Long-Term Services and Supports (LTSS) Teaching Module

In response to the primary issues identified by the 2015 White House Conference on Aging (WHCOA), the Gero-Ed Center has collaborated with social work educators to develop teaching modules that address elder justice, healthy aging, long-term services and supports, and retirement security. The WHCOA noted that these four issues will greatly impact the aging landscape for older Americans over the next decade.

Contents

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1. Overview of Topic and Module Content

Long-term services and supports (LTSS) are provided to assist individuals with disability or chronic disease perform routine daily activities with the goal of "integrating supports and medical care to maintain health, improve functional capacity, enhance physical, social and emotional well-being, and maximize autonomy" (Robison, Shugrue, Fortinsky, & Cruman, 2013, p. 198). LTSS includes a broad range of supportive services and supports provided by professionals (formal care) as well as unpaid care provided by family and friends (informal care), and LTSS can be provided in community-based or institutional settings. LTSS is now the preferred term, but prior to that, most referred to LTSS as long term care (LTC) (Robison et al., 2013). LTC continues to be used in the private sector, in policy discussions, and by the general public. The definition of LTC is very similar to the LTSS definition, although focused mainly on formal care.

The 2015 White House Conference on Aging identified LTSS as one of the four issue areas in need of significant thought and public policy action. This was based on discussions with leaders in the gerontology field and older Americans across the country about the most pressing current and future challenges for older individuals, caregivers, and families. It is important for students to know about LTSS and the various policies and programs that influence it. This will enable students to understand how to navigate the complex LTSS system and effectively work with older adults and families in multiple practice settings.

This module has been developed for instructors to utilize when teaching about LTSS in classes about practice with older adults, physical and social environments of older adults, social policy and programs, and/or health care. It is designed for instructors to "pick and choose" topics, readings, websites, videos, and assignments depending on specific class objectives or topics, desired amount of breadth versus depth on various issues, and the amount of class time available.

The module includes a PowerPoint presentation, connections to existing related CSWE Gero-Ed Center resources, suggested readings from web sources and peer-reviewed articles by topic, video and film possibilities, ideas for class exercises and assignments, and ideas for major assignments.

Works Cited

Robison, J., Shugrue, N., Fortinsky, R. H., & Cruman, C. (2013). Long-term supports and services planning for the future: Implications from a statewide survey of baby boomers and older adults. *The Gerontologist, 54*(2), 297-313.

2015 White House Conference on Aging (WHCOA). (2015). Retrieved from http://www.whitehouseconferenceonaging.gov/blog/policy/post/long-term-services-and-supports

2. PowerPoint Presentation[†]

- What are long-term services and supports (LTSS)? (Slides 2-4)
- What are recent statistics related to LTSS? (Slides 5-10)
  - #s receiving LTSS
  - LTSS options (informal, formal)
  - LTSS financing (overall, in community, in nursing homes)
- What current policies and programs influence LTSS? (Slides 11-41)
  - Major policies
    - Medicaid
    - Medicare
    - PACE
    - Money Follows the Person Program
    - Affordable Care Act (overall, changes to Medicaid and Medicare)
    - Older Americans Act
    - National Family Caregiver Program
    - Social Security
- What important concepts and services are relevant to LTSS? (Slides 42-67)
  - Activities of daily living and instrumental activities of daily living
  - Improving quality
  - Informal caregivers
  - Home and community based services
  - Respite care
  - Adult day care
  - Assisted living
  - Continuing Care Retirement Community (CCRC)
  - Nursing homes
    - Financing
    - Resident characteristics
    - Regulation
    - Culture change
    - Green House Movement

