



UNIVERSITY
of HAWAII®

David Lassner
President

DEPT. COMM. NO. 167

December 13, 2022

The Honorable Ronald D. Kouchi,
President and Members of the Senate
Thirty-Second State Legislature
Honolulu, Hawai'i 96813

The Honorable Scott Saiki, Speaker
and Members of the House of Representatives
Thirty-Second State Legislature
Honolulu, Hawai'i 96813

Dear President Kouchi, Speaker Saiki, and Members of the Legislature:

For your information and consideration, the University of Hawai'i is transmitting one copy of the Annual Report on the Hawai'i Medical Education Council (Section 304A-1704, Hawai'i Revised Statutes) as requested by the Legislature.

In accordance with Section 93-16, Hawai'i Revised Statutes, this report may be viewed electronically at: <https://www.hawaii.edu/offices/government-relations/2023-legislative-reports/>.

Should you have any questions about this report, please do not hesitate to contact Stephanie Kim at 956-4250, or via e-mail at scskim@hawaii.edu.

Sincerely,

A handwritten signature in black ink that reads "David Lassner".

David Lassner
President

Enclosure

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UNIVERSITY OF HAWAI‘I SYSTEM ANNUAL REPORT



REPORT TO THE 2023 LEGISLATURE

Annual Report on the
Hawai'i Medical Education Council

HRS 304A-1704

December 2022

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INTRODUCTION

Executive Summary

Physician workforce shortages persist

Hawai'i's significant physician shortage persists. With an aging provider workforce, Hawai'i falls short by 776 full-time equivalents of physicians when accounting for the neighbor island and specialty demands. This shortage remains more pronounced in all areas of the state outside of urban Honolulu. It is projected to worsen as demands for medical care increase, with an aging population burdened by increasing chronic illness and aging providers retiring or moving out of state. The most significant shortages statewide, on all islands, are in primary care (family medicine, internal medicine, pediatrics, and geriatrics). Insufficient access to primary care frequently delays care and causes more costly care in emergency departments or hospitals. Other specialties have significant shortages, including Pediatric Pulmonology; Pediatric Gastroenterology; Pediatric Endocrinology; Adult Pulmonology; Colorectal Surgery; Thoracic Surgery; Allergy and Immunology; and Adult Endocrinology according to the 2022 Hawai'i Physician Workforce report, reflecting the increasing chronic disease burden across the lifespan. The physician and economic challenges of practicing during a pandemic also hastened physician retirements and worsened the primary care and physician shortage crisis, especially on the neighbor islands. The high cost of living, lack of affordable housing options, and insufficient practice support, worse for independent and neighbor island providers, contribute to the challenge of recruiting and retaining physicians. The excess cost associated with avoidable emergency care due to insufficient primary care providers is borne by the State and Hawai'i's hospitals.

Why GME Matters

Physicians who train in Hawai'i are far more likely to practice in Hawai'i. (See Appendix D). Studies of Hawai'i's physician population consistently show that most physicians have robust and long-standing family ties to our state. The University of Hawai'i John A. Burns School of Medicine (UH JABSOM) is the medical school source for most of Hawai'i's physicians. Physicians who train in Hawai'i-based residency programs (also known as Graduate Medical Education or GME programs) are more likely to practice and remain in Hawai'i. The retention rate (i.e., practicing in Hawai'i) for physicians who do medical school education and full GME training in Hawai'i is, on average, 80% or higher - in some specialties, such as Family Medicine, retention is closer to 90%.

Despite extreme physician shortages and the expansion of the JABSOM class size from 62 (2009) to 77 (2019-2022) matriculants per year, there has been a contraction of overall GME positions in Hawai'i from 241 (2009) to 228 (2021) [-5%]. Nationally, Hawai'i is in the bottom quintile of GME positions per population. (See Appendix C)

Our GME programs, especially those in primary care, geriatrics, psychiatry (adults and children), and addiction medicine, serve a high proportion of O'ahu's most vulnerable populations – in outpatient and inpatient settings. The COVID-19 pandemic has laid bare and accentuated existing health inequities. Our GME learners and faculty members have been working with health system leaders during the pandemic to ensure that members of our diverse populations suffering from the direct and indirect impacts of the pandemic receive the highest quality of care.

This downward trend in GME training positions based in Hawai'i during critical physician shortages is of grave concern to this Council.

Decreased federal and local GME funding, resulting in loss of GME positions

Funding is the most significant barrier to expanding GME in Hawai'i. The federal GME reimbursement from the Centers for Medicare & Medicaid Services (CMS) to teaching hospitals is already lower than most other states and does not account for the increased costs of education and training. Despite new federal legislation proposing a modest increase in GME positions, the current definitions do not favor Hawai'i receiving priority scoring for allocations of new GME positions. Hawai'i's major community teaching hospitals (The Queen's Health Systems hospitals, Hawai'i Pacific Health system hospitals, Kuakini Medical Center) have historically funded the gap between the cost of GME and federal GME support for these programs. The economic impact of COVID-19 challenges our teaching hospitals to fund the gap between the actual cost of training and federal GME support due to declining reimbursement for medical care, steeply rising hospital costs, malpractice claims naming residents who function as trainees under the supervision of fully licensed attending physicians, and increasing amounts of under-compensated care for specific high-risk populations. As a result, significant GME training expansion in the next few years will not be possible on the shoulders of our health systems alone.

State reductions in funding to the UH and JABSOM have also reduced funding for crucial faculty members needed to provide excellent teaching and expand selected GME programs. Thus, financing GME in a sustainable manner to address future provider training cost remains a critical challenge for JABSOM, teaching hospitals, and the state legislature.

A myriad of other factors negatively impacts our ability to retain our GME trainees in Hawai'i or to attract and retain them to practice on the neighbor islands or more rural community settings. This report documents strategies to understand and reverse the decline of GME training opportunities and the resultant impact on the health of the people of Hawai'i. Expanding GME to meet the needs of Hawai'i's population will require close collaboration and synergistic efforts with the state, teaching hospitals, private practicing physicians, businesses, private foundations, and federal government agencies, including the United States Department of Defense, United States Department of Veterans Affairs, and the United States Health and Human Services Departments.

The Hawai'i Medical Education Council (HMEC) discussed these findings and recommendations in the context of the economic impact of COVID-19. One of the busiest parts of the state's economy is the healthcare sector. Numerous studies have demonstrated a strong correlation between a healthy economy and the health and education conditions of the population. A vibrant medical school that addresses the underlying contributors to health disparities and brings federal dollars to Hawai'i to address those mechanisms is critical to improving Hawai'i's overall health. Many medical school faculty members have played active roles on the front lines at our health system facilities and with the Hawai'i State Department of Health. As the state wrestles with the long-term consequences of the pandemic on health, a key economic growth area is in the health sciences through service delivery and federally-supported innovation and discovery through research. Having sufficient JABSOM faculty members who contribute to instruction and innovation/discovery will be essential to ramp up the health science sector and mobilize effective partnerships to assist in economic recovery.

RECOMMENDATION #1

UH/HMEC recommends that the State Legislature and State Executive Branch provide increased sustainable funding to JABSOM's base budget to support the expansion of JABSOM's medical student and residency training experiences, particularly on the neighbor islands and rural areas of Hawai'i. The funding would support the growth of JABSOM faculty and administrative staff, as well as operational resources to support the continuation and expansion of innovative medical student and residency curricula to meet underserved communities' needs better.

