



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

# LiveOn NY Case Management Certificate Training Program 2025-2026

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

**May 2026**





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## **Executive Summary**

LiveOn NY partnered with the Center for Aging and Disability Education and Research (CADER) to provide training in case management practice with older adults. 65 LiveOn NY staff completed CADER's five-course Case Management Certificate Program. Mean course competency ratings increased for all course competencies from the pre-course assessment to the post-course assessment, indicating increases in skill level. The majority of learners felt that the training would enhance their practice skills, help them feel more confident in their job roles, and enable them to provide high quality care. Learner feedback indicated that they found the information on care transitions, person-centered care, and resources most valuable. Learners described how they will apply the information they learned to their 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 LiveOn NY, CADER provided case management training to LiveOn NY case managers across New York City and New York 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 September 25, 2025 to April 3, 2026.

### II. Certificate Overview

The CADER Case Management Certificate Program is an online, self-paced, five-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

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

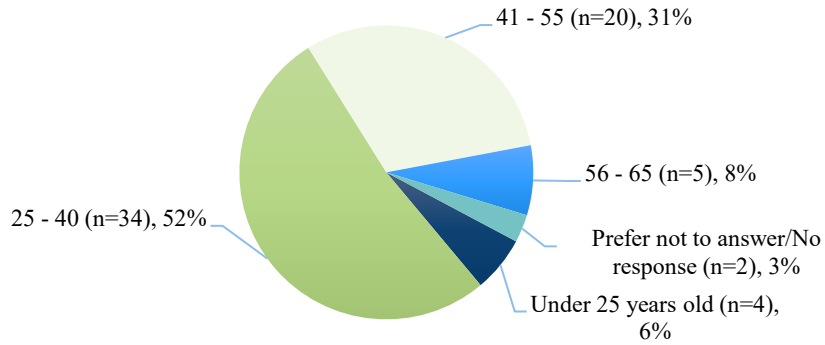
### III. Program Participation

71 LiveOn NY learners enrolled in the Case Management Certificate Program and 65 of those learners completed the training, resulting in a 92% completion rate.

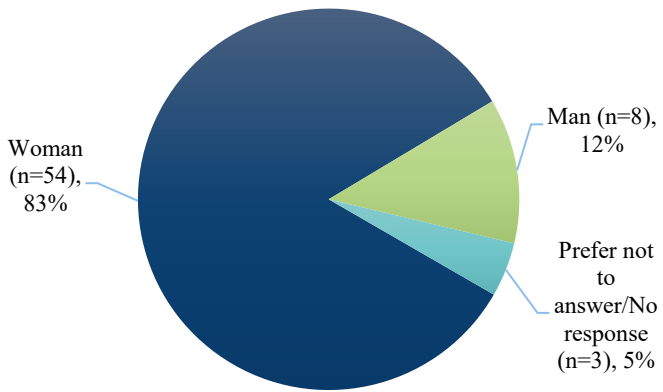
### IV. Learner Demographics and Background

Learners self-reported demographic and background information during program registration, including age, gender, race, ethnicity, highest level of education completed, and years of experience working in the aging field.

