

HEALTH POLICY AND THE AGED

CHS 291 - - - Spring 2005

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Overview

It is impossible to ignore the aged when examining health policy issues broadly. The increasing number of elderly in the United States, lengthening lifespans, and the predominance of chronic illness and disability as the most common national health issues all draw attention to how health policy and the aging of the American population interact. This course is designed to provide both policy process and policy analysis information on key health policy issues affecting acute care, long-term care, and health promotion for older persons. We will examine both current controversies involving health policy for older persons and critical issues that are not currently in the news. In addition, the course will provide an analytic framework for examining the forces that propel and retard reform of the health care system and provide some basic policy analysis tools.

"American medicine... stands now on the brink of chaos. Much of US medical care ... is inferior in quality, wastefully dispensed, and inequitably financed... The time has come for radical change." Forbes 1970.

Required readings:

Purchase at health sciences bookstore-

Estes, Carroll L. Social Policy and Aging. Thousand Oakes, CA: Sage, 2001.

Stone, Deborah. Policy Paradox: The Art of Political Decision Making. NY: WWNorton, 2002.

Purchase directly-

Generations issue on *Advocacy and Aging*. Spring 2004.

<http://www.asaging.org/estore/getoneproduct.cfm?productID=B1058>

Download-

Chronic Disease Directors. The Aging States Project: Promoting Opportunities for Collaboration Between the Public Health and Aging Services Networks. Atlanta, GA, 2003.

http://www.chronicdisease.org/aging_states_project.pdf

Get for background statistics:

* Federal Interagency Forum on Aging-Related Statistics. Older Americans 2004: Key Indicators of Well-Being. Washington, DC. <http://www.agingstats.gov/chartbook2004/>

* US Centers for Disease Control and Prevention (CDC) and Merck Institute, The State of Aging & Health in America, 2004. <http://www.cdc.gov/aging/publications.htm#sah>

*Steven P. Wallace, Nadereh Pourat, Vilma Enriquez-Haass, Alek Sripipatana. 2003. Health of Older Californians: County Data Book. LA, CA: UCLA Center for Health Policy Research. <http://www.healthpolicy.ucla.edu/pubs/publication.asp?pubID=77>

Additional readings are available on-line and must be downloaded by each student to read on-line or print to read as paper copy. Others (#'d) will be handed out in class.

Course Objectives:

- 1) To provide an understanding of selected current issues facing policy makers in health policy as it affects the aged.
- 2) To develop a historical perspective on the relationship between health policy and the health care system as a means for understanding the current underdevelopment of preventive and social health measures.
- 3) To provide an introduction to different perspectives used in analyzing public policy and the policy process.
- 4) To sensitize students to different possible strategies of influencing health policy for the elderly and others.

Requirements:

Paper Assignments

While there are two written assignments for the quarter, when combined they are designed to be the equivalent of one twenty-page term paper, i.e. one term paper is due but it is spread out over the quarter. (Be sure to follow format rules at end of syllabus; at least 50% of citations in papers must be from published sources - i.e. they must be from books or journals).

Assignment 1 - Choose a major health policy area you are interested in that affects older persons, e.g. breast cancer screening, designing communities to encourage physical activity, home health care, assisted housing, Medicare prescription drug coverage, advance directives, etc. In this first paper, you will cover the first two steps of a rational policy analysis, i.e. identifying the problem and establishing the scope/magnitude of the problem. In addition, you will identify current policies and/or proposals that affect the issue. This should be 7-8 pages where about 1/2 is a description of the significance/scope of the problem (including why the problem exists and how the problem is best framed), and 1/2 an identification of current policy and summary of how the policy attempts to address the problem and does not adequately address the issue. Be sure to include references to any required readings from class when appropriate and also cite all of your information.

Assignment 2 – In this paper apply Stone’s framework to a policy analysis and add a dose of power analysis. Briefly recap the policy problem to start (from paper 1). Then describe and justify the goals that are important in any policy solution. Next, identify a policy solution to the problem that draws on those values, and describe the strategies for change that the solution involves. Include an analysis of the interests involved (who wins, who loses) and how the current political & economic context together with the interests will make this policy proposal easier or more difficult to adopt. I encourage you to conclude by also thinking "broadly." IE, rather than a small/incremental change (which seems to be the common response to policy problems), think about BIG changes that would address both the problem ID'd in paper one as well as potentially address other problems that face the elderly. Think of this as a long-term goal that your specific policy proposal is a step towards. Don't forget to include citations to class readings when appropriate. This is a 10-12 page paper.