RECOMMENDATION #2

UH/HMEC recommends that the State Legislature and State Executive Branch continue supporting and providing a State financial matching to the Hawai'i State Loan Repayment Program. Ideally, this match should be added as a permanent line item in the DOH budget to ensure sustainability. The funds currently come as a supplement to the annual Department of Health (DOH) budget with explicit instruction for the DOH to annually transfer those funds to JABSOM. This transfer is tied to JABSOM's oversight of the health professional loan repayment program for Hawai'i - including coordination of the National Loan Repayment Program Federal match for Hawai'i.

RECOMMENDATION #3

UH/HMEC recommends that the State Legislature approve the proposed expanded definitions used to determine eligibility for the Hawaii State Preceptor Tax credit program. UH and other Hawaii-based health professions programs rely upon volunteer faculty preceptors for core educational programs. The program would increase participation by neighbor island faculty preceptors across medicine, nursing, and pharmacy. This support aids busy neighbor island practitioners and encourages neighbor island recruitment of trainees upon completion of their training.

Statutes and Definitions

The University of Hawai'i System (UH) and its John A. Burns School of Medicine (JABSOM) administer two (2) statutes related to graduate medical education (GME) and addressing the severe physician shortage needs in Hawai'i. *See the excerpted text of statutes in Appendix A.*

- **[HRS § 304A-1702] – GRADUATE MEDICAL EDUCATION (GME) PROGRAM** was established to formally encompass the administration of UH JABSOM's institutional graduate medical education (GME) program.
- **[HRS §§304A-1703, 1704, 1705] – MEDICAL EDUCATION COUNCIL** was created within UH JABSOM and called "The Hawai'i Medical Education Council" (HMEC). HMEC was given the administrative **DUTIES AND POWERS** to:
 - 1) Analyze the State healthcare workforce for the present and future, focusing in particular on the state's need for physicians;
 - 2) Assess the state's healthcare training programs, focusing on UH JABSOM's institutional GME enterprise to determine its ability to meet the workforce needs identified by HMEC;
 - 3) Recommend to the Legislature and UH Board of Regents (BOR) ways in which identified GME and other healthcare training programs can improve and change in order to effectively meet the HMEC assessment;
 - 4) Work with other entities and state agencies, and in consultation with the Legislature and BOR, develop and implement a Plan to ensure the adequate funding of healthcare training programs in the state, with an emphasis on UH JABSOM GME programs;
 - 5) Seek funding to implement the Plan from all public (county, state, and federal government) and private sources;
 - 6) Monitor and continue to improve the funding Plan; and,
 - 7) Submit an annual report to the Legislature no later than twenty days before the convening of each regular Legislative session.

HRS §304A-1701 defines "**GRADUATE MEDICAL EDUCATION**" or **GME** as that period of clinical training of a physician following receipt of the medical doctor (or osteopathic doctor) degree and prior to the beginning of an independent practice of medicine.

“GRADUATE MEDICAL EDUCATION PROGRAM” means a GME program accredited by the Accreditation Council for Graduate Medical Education (ACGME). UH JABSOM has maintained full ACGME institutional accreditation for its GME programs.

“HEALTHCARE WORKFORCE” includes physicians, nurses, physician assistants, psychologists, social workers, etc. **“HEALTHCARE TRAINING PROGRAMS”** means a healthcare training program that is accredited by a nationally recognized accrediting body.

HMEC Membership

Membership in the Hawai'i Medical Education Council (HMEC) comprises eight Governor-appointed and Legislature-confirmed individuals and five ex-officio members depicted in Table 1.

Table 1: Hawai'i Medical Education Council Membership & Staff

| Member # | Last Name | First Name | Representing | Appointment Date |
|-------------------------------------|-----------------|------------|--|------------------|
| Ex-Officio | Hedges | Jerris | Dean, UH JABSOM | Not Applicable |
| Ex-Officio | Ceria-Ulep | Clementina | Interim Dean, UH Nancy Atmospera-Walch School of Nursing | Not Applicable |
| Ex-Officio | Le Marchand | Loic | Interim Director, UH Cancer Center | Not Applicable |
| Ex-Officio | Buenconsejo-Lum | Lee | Associate Dean for Academic Affairs, UH JABSOM | Not Applicable |
| Ex-Officio | Char | Elizabeth | Director, Hawai'i State Department of Health | Not Applicable |
| 1 | Antonelli | Mary Ann | The Federal Healthcare Sector | 4/1/2021 |
| 2 | Rosen | Linda | The Health Professions Community | 7/1/2020 |
| 3 | Open | Open | The Health Professions Community | Pending |
| 4 | Rantz | Lisa | A person from the General Public | 7/1/2021 |
| 5 | Chun | Leslie | A Hospital at Which Accredited Graduate Medical Education Programs are Conducted | 7/1/2021 |
| 6 | Seto | Todd | A Hospital at Which Accredited Graduate Medical Education Programs are Conducted | 7/1/2021 |
| 7 | Kovell | Judy | A Hospital at Which Accredited Graduate Medical Education Programs are Conducted | 7/1/2021 |
| 8 | Inouye Baum | Colleen | The Health Professions Community | 11/23/2021 |
| HMEC/GME Administrator | Buenconsejo-Lum | Lee | GME Director, UH JABSOM Associate Dean for Academic Affairs, UH JABSOM | Not Applicable |
| Administrative Support Staff | Costa | Crystal | GME Program Specialist, UH JABSOM | Not Applicable |

PART 1. FINDINGS

HMEC Meetings

Four (4) HMEC meetings were convened in 2022, and the recommendations are included in this report from meetings held on January 24, April 25, July 25, and October 24, 2022. Appendix B includes a sample meeting agenda. Each item provides members with an opportunity for strategic brainstorming, synthesis, and development of specific next steps, recommendations, or directives to the HMEC/GME administrator.

Statutory Duties of HMEC

DUTY (1): Analyze the State healthcare workforce for the present and future, focusing in particular on the state's need for physicians

The 2022 Hawai'i Physician Workforce Assessment Project showed 3,510 physicians practicing in non-military settings in Hawai'i. These physicians provide 2,962 estimated full-time equivalents (FTE) of direct care to patients, an increase of 45 since 2020 and 105 since 2021. However, there remains a shortage of about 589 FTE of physician services to meet the demand [Figure 1] and over 776 FTE short when examining specific island and specialty needs. Table 2 reflects the physician shortage by county. As described in more detail in the 2022 Hawai'i

Physician Workforce Report, a new demand model was purchased in 2021 that includes information and data utilizing Hawai'i county-specific data. Table 3 shows the most significant shortages remain in primary care. However, other specialties and subspecialties are also needed throughout the state. Selected information from the *Report to the 2022 Legislature, "Annual Report on Findings from the Hawai'i Physician Workforce Assessment Project"*, is included below.

Figure 1: Hawai'i Physician Supply and Demand FTE Comparison over Time as of November 2022

