



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

New York State Case Management Certificate Training Program 2022-2023

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

January 2024





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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. 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.

In partnership with the New York State Office for the Aging (NYSOFA) and Aging NY, CADER provided staff employed as case managers across New York State access to CADER's online Case Management Certificate. This evaluation report presents learner participation rates and demographics, findings from competency-based self-assessments, and learner feedback. Information was collected for the enrollment period of November 1, 2022 to November 30, 2023.

II. Certificate Overview

Learners were enrolled in the Case Management Certificate, a five-course, 20-hour online certificate program. The certificate program provides learners with a comprehensive, in-depth understanding of the core functions and responsibilities of care management for older adults and people with disabilities. The program offers an introduction to care transitions, a review of resources and programming available to support community-based care, an explanation of consumer choice, information on the legal and ethical concerns involved in care management, and a discussion of cultural considerations. The certificate consists of the following courses:

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

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 leadership at the agencies and Aging NY.

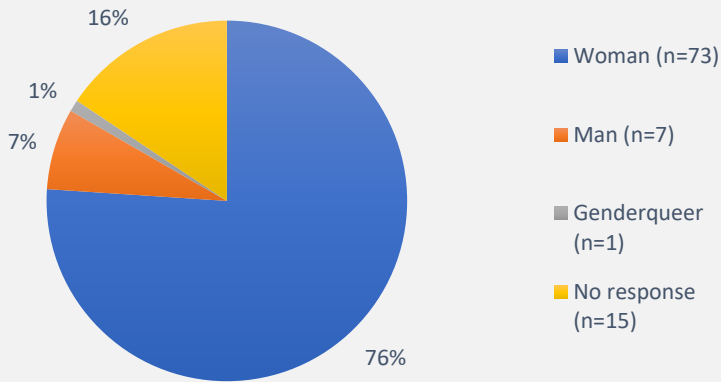
III. Certificate Participation

A total of 96 learners completed the Case Management Certificate. Enrollment in the certificate program was mandatory for new hires within five months of their hire date. Other learners were completing re-certification and could test out of completing the certificate by scoring at least 80% on the exam. A total of 29 re-certification learners achieved this score and passed out of the certificate program.

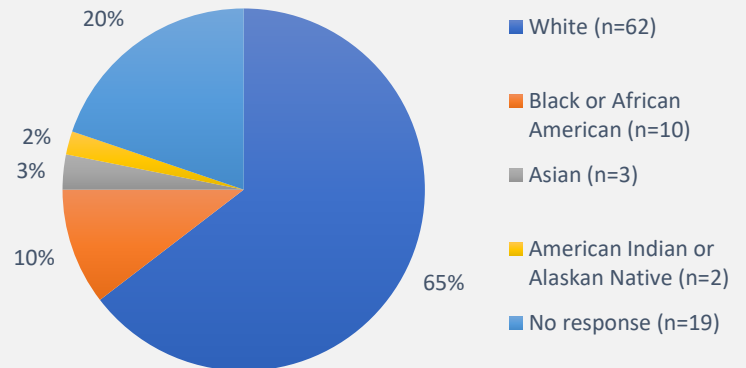
IV. Learner Demographics

When registering for the certificate program, learners self-reported demographic information. The following charts show a breakdown of learners who completed the Case Management Certificate (n=96) by gender, race, age, educational attainment, place of occupation, and occupational role.

