



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

# **New York State Case Management Certificate Training Program 2023-2024**

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

**January 2025**





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

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School of Social Work:  
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## 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), CADER provided case management training to NYSOFA case managers and staff across the state. This evaluation report presents learner participation rates, demographics, findings from competency-based self-assessments, and learner feedback. Information was collected for the enrollment period of November 27, 2023 to November 30, 2024.

### II. Certificate Overview

The New York Case Management Certificate Program is an online, self-paced, six-course certificate program. The certificate program provides learners with a comprehensive, in-depth understanding of the core functions and responsibilities of case management for older adults and people with disabilities. 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
6. Aging with Intellectual and Developmental Disability

CADER provided program support, including technical support, learner follow-ups, and course completion reminders. CADER tracked learner progress and provided monthly progress reports to NYSOFA leadership.

### III. Program Participation

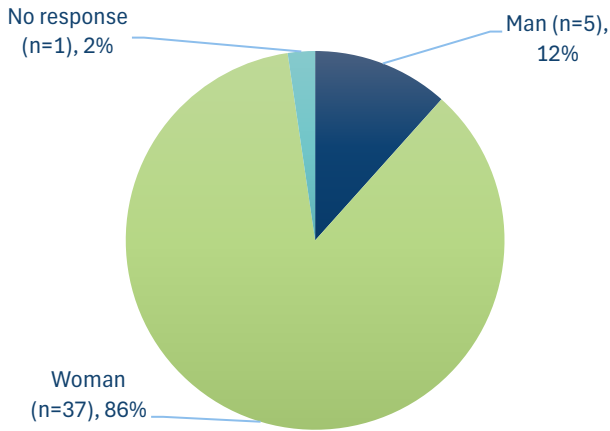
Learners were in one of two groups:

1. **New York Case Management Certificate Program learners:** 33 learners completed the six-course certificate program.
2. **Recertification learners:** 10 learners previously completed the certificate program five years ago and tested out of completing it again by scoring at least 80% on an exam. After passing the exam, these learners completed the *Aging with Intellectual and Developmental Disability* course, which was recently added to the certificate program.

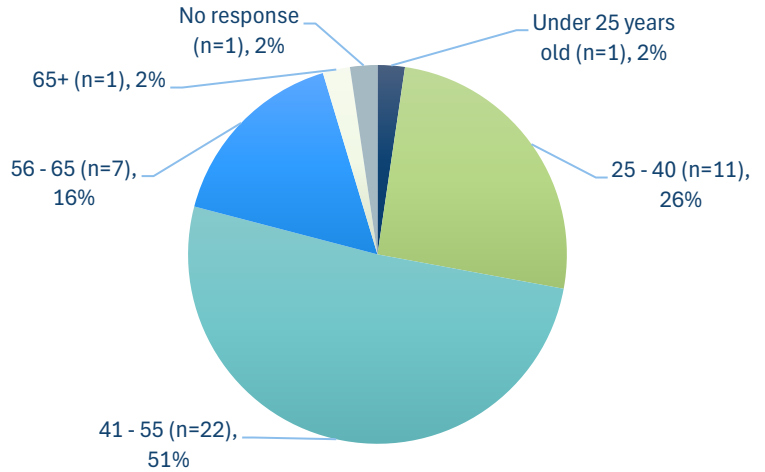
### IV. Learner Demographics

Learners self-reported demographic information during program registration. The following charts provide demographics (gender, age, race, educational attainment, and occupational role) for all 43 learners combined (certificate program learners and recertification learners).

