

From: [Joanne Ishikawa](#)
To: [CPH Testimony](#)
Cc: [Michelle Dela Cruz](#)
Subject: Testimony- KCC PTA program Michelle Dela Cruz
Date: Wednesday, January 31, 2018 10:38:29 AM
Attachments: [SB2298Testimony -- Michelle Dela Cruz, PTA KCC.docx](#)

Hello,

Please accept this testimony on behalf of Kapiolani Community College- PTA program, Michelle Dela Cruz for the hearing of

SB2298, RELATING TO HEALTHCARE PRECEPTOR TAX CREDITS
Senate CPH Committee Hearing
Thurs, Feb. 1, 2018 – 9:30 am
Room 229
Position: Support w/Amendments

She will not be there in person to testify. If you have any questions or concerns please contact:

Michelle Dela Cruz, PT
Kapiolani Community College,
PTA Program Director of Clinical Education, ACCE
Phone: [808-352-5222](tel:808-352-5222)
Email: mdc88@hawaii.edu

Thank you

**Written Testimony Presented Before the
Senate Committee on Commerce, Consumer Protection and Health
February 1, 2018 9:30 a.m.
Amy Thomas, MSN, APRN, FNP, Past President
American Organization of Nurse Executives—Hawai'i Chapter**

**IN STRONG SUPPORT, WITH AMENDMENTS
SB 2298 RELATING TO HEALTHCARE PRECEPTOR TAX CREDITS**

Chair Baker, Vice Chair Tokuda, and members of the Senate Committee on Commerce, Consumer Protection and Health, thank you for this opportunity to provide testimony in strong support of this bill, SB 2298, with amendments. This bill aims to address the healthcare provider shortage, particularly in underserved areas, neighbor islands and in primary care, by establishing individual income tax credits for healthcare professionals who voluntarily serve as preceptors.

It is apparent in today's health care environment that a bottleneck to developing adequate numbers of healthcare providers, including advanced practice registered nurses, is the lack of qualified health provider preceptors. Precepted clinical experience is a mandatory component for health professional education. Without it, a student may not graduate, achieve national certification, or become licensed. Preceptors are licensed and practicing health care professionals who volunteer time during their work hours to oversee a health professional student, like an advanced practice nurse student. The clinical experience preceptors provide to students is in addition to their large patient care workload and is often uncompensated.

Our in-state health professional academic programs rely on community providers to provide over 1,000 preceptor rotations each year; however the need for preceptors is greater than the number of providers currently volunteering for this role. The Hawai'i State Center for Nursing conducted a survey of our in-state dental hygiene, graduate nursing, medicine and pharmacy programs which found that:

- 100% of our programs are moderately or very concerned about the number of clinical training sites available for their students
- More than 80% of in-state health profession schools had more difficulty finding clinical training sites in 2017 than in 2015.
- Over half of these programs have limited enrollment due to the lack of training sites

Outcomes of this preceptor shortage include health professional schools increasing the workload on their faculty to meet preceptor demands, increasing the number of students a preceptor oversees, and utilizing simulation in lieu of patient experience.

Historically, providers have engaged in precepting as a re-investment in their profession, however workload expectations and burnout are at an all-time high. Research indicates the financial incentive is one way to support, develop and grow the preceptor population of healthcare professionals. The concept of providing individual state income tax credits to healthcare professionals serving in voluntary, uncompensated preceptor roles has been passed in Georgia, Colorado and Maryland. North Dakota, Utah and New York are currently underway with their own efforts to establish such credits.

This bill aims to address two factors of the preceptor shortage with the aim of helping close the healthcare provider gap in our state.

1. Recognize and incent current preceptors for their current role through individual income tax credits. The intended outcome is to maintain the baseline preceptor population by creating an economic incentive for their voluntary work.
2. Grow the number of healthcare professionals who volunteer as preceptors, increasing the number of clinical rotations which a preceptor volunteers for, or both. The intended outcome is to grow the capacity of health education by expanding the preceptor population, across the state.

To achieve this incentive and goal to increase relieve the preceptor shortage, this bill proposes a \$1,000 individual income tax credit per in-state health professional student a health professional oversees in a preceptor role, with a maximum of \$5,000 tax credits per year per health professional.

