



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

New York State Case Management Certificate Training Program 2024-2025

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

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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 13, 2024 to December 31, 2025.

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. Assessment with Older Adults and Persons with Disabilities
3. A Guide to the Aging and Disability Networks
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

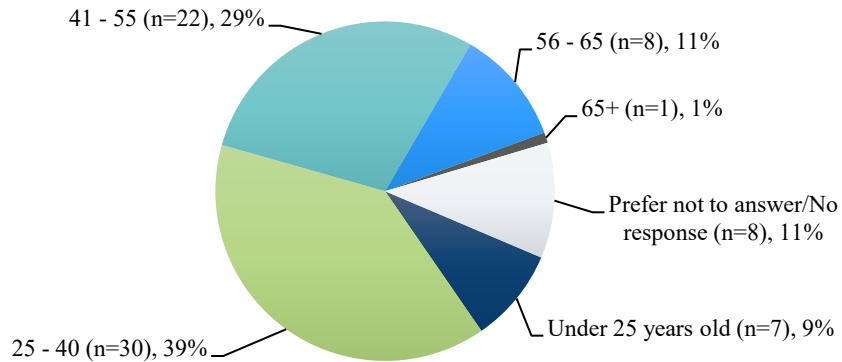
Learners were in one of two groups:

1. **New York Case Management Certificate Program learners:** 66 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.

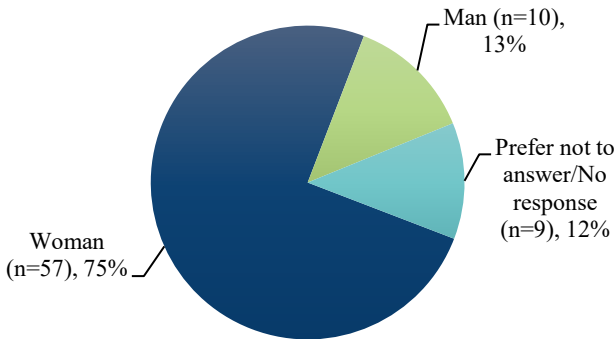
IV. Learner Demographics

Learners self-reported demographic information during program registration. The following charts provide demographics (age, gender, race, ethnicity, and highest level of education completed) for all 76 learners combined (certificate program learners and recertification learners).