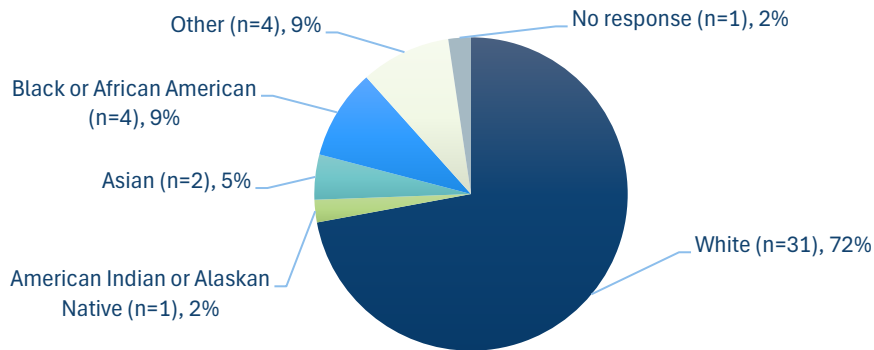
**Learners by Gender**



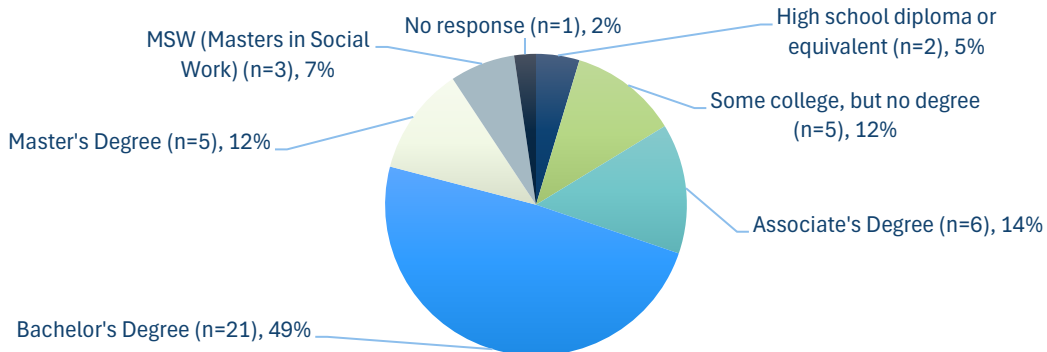
**Learners by Age**

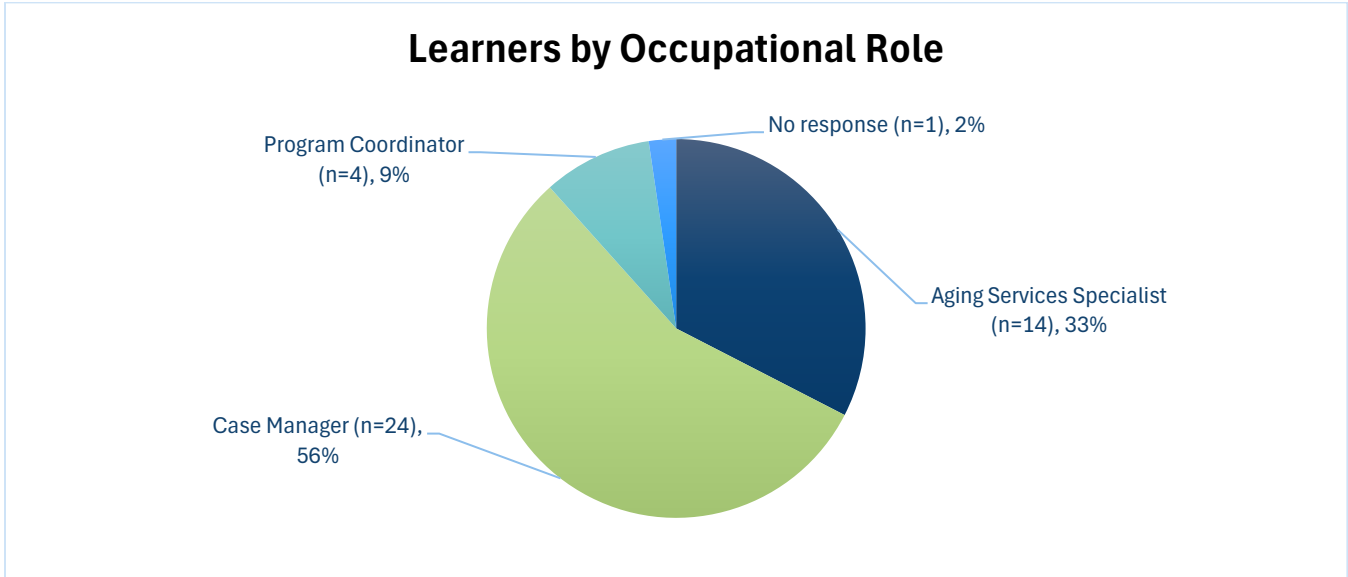


**Learners by Race**



**Learners by Education**





## V. Results

The following sections provide evaluation results by course. For each course, the evaluation results include:

- **Competency Results:** At the beginning and end of each course, learners were asked to rate their skill level on competencies using the following scale: 0 - Not skilled at all; 1 - Beginning skill; 2 - Moderate skill; 3 - Advanced skill; 4 - Expert skill. See the Appendix for a list of all competencies for each course along with applicable means, percent increases, and p-values.
- **Learning Objectives 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.
- **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 - Not-applicable.
- **Learner Feedback:** Learners answered three open-ended questions upon completion of each course:
  - What changes do you anticipate making after taking this course?
  - What did you find most helpful about this course?
  - Your feedback is very important to us! Please share any comments about this course with us in the space provided.

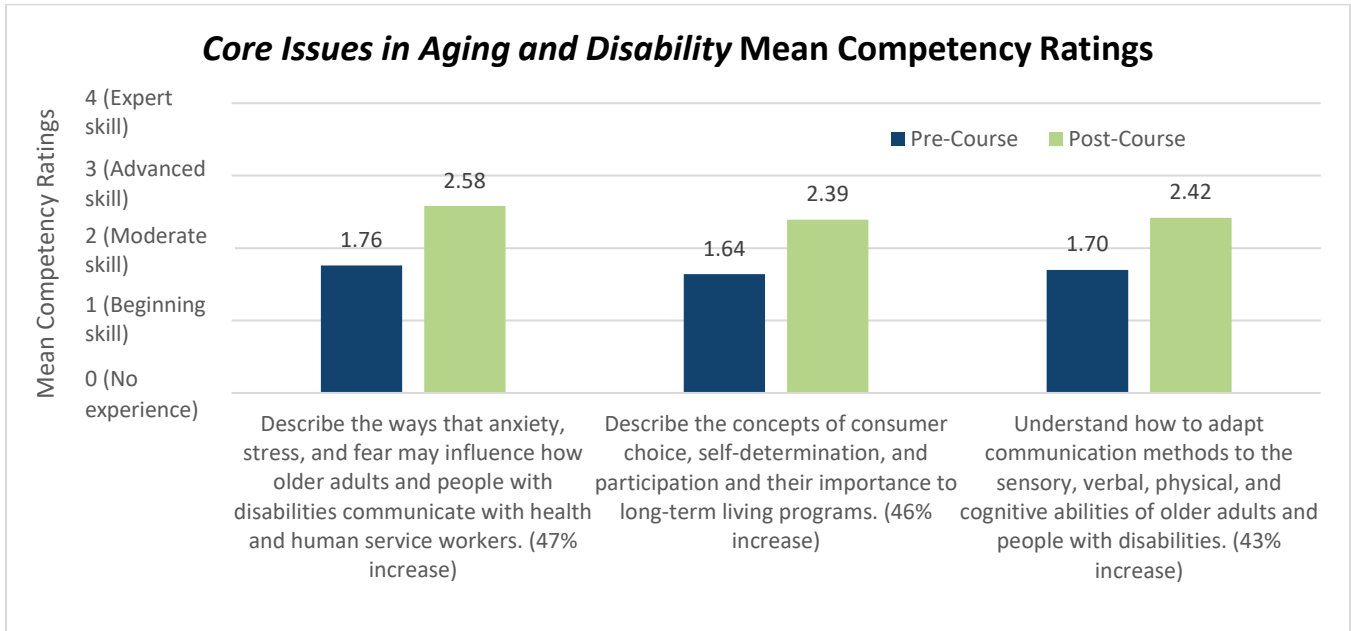
### A. New York Case Management Certificate Program

