



CADER

**Center for Aging & Disability
Education & Research**

**BU CADER/EOEA Certificate
Training Initiative
August 2021-June 2022**



School of Social Work:
Center for Aging & Disability Education & Research

Introduction



Boston University School of Social Work's Center for Aging & Disability Education & Research (CADER) is a nationally recognized training and research center dedicated to supporting individuals and organizations that provide health and social services to older adults and people with disabilities.

The Certificate Initiative in partnership with the Massachusetts Executive Office of Elder Affairs (EOEA) allowed CADER to provide access to three distinct online, self-paced certificate programs for professionals serving older adults and persons with disabilities in the Commonwealth employed at ASAPs or COAs between August 2021 to June 2022. The programs provided key skills, knowledge, and competencies to meet Elder Affairs' mission to promote independence, empowerment, and well-being of older people, individuals with disabilities, and their families.



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Program Description

	Behavioral Health in Aging (19-hour)	Case Management (20-hour)	Interdisciplinary Teams (17-hour)
01	Mental Health & Aging Issues	Core Issues in Aging and Disability	Interprofessional Care Teams
02	Suicide Prevention Among Older Adults	Assessment with Older Adults and Persons with Disabilities	A Foundation in Ethics: Critical Thinking and Problem Solving
03	Mental Wellness & Resilience among Older Immigrants & Refugees *	A Guide to the Aging and Disability Networks*	Understanding Consumer Control, Person-Centered Planning, and Self-Direction
04	Substance Use Among Older Adults*	Case Management	Working with Informal Caregivers*
05	Alzheimer's Disease & Other Dementias	Care Transitions*	Aging with Intellectual and Developmental Disability*

*Courses with largest increases in the percentage of change from pre-to post- competency assessment. The Mental Wellness & Resilience Among Immigrants and Refugees and Substance Use Among Older Adults courses showed the greatest increase in competencies of all courses across COA and ASAP learners .



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COAs

COA Staff were given access to the Behavioral Health in Aging program:

- Open enrollment for COAs
- 248 enrolled
- 122 completed certificates

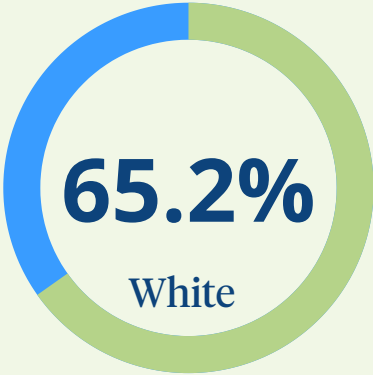
ASAPs

ASAP staff were given access to the Behavioral Health in Aging, Case Management, and Interdisciplinary Teams Certificates (3).

- 900 slots requested
- 894 enrolled
- 691 completed certificates (77.2%)
- Average length of time to complete certificate program: 4 months (SD: 2 months)

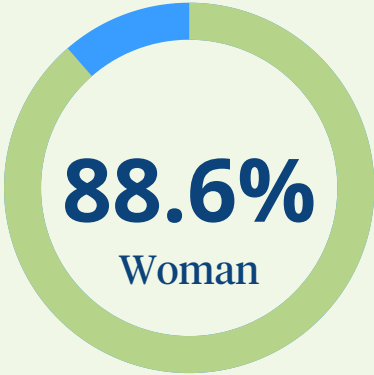
ASAP Learner Profiles (n=877)

Race/Ethnicity



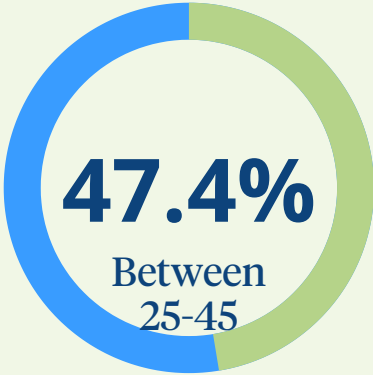
White: 65.2%
Black or African American: 11.9%
Asian: 6.7%
Hispanic/Latine: 18.1%

Gender



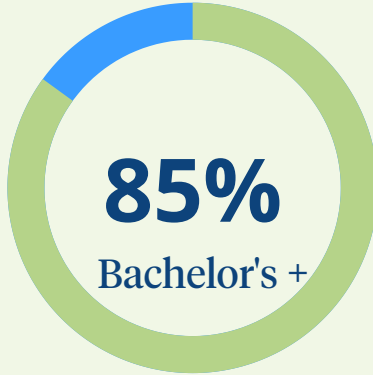
Woman: 88.6%
Man: 9.8%
Genderqueer/Trans: 0.3%