To offset this expense, the American Organization of Nurse Executives (AONE)---Hawai'i Chapter respectfully requests the Senate Committee on Commerce, Consumer Protection and Health to consider the economic analysis of full practice authority nurse practitioners in North Carolina¹ which found that, for APRNs, on average:

- “Each full-time APRN generates between \$11,800 and \$22,000 annually in state and local tax revenue across the state.”
- “Each new FTE APRN ... would support a minimum of \$273,000 in output across the state”.

With this consideration, the AONE Hawai'i Chapter posits that this contribution to the healthcare profession academic pipeline through preceptor income tax-credits may be offset with greater revenue gains to the state as new healthcare professionals, such as APRNs, enter practice in Hawai'i. Simultaneously, this investment in the healthcare professional academic pipeline will help Hawai'i close the gap of needed healthcare professionals, thus ensuring timely access to highly qualified and safe healthcare professionals for all people, in all regions of our state.

Additionally, the AONE Hawai'i Chapter respectfully requests that the Senate Committee on Commerce, Consumer Protection and Health consider the attached amendment recommendations. The proposed language is highlighted in yellow in the attached document. These amendments will:

- Add Social Work as eligible students, residents/trainees and preceptors
- Amend the definition of “Nationally Accredited” to recognize the individual health professional academic accreditation as determined by its respective regulatory board or program.
- Update the report title and description to reflect the above amendments.

Therefore, AONE Hawai'i Chapter respectfully requests that SB 2298 pass amended. We appreciate your continuing support of nursing and healthcare in Hawai'i. Thank you for the opportunity to testify.

¹ Conover, C., & Richards, R. (2015). Economic benefits of less restrictive regulation of advanced practice nurses in North Carolina. *Nursing Outlook*, 63(5), 585–592.

Page 3, Lines 5-6

Developing sufficient clinical training opportunities **and field placements** in areas of high demand requires a sufficient number of appropriately trained preceptors, but the limited availability of preceptors restricts in-state healthcare academic institutions from expanding healthcare provider training.

Page 3, Lines 19-20

The purpose of this Act is to create a tax credit that encourages preceptors to offer professional instruction, training, and supervision to students and residents seeking careers as healthcare providers throughout Hawaii, with the intention of building capacity for clinical education at in-state academic programs that are nationally accredited for the training of medical, nursing, dental hygiene, **social work, psychology** or pharmacy professionals.

Page 7, Line 14-15

"Eligible professional degree or training certificate" means a degree or certificate that fulfills a requirement to be a dental hygienist pursuant to chapter 447, a physician or osteopathic physician pursuant to chapter 453, an advanced practice registered nurse pursuant to chapter 457, a pharmacist pursuant to chapter 461, ~~or~~ a psychologist pursuant to chapter 465, **or a social worker pursuant to chapter 467E.**

Page 7, Line 18

"Eligible student or trainee" means an advanced practice registered nurse student, dental hygienist student, medical student, pharmacy student, psychology student, **social work student,** or resident or similar health science trainee.

Page 8, Lines 16-17

"Preceptor" means a dentist or dental surgeon licensed pursuant to chapter 448, a physician or osteopathic physician licensed pursuant to chapter 453, an advanced practice registered nurse licensed pursuant to chapter 457, a pharmacist licensed pursuant to chapter 461, ~~or~~ a psychologist licensed pursuant to chapter 465, **or a social worker pursuant to chapter 467E who may be either licensed or unlicensed.**

Page 9, Between content on lines 4-5

"Social worker student" means an individual participating in an academic program in this state that is nationally accredited for the training of social work professionals pursuant to chapter 467E.

Page 10, after line 20

(5) Deans or directors of each academic program that is nationally accredited for the training of psychology pursuant to chapter 465.

(6) Deans or directors of each academic program that is nationally accredited for the training of social work pursuant to chapter 467E.

Report Title:

Registered Nurses; Doctors; Dentists; Dental Hygienists;
Pharmacists; Psychologists; Preceptors; Social Workers; Tax
Credits

Description:

Allows advanced practice registered nurses, physicians, dentists, psychologists, and pharmacists, and social workers to receive tax credits for acting as preceptors in volunteer-based supervised clinical training rotations provided to eligible students that enable the students to obtain an eligible healthcare professional degree or certificate.