This section presents results from the 33 learners who completed the six-course certificate program.

**1. Core Issues in Aging and Disability**

*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 47%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.



*Learning Objectives 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
Discuss the basic issues related to disability and aging.	97%
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.	94%
Describe the philosophy of consumer choice.	97%
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.	97%

*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.	97%
I would recommend this course to my colleagues.	76%

*Learner Feedback*

Learners described how the course will improve their listening and communication skills, as well as give them a better understanding of the challenges that their clients face.

*“I will be better able to assess a client through the lens of culture, diversity, and self-determination.”*

*“Tailoring my language to be all inclusive to all people regardless of age, race, or ability.”*

Learners found the course helpful and comprehensive.

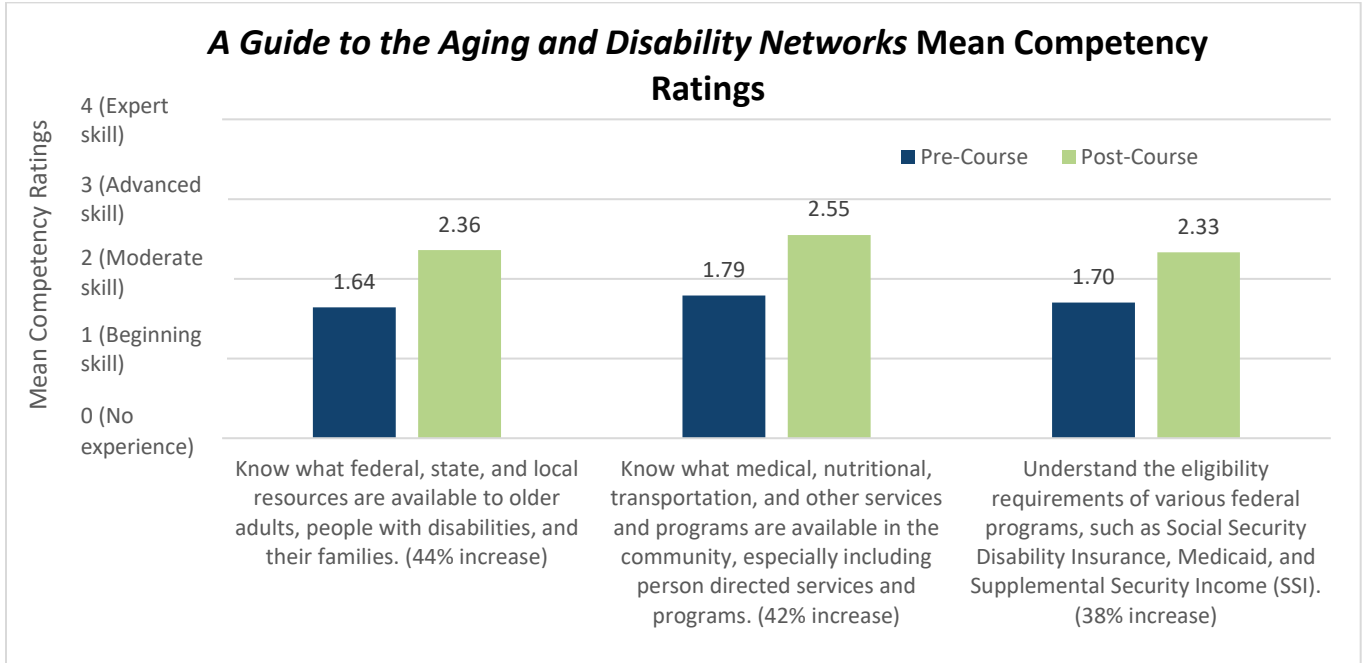
*“Everything was very helpful and informative.”*

*“This course is well-organized and comprehensive. I have learned a lot.”*

**2. 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 24% to 44%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.



*Learning Objectives 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.	94%
Explain how eligibility and accessibility impact the use of federal, state, and local programs.	94%
Discuss methods for identifying and accessing resources for older adults and their families.	97%
Define key terminology in understanding and navigating the aging network.	91%

*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.	91%
I would recommend this course to my colleagues.	85%



*Learner Feedback*

Many learners noted that upon completion of the course, they were more knowledgeable about resources that they could recommend to clients. They also felt that they had a better understanding of Medicare, Social Security, and other programs for older adults.

