



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

EOEA Certificate Training Initiative 2023

**Evaluation Report from the Center for Aging & Disability
Education & Research
Boston University School of Social Work**

August 2023





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

Executive Summary

I. OVERVIEW

The EOEA/CADER training initiative targeted aging and disability network staff across Massachusetts, employed at Councils on Aging (COAs) and Aging Service Access Points (ASAPs). The enrollment period was February 1, 2023 to June 30, 2023. Learners had two different certificate options:

1. **Behavioral Health in Aging:** This 19-hour certificate program included five 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
2. **Person-Centered Case Management:** This 24-hour certificate program included six 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

Completion Rates

The overall completion rate for ASAP learners was 94%. 129 ASAP learners completed the Behavioral Health in Aging certificate, and 127 ASAP learners completed the Person-Centered Case Management certificate.

The overall completion rate for COA learners was 74%. 15 COA learners completed the Behavioral Health in Aging certificate, and 27 COA learners completed the Person-Centered Case Management certificate.

Learner Demographics

The majority of learners were White (n=229, 69%), women (n=282, 85%), and had at least a Bachelor's degree (n=265, 80%). Most learners were 25-40 years old (n=137, 42%) or 41-55 years old (n=93, 28%). Most learners were employed as case managers (n=111, 34%) or service coordinators (n=88, 27%).

II. EVALUATION

Competency Results

At the beginning and end of each course, learners were asked to rate their skill level in various competencies (0 - Not skilled at all; 1 - Beginning skill; 2 - Moderate skill; 3 - Advanced skill; 4 - Expert skill). For all competencies, mean ratings increased from the pre-course competency self-assessment to the post-course competency self-assessment, indicating an increase in skill level.

For the Behavioral Health in Aging certificate, the mean competency rating increased significantly ($p < .001$) from 1.45 on the pre-course self-assessment to 2.06 on the post-course self-assessment. For the Person-Centered Case Management certificate, the mean competency rating increased significantly ($p < .001$) from 1.62 on the pre-course self-assessment to 2.15 on the post-course self-assessment.

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. 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.

“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

Person-Centered Case Management Certificate Program

After completing the program, learners intended to focus on the consumer’s needs, engage in active listening, and work with the consumer during care transitions. Learners reported that the program expanded their knowledge of social security, health insurance, community-based programs and resources, as well as end-of-life care, and that they will apply what they learned to their practice.

“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

III. CONCLUSION

Learners in the EOEA/CADER 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.



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

Evaluation Report

I. 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. This evaluation report presents learner completion rates, learner demographics, findings from competency-based self-assessments, and learner feedback. Information was collected for the enrollment period of February 1, 2023 to June 30, 2023.

"I have been doing the work that I do for 27 years. It is important to take courses like [Understanding Consumer Control, Person-Centered Planning, and Self-Direction] to renew your ability to practice most effectively and honor person centered case management."
-COA Learner

II. CADER CERTIFICATE PROGRAMS

Overview

The EOEA/CADER training initiative targeted aging and disability network staff across Massachusetts, employed at Councils on Aging (COAs) and Aging Service Access Points (ASAPs). Enrollment in the CADER Certificates was open to staff throughout the 5-month project period. CADER provided course management support (program registration and technical support including individual follow-ups with learners, course completion reminders, and troubleshooting). CADER also provided monthly progress reports to EOEA leadership and training leads.

The EOEA Certificate Training Initiative provided staff with two different certificate options, as follows. Learners had the option to complete both certificates.

1. **Behavioral Health in Aging** is a five-course (19-hour) certificate program that deepens learners’ understanding of the major mental health conditions and substance use concerns facing older adults. The certificate emphasizes the importance of promoting mental wellness and resilience in addition to the usage of screening, assessment, and evidence-based interventions. The certificate consists of the following 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

"Anyone working with the elderly should take this course [Mental Wellness and Resilience among Older Immigrants and Refugees]." - ASAP Learner

2. **Person-Centered Case Management** is a six-course (24-hour) certificate program that provides learners with the information needed to develop a person-centered plan by reviewing the key steps in an assessment of functional needs, as well as the skills to gather pertinent information, review available resources, and ongoing support through care transitions. The certificate consists of the following 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

"I anticipate being more confident, and making sure I communicate in the best way possible. I was practicing skills previously but without the confidence in myself and my training. Now I will be able to strengthen any of my skills through the validation of the training course [Assessment with Older Adults and Persons with Disabilities] and the examples in the video." -ASAP Learner

Completion Rates

ASAP Learners

EOEA purchased 273 slots for ASAP learners to complete CADER programs. A total of **256** (94%) learners completed certificate programs, as shown in detail below.

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

EOEA purchased 57 slots for COA learners to complete CADER programs. A total of **42** (74%) learners completed certificate programs, as shown in detail below.

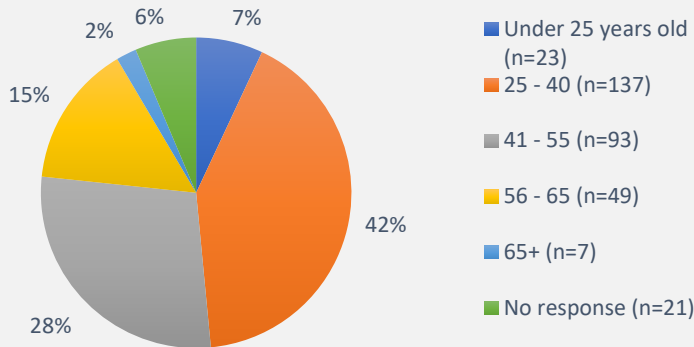
Certificate Name	Total Learners Enrolled	Total Program Graduates	Percent Complete
Behavioral Health in Aging	21	15	71%
Person-Centered Case Management	36	27	75%
All Learners	57	42	74%

II. EVALUATION

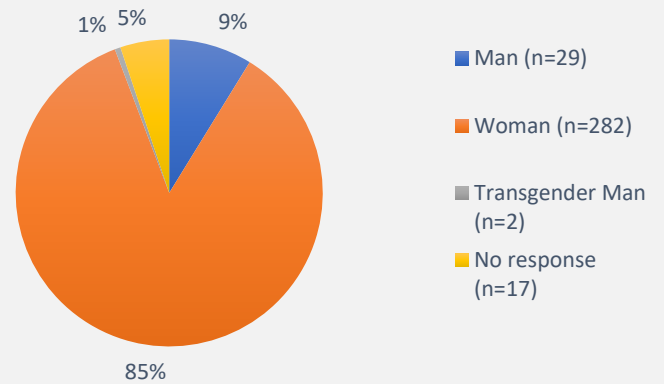
Learner Demographics

Following are charts displaying learner demographics, including age, gender, educational attainment, race, and occupational role. See Appendix Table 1 for a more complete breakdown of demographics.