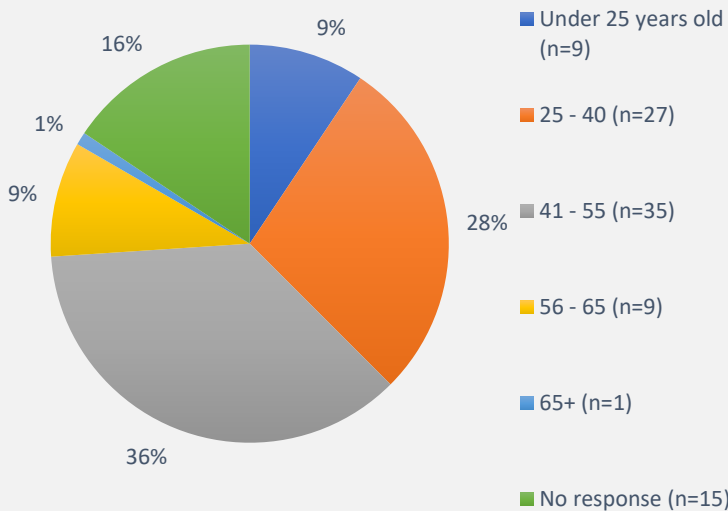
Learners by Gender



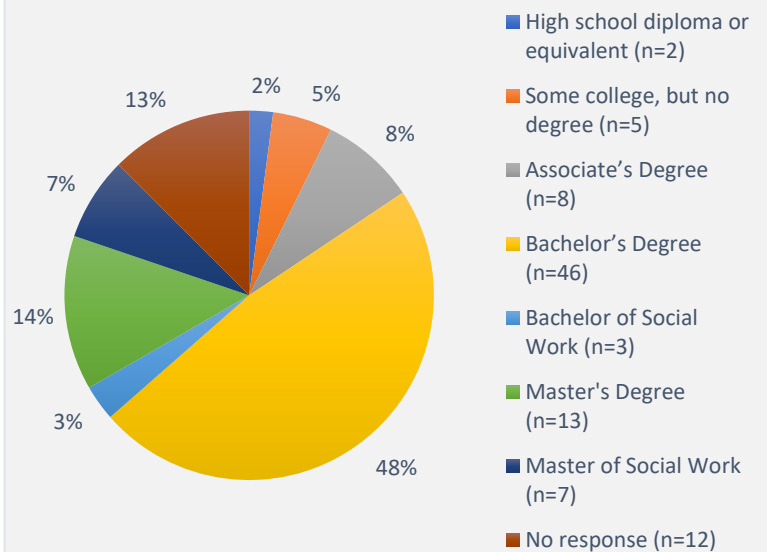
Learners by Race



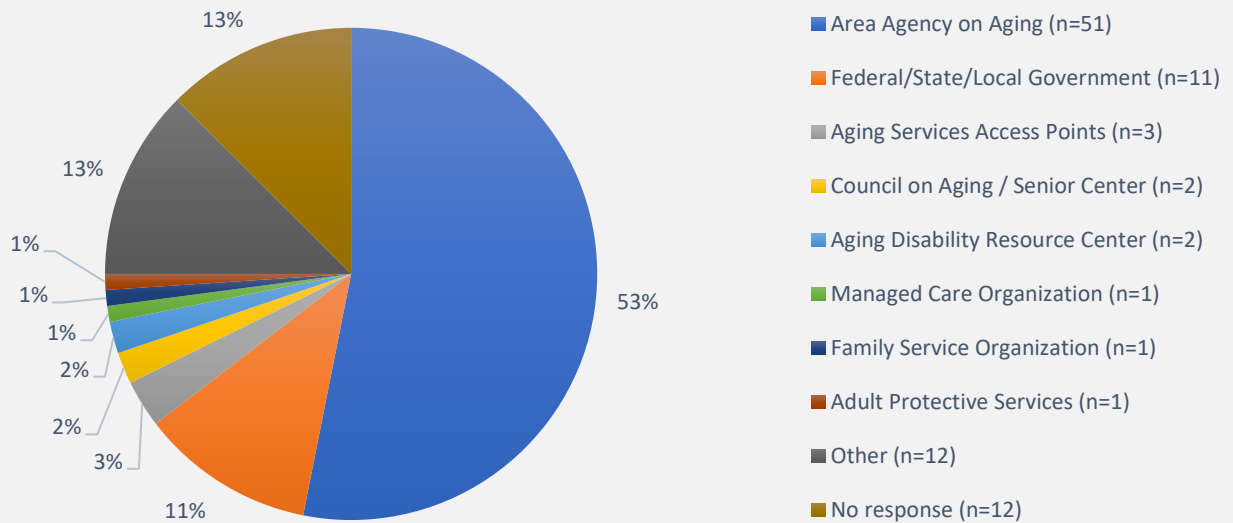
Learners by Age



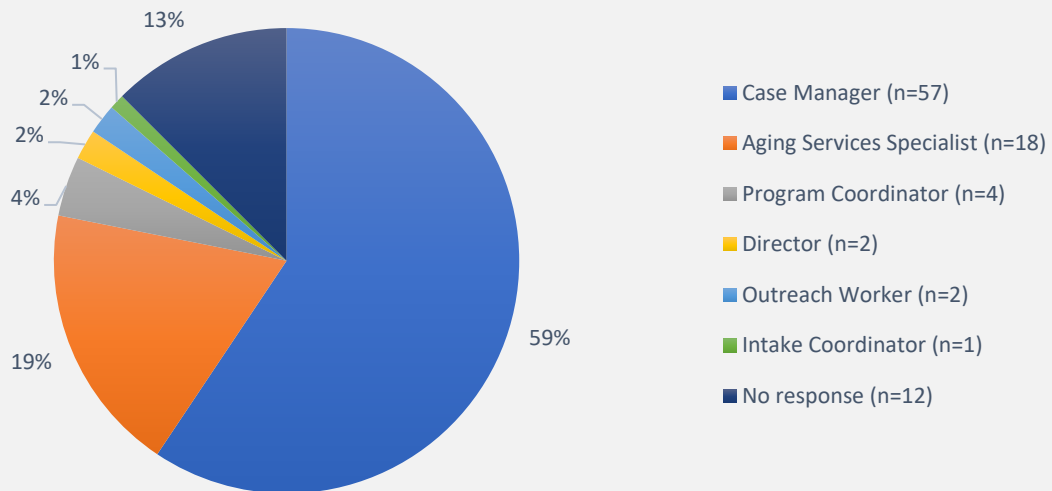
Learners by Education



Learners by Place of Occupation



Learners by Occupational Role



V. Results by Course

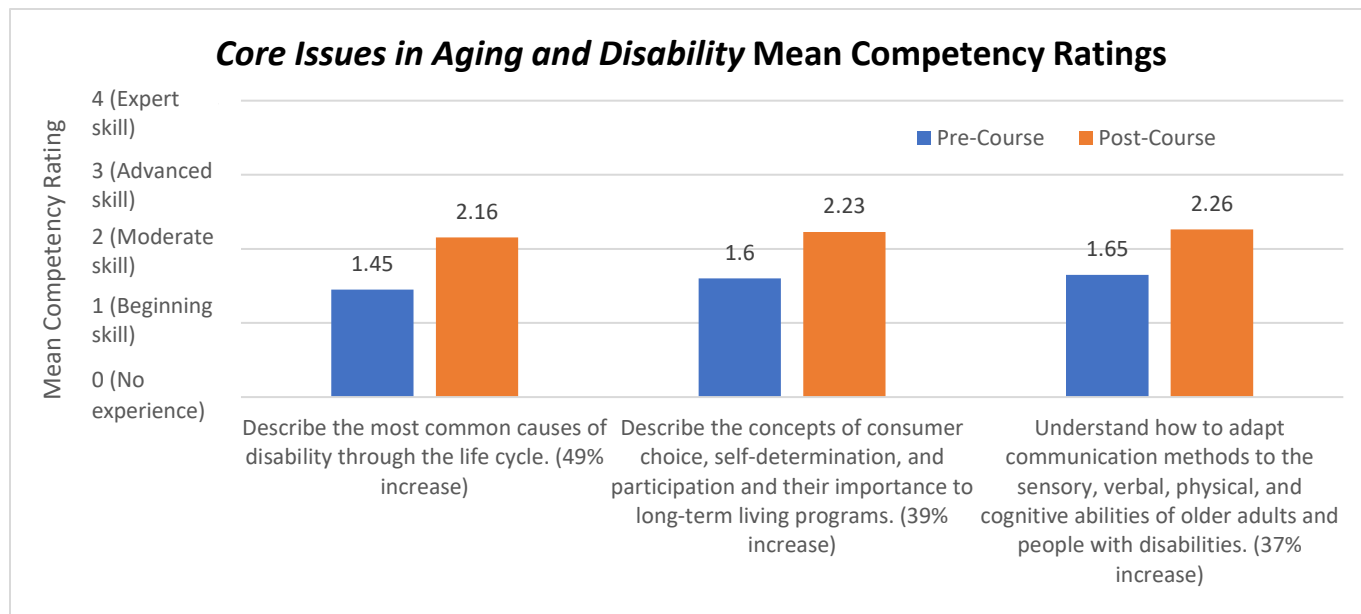
Core Issues in Aging and Disability

Competency Results

At the beginning and end of each course, learners were asked to rate their skill level in competencies using the following scale: 0 - Not skilled at all; 1 - Beginning skill; 2 - Moderate skill; 3 - Advanced

skill; 4 - Expert skill. See Appendix Table 1 for a list of all competencies for each course along with applicable means, percent increases, and p-values.

For all *Core Issues in Aging and Disability* course competencies, mean competency ratings significantly increased ($p < .05$) from the pre-course competency self-assessment to the post-course competency self-assessment. Percent increases ranged from 23% to 49%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.



Course Objective Results

At the end of each course, learners were asked whether they felt that the course met the learning objectives. Learners rated whether the course met objectives using the following scale: 1- Strongly disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly agree. The percentage of learners who agreed or strongly agreed that the course met each learning objective is provided in the table below.

Learning Objective	Percent of Learners Who Agreed or Strongly Agreed
Discuss the basic issues related to disability and aging.	96%
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.	95%
Describe the philosophy of consumer choice.	94%
Demonstrate knowledge of resources and programs that support older adults and persons with disabilities.	94%
Define functional capacity in terms of activities of daily living.	89%

Course Evaluation Results

At the end of each course, learners were asked how much they agreed or disagreed with a series of course evaluation statements using the following scale: 1- Strongly disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly agree; 6 - Non-applicable. The percentage of learners who agreed or strongly agreed with each course evaluation statement is provided in the table below.

