



The Center for Aging & Disability Education & Research (CADER)

*Dedicated Strengthening the Workforce for a Rapidly Changing Society
through Research, Education and Training*

Final Report
New York State Case Management Certificate Program 2016-2017
New York Behavioral Health Certificate Program 2017

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INTRODUCTION

Over the past 10 years, long-term care policy and practice have been rapidly changing. New models of health and mental health delivery are shifting the balance towards community-based services, stronger integration between long-term services and supports with primary and acute care, and improved coordination between aging and disability networks. Developing a qualified, adaptable and sustainable workforce within the aging network to support and coordinate services to older adults and younger adults with disabilities is a critical public policy challenge.

Now more than ever, the AAA network needs to invest in their workforce to build the capacity to meet the rising demand and changing dynamics of the rapidly increasing and diverse older population. It was the state of New York's commitment to this challenge that led to a second year of funding for the *New York State Case Management Certificate Program*, which was offered in collaboration and funding through New York Office for the Aging (NYSOFA) and coordinated by the Association on Aging in NY. Additionally, in 2017, a certificate in *Behavioral Health and Aging* was also offered to AAA staff across the state. Both programs were designed by Boston University's Center for Aging and Disability Education and Research (CADER) who delivered competency-based certificate programs for professional development for this critical workforce.

Located at Boston University's School of Social Work, CADER is a national leader in developing validated skill-based online courses for practitioners who work with older adults and people with disabilities. Established in 2002, CADER has trained over 20,000 workers and worked with more than 450 agencies and organizations around the country. Leveraging the resources of one of the nation's leading research universities with the latest in online learning technology, CADER online courses and programs are developed to meet organizational training needs today and in the future. The CADER team includes leading experts in topics surrounding issues in aging and disability, care management, behavioral health, in addition to upholding a strong commitment to advancing workforce development research and policy efforts. CADER is dedicated to the success of organization learners. CADER provides end-to-end management for training programs from registration, to customer and technical support, monthly reporting, and evaluation of program outcomes. Our program has proven outcomes in enhancing the skills and knowledge needed for effective practice showing large gains in competencies and improved consumer outcomes.

PROGRAMS SELECTED

CADER's online certificates are established and tested programs in which workers obtain proficiency in core competency areas leading to the attainment of increased advanced practice skills. Collectively, the competency areas cover the range of knowledge and skills essential for effective practice and successful job performance. Additionally, for each course, Supervisor Guides and other tools were provided to maximize the effectiveness of the online learning.

The *Case Management Certificate* program was designed to be completed by an individual worker in five months, with the following five online courses:

- 1.) Core Issues in Aging and Disability
- 2.) Assessment with Older Adults and Persons with Disabilities
- 3.) A Guide to Aging and Disability Networks
- 4.) Care Management Practice
- 5.) Care Transitions



The *Behavioral Health Certificate* program was designed to be completed by an individual worker in six to twelve months, with the following five online courses:

- 1.) Mental Health & Aging Issues
- 2.) Suicide Prevention among Older Adults
- 3.) Mental Wellness & Resilience among Older Immigrants & Refugees
- 4.) Substance Use among Older Adults
- 5.) Alzheimer's Disease and Other Dementias of Aging

CADER programs and courses apply a competency-based approach. Participants were asked to complete a pre-course competency assessment prior to beginning the courses. After completing each of the online courses, participants were asked to rate their skill level at each of the learning competencies by completing a post self-assessments of learning competencies. At the end of each of the online courses, participants were also asked to complete a course evaluation in order to gauge whether they felt that the training benefitted their practice and if the training met its intended learning objectives.

RESULTS

2016-2017 New York State Case Management Certificate

Of the 172 enrolled participants, 142 completed the program and received the *New York State Case Management Certificate* (83% completion rate). The average age of the participants was 42-years-old, and 90% identified as female. Sixty-eight percent (68%) self-identified as White/Non-Hispanic, 14% as Hispanic/Latino, and 10% as African American/Black. The majority of participants had a Bachelor's degree or higher (81%).