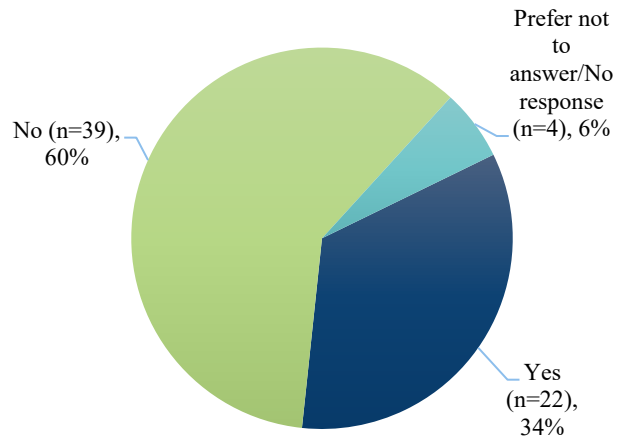
**Age**



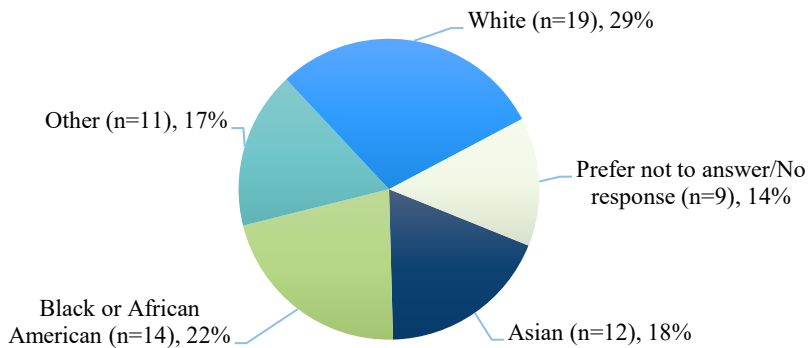
**Gender**



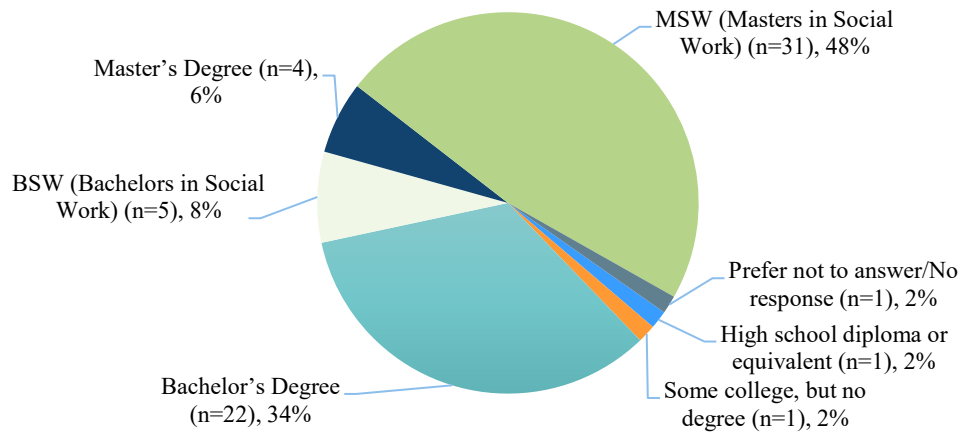
**Hispanic or Latino/a/x**



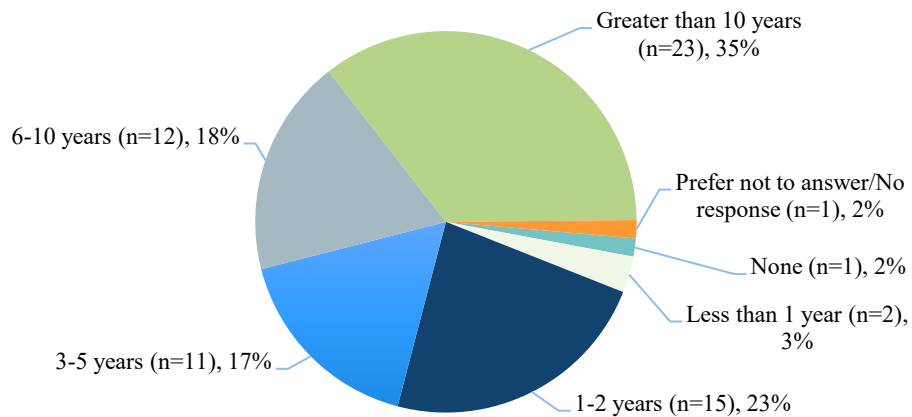
**Race**



## Education



## Years of Experience Working in the Aging Field



## V. Results

### A. Results by Course

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

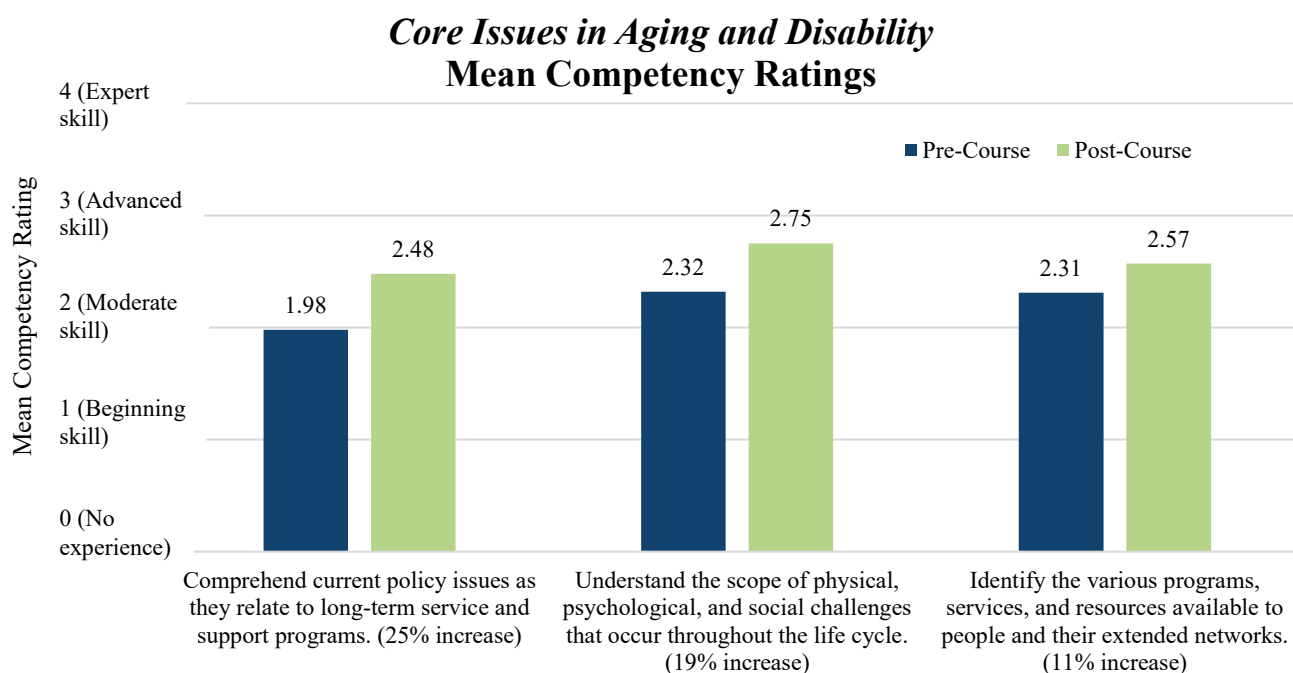
- Competency Results:** At the beginning and end of each course, learners were asked to rate their skill level on competencies using the following scale: 0 - Not skilled at all; 1 - Beginning skill; 2 - Moderate skill; 3 - Advanced skill; 4 - Expert skill. See the Appendix for a list of all competencies 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.

### 1. Core Issues in Aging and Disability

#### Competency Results

For five out of the six 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 4% to 25%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.



#### 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.	100%
The course will enable me to provide high quality care and services to older adults.	94%
The course will enhance my practice skills in the topic area.	95%

Evaluation Statement	Percentage of Learners Who Agreed or Strongly Agreed
The course will help me feel more confident in my job role.	94%
I would recommend this course to my colleagues.	95%

*Learner Feedback*

When asked how the course will impact their practice, learners said that it has improved their understanding of the needs of older adults.

*“What I found most helpful about this course was gaining a deeper understanding of the needs and experiences of elderly individuals. It provided practical insights into how to support them effectively, including how to assess their needs, provide appropriate services, and communicate with patience and empathy.”*

*“I expect to develop greater patience when interacting with older adults and gain clearer insight into the types of services and support that are most appropriate for their specific situations. Additionally, I aim to improve my ability to assess their needs holistically and provide more tailored and effective case management, ensuring their well-being and enhancing their quality of life.”*

*“Appreciating the multiple issues older adults face and protecting their right to self-determination.”*

Overall, learners found the course valuable and applicable to their work.

*“Excellent training! It was very easy to follow and provided excellent information and referenced materials should you wish to continue to dive deeper in the learning process.”*

