



Experiential Learning Portfolio for 10-544-100 Communication of Aging

Student Contact Information:

Name: _____ Student ID#: _____

Email: _____ Phone: _____

*It is **required** that you speak with the Academic Dean or instructor who teaches this course prior to completing a portfolio.*

Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each “Describe your learning and experience with this competency” section in the space below each competency and its criteria and learning objectives. Focus on the following:
 - What did you learn?
 - How did you learn through your experience?
 - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
 - Label artifacts as noted in the competency
 - Scan paper artifacts
 - Provide links to video artifacts
 - Attach all artifacts to the end of the portfolio
5. Write a conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

To receive credit for this course, you must receive “Met” on 8 of the 9 competencies.

10-544-100 Communication of Aging, 3 Associate Degree Credits

Course Description: Develop effective communication strategies and supportive interview techniques that enhance rapport and relationships with aging populations. Apply ethical principles, standards, and boundaries that acknowledge self-determination.

If you receive credit for prior learning for this portfolio, you will also receive a “Met” score for the following **Technical Skills Attainment Program Outcomes** that are assessed in this specific course:

- Exhibit ethical and legal practice consistent with a gerontology professional
- Distinguish the role of the gerontology professional in the coordination of service delivery

Introduction: Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.

Competency 1: Examine communication and older adulthood

Criteria: Performance will be satisfactory when:

- presentation explores normal age-related changes in communication
- presentation examines how cognitive changes affects communication
- presentation relates the impact of communication on the experience of aging
- scenario response relates the impact of communication on the experience of aging
- critique relates the impact of communication on the experience of aging
- critique explores normal age-related changes in communication
- critique examines how cognitive changes affects communication
- critique analyzes how physical changes affects communication
- critique identifies methods to communicate effectively with cognitively impaired adults
- critique distinguishes methods to communicate effectively with physically impaired adults
- skill demonstration explores normal age-related changes in communication
- skill demonstration examines how cognitive changes affects communication
- skill demonstration analyzes how physical changes affects communication
- skill demonstration identifies methods to communicate effectively with cognitively impaired adults
- skill demonstration distinguishes methods to communicate effectively with physically impaired adults
- skill demonstration relates the impact of communication on the experience of aging
- learner examines how cognitive changes affects communication
- learner identifies methods to communicate effectively with cognitively impaired adults
- learner explores normal age-related changes in communication
- learner distinguishes methods to communicate effectively with physically impaired adults
- learner relates the impact of communication on the experience of aging

Learning Objectives:

- a. Explore normal age-related changes in communication
- b. Examine how cognitive changes affects communication
- c. Analyze how physical changes affects communication
- d. Identify methods to communicate effectively with cognitively impaired adults
- e. Distinguish methods to communicate effectively with physically impaired adults
- f. Relate the impact of communication on the experience of aging

Required Artifacts: None

Suggested Artifacts: A clinical note (Skill Demonstration)

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Distinguish stereotypes and attitudes about aging

Criteria: Performance will be satisfactory when:

- presentation examines aging-related traits
- presentation explores society's perceptions on aging and older adulthood
- presentation relates biopsychosocial coping mechanisms with older adulthood
- presentation correlates patronizing language and older adulthood
- presentation explores overaccommodating communication styles
- presentation analyzes underaccommodation communication styles
- scenario response differentiates stereotypes from attitudes
- scenario response examines aging-related traits
- scenario response relates biopsychosocial coping mechanisms with older adulthood
- scenario response correlates patronizing language and older adulthood
- scenario response explores overaccommodating communication styles
- scenario response analyzes underaccommodation communication styles
- critique differentiates stereotypes from attitudes
- critique examines aging-related traits
- critique explores society's perceptions on aging and older adulthood
- critique correlates patronizing language and older adulthood
- learner explores society's perceptions on aging and older adulthood
- learner correlates patronizing language and older adulthood
- learner explores overaccommodating communication styles
- learner analyzes underaccommodation communication styles

Learning Objectives:

- a. Differentiate stereotypes from attitudes
- b. Examine aging-related traits
- c. Explore society's perceptions on aging and older adulthood
- d. Relate biopsychosocial coping mechanisms with older adulthood
- e. Correlate patronizing language and older adulthood
- f. Explore overaccommodating communication styles
- g. Analyze underaccommodation communication styles

