



New York State Case Management Certificate Training Program 2018-2019

**Evaluation Report from Boston University
December 2019**



**Center for Aging and Disability
Education and Research**
Boston University School of Social Work

I. INTRODUCTION

The Center for Aging and Disability Education and Research (CADER), is dedicated to workforce development in the aging and the disability fields through educational innovation, workforce change, and research. Located at Boston University School of Social Work, CADER builds upon the School's historical commitment to aging and disability research and practice.

CADER programs and courses apply a competency-based approach. Health and human service practice with older adults and people with disabilities is complex and requires competence, professional judgment, and critical thinking to translate knowledge, skills, and values into effective practice behaviors. At the beginning and end of each course, participants are asked to rate their skill level in various competencies using the following scale: 0 - Not skilled at all; 1 - Beginning skill; 2 - Moderate skill; 3 - Advanced skill; 4 - Expert skill. At the end of each of the courses, participants were also asked to complete a course evaluation in order to gauge whether they felt that the training benefitted their practice. Participants rated their satisfaction level with each course using a scale of one to five (1, strongly disagree; 2, disagree; 3, neutral; 4, agree; 5, strongly agree). In the upcoming sections, the completion rates, pre- and post-competency results, and course evaluation results are reported for this training programs.

II. NEW YORK CASE MANAGEMENT CERTIFICATE PROGRAM

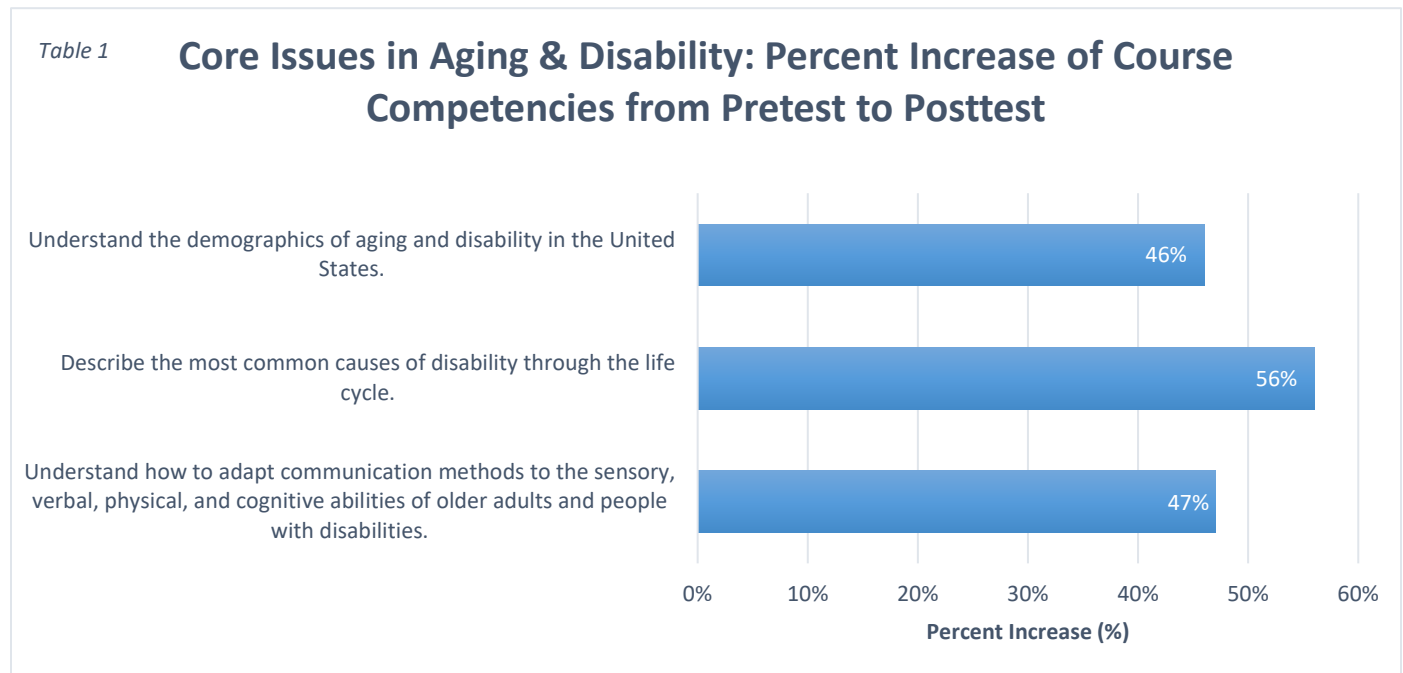
The New York Case Management Certificate program is a five (5)-course, 20-hour online training program. Of the 125 learners who enrolled in the New York State Case Management Certificate, 90 completed the program, resulting in a 72% completion rate. Data was collected for the enrollment period of November 1, 2018 to October 31, 2019. Completion data was calculated up to December 1, 2019. **Please note:** that as learners have up to five months to complete the certificate after being enrolled, the completion rate for this certificate is subject to increase. At the time of this report, 35 learners enrolled right before the October 31st enrollment deadline and thus are still within their five month window to complete their coursework (their evaluation data will be accounted for in the 2019-2020 report).