Age



Under 25: 6.4%
25-45: 47.4%
41-55: 29.4%

Highest Level of Education




Bachelor's: 63.3%
Master's and above: 21.7%
Associate's: 5.1%

Role

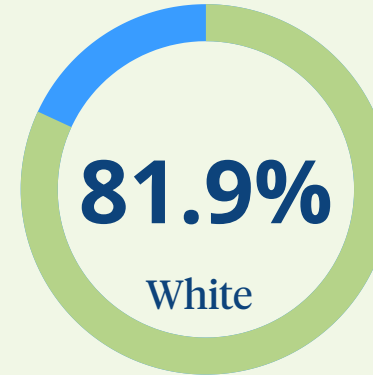


Caseworker/ Case Manager: 35.0%
Support Services Coordinator/Referral Specialist: 28.5%
Protective Services Worker: 11.2%

COA Learner Profiles (n=248)

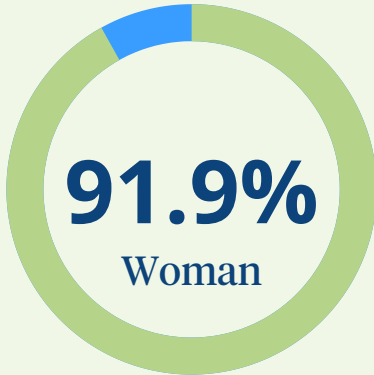
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Race/Ethnicity



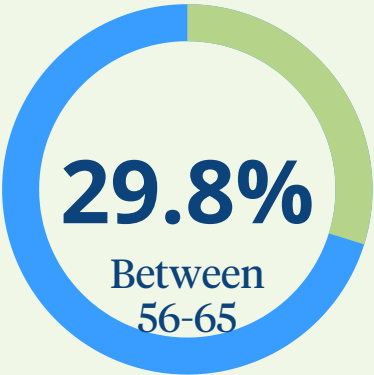
White: 81.9%
Black or African American: 9.3%
Asian: 2.8%

