



Experiential Learning Portfolio for 10544102 Psychological Aspects 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.

10544102 Psychological Aspects of Aging, 3 Associate Degree Credits

Course Description: Recognize how experience and history affect the value and societal expectations of each generation. Understand diversity among older adults including, but not limited to, race; ethnicity; culture; sexual orientation and physical, cognitive, and developmental disabilities.

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:

- Evaluate the physical, social, psychological, and spiritual aspects of aging throughout the lifespan

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

Competency 1: Examine research methods used to study adult development and aging

Criteria: Performance will be satisfactory when:

- critique explains variables in developmental research
- critique explores research design
- critique evaluates types of research methods
- critique explains measurement issues in adult development and aging
- critique examines ethical issues in research
- critique analyzes barriers to older adults' participation in research
- critique relates ageism with older adults' engagement in research studies
- learner examines ethical issues in research
- learner explores research design
- learner explains variables in developmental research

Learning Objectives:

- a. Explain variables in developmental research
- b. Explore research design
- c. Evaluate types of research methods
- d. Explain measurement issues in adult development and aging
- e. Examine ethical issues in research
- f. Analyze barriers to older adults' participation in research
- g. Relate ageism with older adults' engagement in research studies

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Summarize personality in the older adult

Criteria: Performance will be satisfactory when:

- case study explores the psychodynamic perspective
- case study correlates trait approaches with older adults' functioning
- case study examines social cognitive approaches across the lifespan
- case study differentiates cognitive perspectives in older adulthood
- case study examines midlife crisis theories and adulthood
- case study relates resilience to successful aging
- learner relates resilience to successful aging
- learner correlates trait approaches with older adults' functioning
- learner explores the psychodynamic perspective
- learner examines social cognitive approaches across the lifespan

Learning Objectives:

- a. Explore the psychodynamic perspective
- b. Correlate trait approaches with older adults' functioning
- c. Examine social cognitive approaches across the lifespan
- d. Differentiate cognitive perspectives in older adulthood
- e. Examine midlife crisis theories and adulthood
- f. Relate resilience to successful aging

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Examine types of relationships in adulthood

Criteria: Performance will be satisfactory when:

- reflection examines marriage and intimate relationships
- reflection examines the role of families in adulthood
- reflection differentiates sibling relationships in adulthood
- reflection analyzes the role of grandparents
- reflection explores patterns of friendships in adulthood
- reflection relates the role of older adults in skip generation families
- learner examines marriage and intimate relationships
- learner relates the role of older adults in skip generation families
- learner analyzes the role of grandparents

Learning Objectives:

- a. Examine marriage and intimate relationships
- b. Examine the role of families in adulthood
- c. Differentiate sibling relationships in adulthood
- d. Analyze the role of grandparents
- e. Explore patterns of friendships in adulthood
- f. Relate the role of older adults in skip generation families

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Relate prevention activities with successful aging

Criteria: Performance will be satisfactory when:

- presentation identifies normal changes to older adults' physical appearance
- presentation examines the effects of changes in older adults' mobility
- presentation explores normal age-related changes to major organs of the body
- presentation analyzes theoretical perspectives on successful aging
- presentation relates subjective well-being in older adulthood
- presentation explores productivity and creativity in adulthood
- presentation illustrates successful aging
- reflection relates subjective well-being to older adulthood
- case study analyzes theoretical perspectives on successful aging
- case study relates subjective well-being to older adulthood
- case study explores productivity and creativity in adulthood
- case study illustrates successful aging
- case study examines the effects of changes in older adults' mobility
- case study distinguishes normal and pathological changes to sensory systems with age
- case study relates normal and pathological changes to the neurological system with age
- reflection explores productivity and creativity in adulthood
- reflection illustrates successful aging
- learner explores pathological changes to the cardiovascular system with age
- learner correlates risk factors to the incidence of cancer in older adults
- learner explains pathological changes in the cardiopulmonary system
- learner illustrates successful aging

Learning Objectives:

- a. Identify normal changes to older adults' physical appearance
- b. Examine the effects of changes in older adults' mobility
- c. Explore normal age-related changes to major organs of the body
- d. Distinguish normal and pathological changes to sensory systems with age
- e. Explore pathological changes to the cardiovascular system with age
- f. Correlate risk factors to the incidence of cancer in older adults
- g. Explain pathological changes in the cardiopulmonary system
- h. Relate normal and pathological changes to the neurological system with age
- i. Analyze theoretical perspectives on successful aging
- j. Relate subjective well-being to older adulthood
- k. Explore productivity and creativity in adulthood
- l. Illustrate successful aging

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Explore changes in aging programs across the spectrum of services

Criteria: Performance will be satisfactory when:

- presentation examines home- and community-based services
- presentation distinguishes home- and community-based facilities
- presentation analyzes financing of home- and community-based services
- presentation assesses quality of home- and community-based services
- presentation correlates culture change with home- and community-based services
- critique examines home- and community-based services
- critique analyzes financing of home- and community-based services
- critique assesses quality of home- and community-based services
- critique explores facility-based long-term care
- critique distinguishes home- and community-based facilities
- critique differentiates financing of long-term care services
- critique explores the impact of legislative landmarks in the long-term care system
- critique critiques quality of long-term care services
- critique evaluates culture change in long-term care settings
- critique correlates culture change with home- and community-based services
- reflection examines home- and community-based services
- reflection analyzes financing of home- and community-based services
- learner critiques quality of long-term care services
- learner evaluates culture change in long-term care settings