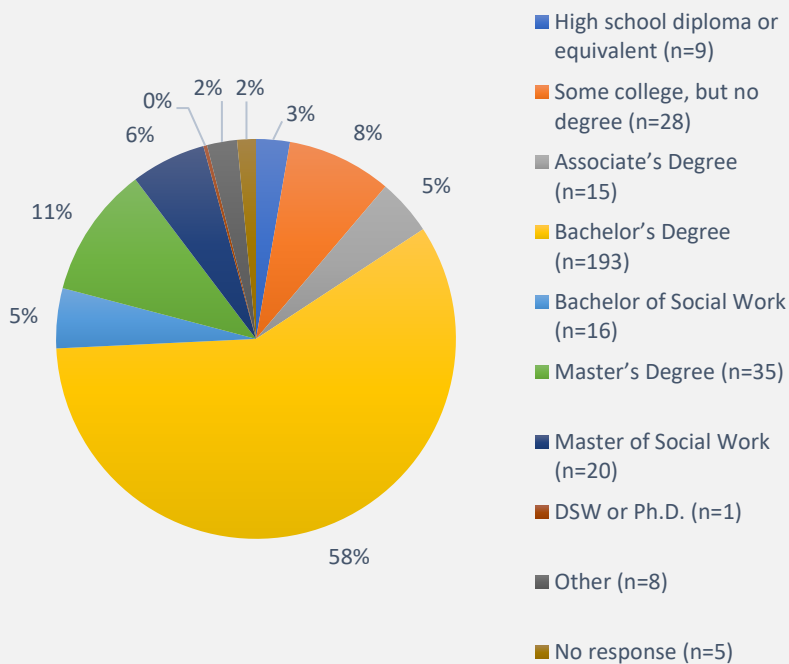
Learners by Age



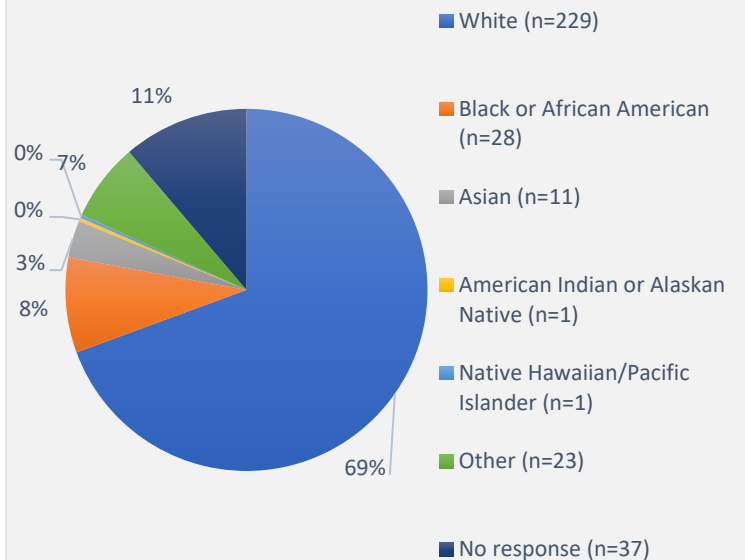
Learners by Gender

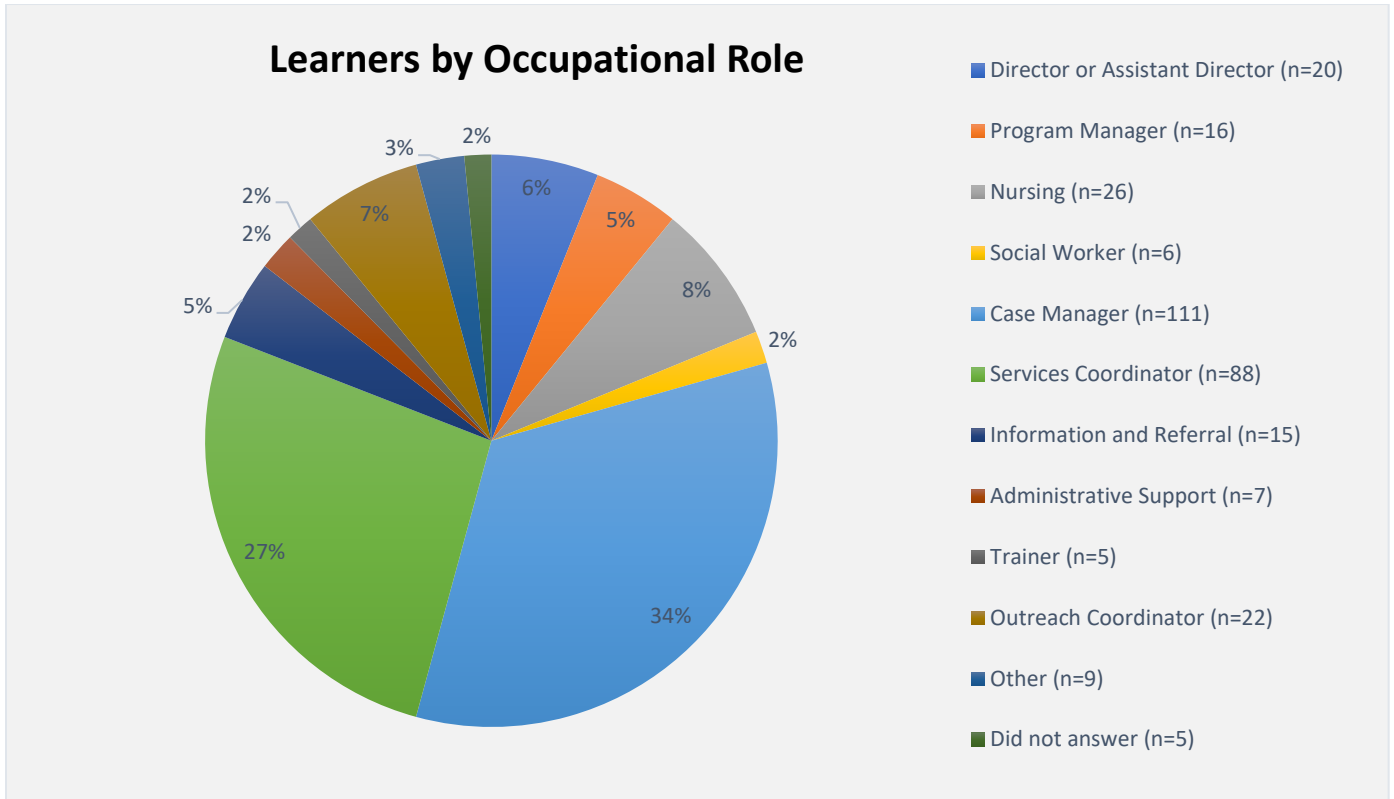


Learners by Education



Learners by Race



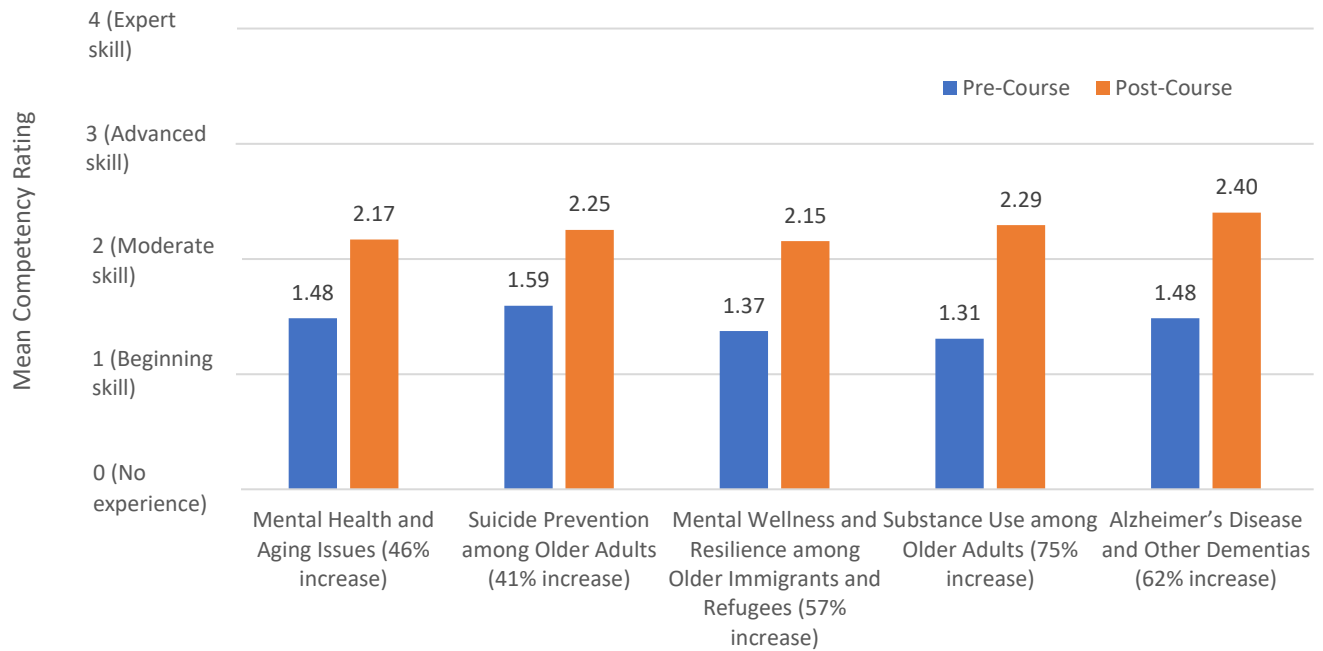


Competency Results

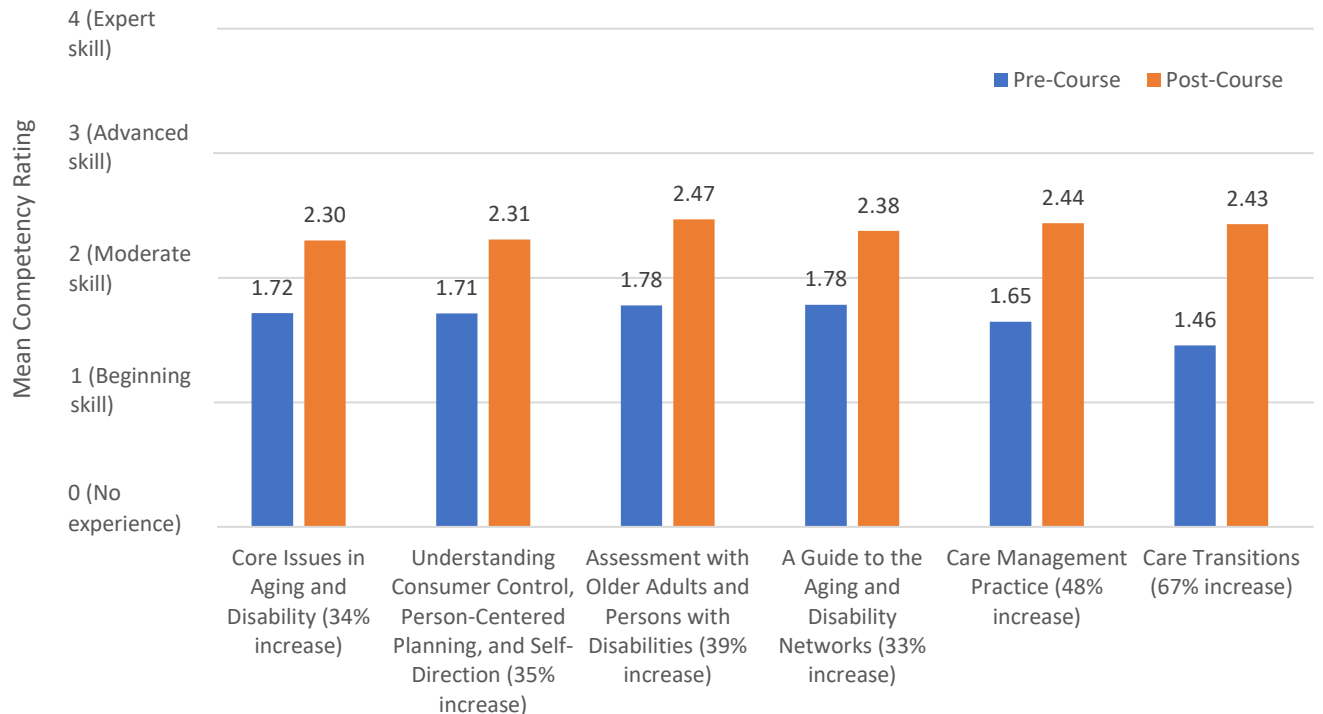
At the beginning and end of each course, learners were asked to rate their skill level in various competencies using the following scale: 0 - Not skilled at all; 1 - Beginning skill; 2 - Moderate skill; 3 - Advanced skill; 4 - Expert skill. See Appendix Tables 4-7 for a list of competencies for each course for both certificate programs, stratified by the learner’s organization (ASAP or COA).

The following graphs show mean competency ratings across learners for each course. For each course within a certificate, the mean competency rating was calculated by combining all learner competency ratings for that course and dividing by the total number of learner competency ratings. For most competencies, mean ratings significantly increased ($p < .05$) from the pre-course competency self-assessment to the post-course competency self-assessment, as shown in Appendix Tables 4-7.

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



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



Learner Feedback

At the end of each course, learners were asked three open-ended feedback questions:

- What did you find most helpful about this course?
- What changes do you anticipate making after taking this course?
- Your feedback is very important to us! Please share any comments about this course with us in the space provided.

The following are just a few responses from learners.

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

Learners indicated that the course will change and improve their practice skills:

"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

Person-Centered Case Management Certificate Program

After completing the 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

Learners intended to focus on the consumer's needs, engage in active listening, and work with the consumer during care transitions:

"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 social security, health insurance, community-based programs and resources, as well as end-of-life care, and that they will apply what they learned to their practice.

"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

III. CONCLUSION AND RECOMMENDATIONS

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 following are recommendations for successful program outcomes:

- 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.

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.