Gender



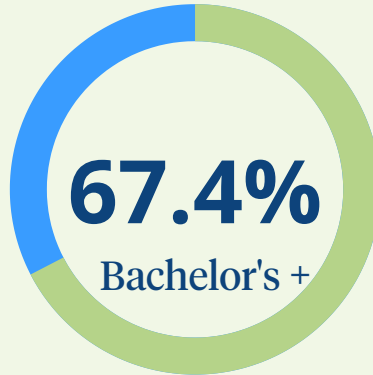
Woman: 91.9%
Man: 5.6%

Age



56-66: 29.8%
41-55: 29.0%
25-40: 21.4%

Highest Level of Education



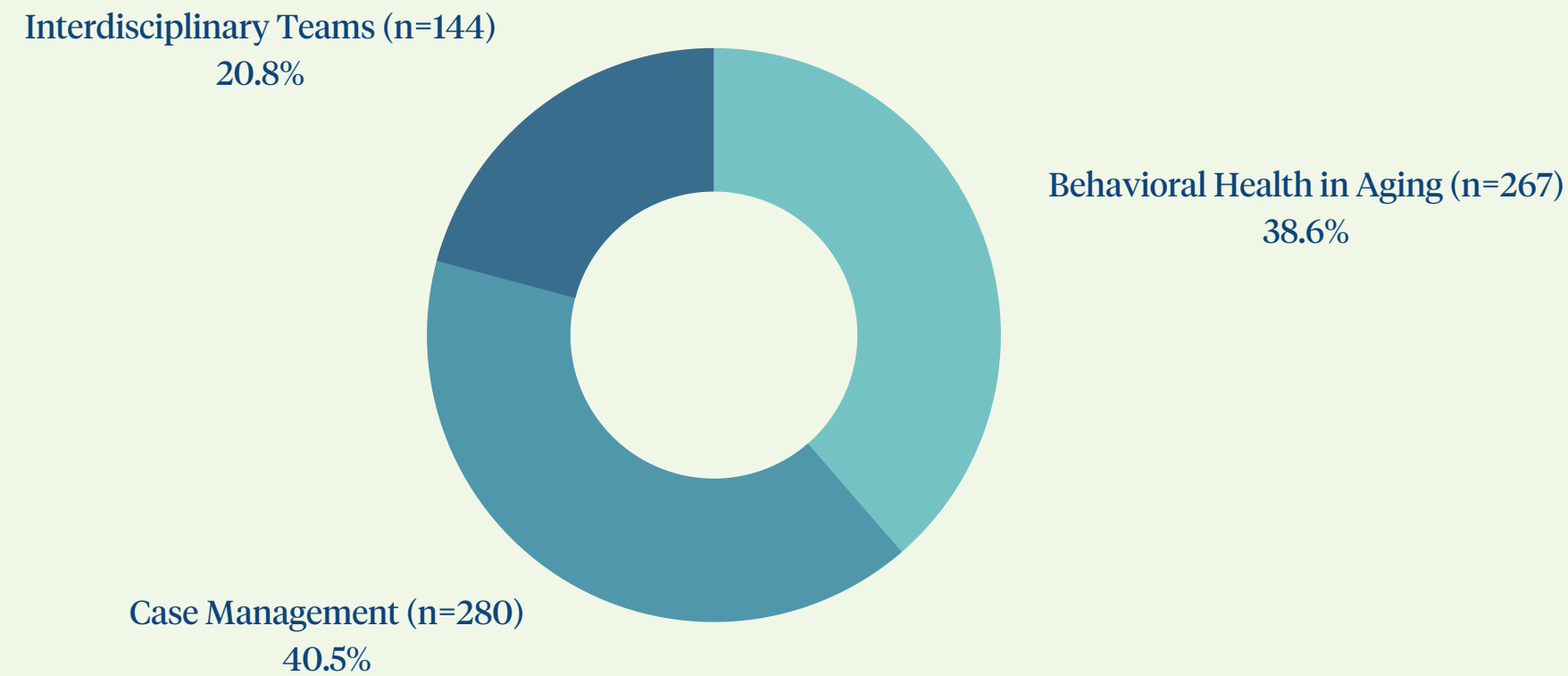
Bachelor's: 33.5%
Master's and above: 33.9%