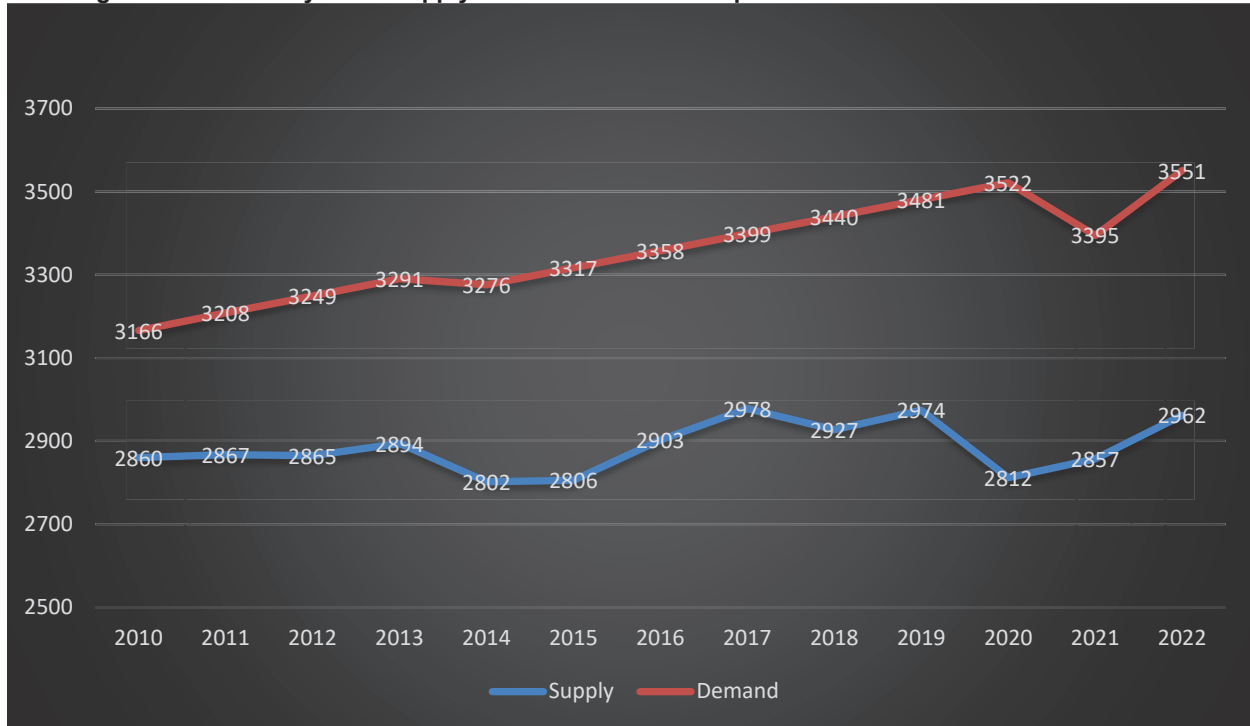


Table 2: Physician Shortage, in Numbers & % Shortage, by County, 2021, 2022

| Shortage | Honolulu | | Hawai'i County | | Maui County | | Kaua'i County | | Statewide | |
|------------|----------|------|----------------|------|-------------|------|---------------|------|-----------|------|
| | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 |
| FTE | 344 | 382 | 187 | 183 | 158 | 167 | 43 | 45 | 732 | 776 |
| % | 15% | 15% | 40% | 37% | 40% | 40% | 26% | 26% | 22% | 22% |

Table 3: Primary Care Physician Shortage, in Numbers & % Shortage, by County, 2021, 2022

| Shortage | Honolulu | | Hawai'i County | | Maui County | | Kaua'i County | | Statewide | |
|------------|----------|------|----------------|------|-------------|------|---------------|------|-----------|------|
| | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 |
| FTE | 115 | 106 | 16 | 12 | 32 | 44 | 1 | 0 | 163 | 162 |
| % | 15% | 14% | 11% | 9% | 27% | 36% | 1% | 0% | 15% | 15% |

- The most significant number of physicians needed is in primary care (family medicine, internal medicine, pediatrics, and geriatrics), with 162 FTEs needed across the islands. The impact of the physician shortages on access to care is felt most severely on the neighbor islands because of the geographic limitations to access.
- There are also significant shortages of Pediatric Pulmonology (76%), Pediatric Gastroenterology (70%), Pediatric Endocrinology (68%), Adult Pulmonology (65%), Colorectal Surgery (60%), Thoracic Surgery (57%), Allergy & Immunology (52%), and Adult Endocrinology (50%) throughout the islands. Because of the relatively small population, most

subspecialists (surgical or medical) would have insufficient patients to maintain a full-time practice on a neighbor island. Insufficient behavioral health providers (physicians and non-physicians) remain challenging on every island, especially in Hawai'i, Maui, and Kaua'i counties. The lack of access likely influences continued high chemical dependency rates and suicide.

- Physician retirement is a significant factor in widening the gap between demand and supply. The average age of practicing Hawai'i physicians is 53.3, with 21% already over 65, which means they will likely retire within 5-10 years. In addition, payment transformation and other significant health system changes are pushing some older physicians in small offices (those with less than five physicians per practice) toward early retirement. From 2017-21, at least 404 physicians retired, and 678 are known to have left the state. In 2022, at least 60 retired (71 in 2021), seven passed away (nine in 2021), 84 moved out of state (154 in 2021), and 212 decreased their work time (46 in 2021).
- The JABSOM GME programs graduate about 80 residents and fellows per year. Still, most surgeons and orthopedic surgeons, about half of pediatricians, and about two-thirds of internal medicine residents go to the continental US for sub-specialty fellowships. Many of those with Hawai'i ties do eventually return home. Still, their return may occur 10-15 years later, depending on the specialty and the availability of Hawai'i jobs with salaries and benefits that account for the high cost of living. The Hawai'i Island Family Medicine Residency Program (Hawai'i Health Systems Corporation (HHSC-sponsored)) graduated four physicians in 2022 and will soon graduate five physicians in 2023. Most of their graduates thus far have stayed in Hawai'i to practice. On average, the Kaiser Permanente Hawai'i Internal Medicine Residency Program graduates per year, with four of their recent graduates currently practicing primary care internal medicine in Hawai'i.
- Appendix D provides a snapshot of JABSOM medical school or GME graduates practicing in Federally or State-designated health professions shortage areas or medically underserved areas. While the information was gathered in 2017, the specialty distribution remains unchanged.

DUTY (2): Assess the State's healthcare training programs, focusing on UH JABSOM's Institutional GME enterprise to determine its ability to meet the workforce needs identified by HMEC

All GME programs of UH JABSOM are accredited. The UH JABSOM is the Sponsoring Institution for nineteen ACGME-accredited programs (Table 4). Without a UH-owned-and-operated hospital, beginning in 1965, UH JABSOM formed collaborations with private community hospitals/clinics and state and federal healthcare departments and agencies to form an integrated network of teaching hospitals/clinics. UH JABSOM learners, i.e., residents and fellows (and 3rd and 4th-year medical students), are educated and trained within this network of clinical learning environments. In addition, the core teaching hospitals and clinics house UH JABSOM's eight clinical departments: Family Medicine (Hawai'i Pacific Health-Pali Momi Medical Center), Geriatric Medicine (Kuakini Medical Center and Queen's Medical Center), Pediatrics and Obstetrics/Gynecology (Hawai'i Pacific Health-Kapi'olani Medical Center and Queen's Medical Center), and Internal Medicine, Pathology, Psychiatry and Surgery (The Queen's Medical Center).

An average of 230 physician trainees (residents and fellows) train annually in our accredited GME programs listed in Table 4. About a third of these physicians are graduates from UH JABSOM, a third from US Medical Schools outside Hawai'i, and a third from international medical schools. This mix of Hawai'i, US national, and international medical graduates (IMG) is ideal for Hawai'i-based GME programs. It is particularly appropriate for Hawai'i with its diverse, multicultural population of indigenous and migrant ethnic groups. JABSOM's GME programs produce primary care, specialty, and subspecialty physicians who become independent licensed practitioners in

Hawai'i and the US. More than ten graduates practice in the US Affiliated Pacific Island jurisdictions, and many JABSOM faculty (who were once JABSOM students or residents) provide training to health providers in the Territory of Guam, Commonwealth of the Northern Mariana Islands, Territory of American Samoa, and the Freely Associated States of the Federated States of Micronesia, Republic of the Marshall Islands, and the Republic of Palau. In addition, a few graduates have returned to Japan to transform the medical education system to become more consistent with the competency-based training model used by all ACGME-accredited residency and fellowship programs.