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Explore communication in personal relationships

Criteria: Performance will be satisfactory when:

- presentation examines the influence on relationships on older adulthood
- presentation correlates cohort identification with communication styles
- presentation relates communication styles to friendships in older adulthood
- presentation analyzes relationship dynamics across the lifespan
- self-assessment correlates cohort identification with communication styles
- scenario response correlates cohort identification with communication styles
- learner explores communication in marital relationships
- learner differentiates sibling communication in older adulthood
- learner characterizes communication in grandparenting relationships
- learner illustrates parent - child communication in older adulthood
- learner correlates communication with elder abuse
- learner analyzes relationship dynamics across the lifespan

Learning Objectives:

- a. Examine the influence of relationships on older adulthood
- b. Correlate cohort identification with communication styles
- c. Explore communication in marital relationships
- d. Relate communication styles to friendships in older adulthood
- e. Differentiate sibling communication in older adulthood
- f. Characterize communication in grandparenting relationships
- g. Illustrate parent - child communication in older adulthood
- h. Analyze relationship dynamics across the lifespan
- i. Correlate communication with elder abuse

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Correlate mass media and older adulthood

Criteria: Performance will be satisfactory when:

- presentation examines negative representation of older adulthood in mass communication
- presentation characterizes positive representation of older adulthood in the media
- presentation analyzes the media's impact on perceptions of aging
- critique examines negative representation of older adulthood in mass communication
- critique characterizes positive representation of older adulthood in the media
- critique analyzes the media industry's impact on perceptions of aging
- critique illustrates the effects of media across the lifespan
- learner characterizes positive representation of older adulthood in the media
- learner analyzes the media industry's impact on perceptions of aging
- learner explores older adults' use of television and other media
- learner explains media literacy
- learner illustrates the effects of media across the lifespan

Learning Objectives:

- a. Examine negative representation of older adulthood in mass communication
- b. Characterize positive representation of older adulthood in the media
- c. Analyze the media industry's impact on perceptions of aging
- d. Explore older adults' use of television and other media
- e. Illustrate the effects of media across the lifespan
- f. Explain media literacy

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Explore cultural humility and communication

Criteria: Performance will be satisfactory when:

- presentation explores culturally inclusive communication strategies
- presentation illustrates intersectionality
- presentation analyzes cultural humility approaches in the field of gerontology
- presentation correlates strengths-based approaches with cultural humility
- critique explores culturally inclusive communication strategies
- critique distinguishes cultural humility
- critique examines inclusivity barriers in aging services
- critique illustrates intersectionality
- critique analyzes cultural humility approaches in the field of gerontology
- critique correlates strengths-based approaches with cultural humility
- skill demonstration explores culturally-inclusive communication strategies
- skill demonstration distinguishes cultural humility
- skill demonstration examines inclusivity barriers in aging services
- skill demonstration illustrates intersectionality
- skill demonstration analyzes cultural humility approaches in the field of gerontology
- skill demonstration correlates strengths-based approaches with cultural humility
- skill demonstration relates cultural humility approaches with written clinical documentation
- learner explores culturally inclusive communication strategies
- learner illustrates intersectionality
- learner analyzes cultural humility approaches in the field of gerontology
- learner correlates strengths-based approaches with cultural humility

Learning Objectives:

- a. Explore culturally inclusive communication strategies
- b. Distinguish cultural humility
- c. Examine inclusivity barriers in aging services
- d. Illustrate intersectionality
- e. Analyze cultural humility approaches in the field of gerontology
- f. Correlate strengths-based approaches with cultural humility
- g. Relate cultural humility approaches with written clinical documentation

Required Artifacts: None

Suggested Artifacts: A clinical note (Skill Demonstration)

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Analyze communication strategies in health and human services settings

Criteria: Performance will be satisfactory when:

- critique examines practitioner – older adult interactions
- critique distinguishes health literacy
- critique correlates health literacy with the field of gerontology
- critique explores how a companion may influence interaction between a practitioner and an older adult
- critique examines person-centered communication in health and human services
- critique illustrates how older adults and practitioners can improve communication
- critique explores ageism in health and human services settings
- critique explores strategies to support older adults' caregivers
- skill demonstration examines practitioner – older adult interactions
- skill demonstration examines person-centered communication in health and human services
- skill demonstration illustrates how older adults and practitioners can improve communication
- learner distinguishes health literacy
- learner correlates health literacy with the field of gerontology
- learner explores ageism in health and human services settings
- learner explores strategies to support older adults' caregivers
- learner analyzes communication at end-of-life
- learner illustrates communication about death across the lifespan
- learner examines person-centered communication in health and human services
- learner illustrates how older adults and practitioners can improve communication