Follow and Analyze the News

Pick two different newspaper articles on an aging policy issue and analyze the goals and problem framing implicit in each. Briefly describe the content of the article, then “read between the lines” to analyze how they are presenting the issue, comparing and contrasting their frameworks. This will be presented in a 10-15 minute (maximum) class presentation. You can search major newspapers, the wire services, and mass circulation magazines at <http://web.lexis-nexis.com/universe>, click on “news” (lefthand bar). Or go to ProQuest and search the NY Times or LA Times in comparison with the Wall St. Journal (or an alternative press) <http://proquest.umi.com/pqdweb?RQT=573&TS=1112739949&clientId=1564&LASTSRCHMODE=3>

Class Participation

Beginning the second class session, each student will prepare one discussion question for *each* of the required chapters or articles for each class period (see page 9 of syllabus for examples of questions). These questions are due by 10 pm the day before class. We will use these questions as the basis for class discussion of the required materials. They can be e-mailed (swallace@ucla.edu), faxed (310-794-2686 days) or hand delivered before 5pm at 10911 Weyburn #300.

Grading

Paper 1 - 30%	Due:	May 4
Paper 2 - 45%		June 15
Presentation - 15%		During quarter
Class participation - 10%		Each class

Class Topics & Readings:

1. April 6: Introduction

Karen Davis, 1999. "President's Message: Health and Aging in the 21st Century." New York: Commonwealth Fund. http://www.cmwf.org/publications/publications_show.htm?doc_id=221602

Chronic Disease Directors. "Introduction." Pp. 1-5 in The Aging States Project: Promoting Opportunities for Collaboration Between the Public Health and Aging Services Networks. Atlanta, GA, 2003. http://www.chronicdisease.org/aging_states_project.pdf

Rao JK, Anderson LA, Smith SM. 2002. "End of life is a public health issue." Am J Prev Med. 23(3):215-20. <http://linkinghub.elsevier.com/retrieve/pii/S0749379702005007>

Stone, Deborah. 2002. "Introduction." Pp. 1-14 in Policy Paradox. (Text)

2. April 13: The *Politics* of Aging Policy

Stone, Deborah. "The market and the polis," and "Symbols" Pp. 17-34, 131-162 in in Policy Paradox. (Text)

#Binstock, Robert. H. 2002. "The politics of enacting reform." Pp. 346-377 in Altman & Shactman, Policies for an Aging Society. Baltimore: Johns Hopkins University Press, 2002.

Estes, Carroll L. "Crisis, the Welfare State, and Aging." Pp. 95-117 in C.L. Estes, Social Policy and Aging.

3. April 20: Identifying Policy Problems

Stone, Deborah. "Numbers" and "Causes" Pp. 163-209 in Policy Paradox. (Text)

Robertson, Ann. 1997. "Beyond Apocalyptic Demography: Towards a Moral Economy of Interdependence." Ageing and Society. 17:425-446.

<http://journals.cambridge.org/bin/bladerunner?30REQEVENT=&REQAUTH=0&500000REQSUB=&REQSTR1=S0144686X97006521>

Estes, Carroll L., Steven P. Wallace, Karen Lynkins, Elizabeth Binney. "The Medicalization and Commodification of Aging and the Privatization and Rationalization of Old Age Policy." Pp. 45-60 in Estes, Social Policy and Aging (text).

4. April 27: Medicare

Stone, Deborah. "Interests" Pp. 210-231 in Policy Paradox. (Text)

Kaiser Family Foundation. "Medicare at a glance-Fact Sheet."
<http://www.kff.org/medicare/1066-07.cfm>

Davis K, Schoen C, Doty M, Tenney K. 2002. "Medicare versus private insurance: rhetoric and reality." *Health Affairs* (Millwood). Jul-Dec; Suppl Web Exclusives:W311-24.
<http://content.healthaffairs.org/cgi/reprint/hlthaff.w2.311v1>

Bruce E. Landon; Alan M. Zaslavsky; Shulamit L. Bernard; Matthew J. Cioffi; Paul D. Cleary
Comparison of Performance of Traditional Medicare vs Medicare Managed Care
JAMA, April 14, 2004; 291: 1744 - 1752.
<http://jama.ama-assn.org/cgi/content/full/291/14/1744>

Thomas R. Oliver, Philip R. Lee, Helene L. Lipton. 2004. "A Political History of Medicare and Prescription Drug Coverage." *Milbank Quarterly*. 82(2):283-354.
http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=pubmed&dopt=Abstract&list_uids=15225331

5. May 4: The Goals of Policies (first assignment due)

Stone, Deborah. Part II: Goals. Pp. 35-130 (Equity, Efficiency, Security, Liberty) in Policy Paradox. (Text)

6. May 11: Changing Public Policy for Older Adults

Special issue of *Generations* on Advocacy and Aging. Read pages 9-69, 75-85.

7. May 18: Critical Perspectives in Aging Policies and Politics

Estes, Carroll L., Robert R. Alford, Anne Hays Egan. "The Transformation of the Nonprofit Sector." Pp. 61-94 in Social Policy and Aging.

Estes, Carroll L., Charlene Harrington, David N. Pellow. "The Medical-Industrial Complex." 165-185 in C.L. Estes, Social Policy and Aging.