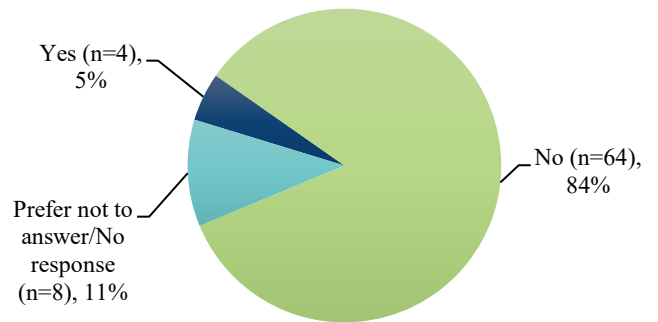
Age



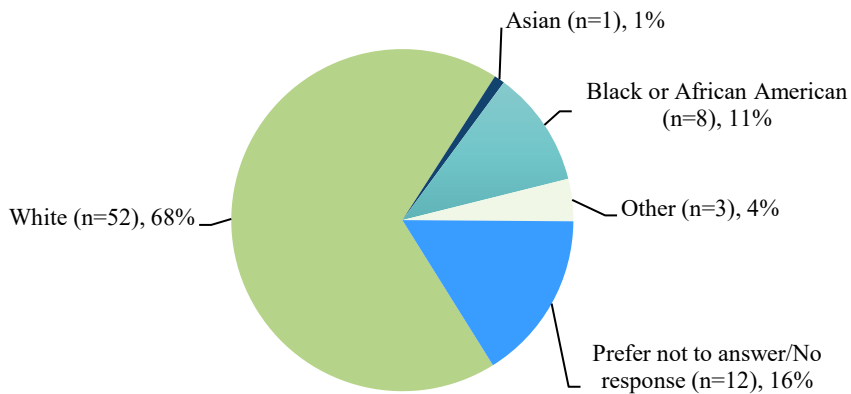
Gender

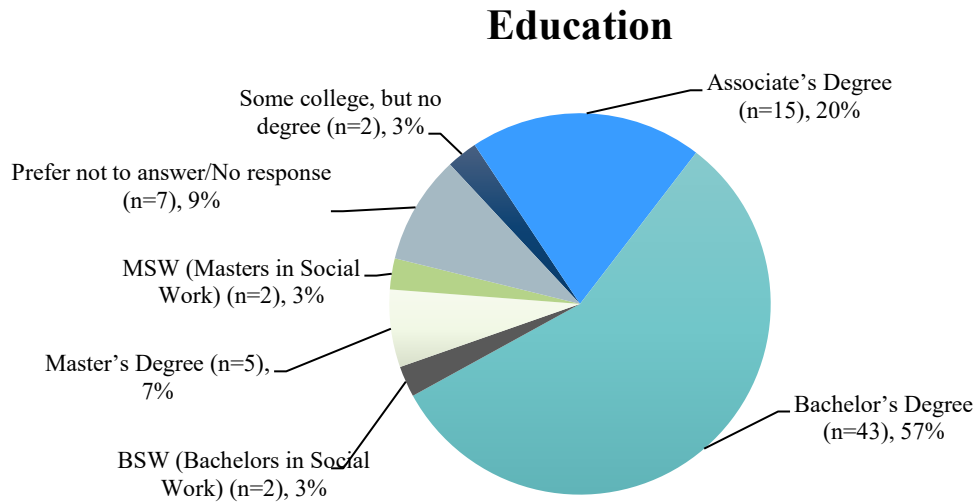


Hispanic or Latino/a/x



Race





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.
- **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: Strongly disagree; Disagree; Neutral; Agree; Strongly agree; 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

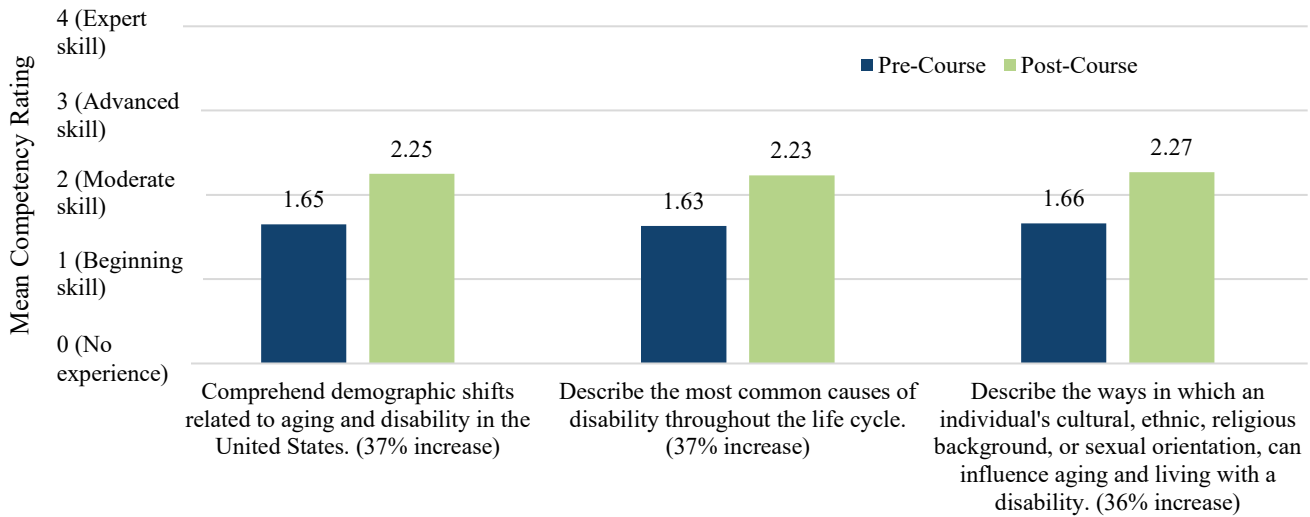
This section presents results from the 66 learners who completed the six-course certificate program.