Table 4: UH JABSOM GME RESIDENT & FELLOW POSITIONS COMPARED TO 2009 HMEC REPORT

| UH JABSOM GME PROGRAM | 2009 Actual Positions | *2009 Additional Positions Needed to Address Shortage | 2022 Actual GME Positions | Current GAP positions | Desired Total GME Positions in 2025 |
|--|-----------------------|---|---------------------------|-----------------------|-------------------------------------|
| CORE RESIDENCY PROGRAMS (8): | | | | | |
| Family Medicine (FM) ^A | 18 | 18 | 21 | 15 | 36 |
| Internal Medicine (IM) ^B | 58 | 9 | 56 | 0 | 56 |
| Internal Medicine Primary Care Track ^B | n/a | n/a | 6 | 12 | 18 |
| Obstetrics & Gynecology (OB/GYN) | 25 | 0 | 25 | 0 | 25 |
| Orthopedic Surgery (ORTHO) | 10 | 5 | 11 | 4 | 15 |
| Pathology (PATH) | 10 | 6 | 9 | 7 | 16 |
| Pediatrics (PEDS) | 24 | 0 | 23 | 1 | 24 |
| Psychiatry (PSY) ^C | 28 | 0 | 27 | 1 | 28 |
| Surgery (SURG) ^D | 23 | 7 | 22 | 8 | 30 |
| Core Program TOTALS | 206 | 45 | 200 | 48 | 248 |
| SUBSPECIALTY FELLOWSHIP PROGRAMS (11): | | | | | |
| FM-Sports Medicine (SM) | 1 | 0 | 1 | 0 | 1 |
| IM – Cardiovascular Disease (CVD) ^E | 6 | 3 | 9 | 0* | 12 |
| IM – Geriatric Medicine (Geri-Med) | 10 | 0 | 5 | 5 | 10 |
| OB/GYN – Maternal Fetal Medicine (MFM) | 1 | 3 | 3 | 0 | 3 |
| OB/GYN – Complex Family Planning (CFP) | n/a | n/a | 2 | 0 | 2 |
| PEDS-Neonatal Perinatal (Neo-Peri) | 4 | 0 | 1 | 3 | 4 |
| PSY-Addictions Psychiatry (Addict-PSY) | 2 | 2 | 0 | 4 | 4 |
| PSY-Child & Adolescent Psychiatry (CAP) ^F | 4 | 2 | 4 | 2 | 6 |
| PSY-Geriatric Psychiatry (Geri-PSY) | 1 | 0 | 0 | 1 | 1 |
| PSY- Addiction Medicine (ADM) | n/a | n/a | 1 | n/a | 2 |
| SURG-Surgical Critical Care | 2 | 0 | 2 | n/a | 2 |
| Subspecialty Program TOTALS | 35 | 7 | 28 | 15* | 47 |
| Core + Subspecialty TOTALS | 241 | 52 | 228 | 63* | 295 |

*Current GAP positions mean there is no funding allocated. CVD was recently approved for increased positions starting in 2022, so for Table 4 purposes, we are not including these three positions in the gap column

Priorities for new or expanded GME programs at JABSOM (superscripts are from Table 4).

^A Family Medicine (FM) (3-year core program). Given the high need for primary care, as well as the FM Program's track record of retaining 85-90% of its graduates in Hawai'i (including several on Hawai'i Island, Maui, Kaua'i, and Lana'i), the program was gradually able to expand from 18 to 21 residents over the past three years. Ideally, the UH Family Medicine program would have 36 residents, with at least 12 in rural training tracks, where the last two years of their training would be done on a neighbor island (i.e., Kaua'i, Maui). Expansion to the neighbor islands requires teaching and clinical space, faculty personnel, and judicious use of telehealth to connect to specialists and FM colleagues on O'ahu. Detailed planning is underway for a rural Family Medicine track on Kaua'i, where 4 new residents would spend their first year of training on O'ahu and the remaining 2 years on Kaua'i. The program is applying for HRSA-23-037 Rural Residency Planning and Development grant in close partnership with Hawai'i Pacific Health/Wilcox Medical Center, the Kaua'i District Health Office, and Hawai'i Health Systems Corporation – Kaua'i region.

^B IM – Subspecialty programs and fellowships. The core Internal Medicine program developed a Primary Care Track several years ago, with increasing numbers of recent graduates choosing careers in Primary Care. The program, with The Queen's Health Systems, is exploring possibilities to increase the number of primary care IM residents in the state. The primary care focus requires a major shift in curriculum, including a need for additional faculty members and practice sites. A small fellowship in neurology focusing on movement disorders (i.e., Parkinson's disease and similar) at Queen's is being developed with start-up funding made available through a 2022 legislative grant-in-aid to the Hawai'i Parkinson's Association. Gastroenterology (3-year Fellowship) – This subspecialty remains highly needed, especially given the increased prevalence of liver disease in specific Asian and Pacific populations and more endoscopic procedural needs for early cancer detection in the elderly. Medical Oncology (2-year Fellowship) – Given the high burden of cancer, which is expected to increase as Hawai'i's population ages, and the anticipated retirement of almost 25% of our current oncology workforce within the next ten years, we are starting to explore developing a small medical oncology fellowship (1-2 fellows per year). More academic subspecialty faculty members would first need to be hired before actively pursuing either of these options.

^C Addiction Medicine (ADM) (1-year fellowship). Due to the high prevalence of substance use disorders and chronic medical and social conditions resulting from addiction to various substances, we successfully created this ACGME-approved fellowship that began on July 1, 2019, with one fellow. The fellow is trained in inpatient and emergency settings and ambulatory and community-based settings so that important primary care-behavioral health integration and complex care management can be well-coordinated across settings and providers. As resources expand, we aim to train two Fellows per year.

^D General Surgery (SURG) (5-year core program). Gradual expansion to 25 residents per year (graduating five new surgeons annually) will allow for increased training on the neighbor islands and Leeward O'ahu. However, significantly increasing the neighbor island training will require some additional faculty resources and sufficient patient volume. The program is awaiting final approval from the ACGME for a permanent increase to five residents per year (25 residents total in the core program). Emergency Medicine (EM) (3-year core program) – Maui County still needs more emergency medicine physicians, according to the latest workforce modeling. Given the shortage of primary care (and other specialties) physicians across the state, our hospitals' emergency departments (with their emergency physicians) provide a safety net for many who seek health care in Hawai'i and will continue to do so for the foreseeable future. The possibility of a joint program with Tripler Army Medical Center is on hold as the restructuring of the Defense Health Agency and re-prioritization of military GME programs continue.

^E *Cardiovascular Disease (CVD) (3-year fellowship). Given the increasing burden of cardiovascular diseases in Hawai'i, including heart failure, ischemic heart disease, valvular heart disease, and more children with congenital heart disease living well into adulthood, the CVD program recently received funding and approval to recruit four fellows per year, growing the program to 12 fellows by 2024. In addition, the expansion of fellows and faculty will allow us to explore the feasibility of having some components of training done on the neighbor islands.

^F Child and Adolescent Psychiatry (CAP) (2-year fellowship). The COVID-19 pandemic has acutely exacerbated pre-existing shortages in caring for this highly vulnerable population of children and adolescents. Lack of inpatient beds and provider shortages negatively impact wait times, and these factors, along with pandemic-related societal stressors, increase the risk of

successful suicide attempts. In addition, insufficient providers and programs in ambulatory settings increase the risk of poor performance in school, negatively impacting the individual's potential to be a healthy, independent, and contributing adult. Funding is needed to permanently restore the program to six fellows (three fellows per year) and increase faculty providers to expand services on the neighbor islands.