Learning Objectives:

- a. Examine practitioner - older adult interactions
- b. Distinguish health literacy
- c. Correlate health literacy with the field of gerontology
- d. Explore how a companion may influence interaction between a practitioner and an older adult
- e. Examine person-centered communication in health and human services
- f. Illustrate how older adults and practitioners can improve communication
- g. Explore ageism in health and human services settings
- h. Explore strategies to support older adults' caregivers
- i. Analyze communication at end-of-life
- j. Illustrate communication about death across the lifespan

Required Artifacts: None

Suggested Artifacts: A clinical note (Skill Demonstration)

Competency 6: Analyze communication strategies in health and human services settings

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Correlate older adulthood and use of technology

Criteria: Performance will be satisfactory when:

- critique examines stereotypes of older adults' use of technology
- critique illustrates technology use in health and human services
- critique explains barriers to technology use
- critique explores technology use opportunities
- critique investigates gerotechnology
- critique analyzes older adults use of technology in the workplace
- learner examines stereotypes of older adults' use of technology
- learner illustrates technology use in health and human services
- learner explains barriers to technology use
- learner explores technology use opportunities
- learner investigates gerotechnology

Learning Objectives:

- a. Examine stereotypes of older adults' use of technology
- b. Illustrate technology use in health and human services
- c. Explain barriers to technology use
- d. Explore technology use opportunities
- e. Investigate gerotechnology
- f. Analyze older adults' use of technology in the workplace

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Examine professional communication skills

Criteria: Performance will be satisfactory when:

- critique explores the impact of environment on communication
- critique facilitates active listening
- critique illustrates professional written documentation
- critique differentiates strengths-based, person-centered communication
- critique compares verbal and nonverbal communication
- critique examines rapport-building in a professional relationship
- skill demonstration explores the impact of environment on communication
- skill demonstration facilitates active listening
- skill demonstration illustrates professional written documentation
- skill demonstration differentiates strengths-based, person-centered communication
- skill demonstration compares verbal and nonverbal communication
- skill demonstration examines rapport-building in a professional relationship
- learner explores the impact of environment on communication
- learner differentiates strengths-based, person-centered communication

Learning Objectives:

- a. Explore the impact of environment on communication
- b. Facilitate active listening
- c. Illustrate professional written documentation
- d. Differentiate strengths-based, person-centered communication
- e. Compare verbal and nonverbal communication
- f. Examine rapport-building in a professional relationship

Required Artifacts: None

Suggested Artifacts: A clinical note (Skill Demonstration)

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Illustrate ethics in the helping relationship

Criteria: Performance will be satisfactory when:

- reflection explores ethics in the helping relationship
- reflection relates personal values with the helping relationship
- reflection correlates confidentiality with the helping relationship
- reflection examines professional boundaries
- reflection analyzes use of self in a professional setting
- reflection illustrates self-disclosure in a professional relationship
- skill demonstration relates personal values with the helping relationship
- skill demonstration correlates confidentiality with the helping relationship
- skill demonstration examines professional boundaries
- skill demonstration analyzes use of self in a professional setting
- skill demonstration illustrates self-disclosure in a professional relationship
- critique examines interdisciplinary approaches in the helping profession
- learner examines interdisciplinary approaches in the helping profession
- learner explores ethics in the helping relationship
- learner relates personal values with the helping relationship
- learner correlates confidentiality with the helping relationship
- learner examines professional boundaries
- learner analyzes use of self in a professional setting

Learning Objectives:

- a. Examine interdisciplinary approaches in the helping profession
- b. Explore ethics in the helping relationship
- c. Relate personal values with the helping relationship
- d. Correlate confidentiality with the helping relationship
- e. Examine professional boundaries
- f. Analyze use of self in a professional setting
- g. Illustrate self-disclosure in a professional relationship

Required Artifacts: None

Suggested Artifacts: A clinical note (Skill Demonstration)

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