SB2298, RELATING TO HEALTHCARE PRECEPTOR TAX CREDITS

Senate CPH Committee Hearing

Thurs, Feb. 1, 2018 – 9:30 am

Room 229

Position: Support w/Amendments

Chair Baker and Vice Chair Tokuda, and Members of the Senate CPH Committee:

I am Gregg Pacilio, PT and Board President of the Hawaii Chapter of the American Physical Therapy Association (HAPTA), a non-profit professional organization serving more than 340 member Physical Therapists and Physical Therapist Assistants. We are movement specialists and are part of the spectrum of care for Hawaii, and provide rehabilitative services for infants and children, youth, adults and the elderly. Rehabilitative services are a vital part of restoring optimum functioning from neuromusculoskeletal injuries and impairments.

We agree that Hawaii, as well as the rest of the nation, faces a widening gap between healthcare supply and demand, which will affect patients who may have longer wait times to see providers and may result in poorer and more costly health outcomes.

Physical therapists (PTs) volunteer-supervise students on internships while managing and practicing in private clinics or healthcare institutions similar to advanced practice registered nurses, physicians, dentists, and pharmacists. We would like to encourage more PTs to take on student interns as part of the career pathway for physical therapy. HAPTA supports in-state programs such as the Kapiolani Community College Physical Therapist Assistant Program. The proposed tax credit incentive would facilitate that.

We respectfully request the following amendments:

Page 3, lines 13-20:

The purpose of this Act is to create a tax credit that encourages preceptors to offer professional instruction, training, and supervision to students and residents seeking careers as healthcare providers throughout Hawaii, with the intention of building capacity for clinical education at in-state academic programs that are nationally accredited for the training of medical, nursing, dental hygiene, **physical therapist assistant**, or pharmacy professionals.

Page 7, new lines beginning with line 9:

"Physical therapist assistant student" means an individual participating in an academic program that is nationally accredited for the training of physical therapist assistants pursuant to chapter 461J.

Page 7, lines 9-15:

"Eligible professional degree or training certificate" means a degree or certificate that fulfills a requirement to be a dental hygienist pursuant to chapter 447, a physician or osteopathic physician pursuant to chapter 453, an advanced practice registered nurse pursuant to chapter 457, a physical therapist assistant pursuant to chapter 461J a pharmacist pursuant to chapter 461, or a psychologist pursuant to chapter 465.

Page 7, lines 16- 19:

"Eligible student or trainee" means an advanced practice registered nurse student, dental hygienist student, medical student, pharmacy student, psychology student, **physical therapist assistant student** or resident or similar health science trainee."

Page 8, new lines 12

"Physical therapist assistant student" means an individual participating in an academic program that is nationally accredited for the training of individuals to become registered physical therapist assistants pursuant to chapter 461J.

Page 8, lines 12-17:

"Preceptor" means a dentist or dental surgeon licensed pursuant to chapter 448, a physician or osteopathic physician licensed pursuant to chapter 453, an advanced practice registered nurse licensed pursuant to chapter 457, a pharmacist, **a physical therapist licensed pursuant to chapter 461J** or a psychologist licensed pursuant to chapter 465.

Page 9, lines 1-4:

"Resident or similar health science trainee" means a post-graduate health science trainee enrolled in an accredited academic program that is nationally accredited for such training pursuant to chapter 447, 453, 457, 461, **461J** or 465.

Page 10, new lines, beginning with line 21, (b) The working group shall be composed of the following members or their designees:

"Deans or directors of each academic program that is nationally accredited for the training of physical therapist assistants pursuant to chapter 461J."

Your support of SB2298 and consideration of the proposed amendments are appreciated. Thank you for the opportunity to testify. Please feel free to contact Justin Ledbetter DPT at (334) 740-0323 for further information.

On behalf of dietitians of the Hawaii Academy of Nutrition and Dietetics

I would like to provide testimony commenting that **Registered Dietitians** should be an **additional healthcare professional** that could receive a tax credit for volunteer mentoring clinical dietetic students and interns.

The mentoring from an experienced dietitian is essential to adequately training dietetic students and interns in Medical Nutrition Therapy- the assessing, planning and monitoring of patients in healthcare. Similar to nurses, physicians, dentists etc, this mentoring from advanced dietetic practitioners is often provided on a volunteer basis and is part of the supervised hour required by dietetic students and interns to obtain their professional registered standing.