[†]PowerPoint available here: http://www.cswe.org/82433.aspx

3. Related CSWE Gero-Ed Teaching Resources[†]

- Affordable Care Act and Social Work Practice, Education, Research, and Roles: Bibliography (http://www.cswe.org/File.aspx?id=71241)
- Direct Care Workers Bibliography (http://www.cswe.org/File.aspx?id=68366)
- Interdisciplinary Teamwork Teaching Module: for understanding service systems for older adults and working in geriatric interdisciplinary practice with older adults (http://www.cswe.org/CentersInitiatives/CurriculumResources/MAC/GIG/35813/36975.aspx)
- Social Work Practice in Health Care Teaching Module: information on working with older adults in health care settings and completing a comprehensive geriatric assessment (http://www.cswe.org/CentersInitiatives/CurriculumResources/MAC/GIG/Albany/33377.aspx)

[†]Access the full teaching resources collection here: http://www.cswe.org/CentersInitiatives/GeroEdCenter/TeachingTools/TeachingInfusion.aspx

4. Suggested Readings by Topic from Web Resources and Peer-Reviewed Articles

Long-Term Services and Supports/Long-Term Care

Web Resources:

White House Conference on Aging. (2015). Policy Brief, Long-Term Services and Supports. Retrieved from http://www.whitehouseconferenceonaging.gov/blog/policy/post/long-term-services-and-supports

Harris-Kojetin, L., Sengupta, M., Park-Lee, E., & Valverde, R. (2015). Long-term care services in the United States: 2013 overview. Hyattsville, MD: National Center for Health Statistics. Retrieved from
http://www.ahcancal.org/ncal/resources/Pages/AssistedLivingStudies.aspx

National Council on Aging. (n.d.). Long-term services and supports. Retrieved from

http://www.ncoa.org/public-policy-action/long-term-services--supports/

Peer-Reviewed Articles:

Kane, R. A., & Cutler, L. J. (2015). Re-imagining long-term services and supports: Towards livable environments, service capacity, and enhanced community integration, choice, and quality of life for seniors. *The Gerontologist, 55*(2), 286-295.

Kaye, H. S., Harrington, C., & LaPlante, M. P. (2010). Long-term care: Who gets it, who provides it, who pays, and how much? *Health Affairs, 29*(1), 11-21.

Lehning, A. J., & Austin, M. J. (2010). Long-term care in the United States: Policy themes and promising practices. *Journal of Gerontological Social Work, 53*(1), 43-63.

Robison, J., Shugrue, N., Fortinsky, R. H., & Cruman, C. (2013). Long-term supports and services planning for the future: Implications from a statewide survey of baby boomers and older adults. *The Gerontologist, 54*(2), 297-313.

Thomas, K. S., & Applebaum, R. (2015). Long-term services and supports (LTSS): A growing challenge for an aging America. *Public Policy & Aging Report, 25*, 56-62.

Assessments useful for LTSS:

Hartford Institute for Geriatric Nursing, ConsultGeri.org. *Assessment Tools.*
http://consultgerirn.org/resources

Provides links to multiple assessment tools, including the Katz Index of Independence in Activities of Daily Living, Mental Status Assessment of Older Adults: The Mini Cog, The Geriatric Depression Scale.

Medicaid

Web Resources:

Medicaid.gov. (n.d.) Medicaid. Retrieved from http://medicaid.gov/medicaid-chip-program-information/medicaid-and-chip-program-information.html

Centers for Medicare & Medicaid. (n.d.) Long-term services and supports, Medicaid program. Retrieved from

http://www.medicaid.gov/medicaid-chip-program-information/by-topics/long-term-services-and-supports/long-term-services-and-supports.html

Kaiser Family Foundation. (2012). Medicaid Financing: An Overview of the Federal Medicaid Matching Rate (FMAP). Retrieved from http://kff.org/health-reform/issue-brief/medicaid-financing-an-overview-of-the-federal/

Reaves, E. L., & Musumeci, M. (2015). Medicaid and long-term services and supports: A primer. Retrieved from

http://kff.org/medicaid/report/medicaid-and-long-term-services-and-supports-a-primer/

Peer-Reviewed Articles:

Arling, G., Job, C., & Cooke, V. (2009). Medicaid nursing home pay for performance: Where do we stand? *The Gerontologist, 49*(5), 587-595.

Kaye, H. S. (2012). Gradual rebalancing of Medicaid long-term services and supports saves money and serves more people. *Health Affairs, 31*(6), 1195-1203.