Some College: 13.7%

Role



Director/Program Manager: 31.9%
Support Services Coordinator/Referral Specialist: 29.0%
Other: 25.0%

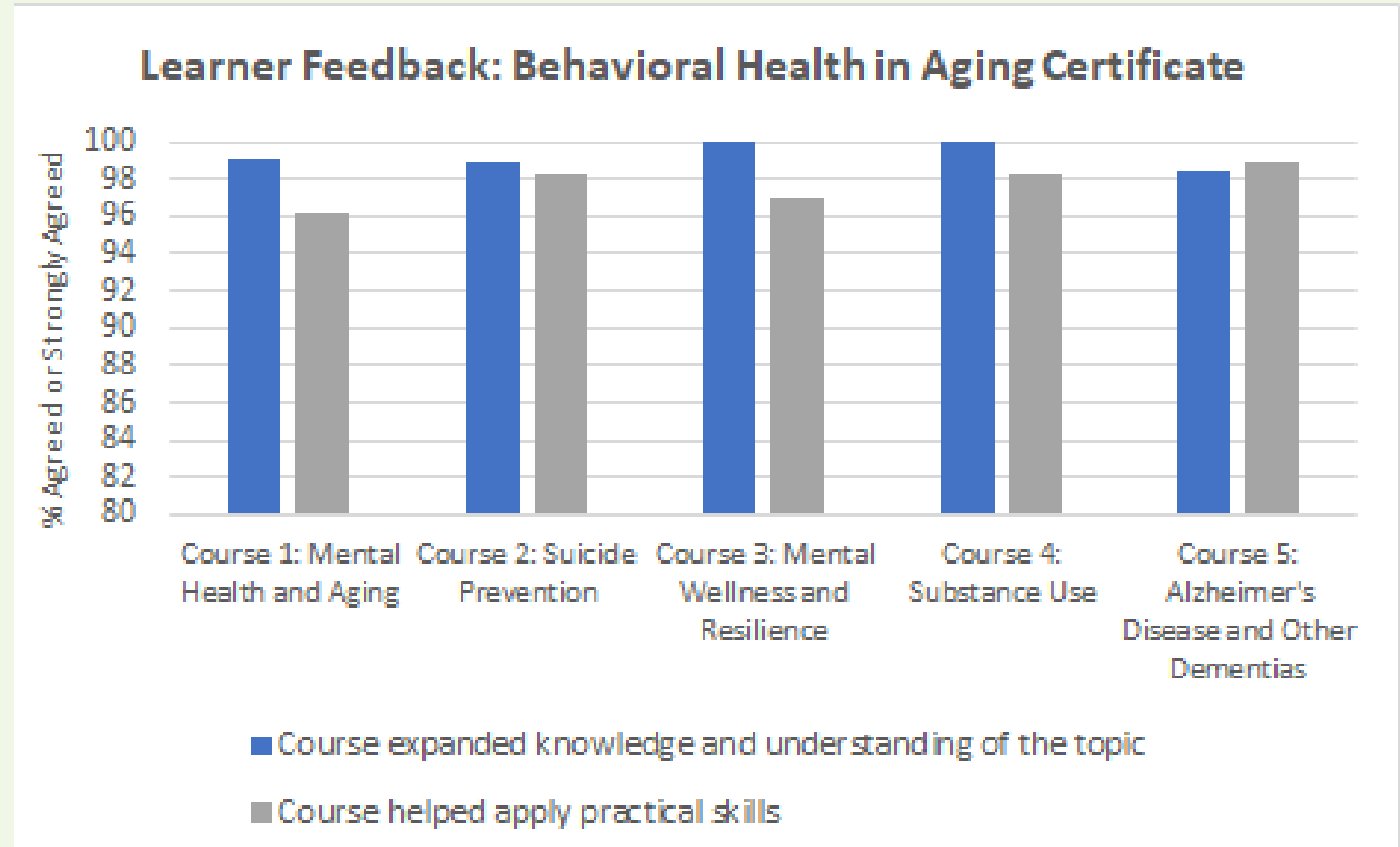
ASAP Completion Rates by Certificate Type