*"I will be able to provide more information to clients about appropriate resources."*

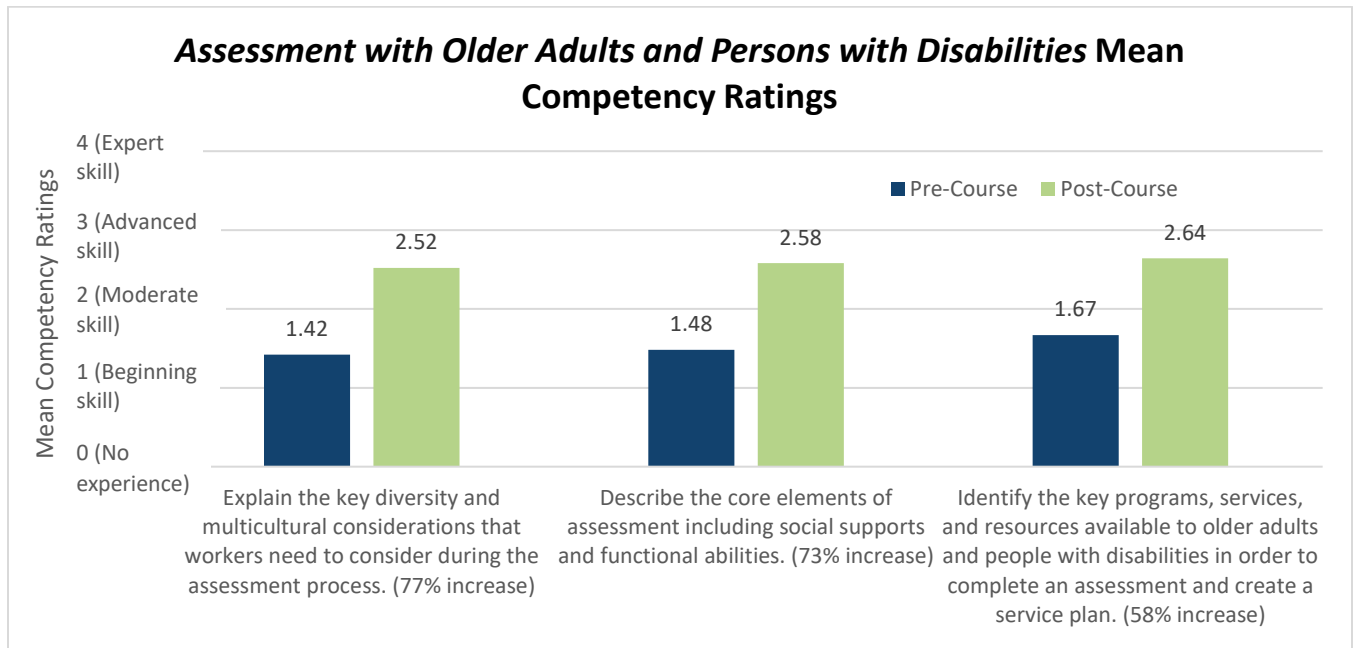
*"I will have a better understanding of navigating the types of services and where to look for them to help my clients."*

*"It brings clarity regarding Medicare and Social Security programs."*

**3. 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 28% to 77%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.



*Learning Objectives 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.	97%
Explain how the assessment process supports choice, self-determination, and participation.	100%
Identify the legal and ethical considerations during assessment.	97%
Explain the role of the consumer as partner in assessment.	100%
Consider the diversity of consumers using cultural humility.	94%

*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.	97%
I would recommend this course to my colleagues.	88%

*Learner Feedback*

Learners found the description of the assessment process helpful and thought the course content was relevant to their work.

*“This is a very pertinent course. It applies to many areas of my work experience.”*

*“All the information provided is very useful.”*

Learners described how they will make changes to their assessment process, such as by engaging in active listening and by being more responsive to cultural needs.

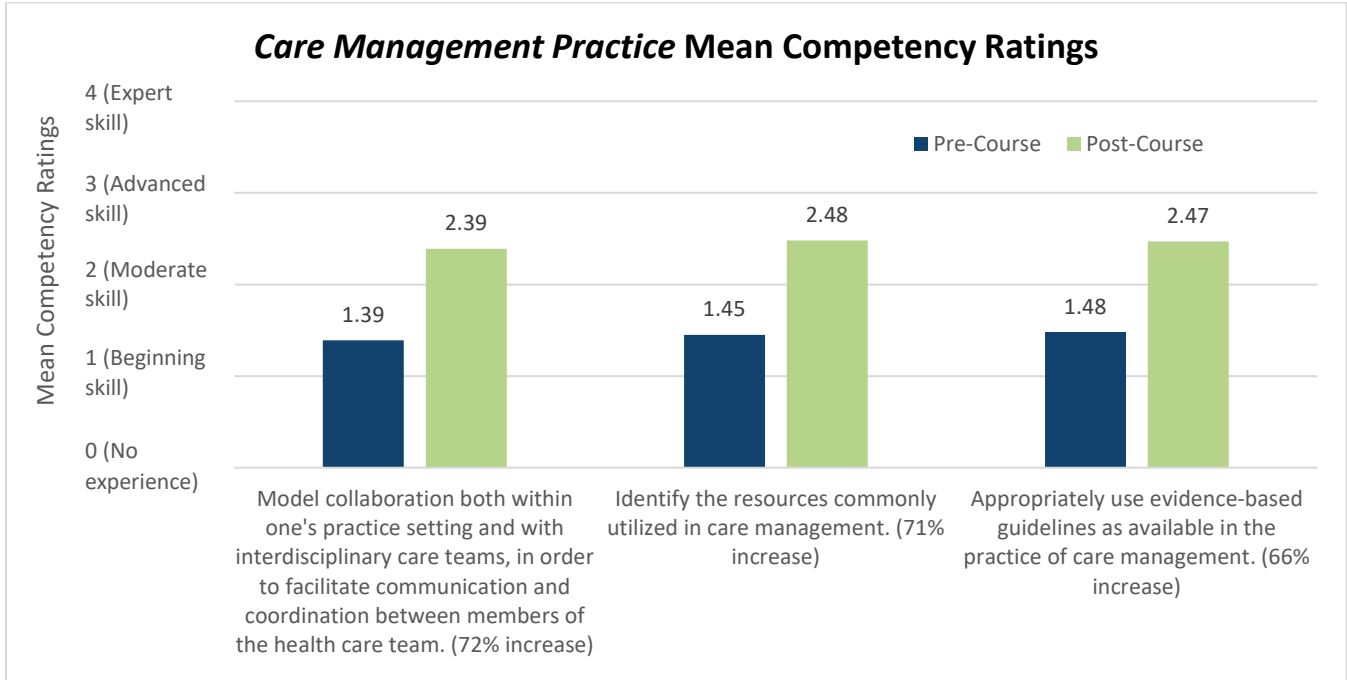
*“Listening more to the client and responding to their needs.”*