Adult Day and Caregiver Support

Web Resources:

Alzheimer's Association. (2015). Alzheimer's and Dementia Caregiver Center. Retrieved June 10, 2015 from https://www.alz.org/care/

Medicare.gov. (n.d). PACE. Retrieved from http://www.medicare.gov/your-medicare-costs/help-paying-costs/pace/pace.html

National Family Caregiver Alliance. (2015). Retrieved from https://caregiver.org/about-fca

National Association of Area Agencies on Aging. (2015). n4a, Advocacy, Action, Answers on Aging. Retrieved from http://www.n4a.org/

Peer-Reviewed Articles:

Fields, N. L., Anderson, K. A., & Dabelko-Schoeny, H. (2014). The effectiveness of adult day services for older adults: A review of the literature from 2000 to 2011. *Journal of Applied Gerontology, 33*(2), 130-163.

Hirth, V., Baskins, J., & Dever-Bumba, M. (2009). Program for All-Inclusive Care (PACE): Past, present, and future. *Journal of the American Medical Directors Association, 10,* 155-160.

Noelker, L., & Browdie, R. (2012). Caring for the caregivers: Developing models that work. *Journal of the American Society on Aging, 36*(1), 103-106.

Nursing Homes

Web Resources:

Medicare.gov. (n.d.). *Nursing home compare*. Retrieved from http://www.medicare.gov/nursinghomecompare/search.html

Pioneer Network. (n.d.). *Virtual tour*. Retrieved from https://www.pioneernetwork.net/DOAD/VirtualTour/

The Green House Project. (2015). Retrieved from http://www.thegreenhouseproject.org/

Peer-Reviewed Articles:

Bardo, A. R., Applebaum, R. A., Kunkel, S. R., & Carpio, E. A. (2014). Everyone's talking about it, but does it work? Nursing home diversion and transition. *Journal of Applied Gerontology, 33*(2), 207-226.

Castle, N. (2013). Nursing home policies. *Journal of Aging & Social Policy, 25*(1), 1-9.

Donoghue, C. (2010). Nursing home staff turnover and retention. *Journal of Applied Gerontology, 29*(1), 89-106.

Koren, M. J. (2010). Person-centered care for nursing home residents: The culture-change movement. *Health Affairs, 29*(2), 312-317.

Shippee, T. P. (2009). "But I am not moving": Residents' perspectives on transitions within a continuing care retirement community. *The Gerontologist, 49*(3), 418-427.

Assisted Living

Web Resources:

National Center for Assisted Living. (n.d.). Retrieved from http://www.ahcancal.org/ncal/Pages/index.aspx

Acclaro Growth Partners. (2009). *2009 Overview of assisted living*. Reston, VA: Author. Retrieved from http://www.ahcancal.org/ncal/resources/Documents/09%202009%20Overview%20of%20Assisted%20Living%20FINAL.pdf

National Center for Assisted Living. (n.d.). Assisted Living Studies. Retrieved from http://www.ahcancal.org/ncal/resources/Pages/AssistedLivingStudies.aspx

Peer-Reviewed Articles:

Anastasia, E., & Estus, E. (2013). Living in an older adult community: A pharmacy student's experience. *The Consultant Pharmacist, 28*(12), 762-769.

Horowitz, B. P., & Vanner, E. (2010). Relationships among active engagement in life activities and quality of life for assisted-living residents. *Journal of Housing for the Elderly, 24*(2), 130-150.

Stevenson, D. G., & Grabowski, D. C. (2010). Sizing up the market for assisted living. *Health Affairs, 29*(1), 35-43.

