



CADER

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

BU CADER/EOEA Certificate Training Initiative 2023



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Introduction



The **Center for Aging and Disability Education and Research (CADER)** at Boston University is dedicated to bringing evidence-based research into practice through workforce innovation in the aging and disability fields. The partnership with **Massachusetts Executive Office of Elder Affairs (EOEA)** allows CADER to provide access to online learning programs for health and human services professionals serving older adults and persons with disabilities in the Commonwealth.

CADER programs and courses apply a competency-focused approach to comprehensive training, committed to enhancing the skills of practitioners in the field at all levels of experience. Information in this presentation was collected during the enrollment period of **February 1, 2023 to June 30, 2023.**



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CADER Certificate Programs

The EOEA Certificate Training Initiative provided staff at Councils on Aging (COAs) and Aging Service Access Points (ASAPs) with two different certificate options:

Behavioral Health in Aging Certificate Program

Courses:

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

Person-Centered Case Management Certificate Program

Courses:

- 1 Core Issues in Aging and Disability
- 2 Understanding Consumer Control, Person-Centered Planning, and Self-Direction
- 3 Assessment with Older Adults and Persons with Disabilities
- 4 A Guide to the Aging and Disability Networks
- 5 Care Management Practice
- 6 Care Transitions



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Completion Rates

ASAP Learners

Certificate Name	Total Learners Enrolled	Total Program Graduates	Percent Complete
Behavioral Health in Aging	136	129	95%
Person-Centered Case Management	137	127	93%
All Learners	273	256	94%