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 17% to 37%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.

Core Issues in Aging and Disability Mean Competency Ratings



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	Percentage of Learners Who Agreed or Strongly Agreed
The course expanded my knowledge and understanding of the topic area.	84%
The course will enhance my practice skills in the topic area.	84%
The information in the course was effectively presented.	85%

Learner Feedback

The course improved learners’ understanding of the older adult population, which will help them better meet the needs of the individuals they serve.

“It helped me to further understand the challenges that some of our clients face on a daily basis and helped to learn the history behind the movements that have brought awareness to the need of person-centered services and the need to make all places accessible to all people.”

“Being more mindful of the groups of people I interact with everyday. Also, more educated on individual diagnosis and diseases to better understand specific needs.”

Learners found the course informative and easy to navigate.

“User friendly course and had a lot of useful information.”

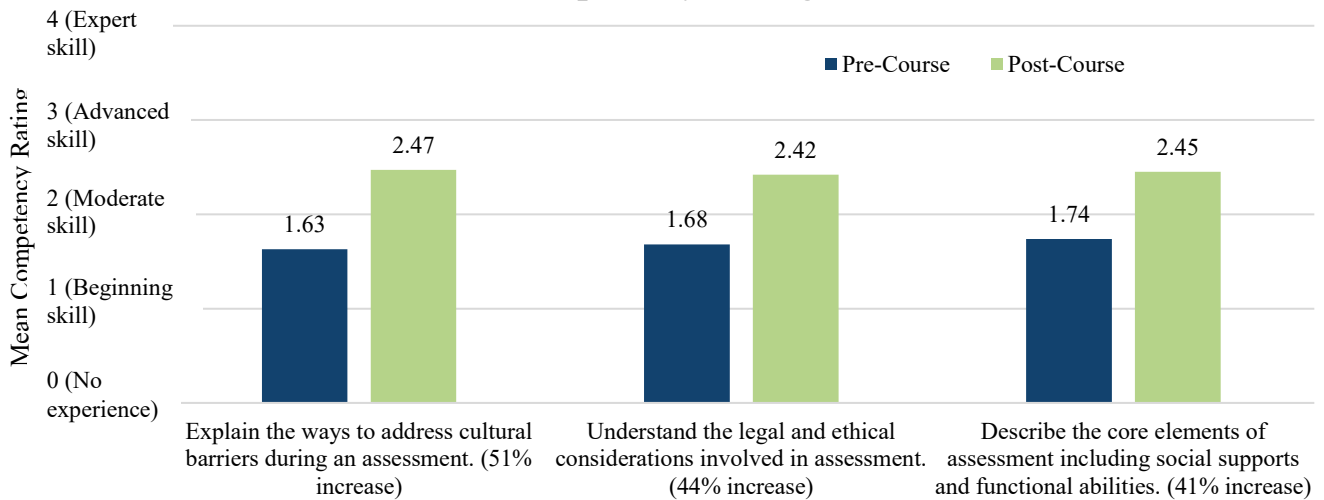
“Very informative I enjoyed the learning experience.”

2. 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 16% to 51%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.

Assessment with Older Adults and Persons with Disabilities Mean Competency Ratings



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	Percentage of Learners Who Agreed or Strongly Agreed
The course expanded my knowledge and understanding of the topic area.	88%
The course will enhance my practice skills in the topic area.	81%
The information in the course was effectively presented.	87%

Learner Feedback

Learners stated that the course highlighted important considerations that should be made during the assessment process, including how biases may impact assessment.

" I have a better understanding of culture, biases, ethics and how to properly do an assessment. "

“It helped me step back and take a look at how my biases and judgements can affect my relationship with clients and can affect the assessment process.”

Overall, learners liked the course and the videos incorporated into the course.

“I thought this was a fantastic course.”