5. Videos and Films

Videos Available on the Web

Eden Alternative. *Creating home* (about 10 minutes). Retrieved from
https://www.youtube.com/watch?v=qK3vTbckZMw

Henry J. Kaiser Family Foundation. *Medicare & Medicaid at 50* (about 16 minutes).
Retrieved from
http://kff.org/medicare/video/medicare-and-medicaid-at-50/

PACE Organization of Rhode Island. *Program for All-Inclusive Care for the Elderly (PACE)* (about 10 minutes). Retrieved from
http://www.pace-ri.org/WhyPACE/Videos/tabid/202/Default.aspx

Pioneer Network. *National Medical Report* (about 7 minutes). Retrieved 5 from
https://www.youtube.com/watch?v=OsWsJ2YVTEA

PBS.org. *Life and death in assisted living* (about 53 minutes). Retrieved from
http://www.pbs.org/wgbh/pages/frontline/life-and-death-in-assisted-living/

Tedx Talk by Nicole Ruggiano, PhD (about 15 minutes). (2010). *Getting old should not mean losing control*. Retrieved from https://www.youtube.com/watch?v=Hu2EdU86SMM

University of Georgia, Institute of Gerontology. *Informal Caregiving, including information about Family Medical Leave Act* (about 2 minutes). Retrieved from
https://www.youtube.com/watch?v=o6h-NupS078&feature=youtu.be

Documentaries/Films

Possible documentaries to watch in class or assign to the class:

Alive Inside. (2014). Available for purchase: http://www.aliveinside.us/

This documentary features Dan Cohen, founder of the nonprofit organization Music & Memory, who identifies how music can aid those with dementia (and their caregivers) and help those suffering dementia restore a deep sense of self. The film chronicles the experiences of various individuals inflicted with dementia and shows how providing access to personalized music from their childhoods can help them feel and remember things they had not been able to for years.

Andrew Jenks, Room 335. (2006). Available on Netflix.

This documentary features a young man (Andrew Jenks) who moves into an assisted living facility for one month. He makes friends with many of the residents and learns valuable information about older people. Students really connect with the documentary because it was developed by young men (Andrew Jenks and his friends). The film does a nice job of

showing services at an assisted living facility and some of the strengths and challenges of living there. It can also aid in discussing friendship, intergenerational connections, and death with students. An additional suggestion is to watch the Ted Talk by Nicole Ruggiano prior to showing this documentary.

Possible discussion questions or quiz/exam questions if using Andrew Jenks, *Room 335*:

1. Describe Tammy's physical health condition, including any sensory loss. What environmental modifications has she made because of these issues to ensure successful function?

2. Eleanor and Josie do not seem pleased with living at Harbor Place. What home and community-based services or other types of community-based environments would you suggest for them?

3. Reflect on the idea of choice when deciding to relocate. Discuss your reaction to Dotty's transition to living at Harbor Place.

4. Choose Tammy or Bill. Analyze the strengths and challenges of her/his living experience at Harbor Place using the levels of the social ecological model.

   Societal and Cultural Norms and Policies
   Community (Characteristics of Physical Environment and Neighborhood)
   Family and Relationships
   Individual Characteristics (Biological and Personal History Factors)

5. What is the difference between house and home? Pick 1 resident of your choice. Was Harbor Place their "home"? In your response, include the terms *agency* and *belonging*.

6. Describe productive aging activities (e.g., civic engagement, lifelong learning, work) that you think could work for these residents. In your answer, discuss how these activities relate to health and well-being.

7. What are the benefits and difficulties of establishing intergenerational connections for older adults? In your answer, discuss the impact of Andrew on these individuals.

6. Class Exercises and Assignments

Aging Simulation Activity, Class Discussion, and Reflection Paper

The purpose of this activity is for students to "simulate" how older adults experience and cope with age-related declines and chronic diseases. The goal of the activity is for students to develop an understanding of how older adults with declines and chronic disease interact with the physical environment. All older adults who utilize LTSS experience some type of physical health issue or disability, so when working with older adults it can be helpful for students to better understand what daily life is like them.

Prior to class, the instructor needs to obtain any materials needed for the activity.

In class, the students can simulate some of these issues using various materials. In prior classes, students have particularly appreciated the simulations of hearing loss ("Wow! I now understand what it is like for my grandma when she tries to talk to me"), sight loss, and breathing problems.