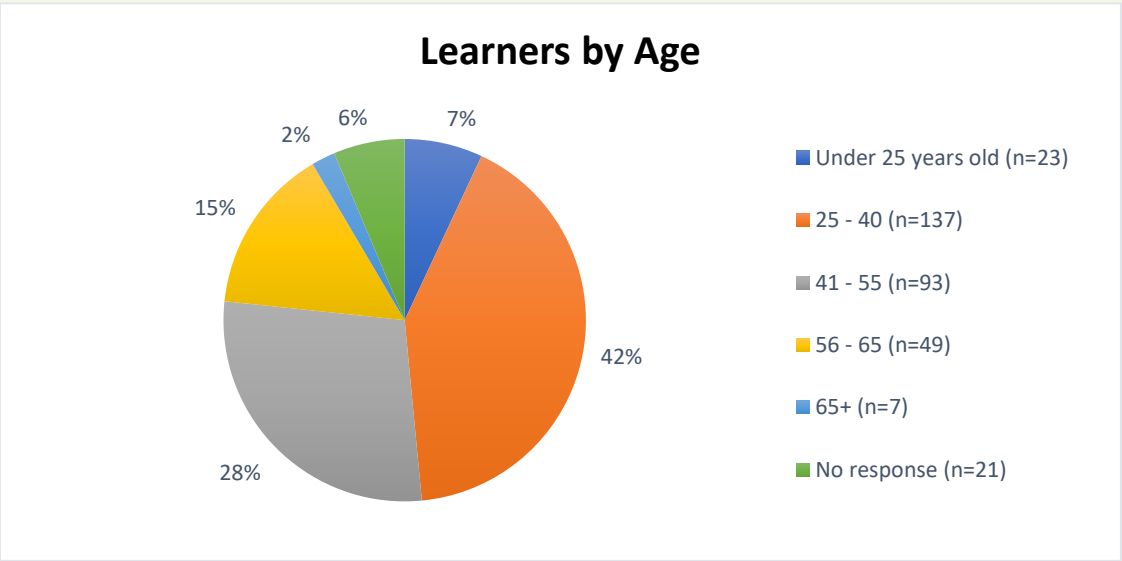
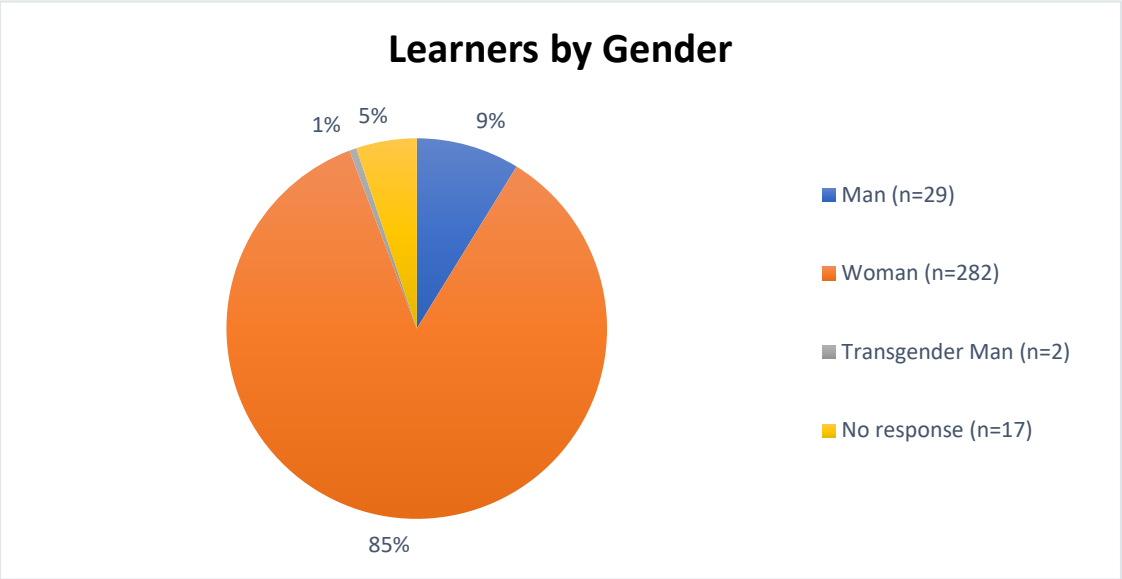
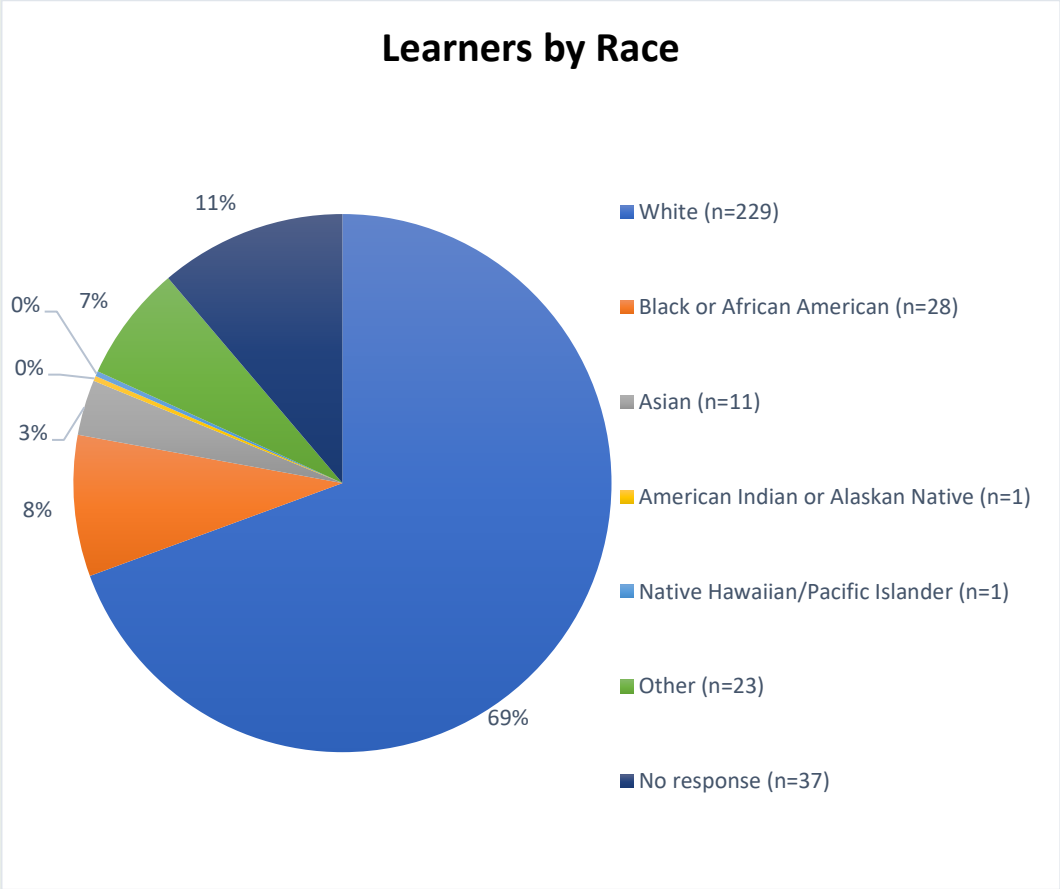
COA Learners