Significant Gaps remain in the number of GME positions needed

- Table 4 shows the large gap of 63 positions in GME needed to address current and 2023 projected Hawai'i Workforce Shortages. Additionally, the total number of GME positions is 13 less than in 2009.
- Before the pandemic, there was insufficient and declining federal and hospital funding and little state funding for more resident/fellow positions. Unfortunately, the pandemic has worsened this situation.
- Resources beyond resident positions and administrative support are also needed for training faculty members and adding clinical training sites to ensure the provision of appropriate clinical supervision in the context of providing high-quality and safe patient care. Currently, many of the patients receiving care on academic teaching services are under- or uninsured or highly medically and socially complex.

Continuing work on improving retention (or return to Hawai'i) of GME program graduates

- JABSOM has increased its class size to maximum capacity, given physical space constraints at the Kaka'ako campus and crowded clinical rotations on O'ahu. Since July 2019, JABSOM has accepted seventy-seven (77) medical students annually. In July 2022, 85% of the entering students are from Hawai'i, including six residents from Hawai'i Island, two from Kauai, and two from Maui. Five of the new class earned their way into the Class of 2026 through the challenging one-year 'Imi Ho'ōla Post-Baccalaureate Program. Nine students are from the US Mainland, one from Korea, and one from Guam, reflecting the JABSOM mission to provide medical education opportunities for the children of Hawai'i and the Pacific Islands.
- Many of our GME programs retain more than 80% of their program graduates if the trainees also completed their medical education at JABSOM: Family Medicine, Obstetrics-Gynecology, Complex Family Planning, Geriatrics, General Psychiatry, Addiction Psychiatry, Addiction Medicine, and Child and Adolescent Psychiatry. In Pediatrics, those who subspecialize after residency often return to Hawai'i. Internal Medicine is also steadily improving its retention or return of its graduates (these numbers include the internal medicine subspecialties, in addition to primary care). All GME programs recruit residents more likely to practice in Hawai'i, but the National Resident Matching Program rules disallow direct recruitment or guaranteed placement. Therefore, our programs do not completely control who is hired into the residency program. For those programs whose graduates continue in subspecialty fellowships on the continental US, those graduates with Hawai'i ties eventually return home. Still, depending on the specialty, it may be 10-15 years later.
- Continued work is needed to develop more teachers of JABSOM students and residents throughout the state. Further increases in medical student class size and residency (GME) positions in Hawai'i will require additional faculty members for teaching and supervision. Our GME program graduates are actively recruited to help fill this gap.

Additional barriers to physician retention that must be addressed

- The high student loan burden, lower salaries and reimbursement rates (compared to other parts of the country), and the very high cost of living in Hawai'i may entice JABSOM graduates

to the continental US. Our GME residents and fellows, including those who attended medical school in the continental US, carry an average educational debt load of about \$260,000. In 2021, the average medical school debt for a JABSOM graduate who reported educational debt (about 32%) was \$216,165, despite some students living with their families during training. Additionally, about 89% of JABSOM students receive some form of financial aid. Changes in loan repayment policies mean prolonged payment deferral is no longer an option. The continued growth of philanthropy (4-year scholarships including tuition and fees, with a service commitment) is needed to recruit talented and promising Hawai'i students to JABSOM. Expansion of loan repayment programs or scholarships, especially those prioritizing practice in rural areas or with underserved communities, helps attract our JABSOM graduates to help meet our state's workforce needs.

- Rapid changes in medicine and reimbursement sway many young physicians away from primary care specialties and ambulatory practices in the communities where they are most needed. As a result, local health systems and insurers need to work together to create attractive and meaningful jobs for JABSOM graduates and other Hawai'i-born physicians who have completed their schooling in the continental US. In addition, more group practices with staffing to provide team-based, high-quality care are needed, especially on the neighbor islands.
- The disturbing trend of UH JABSOM residents being named as parties in malpractice claims during training – when they were providing proper care while supervised by a fully licensed physician as a part of the resident's formal training program – has further limited our teaching hospitals' ability to fully fund GME and consider expanding residency positions in high-need specialties. In addition, being named in a malpractice claim during training, even when the trainee is subsequently removed from the claim, has discouraged GME residency graduates from accepting future jobs in Hawai'i.

GME Programs Outside of JABSOM

- In addition to the UH GME programs, Hawai'i Health Systems Corporation (HHSC) Hilo Medical Center has welcomed its ninth class of residents to the Hawai'i Island Family Medicine Residency Program. In 2022, they have 17 residents and plan to increase to 18 residents total (6 graduates per year) over the next few years.
- Kaiser Permanente on O'ahu recruited its eighth class of five (5) residents to its Internal Medicine Residency Program and has 14 residents in total.
- Tripler Army Medical Center's (TAMC) 11 GME programs also continue to help serve the physician workforce needs of the military community. Some trained at TAMC eventually return to Hawai'i to practice in the military and stay in the civilian community upon retirement. Of note, two recent graduates of TAMC GME programs have remained in Hawai'i to practice. UH also jointly sponsors our neonatal-perinatal fellowship with TAMC. Recent fellows have been active-duty military.

Funding GME is the largest barrier to UH JABSOM's ability to meet workforce needs

Declining federal and hospital funding of GME is a challenge for the state of Hawai'i because Hawai'i, unlike most states, does not currently directly appropriate state funds for GME. Hawai'i also does not have access to Federal Medicaid GME funding. For these reasons, a significant focus of HMEC since 2016 has been to strengthen partnerships and examine possibilities for additional GME resources.

State-level collaboration and coordination of GME efforts are needed

- To the extent possible, it is in Hawai'i's best interest to have the HMEC serve as a systems-level forum through which statewide strategic planning of GME programs can help find the optimal economies of scale to train and deploy graduating residents/fellows into the physician workforce.
- Currently, there is a strong collaboration with the Veterans Administration (VA) Pacific Islands Healthcare System. The VA representative on the HMEC provides essential information regarding current and anticipated VA needs and how the UH GME programs may help the VA meet future workforce needs, particularly outside of urban Honolulu on neighboring Hawaiian Islands, Guam, and American Samoa. Several GME programs train their residents and fellows in VA sites throughout Hawai'i and the Pacific. Given different curricular requirements and clinical constraints at the VA, we have maximized the different rotation opportunities in Family Medicine, Geriatrics, and Psychiatry. In addition, we are exploring options to expand training in addictions for general psychiatry residents, addiction medicine, and addiction psychiatry fellows.
- As part of a long-standing collaboration with the Tripler Army Medical Center (TAMC), several UH residency and fellowship programs have a portion of their clinical rotations at TAMC. Similarly, several TAMC programs rotate their residents at The Queen's Medical Center and Kapi'olani Medical Center for Women and Children. In addition, the only neonatology program in the U.S. Pacific is shared between UH and TAMC.
- In July 2020, the Family Medicine ambulatory teaching site was successfully relocated to the Pali Momi Outpatient Center, adjacent to the hospital campus. The program gradually expanded from 18 to 21 residents. A key, and as yet unfunded, component of the business plan and consortium model included securing State funding to permit the growth of the Family Medicine residency as required to meet the primary care and family medicine shortages on O'ahu, Maui, and Kaua'i. Almost 85% of the UH FMRP graduates since 2007 currently practice in Hawai'i, with many serving rural and underserved populations. Therefore, securing the necessary resources for the statewide expansion of the FMRP is critical. The demand is much higher than the current supply of Family Medicine residency graduates, even with the Hawai'i Island Family Medicine Program (providing an additional 5-6 graduates per year). Full expansion of the UH Family Medicine residency remains a long-term goal, but we will not fully pursue this until the healthcare systems and economy recover more.
- Stronger partnerships between local health systems and JABSOM are now in place to attract and retain academic faculty committed to working with diverse populations, teaching, and conducting scholarly activity to reduce health disparities and improve health for all of Hawai'i's populations. In September-November 2021, JABSOM physician faculty members of the University Health Partners of Hawai'i faculty practice joined with either the Queen's University Medical Group or the Hawai'i Pacific Health Medical Group. Both health systems and JABSOM have committed to further strategic priorities which will ultimately improve access to care and the health of Hawai'i residents. These partnerships are critical for medical student education and residency/fellowship GME training.