For the class activity, it is suggested that students work in partners because they may need social support to help cope with some of the age-related declines. Instructors should provide a copy of the worksheet below to each student, and take some time in class to explain each task. After the students have about 30 minutes to try the various activities, have them return to class for a class discussion. For the class discussion, a suggestion is to have each student report on one activity that was meaningful to them and discuss what they learned about working with older adults.

This activity was adapted from the Texas A&M AgriLife Extension Service's Aging Simulation activity: http://fcs.tamu.edu/families/aging/aging-simulation/.

Optional Reflection Paper: Choose one of the materials (for example, cotton balls for hearing loss), and attempt a task that is part of your usual routine (for example, buying groceries at a store) while utilizing the material. Then, write a short paper (2-3 pages) about your experience that includes a description of how this experience will influence how you work with older adults in the future. Cite 1-2 resources in your paper.

AGING SIMULATION WORKSHEET

AREA OF CONCERN	MATERIALS AVAILABLE	WHAT SIMULATING AND POSSIBLE CAUSES	SUGGESTED ACTIVITIES
Touch	1 Pair of black gloves 1 Playtex yellow gloves 1 Playtex blue gloves	**Simulate reductions in tactile sensation** (touch messages not getting sent to the brain) —from Parkinson's, Cardiovascular issues, Lack of blood flow to hands, arthritis	Use cellphone, get pills out of pillbox, tie shoes, touch hot/cold items.
Touch	1 Pair of red leather gloves	**Simulate inflammation of joints** (pain and stiffness) —from arthritis	Use cellphone, get pills out of pillbox, tie shoes, touch hot/cold items.
Hearing	1 Pair of Ear Warmers 3 Boxes of ear plugs	**Simulate loss hearing** —from aging, ear wax buildup, exposure to very loud noises over long period of time, infections, heart conditions, head injuries, medications	Give directions to partner to complete the task and time how long it takes, have a conversation with someone (take note of how much you didn't understand), talk/listen at varying speeds.
Dexterity	1 Box of 3 rolls of athletic tape	Simulate missing finger, stiffened joint, such as fingers or elbow —from limb loss, arthritis	Open a jar, write your name, type on a computer, open pill bottle, use sink, button coat, use zipper.
Mobility	1 Pack of black pony beads	**Simulate numbness and pain in your feet** —from peripheral neuropathy (result of damaged nerves from injuries, infections, diabetes)	Put on shoes and walk around, wear them in line for coffee or at a store.
Sight	1 Sleep mask	**Simulate blindness in both eyes** —from accidents, cataracts, macular degeneration, diabetes, glaucoma	Walk around with a partner's help, have a conversation, listen to TV or video.
Sight	1 Eye patch	**Simulate blindness in one eye** —from accidents, cataracts, macular degeneration, diabetes, glaucoma	Walk around, use computer, walk across street, or eat/drink something.
Sight	1 Safety Eyewear, and 1 Box of Saran Wrap	**Simulate cloudiness of the eye** —from cataracts	Walk around, use computer, walk across street, or eat/drink something.
Sight	1 Prank glasses (with only hole in the middle)	**Simulate tunnel vision** —from glaucoma	Walk around, use computer, walk across street, or eat/drink something.
Breathing	1 Box of 100 straws	**Simulate breathing problems** —from COPD, lung disease	Walk up flights of stairs only breathing through the straw.

AREA OF CONCERN	MATERIALS AVAILABLE	WHAT SIMULATING AND POSSIBLE CAUSES	SUGGESTED ACTIVITIES
Smell	1 Bag of 100 Cotton balls	**Changes in smell and taste** —from aging process, smell disorders, loss of taste buds	Taste food, put sleep mask on as well and try to identify different foods.
Body changes	1 Pack of 6 briefs	**Simulate incontinence** —from menopause, weak bladder muscles, nerve damage, infection, prostate issues, neurological disorders	Wear a brief while sitting, standing, wearing normal clothes— going about your day.
Mobility		**Simulate dizziness** —from medication	Spin around multiple times, then attempt to walk a straight line or up/down stairs while carrying something.
Mobility		**Simulate balance issues** —from balance disorders, ear issues	Put your shoes on the wrong feet and try to walk a straight line or up/down stairs while carrying something.
Mobility	Various pairs of socks	**Simulate swelling of ankles and feet** —from Obesity, blood clots, leg infections, heart failure, kidney failure, liver failure, medications	Put on multiple pairs of socks and then shoes; walk around, stand for long periods of time.