Certificate Name	Total Learners Enrolled	Total Program Graduates	Percent Complete
Behavioral Health in Aging	21	15	71%
Person-Centered Case Management	36	27	75%
All Learners	57	42	74%



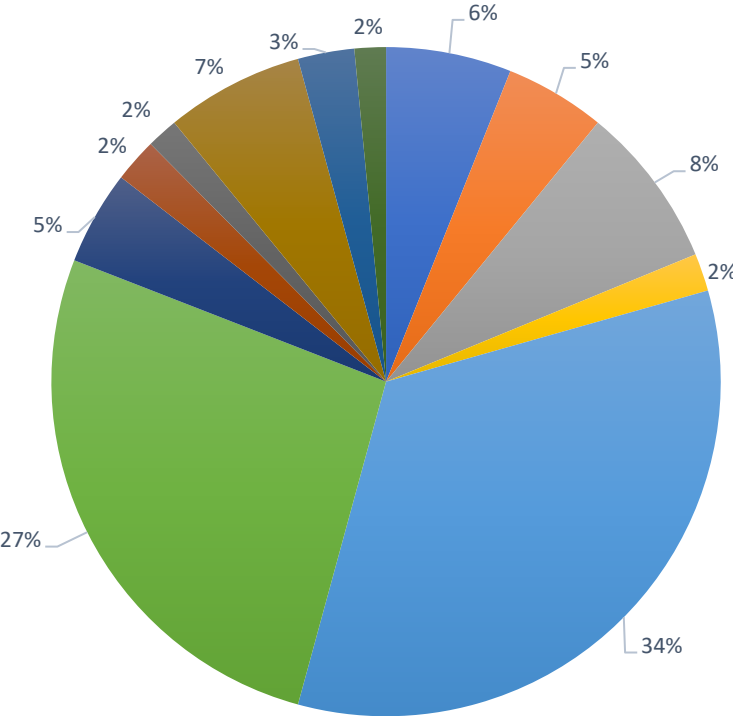
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Learner Profiles