Appendix

Table 1. Learner Demographics

	ASAP Learners			COA Learners			All Learners
	BHC	PCCM	All ASAP Learners	BHC	PCCM	All COA Learners	
Age Group							
Under 25 years old	8	13	21	1	1	2	23
25 - 40	62	64	126	5	6	11	137
41 - 55	40	35	75	6	12	18	93
56 - 65	15	15	30	7	12	19	49
65+	2	2	4	0	3	3	7
Prefer not to answer	7	5	12	2	2	4	16
Did not answer	2	3	5	0	0	0	5
Total			273			57	330
Race and Ethnicity							
White	91	87	178	18	33	51	229
Black or African American	16	12	28	0	0	0	28
Asian	4	7	11	0	0	0	11
American Indian or Alaskan Native	1	0	1	0	0	0	1
Native Hawaiian/Pacific Islander	1	0	1	0	0	0	1
Other	9	14	23	0	0	0	23
Prefer not to answer	12	14	26	3	3	6	32
Did not answer	2	3	5	0	0	0	5
Total			273			57	330
Gender							
Man	11	15	26	0	3	3	29
Woman	117	114	231	19	32	51	282
Transgender Man	1	0	1	1	0	1	2
Transgender Woman	0	0	0	0	0	0	0
Genderqueer	0	0	0	0	0	0	0
Prefer not to answer	5	5	10	1	1	2	12
Did not answer	2	3	5	0	0	0	5

CADER/EOEA Certificate Training Initiative 2023

Total			273			57	330
Education							
High school diploma or equivalent	0	5	5	2	2	4	9
Some college, but no degree	5	16	21	2	5	7	28
Associate's Degree	6	8	14	0	1	1	15
Bachelor's Degree	91	79	170	10	13	23	193
Bachelor of Social Work	6	8	14	0	2	2	16
Master's Degree	13	10	23	4	8	12	35
Master of Social Work	10	3	13	3	4	7	20
DSW or Ph.D.	0	1	1	0	0	0	1
Other	3	4	7	0	1	1	8
Did not answer	2	3	5	0	0	0	5
Total			273			57	330
Occupational Role							
Director or Assistant Director	1	0	1	5	14	19	20
Program Manager	11	5	16	0	0	0	16
Nursing	13	12	25	1	0	1	26
Social Worker	1	0	1	3	2	5	6
Case Manager	48	61	109	1	1	2	111
Services Coordinator	44	42	86	0	2	2	88
Information and Referral	8	6	14	0	1	1	15
Administrative Support	1	3	4	2	1	3	7
Trainer	2	3	5	0	0	0	5
Outreach Coordinator	2	0	2	7	13	20	22
Other	3	2	5	2	2	4	9
Did not answer	2	3	5	0	0	0	5
Total			273			57	330

Tables 2-3 Learners and Completion Rates by Agency

Table 2. ASAP Learners and Completion Rates by Agency

ASAP	Number of Learners	Percent Enrolled	Percent Complete
AgeSpan	50	100%	100%
Aging Services of North Central Massachusetts	14	100%	93%
Boston Senior Home Care	8	100%	88%
Bristol Elder Services	19	100%	100%
Central Boston Elder Services	3	100%	100%
Coastline	9	100%	44%
Elder Services of Berkshire County, Inc.	7	100%	100%
Elder Services of Cape Cod and the Islands	0	N/A	N/A
Elder Services of Worcester Area	15	100%	100%
ETHOS	0	N/A	N/A
Greater Lynn Senior Services	9	100%	100%
Greater Springfield Senior Services, Inc.	34	100%	94%
HESSCO	3	100%	67%
Highland Valley Elder Services	9	100%	100%
LifePath	1	100%	100%
Minuteman Senior Services	4	100%	100%
Mystic Valley Elder Services	10	100%	90%
Old Colony Elder Services	16	100%	81%
SeniorCare	7	100%	71%
Somerville Cambridge Elder Services	1	100%	100%
South Shore Elder Services	8	100%	100%
Springwell	13	100%	92%

CADER/EOEA Certificate Training Initiative 2023

ASAP	Number of Learners	Percent Enrolled	Percent Complete
Tri Valley, Inc.	14	100%	100%
West Mass Eldercare	19	100%	100%

Table 3. COA Learners and Completion Rates by Agency

City/Town	Number of Learners	Percent of Total Learners	Percent Complete
Amherst	1	2%	0%
Barnstable	4	7%	100%
Bellingham	1	2%	100%
Belmont	1	2%	100%
Berlin	1	2%	100%
Bourne	1	2%	100%
Bridgewater	1	2%	100%
Burlington	3	5%	100%
Cambridge	1	2%	0%
Chicopee	1	2%	100%
Cohasset	1	2%	100%
Concord	2	4%	50%
Fairhaven	1	2%	0%
Falmouth	1	2%	0%
Gardner	1	2%	100%
Greenfield	1	2%	100%
Halifax	1	2%	100%
Harwich	2	4%	50%
Lee	1	2%	100%

City/Town	Number of Learners	Percent of Total Learners	Percent Complete
Littleton	1	2%	100%
Ludlow	1	2%	0%
Mansfield COA	1	2%	0%
Marlborough COA	1	2%	100%
Natick COA	1	2%	100%
North Reading COA	1	2%	100%
Norwell COA	6	11%	50%
River Mills COA	2	4%	100%
Rowley COA	1	2%	0%
Sutton COA	1	2%	100%
Taunton COA	10	18%	80%
Up-Island Council on Aging	1	2%	100%
Waltham COA	1	2%	100%
Westford COA	1	2%	100%
Williamstown COA	2	4%	50%
Wrentham COA	0	0%	N/A

Tables 4-7. Results from Pre-Course and Post-Course Competency Self-Assessments

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.

Mean competency ratings for each domain are shown in the tables below.

Table 4. ASAP Learners - Behavioral Health in Aging Certificate Program

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Mental Health and Aging Issues				
Identify the issues related to losses, changes, and transitions over the life	1.63	2.15	32%	<.001

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
cycle relevant to the mental health of older adults.				
Describe the risk and protective factors for suicide in older adults.	1.36	2.21	63%	<.001
Demonstrate an understanding of the core elements of a mental health assessment including standardized assessment tools.	1.22	2.02	66%	<.001
Explain how utilizing individual and group interventions are appropriate for addressing the mental health of older adults (e.g., cognitive behavioral therapy, problem-solving therapy, psycho-educational groups, and supportive therapy).	1.38	1.97	43%	<.001
Identify some of the resources and resource systems available for older adults and their families.	1.55	2.17	40%	<.001
Explain the older adult's right to dignity and self-determination when addressing psychosocial and mental health issues of older adults.	1.65	2.30	39%	<.001
Develop the ability to relate one's own values and biases to aging and mental health issues.	1.65	2.32	41%	<.001
Develop an understanding of the impact of culture when addressing mental health issues facing older adults.	1.54	2.12	38%	<.001
Describe the signs and symptoms of the common mental health conditions that can affect adults as they age.	1.65	2.28	38%	<.001
Suicide Prevention among Older Adults				
Describe the potential impact of ageism as it relates to older adults and suicide.	1.56	2.24	44%	<.001
Describe the limits of confidentiality as it relates to potential self-harm.	1.80	2.38	32%	<.001
Discuss the ethical dilemmas that may exist between the worker's goals to prevent suicide and the consumer's goals to eliminate psychological pain.	1.38	2.17	57%	<.001
Describe the basic concepts of suicide and suicide prevention.	1.76	2.37	35%	<.001
Understand the risk factors and protective factors associated with suicide.	1.70	2.39	41%	<.001