Learning Objectives:

- a. Explore facility-based long-term care
- b. Examine home- and community-based services
- c. Distinguish home- and community-based facilities
- d. Differentiate financing of long-term care services
- e. Explore the impact of legislative landmarks in the long-term care system
- f. Critique quality of long-term care services
- g. Evaluate culture change in long-term care settings
- h. Analyze financing of home- and community-based services
- i. Assess quality of home- and community-based services
- j. Correlate culture change with home- and community-based services

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Examine perspectives of adult development and aging

Criteria: Performance will be satisfactory when:

- reflection explains the biopsychosocial approaches
- reflection correlates social factors with adult development and aging
- reflection analyzes changes in middle-age and older populations
- reflection assesses individual-environment interactions
- reflection reviews sociocultural models of development
- reflection relates psychological models of development in adulthood
- reflection distinguishes biological approaches to aging
- case study correlates social factors with adult development and aging
- case study analyzes changes in middle-age and older populations
- case study assesses individual-environment interactions
- learner summarizes the four principles of adult development and aging
- learner examines the meaning of aging
- learner correlates psychological perspectives to death and dying
- learner relates sociocultural perspectives to death and dying

Learning Objectives:

- a. Explain the biopsychosocial perspective of aging
- b. Summarize the four principles of adult development and aging
- c. Examine the meaning of aging
- d. Correlate social factors with adult development and aging
- e. Analyze changes in middle-age and older populations
- f. Assess individual-environment interactions
- g. Review sociocultural models of development
- h. Relate psychological models of development in adulthood
- i. Distinguish biological approaches to aging
- j. Relate sociocultural perspectives to death and dying
- k. Correlate psychological perspectives to death and dying

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Summarize cognitive functions in older adulthood

Criteria: Performance will be satisfactory when:

- case study examines problem solving in older adults
- case study analyzes the psychology of wisdom in older adults
- case study explores executive functioning in older adults
- case study correlates the impact of aging on driving
- case study relates normal changes to older adults' attention
- learner explores memory across the lifespan
- learner distinguishes aging-related changes to language use and processing
- learner explores executive functioning in older adults
- learner explores information processing through the adult life span
- learner characterizes adult learners
- learner examines intelligence in older adults

Learning Objectives:

- a. Explore information processing through the adult life span
- b. Correlate the impact of aging on driving
- c. Explore memory across the lifespan
- d. Relate normal changes to older adults' attention
- e. Distinguish aging-related changes to language use and processing
- f. Examine problem solving in older adults
- g. Characterize adult learners
- h. Examine intelligence in older adults
- i. Analyze the psychology of wisdom in older adults
- j. Explore executive functioning in older adults

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Analyze behavioral health in older adulthood

Criteria: Performance will be satisfactory when:

- presentation correlates biopsychosocial approaches to behavioral health care
- reflection correlates biopsychosocial approaches to behavioral health care
- critique distinguishes behavioral health disorders
- critique evaluates behavioral health services for older adults
- critique identifies behavioral health services
- critique relates trauma-informed care with older adults
- critique correlates biopsychosocial approaches to behavioral health care
- reflection distinguishes behavioral health disorders
- reflection evaluates behavioral health services for older adults
- reflection explores behavioral health assessment tools
- reflection identifies behavioral health services
- reflection analyzes trauma in older adults
- reflection relates trauma-informed care with older adults
- reflection explores suicide in older adults
- learner examines abuse in older adulthood
- learner evaluates behavioral health services for older adults
- learner analyzes trauma in older adults
- learner explores suicide in older adults
- learner relates trauma-informed care with older adults
- learner explores behavioral health assessment tools

Learning Objectives:

- a. Distinguish behavioral health disorders
- b. Evaluate behavioral health services for older adults
- c. Explore behavioral health assessment tools
- d. Examine abuse in older adulthood
- e. Identify behavioral health services
- f. Analyze trauma in older adults
- g. Relate trauma-informed care with older adults
- h. Explore suicide in older adults
- i. Correlate biopsychosocial approaches to behavioral health care

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Explore vocation and leisure pursuits in older adulthood

Criteria: Performance will be satisfactory when:

- reflection analyzes work patterns in adulthood
- reflection summarizes theoretical approaches to vocational development
- reflection examines vocational satisfaction
- reflection explores aging workers
- reflection explains retirement
- reflection assesses the benefits and burdens of retirement
- reflection correlates leisure pursuits with older adulthood
- learner assesses the benefits and burdens of retirement
- learner explores aging workers

Learning Objectives:

- a. Analyze work patterns in adulthood
- b. Summarize theoretical approaches to vocational development
- c. Examine vocational satisfaction
- d. Explore aging workers
- e. Explain retirement
- f. Assess the benefits and burdens of retirement
- g. Correlate leisure pursuits with older adulthood

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