Online Course #1: Core Issues in Aging and Disability

Of the 172 learners who enrolled in the *New York Case Management Certificate Program*, 146 completed both the pre and post-course self-assessments of competencies for this course. Increases in the mean scores from pretest to posttest were statistically significant across all of the eight learning competencies and increases ranged from 34% to 50% ($p < .05$). [Please see chart 1 for the three competencies that had the greatest gains from pre to post-test.]

- Ninety-six percent (96%) of participants agreed or strongly agreed they are ***now able to discuss the basic issues related to disability and aging.***
- Ninety-five percent (95%) of participants agreed or strongly agreed they are ***now able to understand the philosophy of consumer choice.***
- Ninety-four percent (94%) of participants agreed or strongly agreed they are ***now able to 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.***
- Ninety-three percent (93%) of participants agreed or strongly agreed that ***the training will help them apply practice skills in the topic area.***
- Ninety-three percent (93%) of participants agreed or strongly agreed that ***the training will help them in their work with older adults and/or people with disabilities.***

As stated by a participant in the program, “*I found the enclosed course to be quite informative and very helpful. It entailed a lot of helpful material in which would be very valuable to all Social Workers/Case Managers. I truly believe that this course should be a requirement for ALL Case Managers who provide services to seniors and disabled individuals. I wouldn't recommend changing anything at this time. I am very grateful in terms of getting the opportunity to take the enclosed course.*”

Online Course #2: Assessment with Older Adults and Persons with Disabilities

Of the 172 learners who enrolled in the *New York Case Management Certificate Program*, 153 completed both the pre and post-course self-assessments of competencies for this course. Increases in the mean scores from pretest to posttest were statistically significant across all of the nine learning competencies and increases ranged from 21% to 55% ($p < .05$). [Please see chart 1 for the three competencies that had the greatest gains from pre to post-test.]

- Ninety-five percent (95%) of participants agreed or strongly agreed ***the training will help them in their work with older adults and/or people with disabilities.***
- Ninety-five percent (95%) agreed or strongly agreed ***the training will help them apply practice skills in the topic area.***
- Ninety-five percent (95%) agreed or strongly agreed ***the training expanded their knowledge and understanding of the topic area.***
- Ninety-five percent (95%) of participants agreed or strongly agreed they are ***now able to explain the role of the consumer as a partner in assessment.***
- Ninety-four percent (94%) of participants agreed or strongly agreed they are ***now able to describe the role of the worker in the assessment process.***
- Ninety-four percent (94%) of participants agreed or strongly agreed they are ***now able to respect the diversity of consumers using cultural humility.***

Participant comments included: “*I thought this course was the most beneficial yet. I appreciate learning the history of the movement and cases that made ideas into laws and norms. Although learning about legal consequences can be intimidating, it was essential to understand your legal and ethical role and a great motivator to keep accurate and updated case notes.*”

“*This part of the course has helped me understand myself and the consumers who I serve. I feel so much more educated in this subject and now can apply it to my work with my consumers and will be able to communicate with them more clearly and proficiently.*”

Online Course #3: A Guide to the Aging and Disability Networks

Of the 172 learners who enrolled in the *New York Case Management Certificate Program*, 151 completed both the pre and post-course self-assessments of competencies for this course. Increases in the mean scores from pretest to posttest were statistically significant across all of the six learning competencies and increases ranged from 30% to 51% ($p < .05$). [Please see chart 1 for the three competencies that had the greatest gains from pre to post-test.]

- Ninety-seven percent (97%) of participants agreed or strongly agreed ***the training will help them work with older adults and/or people with disabilities.***
- Ninety-four (94%) of participants agreed or strongly agreed ***the training will help them apply practice skills in the topic area.***
- Ninety-four (94%) of participants agreed or strongly agreed ***the training expanded their knowledge and understanding of the topic area.***
- Ninety-three percent (93%) of participants agreed or strongly agreed they are ***now able to discuss methods for identifying and accessing resources for older adults and their families.***
- Ninety-two (92%) of participants agreed or strongly agreed they are ***now able to identify key federal, state, and local resources available to older adults, persons with disabilities, and their families.***

As stated by one of the participants, “*This course really helped me to know about other services out there and now*



I will be able to link clients to other resources and programs out there. Really great course.”