Statistically significant increases in the mean self-reported skill levels from pre-test to post-test were observed across all of the learning competencies across the three certificates ranging in gains from 12.7-235.0% ($p. < 0.05$).

Learners expressed high satisfaction rates (90%+) for most courses on course applicability, relevance, and enhancement of knowledge and skills in their practice with older adults.

ASAP Learner Analysis & Feedback: Behavioral Health Certificate

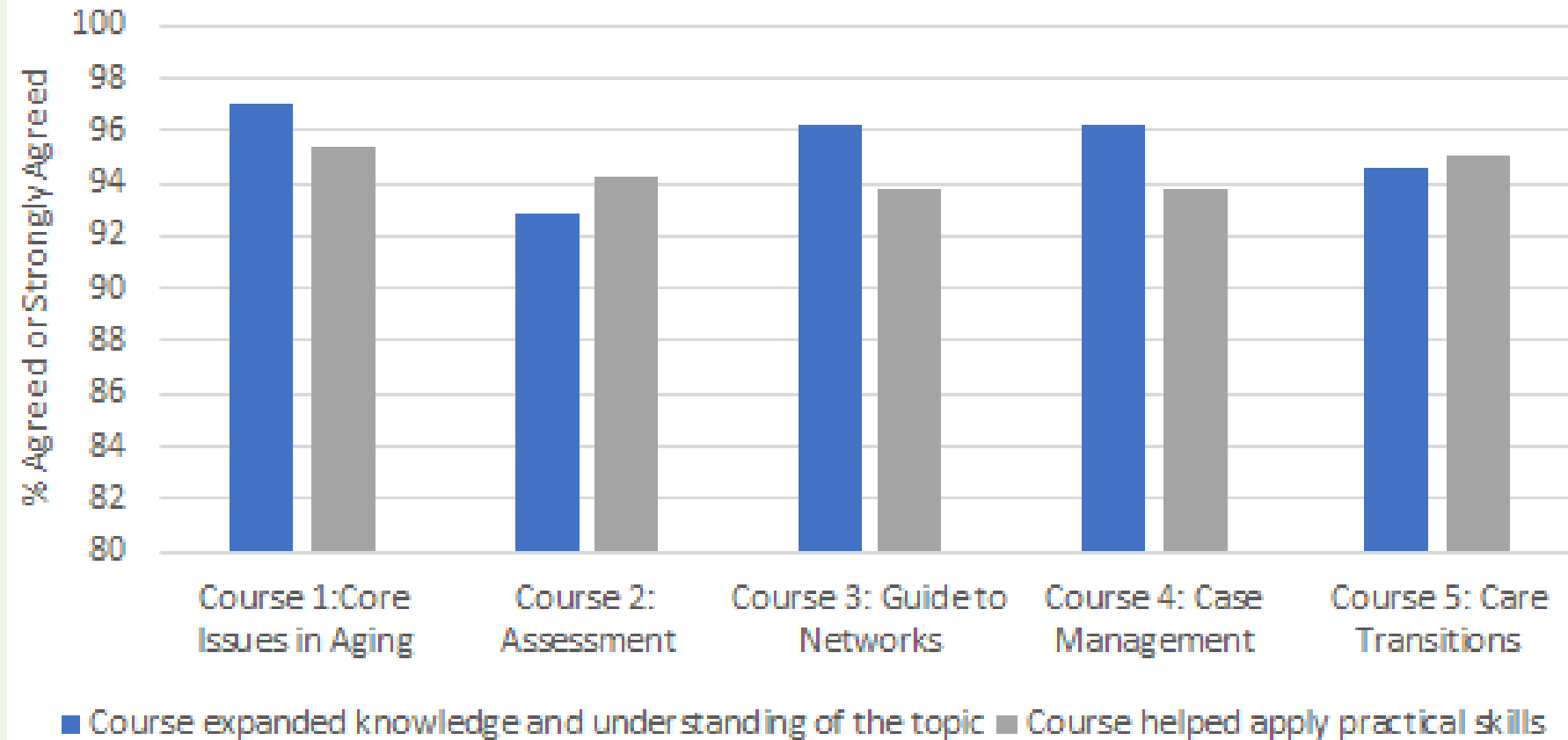


Practice Impact:

- Learners noted that completing the certificate helped develop empathy, confidence, and knowledge in topic areas previously unknown.