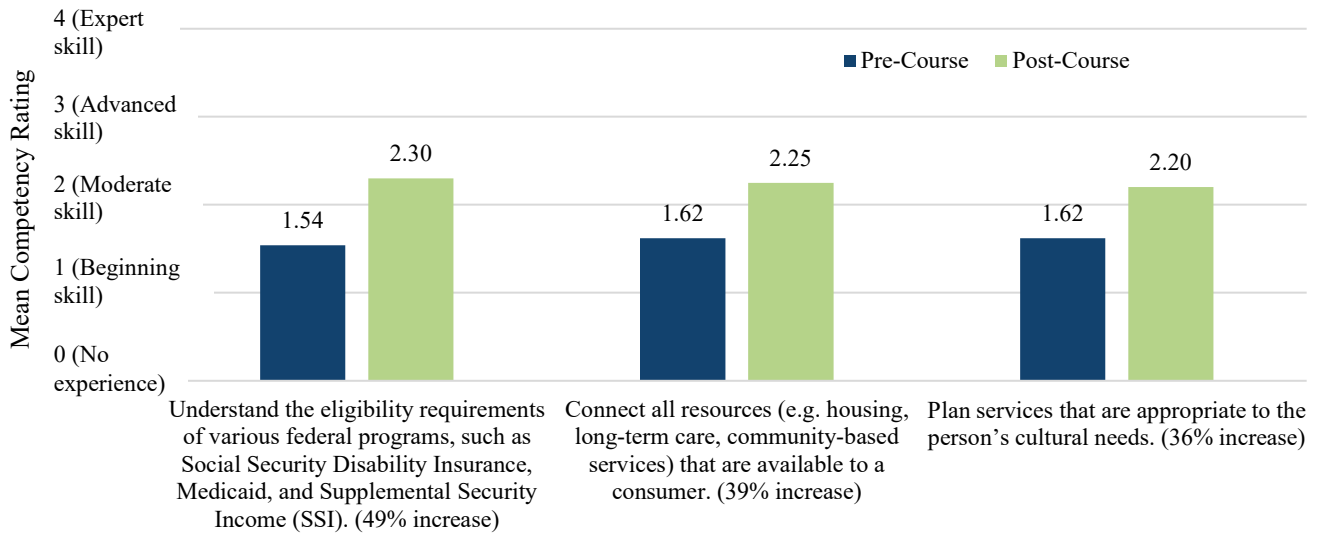
“I like the videos as they help to put what we are reading about into a real experience.”

3. 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 18% to 49%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.

A Guide to the Aging and Disability Networks Mean Competency Ratings



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	Percentage of Learners Who Agreed or Strongly Agreed
The course expanded my knowledge and understanding of the topic area.	88%
The course will enhance my practice skills in the topic area.	84%
The information in the course was effectively presented.	83%

Learner Feedback

The course provided an overview of available resources for older adults and people living with disabilities, which many learners said was useful.

“Very thorough course. I like the examples, and the resources added to the course.”

“More knowledgeable about what the federal, state and county offer.”

“Learning more about resources that are available.”

Learners found the course content applicable to their work.

“I have more knowledge and will use it in my everyday work.”