Online Course #4: Care Management Practice

Of the 172 learners who enrolled in the *New York Case Management Certificate Program*, 143 completed both the pre and post-course self-assessments of competencies for this course. Increases in the mean scores from pretest to posttest were statistically significant across all of the ten learning competencies and increases ranged from 27% to 90% ($p < .05$). [Please see chart 1 for the three competencies that had the greatest gains from pre to post-test.]

- Ninety-six percent (96%) of participants agreed or strongly agreed ***the training will help them work with older adults and/or people with disabilities.***
- Ninety-five percent (95%) of participants agreed or strongly agreed they are ***now able to apply the necessary skills of care management to their practice.***
- Ninety-five percent (95%) of participants agreed or strongly agreed they are ***now able to identify the medical, emotional, and social conditions that affect older people and people with disabilities.***
- Ninety-five percent (95%) of participants agreed or strongly agreed that they are ***now able to identify the ethical and legal issues that affect care management.***
- Ninety-five (95%) of participants agreed or strongly agreed that ***the training will help them apply practice skills in the topic area.***

As stated by one of the participants, *“This course was really informative and helped me to work better with the clients I help in the community. I recommend everyone takes this course.”*

Online Course #5: Care Transitions

Of the 172 learners who enrolled in the *New York Case Management Certificate Program*, 141 completed both the pre and post-course self-assessments of competencies for this course. Increases in the mean scores from pretest to posttest were statistically significant across all of the eleven learning competencies and increases ranged from 53% to 107% ($p < .05$). [Please see chart 1 for the three competencies that had the greatest gains from pre to post-test.]

- Ninety-seven percent (97%) of participants agreed or strongly agreed ***the training will help them work with older adults and/or people with disabilities.***
- Ninety-four percent (94%) of participants agreed or strongly agreed they are ***now able to understand how health care policy and law affect older adults.***
- Ninety-four percent (94%) of participants agreed or strongly agreed they are ***now able to explain how culture, ethnicity, and health literacy impact care transitioning.***
- Ninety-four percent (94%) of participants agreed or strongly agreed ***the training expanded their knowledge and understanding of the topic area.***
- Ninety-three percent (93%) of participants agreed or strongly agreed ***the training will help them apply practice skills in the topic area.***

A participant from this course stated, *“This course has helped me immensely, now I can use what I have learned here and apply it in my every day and professional life. Thank you.”*

Overall, participants in the Case Management training program appreciated the CADER online courses and reported that they learned a great deal of relevant information that they will use in their work with aging and disability populations. Across all five courses:

- An average of 94% of participants agreed or strongly agreed that ***the overall training program expanded***



