIREMENTS AND TIMELINE



**COMPLETE 20 HRS OF SYNCHRONOUS DIDACTIC LEARNING**  
 Attend 8 Weeks of Live Classes via Zoom  
 Complete All Pre and Post Class Work via Canvas



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



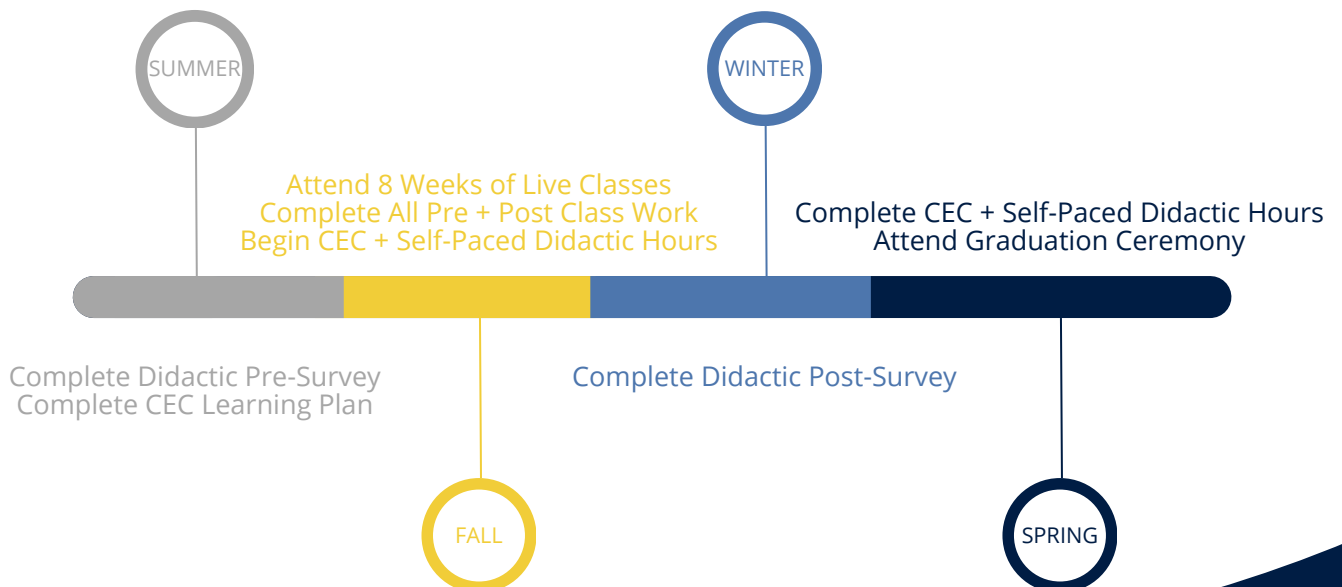
**COMPLETE 40 HRS OF CLINICAL, EXPERIENTIAL, COMMUNITY LEARNING**  
 Decide on Placement Site and Complete Learning Plan via RedCap  
 Submit Hours Completed at Each Site to CEC Tracker via RedCap



**ATTEND SCHOLAR GRADUATION**  
 Graduation May Be Virtual or In-Person



**RESPOND TO ALL PROGRAM DOCUMENTATION REQUESTS**  
 Pre and Post Surveys





# EXPECTATIONS FOR STUDENTS

## What are the rules for volunteering at the C/E/C site?

You are expected to abide by the rule of your C/E/C 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. Please remember you are representing the Idaho AHEC program.

## What happens if I start AHEC Scholars but can't finish?

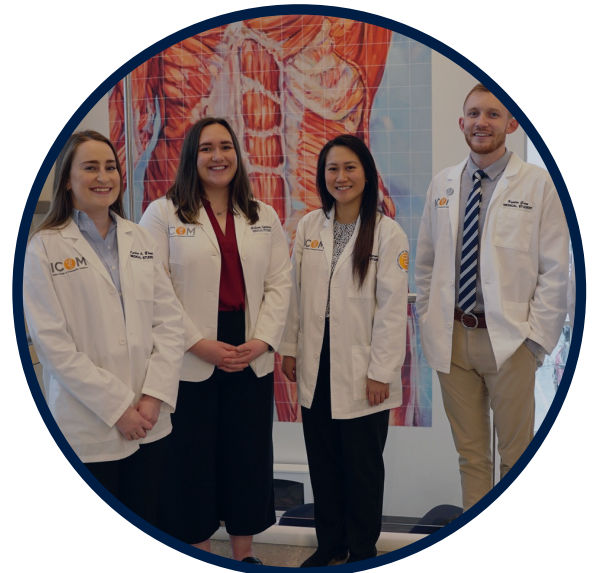
We hope that everyone who begins the program will be able to complete it successfully, but we recognize that life doesn't always work out that way. If you know that you will not be able to complete a particular set of requirements, please get in touch with your center point of contact immediately. Be advised that 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 CEC 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.