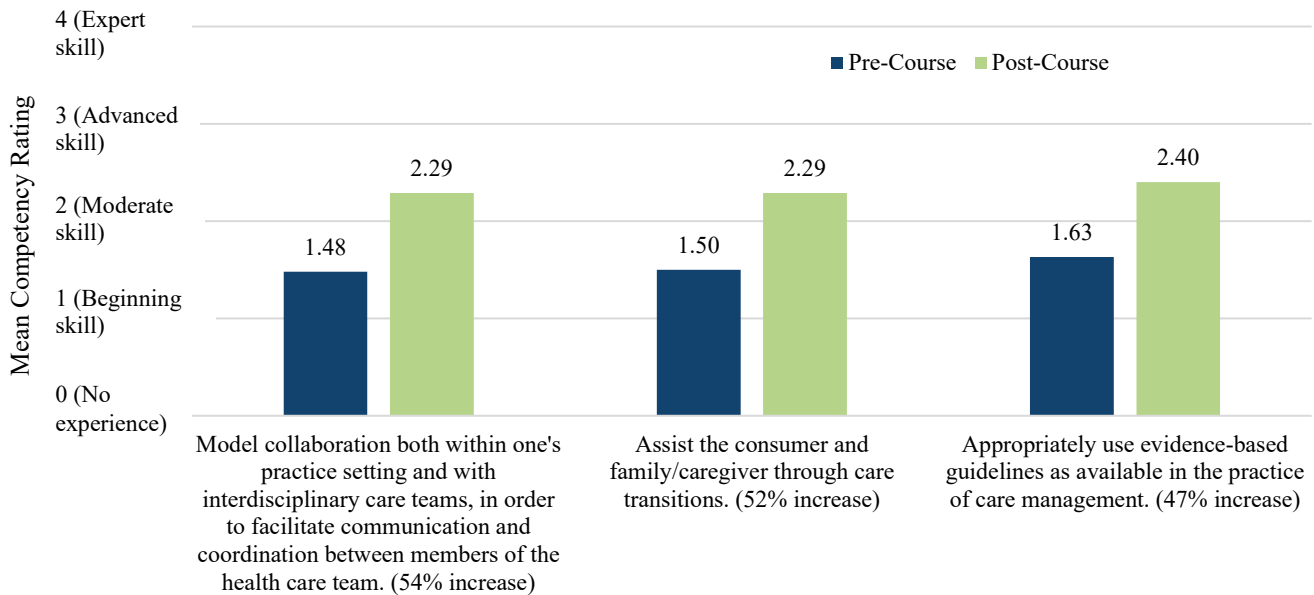
“Provided valuable information in regards to working with the aging population.”

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 23% to 54%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.

Care Management Practice Mean Competency Ratings



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	Percentage of Learners Who Agreed or Strongly Agreed
The course expanded my knowledge and understanding of the topic area.	84%
The course will enhance my practice skills in the topic area.	81%
The information in the course was effectively presented.	84%

Learner Feedback

Learners described how the course will impact their practice.

"Ensuring my clients have more information on advanced directives."

"Being more open minded and intentional about removing stereotypes and biases, focusing more on the client as a person than their conditions."

Learners enjoyed the course and the scenarios.

"The videos and real-life examples were very helpful."

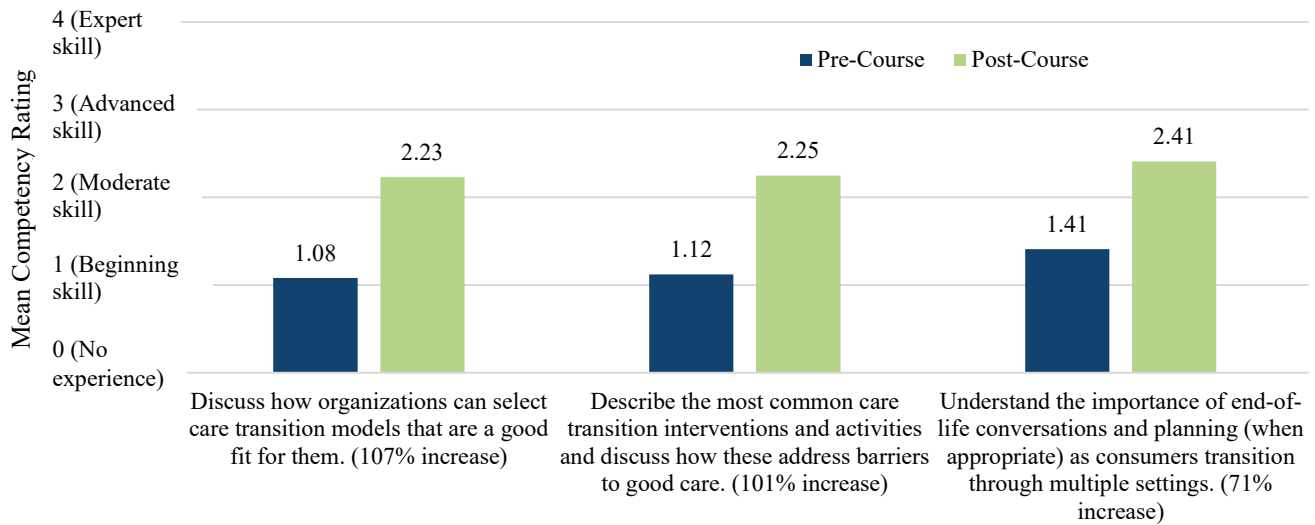
"Great course! I learned a lot of new information."

