

Burden of Joint Cognitive & Physical Impairment in the US, 1998-2016

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Objective

What is the burden of joint cognitive & physical impairment for older Americans?

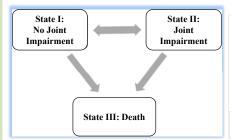
We quantify it using 2 key indicators

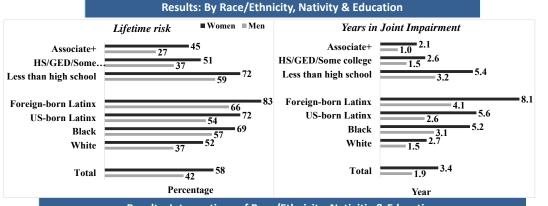
- Lifetime risk
- Years lived (expectancies)

We also investigate how would "eliminating racial/ethnic disparities in educational attainment" mitigate disparities in joint impairment burden?

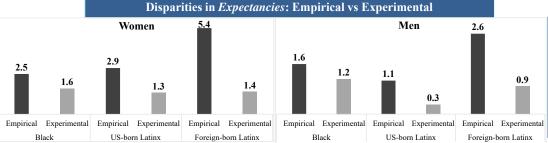
Data & Methods







Results: Intersections of Race/Ethnicity, Nativitiy & Education					
		Joint impairment years	Lifetime risk	Joint impairment years	Lifetime rish
		Women		Men	
White	< high school	3.6	61	2.5	51
	HS/GED/Some college	2.5	49	1.3	34
	Associate +	2.1	45	1.0	27
Black	< high school	7.4	<i>79</i>	4.0	<i>66</i>
	HS/GED/Some college	4.0	62	2.9	53
	Associate +	2.8	52	1.5	36
JS-born Latii	nx < high school	6.8	78	3.8	66
	HS/GED/Some college	3.6	62	1.8	44
	Associate +	3.0	50	0.6	21
Foreign-born Latinx	1 < high school	9.6	88	5.0	<i>72</i>
	HS/GED/Some college	3.6	63	1.7	42
	Associate +	1.1	31	2.1	43



Discussion & Conclusion

- We provide a novel insight into the joint cognitive and physical impairment burden and evidence of dramatic disparities in the older US population.
- Minority and lowest educated, especially those with intersecting disadvantages, are substantially hard hit by joint impairment.
- Eliminating educational differences considerably reduce racial disparities in joint-impairment, especially for Latinx.
- Important to develop programs & services that effectively address the needs of the older minority and lower educated as well as their caregivers due to the considerable strain of joint impairment caregiving.
- We use highly preferred incidence-based multistate model based on high quality longitudinal data.

Future Directions

Potential queries to address in the further research-

- 1. What are the mechanisms behind the disparities
- 2. Why do the effects of increasing education differ across racial subgroups?
- 3. What is the forecast for joint-impairment?