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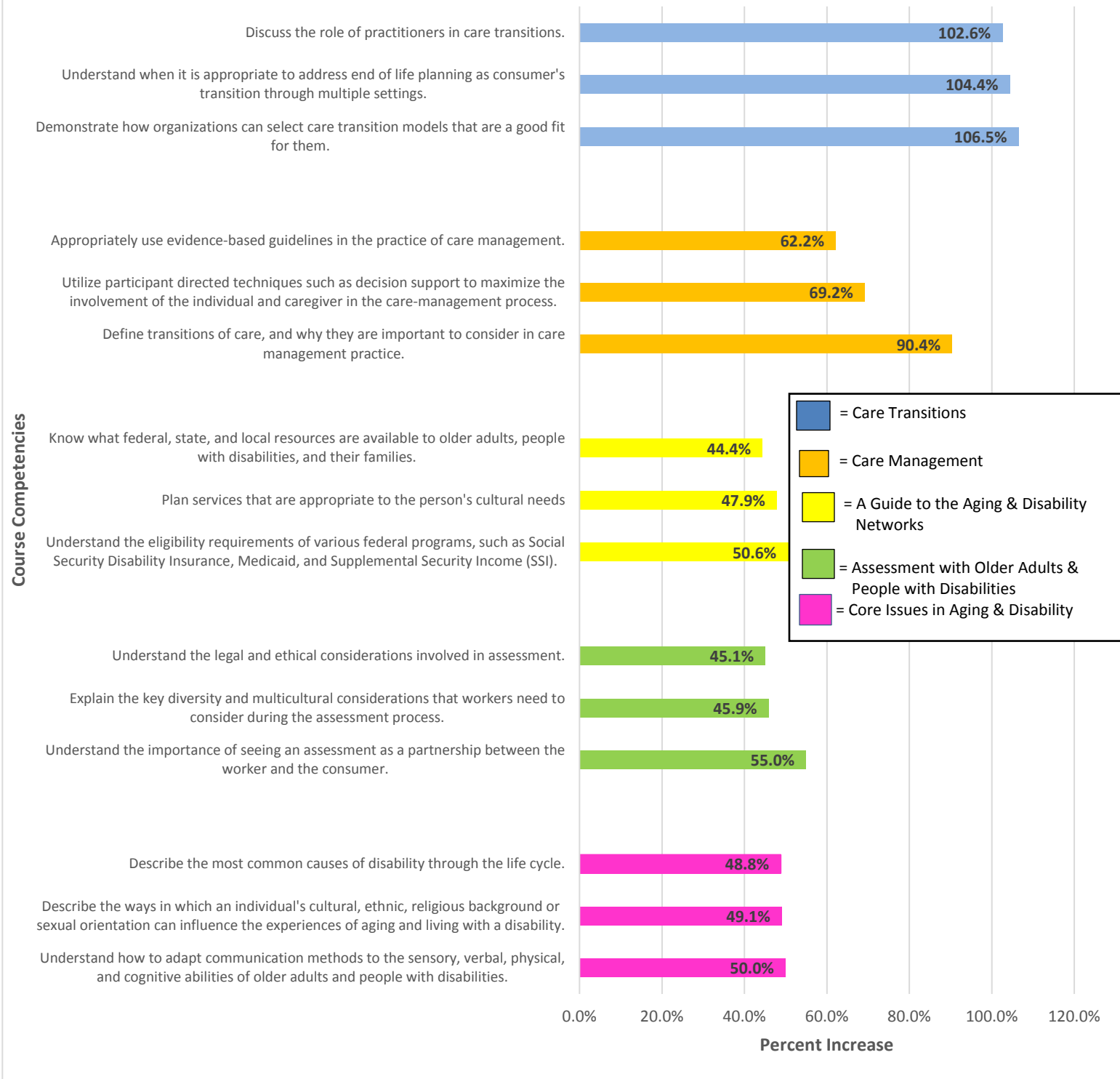
their knowledge and understanding of the topic area.

- An average of 96% of participants agreed or strongly agreed that *the training will help them in their work with older adults and/or people with disabilities.*
- An average of 94% of participants agreed or strongly agreed that *the training will help them apply practice skills in the topic area.*

To read more about what program graduates have to say about the *Case Management Certificate* program, please visit the following link: <http://sites.bu.edu/agingny/learner-testimonials/>.

The competencies with the three greatest increases pre-test to post-test in each of the five courses are illustrated in Chart 1 on the following page.

Chart 1. Greatest Competency Increase by Course



2016-2017 New York Behavioral Health Training Program

Of the 319 enrolled participants, 279 have completed the program and received the *New York State Behavioral Health Certificate* (74% completion rate). The average age of the participants was 47-years-old, and 90% identified as female. Eighty-nine percent (89%) self-identified as White/Non-Hispanic. The majority of participants had a Bachelor's degree or higher (71%).

Online Course #1: *Mental Health & Aging Issues*

Of the 319 learners who enrolled in the *New York State Behavioral Health Certificate*, 285 have completed both the pre and post-course self-assessments of competencies for this course. Increases in the mean scores from pretest to posttest were statistically significant across all of the nine learning competencies and increases ranged from 25% to 74% ($p < .05$). [Please see chart 2 for the three competencies that had the greatest gains from pre to post-test.]