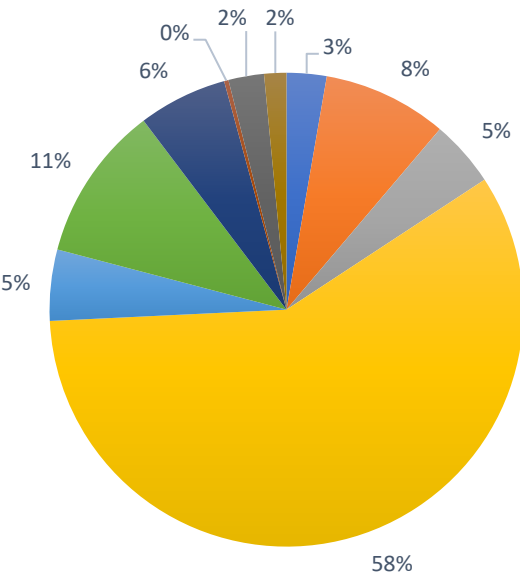
Learner Profiles

Learners by Occupational Role



- Director or Assistant Director (n=20)
- Program Manager (n=16)
- Nursing (n=26)
- Social Worker (n=6)
- Case Manager (n=111)
- Services Coordinator (n=88)
- Information and Referral (n=15)
- Administrative Support (n=7)
- Trainer (n=5)
- Outreach Coordinator (n=22)
- Other (n=9)
- Did not answer (n=5)

Learners by Education



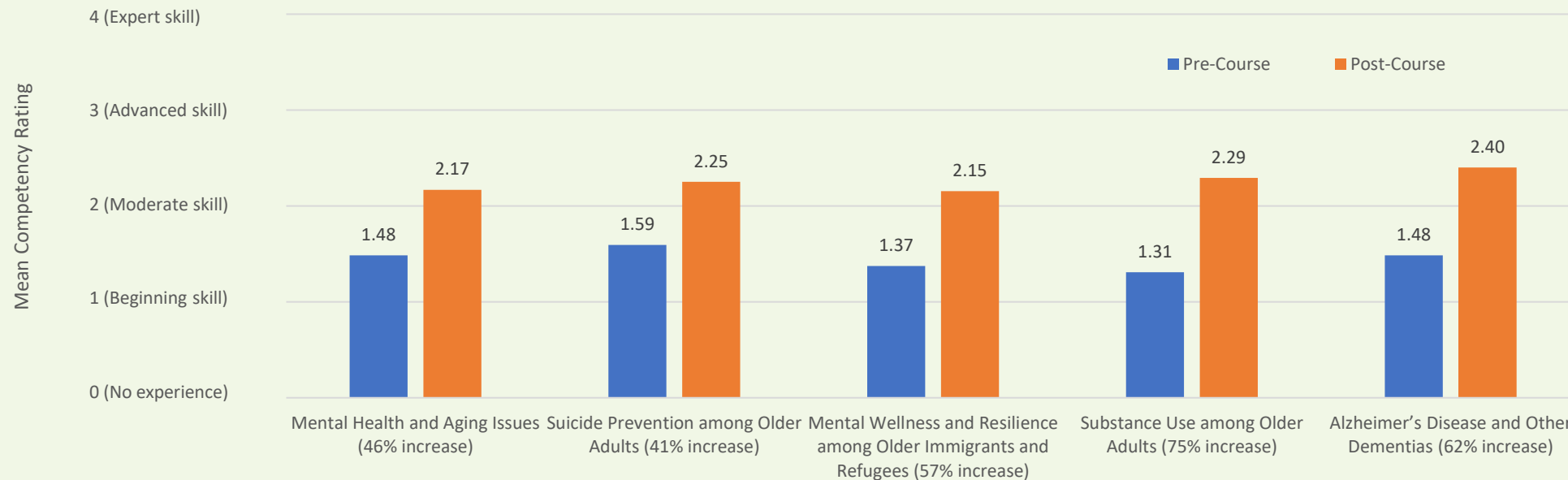
- High school diploma or equivalent (n=9)
- Some college, but no degree (n=28)
- Associate's Degree (n=15)
- Bachelor's Degree (n=193)
- Bachelor of Social Work (n=16)
- Master's Degree (n=35)
- Master of Social Work (n=20)
- DSW or Ph.D. (n=1)
- Other (n=8)
- No response (n=5)



Competency Results

At the beginning and end of each course, learners were 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. The following graph shows mean competency ratings across learners for each course in the Behavioral Health in Aging Certificate Program.