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 29% to 107%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.

Care Transitions Mean Competency Ratings



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	Percentage of Learners Who Agreed or Strongly Agreed
The course expanded my knowledge and understanding of the topic area.	86%
The course will enhance my practice skills in the topic area.	86%
The information in the course was effectively presented.	84%

Learner Feedback

When asked what information they found most helpful, many learners said that the information on care transition models and care transitions overall was most helpful.

“Information about the different types of care transitions.”

“Knowing all the different care transition models.”

Learners appreciated the videos included in the course and found the information useful.

“I enjoyed the video content and blogs the most as they were practical and got me thinking.”

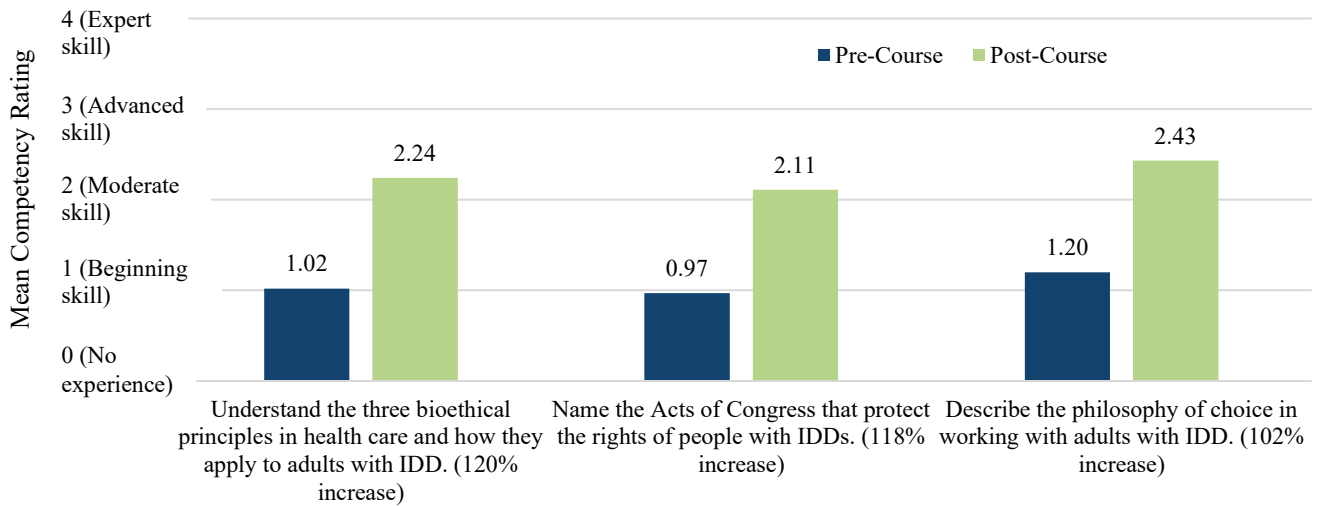
“Loved the videos, very insightful information.”

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 69% to 120%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.

Aging with Intellectual and Developmental Disability Mean Competency Ratings



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	Percentage of Learners Who Agreed or Strongly Agreed
The course expanded my knowledge and understanding of the topic area.	90%
The course will enhance my practice skills in the topic area.	90%
The information in the course was effectively presented.	89%

Learner Feedback

Learners were highly satisfied with the information provided in the course, saying that much of it was new to them and describing how they will apply it to their work.

“I really enjoyed learning so many new things regarding the population I work with. It will help me better understand the direct needs and experiences they are currently going through.”

“It had a lot of good information on policies and such that I was unaware of, or lacked the thorough knowledge of prior to taking the course.”

“Content was exceptional.”

“I anticipate being more aware of my language, especially with individuals with an IDD.”