Nursing Home Compare Class Activity

Tell students they have been tasked with identifying the best nursing home in a certain geographic area (e.g., their hometown, community the class is taught) for one of their family members or friends. Using the Nursing Home Compare website (http://www.medicare.gov/nursinghomecompare/search.html), identify three possible nursing homes and compare them using the information provided. Have the students determine which one they would suggest and make their case to the class. Depending on class size, this could be done as an individual, partnered, or small group activity.

CCRC Services Class Activity

Watch this video in class (put together by older adults living at a continuing care retirement community [CCRC]): https://www.youtube.com/watch?v=uZ7-n930zJo. While watching, have students write down all the services and supports available at this CCRC. Then have a discussion about the types of services available at a CCRC.

Additionally, during class show the class this website http://www.clarkretirement.org/ and have available a couple of its pricing sheets (found on the website). Have the students review them in small groups and report out what they learned and what questions they

have. Have a class discussion about moving into a CCRC and what questions they would suggest their grandparents or older clients should ask if they were considering moving there.

Immersion Discussion or Activity

Have the students read the following article: Anastasia, E., & Estus, E. (2013). Living in an older adult community: A pharmacy student's experience. *The Consultant Pharmacist, 28*(12), 762-769.

Discuss these questions in class:

- Why is empathy so important for helping professionals who work with older adults?
- What types of activities could you do to strengthen your understanding of older adults?
- What did Emily gain from her experience living at South Bay that she never would have otherwise?
- How was this a mutually beneficial experience for Emily and the residents at South Bay?

Optional assignment: Have students identify their own version of this immersion activity (e.g., having a meal, staying overnight, talking with a resident) and write a reflection paper about their experience.

Ideas from other teaching resources

CSWE Gero-Ed Resource—In-Class Exercise: HCBS or Practice "When I am Ninety." This resource can be utilized as written (i.e., students write a 2-3 page paper about what life will be like at 90 years of age). It can also be used for Class Discussion purposes by having students choose two of the areas and write about them, then discuss the two areas with a partner, and finally, report out to the class in one of the areas.

"Older Adults in Health Care Settings" Teaching Module, p. 12 for two case examples that could be discussed as suggested, adding discussion questions about LTSS planning. www.cswe.org/File.aspx?id=33567.

7. Semester-Long Assignments

LTSS Environment Analysis Assignment

Have students pick one type of LTSS environmental concept designed to assist older adults as they age and need long-term services and supports. Some examples include: Village Model, NORCs, Shared Housing, Nursing Homes, Assisted Living, and PACE. This assignment includes three components:

Part 1: Students write a paper (4-5 pages) about the idea, the theory behind it, how the environment works, what services are provided, what social issues are being addressed, who is included and excluded, and/or what social problems are created. Cite at least 4 resources in this paper (at least three peer-reviewed journal articles).

Part 2: If doing the assignment in stages, students could incorporate any instructor feedback from Part 1 into their papers. Then, students should choose 1 specific program where this idea is being implemented. In the paper, have students describe the program (where it is located geographically, how it is situated in the community, any unique features). They should interview someone who lives there or works there and/or if possible, tour the place. Have students include a reflection about this experience in the paper. Questions to address in the reflection include the following: Was it what you imagined after learning about the concept? What was similar? What was different? What did you learn from the person you talked to/place you visited? Which groups of older adults do you think this type of environment is best suited for? Who is it least suited for? How does income influence access or service availability? What might you tell clients, family, or friends of the environment? The written portion of the final paper should be approximately 8 pages.