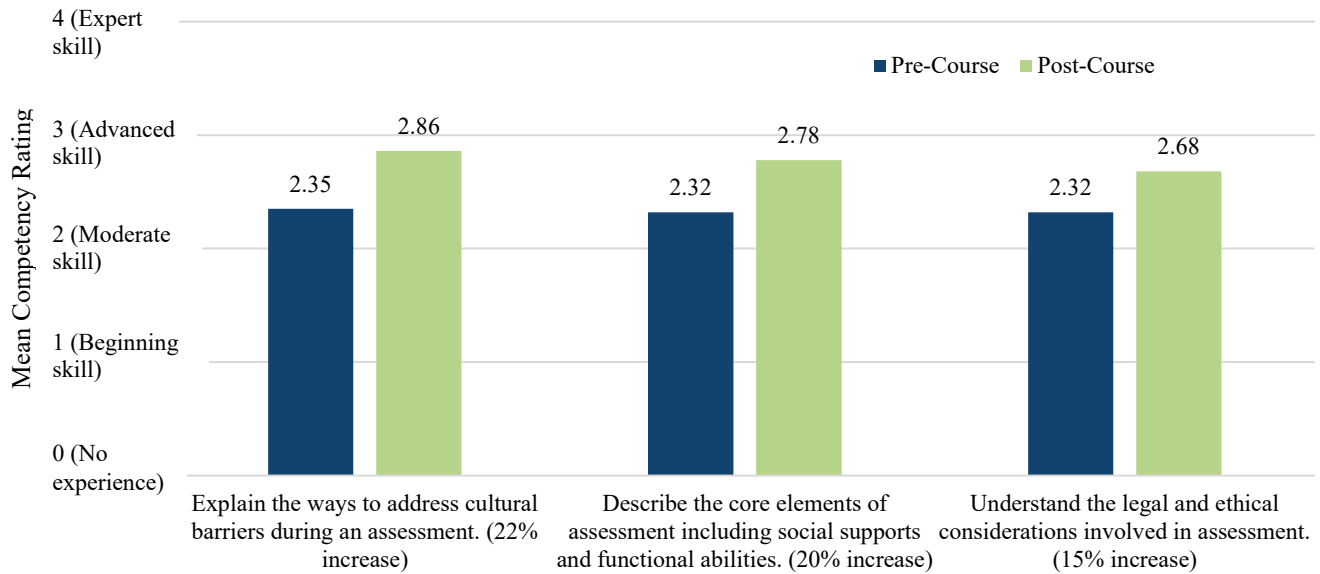
*“This course was informative and relevant to my work. The content was clearly presented and reinforced important concepts related to person-centered care, policy, and service delivery. I appreciated the practical examples and feel better equipped to apply what I learned in my professional practice.”*

**2. Assessment with Older Adults and Persons with Disabilities**

*Competency Results*

For four out of the six 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 5% to 22%. 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.	94%
The course will enable me to provide high quality care and services to older adults.	91%
The course will enhance my practice skills in the topic area.	94%
The course will help me feel more confident in my job role.	95%
I would recommend this course to my colleagues.	94%

***Learner Feedback***

As a result of taking the course, learners will utilize a strengths-based, person-centered approach that supports autonomy.

*"Continue to assess my own biases and make changes to ensure I am able to assist my clients through a strengths-based client centered approach."*

*"It encourages me to consider how consumers' decisions are guided by their choices and autonomy."*

Overall, learners said that they could easily apply what they learned and thought the course was well-structured.

*“This course was informative and relevant to my work. I appreciated the practical examples and feel better equipped to apply what I learned in my professional practice.”*

*“The most helpful aspect of this course was how it provided practical, actionable strategies that I could immediately apply. I particularly valued the clear explanations and real-world examples, which made complex concepts easier to understand and implement.”*

*“I found this course to be extremely valuable and well-structured. The content was clear, engaging, and practical, with examples that made complex concepts easy to understand.”*