- Ninety-two percent (92%) of participants agreed or strongly agreed they are ***now able to acknowledge the older adult's right to dignity and self-determination.***
- Ninety-two percent (92%) of participants agreed or strongly agreed that the training ***expanded their knowledge and understanding of the topic area.***
- Ninety-one percent (91%) of participants agreed or strongly agreed they are ***now able to discuss the risk factors for suicide in older adults.***
- Ninety percent (90%) of participants agreed or strongly agreed that the training ***will help them in their work with older adults and/or people with disabilities.***

Participant comments included: “*You certainly provide an outstanding course here. It is extremely interesting and valuable. Our office is incredibly busy and many of us do field work as well as the office work. I meet with older adults at the many sites (senior centers, libraries and some housing complexes) we visit throughout Suffolk County. Their questions can be anything from health insurance to the Medicaid Program. Sometimes in addition to helping the person with a specific question, they just need someone to talk to. Sometimes, we may meet someone who indeed has a mental issue. This course gives so much great information in being able to identify the mental state of an individual. We just meet with and talk to such a large volume of people and it's important to know what we are dealing with.*”

“*This course was very applicable for me with the population I serve. It gave me a better understanding of the behavioral health issues of older adults and how they can be managed.*”

Online Course #2: *Suicide Prevention among Older Adults*

Of the 319 learners who enrolled in the *New York State Behavioral Health Certificate*, 284 have completed both the pre and post-course self-assessments of competencies for this course. Increases in the mean scores from pretest to posttest were statistically significant across all of the eight learning competencies and increases ranged from 39% to 91% ($p < .05$). [Please see chart 2 for the three competencies that had the greatest gains from pre to post-test.]

- Ninety-four percent (94%) of participants agreed or strongly agreed that the training ***expanded their knowledge and understanding of the topic area.***
- Ninety-two percent (92%) of participants agreed or strongly agreed they are ***now able to identify key risk factors associated with suicide among older adults.***
- Ninety-two percent (92%) of participants agreed or strongly agreed that the training ***will help them in their work with older adults and/or people with disabilities.***

- Eighty-seven percent (87%) of participants agreed or strongly agreed they are ***now able to understand the various assessment tools that can be used to identify suicide risk.***

Participant comments included: *“I feel that although a very difficult topic, I really became aware of the importance and possibility of suicide in older adults...I know so much more of what to look for if ever that was an issue. From time to time, we do meet people with mental disorders or who may not be suicidal but suffer from depression. I thank you for providing me with this invaluable information so I can be the best I can be when dealing with an individual who may have an issue...Now I am also aware of the issue of suicide thanks to your program.”*

“I was able to use information from the course with a client this morning. It was very helpful”

Online Course #3: Mental Wellness & Resilience among Older Immigrants & Refugees

Of the 319 learners who enrolled in the *New York State Behavioral Health Certificate*, 284 have completed both the pre and post-course self-assessments of competencies for this course. Increases in the mean scores from pretest to posttest were statistically significant across all of the eight learning competencies and increases ranged from 77% to 139% (p<.05). [Please see chart 2 for the three competencies that had the greatest gains from pre to post-test.]

- Ninety-four percent (94%) of participants agreed or strongly agreed that the training ***expanded their knowledge and understanding of the topic area.***
- Ninety-two percent (92%) of participants agreed or strongly agreed they are ***now able to identify the stressors and barriers faced by immigrants and refugees.***
- Ninety-one percent (91%) of participants agreed or strongly agreed they are ***now able to define resilience.***
- Ninety-one percent (91%) of participants agreed or strongly agreed that the training ***will help them in their work with older adults and/or people with disabilities.***

Participant comments included: *“This was an extremely helpful course. I now have a better understanding of immigration and how it affects my clients.”*

“Excellent course for rural areas that do not experience a high level of diversity. Greatly appreciated.”

Online Course #4: Substance Use among Older Adults

Of the 319 learners who enrolled in the *New York State Behavioral Health Certificate*, 284 have completed both the pre and post-course self-assessments of competencies for this course. Increases in the mean scores from pretest to posttest were statistically significant across all of the nine learning competencies and increases ranged from 57% to 226% (p<.05). [Please see chart 2 for the three competencies that had the greatest gains from pre to post-test.]

