



New York State Case Management Certificate Training Program 2019- 2020

**Evaluation Report from Boston University
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**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 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 80 learners who enrolled in the New York State Case Management Certificate this year, 80 completed the program, resulting in a 100% completion rate. This completion rate is extremely impressive and is due to the strong collaboration between CADER and Aging NY, in addition to increased efforts by the CADER team, including individual monthly follow-ups with learners, reminders, trouble-shooting tips, and more. Data was collected for the enrollment period of November 1, 2019 to October 31, 2020. Completion data was calculated up to January 13, 2021.

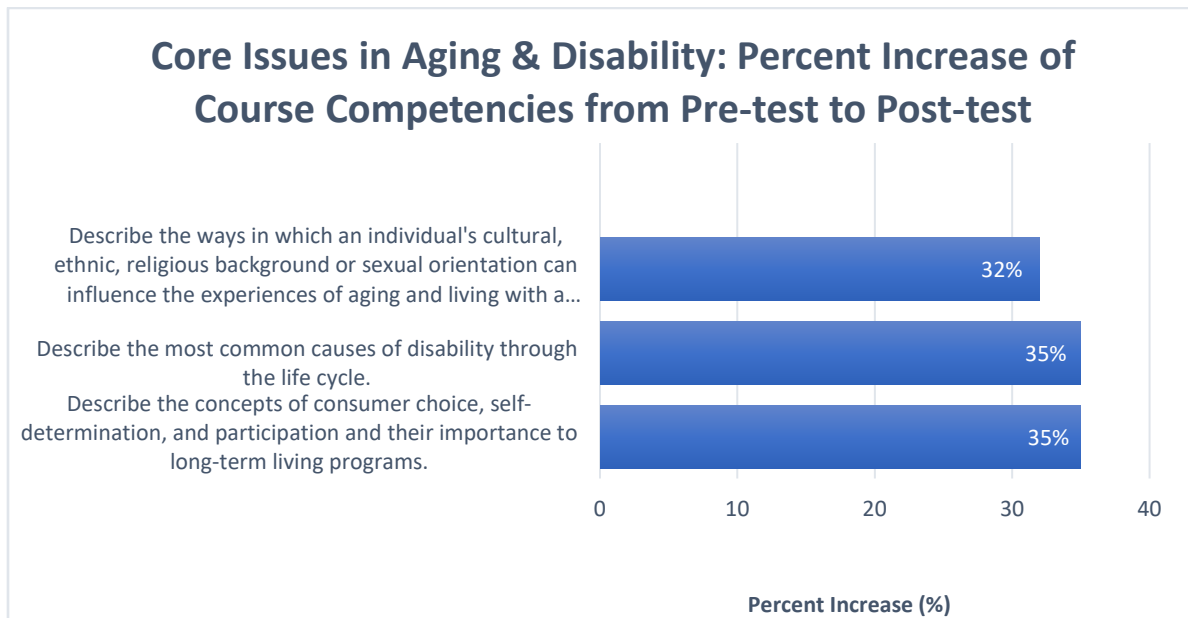
Of the 80 learners who completed the certificate, the average age was 41 years old. Additionally, eighty-eight percent (89%) of these learners self-identified as female, and eleven percent (11%) self-identified as male. Of all of the participants 66.25% identified as White/Non-Hispanic, 12.5% as African American / Black, 2.5% as Asian, 13.75% as Hispanic / Latino, 1.25% as American Indian / Alaska Native, and 3.75% as other. The majority had earned a Bachelor's degree or higher (71.25% of learners). There were a wide range of occupations held by learners; the most populated places of occupation were Area Agencies on Aging (72.5%), Aging Disability Resource Centers (5%), and Senior Centers (2.5%). Various other places of occupation, including Managed Care Organizations, Private Geriatric Care Management Facilities, Home Health Agencies, Councils on Aging, and more were reported by 20% of learners.

Statistically significant increases in the mean self-reported skill levels from pre-test to post-test were observed across all of the learning competencies. Care Transitions and Case Management were the courses that showed the highest increase in competencies. All increases are displayed in the prospective figures for each course below.