Ruby Hayasaka
808 220-1215

SB-2298

Submitted on: 1/31/2018 3:27:26 PM

Testimony for CPH on 2/1/2018 9:30:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Dr. Cyndy Endrizal, RDN, FAND	Wahiawa Center for Community Health	Support	Yes

Comments:

I am President of the Hawaii Academy of Nutrition and Dietetics. I am in full support of SB 2298 with only one request:

Please consider adding the medical profession of Registered Dietitian Nutritionist. As part of the academic undergraduate Dietetics program and Internship at UH - we do not have enough clinical rotation sites. We should be included in this bill.

Mahalo.

SB-2298

Submitted on: 2/1/2018 7:20:27 AM

Testimony for CPH on 2/1/2018 9:30:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Kainoa		Support	No

Comments:

Dietitians should be included in the eligible list of health preceptors for tax credits.

SB-2298

Submitted on: 1/31/2018 9:59:54 AM

Testimony for CPH on 2/1/2018 9:30:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Crystal Costa		Support	No

Comments:

Chair Rosalyn H. Baker
Vice-Chair Jill N. Tokuda
Senate Committee on Commerce, Consumer Protection, and Health

January 31, 2018

TESTIMONY IN SUPPORT OF SB 2298 RELATING TO HEALTHCARE PRECEPTOR TAX CREDITS

Dear Chair Baker, Vice-Chair Tokuda, and Members of the Committee,

My name is Clementina D. Ceria-Ulep and I am the Associate Dean for Academic Affairs at the University of Hawaii at Manoa (UHM) School of Nursing & Dental Hygiene. I want to express my **support for SB 2298**. This bill will provide the needed preceptors for students who are training to be health care providers as advanced practice nurses, physicians, dental hygienists, and pharmacists.

As the former Department Chair for Nursing and presently the Associate Dean for Academic Affairs at UHM School of Nursing and Dental Hygiene, I have witnessed students in our graduate programs struggle securing clinical sites due to inadequate availability of preceptors. Consequently, in some cases, it has impacted their ability to graduate in a timely manner. Moreover, due to the limited number of preceptors, it has affected our School's ability to admit qualified applicants to our Doctorate in Nursing Practice (DNP) specializing in Family Nurse Practitioner (FNP) and Adult Gerontology Primary Care Nurse Practitioners (AGPCNP). These are the students who will provide the much needed leadership to address systemic local, national, and even global issues in healthcare.

I humbly ask all Committee members to support this bill because this measure will provide the needed preceptors to train the future health care providers of Hawaii!

Thank you for considering my testimony.

Sincerely,

Clementina D. Ceria-Ulep
Clementina D. Ceria-Ulep
211 Hoomalu Street; Pearl City, HI 96782

From: [Wheeler, Tammy L.](#)
To: [CPH Testimony](#)
Subject: SUPPORT 2298
Date: Monday, January 29, 2018 5:14:44 PM

As this bill will increase providers throughout the islands.

T. Wheeler

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**Written Testimony Presented Before the
Senate Committee on Commerce, Consumer Protection and Health
February 1, 2018 9:30 a.m.**

by
**Anne Scharnhorst, MN, RN, Allied Health Department Chair, Associate Professor
University of Hawai'i Maui College**

**IN STRONG SUPPORT
S.B. 2298 RELATING TO HEALTHCARE PRECEPTOR TAX CREDITS**

Chair Baker, Vice Chair Tokuda, and members of the Senate Committee on Commerce, Consumer Protection and Health, thank you for this opportunity to provide testimony in strong support of this bill, S.B. 2298, with amendments. This bill aims to address the healthcare provider shortage, particularly in underserved areas, neighbor islands and in primary care, by establishing individual income tax credits for healthcare professionals who voluntarily serve as preceptors.

It is apparent in today's health care environment that a bottleneck to developing adequate numbers of healthcare providers, including advanced practice registered nurses, is the lack of qualified health provider preceptors. Precepted clinical experience is a mandatory component for health professional education. Without it, a student may not graduate, achieve national certification, or become licensed. Preceptors are licensed and practicing health care professionals who volunteer time during their work hours to oversee a health professional student, like an advanced practice nurse student. The clinical experience preceptors provide to students is in addition to their large patient care workload and is often uncompensated.