*“Being more sensitive to others cultures.”*

**4. 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 37% to 72%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.



*Learning Objectives 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.	97%
Discuss how the ACA has affected care management.	91%
Compare care management programs.	91%
Define the social determinants of health.	91%
Discuss the legal and ethical dimensions of health care management.	94%

*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.	100%
This training will help me apply practice skills in the topic area.	97%
I would recommend this course to my colleagues.	91%

*Learner Feedback*

Multiple learners noted that the legal and ethical content in this course was useful and applicable to their work and will enable them to better serve their clients. Overall, learners gained useful knowledge and intend to provide better case management.

*"I feel I will be able to provide more accurate information regarding living wills, durable power of attorney, and Power of attorney for health care purposes."*

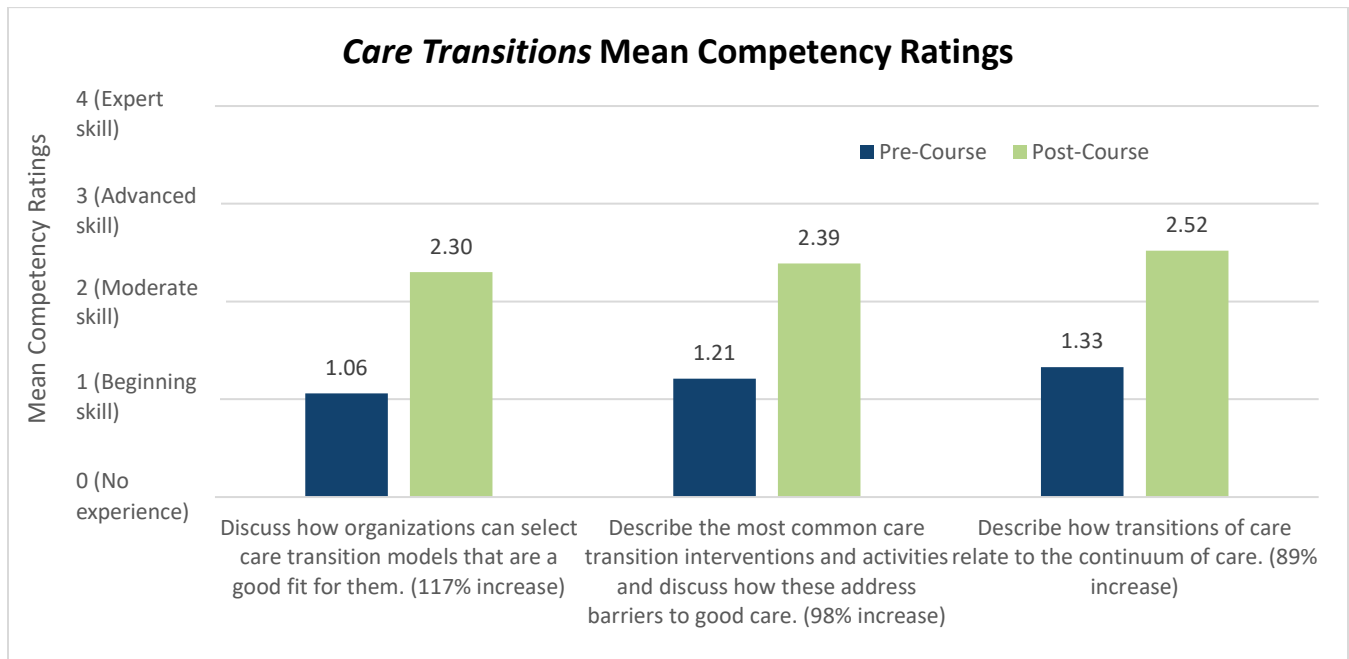
*"Being more aware and listening to areas of concern and hearing the clients' wants/needs."*

*"This course has helped me build more knowledge in case managing."*

**5. 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 42% to 117%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.



*Learning Objectives 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.	94%
Identify the similarities and differences between the care transitions models discussed in the course.	97%
Explain how culture, ethnicity, and health literacy impact care transitioning.	100%

*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.	97%
I would recommend this course to my colleagues.	91%

*Learner Feedback*

Learners described how they will pay more attention to culture in order to provide more culturally responsive care.

*"I will be more sensitive to other cultural beliefs about medical treatment and discussing outcomes."*

*"Ask more in-depth questions in regards to cultural aspects [of] lives to gain a better understanding of how to effectively help them."*

When asked what they found most helpful about the course, many learners indicated that the explanation of care transitions and care transition models was helpful.