Evaluation Statement	Percent of Learners Who Agreed or Strongly Agreed
This training expanded my knowledge and understanding of the topic area.	94%
This training will help me apply practice skills in the topic area.	93%
I would recommend this course to my colleagues.	90%

Learner Feedback

After taking this course, learners felt better informed about issues related to aging and disabilities. Numerous learners stated that they gained a better understanding of mental health and how to address mental health challenges in older adults.

"I have a better understanding of issues involving aging which will help me in working with my clients."

"Learned different aspects of mental health issues and how that relates to aging."

Learners will incorporate what they learned into their practice by being more mindful, paying attention to the language they use, engaging in active listening, and considering their client’s personal history during care planning.

"I plan to adjust the way I communicate with a client, whether they have a hearing impairment, a language barrier, are culturally different than I am or if they are anxious, to help guide them through the process of the resources that they need so that it is as painless and stress free as possible."

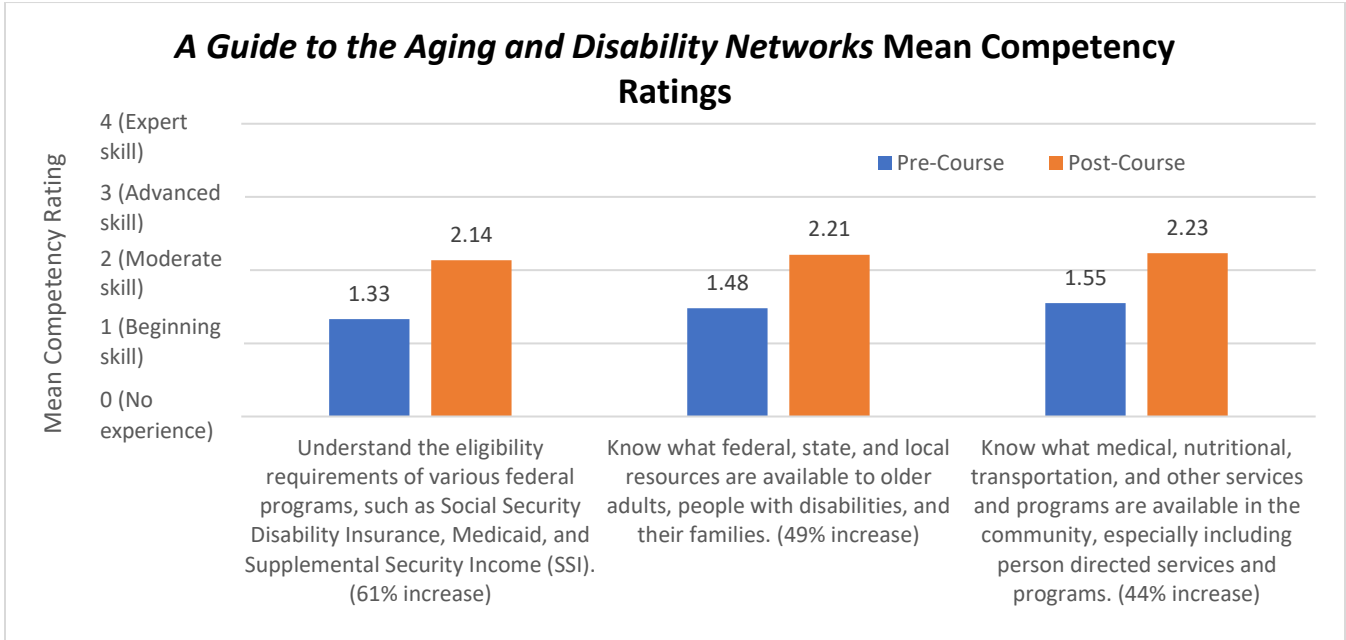
"To be an active listener and give people more dignity and respect than I have before."

"Keeping in mind all the different aspects of a person when trying to help them, including their personal and societal history."

A Guide to the Aging and Disability Networks

Competency Results

For all course competencies, mean competency ratings significantly increased ($p < .05$) from the pre-course competency self-assessment to the post-course competency self-assessment. Percent increases ranged from 22% to 61%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.



Course Objective Results

The percentage of learners who agreed or strongly agreed that the course met each learning objective is provided in the table below.

Learning Objective	Percent of Learners Who Agreed or Strongly Agreed
Identify key federal, state, and local resources available to older adults, persons with disabilities, and their families.	90%
Explain how eligibility and accessibility impact the use of federal, state, and local programs.	93%
Discuss methods for identifying and accessing resources for older adults and their families.	93%
Define key terminology in understanding and navigating the aging network.	92%

Course Evaluation Results

The percentage of learners who agreed or strongly agreed with each course evaluation statement is provided in the table below.