Behavioral Health in Aging Certificate: Mean Competency Ratings Pre-Course and Post-Course

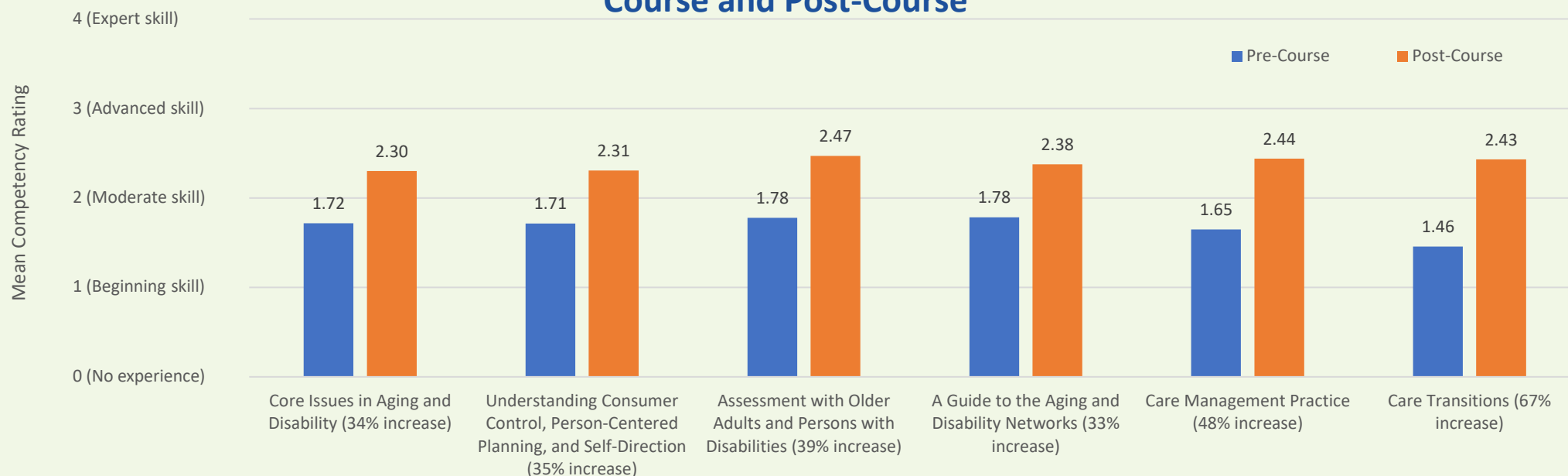


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Competency Results

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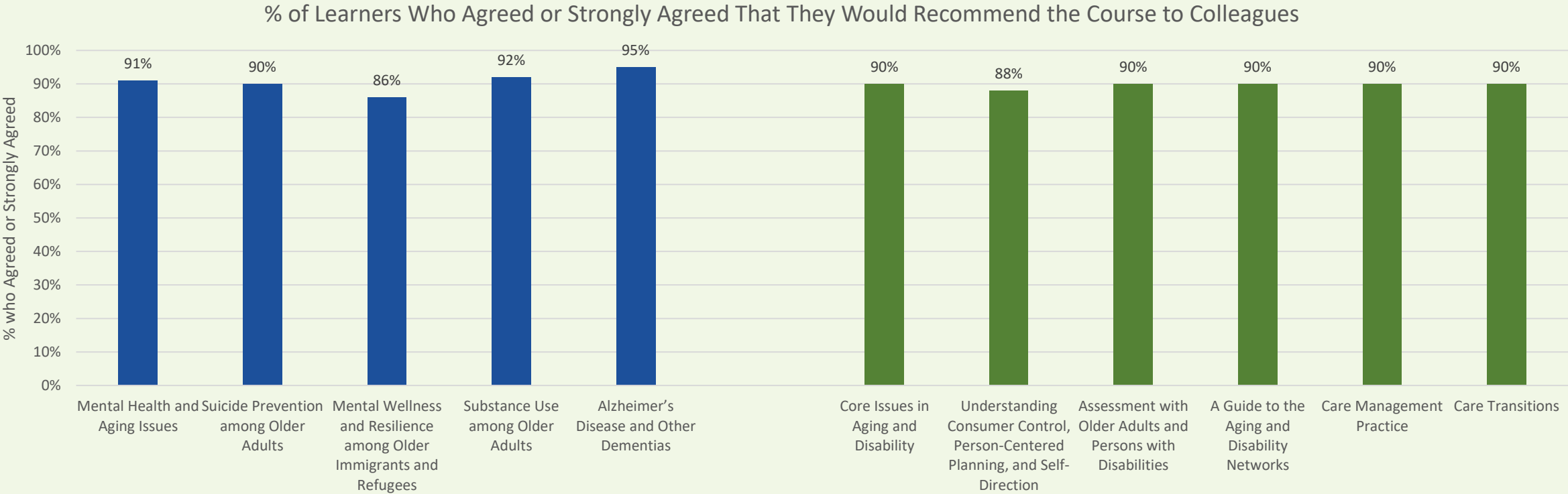
Person-Centered Case Management Certificate: Mean Competency Ratings Pre-Course and Post-Course