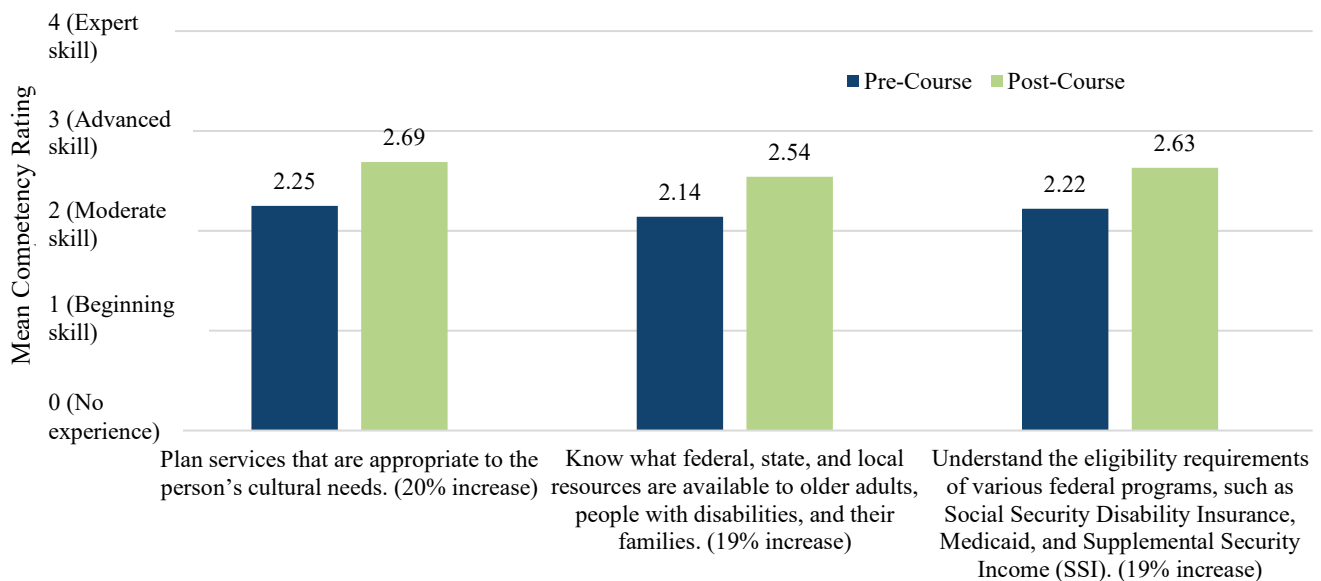
*“It is providing me with knowledge that I didn't necessarily receive during my social work studies.”*

### 3. A Guide to the Aging and Disability Networks

#### Competency Results

For five out of the six 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 6% to 20%. 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.

<b>Evaluation Statement</b>	<b>Percentage of Learners Who Agreed or Strongly Agreed</b>
The course expanded my knowledge and understanding of the topic area.	97%
The course will enable me to provide high quality care and services to older adults.	98%
The course will enhance my practice skills in the topic area.	92%
The course will help me feel more confident in my job role.	95%
I would recommend this course to my colleagues.	92%

*Learner Feedback*

After completing the course, learners said that they have knowledge of more resources that they can provide to their consumers.

*“I will have more knowledge of different programs and services and will pass this information on to my clients.”*

*“After taking this course, I got to know more about the needs of consumers, and resources to provide them as many services as I can.”*

*“How to assess, interact, understand, and locate the resources for unmet needs, and how to refer them efficiently.”*

When asked what information was most helpful, many learners stated that the information on federal programs and eligibility requirements was most helpful.

*“After completing this course, I plan to apply the knowledge I gained to better support individuals in understanding and navigating federal programs like SSDI, SSI, and Medicaid. I anticipate improving my ability to accurately assess eligibility requirements and provide clearer guidance when helping others.”*

*“Learning about Medicare, Medicaid and Social Security.”*

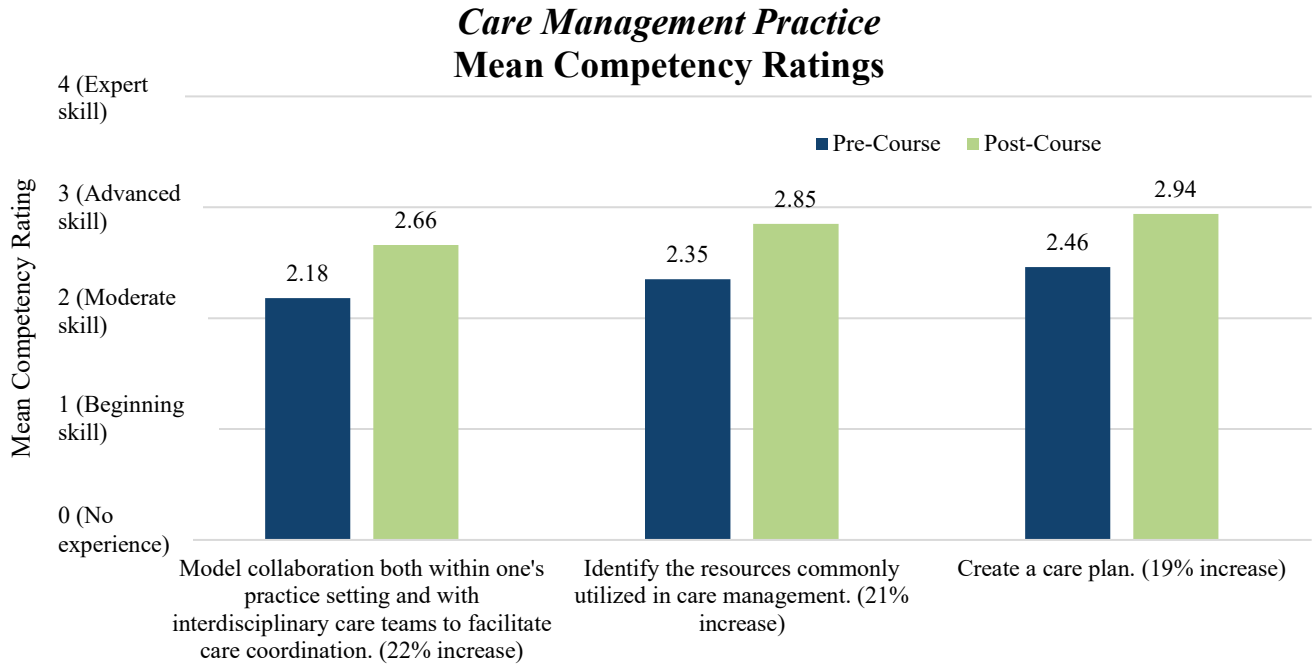
*“This was a very comprehensive review of resources, what agencies administer these resources and eligibility.”*