B. Recertification Learners

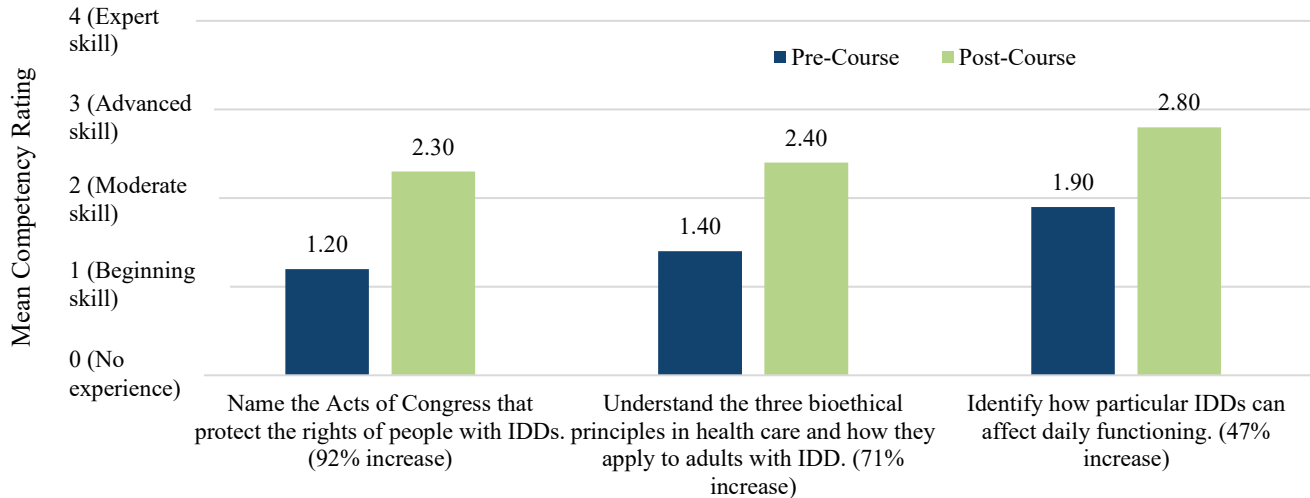
This section presents results from the 10 learners who passed the recertification exam and completed the *Aging with Intellectual and Developmental Disability* course.

1. Aging with Intellectual and Developmental Disability

Competency Results

For all course competencies, mean competency ratings significantly increased ($p < .05$) from the pre-course competency self-assessment to the post-course competency self-assessment (*note: the small sample size is a limitation for this analysis*). Percent increases ranged from 20% to 92%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.

Aging with Intellectual and Developmental Disability Mean Competency Ratings



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	Percentage of Learners Who Agreed or Strongly Agreed
The course expanded my knowledge and understanding of the topic area.	90%
The course will enhance my practice skills in the topic area.	90%
The information in the course was effectively presented.	90%

Learner Feedback

Learners described how the course will impact how they interact with the individuals they serve. Learners intend to be more understanding, aware, and mindful of individuals with IDD.

"To be more aware and sensitive to improving the environmental factors affecting those with IDD."

"Be more understanding, know where to find resources."

Learners responded positively to the information provided in the course.

"Good overview and thought-provoking."

"Great Information."

VI. Summary and Conclusion

Overall, learners who participated in the New York State Case Management Certificate Training Program were satisfied with the training, with many learners highlighting the applicability of the content to their work. Competency outcomes showed that learners gained key skills upon completion of each course. Learners improved their skills in care management, assessment, and assisting individuals through care transitions. They learned strategies for interacting with and supporting individuals with intellectual and developmental disabilities. They completed the training program with an increased awareness of the resources available for older adults and people with disabilities.