DUTY (3): Recommend to the Legislature and UH Board of Regents (BOR) ways in which identified GME and other healthcare training programs can improve and change in order to effectively meet the HMEC assessment

The UH JABSOM's Institutional Program and its 19 UH GME training programs are accredited and continually address any citations, concerns, or anticipated threats to success. The Annual Institutional Review meeting in September 2022 refined the numerous activities used for

continuous improvement of the Institution (across programs) and to support program-specific quality improvement efforts. In addition, starting in late 2016, the UH JABSOM GME programs, their primary hospital partner training sites, and key community stakeholders, including the HMEC, started a long-term strategic planning process aimed at identifying viable and sustainable strategies to develop a physician workforce which continues to advance the health and well-being of the people of Hawai'i. The HMEC, JABSOM, and key stakeholders continue to work on these strategic areas:

1. Secure additional **resources** to maintain and expand GME programs. This includes funding for resident positions, supplemental educational activities, and additional faculty and clinical training sites (especially on the neighbor islands).
2. Develop a multi-pronged approach to improve physician **retention** in Hawai'i. This includes ongoing activities before and during residency training and a significant need to engage health systems, insurers, the state, and other partners to make Hawai'i a desirable place to practice – especially for new graduates with educational debt. Nationally, new medical school graduates have an average of \$200,000 in educational debt to address while completing their residency training.
3. In partnership with the health systems and insurers, develop strategies to address and prevent physician burnout and **promote physician well-being**.
4. Expand **neighbor island** and telehealth training opportunities for residents and fellows. Numerous national studies prove that the best ways to attract and retain physicians in rural settings are to 'grow your own' and provide clinical training embedded within local community clinics and hospitals. Resources will be needed to develop clinical sites and faculty, as well as for resident housing and transportation. The lack of these resources constrains most programs' ability to offer neighbor island rotations. HMEC recommendation #1 specifically addresses the need for core compensated faculty members and educational space in neighbor islands. Faculty members with dedicated administrative, teaching, faculty development, and scholarly activity duties and expectations are needed to ensure the consistent and high-quality medical education required by the various accrediting bodies.
5. Incorporate more aspects of **population health** and **interprofessional education and training** into all GME programs to better equip future physicians to practice in team-based, patient and population-centered clinical settings. This effort includes primary care-behavioral health integration.

DUTY (4): Work with other entities and state agencies, and in consultation with the Legislature and BOR, develop and implement a Plan to ensure the adequate funding of healthcare training programs in the state, with an emphasis on UH JABSOM GME programs

RECOMMENDATION #1

UH/HMEC recommends that the State Legislature and State Executive Branch provide increased sustainable funding to JABSOM's base budget to support the expansion of JABSOM's medical student and residency training experiences, particularly on the neighbor islands and rural areas of Hawai'i. The funding would support the growth of JABSOM faculty and administrative staff, as well as operational resources to support the continuation and expansion of innovative medical student and residency curricula to meet underserved communities' needs better.

RECOMMENDATION #2

UH/HMEC recommends that the State Legislature and State Executive Branch continue supporting and providing a State financial matching to the Hawai'i State Loan Repayment Program. Ideally, this match should be added as a permanent line item in the DOH budget to ensure sustainability. The funds currently come as a supplement to the annual Department of Health (DOH) budget with explicit instruction for the DOH to annually transfer those funds to JABSOM. This transfer is tied to JABSOM's oversight of the health professional loan repayment program for Hawai'i - including coordination of the National Loan Repayment Program Federal match for Hawai'i.

RECOMMENDATION #3

UH/HMEC recommends that the State Legislature approve the proposed expanded definitions used to determine eligibility for the Hawaii State Preceptor Tax credit program. UH and other Hawai'i-based health professions programs rely upon volunteer faculty preceptors for core educational programs. The program would increase participation by neighbor island faculty preceptors across medicine, nursing, and pharmacy. This support aids busy neighbor island practitioners and encourages neighbor island recruitment of trainees upon completion of their training.

DUTY (5): Seek funding to implement the Plan from all public (county, state, and federal government) and private sources

- Federal and private funding to retain health providers through loan repayment programs was obtained in 2012. The 2017 Legislature and Governor Ige approved matching funds to increase the number of educational loan repayments offered through the Hawai'i State Loan Repayment Program. The program works to retain existing primary care and behavioral health providers through loan repayment, contingent on a commitment to practice in a Health Professions Shortage Area in Hawai'i for two years after loan repayment. Efforts will continue to demonstrate long-term effectiveness and seek renewal of matching funds this year and for longer durations of time. Additional details on the success of the Hawai'i State Loan Repayment Program can be found in the 2022 Hawai'i Physician Workforce Report. (HMEC Recommendation #2)
- The Hawai'i/Pacific Basin Area Health Education Center (AHEC)'s three Federal grants support the "Pre-Health Career Core" program that establishes a pathway for health careers. The program has already guided more than 500 high school and college students interested in health careers. The program is funded for four years and covers health sciences, shadowing, mentoring, research experiences, and Medical College Admissions Test preparation. These and other JABSOM pathway programs target students of Native Hawaiian descent and public school students from medically underserved areas, including the neighbor islands.
- Philanthropic support for 4-year scholarships to medical school will need to increase. Currently, about 29% of JABSOM first-year students have 4-year scholarships. Eighty-nine percent of JABSOM students receive some form of scholarship or other financial aid. Reducing the educational debt for JABSOM graduates will allow those considering high-need specialties (for Hawai'i) to choose to stay in Hawai'i, with its high cost of living and a generally lower salary, compared to some markets in the continental US. Some states have provided such scholarship funds to the state medical school.

- Restoration of state funding to support JABSOM faculty and staff members is needed to preserve our excellence in medical education, including expanding current training on the neighbor islands and with underserved populations throughout the state. (HMEC Recommendation #1)
- Continued work with our major health system partners as detailed in Duty 2 and 3 (pages 7-13). These partnerships allow system improvements and additional resources to support faculty in achieving excellent clinical learning opportunities for our medical students and residents/fellows.
- JABSOM greatly appreciates Governor Ige's inclusion of new 6.0 faculty FTE and \$2.8 million into JABSOM's base budget and the 2022 Legislature's passage of HB 1600 CD1. These FTE fund new part-time faculty on the neighbor islands, and new core JABSOM faculty who support medical school (medical students and residency) innovations and expansion of training sites across Hawai'i. Further expansion of the JABSOM base budget will be needed to continue this important medical school learner growth.
- JABSOM is extremely appreciative of the 2022 Legislature's passage of Act 262 (Relating to Medical Education and Training) [SB2657 SD2 HD1 CD1] that appropriated funds to JABSOM with an emphasis on supporting residency training on the neighbor islands and in medically underserved populations throughout the State (\$2.7 million); and to create further medical residency and training opportunities through a partnership between JABSOM and the US Department of Veterans Affairs (\$4 million). The one-time appropriations for fiscal year 2022-2023 have been partially expended to support faculty, administrative staff, resident salaries, transportation, and travel costs when they rotate on a neighbor island. HMEC Recommendation #1 is to increase JABSOM's base budget further, including additional faculty and staff FTE and funding to sustain the neighbor island expansion efforts. Creation of new residency positions requires sustained funding (federal, state, and private) as we are required to support and finish a resident or fellow once we accept them into their training program (3-5 years for core programs, 1-3 years for fellowships).