Our in-state health professional academic programs rely on community providers to provide over 1,000 preceptor rotations each year; however the need for preceptors is greater than the number of providers currently volunteering for this role. The Hawai'i State Center for Nursing conducted a survey of our in-state dental hygiene, graduate nursing, medicine and pharmacy programs which found that:

- 100% of our programs are moderately or very concerned about the number of clinical training sites available for their students
- More than 80% of in-state health profession schools had more difficulty finding clinical training sites in 2017 than in 2015.
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Outcomes of this preceptor shortage include health professional schools increasing the workload on their faculty to meet preceptor demands, increasing the number of students a preceptor oversees, and utilizing simulation in lieu of patient experience.

Historically, providers have engaged in precepting as a re-investment in their profession, however workload expectations and burnout are at an all-time high. Research indicates the financial incentive is one way to support, develop and grow the preceptor population of healthcare professionals. The concept of providing individual state income tax credits to healthcare professionals serving in voluntary, uncompensated preceptor roles has been passed in Georgia, Colorado and Maryland. North Dakota, Utah and New York are currently underway with their own efforts to establish such credits.

This bill aims to address two factors of the preceptor shortage with the aim of helping close the healthcare provider gap in our state.

1. Recognize and incent current preceptors for their current role through individual income tax credits. The intended outcome is to maintain the baseline preceptor population by creating an economic incentive for their voluntary work.
2. Grow the number of healthcare professionals who volunteer as preceptors, increasing the number of clinical rotations which a preceptor volunteers for, or both. The intended outcome is to grow the capacity of health education by expanding the preceptor population, across the state.

To achieve this incentive and goal to increase relieve the preceptor shortage, this bill proposes a \$1,000 individual income tax credit per in-state health professional student a health professional oversees in a preceptor role, with a maximum of \$5,000 tax credits per year per health professional.

To offset this expense, **[Individual/Organization]** respectfully requests the Senate Committee on Commerce, Consumer Protection and Health to consider the economic analysis of full practice authority nurse practitioners in North Carolina¹ which found that, for APRNs, on average:

- “Each full-time APRN generates between \$11,800 and \$22,000 annually in state and local tax revenue across the state.”
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With this consideration, **[Individual/Organization]** posits that this contribution to the healthcare profession academic pipeline through preceptor income tax-credits may be offset with greater revenue gains to the state as new healthcare professionals, such as APRNs, enter practice in Hawai'i. Simultaneously, this investment in the healthcare professional academic pipeline will help Hawai'i close the gap of needed healthcare professionals, thus ensuring timely access to highly qualified and safe healthcare professionals for all people, in all regions of our state.

Additionally, **[Individual/Organization]** respectfully requests that the Senate Committee on Commerce, Consumer Protection and Health consider the attached amendment recommendations. The proposed language is highlighted in yellow in the attached document. These amendments will:

- Add Social Work as eligible students, residents/trainees and preceptors
- Amend the definition of “Nationally Accredited” to recognize the individual health professional academic accreditation as determined by its respective regulatory board or program.
- Update the report title and description to reflect the above amendments.

Therefore, **[Individual/Organization]** respectfully requests that S.B. 2298 pass amended. We appreciate your continuing support of nursing in Hawai'i. Thank you for the opportunity to testify.

¹ Conover, C., & Richards, R. (2015). Economic benefits of less restrictive regulation of advanced practice nurses in North Carolina. *Nursing Outlook*, 63(5), 585–592.

A BILL FOR AN ACT

RELATING TO HEALTHCARE PRECEPTOR TAX CREDITS.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

SECTION 1. The legislature finds that demand for healthcare providers in Hawaii is growing because of an increase in population size, particularly among the aged population; an improvement in access to care due to broader insurance coverage; and a higher prevalence of chronic diseases. At the same time, there is a primary care provider shortage in Hawaii that will be exacerbated by the projected retirements of current physicians and advanced practice registered nurses. If nothing is done to address the gap between healthcare supply and demand, patients will suffer from longer wait times to see providers and poorer health outcomes. Even more so, the evolution of healthcare delivery means academic institutions across Hawaii face challenges in ensuring an adequate number of future healthcare professionals who are well-distributed by location and by specialty and who are prepared to deliver healthcare in primary, specialty, and behavioral health care in rural, urban, and suburban settings across Hawaii. Thus, the legislature

acknowledges that in order to meet these growing healthcare demands, the State must work with academic institutions and healthcare professionals to ensure that there is an adequate and well-prepared healthcare workforce.