- Learners gained awareness of the risk of suicide and substance abuse in older adult populations and appropriate assessments to best support clients.
- Learners gained a deeper understanding of the barriers faced by older immigrants and refugees, especially regarding migratory grief and trauma.
- Learners felt more confident in their knowledge of dementia, the need for person-centered care, and the ways in which Alzheimer's or other dementia diagnoses may impact older adults and their caregivers, particularly working with diverse cultures and the ways in which culture impacts caregiving.

ASAP Learner Analysis & Feedback

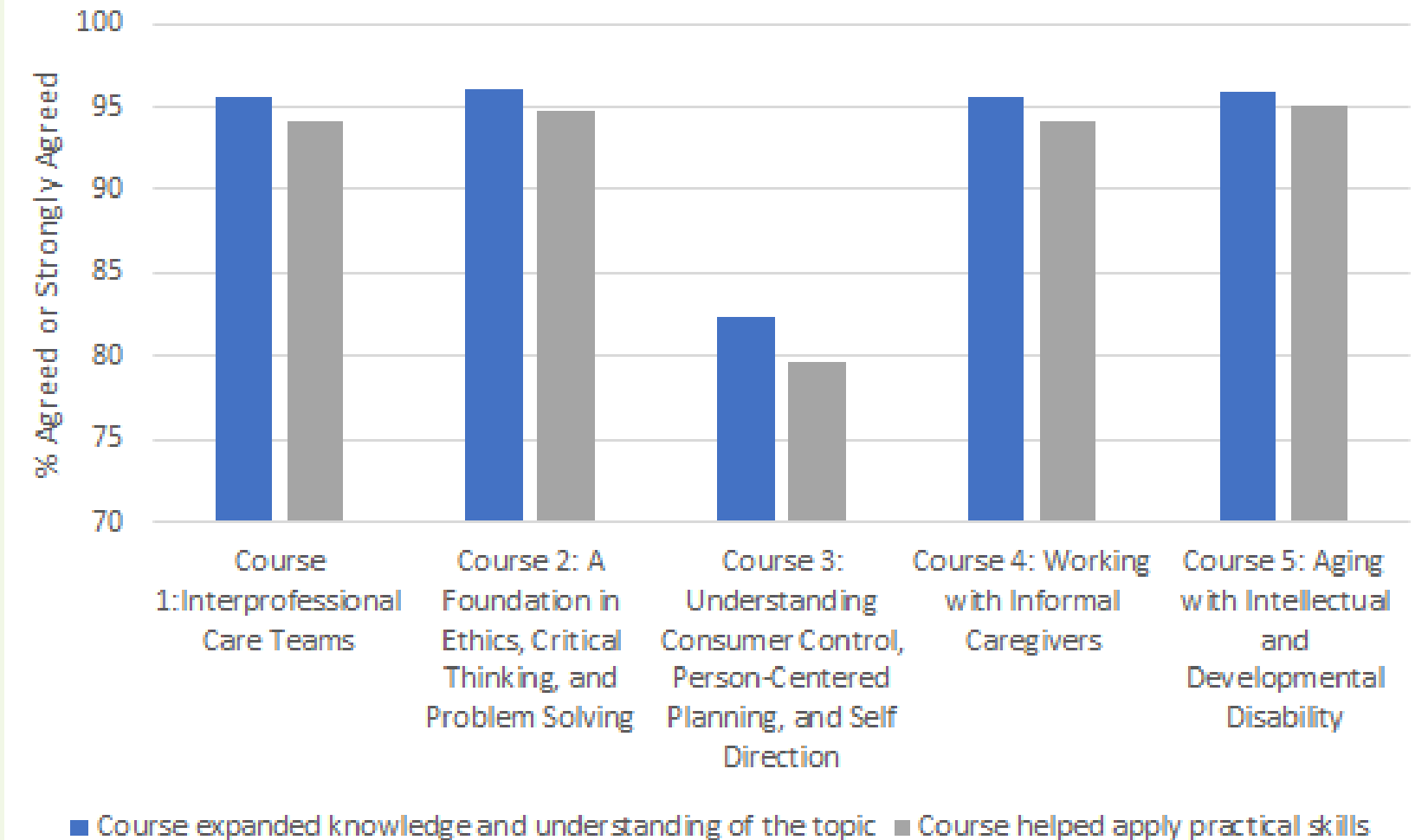
Learner Feedback: Care Management Certificate