Evaluation Statement	Percent of Learners Who Agreed or Strongly Agreed
This training expanded my knowledge and understanding of the topic area.	88%
This training will help me apply practice skills in the topic area.	92%
I would recommend this course to my colleagues.	82%

Learner Feedback

Learners gained extensive knowledge about Medicaid and Medicare, federal and state resources for older adults, and aging-related programming.

"I have more knowledge of federal and state programs and can better assist a client if they have questions."

"I am more knowledgeable about a variety of programs so it'll be easier for me to think of help holistically for clients."

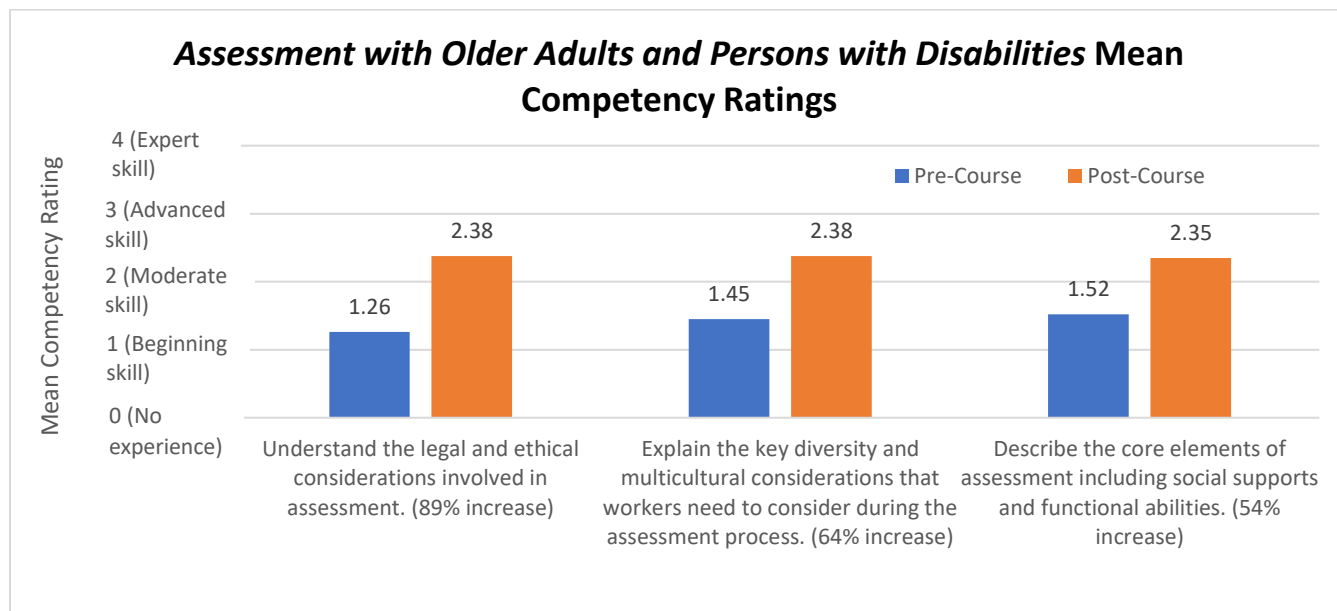
Learners were excited to share the resources they obtained from this course with their coworkers and clients. They indicated that their enhanced understanding of the resources available to older adults will help them make appropriate referrals.

"To ensure my clients are receiving services and benefits to meet their needs and are in the correct programs."

Assessment with Older Adults and Persons with Disabilities

Competency Results

For all course competencies, mean competency ratings significantly increased ($p < .05$) from the pre-course competency self-assessment to the post-course competency self-assessment. Percent increases ranged from 26% to 89%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.



Course Objective Results

The percentage of learners who agreed or strongly agreed that the course met each learning objective is provided in the table below.

Learning Objective	Percent of Learners Who Agreed or Strongly Agreed
Describe the role of the worker in the assessment process.	91%
Explain how the assessment process supports choice, self-determination, and participation.	91%
Identify the legal and ethical considerations during assessment.	89%
Explain the role of the consumer as partner in assessment.	90%
Consider the diversity of consumers using cultural humility.	89%

Course Evaluation Results

The percentage of learners who agreed or strongly agreed with each course evaluation statement is provided in the table below.

Evaluation Statement	Percent of Learners Who Agreed or Strongly Agreed
This training expanded my knowledge and understanding of the topic area.	87%
This training will help me apply practice skills in the topic area.	90%
I would recommend this course to my colleagues.	85%

Learner Feedback

Numerous learners reported that as a result of taking this course, they will be more aware of cultural bias and cultural differences when completing assessments with clients.

"Being more consciously aware of any cultural biases, and enacting cultural humility."

"Being mindful of biases and being cautious not to make assumptions or judgments about clients."

Additionally, learners indicated that they will pay closer attention to clients' wishes and will support clients in making their own choices.