This training initiative demonstrates how professional training can equip case managers with the knowledge and skills needed to effectively serve older adults and people with disabilities. Standardized, professional training is important for developing a confident and prepared workforce. CADER looks forward to a continued partnership with the New York State Office for the Aging to enhance the skills of case managers 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 66 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
Core Issues in Aging and Disability				
Adapt communication methods to the sensory, verbal, physical, and cognitive abilities of the person.	1.83	2.31	26%	<.001
Comprehend demographic shifts related to aging and disability in the United States.	1.65	2.25	37%	<.001
Describe the most common causes of disability throughout the life cycle.	1.63	2.23	37%	<.001
Describe the ways in which an individual's cultural, ethnic, religious background, or sexual orientation, can influence aging and living with a disability.	1.66	2.27	36%	<.001
Respect and promote self-determination, consumer choice, and participation during interactions with people and their extended networks.	2.17	2.53	17%	<.05
Understand the scope of physical, psychological, and social challenges that occur throughout the life cycle.	1.98	2.45	24%	<.001
Assessment with Older Adults and Persons with Disabilities				
Demonstrate communication skills, such as active listening, paraphrasing, and decision support, during assessment.	2.31	2.67	16%	<.001
Describe the core elements of assessment including social supports and functional abilities.	1.74	2.45	41%	<.001
Explain the ways to address cultural barriers during an assessment.	1.63	2.47	51%	<.001
Recognize one's own attitudes and the impact of your attitudes on assessment.	2.22	2.61	18%	<.001
Respect the consumer's right to choice and self-determination throughout the assessment process.	2.28	2.67	17%	<.001
Understand the legal and ethical considerations involved in assessment.	1.68	2.42	44%	<.001
A Guide to the Aging and Disability Networks				
Connect all resources (e.g. housing, long-term care, community-based services) that are available to a consumer.	1.62	2.25	39%	<.001
Ensure that all information is available to and understood by the person and family.	2.05	2.41	18%	<.05
Know what federal, state, and local resources are available to older adults, people with disabilities, and their families.	1.69	2.20	30%	<.001

NY Case Management Certificate Training Program 2024-2025

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Plan services that are appropriate to the person's cultural needs.	1.62	2.20	36%	<.001
Understand the eligibility requirements of various federal programs, such as Social Security Disability Insurance, Medicaid, and Supplemental Security Income (SSI).	1.54	2.30	49%	<.001
Care Management Practice				
Appropriately use evidence-based guidelines as available in the practice of care management.	1.63	2.40	47%	<.001
Assist the consumer and family/caregiver through care transitions.	1.50	2.29	52%	<.001
Identify the resources commonly utilized in care management.	1.64	2.32	41%	<.001
List and describe the primary functions of care management, including assessment, planning, and care coordination.	1.78	2.39	34%	<.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.	1.48	2.29	54%	<.001
Recognize the importance of valuing the consumer's strengths and respecting the consumer's wishes, values, and preferences during the care-management process.	2.03	2.50	23%	<.001
Care Transitions				
Demonstrate the ability to communicate with other health and human service team members during transitions of care.	1.86	2.39	29%	<.001
Describe the most common care transition interventions and activities and discuss how these address barriers to good care.	1.12	2.25	101%	<.001
Discuss how health care disparities need to be addressed when planning care transitions.	1.45	2.25	55%	<.001
Discuss how organizations can select care transition models that are a good fit for them.	1.08	2.23	107%	<.001
Identify the barriers to successful transitions of care.	1.48	2.33	57%	<.001
Understand the importance of end-of-life conversations and planning (when appropriate) as consumers transition through multiple settings.	1.41	2.41	71%	<.001
Aging with Intellectual and Developmental Disability				
Demonstrate basic communication strategies to be used in establishing rapport with persons with IDD and their families.	1.45	2.46	70%	<.001
Describe the philosophy of choice in working with adults with IDD.	1.20	2.43	102%	<.001
Identify how particular IDDs can affect daily functioning.	1.42	2.40	69%	<.001
Name the Acts of Congress that protect the rights of people with IDDs.	0.97	2.11	118%	<.001

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Understand the three bioethical principles in health care and how they apply to adults with IDD.	1.02	2.24	120%	<.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
Aging with Intellectual and Developmental Disability				
Demonstrate basic communication strategies to be used in establishing rapport with persons with IDD and their families.	2.20	2.80	27%	<.05
Describe the philosophy of choice in working with adults with IDD.	2.50	3.00	20%	<.05
Identify how particular IDDs can affect daily functioning.	1.90	2.80	47%	<.05
Name the Acts of Congress that protect the rights of people with IDDs.	1.20	2.30	92%	<.05
Understand the three bioethical principles in health care and how they apply to adults with IDD.	1.40	2.40	71%	<.05