## LET'S TALK 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



# ADDITIONAL INFORMATION AND FAQS

## What if I can't make it to class?

Due to the abbreviated and interactive nature of this class, attendance is critical. However, if due to illness or emergency, you are unable to attend the class in person or via Zoom, please let your center point of contact know before class so arrangements for an alternative assignment can be made. In order to remain active in the AHEC Scholars program, you may miss **no more than 2 class sessions** during a year.

## What technology do I need to use?

We will be using the free version of a platform known as Canvas. Canvas is a web-based curriculum management program similar to BlackBoard/BBLearn or Moodle. As all class meetings will be online, you will need to have access to Zoom. This is a free video conferencing, web-based application. If you need assistance setting up your accounts, please feel free to contact your center point of contact for assistance.

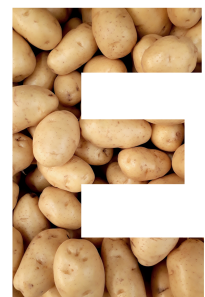
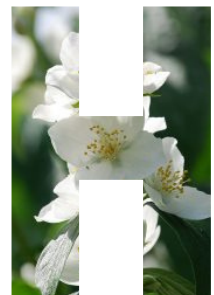
## Will I get credits for taking the class, and will it impact my GPA?

Academic credit is available only for students wishing to formally register for the course as University of Washington students. Additional per-credit fees may apply, particularly for those who are not already enrolled as a student. For those completing the course for academic credit, letter grades are awarded P/F. Attendance and completion of the assignments is required to continue as an Idaho AHEC Scholar. Credit is available only at certain centers, please contact your center contact to discuss course credit.

## What is the cost?

There is no tuition for the AHEC Scholars program, unless academic credit is desired. If academic credit is desired, per-credit tuition and fees may apply.

There may be some costs not covered associated with participating in CEC activities such as activities, materials, and transportation.



# 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.

<https://www.ruralhealthinfo.org/am-i-rural>

## 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.

<https://www.uidaho.edu/academics/wwami/echo>

## 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.

<https://www.hrsa.gov/rural-health/index.html>

## IDAHO ACADEMY OF FAMILY PHYSICIANS

The Idaho Academy of Family Physicians is committed to quality health care, education, and advocacy on behalf of Idaho's family physicians and their patients.

<http://idahofamilyphysicians.org/>

## **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.

<https://familyrtc.org/>

## **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.

<http://www.idahoaging.com/>

## **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.

<https://www.theisda.org/home>

## **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.

<http://healthandwelfare.idaho.gov/Health/tabid/60/Default.aspx>

## **IDAHO 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.

<https://teamiha.org/>



## **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.

<https://www.idmed.org/idaho/>

## **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.

<https://ipulidaho.org/>

## **IDAHO PRIMARY CARE ASSOCIATION**

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

<http://www.idahopca.org/>

## **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.

<http://www.ipha.wildapricot.org>

## **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.

<https://idahocrisis.org/>

## **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.

<https://irha.wildapricot.org/about/>

## **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.

<https://www.nationalahec.org/>

## **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.

<https://www.nimh.nih.gov/health/index.shtml>

## **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.

<https://nhsc.hrsa.gov/>

## **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.

<https://www.ruralhealthweb.org/>

## **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.

<https://nrtrc.org/>

## 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.

<https://www.ruralhealthinfo.org/>

## 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.

<https://www.samhsa.gov/>

## SUICIDE PREVENTION ACTION NETWORK OF IDAHO

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

<https://healthandwelfare.idaho.gov/Families/SuicidePreventionProgram/tabid/486/Default.aspx>

## SW ID AHEC CONTINUING MEDICAL EDUCATION

The Southwest Idaho Area Health Education Center is an ACCME approved provider of AMA PRA Category 1 Credit(s)™ for physicians. We offer direct Continuing Medical Education via our weekly Grand Rounds series and Joint Providership opportunities in partnership with our community partners.

<https://swidahec.cloud-cme.com/>

## 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.

<http://www.hospitalcooperative.org/>

## 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.

<https://www.ptsd.va.gov/>

# WELCOME TO THE PROGRAM!



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