The legislature further finds that Hawaii high school students and residents are interested in pursuing careers in the healthcare service industry. However, in-state educational institutions are constrained by the lack of clinical education sites in Hawaii and the limited supply of qualified primary and specialty care preceptors. The legislature recognizes that current efforts are underway to address these clinical site limitations, including travel support from health professional schools in Hawaii for students and residents who are incurring high costs for training away from their home island. With out-of-state training having such a high cost, the State must consider expanding in-state healthcare provider education capacity.

The legislature also finds that the development of new clinical preceptors and training sites is increasingly difficult. The cohort of preceptors consists largely of volunteers who share the kuleana of educating the future healthcare workforce. Yet, providers who offer such volunteer-based education assume this responsibility above and beyond their regular patient-care responsibilities, subjecting themselves to preceptor fatigue, especially in busy clinical settings. Developing sufficient clinical training opportunities and field placements in areas of high demand requires a sufficient number of appropriately trained

preceptors, but the limited availability of preceptors restricts in-state healthcare academic institutions from expanding healthcare provider training. Some states, including Maryland, Georgia, and Colorado, have identified preceptor tax exemptions as a means to increase the supply of health professional preceptors and trainees.

The purpose of this Act is to create a tax credit that encourages preceptors to offer professional instruction, training, and supervision to students and residents seeking careers as healthcare providers throughout Hawaii, with the intention of building capacity for clinical education at in-state academic programs that are nationally accredited for the training of medical, nursing, dental hygiene, social work, psychology or pharmacy professionals.

SECTION 2. Chapter 235, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"§235- Healthcare preceptor tax credit. (a) There shall be allowed to each taxpayer subject to the tax imposed by this chapter, a healthcare preceptor tax credit for supervising volunteer-based supervised clinical training rotations which shall be deductible from the taxpayer's net income tax liability, if any, imposed by this chapter for the taxable year in which the credit is properly claimed.

(b) The amount of the credit determined under this section for the taxable year shall be equal to \$1,000 for each volunteer-based supervised clinical training rotation supervised by the

taxpayer; provided that the aggregate amount of tax credit awarded to any taxpayer pursuant to this section shall not exceed \$5,000 for any income tax year regardless of the number of volunteer-based supervised clinical training rotations supervised by the taxpayer.

(c) The director of taxation:

(1) Shall prepare any forms that may be necessary to claim a tax credit under this section;

(2) May require the taxpayer to furnish reasonable information to ascertain the validity of the claim for the tax credit made under this section; and

(3) May adopt rules pursuant to chapter 91 necessary to effectuate the purposes of this section.

(d) The healthcare preceptor tax credit working group, established pursuant to section 321- , shall:

(1) Maintain records of the names and addresses of the qualified taxpayers claiming the credits under this section; and

(2) Certify the number of volunteer-based supervised clinical training rotations each taxpayer supervised by verifying for each volunteer-based supervised clinical training rotation the number of hours the taxpayer spent supervising an eligible student or trainee and whether the taxpayer was uncompensated.

Upon each determination, the healthcare preceptor tax credit working group shall issue a certificate to the taxpayer verifying the number of volunteer-based supervised clinical training rotations supervised by the taxpayer.

(e) If in any taxable year the annual amount of certified credits reaches \$2,000,000 in the aggregate, the healthcare preceptor tax credit working group shall immediately discontinue

certifying credits and notify the department of taxation. In no instance shall the healthcare preceptor tax credit working group certify a total amount of credits exceeding \$2,000,000 per taxable year. To comply with this restriction, the healthcare preceptor tax credit working group shall certify credits on a first come, first served basis.

(f) A tax credit under this section that exceeds the taxpayer's income tax liability may be used as a credit against the taxpayer's income tax liability in subsequent years until exhausted. All claims for tax credits under this section, including any amended claims, shall be filed on or before the end of the twelfth month following the close of the taxable year for which the credits may be claimed. Failure to comply with this subsection shall constitute a waiver of the right to claim the credit.

(g) For the purpose of this section:

"Academic program" means an academic program that holds its principal accreditation in Hawaii.

"Advanced practice registered nurse student" means an individual participating in an academic program that is nationally accredited for the training of individuals to become advanced practice registered nurses pursuant to chapter 457.

"Dental hygienist student" means an individual participating in an academic program that is nationally accredited for the training of dental hygienists or expanded dental hygienist pursuant to chapter 447.