Course One: Core Issues in Aging and Disability

Of the 80 learners who enrolled in the *NY Case Management Certificate Program*, 73 completed both the pre and post-course self assessments of competencies for this course. Increases in mean scores from pre-test to post-test ranged from 23% to 35% ($p < 0.05$) across all eight (8) learning competencies. [Please see *Table 1* for the three competencies with the greatest percent increases in mean score.]

Table 1



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

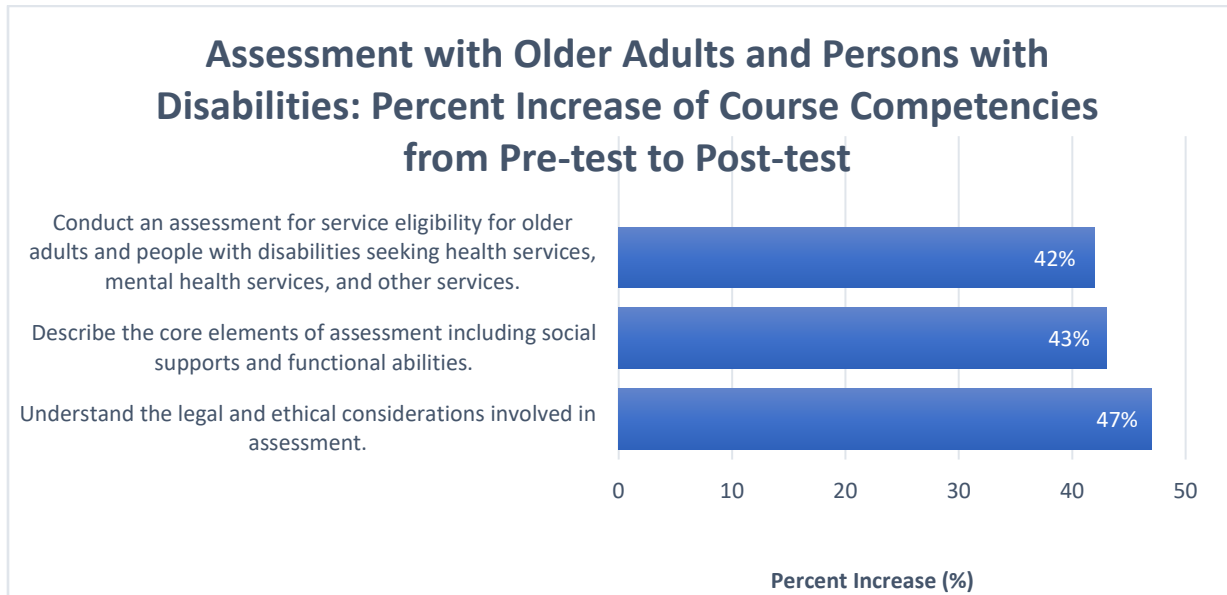
- Eighty-six percent (86%) of learners agreed or strongly agreed that the training met the following learning objective: **demonstrate knowledge of resources and programs that support older adults and persons with disabilities.**
- Almost ninety-five percent (94.5%) of learners agreed or strongly agreed that the training met the following learning objective: **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-five percent (95%) of learners agreed or strongly agreed that the training **expanded their knowledge and understanding of the topic area.**
- Ninety-seven percent (97%) of learners agreed or strongly agreed that the training **will help them apply practice skills in the topic area.**

Learners also included positive feedback about their experience in the course. One learner commented, “The videos that appeared throughout the course are an excellent learning tool. Some people have trouble comprehending the written word but can absorb visual presentations much better. Overall, the course had a good breakdown of the topics to be covered and gave pertinent information.” Another participant said, “Very pleased with the course. Clarified numerous key points. Very useful information.”

Course Two: Assessment with Older Adults and Persons with Disabilities

Of the 80 enrolled learners in the *NY Case Management Certificate Program*, 77 learners completed both the pre and post-course competency assessments for the *Assessment with Older Adults and Persons of Disabilities* course. Increases in mean scores from pre-test to post-test ranged from 15% to 47% ($p < 0.05$) across all nine (9) learning competencies. [Please see *Table 2* for the three competencies with the greatest mean increases.]