CADER/EOEA Certificate Training Initiative 2023

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Understand and manage one's own reactions to suicide.	1.90	2.37	25%	<.001
Describe the skills that are needed to assess and intervene with a suicidal older adult.	1.44	2.24	56%	<.001
Describe collaborative emergency plans that can impact the older adult's safety when they are at risk of suicide.	1.44	2.23	55%	<.001
Mental Wellness and Resilience among Older Immigrants and Refugees				
Understand the background of immigration in the U.S. and its relationship to the work you do with older immigrants and refugees.	1.35	2.05	52%	<.001
Identify the stressors and barriers faced by older immigrants and refugees.	1.42	2.22	56%	<.001
Identify the strengths and resources in immigrants and immigrant communities that build resilience.	1.21	2.14	77%	<.001
Utilize information about depression in your work with older immigrants and refugees.	1.35	2.16	60%	<.001
Describe methods of recognizing and promoting resilience.	1.40	2.20	57%	<.001
Describe interventions you can utilize to promote mental wellness with older immigrants and refugees.	1.23	2.14	74%	<.001
Discuss your own cultural attitudes and beliefs and how they may affect your work with immigrants and refugees.	1.65	2.23	35%	<.001
Describe how stigma related to immigration status might impact self-esteem.	1.57	2.19	39%	<.001
Substance Use among Older Adults				
Understand the impact of substance abuse on an older adult's health.	1.74	2.41	39%	<.001
Identify standardized screening and assessment tools that are appropriate for use with older adults, such as the MAST-G and AUDIT.	0.61	2.00	228%	<.001
Awareness of treatment and recovery models and resources, and know how to make referrals.	1.32	2.26	71%	<.001
Engage in a collaborative process of addressing substance use with the older adults with whom you work.	1.31	2.24	71%	<.001

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Understand and address the barriers that might impact substance use interventions.	1.44	2.39	66%	<.001
Utilize evidence based models for addressing substance use including SBIRT.	0.57	2.09	267%	<.001
Understand individual and societal attitudes towards substance use in older adults.	1.46	2.39	64%	<.001
Identify and assess one's own values and biases regarding aging and substance use.	1.65	2.46	49%	<.001
Respect the older adult's right to dignity and self-determination and relation to substance use.	1.76	2.54	44%	<.001
Alzheimer's Disease and Other Dementias				
Identify the most common types of dementia.	1.66	2.47	49%	<.001
Understand the core clinical criteria used for diagnosing dementia.	1.26	2.33	85%	<.001
Understand the stages of Alzheimer's disease.	1.45	2.45	69%	<.001
Become familiar with available testing and diagnostic tools that can help determine the presence of dementia.	1.23	2.24	82%	<.001
Describe effective person-centered communication strategies to use with people with dementia.	1.41	2.50	77%	<.001
Describe psychosocial interventions that can be utilized with people with dementia.	1.24	2.34	89%	<.001
Develop awareness of resources and interventions that can assist caregivers.	1.51	2.42	60%	<.001
Respect and promote the person's right to dignity and self-determination throughout the stages of these diseases.	1.74	2.63	51%	<.001
Understand common legal and ethical dilemmas that may affect people with dementia and their caregivers.	1.39	2.40	73%	<.001
Respect diversity, cultural values, and beliefs of people and their families.	2.22	2.55	15%	.02

Table 5. ASAP Learners - Person-Centered Case Management Certificate Program

CADER/EOEA Certificate Training Initiative 2023

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Core Issues in Aging and Disability				
Describe the concepts of consumer choice, self-determination, and participation and their importance to long-term living programs.	1.65	2.32	41%	<.001
Understand the demographics of aging and disability in the United States.	1.65	2.25	36%	<.001
Understand the major biological, psychological, and social issues involved in the aging process and for those living with disabilities.	1.74	2.34	34%	<.001
Describe the major health conditions that cause impairment in older adults.	1.81	2.39	32%	<.001
Describe the most common causes of disability through the life cycle.	1.56	2.22	42%	<.001
Understand how to adapt communication methods to the sensory, verbal, physical, and cognitive abilities of older adults and people with disabilities.	1.72	2.18	27%	<.001
Describe the ways that anxiety, stress, and fear may influence how older adults and people with disabilities communicate with health and human service workers.	1.83	2.38	30%	<.001
Describe the ways in which an individual's cultural, ethnic, religious background or sexual orientation can influence the experiences of aging and living with a disability.	1.76	2.33	32%	<.001
Understanding Consumer Control, Person-Centered Planning, and Self-Direction				
Understand the history of Disability Rights Legislation and the Independent Living Movement.	1.05	2.07	97%	<.001
Define consumer control, consumer choice, and consumer direction in providing community based long-term living supports and services.	1.56	2.21	42%	<.001
Describe how to recognize one's own personal bias and judgements in an Options Counseling session.	1.71	2.40	40%	<.001
Develop strong interpersonal communication skills to support the consumer in the decision-making process, including decision-making support, effective ways to ask	2.04	2.40	18%	<.001

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Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
questions while providing resources, active listening, and paraphrasing.				
Demonstrate creative ways to research services and supports as an options counselor.	1.50	2.16	44%	<.001
Determine how to effectively support family members' interest in participation and assist with the problem solving and resources.	1.81	2.32	28%	<.001
Understand the consumer's right to consumer control, consumer choice, consumer direction, dignity of risk, and self-determination.	1.88	2.38	44%	<.001
Recognize the impact of one's own values and biases on one's ability to provide quality options counseling related to aging and disabilities.	1.82	2.33	28%	<.001
Understand the value of cultural inclusion and cultural humility when working with consumers.	2.17	2.36	9%	.010
Understand professional sense of self, the importance of self-care, and the boundaries and limits of Options Counseling.	1.92	2.32	21%	<.001
Assessment with Older Adults and Persons with Disabilities				
Understand the importance of seeing an assessment as a partnership between the worker and the consumer.	2.01	2.59	29%	<.001
Understand the value of choice, self-determination, and participation in the assessment process.	2.07	2.54	23%	<.001
Conduct an assessment for service eligibility for older adults and people with disabilities seeking health services, mental health services, and other community-based services.	1.78	2.40	35%	<.001
Demonstrate how communication skills such as active listening, paraphrasing, and decision support can be used to engage the consumer and family/caregiver during the personal interview and planning process.	2.02	2.52	25%	<.001
Recognize the impact of the worker's own attitudes on the assessment process.	2.08	2.61	25%	<.001
Identify the key programs, services, and resources available to older	1.73	2.39	38%	<.001

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Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
adults and people with disabilities in order to complete and assessment and create a service plan.				
Explain the key diversity and multicultural considerations that workers need to consider during the assessment process.	1.62	2.41	49%	<.001
Describe the core elements of assessment including social supports and functional abilities.	1.68	2.39	42%	<.001
Understand the legal and ethical considerations involved in assessment.	1.61	2.29	42%	<.001
A Guide to the Aging and Disability Networks				
Know what federal, state, and local resources are available to older adults, people with disabilities, and their families.	1.48	2.28	54%	<.001
Understand the eligibility requirements of various federal programs, such as Social Security Disability Insurance, Medicaid, and Supplemental Security Income (SSI).	1.46	2.16	48%	<.001
Know what medical, nutritional, transportation, and other services and programs are available in the community, especially including person directed services and programs.	1.75	2.35	34%	<.001
Ensure that all information is available to and understood by the person and family.	2.07	2.49	20%	<.001
Make referrals to appropriate community based services and programs.	1.99	2.39	20%	<.001
Plan services that are appropriate to the person's cultural needs.	1.74	2.31	33%	<.001
Care Management Practice				
List and describe the primary functions of care management, including assessment, planning, and care coordination.	1.70	2.40	41%	<.001
Identify the resources commonly utilized in care management.	1.65	2.40	45%	<.001
Recognize the impact of cultural diversity in the relationship between consumer and care manager.	1.86	2.49	34%	<.001