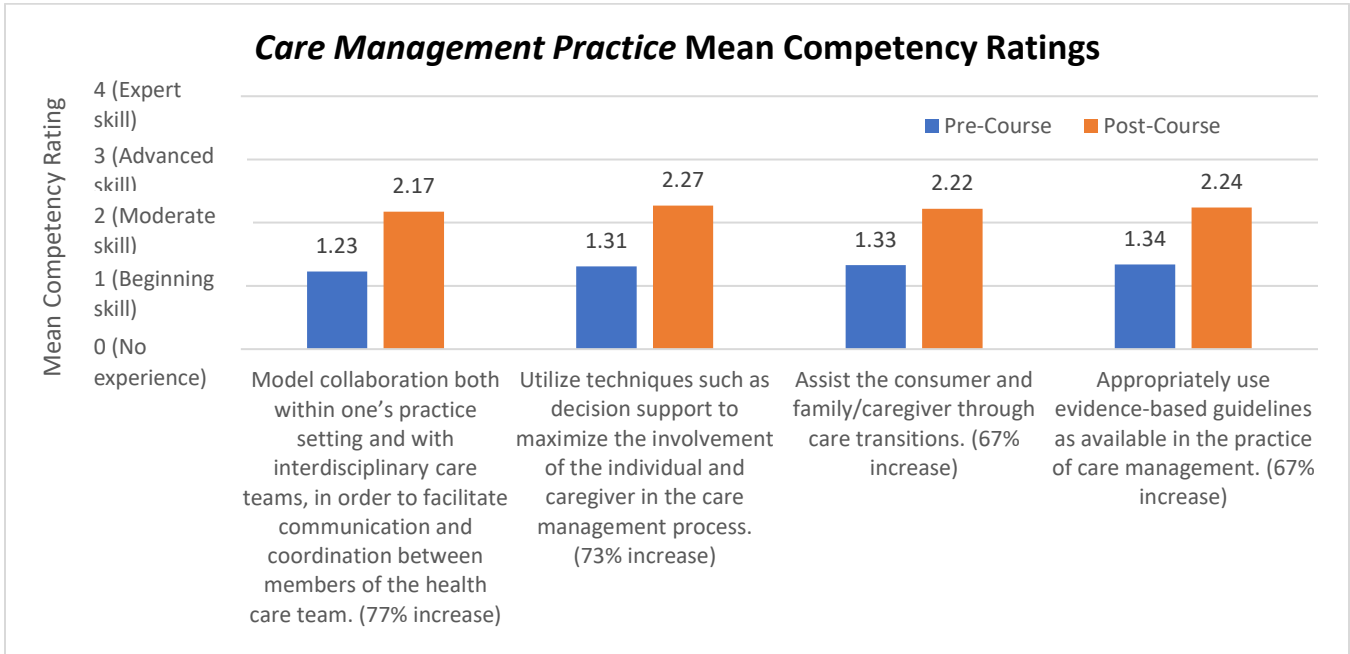
"This course helped me strengthen my understand of peoples' rights and choices."

"Being more aware that people need to make their own choices, whether you think it's the right choice or not."

Care Management Practice

Competency Results

For all course competencies, mean competency ratings significantly increased ($p < .05$) from the pre-course competency self-assessment to the post-course competency self-assessment. Percent increases ranged from 24% to 77%. The following graph shows mean competency ratings for the four course competencies with the greatest percent increases.



Course Objective Results

The percentage of learners who agreed or strongly agreed that the course met each learning objective is provided in the table below.

Learning Objective	Percent of Learners Who Agreed or Strongly Agreed
Explain the role of health and human service workers in care management.	91%
Identify the medical, emotional, and social conditions that affect older people and people with disabilities.	93%
Discuss how the ACA has affected care management.	91%
Compare care management programs.	91%
Define the social determinants of health.	93%
Discuss the legal and ethical dimensions of health care management.	93%

Course Evaluation Results

The percentage of learners who agreed or strongly agreed with each course evaluation statement is provided in the table below.

Evaluation Statement	Percent of Learners Who Agreed or Strongly Agreed
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.	87%

Learner Feedback

Learners gained an understanding of the importance of keeping the client at the center of care planning. Some learners expressed that they intend to be more collaborative with other professionals during care planning.

"Ensure that case management is person centered and you acknowledge the consumers strengths and work towards strengthening them."

"Collaboration with other professionals, the client, their family and their care givers into consideration when formulating a plan."