Of the 90 learners who completed the certificate, the average age was 41 years old. Additionally, eighty-eight percent (88%) of these learners self-identified as female, and 12% self-identified as male. Almost 78% identified as White/Non-Hispanic, 7.4% as African American / Black, 4.2% as Asian, 2.1% as Hispanic / Latino, 3.2% as American Indian / Alaska Native, and 4.5% as other. The majority had earned a Bachelor's degree or higher (76% of learners). There was a wide range of occupations held by learners; the most populated places of occupation were Area Agencies on Aging (65.2%), Aging Disability Resource Centers (4.2%), and Senior Centers (4.2%).

Increases in the mean scores from pre-test to post-test were measured across all of the learning competencies and were statistically significant. Care Transitions and Case Management were the courses that showed the highest increase in competencies

Course One: Core Issues in Aging & Disability

Of the 125 learners who enrolled in the *NY Case Management Certificate Program*, 97 completed both the pre and post-course self-assessments of competencies for this course. Increases in mean scores from pretest to post-test ranged from 33% to 59% ($p < 0.05$) across all eight (8) learning competencies. [Please see *Table 1* for the three competencies with the greatest gains.]



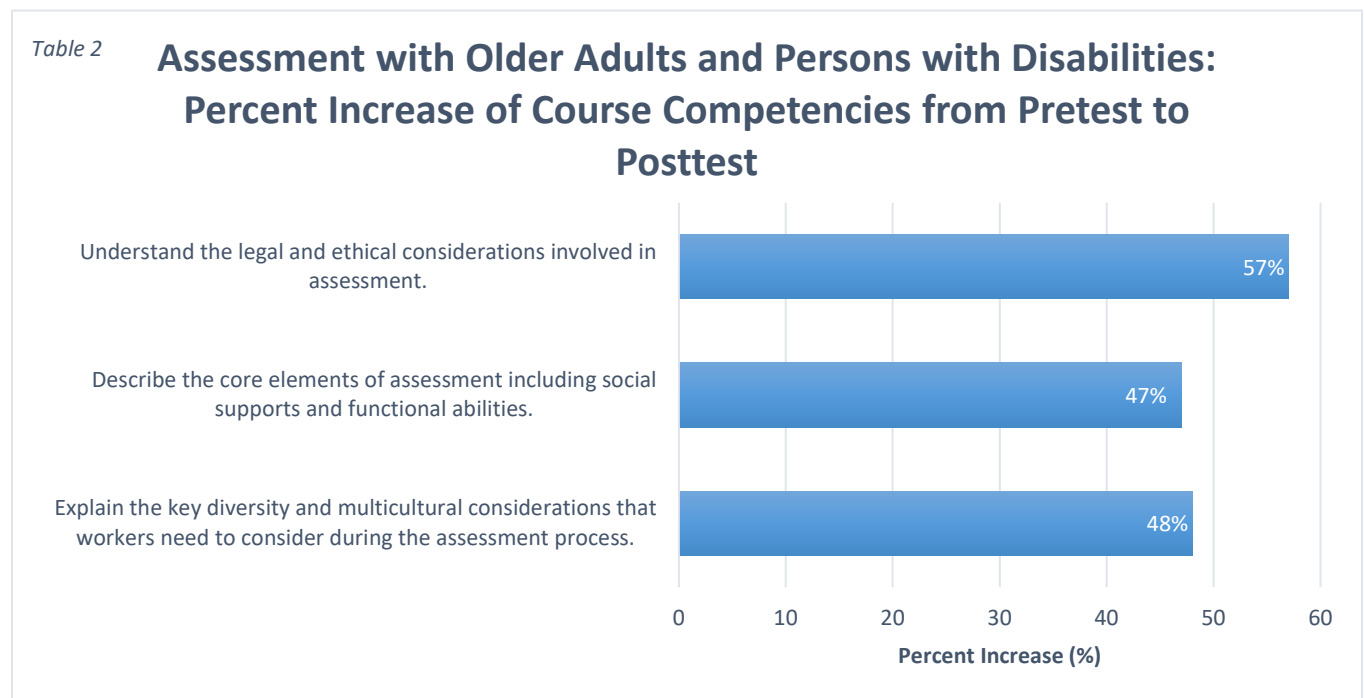
The following are results based on the course evaluation data collected after each course related to course content, objectives, and skills they gained from the course:

- Ninety-four percent (94%) of the learners agreed or strongly agreed that the training **expanded their knowledge and understanding of the topic area.**
- Ninety-four percent (94%) of the learners agreed or strongly agreed that the training **will help them in their work with older adults and/or people with disabilities.**
- Ninety-three percent (93%) of the learners agreed or strongly agreed that the **training will help them apply practice skills in the topic area.**
- Eighty-seven percent (87%) of the learners agreed or strongly agreed that they **can now describe the ways in which an individual's cultural, ethnic, or religious background, or sexual orientation, can influence the experiences of aging and living with a disability.**

Learners rated their experience in this course very positively. One learner commented, *“Learning about Core Values of Aging/Disability is significant in the area of my profession and field. This course covered everything and taught me so much about government programs, laws, mental / physical health issues in older adults, etc. Great course!”* Another participant said, *“I really enjoyed this course. I loved watching the videos and reading the articles. I also utilized the references at the end of the course.”*

Course Two: Assessment with Older Adults and Persons with Disabilities

Ninety-nine (99) of the 125 enrolled learners completed both the pre and post-course self-assessments of competencies for this course. Increases in mean scores from pretest to post-test ranged from 18% to 57% ($p < 0.05$) across all nine (9) learning competencies. [Please see *Table 2* for the three competencies with the greatest gains.]



The following are results based on the course evaluation data collected after each course related to course content, objectives, and skills they gained from the course:

- Ninety-five percent (95%) of learners agreed or strongly agreed that ***they are now able to respect the diversity of consumers using cultural humility.***
- Ninety-three percent (93%) of the learners agreed or strongly agreed that ***they are now able to explain how the assessment process supports choice, self-determination, and participation.***
- Ninety-four percent (94%) of the learners agreed or strongly agreed that ***they are now able to explain the role of the consumer as partner in assessment.***
- Ninety-two percent (92%) of the learners agreed or strongly that this course enabled them to ***identify the legal and ethical considerations during assessment.***