**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 8% to 22%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.



**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.	94%
The course will enable me to provide high quality care and services to older adults.	94%
The course will enhance my practice skills in the topic area.	94%
The course will help me feel more confident in my job role.	97%
I would recommend this course to my colleagues.	94%

**Learner Feedback**

Multiple learners said that they are now more prepared to discuss advance directives and end-of-life planning with their consumers. Learners also noted that they will involve the consumer in the decision-making process.

*“I anticipate being able to educate my clients and their informal supports on advance directives, as well as types of end-of-life care that are available, if necessary.”*

*“I expect to make changes in how I approach care planning by being more thorough in assessing risks, involving the consumer in decision-making, and documenting goals and progress more consistently. I also plan to improve my communication about advance directives and palliative care with clients and families.”*

*“I anticipate being more mindful of client autonomy and involving individuals more actively in their care planning and decision-making. I also plan on using a more strengths-based approach when working with older adults.”*

Overall, learners found the course practical and appreciated the scenarios.

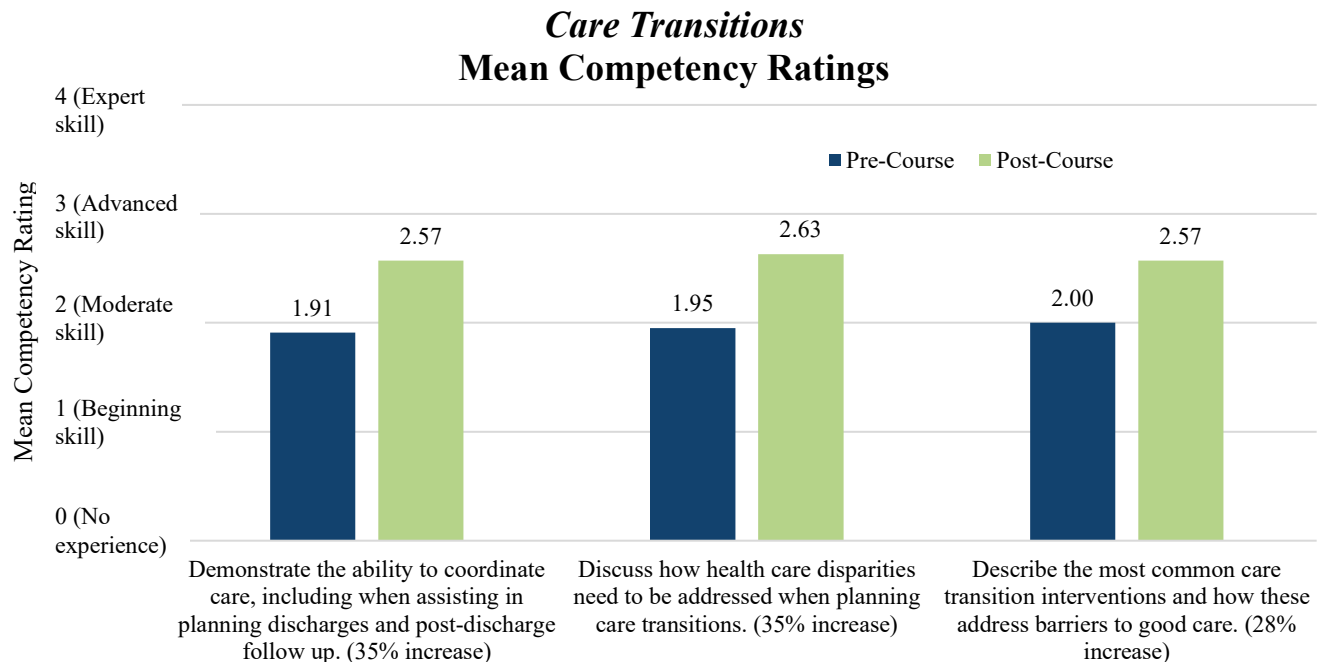
*“I found the case examples and role-play exercises most helpful because they showed how to apply concepts like informed consent, confidentiality, and person-centered care in real situations. It helped me feel more confident in working with older adults.”*