Part 3: Students make a video about the environment and the one example program. The content should explain to the audience about the concept, what services are provided/available, and what social opportunities and challenges exist. The video should provide viewers with a good sense of what would it be like to live there. Students can making the video using Microsoft PowerPoint, but only include pictures on your slides (possibly with a few words per slide), or they could use a video camera. The video should be about 5-8 minutes long.

LTSS Program and Policy Analysis Assignment

This assignment requires that students identify, summarize, and analyze a social policy or program related to older adults and LTSS and a social problem that the policy works to address. Students should choose a policy or social problem that is a focus of public discussion and/or political debate.

    ** If the policy has multiple components, students choose <u>one</u> program or need area (ex. HCBS) as the focus of your analysis.

Policy Analysis: Students should address the following questions (using the social policy framework of Gilbert & Terrell [2005])

1. What policy/program have you selected?
2. What is/are the purpose(s)/objective(s) of the policy/program?
3. WHO?: What are the bases of social allocations? (Who gets benefits, services, or provisions as a result of this policy/program?)
   a. Who does the policy cover?
   b. How many people benefit?
   c. What are the demographics of various beneficiary groups?
   d. Who is not covered by the policy?
   e. What are the demographics (e.g., age, marital status, employment status, family status, health, education, ethnicity, gender, income) of those covered by the policy?
   f. Are the benefits selective or universal?
4. WHAT?: What are the types of social provisions to be allocated? (What benefits, services, or provisions are provided?)
   a. How, specifically, do people benefit from the policy?
   b. Provide a concise description of the benefits, services, allocations, or provisions.
   c. Besides those who benefit directly, are there other individuals or groups that are affected by the policy? If so, identify them and describe how they are affected.
5. HOW?: What are the strategies for the delivery of these provisions? (How are the benefits, services, or provisions [program activities/implementation] delivered?)
   a. Briefly describe the human services that are associated with the policy.
   b. What is the role of federal, state, and local governments as well as public agencies and nonprofits?
   c. How are these services organized and provided?
   d. What professions are involved in service delivery?
6. HOW?: What are the ways to finance these provisions? (Who pays? How are funds allocated? How is the program funded?)
   a. Mix of public and private dollars, or one of these exclusively?
   b. Federal funding? State/local funding? Both? How does it flow?
   c. Funded through direct appropriations or tax spending or both?
   d. Trends in funding? Increasing or decreasing?
7. WHY?: What values, theories, or assumptions are embedded in the policy design?
   a. Does the policy achieve distributive justice?
   b. Equality, Equity, Adequacy?

Problem analysis:

1. What need or problem is the policy/program working to address? (Examples could include racial inequality, hunger, handgun violence, lack of access to health care, or others).
   Questions to consider include:
   a. What is the need or problem?
   b. What is the prevalence of the problem/need?
   c. Is the need increasing or decreasing? Why? What are the influences of demographics?
   d. Is this problem or need influenced by race, gender, or sexual orientation? If so, how?
   e. Is there an alternative way to define this problem? If so, what is it?
   f. What kinds of gains and losses are involved? (Who benefits? Who loses?)
   g. What are the concrete, observable signs by which the existence of the problem/need can be known?
   h. What are the cause(s) to which the problem is attributed (its antecedents) and most serious consequences?
   i. What values have led to the events of concern being identified as a problem.
   j. What is the "should" statement underlying community concern about the problem?

8. Summary

LTSS is one of the key areas in need of policy change due to the rapidly growing older adult population and continued strains on key social programs. This module is designed to help students grasp the complicated system of LTSS that assists those with disabilities and chronic diseases in the United States. It includes information on the many different options, in both community and institutional settings, that are available depending on individual life circumstances, such as income, geographic area, community resources, family availability, and transportation. The module can also be utilized to encourage in-depth understanding and analysis of particular concepts (e.g., LTSS overall, Medicaid, adult day and caregiver support, assisted living, nursing homes) as well as key policies and programs (e.g., Medicare, Medicaid, Social Security, Older Americans Act).