Close, Liz, Carroll L. Estes, Karen W. Linkins. "The Political Economy of Health Work." Pp. 217-230 in C.L. Estes, Social Policy and Aging.

Stone, Deborah. Chapter 15 Powers. Pp. 354-375 in Policy Paradox. (Text)

8. May 25: Solutions

Stone, Deborah. Chapter 10 Decisions, and most of Part IV: Solutions. Pp. 232-353 (Inducements, Rules, Facts, Rights) pp. 265-353 in Policy Paradox. (Text)

Estes, Carroll L., Jane L. Mahakian, Tracy A. Weitz. "A Political Economy Critique of 'Productive Aging.'" Pp. 187-199 in C.L. Estes, Social Policy and Aging.

9. June 1: Gender, Race, and Policy Solutions

Estes, Carroll L., Karen W. Linkins, Elizabeth A. Binney. 2001. "Critical perspectives on aging." Pp. 23-44 in C.L. Estes, Social Policy and Aging.

Estes, Carroll L., "Sex and gender in the political economy of aging." Pp. 119-135 in C.L. Estes, Social Policy and Aging.

Wallace Steven P., Villa Valentine M. 2003. "Equitable health systems: cultural and structural issues for Latino elders." Am J Law Med. 2003;29(2-3):247-67.

<http://web.lexis-nexis.com/universe/document? m=7ebbcfd00c3fa56688320bd5b082bd05& docnum=2& wchp=dGLbVzb-zSkVb& md5=9c80d1526e1e8a9316a36b0f394a61cc>

Stone, Deborah. Conclusion. Pp. 376-383 in Policy Paradox. (Text)

10. June 8: Aging Policy in the 21st Century

Lynch, Marty and Carroll L. Estes. "The underdevelopment of community-based services in the U.S. Long-term care systems: A structural analysis." Pp. 201-215 in C.L. Estes, Social Policy and Aging.

#Penny Hollander Feldman, Pamela Nadash, and Michal Gursen. "Improving Communication Between Researchers and Policy Makers in Long-Term Care." Gerontologist 41(3):312-21, 2001.

Chronic Disease Directors. "Results, Discussion, Recommendations." Pp. 9-26 in The Aging States Project: Promoting Opportunities for Collaboration Between the Public Health and Aging Services Networks. Atlanta, GA, 2003. http://www.chronicdisease.org/aging_states_project.pdf

Optional: Institute for the Future (for Archstone Foundation). Fault Lines in the Shifting Landscape: The Future of Growing Older in California B 2010. Menlo Park, CA: 1999. At http://www.archstone.org/usr_doc/33534.pdf

June 15: final papers due (5 pm)

Some Basic Style Rules for Papers

1. Please type your paper, double space, 1" margins. Include a title page with your name, assignment title, and course number. On the paper itself include page numbers but do not repeat your name (a different running head is OK).
2. Avoid using the passive voice. Money was raised to solve the problem (passive voice). The community raised money to solve the problem (active voice).
3. Avoid the "royal we." If you alone did something, say "I did it."
4. Avoid gendered language when you are speaking generally. E.g. "humanity" for mankind, people live longer vs. man lives longer, personnel vs. manpower.
5. Descriptive subheadings are useful to help guide the reader through the text and ease transitions between topics.
6. Be sure to cite the source of your ideas and data that come from material you have read. You need the citation whether you are using a direct quote or not. Include a bibliography of works cited within the paper. Be sure to include the authors, year, full title, publisher's location, and publisher (for books); authors, year, full title, full journal name, volume number, and page numbers (for journals).
7. ALWAYS cite required class readings where appropriate.
8. Make sure you follow the instructions for the paper fully. If the directions say to "compare and contrast," be sure that you have a section comparing, and another contrasting.
9. **STYLE:** If you are already familiar with a standard academic style (e.g. APA), you can follow those guidelines. If you are unsure about style, several excellent reference works, include: the Chicago Manual of Style (the most comprehensive); The Elements of Style by Strunk & White (most common short work); the American Psychological Association style manual (comprehensive, common in psychology and medicine); You can also look at any journal, like the Gerontologist or AJPH, to see how they format articles. The last page of most journals gives a brief description of how to format citations. Whatever style you follow, **be consistent**.
10. Information from the internet needs a full citation, such as: United Nations. United Nations Principles for Older Persons. In: U.N. Division for Social Policy and Development; 2002. <http://www.un.org/esa/socdev/iyop/iyoppop.htm#Care> Last Updated: 14 March 2000.

Sample Questions (all based on Karen Davis reading from first class)

(Note: The point of the questions is to *apply* information and concepts from the readings and to generate class discussions on relevant topics).

1) Trends

If the proportion of elderly grows every year, how can we afford health care for them in the future?

2) Concepts

How would adopting “premium support” lead to the privatization of Medicare?

3) Comparisons

Are we doing better or worse in our policy for long-term care compared to health promotion policy?

Note: questions that draw on multiple articles, especially from earlier class periods, are particularly good!