*“I found this course to be extremely valuable and well-structured. The content was clear, engaging, and practical, with examples that made complex concepts easy to understand.”*

## 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 17% to 35%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.



*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.	94%
The course will enable me to provide high quality care and services to older adults.	94%
The course will enhance my practice skills in the topic area.	91%
The course will help me feel more confident in my job role.	94%
I would recommend this course to my colleagues.	94%

*Learner Feedback*

Learners completed the course with a better understanding of how they can support consumers through care transitions, including strategies for communication and reducing readmissions.

*“After taking this course, I anticipate making more time to actively educate patients and families, ensure clear communication during transitions, and follow up more closely to prevent readmissions and improve safety.”*

*“This course shows how improving communication, education, and follow-up can reduce readmissions and support patient independence.”*

*“I will be more aware of what to look out for and what to discuss with clients after they come home following discharge from a hospital or rehab.”*

When asked what information they found most helpful, multiple learners mentioned care transition models.

*“I found learning about all the different transition models very helpful.”*

*“Understanding different models of care transition/ learning how to use them.”*

**B. Results for the Certificate Program**

At the end of the certificate program, learners responded to additional questions as described below.

**1. Confidence Working with Older Adults and as a Case Manager**

After completing the certificate program, learners rated how confident they feel working with older adults and working as a case manager. Responses are shown in the table below. 89% of learners reported feeling extremely or very confident working with older adults. 86% of learners reported feeling extremely or very confident working as a case manager.

	Extremely confident	Very confident	Somewhat confident	Slightly confident	Not at all confident
How confident do you feel working with older adults?	37%	52%	8%	3%	0%
How confident do you feel working as a case manager?	38%	48%	11%	3%	0%

**2. Most Valuable Takeaway**

Learners responded to the open-ended question: *“What is the most valuable takeaway from this training program that you plan to apply in your work and share with your team?”* A few key themes emerged. Learners described how the certificate program was helpful in improving their understanding of how best to support older adults through care transitions.

*“The most valuable takeaway from this training program is the importance of structured care transitions, especially the use of clear communication, medication reconciliation, and follow-up planning to prevent avoidable readmissions. I plan to apply this by consistently using standardized tools and teaching patients and families how to recognize ‘red flags,’ and I will share with my team the impact that coordinated transitions can have on improving patient safety and outcomes.”*

*“This training program was informative, the topic that most interested me was the care transitions within the hospital, nursing, rehabilitation setting. What safety plans are implemented before the client is discharged and referred to us.”*

*“How transitions can affect the health of elderly clients and how different models can be employed to ease these transitions.”*

Other learners said that their most valuable takeaway was the importance of person-centered care.

*“The most valuable takeaway from this course is the importance of truly person-centered care. Completing this course was an important step in my professional and personal growth, even without holding a social work degree or license. It strengthened my understanding of how to support client choice while balancing safety, ethics, and effective coordination of services, and I will apply these principles consistently in my work.”*

*“How to implement a person-centered approach.”*

*“To always remember to put the individual at the center of their own care plan and make sure they are involved in all decisions every step of the way.”*

Finally, other learners highlighted how the certificate provided information on programs and services available to older adults.