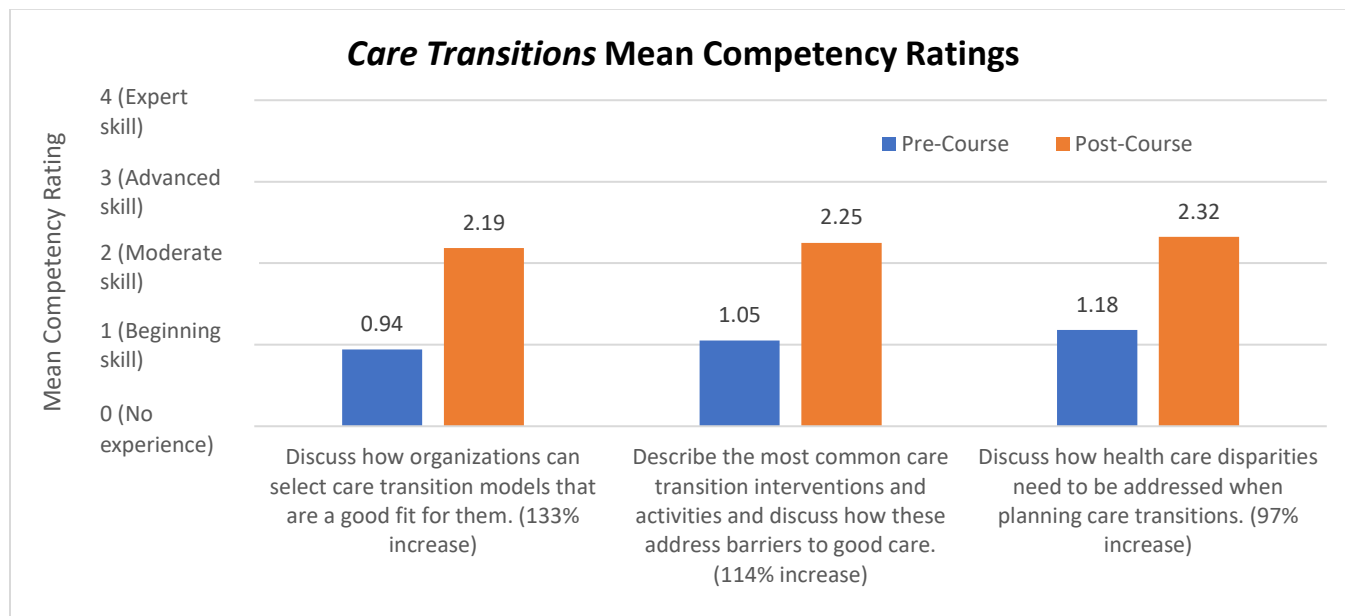
Many learners found the information on advanced directives, end of life care, and the legal aspects of health care management particularly helpful and applicable to their practice.

"Helpful to understand legal component and advanced directives."

Care Transitions

Competency Results

For all course competencies, mean competency ratings significantly increased ($p < .05$) from the pre-course competency self-assessment to the post-course competency self-assessment. Percent increases ranged from 33% to 133%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.



Course Objective Results

The percentage of learners who agreed or strongly agreed that the course met each learning objective is provided in the table below.

Learning Objective	Percent of Learners Who Agreed or Strongly Agreed
Understand how health care policy and law affect older adults.	88%
Identify the similarities and differences between the care transitions models discussed in the course.	91%
Explain how culture, ethnicity, and health literacy impact care transitioning.	93%

Course Evaluation Results

The percentage of learners who agreed or strongly agreed with each course evaluation statement is provided in the table below.

Evaluation Statement	Percent of Learners Who Agreed or Strongly Agreed
This training expanded my knowledge and understanding of the topic area.	94%
This training will help me apply practice skills in the topic area.	96%
I would recommend this course to my colleagues.	90%

Learner Feedback

Learners thought the information in this course was well-presented, informative, and highly applicable to their work. Learners described how they anticipate applying what they learned to have a positive impact on their clients’ outcomes.

"I plan on using the tools and information I learned to further help me in becoming a better social worker and decreasing the amount of readmissions into hospitals."

"Some of the changes I anticipate making are taking the time and having more patience with clients, and respecting their choices about services."

"Using a strength based approach - focusing on what they are capable of doing and doing well - not just on their illness and disabilities."

Learners described how they gained significant knowledge regarding health disparities and the importance of considering cultural during care planning.

"I will now be more aware of how culture can impact care plans/transitions, etc."

"Increased awareness of impact of disparities."

VI. Summary and Conclusion

CADER’s Case Management Certificate Training Program was well-received by learners who reported that the information provided was highly applicable to their work. Overall, the information that learners found particularly valuable included information on mental health in aging, health disparities, cultural

humility, consumer choice, legal aspects of health care management, and resources available to older adults and people with disabilities.

Learners in the Case Management Certificate Training Program gained skills in key competency areas relevant to their practice. Learners completed the certificate program online at their own pace, making the training convenient and impactful. The outcomes of this training initiative highlight the importance of professional training and skill development.