"Eligible professional degree or training certificate" means a degree or certificate that fulfills a requirement to be a dental hygienist pursuant to chapter 447, a physician or osteopathic physician pursuant to chapter 453, an advanced practice registered nurse pursuant to chapter 457, a pharmacist pursuant to chapter 461, or a psychologist pursuant to chapter 465, or a social worker pursuant to chapter 467E.

"Eligible student or trainee" means an advanced practice registered nurse student, dental hygienist student, medical student, pharmacy student, psychology student, social work student, or resident or similar health science trainee.

"Medical student" means an individual participating in an academic program that is nationally accredited for the training of physicians or osteopathic physicians pursuant to chapter 453.

"Nationally accredited" means holding an institutional accreditation by name to offer post-secondary education as a United States-based institution from a national accrediting agency recognized by the United States Department of Education.

"Pharmacy student" means an individual participating in an academic program that is nationally accredited for the training of individuals to become registered pharmacists pursuant to chapter 461.

"Preceptor" means a dentist or dental surgeon licensed pursuant to chapter 448, a physician or osteopathic physician licensed pursuant to chapter 453, an advanced practice registered nurse licensed pursuant to chapter 457, a pharmacist licensed pursuant to chapter 461, or a psychologist licensed pursuant to chapter

465, or a social worker pursuant to chapter 467E who may be either licensed or unlicensed.

"Psychology student" means an individual participating in an academic program that is nationally accredited for the training of individuals to become psychologists pursuant to chapter 465.

"Resident or similar health science trainee" means a post-graduate health science trainee enrolled in an accredited academic program that is nationally accredited for such training pursuant to chapter 447, 453, 457, 461, or 465.

"Social worker student" means an individual participating in an academic program in this state that is nationally accredited for the training of social work professionals pursuant to chapter 467E.

"Volunteer-based supervised clinical training rotation" means an uncompensated period of supervised clinical training or field work on behalf of an eligible student or trainee that totals at least eighty hours of supervisory time annually, in which a preceptor provides personalized instruction, training, and supervision that is offered to an eligible student or trainee to enable the eligible student or trainee to obtain an eligible professional degree or training certificate."

SECTION 3. Chapter 321, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"§321- Healthcare preceptor tax credit working group. (a) There is established the healthcare preceptor tax credit working group within the department of health, to be

convened by the University of Hawaii Hawaii/Pacific basin area health education center and center for nursing. The working group shall:

- (1) Discuss and create a comprehensive plan to address healthcare preceptor shortages in this State; and
- (2) Develop and implement a plan for allocating and distributing healthcare preceptor tax credits under section 235- .

(b) The working group shall be composed of the following members or their designees:

- (1) Deans or directors of each academic program that is nationally accredited for the training of dental hygienists pursuant to chapter 447;
- (2) Deans or directors of each academic program that is nationally accredited for the training of physicians or osteopathic physicians pursuant to chapter 453;
- (3) Deans or directors of each academic program that is nationally accredited for the training of advanced practice registered nurses pursuant to chapter 457; and
- (4) Deans or directors of each academic program that is nationally accredited for the training of pharmacists pursuant to chapter 461.
- (5) Deans or directors of each academic program that is nationally accredited for the training of psychology pursuant to chapter 465.
- (6) Deans or directors of each academic program that is nationally accredited for the training of social work pursuant to chapter 467E.

(c) As used in this section:

"Academic program" shall have the same meaning as in section 235- .

"Nationally accredited" shall have the same meaning as in section 235- ."

SECTION 4. The department of health shall evaluate the efficacy of the healthcare preceptor tax credit established by this Act and submit a report to the legislature no later than June 30, 2024, which shall include the department's findings and a recommendation of whether the tax credit should be retained or repealed.

SECTION 5. New statutory material is underscored.

SECTION 6. This Act shall take effect upon its approval; provided that section 2 shall apply to taxable years beginning after December 31, 2018.

INTRODUCED BY: _____

Report Title:

Registered Nurses; Doctors; Dentists; Dental Hygienists;
Pharmacists; Psychologists; Preceptors; **Social Workers**; Tax
Credits

Description:

Allows advanced practice registered nurses, physicians, dentists, **psychologists, and pharmacists, and social workers** to receive tax credits for acting as preceptors in volunteer-based supervised clinical training rotations provided to eligible students that enable the students to obtain an eligible healthcare professional degree or certificate.

The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.