*“I think one of the most valuable aspects was all of the information about different services and resources that are available and they can be a big help to many clients.”*

*“This course provided a useful overview of the resources available to older adults and provided valuable illustrations of the complex needs that many older adults possess. I have a better understanding of the necessity of comprehensively addressing clients' needs.”*

*“Services and resources that are available to older adults.”*

## **VI. Summary and Conclusion**

Overall, LiveOn NY learners who completed the Case Management Certificate Training Program found it valuable, highlighting the emphasis on person-centered care, information on care transitions, and resources provided throughout as most helpful. Most learners felt very or extremely confident working with older adults and working as a case manager after completing the training. Learners showed increases in skill level on case management competencies and described how the training will help them better support older adults.

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. 70% of learners in this training program had at least three years of experience in the aging field, yet these learners still found the training impactful. CADER looks forward to a continued partnership with LiveOn NY.

## VII. Appendix

**Table 1. Competency Results: LiveOn NY 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 65 learners who completed the 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>				
Adapt communication methods to the sensory, verbal, physical, and cognitive abilities of the person.	2.34	2.57	10%	<.05
Comprehend current policy issues as they relate to long-term service and support programs.	1.98	2.48	25%	<.001
Identify the various programs, services, and resources available to people and their extended networks.	2.31	2.57	11%	<.05
Respect and promote self-determination, consumer choice, and participation during interactions with people and their extended networks.	2.57	2.86	11%	<.05
Respect diversity and address cultural values and beliefs of people.	2.94	3.06	4%	.21
Understand the scope of physical, psychological, and social challenges that occur throughout the life cycle.	2.32	2.75	19%	<.001
<b>Assessment with Older Adults and Persons with Disabilities</b>				
Demonstrate authentic communication during assessment.	2.69	2.89	7%	.07
Describe the core elements of assessment including social supports and functional abilities.	2.32	2.78	20%	<.001
Explain the ways to address cultural barriers during an assessment.	2.35	2.86	22%	<.001
Recognize one's own attitudes and the impact of your attitudes on assessment.	2.69	2.83	5%	.29
Respect the consumer's right to choice and self-determination throughout the assessment process.	2.72	2.98	10%	<.05
Understand the legal and ethical considerations involved in assessment.	2.32	2.68	15%	<.05
<b>A Guide to the Aging and Disability Networks</b>				
Connect all the resources (housing, long-term care, community-based services) that are available.	2.29	2.65	15%	<.05
Ensure that all information is available to and understood by the person and family.	2.60	2.88	11%	<.05
Know what federal, state, and local resources are available to older adults, people with disabilities, and their families.	2.14	2.54	19%	<.05

LiveOn NY Case Management Certificate Training Program 2025-2026

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	P-value
Make referrals to appropriate community-based services and programs.	2.58	2.74	6%	.17
Plan services that are appropriate to the person's cultural needs.	2.25	2.69	20%	<.001
Understand the eligibility requirements of various federal programs, such as Social Security Disability Insurance, Medicaid, and Supplemental Security Income (SSI).	2.22	2.63	19%	<.001
<b>Care Management Practice</b>				
Create a care plan.	2.46	2.94	19%	<.001
Identify the resources commonly utilized in care management.	2.35	2.85	21%	<.001
List and describe the primary functions of care management, including assessment, planning, and care coordination.	2.46	2.91	18%	<.001
Model collaboration both within one's practice setting and with interdisciplinary care teams to facilitate care coordination.	2.18	2.66	22%	<.001
Perform the major role functions of a care manager, including comprehensive written assessment of the consumer's health, functional, and psychosocial needs.	2.46	2.86	16%	<.001
Respect the consumer's wishes, values, and preferences during the care-management process.	2.75	2.98	8%	<.05
<b>Care Transitions</b>				
Demonstrate the ability to communicate with other health and human service team members.	2.42	2.82	17%	<.001
Demonstrate the ability to coordinate care, including when assisting in planning discharges and post-discharge follow up.	1.91	2.57	35%	<.001
Describe the most common care transition interventions and how these address barriers to good care.	2.00	2.57	28%	<.001
Discuss how health care disparities need to be addressed when planning care transitions.	1.95	2.63	35%	<.001
Discuss how organizations can select interventions or models that are a good fit for them.	1.92	2.47	28%	<.001
Understand the importance of end-of-life conversations and planning (when appropriate) as consumers transition through multiple settings.	2.12	2.63	24%	<.001