*"The breakdown of care transitions models."*

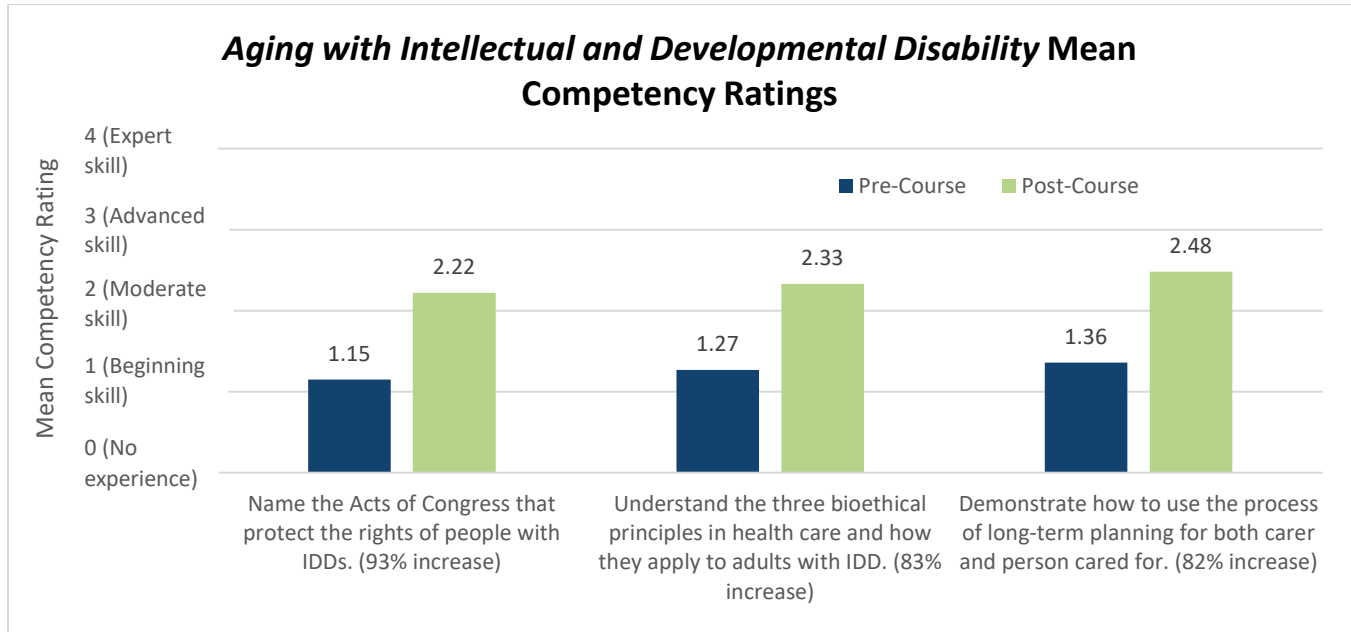
*"The course provided a thorough overview of care transitions, highlighting both the challenges and best practices. I particularly appreciated the focus on real-world applications."*

**6. Aging with Intellectual and Developmental Disability**

*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 20% to 93%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.



*Learning Objectives 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
Apply the philosophy of choice in your work with adults with IDD.	97%
Describe the treatment of people with IDD in the 19th and early 20th centuries.	100%
Discuss the social model of disability and how it affects your work.	100%
Identify and discuss the IDD you might encounter in your practice.	97%
Identify the programs that serve both the aging community and people with IDDs.	94%

*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.	100%
This training will help me apply practice skills in the topic area.	97%
I would recommend this course to my colleagues.	88%

### *Learner Feedback*

Learners described how the course will impact their practice, such as by guiding them to be more aware of intellectual and developmental disabilities, and by teaching them to provide more person-centered care.

*“Be more cognizant of how IDD’s affect clients.”*

*“The focus on person-centered approaches and the importance of understanding the legal and ethical considerations in caregiving really enhanced my understanding.”*

Learners found the course material engaging and appreciated the real-world applicability.

*“I enjoyed the class. I walked away with a greater working knowledge of how to work with the different needs of many populations. The videos were informative and relatable.”*

*“I found this course to be highly informative and engaging. The material was well-organized, and the real-world examples helped to illustrate key concepts effectively....The course not only deepened my understanding of these important topics but also inspired me to implement the best practices discussed.”*