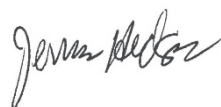
DUTY (6): Monitor and continue to improve the funding Plan

See recommendations under DUTY 4 and DUTY 5. Monitoring the implementation and effectiveness of the plans to stabilize and grow GME in the shortage specialties will be done by UH JABSOM's Graduate Medical Education Committee (GMEC), with oversight by the Office of the Designated Institutional Official (DIO) and HMEC. Local health system engagement in these planning processes, along with the Department of Health, is ongoing and addresses the matching of state specialty provider needs with training program growth and development. A summary of the results will annually be incorporated in our HMEC report to the Legislature.

DUTY (7): Submit an annual report to the Legislature no later than twenty days before the convening of each regular Legislative session.

This annual report for the Legislature serves that purpose.

Respectfully submitted,



Jerris R. Hedges, MD, MS, MMM
 Professor & Dean, and Chair of HMEC
 Barry & Virginia Weinman - Endowed Chair
 John A. Burns School of Medicine, University of Hawai'i at Mānoa

Part II. Summary

HMEC Recommendations to 2022 Legislature

RECOMMENDATION #1

UH/HMEC recommends that the State Legislature and State Executive Branch provide increased sustainable funding to JABSOM's base budget to support the expansion of JABSOM's medical student and residency training experiences, particularly on the neighbor islands and rural areas of Hawai'i. The funding would support the growth of JABSOM faculty and administrative staff, as well as operational resources to support the continuation and expansion of innovative medical student and residency curricula to meet underserved communities' needs better.

RECOMMENDATION #2

UH/HMEC recommends that the State Legislature and State Executive Branch continue supporting and providing a State financial matching to the Hawai'i State Loan Repayment Program. Ideally, this match should be added as a permanent line item in the DOH budget to ensure sustainability. The funds currently come as a supplement to the annual Department of Health (DOH) budget with explicit instruction for the DOH to annually transfer those funds to JABSOM. This transfer is tied to JABSOM's oversight of the health professional loan repayment program for Hawai'i - including coordination of the National Loan Repayment Program Federal match for Hawai'i.

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UH/HMEC recommends that the State Legislature approve the proposed expanded definitions used to determine eligibility for the Hawaii State Preceptor Tax credit program. UH and other Hawai'i-based health professions programs rely upon volunteer faculty preceptors for core educational programs. The program would increase participation by neighbor island faculty preceptors across medicine, nursing, and pharmacy. This support aids busy neighbor island practitioners and encourages neighbor island recruitment of trainees upon completion of their training.

Part III. Appendix

Appendix A: State Statutes Related to HMEC

HRS excerpts below were downloaded on December 22, 2014 from the following sites:

[HRS0304A-1701 Definitions](#)

[HRS0304A-1702 Graduate Medical Education Program](#)

[HRS0304A-1703 Medical Education Council](#)

[HRS0304A-1704 Council Duties](#)

[HRS0304A-1705 Council Powers](#)

CHAPTER 304A UNIVERSITY OF HAWAI'I SYSTEM

Part I. System Structure Section

Part IV. Divisions, Departments, and Programs

J. Medical Education Council

304A-1701 Definitions

304A-1702 Graduate medical education program

304A-1703 Medical education council

304A-1704 Council duties

304A-1705 Council powers

J. MEDICAL EDUCATION COUNCIL

[§304A-1701] Definitions. As used in this subpart:

- “Centers for Medicaid and Medicare Services” means the Centers for Medicaid and Medicare Services within the United States Department of Health and Human Services.
- “Council” means the medical education council created under section [304A-1703].
- “Graduate medical education” means that period of clinical training of a physician following receipt of the medical doctor degree and prior to the beginning of an independent practice of medicine.
- “Graduate medical education program” means a graduate medical education training program accredited by the American Council on Graduate Medical Education.
- “Healthcare training program” means a healthcare training program that is accredited by a nationally-recognized accrediting body. [L 2006, c 75, pt of §2]

[§304A-1702] Graduate Medical Education Program.

- a) There is created a graduate medical education program to be administered by the medical education council in cooperation with the department of health.
- b) The program shall be funded with moneys received for graduate medical education and deposited into the Hawai'i medical education special fund established under section [304A-2164].
- c) All funding for the graduate medical education program shall be nonlapsing.
- d) Program moneys shall only be expended if:
 - 1) Approved by the medical education council; and
 - 2) Used for graduate medical education in accordance with sections [304A-1704] and [304A-1705]. [L 2006, c 75, pt of §2]

[§304A-1703] Medical Education Council.

- A. There is established within the University of Hawai'i, the medical education council consisting of the following thirteen members:
 - 1) The dean of the school of medicine at the University of Hawai'i;
 - 2) The dean of the school of nursing and dental hygiene at the University of Hawai'i;

- 3) The vice dean for academic affairs at the school of medicine who represents graduate medical education at the University of Hawai'i;
 - 4) The director of health or the director's designated representative;
 - 5) The director of the Cancer Research Center of Hawai'i; and
 - 6) Eight persons to be appointed by the governor as follows:
 - a. Three persons each of whom shall represent a different hospital at which accredited graduate medical education programs are conducted;
 - b. Three persons each [of] whom represent the health professions community;
 - c. One person who represents the federal healthcare sector; and
 - d. One person from the general public.
- B. Except as provided in subsection (a) (1), (2), (3), and (4), no two council members may be employed by or affiliated with the same:
- 1) Institution of higher education;
 - 2) State agency outside of higher education; or
 - 3) Private entity.
- C. Terms of office of council members shall be as follows:
- 1) Except as provided in paragraph (2), the dean of the school of medicine, dean of the school of nursing and dental hygiene, vice dean for academic affairs of the school of medicine at the University of Hawai'i, and the director of health, or the director's designated representative, shall be permanent ex officio members of the Council, and the remaining nonpermanent council members shall be appointed to four-year terms of office;
 - 2) Notwithstanding paragraph (1), the governor at the time of the initial appointment shall reduce the terms of four nonpermanent council members to two years to ensure that approximately half of the nonpermanent council members are appointed every two years; and
 - 3) If a vacancy occurs in the membership for any reason, the replacement shall be appointed by the governor for the unexpired term in the same manner as the original appointment was made.
- D. The dean of the school of medicine at the University of Hawai'i shall chair the Council. The Council shall annually elect a vice chair from among the members of the Council.
- E. All council members shall have voting rights. A majority of the council members shall constitute a quorum. The action of a majority of a quorum shall be the action of the Council.
- F. Per diem and expenses incurred in the performance of official duties may be paid to a council member who:
- a. Is not a government employee; or
 - b. Is a government employee, but does not receive salary, per diem, or expenses from the council member's employing unit for service to the Council.