Learners who completed the Case Management Certificate Training Program are better equipped to provide effective care management services to older adults. Older adults will benefit from this training, as they will receive more culturally competent care focused on their rights and self-determination. We look forward to a continued partnership with the New York State Office for the Aging and Aging NY to provide comprehensive training and enhance the skills of practitioners working with older adults in New York.

Appendix

Table 1. Results from the 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, percent increases, and p-values are shown in the table below.

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.	1.60	2.23	39%	<.001
Understand the demographics of aging and disability in the United States.	1.76	2.26	28%	<.001
Understand the major biological, psychological, and social issues involved in the aging process and for those living with disabilities.	1.73	2.32	34%	<.001
Describe the major health conditions that cause impairment in older adults.	1.75	2.34	34%	<.001
Describe the most common causes of disability through the life cycle.	1.45	2.16	49%	<.001
Understand how to adapt communication methods to the sensory, verbal, physical, and cognitive abilities of older adults and people with disabilities.	1.65	2.26	37%	<.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.	1.91	2.34	23%	<.001
Describe the ways in which and individual's cultural, ethnic, religious background or sexual orientation can influence the experiences of aging and living with a disability.	1.70	2.20	29%	<.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	2.21	49%	<.001
Understand the eligibility requirements of various federal programs, such as Social Security Disability Insurance, Medicaid, and Supplemental Security Income (SSI).	1.33	2.14	61%	<.001
Know what medical, nutritional, transportation, and other services and programs are available in the community, especially including person directed services and programs.	1.55	2.23	44%	<.001
Ensure that all information is available to and understood by the person and family.	1.93	2.35	22%	<.001

NY Case Management Certificate Training Program 2022-2023

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Make referrals to appropriate community based services and programs.	1.82	2.30	26%	<.001
Plan services that are appropriate to the person's cultural needs.	1.47	2.08	42%	<.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.	1.90	2.51	32%	<.001
Understand the value of choice, self-determination, and participation in the assessment process.	1.97	2.47	26%	<.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.	1.62	2.34	45%	<.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.	1.93	2.48	28%	<.001
Recognize the impact of the worker's own attitudes on the assessment process.	2.00	2.53	26%	<.001
Identify the key programs, services, and resources available to older adults and people with disabilities in order to complete and assessment and create a service plan.	1.57	2.28	45%	<.001
Explain the key diversity and multicultural considerations that workers need to consider during the assessment process.	1.45	2.38	64%	<.001
Describe the core elements of assessment including social supports and functional abilities.	1.52	2.35	54%	<.001
Understand the legal and ethical considerations involved in assessment.	1.26	2.38	89%	<.001
Care Management Practice				
List and describe the primary functions of care management, including assessment, planning, and care coordination.	1.57	2.32	48%	<.001
Identify the resources commonly utilized in care management.	1.57	2.28	45%	<.001
Recognize the impact of cultural diversity in the relationship between consumer and care manager.	1.65	2.35	43%	<.001
Appropriately use evidence-based guidelines as available in the practice of care management.	1.34	2.24	67%	<.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.	1.55	2.17	40%	<.001
Utilize techniques such as decision support to maximize the involvement of the individual and caregiver in the care management process.	1.31	2.27	73%	<.001

NY Case Management Certificate Training Program 2022-2023

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Assist the consumer and family/caregiver through care transitions.	1.33	2.22	67%	<.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.	1.23	2.17	77%	<.001
Recognize the importance of valuing the consumer's strengths and respecting the consumer's wishes, values, and preferences during the care-management process.	1.90	2.41	27%	<.001
Acknowledge how one's own attitudes, values, and expectations about aging and disability can have an impact on the care-management process.	1.93	2.40	24%	<.001
Care Transitions				
Define the term care transitions.	1.23	2.29	86%	<.001
Describe the most common care transition interventions and activities and discuss how these address barriers to good care.	1.05	2.25	114%	<.001
Discuss how organizations can select care transition models that are a good fit for them.	0.94	2.19	133%	<.001
Discuss the role of health and human service workers in care transitions.	1.27	2.33	84%	<.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.	1.69	2.24	33%	<.001
Demonstrate the ability to communicate with other health and human service team members during transitions of care.	1.75	2.38	36%	<.001
Discuss how health care disparities need to be addressed when planning care transitions.	1.18	2.32	97%	<.001
Describe how transitions of care relate to the continuum of care.	1.23	2.29	86%	<.001
Describe the role of community-based and health care organizations in transitions of care.	1.18	2.27	92%	<.001
Identify the barriers to successful transitions of care.	1.32	2.31	75%	<.001
Understand the importance of end-of-life conversations and planning (when appropriate) as consumers transition through multiple settings.	1.45	2.29	58%	<.001
Recognize how culture and ethnicity can influence care planning and transitions of care.	1.47	2.30	57%	<.001