*“A very good course. I will use these lessons daily.”*

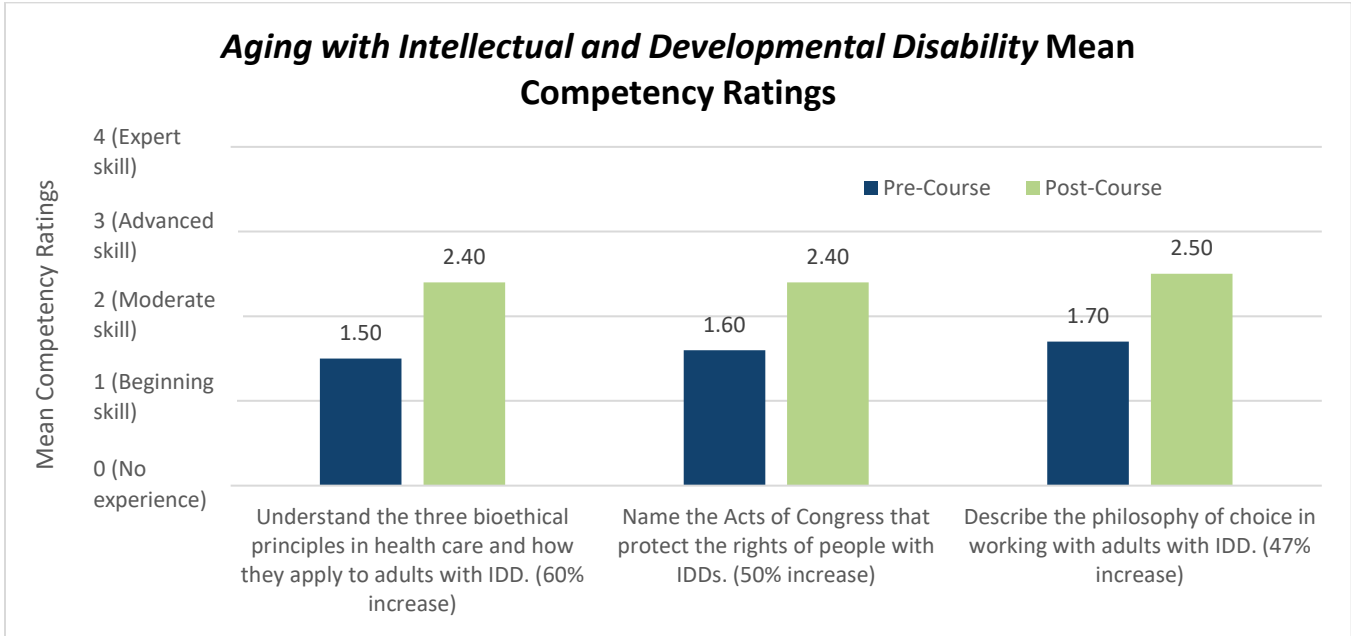
## **B. Recertification Learners**

This section presents results from the 10 learners who passed the recertification exam and completed the *Aging with Intellectual and Developmental Disability* course.

### ***1. Aging with Intellectual and Developmental Disability***

#### *Competency Results*

For all course competencies, mean competency ratings increased from the pre-course competency self-assessment to the post-course competency self-assessment. For four out of the ten competencies, the increases were statistically significant ( $p < .05$ ) (*note: the small sample size is a limitation for this analysis*). Percent increases ranged from 12% to 60%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.



*Learning Objectives 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
Apply the philosophy of choice in your work with adults with IDD.	80%
Describe the treatment of people with IDDs in the 19th and early 20th centuries.	90%
Discuss the social model of disability and how it affects your work.	90%
Identify and discuss the IDDs you might encounter in your practice.	90%
Identify the programs that serve both the aging community and people with IDDs.	90%

*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.	80%
This training will help me apply practice skills in the topic area.	80%
I would recommend this course to my colleagues.	90%



### *Learner Feedback*

Multiple learners stated that they will provide more person-centered care as a result of taking the course.

*"Try more PCC for clients."*

Learners also highly enjoyed learning the historical content.

*"I loved the history and stories of how change happened."*

*"The documentary videos showed how much has changed in the way IDD's are treated and how most are able to live their lives making their own choices and working towards being independent."*

## **VI. Summary and Conclusion**

Overall, learners who participated in the New York State Case Management Certificate Training Program provided positive feedback and indicated that the training was highly applicable to their work. Learners gained skills in key competency areas, including case management, performing assessments, identifying resources, providing culturally competent and person-centered care, supporting clients during care transitions, and navigating legal and ethical challenges. Learner feedback demonstrated how they plan to utilize what they learned in the certificate program to provide better care.

The outcomes of this training initiative highlight the importance of professional training and skill development, as learners who completed the program are better equipped with essential skills to provide high-quality care and services to older adults and people with disabilities. Older adults in New York will likely benefit from the increased competencies and confidence of this workforce and receive better quality of care as a result. CADER looks forward to a continued partnership with the New York State Office for the Aging to continue enhancing the skills of practitioners serving older adults across New York.

## VII. Appendix

**Table 1. Competency Results: New York Case Management Certificate Program**

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 for all course competencies for the 33 learners who completed the six-course New York Case Management Certificate Program.

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
<b>Core Issues in Aging and Disability</b>				
Describe the concepts of consumer choice, self-determination, and participation and their importance to long-term living programs.	1.64	2.39	46%	<.05
Understand the demographics of aging and disability in the United States.	1.82	2.30	27%	<.05
Understand the major biological, psychological, and social issues involved in the aging process and for those living with disabilities.	1.76	2.30	31%	<.05
Describe the major health conditions that cause impairment in older adults.	1.88	2.36	26%	<.05
Describe the most common causes of disability through the life cycle.	1.67	2.36	42%	<.05
Understand how to adapt communication methods to the sensory, verbal, physical, and cognitive abilities of older adults and people with disabilities.	1.70	2.42	43%	<.05
Describe the ways that anxiety, stress, and fear may influence how older adults and people with disabilities communicate with health and human service workers.	1.76	2.58	47%	<.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.	1.64	2.27	39%	<.05
<b>A Guide to the Aging and Disability Networks</b>				
Know what federal, state, and local resources are available to older adults, people with disabilities, and their families.	1.64	2.36	44%	<.001
Understand the eligibility requirements of various federal programs, such as Social Security Disability Insurance, Medicaid, and Supplemental Security Income (SSI).	1.70	2.33	38%	<.05
Know what medical, nutritional, transportation, and other services and programs are available in the community, especially including person directed services and programs.	1.79	2.55	42%	<.001
Ensure that all information is available to and understood by the person and family.	2.00	2.64	32%	<.05