A council member may decline to receive per diem and expenses for service to the Council. [L 2006, c 75, pt of §2]

[§304A-1704] Council Duties. The medical education council shall:

- 1) Conduct a comprehensive analysis of the healthcare workforce requirements of the state for the present and the future, focusing in particular on the state's need for physicians;
- 2) Conduct a comprehensive assessment of the state's healthcare training programs, focusing in particular on graduate medical education programs and their role in and ability to meet the healthcare workforce requirements identified by the Council;
- 3) Recommend to the legislature and the board of regents changes in or additions to the healthcare training programs in the state identified by the Council's assessment;
- 4) Work with other entities and state agencies as necessary, develop a plan to ensure the adequate funding of healthcare training programs in the state, with an emphasis on graduate medical education programs, and after consultation with the legislature and the board of regents, implement the plan. The plan shall specify the funding sources for healthcare training programs and establish the methodology for funding disbursement. Funds shall be expended for the types of costs normally associated with healthcare training programs, including but not limited to physician salaries and other

operating and administrative costs. The plan may include the submission of an application in accordance with federal law for a demonstration project to the Centers for Medicaid and Medicare Services, for the purpose of receiving and disbursing federal funds for direct and indirect graduate medical education expenses;

- 5) Seek funding from public sources, including state and federal government, and private sources to support the plan required in paragraph (4);
- 6) Monitor the implementation and effectiveness of the plan required in paragraph (4), making such modifications as may be required by future developments and changing needs and after consulting with the legislature and the board of regents, as appropriate; and
- 7) Submit a summary report to the legislature no later than twenty days before the convening of each regular session, of the expenditures of program moneys authorized by the Council under this subpart. [L 2006, c 75, pt of §2]

[§304A-1705] Council Powers. The medical education council may:

- 1) Conduct surveys, with the assistance of the department of health and the department of commerce and consumer affairs, to assess and meet changing market and education needs;
- 2) Appoint advisory committees of broad representation on interdisciplinary clinical education, workforce mix planning and projections, funding mechanisms, and other topics as is necessary;
- 3) Use federal moneys for necessary administrative expenses to carry out its duties and powers as permitted by federal law;
- 4) Distribute program moneys in accordance with this subpart; provided that any expenditures authorized shall be for a public purpose and shall not be subject to chapters 42F, 103, 103D, and 103F;
- 5) Hire employees not subject to chapters 76 and 89 necessary to carry out its duties under this subpart; and
- 6) Adopt rules in accordance with chapter 91, necessary to carry out the purposes of this subpart. [L 2006, c 75, pt of §2]

Appendix B: Sample HMEC Meeting Agenda

Figure 2: Sample HMEC Meeting Agenda

AGENDA

Items not addressed during this meeting will be discussed on another day and time announced at the conclusion of the meeting.

1. Call Meeting to Order & Review / Approval of Previous Meeting Minutes – Dr. Hedges (5 minutes)
2. Public Comment Period (conducted at the beginning and end of the meeting, 5 minutes)
3. Report from HMEC Chair - Dr. Hedges
 - a. Graduate Medical Education (GME)-Related State Legislation Updates – Cynthia Nakamura (5 minutes)
 - b. GME Updates– Dr. Lee Buenconsejo-Lum (20 minutes)
 - i. Annual Institutional Review Action Plan
 - ii. GME Program Prioritization Process/Potential Expansions
 1. CMS Section 126, 127 GME positions ([AAMC IPPS Update](#))
 2. HRSA Rural Program Planning and Development Grant
4. Physician Workforce Data Updates & Synergies
 - a. Access to Care (Hawai'i State Rural Health Association Project) Update - Lisa Rantz (5 minutes)
 - b. Federal Appropriations and GME Financing Update - Dr. Aimee Grace (5 minutes)
 - c. Physician Workforce Update - Dr. Kelley Withy (5 minutes)
 - d. Preceptor Tax Credit Update - Dr. Kelley Withy (5 minutes)
5. New Business – Dr. Hedges (5 minutes)
6. Public Comment Period (conducted at the beginning and end of the meeting, 5 minutes)
7. Next HMEC Meeting – **Monday, October 24, 2022 @ 7:30 am** in-person and via Zoom
8. Adjournment

HMEC Recommendations to the 2022 Legislature ([link to annual HMEC Report](#))

RECOMMENDATION #1

UH/HMEC recommends that the 2021 State Legislature and State Executive Branch continue to support and provide a State financial match to the Hawaii State Loan Repayment Program. Ideally, this match would be provided as a supplement to the annual Department of Health (DOH) budget with the explicit instruction for the DOH to annually transfer those funds to JABSOM as long as JABSOM oversees the health professional loan repayment program for Hawai'i - including coordination of the National Loan Repayment Program Federal match for Hawai'i.

RECOMMENDATION #2

UH/HMEC recommends that the 2021 State Legislature and State Executive Branch provide funding to support the JABSOM faculty and staff, as well as both the medical student and residency curricula. The curricula needs support in order to maintain existing medical student and resident rotations on the neighbor islands, and to maintain currently existing innovative programs which serve to meet the needs of underserved communities.

RECOMMENDATION #3

UH/HMEC recommends that the State Department of Human Services and other stakeholders develop a working group to explore the mechanisms and develop a plan to obtain future Federal Medicaid GME funding since many of the residency programs provide inpatient and ambulatory care for Medicaid populations.

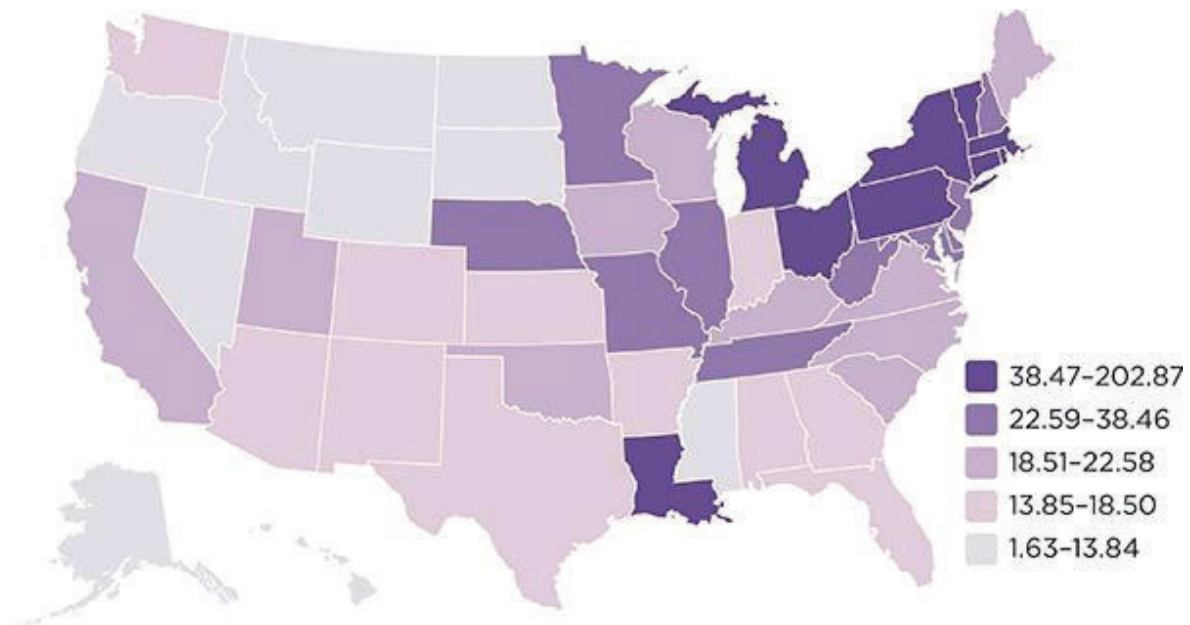
Appendix C: Number of Medicare-funded GME training positions by state, per 100,000 populations, 2010

SOURCE: Institute of Medicine (IOM). 2014. *Graduate Medical Education That Meets the Nation's Health Needs*. Washington, DC: The National Academies Press. Figure 3-2.

https://www.ncbi.nlm.nih.gov/books/NBK248024/figure/fig_3-2/?report=objectonly

Figure 3: Appendix C: Number of Medicare-funded GME training positions by state, per 100,000 populations, 2010

Note: Hawai'i is in the lowest category (1.63-13.84 training positions per 100,000 population)



Appendix D: Rural or Underserved areas of Hawai'i where UH JABSOM Medical School or GME program graduates practice

Figure 4: Appendix D: Where JABSOM medical school/GME program graduates practice as of October 2017