Table 2



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:

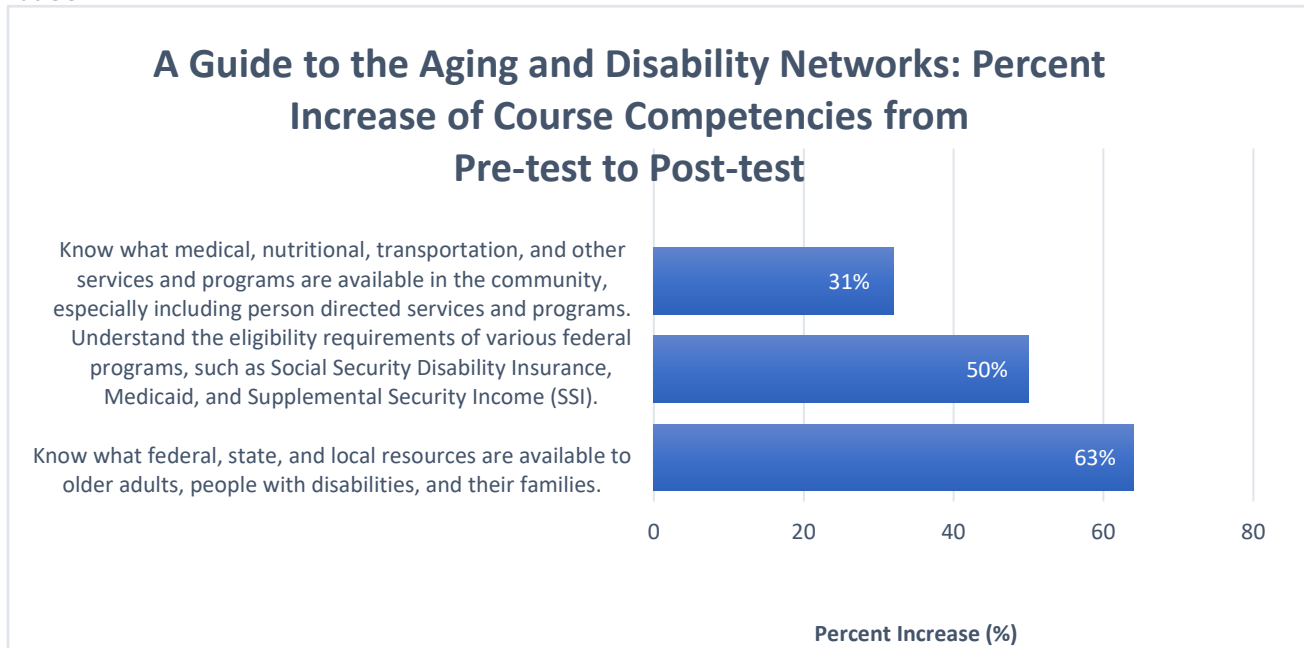
- Ninety-one percent (91%) of learners agreed or strongly agreed that **this course will help them apply practice skills in the topic area.**
- Ninety-four percent (94%) of learners agreed or strongly agreed that this course met the following learning objective: **identify the legal and ethical considerations during assessment.**
- Ninety-five percent (95%) of learners agreed or strongly agreed that this course met the following learning objective: **explain how the assessment process supports choice, self-determination, and participation.**
- Ninety-six percent (96%) of learners agreed or strongly agreed that the course **expanded their knowledge and understanding of the topic area.**

Many learners reported positive experiences with this course. One learner’s feedback read, “I learned that people feel better when involved in decision making about the way their needs should be met. This course provided me with other helpful information that I will be able to use when dealing with our seniors, caregivers, family and others.” Another learner said, “I am new to case management. I thought this module was an excellent source of information.”

Course Three: A Guide to the Aging and Disability Networks

Of 80 learners enrolled in the NY Case Management Certificate Program, 76 completed both the pre and post-course assessments of competencies for this course. Increases in mean scores from pre-test to post-test ranged from 19% to 63% (p < 0.05) across all six (6) learning competencies. [Please see Table 3 for the three competencies with the greatest gains in mean scores.]