- Ninety-three percent (93%) of participants agreed or strongly agreed they are ***now able to identify the impact of substance use on health.***
- Ninety-one percent (91%) of participants agreed or strongly agreed that the training ***expanded their knowledge and understanding of the topic area.***
- Eighty-nine percent (89%) of participants agreed or strongly agreed they are ***now able to outline the roles that workers can play in promoting recovery.***
- Eighty-nine percent (89%) of participants agreed or strongly agreed that the training ***will help them in their work with older adults and/or people with disabilities.***

- Eighty-nine percent (89%) of participants agreed or strongly agreed they are ***now able to understand why prevalence data is important.***

Participant comments included: “*Very helpful training that expanded my comfort level and knowledge in the area of substance use. I feel more confident in identifying and screening/referring clients who need help with substance use issues.*”

“*I was not aware of alcohol and substance abuse being such a major issue amongst older adults. The videos and other examples were helpful in understanding how to assist individuals with substance and alcohol abuse. I feel more comfortable with making the necessary referrals recommendations after completing this course.*”

Online Course #5: Alzheimer's Disease and Other Dementias of Aging

Of the 319 learners who enrolled in the *New York State Behavioral Health Certificate*, 279 have completed both the pre and post-course self-assessments of competencies for this course. Increases in the mean scores from pretest to posttest were statistically significant across all of the ten learning competencies and increases ranged from 20% to 81% ($p < .05$). [Please see chart 2 for the three competencies that had the greatest gains from pre to post-test.]

- Ninety-three percent (93%) of participants agreed or strongly agreed they are ***now able to understand the need for psychosocial interventions and support for caregivers.***
- Ninety-three percent (93%) of participants agreed or strongly agreed they are ***now able to describe how the environment can be adapted to meet the physical and psychosocial needs of people with Alzheimer's disease.***
- Ninety-three percent (93%) of participants agreed or strongly agreed they are ***now able to describe the best ways of communicating with people who have dementia.***
- Ninety-three percent (93%) of participants agreed or strongly agreed the training ***will help them in their work with older adults and/or people with disabilities.***
- Ninety-two percent (92%) of participants agreed or strongly agreed the training ***will help them apply practice skills in the topic area.***

Participant comments included: “*Wow, what an eye opener this course was. It's such an intense topic but so necessary to properly understand. The course was excellently presented. It really took the topic and had you understand it inside out when finished. You chose to reflect fully not only on types and symptoms of the disease but on how to handle an individual in the most compassionate and effective way as well. In addition, you gave informative knowledge pertaining to diagnostic tools and the role of the caregiver. I found it very interesting and important to consider cultural differences with regard to the disease. I am aware of so much that I just wasn't before. Once again, you took great care in presenting a course in the best way possible. You should be very proud of the fantastic work that you do. Thank you for educating all of us with your knowledge and expertise. It is greatly appreciated!*”

“*I learned a lot from taking these courses, the information I learned will help me in my day to day job working with consumers.*”

Overall, participants in the Behavioral Health and Aging training program appreciated the CADER online courses and reported that they learned a great deal of relevant information that they will use in their work with aging and disability populations. Across all five courses:

- An average of 92% of participants agreed or strongly agreed that ***the overall training program expanded***