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Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Appropriately use evidence-based guidelines as available in the practice of care management.	1.54	2.38	55%	<.001
Describe ways to engage the consumer and family/caregiver in the assessment and care planning process, in order to enable individuals to obtain the highest level of independence consistent with their capacity and their preferences for care.	1.70	2.36	39%	<.001
Utilize techniques such as decision support to maximize the involvement of the individual and caregiver in the care management process.	1.48	2.35	59%	<.001
Assist the consumer and family/caregiver through care transitions.	1.48	2.39	61%	<.001
Model collaboration both within one's practice setting and with interdisciplinary care teams, in order to facilitate communication and coordination between members of the health care team.	1.50	2.40	60%	<.001
Recognize the importance of valuing the consumer's strengths and respecting the consumer's wishes, values, and preferences during the care-management process.	2.08	2.50	20%	<.001
Acknowledge how one's own attitudes, values, and expectations about aging and disability can have an impact on the care-management process.	1.98	2.51	27%	<.001
Care Transitions				
Define the term care transitions.	1.36	2.52	85%	<.001
Describe the most common care transition interventions and activities and discuss how these address barriers to good care.	1.22	2.33	91%	<.001
Discuss how organizations can select care transition models that are a good fit for them.	1.09	2.28	109%	<.001
Discuss the role of health and human service workers in care transitions.	1.43	2.47	73%	<.001
Demonstrate the ability to form relationships with consumers and families, perform assessments,	1.94	2.42	25%	<.001

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
coordinate care, and assist in planning discharges and post-discharge follow up.				
Demonstrate the ability to communicate with other health and human service team members during transitions of care.	1.98	2.48	25%	<.001
Discuss how health care disparities need to be addressed when planning care transitions.	1.42	2.35	65%	<.001
Describe how transitions of care relate to the continuum of care.	1.37	2.41	76%	<.001
Describe the role of community-based and health care organizations in transitions of care.	1.49	2.42	62%	<.001
Identify the barriers to successful transitions of care.	1.46	2.38	63%	<.001
Understand the importance of end-of-life conversations and planning (when appropriate) as consumers transition through multiple settings.	1.34	2.43	81%	<.001
Recognize how culture and ethnicity can influence care planning and transitions of care.	1.72	2.43	41%	<.001

Table 6. COA Learners - Behavioral Health in Aging Certificate Program

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Mental Health and Aging Issues				
Identify the issues related to losses, changes, and transitions over the life cycle relevant to the mental health of older adults.	1.57	2.31	47%	.002
Describe the risk and protective factors for suicide in older adults.	1.10	2.06	87%	<.001
Demonstrate an understanding of the core elements of a mental health assessment including standardized assessment tools.	0.90	1.88	109%	<.001
Explain how utilizing individual and group interventions are appropriate for addressing the mental health of older adults (e.g., cognitive behavioral therapy, problem-solving therapy, psycho-educational groups, and supportive therapy).	0.90	1.82	102%	<.001

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Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Identify some of the resources and resource systems available for older adults and their families.	1.38	2.38	72%	<.001
Explain the older adult's right to dignity and self-determination when addressing psychosocial and mental health issues of older adults.	1.48	2.25	52%	<.001
Develop the ability to relate one's own values and biases to aging and mental health issues.	1.57	2.31	47%	.007
Develop an understanding of the impact of culture when addressing mental health issues facing older adults.	1.29	2.06	60%	<.001
Describe the signs and symptoms of the common mental health conditions that can affect adults as they age.	1.29	2.19	70%	<.001
Suicide Prevention among Older Adults				
Describe the potential impact of ageism as it relates to older adults and suicide.	1.57	1.87	19%	.114
Describe the limits of confidentiality as it relates to potential self-harm.	1.90	2.07	9%	.581
Discuss the ethical dilemmas that may exist between the worker's goals to prevent suicide and the consumer's goals to eliminate psychological pain.	1.24	1.80	45%	.054
Describe the basic concepts of suicide and suicide prevention.	1.43	1.87	31%	.036
Understand the risk factors and protective factors associated with suicide.	1.33	2.00	50%	.019
Understand and manage one's own reactions to suicide.	1.62	1.93	19%	.179
Describe the skills that are needed to assess and intervene with a suicidal older adult.	1.05	1.67	59%	.023
Describe collaborative emergency plans that can impact the older adult's safety when they are at risk of suicide.	1.10	1.73	57%	.004
Mental Wellness and Resilience among Older Immigrants and Refugees				
Understand the background of immigration in the U.S. and its relationship to the work you do with older immigrants and refugees.	1.10	2.00	82%	.008

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Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Identify the stressors and barriers faced by older immigrants and refugees.	1.24	2.07	67%	<.001
Identify the strengths and resources in immigrants and immigrant communities that build resilience.	0.86	2.07	141%	<.001
Utilize information about depression in your work with older immigrants and refugees.	1.00	2.13	113%	<.001
Describe methods of recognizing and promoting resilience.	1.67	2.00	20%	.067
Describe interventions you can utilize to promote mental wellness with older immigrants and refugees.	1.05	1.93	84%	.011
Discuss your own cultural attitudes and beliefs and how they may affect your work with immigrants and refugees.	1.57	2.20	40%	.009
Describe how stigma related to immigration status might impact self-esteem.	1.38	2.13	54%	.010
Substance Use among Older Adults				
Understand the impact of substance abuse on an older adult's health.	1.67	2.47	48%	.011
Identify standardized screening and assessment tools that are appropriate for use with older adults, such as the MAST-G and AUDIT.	0.52	1.73	233%	<.001
Awareness of treatment and recovery models and resources, and know how to make referrals.	1.05	2.00	90%	.004
Engage in a collaborative process of addressing substance use with the older adults with whom you work.	1.10	2.13	94%	.001
Understand and address the barriers that might impact substance use interventions.	1.48	2.20	49%	.032
Utilize evidence based models for addressing substance use including SBIRT.	0.57	1.93	239%	<.001
Understand individual and societal attitudes towards substance use in older adults.	1.52	2.27	49%	.005
Identify and assess one's own values and biases regarding aging and substance use.	1.57	2.40	53%	.004

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Respect the older adult's right to dignity and self-determination and relation to substance use.	1.71	2.47	44%	.018
Alzheimer's Disease and Other Dementias				
Identify the most common types of dementia.	1.52	2.13	40%	.015
Understand the core clinical criteria used for diagnosing dementia.	0.81	2.07	156%	<.001
Understand the stages of Alzheimer's disease.	1.43	2.27	59%	.002
Become familiar with available testing and diagnostic tools that can help determine the presence of dementia.	1.05	2.00	90%	<.001
Describe effective person-centered communication strategies to use with people with dementia.	1.14	2.13	87%	.001
Describe psychosocial interventions that can be utilized with people with dementia.	1.05	2.07	97%	<.001
Develop awareness of resources and interventions that can assist caregivers.	1.38	2.13	54%	.004
Respect and promote the person's right to dignity and self-determination throughout the stages of these diseases.	1.57	2.33	48%	.007
Understand common legal and ethical dilemmas that may affect people with dementia and their caregivers.	1.33	1.93	45%	.009
Respect diversity, cultural values, and beliefs of people and their families.	1.76	2.13	21%	.278