Table 3



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 learners agreed or strongly agreed that **this training expanded their knowledge and understanding of the topic area.**
- Ninety-six percent (96%) of learners agreed or strongly agreed that **this training will help them apply practice skills in the topic area.**
- Ninety-seven percent (97%) of learners agreed or strongly agreed that this course met the following learning objective: **define key terminology in understanding and navigating the aging network.**
- Ninety-nine percent (99%) of learners agreed or strongly agreed that this course met the following learning objective: **discuss methods for identifying and accessing resources for older adults and their families.**

Additional feedback from learners included:

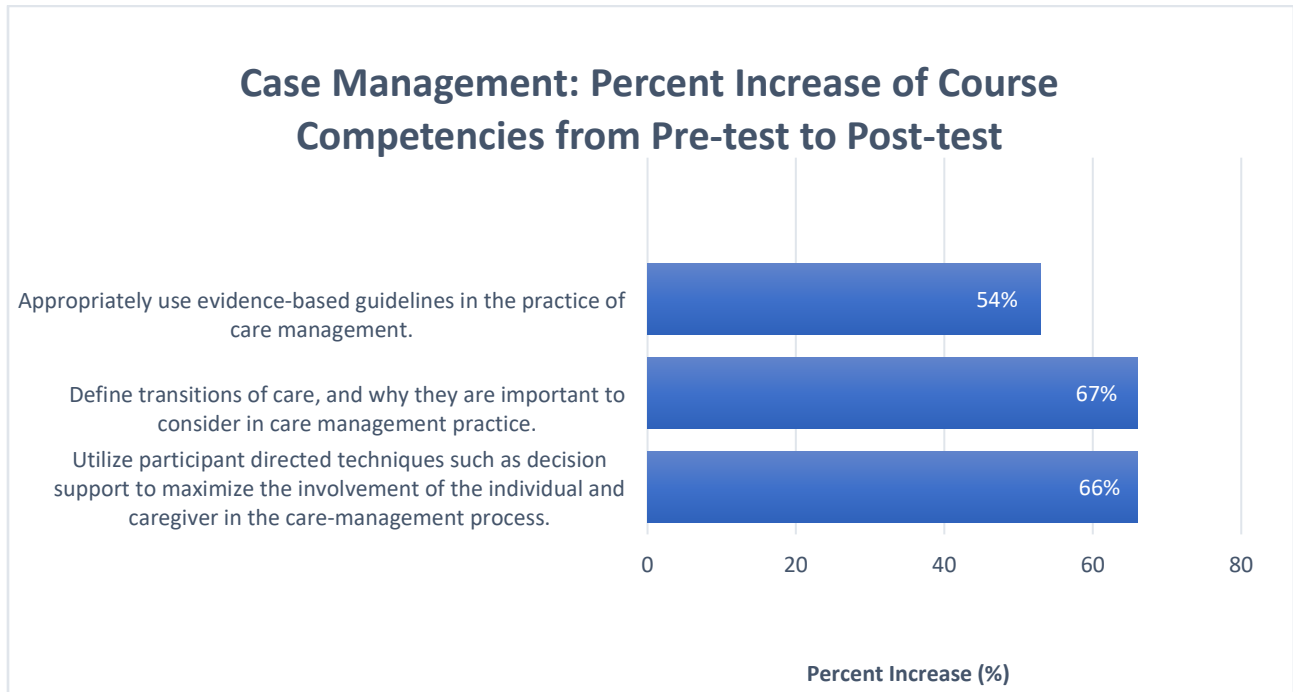
“This course was very informative and was presented clearly and effectively”

“I really enjoyed reading this section there were a lot of parts I wasn’t familiar with that I’m familiar with now and will use in the future.”

Course Four: Case Management

Of the 80 learners enrolled in the *NY State Case Management Certificate Program*, 76 completed both the pre and post- course self-assessment of competencies for the *Case Management* course. Increases in mean scores from pre-test to post-test ranged from 8% to 67% ($p < 0.05$) across all ten (10) learning competencies. [Table 4 includes the competencies with the top three greatest percent increases in scores.]

Table 4



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:

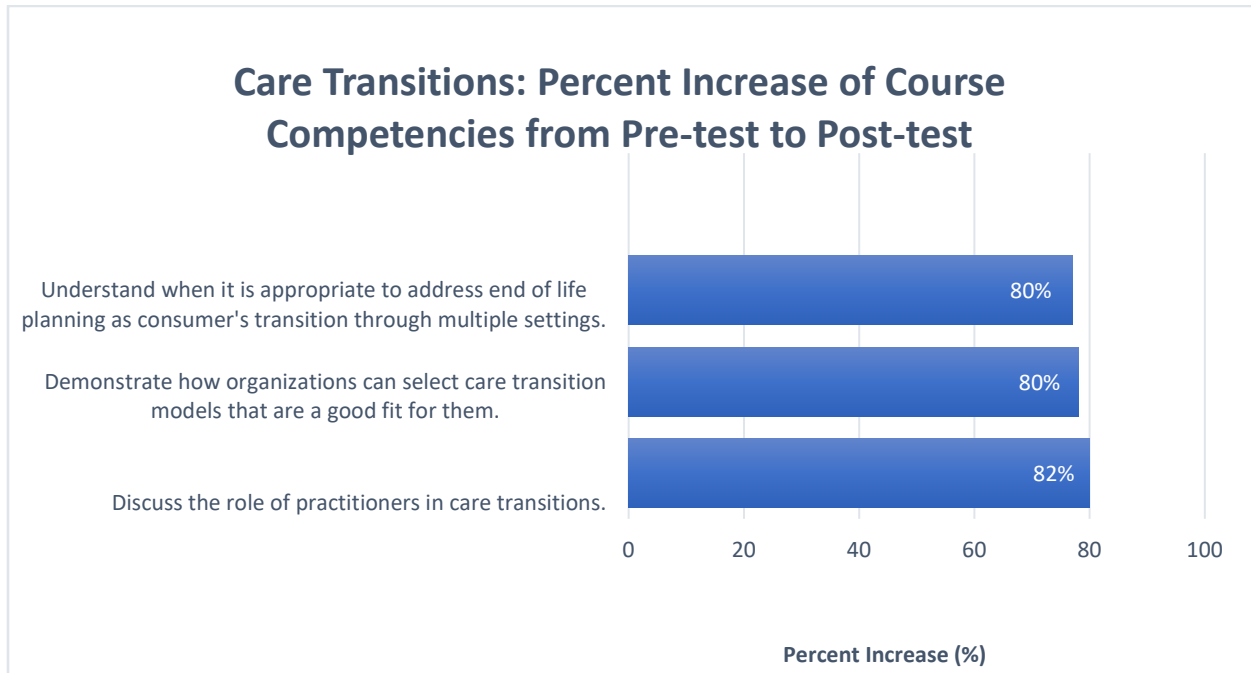
- Eighty-nine percent (89%) of learners agreed or strongly agreed that the course met the following learning objective: **apply the necessary skills of care management to your practice.**
- Ninety-one percent (91%) of learners agreed or strongly agreed that **this training will help them apply practice skills in the topic area.**
- Ninety-two percent (92%) of learners agreed or strongly agreed that this course met the following learning objective: **identify the ethical and legal issues that affect care management.**
- Ninety-five percent (95%) of learners agreed or strongly agreed that **this training expanded their knowledge and understanding of the topic area.**

Additional learner feedback praised the videos utilized throughout the course and the clarity of the course. One learner said, “This course is very helpful for anyone in general if they are planning on working in the field of social services. I learned more about how to make a care plan and how to implement it.” Another learner commented, “Great course, very informative.”

Course Five: Care Transitions

Of the 80 learners enrolled in the certificate program, 74 completed both the pre and post-assessments of course competencies for the *Care Transitions* component of the certificate. Increases in mean scores from pre-test to post-test ranged from 37% to 82% ($p < 0.05$) across all eleven (11) learning competencies. [Please see *Table 5* for the three competencies with the highest increase in scores.]

Table 5



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:

- Eighty-nine percent (89%) of learners agreed or strongly agreed that **the information in this course was effectively presented.**
- Ninety-one percent (91%) of learners agreed or strongly agreed that **this training will help them apply practice skills in the topic area.**
- Ninety-three percent (93%) of learners agreed or strongly agreed that this course met the following learning objective: **explain how culture, ethnicity, and health literacy impact care transitioning.**
- Ninety-five percent (95%) of learners agreed or strongly agreed that **this training expanded their knowledge and understanding of the topic area.**

Additional qualitative learner feedback further demonstrated positive views on this course. One learner commented, "This course was beneficial to me as I am just starting out as a Case Manager. I appreciate the historical, evolutionary and legal information you covered." Another said, "Videos and blogs enhance the learning experience. Well done!" Finally, summing up the certificate, one learner said, "I really enjoyed taking these CADER classes. I felt they were very informative and will be helpful in my current position."

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 data analysis of mean increase in course competencies from pre to post-test and learner feedback, 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.