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Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Make referrals to appropriate community-based services and programs.	2.12	2.64	24%	<.05
Plan services that are appropriate to the person's cultural needs.	1.79	2.42	36%	<.05
<b>Assessment with Older Adults and Persons with Disabilities</b>				
Understand the importance of seeing an assessment as a partnership between the worker and the consumer.	1.88	2.79	48%	<.001
Understand the value of choice, self-determination, and participation in the assessment process.	2.15	2.76	28%	<.05
Conduct an assessment for service eligibility for older adults and people with disabilities seeking health services, mental health services, and other community-based services.	1.79	2.64	47%	<.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.	2.03	2.85	40%	<.001
Recognize the impact of the worker's own attitudes on the assessment process.	2.00	2.76	38%	<.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.	1.67	2.64	58%	<.001
Explain the key diversity and multicultural considerations that workers need to consider during the assessment process.	1.42	2.52	77%	<.001
Describe the core elements of assessment including social supports and functional abilities.	1.48	2.58	73%	<.001
Understand the legal and ethical considerations involved in assessment.	1.61	2.52	57%	<.001
<b>Care Management Practice</b>				
List and describe the primary functions of care management, including assessment, planning, and care coordination.	1.70	2.52	48%	<.001
Identify the resources commonly utilized in care management.	1.45	2.48	71%	<.001
Recognize the impact of cultural diversity in the relationship between consumer and care manager.	1.73	2.58	49%	<.001
Appropriately use evidence-based guidelines as available in the practice of care management.	1.48	2.47	66%	<.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.	1.61	2.58	60%	<.001
Utilize techniques such as decision support to maximize the involvement of the individual and caregiver in the care management process.	1.48	2.42	63%	<.001

NY Case Management Certificate Training Program 2023-2024

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Assist the consumer and family/caregiver through care transitions.	1.64	2.55	56%	<.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.	1.39	2.39	72%	<.001
Recognize the importance of valuing the consumer's strengths and respecting the consumer's wishes, values, and preferences during the care-management process.	1.97	2.70	37%	<.001
Acknowledge how one's own attitudes, values, and expectations about aging and disability can have an impact on the care-management process.	1.94	2.70	39%	<.001
<b>Care Transitions</b>				
Define the term care transitions.	1.39	2.48	78%	<.001
Describe the most common care transition interventions and activities and discuss how these address barriers to good care.	1.21	2.39	98%	<.001
Discuss how organizations can select care transition models that are a good fit for them.	1.06	2.30	117%	<.001
Discuss the role of health and human service workers in care transitions.	1.48	2.55	71%	<.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.	1.79	2.55	42%	<.05
Demonstrate the ability to communicate with other health and human service team members during transitions of care.	1.73	2.70	56%	<.001
Discuss how health care disparities need to be addressed when planning care transitions.	1.36	2.55	87%	<.001
Describe how transitions of care relate to the continuum of care.	1.33	2.52	89%	<.001
Describe the role of community-based and health care organizations in transitions of care.	1.39	2.52	80%	<.001
Identify the barriers to successful transitions of care.	1.33	2.45	84%	<.001
Understand the importance of end-of-life conversations and planning (when appropriate) as consumers transition through multiple settings.	1.42	2.61	83%	<.001
Recognize how culture and ethnicity can influence care planning and transitions of care.	1.61	2.64	64%	<.001
<b>Aging with Intellectual and Developmental Disability</b>				
Describe the philosophy of choice in working with adults with IDD.	1.48	2.39	61%	<.001
Name the Acts of Congress that protect the rights of people with IDDs.	1.15	2.22	93%	<.001
Understand how families are impacted by IDDs.	1.85	2.52	36%	<.05
Demonstrate basic communication strategies to be used in establishing rapport with persons with IDDs and their families.	1.79	2.55	42%	<.001

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Identify how particular IDD's can affect daily functioning.	1.48	2.42	63%	<.001
Demonstrate how to use the process of long-term planning for both carer and person cared for.	1.36	2.48	82%	<.001
Be sensitive to the experiences of stigma and discrimination the person may have had throughout their life.	2.12	2.55	20%	<.05
Identify the conflicts that may arise between competing ethical principles and values.	1.85	2.33	26%	<.05
Describe the importance of person-centered care as a value.	2.09	2.58	23%	<.05
Understand the three bioethical principles in health care and how they apply to adults with IDD.	1.27	2.33	83%	<.001

**Table 2. Competency Results: Recertification Learners**

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 for all course competencies for the 10 recertification learners who completed the *Aging with Intellectual and Developmental Disability* course.

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
<b>Aging with Intellectual and Developmental Disability</b>				
Describe the philosophy of choice in working with adults with IDD.	1.70	2.50	47%	<.05
Name the Acts of Congress that protect the rights of people with IDD's.	1.60	2.40	50%	.087
Understand how families are impacted by IDD's.	2.00	2.70	35%	<.05
Demonstrate basic communication strategies to be used in establishing rapport with persons with IDD's and their families.	2.00	2.60	30%	.111
Identify how particular IDD's can affect daily functioning.	1.90	2.50	32%	.081
Demonstrate how to use the process of long-term planning for both carer and person cared for.	2.00	2.60	30%	.111
Be sensitive to the experiences of stigma and discrimination the person may have had throughout their life.	2.00	2.60	30%	.051
Identify the conflicts that may arise between competing ethical principles and values.	1.80	2.50	39%	<.05
Describe the importance of person-centered care as a value.	2.50	2.80	12%	.279

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<b>Competency</b>	<b>Pre-Course Mean Competency Rating</b>	<b>Post-Course Mean Competency Rating</b>	<b>Percent Increase</b>	<b>P-value</b>
Understand the three bioethical principles in health care and how they apply to adults with IDD.	1.50	2.40	60%	<.05