Table 7. COA Learners - Person-Centered Case Management Certificate Program

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Core Issues in Aging and Disability				
Describe the concepts of consumer choice, self-determination, and participation and their importance to long-term living programs.	1.46	2.23	53%	<.001
Understand the demographics of aging and disability in the United States.	1.77	2.27	28%	.013

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Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Understand the major biological, psychological, and social issues involved in the aging process and for those living with disabilities.	1.91	2.17	14%	.144
Describe the major health conditions that cause impairment in older adults.	1.97	2.40	22%	.019
Describe the most common causes of disability through the life cycle.	1.57	2.27	45%	<.001
Understand how to adapt communication methods to the sensory, verbal, physical, and cognitive abilities of older adults and people with disabilities.	1.80	2.21	23%	.053
Describe the ways that anxiety, stress, and fear may influence how older adults and people with disabilities communicate with health and human service workers.	1.94	2.43	25%	.006
Describe the ways in which an individual's cultural, ethnic, religious background or sexual orientation can influence the experiences of aging and living with a disability.	1.31	2.37	81%	<.001
Understanding Consumer Control, Person-Centered Planning, and Self-Direction				
Understand the history of Disability Rights Legislation and the Independent Living Movement.	1.06	2.14	102%	<.001
Define consumer control, consumer choice, and consumer direction in providing community based long-term living supports and services.	1.34	2.24	67%	<.001
Describe how to recognize one's own personal bias and judgements in an Options Counseling session.	1.57	2.34	49%	<.001
Develop strong interpersonal communication skills to support the consumer in the decision-making process, including decision-making support, effective ways to ask questions while providing resources, active listening, and paraphrasing.	2.00	2.59	30%	<.001
Demonstrate creative ways to research services and supports as an options counselor.	1.69	2.24	33%	.001
Determine how to effectively support family members' interest in participation and assist with the problem solving and resources.	1.69	2.31	37%	<.001

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Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Understand the consumer's right to consumer control, consumer choice, consumer direction, dignity of risk, and self-determination.	1.63	2.48	52%	<.001
Recognize the impact of one's own values and biases on one's ability to provide quality options counseling related to aging and disabilities.	1.54	2.48	61%	<.001
Understand the value of cultural inclusion and cultural humility when working with consumers.	1.71	2.38	39%	.001
Understand professional sense of self, the importance of self-care, and the boundaries and limits of Options Counseling.	1.74	2.38	37%	.002
Assessment with Older Adults and Persons with Disabilities				
Understand the importance of seeing an assessment as a partnership between the worker and the consumer.	1.86	2.75	48%	<.001
Understand the value of choice, self-determination, and participation in the assessment process.	1.83	2.64	44%	<.001
Conduct an assessment for service eligibility for older adults and people with disabilities seeking health services, mental health services, and other community-based services.	1.40	2.43	74%	<.001
Demonstrate how communication skills such as active listening, paraphrasing, and decision support can be used to engage the consumer and family/caregiver during the personal interview and planning process.	1.71	2.68	57%	<.001
Recognize the impact of the worker's own attitudes on the assessment process.	1.69	2.57	52%	<.001
Identify the key programs, services, and resources available to older adults and people with disabilities in order to complete an assessment and create a service plan.	1.57	2.46	57%	<.001
Explain the key diversity and multicultural considerations that workers need to consider during the assessment process.	1.26	2.32	84%	<.001

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Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Describe the core elements of assessment including social supports and functional abilities.	1.34	2.32	73%	<.001
Understand the legal and ethical considerations involved in assessment.	1.11	2.46	122%	<.001
A Guide to the Aging and Disability Networks				
Know what federal, state, and local resources are available to older adults, people with disabilities, and their families.	1.86	2.44	31%	<.001
Understand the eligibility requirements of various federal programs, such as Social Security Disability Insurance, Medicaid, and Supplemental Security Income (SSI).	1.66	2.33	40%	<.001
Know what medical, nutritional, transportation, and other services and programs are available in the community, especially including person directed services and programs.	2.23	2.81	26%	<.001
Ensure that all information is available to and understood by the person and family.	2.06	2.85	38%	<.001
Make referrals to appropriate community based services and programs.	2.20	2.78	26%	.009
Plan services that are appropriate to the person's cultural needs.	1.51	2.30	52%	<.001
Care Management Practice				
List and describe the primary functions of care management, including assessment, planning, and care coordination.	1.37	2.48	81%	<.001
Identify the resources commonly utilized in care management.	1.46	2.70	85%	<.001
Recognize the impact of cultural diversity in the relationship between consumer and care manager.	1.43	2.52	76%	<.001
Appropriately use evidence-based guidelines as available in the practice of care management.	1.06	2.33	120%	<.001
Describe ways to engage the consumer and family/caregiver in the assessment and care planning process, in order to enable individuals to obtain the highest level of independence consistent	1.46	2.48	70%	<.001

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Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
with their capacity and their preferences for care.				
Utilize techniques such as decision support to maximize the involvement of the individual and caregiver in the care management process.	1.31	2.37	81%	<.001
Assist the consumer and family/caregiver through care transitions.	1.46	2.58	77%	<.001
Model collaboration both within one's practice setting and with interdisciplinary care teams, in order to facilitate communication and coordination between members of the health care team.	1.26	2.52	100%	<.001
Recognize the importance of valuing the consumer's strengths and respecting the consumer's wishes, values, and preferences during the care-management process.	1.89	2.70	43%	<.001
Acknowledge how one's own attitudes, values, and expectations about aging and disability can have an impact on the care-management process.	1.91	2.70	41%	<.001
Care Transitions				
Define the term care transitions.	1.23	2.65	115%	<.001
Describe the most common care transition interventions and activities and discuss how these address barriers to good care.	1.14	2.35	106%	<.001
Discuss how organizations can select care transition models that are a good fit for them.	0.97	2.23	130%	<.001
Discuss the role of health and human service workers in care transitions.	1.37	2.62	91%	<.001
Demonstrate the ability to form relationships with consumers and families, perform assessments, coordinate care, and assist in planning discharges and post-discharge follow up.	1.57	2.58	64%	<.001
Demonstrate the ability to communicate with other health and human service team members during transitions of care.	1.69	2.54	50%	<.001

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Discuss how health care disparities need to be addressed when planning care transitions.	1.23	2.54	107%	<.001
Describe how transitions of care relate to the continuum of care.	1.31	2.58	97%	<.001
Describe the role of community-based and health care organizations in transitions of care.	1.49	2.73	83%	<.001
Identify the barriers to successful transitions of care.	1.34	2.54	90%	<.001
Understand the importance of end-of-life conversations and planning (when appropriate) as consumers transition through multiple settings.	1.46	2.62	79%	<.001
Recognize how culture and ethnicity can influence care planning and transitions of care.	1.37	2.38	74%	<.001

Tables 8 & 9. Results from Course Objectives

At the end of each course, learners were asked whether they felt that the training met the learning objectives. Learners rated whether the course met objectives using a scale of one to five (1- Strongly disagree; 2- Disagree; 3- Neutral; 4- Agree; 5- Strongly agree).

Learners’ responses are detailed below.