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Learner Feedback

At the end of each course, learners were asked how much they agree or disagree with the statement: **I would recommend this course to my colleagues.** (1- Strongly disagree; 2- Disagree; 3- Neutral; 4- Agree; 5- Strongly agree; 6- Non-applicable).



Behavioral Health in Aging Certificate Program

Person-Centered Case Management Certificate Program



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Learner Feedback

Behavioral Health in Aging Certificate Program

Learners noted that after completing the certificate program, they will be more empathetic, understanding, and aware of cultural differences:

"I will definitely be more sensitive of the stressors and barriers my immigrant consumers exp[erience] and have more resources to use while working with them." -ASAP Learner

"I will take more time to listen for cues of hopelessness or depression." -COA Learner

Many learners reported that they now felt better equipped to recognize the signs of substance use and mental health challenges and to respond to these concerns effectively. Learners found the assessment tools provided in this course useful and intended to use these tools in practice:

"I plan to speak with my supervisor about utilizing the assessment tools that were offered in this course to identify the mental health needs of the consumers that we support in order to offer appropriate referrals for services." -ASAP Learner



Learner Feedback

Person-Centered Case Management Certificate Program

After completing the certificate program, learners felt more confident in their practice skills. Particularly, they felt prepared to be more responsive to culture and identity:

"I will take great measures to make sure that the elders I work with feel comfortable working with me and I will ensure that they have full participation in planning their programs as it pertains to their cultural, physical, medical needs as well as sexual orientation." -ASAP

Learner

"To see the conversations I have with consumers as both of us participating and working together to come up with a care plan, rather than having a one-sided information conversation." -COA Learner

Learners reported that the program expanded their knowledge of end-of-life care, health insurance, and community-based resources:

"Having more information and resources, it will be very helpful in my every day job working with consumers to help and assist them to find the program that best meet their needs." -ASAP

Learner

"I will place more focus on planning of end of life with members and family members." -ASAP

Learner



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Recommendations to Encourage Learner Completion

- Aim for a nine-month to one-year contract to allow for ample time to complete the program.
- Designate time for learners to complete the program and engage in professional development.
- Identify learners who complete the program early and who can provide mentorship and advice to other learners.
- Develop career pathways and/or promotional tracks tied to successful completion of training.
- Disseminate learner feedback in order to encourage completion.
- Encourage agency leadership to support their learners and advocate for the importance of training.
- Maintain ongoing communication with agency leadership and training liaisons about learner progress.
- Check-in regularly with learners to support their progress.



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Conclusion

Learners in the CADER/EOEA Certificate Training Initiative gained skills in key competency areas relevant to their practice. The training initiative was well-received by learners who reported that they felt more confident, knowledgeable, and culturally competent after completing the training.

The outcomes of this training initiative highlight the importance of professional training and skill development.

We look forward to continued partnerships with EOEA to enhance the skillset of this workforce and positively impact the lives of older adults and people with disabilities throughout the state.



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