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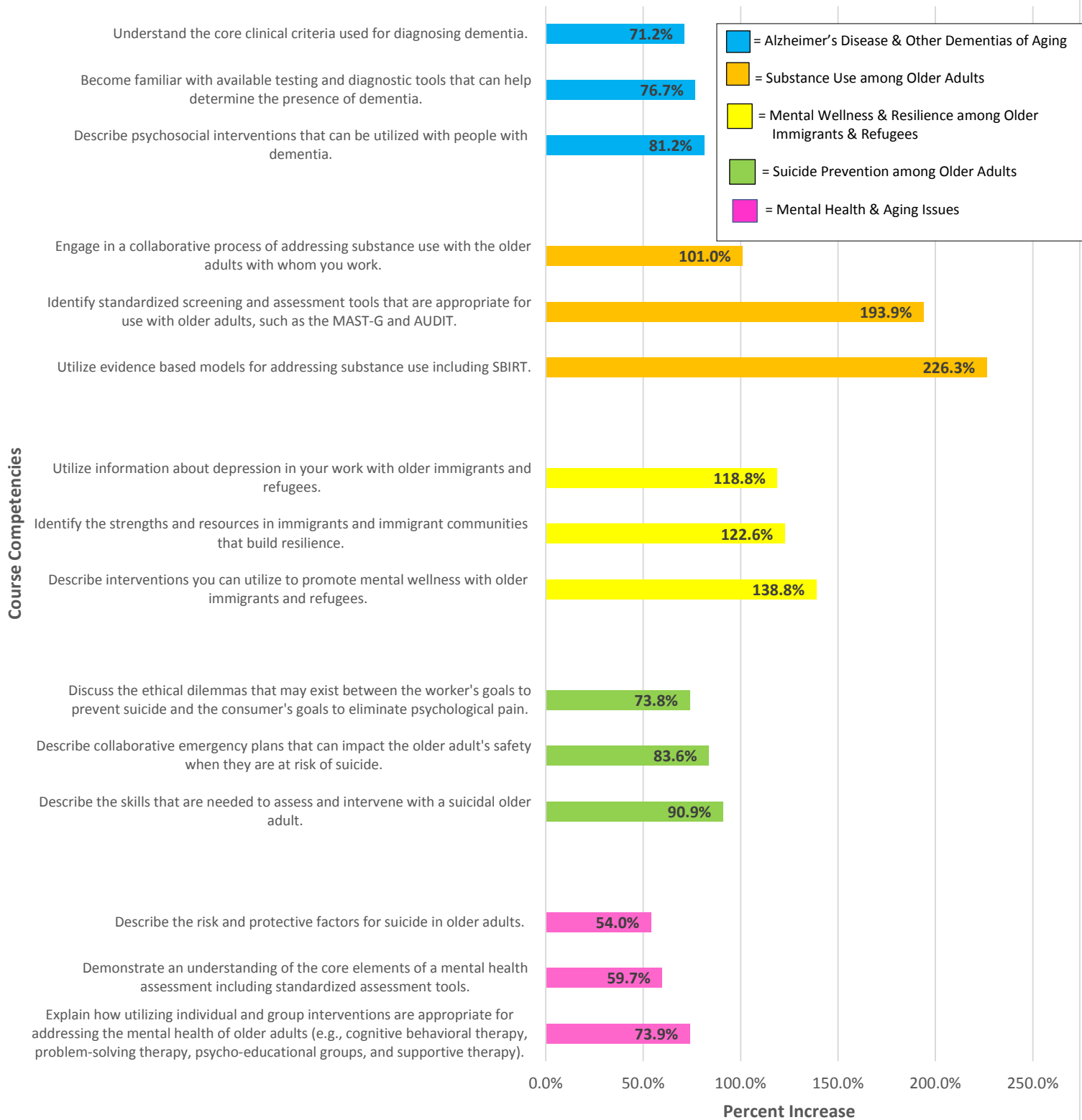
their knowledge and understanding of the topic area.

- An average of 91% of participants agreed or strongly agreed that *the training will help them in their work with older adults and/or people with disabilities.*
- An average of 89% of participants agreed or strongly agreed that *the training will help them apply practice skills in the topic area.*

To read more about what program graduates have to say about the *Behavioral Health and Aging Certificate* program, please visit the following link: <http://sites.bu.edu/agingny/learner-testimonials/>.

The competencies with the three greatest increases pre-test to post-test in each of the five courses are illustrated in Chart 2 on the following page.

Chart 2. Greatest Competency Increase by Course





CONCLUSION

This program brought a university-based training program developed and delivered by BU's CADER to almost workers across the state of New York, providing two certificates to a workforce on the frontline of delivering services to older adults and people with disabilities. This program used an online curriculum that is standardized and proves to be a cost effective and efficient way to provide much needed training. The state of New York has taken a great step forward in addressing pressing needs in both the workforce and population in need of services and supports. Having an online curriculum provided organizations in NY with a clear understanding of what staff is learning and consistency across the network. In addition to training within an organization, cross training across systems has built a workforce that shares similar knowledge and practice skills – all of which can have a significant impact on the delivery of care.

The *New York Case Management Certificate and Behavioral Health and Aging Certificate Programs* were successful in achieving its aims to train workers at different skill and experience levels, by providing basic foundational skills to new workers and enhancing the skills and providing a refresher and update to more experienced case managers. This collaboration showed that with motivated learners and organizational support, we were able to reach almost all participants. Through this training program, the workforce who works with older adults in New York was able to develop and refine the skills needed to meet the demands of an ever-changing practice landscape with older adults and people with disabilities.

ACKNOWLEDGMENTS

This project was offered in collaboration and funding through New York Office for the Aging (NYSOFA) and coordinated by the Association on Aging in NY.