Impact:

- Learners remarked that this certificate was key in developing foundational knowledge on aging and disability.
- Learners gained a better understanding of the role of assessments in their work in addition to the responsibility of the worker to take an ethical, culturally appropriate approach to practice.
- Learners were encouraged to make an inventory of resources within their local communities.
- Learners learned the importance of approaching clients from a strengths perspective to support clients' choices in a dignifying way along the entire case management process.
- Learners were also made aware of various health disparities and gained awareness of various outcomes and perspectives that may hinder or support the care transition process.

Learner Feedback: Interdisciplinary Teams

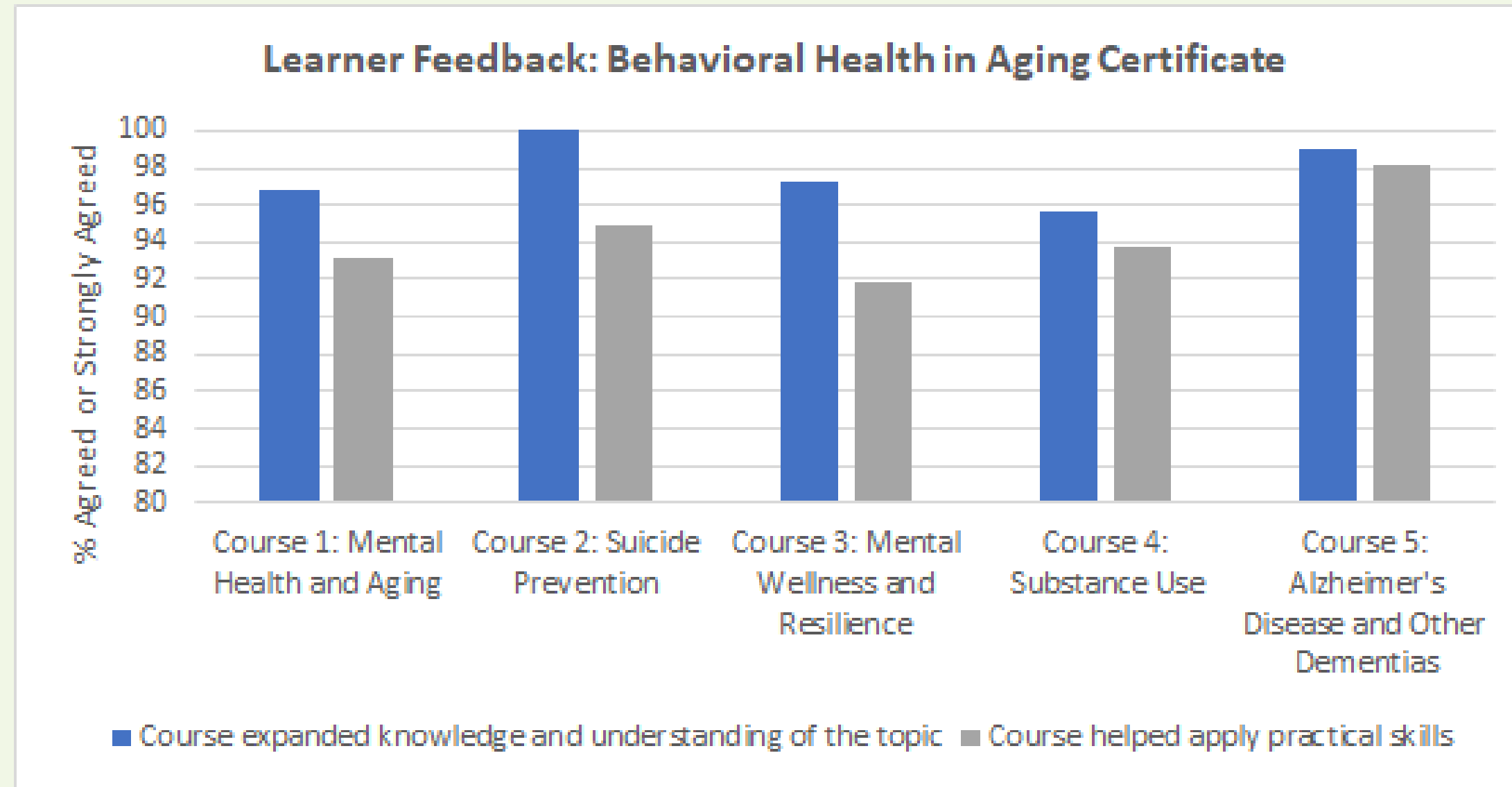


Practice Impact:

- Learners expressed that the certificate helped them be more open-minded in their approach to team-based work, focusing on the strengths and contributions of each team member while being aware of cultural humility and individual biases
- Learners found the various tools discussed in the course helpful to practice. Many expressed that they would change the way they did assessments to involve more active listening and utilize motivational interview techniques.
- Learners noted that they would show more empathy and consider the perspective of caregivers with more priority, especially with new knowledge about caregiver stress.
- Learners felt that they gained increased knowledge on the different types of IDD, which empowered them to handle specific situations.



COA Learner Analysis & Feedback



Statistically significant increases in the mean self-reported skill levels from pre-test to post-test were observed across all of the learning competencies across the three certificates ranging from 23.0-288.2% ($p < 0.05$) for the 122 certificate completers.

Learners expressed high satisfaction rates (90%+) around course applicability, relevance, and enhancement of knowledge and skills in their practice with older adults.

Practice Impact:

- Learners noted that the certificate helped them develop confidence and awareness of cultural competence in their practice.
- Learners found the topic areas of suicide prevention and substance abuse eye-opening and will take action to raise awareness in their communities.
- Learners expressed the importance of adjusting services in order to make them more relatable to diverse COA members.
- Learners were inspired to find different ways to offer resources and services to support older adults and caregivers within their communities.

Summary & Recommendations

Overall, participants in the BU CADER/EOEA Certificate Training Initiative reported that they gained key knowledge and skills from the program resulting in practice changes that will improve services for the aging and disability populations. Based on the statistically significant increases in all course competencies from pre-to post-test and learner feedback, the training initiative was very well-received by training participants and helped tremendously in building their knowledge and skills in key content areas and competencies.

Recommendations for continued successful program implementation moving forward are:

- Get leadership buy-in from individual agencies and have them emphasize the importance of training
- Build protected time for training for onboarding or continuous professional development
- Maintain ongoing communication with agency training liaisons to track individual learner progress
- Provide support through regular check-ins (email and phone) to note agency progress
- Share positive feedback on impact

CADER looks forward to our continued partnership with EOEA given the impact of the training in supporting staff develop capacity, confidence, and efficacy in applying the skills, knowledge, and competencies gained within the aging and disabilities network.





Contact Us

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