Table 8. Behavioral Health in Aging Certificate Program

Course Name	Learning Objective	Percent of Learners Who Agreed or Strongly Agreed
Mental Health and Aging Issues	Identify the mental health conditions that affect older adults.	94%
	Describe the common standardized mental health assessments and diagnostic tools that are appropriate for older adults.	94%
	Identify resources and services available for treating mental health conditions in older adults and their families.	94%
	Demonstrate an understanding of how to conduct mental health assessments and interventions with older adults in a culturally competent manner.	89%
	Discuss the risk factors for suicide in older adults.	94%

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Course Name	Learning Objective	Percent of Learners Who Agreed or Strongly Agreed
Suicide Prevention among Older Adults	Identify key risk factors associated with suicide among older adults.	94%
	Summarize the various assessment tools that can be used to identify suicide risk.	96%
	Explain legal and ethical issues as they relate to older adult suicide.	93%
	Explain current practice and policy issues as they relate to suicide.	91%
	Identify current policy issues regarding suicide.	88%
Mental Wellness and Resilience among Older Immigrants and Refugees	Describe the background of immigration in the U.S. and how it is changing in the 21 st century.	86%
	Define resilience.	92%
	Identify the stressors and barriers faced by immigrants and refugees.	93%
	Identify the strengths and resources in immigrants and immigrant communities that build resilience.	92%
	Discuss your own cultural attitudes and beliefs and how they may affect your work with immigrants and refugees.	90%
Substance Use among Older Adults	Discuss the prevalence of substance use among older adults.	92%
	Demonstrate why prevalence data is important.	90%
	Identify the impact of substance use on health.	94%
	Engage in a collaborative process of addressing substance use with older adults.	94%
	Discuss treatment resources available to older adults.	96%
	Outline the roles that workers can play in promoting recovery.	95%
	Illustrate the impact of culture on substance use among older adults.	91%
Alzheimer's Disease and Other Dementias	Describe the process by which Alzheimer's disease is diagnosed.	93%
	List the signs and symptoms of the various stages of Alzheimer's disease.	94%
	Describe the best ways of communicating with people who have dementia.	95%

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Course Name	Learning Objective	Percent of Learners Who Agreed or Strongly Agreed
	Describe how the environment can be adapted to meet the physical and psychosocial needs of people with Alzheimer’s disease.	94%
	Explain the need for psychosocial interventions and support for caregivers.	95%

Table 9. Person-Centered Case Management Certificate Program

Course Name	Learning Objective	Percent of Learners Who Agreed or Strongly Agreed
Core Issues in Aging and Disability	Discuss the basic issues related to disability and aging.	94%
	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.	92%
	Describe the philosophy of consumer choice.	94%
	Demonstrate knowledge of resources and programs that support older adults and persons with disabilities.	93%
	Define functional capacity in terms of activities of daily living.	88%
Understanding Consumer Control, Person-Centered Planning, and Self-Direction	Describe the role of the options counselor as it pertains to consumer direction.	84%
	Summarize the history of the Independent Living Movement.	89%
	Describe the history of aging and disability policy.	90%
	Explain how the options counseling process is consumer controlled.	89%
	Identify decision-making tools to use with consumers.	87%
Assessment with Older Adults and Persons with Disabilities	Describe the role of the worker in the assessment process.	94%
	Explain how the assessment process supports choice, self-determination, and participation.	93%
	Identify the legal and ethical considerations during assessment.	93%

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Course Name	Learning Objective	Percent of Learners Who Agreed or Strongly Agreed
	Explain the role of the consumer as partner in assessment.	94%
	Consider the diversity of consumers using cultural humility.	94%
A Guide to the Aging and Disability Networks	Identify key federal, state, and local resources available to older adults, persons with disabilities, and their families.	No data available
	Explain how eligibility and accessibility impact the use of federal, state, and local programs.	No data available
	Discuss methods for identifying and accessing resources for older adults and their families.	No data available
	Define key terminology in understanding and navigating the aging network.	No data available
Care Management Practice	Explain the role of health and human service workers in care management.	89%
	Identify the medical, emotional, and social conditions that affect older people and people with disabilities.	92%
	Discuss how the ACA has affected care management.	89%
	Compare care management programs.	89%
	Define the social determinants of health.	90%
	Discuss the legal and ethical dimensions of health care management.	89%
Care Transitions	Understand how health care policy and law affect older adults.	89%
	Identify the similarities and differences between the care transitions models discussed in the course.	92%
	Explain how culture, ethnicity, and health literacy impact care transitioning.	91%

Tables 10 & 11. Results from Course Evaluation

At the end of each course, learners were asked how much they agree or disagree with a series of course evaluation statements (1- Strongly disagree; 2- Disagree; 3- Neutral; 4- Agree; 5- Strongly agree; 6- Non-applicable). Evaluation statements included:

- This training expanded my knowledge and understanding of the topic area.
- This training will help me apply practice skills in the topic area.

- I would recommend this course to my colleagues.

Learners' responses to these questions are included below.

Table 10. Behavioral Health in Aging Certificate Program

Course Name	Evaluation Statement	Percent of Learners Who Agreed or Strongly Agreed
Mental Health and Aging Issues	This training expanded my knowledge and understanding of the topic area.	95%
	This training will help me apply practice skills in the topic area.	95%
	I would recommend this course to my colleagues.	91%
Suicide Prevention among Older Adults	This training expanded my knowledge and understanding of the topic area.	94%
	This training will help me apply practice skills in the topic area.	94%
	I would recommend this course to my colleagues.	90%
Mental Wellness and Resilience among Older Immigrants and Refugees	This training expanded my knowledge and understanding of the topic area.	94%
	This training will help me apply practice skills in the topic area.	90%
	I would recommend this course to my colleagues.	86%
Substance Use among Older Adults	This training expanded my knowledge and understanding of the topic area.	90%
	This training will help me apply practice skills in the topic area.	93%
	I would recommend this course to my colleagues.	92%
Alzheimer's Disease and Other Dementias	This training expanded my knowledge and understanding of the topic area.	95%
	This training will help me apply practice skills in the topic area.	94%
	I would recommend this course to my colleagues.	95%

Table 11. Person-Centered Case Management Certificate Program

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Course Name	Evaluation Statement	Percent of Learners Who Agreed or Strongly Agreed
Core Issues in Aging and Disability	This training expanded my knowledge and understanding of the topic area.	95%
	This training will help me apply practice skills in the topic area.	93%
	I would recommend this course to my colleagues.	90%
Understanding Consumer Control, Person-Centered Planning, and Self-Direction	This training expanded my knowledge and understanding of the topic area.	90%
	This training will help me apply practice skills in the topic area.	90%
	I would recommend this course to my colleagues.	88%
Assessment with Older Adults and Persons with Disabilities	This training expanded my knowledge and understanding of the topic area.	92%
	This training will help me apply practice skills in the topic area.	94%
	I would recommend this course to my colleagues.	90%
A Guide to the Aging and Disability Networks	This training expanded my knowledge and understanding of the topic area.	87%
	This training will help me apply practice skills in the topic area.	92%
	I would recommend this course to my colleagues.	90%
Care Management Practice	This training expanded my knowledge and understanding of the topic area.	90%
	This training will help me apply practice skills in the topic area.	91%
	I would recommend this course to my colleagues.	90%
Care Transitions	This training expanded my knowledge and understanding of the topic area.	91%
	This training will help me apply practice skills in the topic area.	91%
	I would recommend this course to my colleagues.	90%