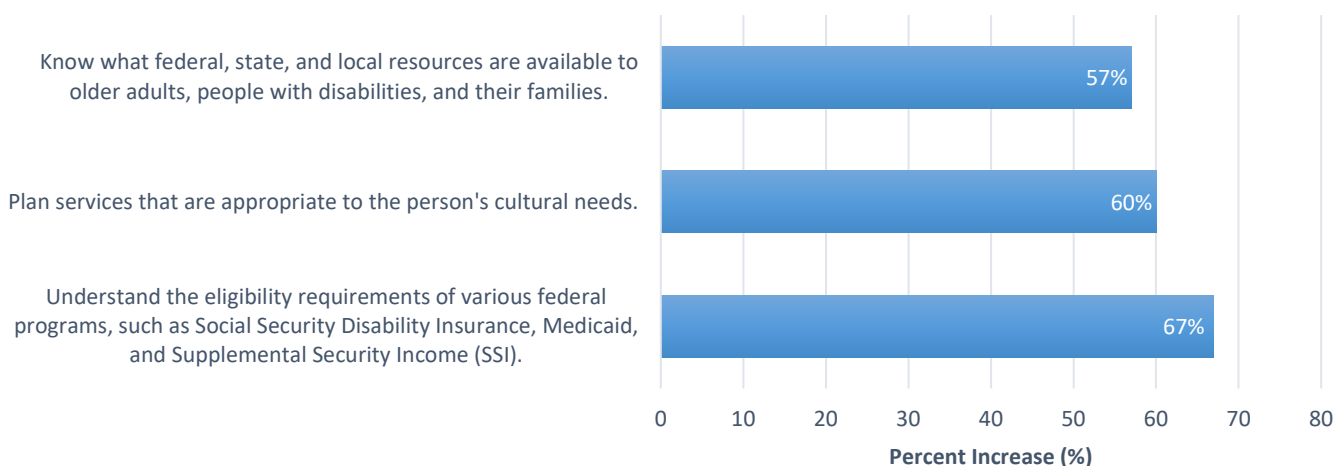
Again, learners generally reported positive experiences with this course; as stated by one of the learners, “*This course taught me an ample amount of new skills/tools I can use during assessment.*” Another participant seconded this statement, adding that the information discussed in this course was “*very informational*” and “*brought more understanding to the assessment process.*”

Course Three: A Guide to the Aging and Disability Networks

Of the 125 learners who enrolled in the *NY State Case Management Certificate Program*, 99 completed both the pre and post-course self-assessments of competencies for this course. Increases in mean scores from pretest to post-test ranged from 32% to 70% ($p < 0.05$) across all six (6) learning competencies. [Please see *Table 3* for the three competencies with the greatest gains.]

Table 3

A Guide to the Aging and Disability Networks: Percent Increase of Course Competencies from Pretest to Posttest



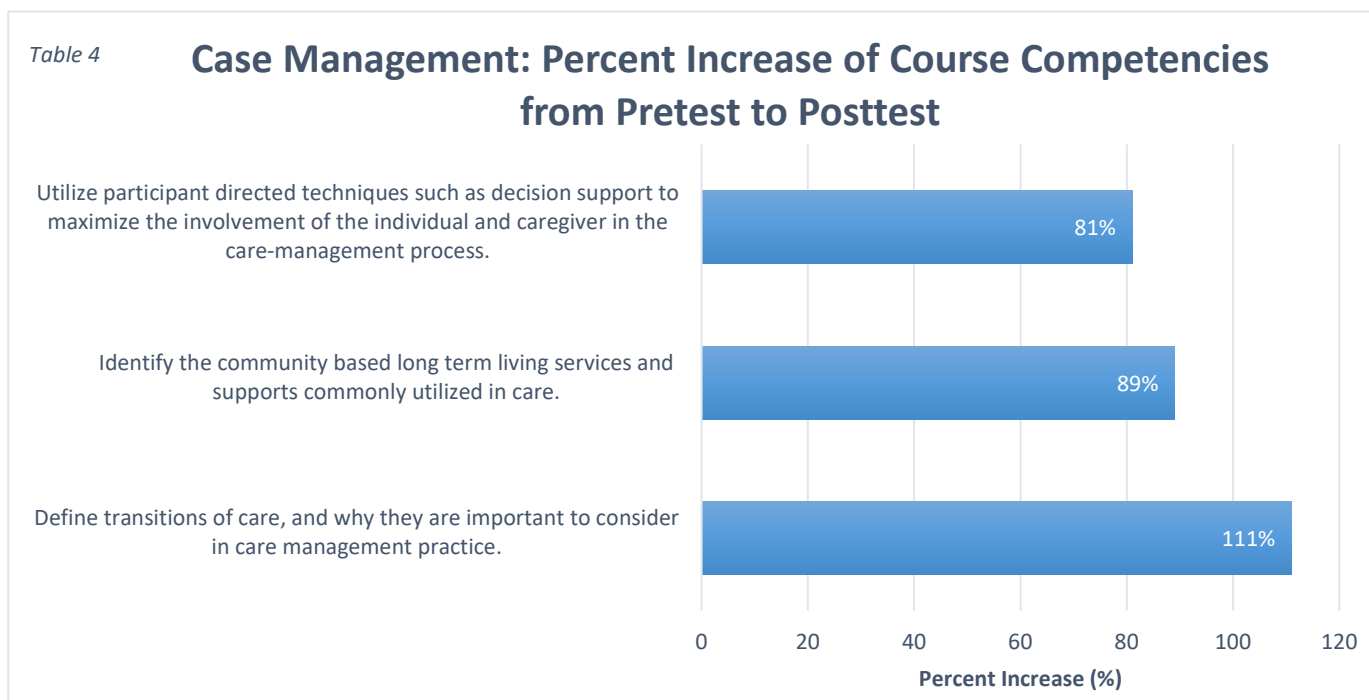
The following are results based on the course evaluation data collected after each course related to course content, objectives, and skills they gained from the course:

- Ninety-four percent (94%) of the learners strongly agreed or agreed that the training **will help me in my work with older adults and/or people with disabilities.**
- Ninety-three percent (93%) of the learners strongly agreed or agreed that the course met the learning objective: **You are now able to define key terminology in understanding and navigating the aging network.**
- Ninety-three percent (93%) of the learners strongly agree or agreed that this course met the following learning objective: **You are now able to discuss methods for identifying and accessing resources for older adults and their families.**
- Ninety-two percent (92%) of the learners strongly agree or agreed that this course **expanded knowledge and understanding of the topic area.**

One learner commented that this course was “*very informative and easy to understand.*” The course was also described as having “*great references included.*” Another comment read, “*The course was very educational and provided me with the additional tools for me to work with seniors. I would strongly recommend this course to other case managers and social workers.*”

Course Four: Case Management

Ninety-two (92) learners in the *NY State Case Management Certificate Program* completed both the pre and post-course self-assessments of competencies for this course. Increases in mean scores from pretest to post-test ranged from 28% to 104% ($p < 0.05$) across all ten (10) learning competencies. [Please see *Table 4* for the three competencies with the greatest gains.]



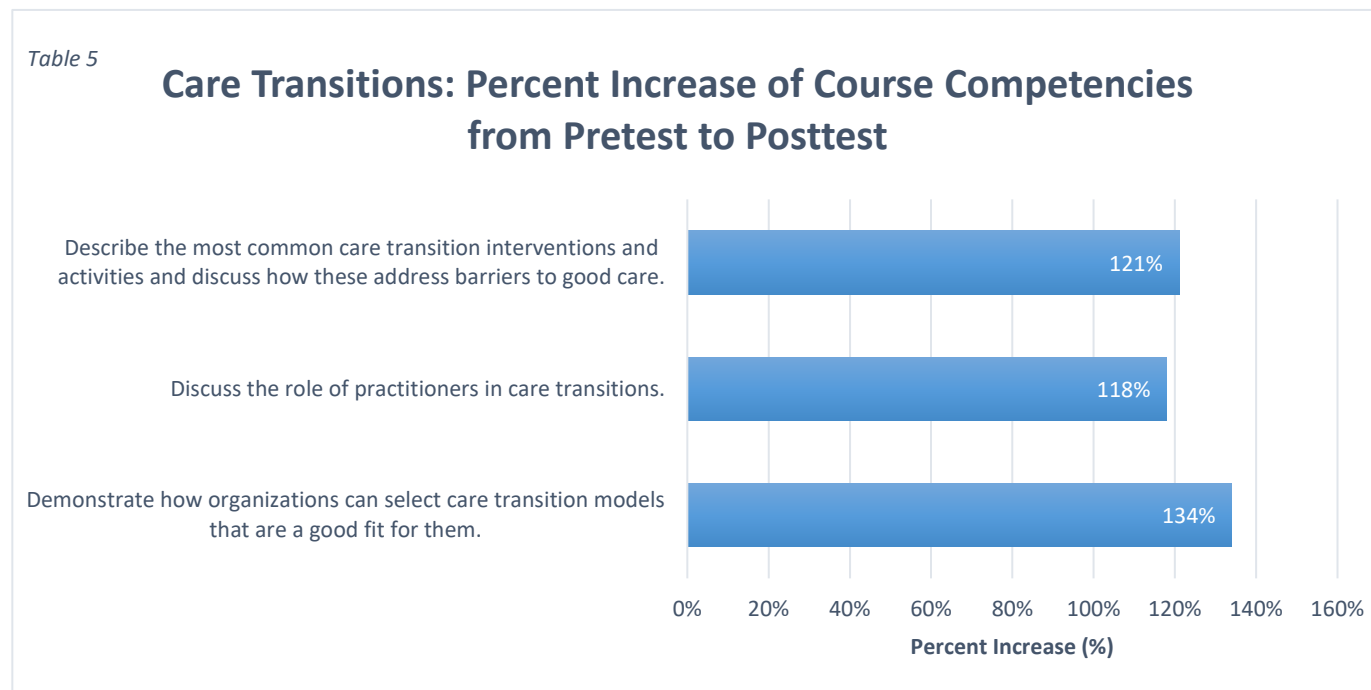
The following are results based on the course evaluation data collected after each course related to course content, objectives, and skills they gained from the course:

- Ninety-five percent (95%) of the learners agreed or strongly agreed that this course met the following learning objective: ***You are now able to understand the role of the social service practitioner in care management.***
- Ninety-four percent (94%) of the learners agreed or strongly agreed that they ***are now able to identify the medical, emotional, and social conditions that affect older people and people with disabilities.***
- Ninety-four (94%) of the learners agreed or strongly agreed that this course enabled them ***to identify the ethical and legal issues that affect care management.***
- Ninety-three percent (93%) of the learners agreed or strongly agreed that this course ***will help them in their work with older adults and/or people with disabilities.***

Learners generally regarded this course as effective and informational. One learner stated, “*The course is thoughtfully designed and delivered in a user-friendly manner.*” Another commented that he “*enjoyed the interactive questions*” throughout the course.

Course Five: Care Transitions

Ninty (90) of the 125 enrolled learners completed both the pre and post-course self-assessments of competencies for this course. Increases in mean scores from pretest to posttest ranged from 47% to 149% ($p < 0.05$) across all eleven (11) learning competencies. [Please see *Table 5* for the three competencies with the greatest gains.]



The following are results based on the course evaluation data collected after each course related to course content, objectives, and skills they gained from the course:

- Ninety-seven percent (97%) of the learners agreed or strongly agreed that the course met the following learning objective: ***You are now able to explain how culture, ethnicity, and health literacy impact care transitioning.***
- Ninety-six (96%) of the learners agreed or strongly agreed that this course ***expanded their knowledge and understanding of the topic area.***
- Ninety-four percent (94%) of the learners agreed or strongly agreed that they are ***now able to identify the similarities and differences between the care transitions models discussed in the course.***
- Ninety-three percent (93%) of the learners agreed or strongly agreed that they are ***now able to understand how health care policy and law affect older adults.***

Learners rated this course highly; one participant described the course as “*wonderful and insightful training I will use the rest of my life!*” Another learner commented, “*I gained extensive knowledge about the Geriatric population and how I can be an informed and effective care manager.*”

III. SUMMARY

Participants in the *NY State Case Management Certificate Program* reported that they gained relevant knowledge and skills from the program that they will utilize as they continue in their prospective fields working with aging and disability populations. Based on these results, the *New York State Case Management Certificate Program* was well received by training participants and helped tremendously in building their knowledge and skills in key content areas and competencies. In particular, the courses had the greatest impact on how organizations select care transition models that are a good fit for them, the ability to better define transitions of care, and why this is important to consider in care management. The skills related to how to address barriers in providing optimal care were noteworthy and provide evidence that this training program made a substantial impact in supporting this workforce in improving care. We look forward to continuing our work with the New York State Office for the Aging to enhance the skillset of this workforce and positively impact the lives of older adults and people with disabilities throughout the state.