



Experiential Learning Portfolio for 10544107 Death and Dying

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 12 of the 14 competencies.

10544107 Death and Dying, 3 Associate Degree Credits

Course Description: Explore societal, cultural, and personal views of death, dying, and bereavement. Examine losses experienced during the course of aging beyond the physical and emotional process of death and dying. Determine strategies for healthy transitions in coping with loss.

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
- 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: Investigate attitudes toward death and dying

Criteria: Performance will be satisfactory when:

- reflection relates the historical and cultural implications of death in the United States
- reflection summarizes the meaning and implications of mortality
- case study examines societal attitudes toward death
- critique examines societal attitudes toward death
- critique relates the historical and cultural implications of death in the United States
- critique summarizes the meaning and implications of mortality
- critique explores the emergence of death education in shaping societal attitudes in the United States
- reflection examines societal attitudes toward death
- reflection correlates the theoretical approaches to death and dying (ie biological, psychological, philosophical, anthropological, sociological) with current societal attitudes
- reflection explores the emergence of death education in shaping societal attitudes in the United States
- presentation examines societal attitudes toward death
- presentation relates the historical and cultural implications of death in the United States
- presentation summarizes the meaning and implications of mortality
- presentation correlates the theoretical approaches to death and dying (ie biological, psychological, philosophical, anthropological, sociological) with current societal attitudes
- presentation explores the emergence of death education in shaping societal attitudes in the United States
- learner examines societal attitudes toward death
- learner relates the historical and cultural implications of death in the United States
- learner correlates the theoretical approaches to death and dying (ie biological, psychological, philosophical, anthropological, sociological) with current societal attitudes
- learner explores the emergence of death education in shaping societal attitudes in the United States

Learning Objectives:

- a. Examine societal attitudes toward death
- b. Relate the historical and cultural implications of death in the United States
- c. Summarize the meaning and implications of mortality
- d. Correlate the theoretical approaches to death and dying (ie biological, psychological, philosophical, anthropological, sociological) with current societal attitudes
- e. Explore the emergence of death education in shaping societal attitudes in the United States

Required Artifacts: None

Suggested Artifacts: None

Competency 1: Investigate attitudes toward death and dying

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Explore the experience of death and dying in the United States

Criteria: Performance will be satisfactory when:

- reflection analyzes the fears and anxieties people have related to death and dying
- reflection illustrates the psychological processing individuals experience regarding their own deaths
- case study analyzes the fears and anxieties people have related to death and dying
- critique explores the cultural implications of death and dying
- critique analyzes the fears and anxieties people have related to death and dying
- critique illustrates the psychological processing individuals experience regarding their own deaths
- reflection explores the cultural implications of death and dying
- reflection summarizes how euphemisms are used in death and dying
- presentation explores the cultural implications of death and dying
- presentation analyzes the fears and anxieties people have related to death and dying
- presentation illustrates the psychological processing individuals experience regarding their own deaths
- learner explains the definition of death
- learner summarizes how euphemisms are used in death and dying
- learner analyzes the fears and anxieties people have related to death and dying

Learning Objectives:

- a. Explain the definition of death
- b. Explore the cultural implications of death and dying
- c. Summarize how euphemisms are used in death and dying
- d. Analyze the fears and anxieties people have related to death and dying
- e. Illustrate the psychological processing individuals experience regarding their own deaths

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Compare how death is acknowledged in children and adolescents versus adults

Criteria: Performance will be satisfactory when:

- reflection explores how children internalize the concept of death
- reflection summarizes effective ways to communicate with children and adolescents about death
- reflection correlates death anxiety to stages of child development
- reflection distinguishes mechanisms children and adolescents use when coping with deaths
- reflection explores the role of death rituals in families
- reflection explores the concept of death and dying in adult development
- critique explores how children internalize the concept of death
- critique summarizes effective ways to communicate with children and adolescents about death
- critique explores the role of death rituals in families
- critique explores the concept of death and dying in adult development
- learner summarize effective ways to communicate with children and adolescents about death
- learner explores the role of death rituals in families

Learning Objectives:

- a. Explore how children internalize the concept of death
- b. Summarize effective ways to communicate with children and adolescents about death
- c. Correlate death anxiety to stages of child development
- d. Distinguish mechanisms children and adolescents use when coping with death
- e. Explore the role of death rituals in families
- f. Explore the concept of death and dying in adult development

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Summarize cultural and historical perspectives on death and dying

Criteria: Performance will be satisfactory when:

- reflection explains the impact of religion on death and dying
- reflection illustrates the cross-cultural, death-related beliefs and experiences
- reflection explains the traits of near-death experiences
- reflection explains the impact religious beliefs and practices have on individuals
- reflection explores the diversity of religious rituals and customs
- presentation illustrate the cross-cultural, death-related beliefs and practices
- learner explains the impact of religion on death and dying
- learner explains the traits of near-death experiences
- learner explains the impact religious beliefs and practices have on individuals
- learner explores the diversity of religious rituals and customs

Learning Objectives:

- a. Explain the impact of religion on death and dying
- b. Illustrate the cross-cultural, death-related beliefs and practices
- c. Explain the traits of near-death experiences
- d. Explain the impact religious beliefs and practices have on individuals
- e. Explore the diversity of religious rituals and customs

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Explore the dying process

Criteria: Performance will be satisfactory when:

- critique correlates the meaning of prognostication and how it relates to time
- critique identifies factors that demonstrate a dying person's social disengagement
- critique contrasts the expected and actual behaviors of a dying person
- critique correlates the values and self-meaning that accompany terminal illness
- reflection contrasts the expected and actual behaviors of a dying person
- reflection correlates the values and self-meaning that accompany terminal illness
- presentation contrasts the expected and actual behaviors of a dying person
- presentation correlates the values and self-meaning that accompany terminal illness
- learner correlates the meaning of prognostication and how it relates to time
- learner summarizes the Five Stages of Dying outlined by Elisabeth Kubler-Ross

Learning Objectives:

- a. Correlate the meaning of prognostication and how it relates to time
- b. Identify factors that demonstrate a dying person's social disengagement
- c. Contrast the expected and actual behaviors of a dying person
- d. Correlate the values and self-meaning that accompany terminal illness
- e. Summarize the Five Stages of Dying outlined by Elisabeth Kubler-Ross

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Examine living with dying

Criteria: Performance will be satisfactory when:

- case study analyzes the benefits and burdens of treatment strategies for persons with life-limiting illness
- case study explores the role of complementary and alternative therapies in comfort-focused care
- case study outlines pain and symptom management strategies used in comfort-focused care
- case study distinguishes the goal of palliative care
- critique analyzes the benefits and burdens of treatment strategies for persons with life-limiting illness
- critique outlines pain and symptom management strategies used in comfort-focused care
- critique distinguishes the goal of palliative care
- reflection examines the physical and mental changes that occur in the dying process
- reflection distinguishes patterns of coping for persons with life-limiting illness
- reflection analyzes the benefits and burdens of treatment strategies for persons with life-limiting illness
- reflection explores the role of complementary and alternative therapies in comfort-focused care
- reflection outlines pain and symptom management strategies used in comfort-focused care
- reflection distinguishes the goal of palliative care
- presentation examines the physical and mental changes that occur in the dying process
- presentation distinguishes patterns of coping for persons with life-limiting illness
- presentation analyzes the benefits and burdens of treatment strategies for persons with life-limiting illness
- learner analyzes the benefits and burdens of treatment strategies for persons with life-limiting illness
- learner outlines pain and symptom management strategies used in comfort-focused care
- learner distinguishes the goal of palliative care

Learning Objectives:

- a. Examine the physical and mental changes that occur in the dying process
- b. Distinguish patterns of coping for persons with life-limiting illness
- c. Analyze the benefits and burdens of treatment strategies for persons with life-limiting illness
- d. Explore the role of complementary and alternative therapies in comfort-focused care
- e. Outline pain and symptom management strategies used in comfort-focused care
- f. Distinguish the goal of palliative care

Required Artifacts: None

Suggested Artifacts: None

Competency 6: Examine living with dying

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Distinguish the hospice movement in end-of-life care

Criteria: Performance will be satisfactory when:

- case study explores hospice philosophy and its goals in end-of-life care
- case study explains hospice eligibility
- case study correlates the roles of the interdisciplinary team, the patient, and the family
- case study outlines hospice services before and after death
- case study distinguishes how societal views and awareness influence the utilization of hospice services
- critique explores hospice philosophy and its goals in end-of-life care
- critique explains hospice eligibility
- critique summarizes how hospice is reimbursed
- critique correlates the roles of the interdisciplinary team, the patient, and the family
- critique outlines hospice services before and after the death
- critique distinguishes how societal views and awareness influence the utilization of hospice services
- learner explores hospice philosophy and its goals in end-of-life care
- learner explains hospice eligibility
- learner correlates the roles of the interdisciplinary team, the patient, and the family
- learner outlines hospice services before and after the death

Learning Objectives:

- a. Explore hospice philosophy and its goals in end-of-life care
- b. Explain hospice eligibility
- c. Summarize how hospice is reimbursed
- d. Correlate the roles of the interdisciplinary team, the patient, and the family
- e. Outline hospice services before and after the death
- f. Distinguish how societal views and awareness influence the utilization of hospice services

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Evaluate dying in the health care system of the United States

Criteria: Performance will be satisfactory when:

- case study critiques the benefits and burdens of the medical approach to health care in the United States
- case study compares patients' quality of life with their environment during the dying process
- critique critiques the benefits and burdens of the medical approach to health care in the United States
- critique determines the impact of technology has on dying in the United States' health care system
- critique compares patients' quality of life with their environment during the dying process
- critique evaluates end-of-life education in medical-based programs at colleges and universities
- critique explains the impact of clinicians' sensitivity and communication skills on effective end-of-life care
- critique assesses the cost of dying in the United States
- reflection critiques the benefits and burdens of the medical approach to health care in the United States
- reflection compares patients' quality of life with their environment during the dying process
- learner critiques the benefits and burdens of the medical approach to health care in the United States
- learner evaluates end-of-life education in medical-based programs at colleges and universities

Learning Objectives:

- a. Critique the benefits and burdens of the medical approach to health care in the United States
- b. Determine the impact of technology has on dying in the United States' health care system
- c. Compare patients' quality of life with their environment during the dying process
- d. Evaluate end-of-life education in medical-based programs at colleges and universities
- e. Explain the impact of clinicians' sensitivity and communication skills on effective end-of-life care
- f. Assess the cost of dying in the United States

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Explore suicide and other traumatic deaths

Criteria: Performance will be satisfactory when:

- reflection extrapolates a comprehensive definition of suicide
- reflection summarizes the incidence of suicide across the lifespan
- reflection explores sociological and psychological models of suicide
- reflection analyzes the stigma of suicide
- reflection differentiates types of sudden, traumatic deaths
- learner extrapolates a comprehensive definition of suicide
- learner summarizes the incidence of suicide across the lifespan
- learner analyzes the stigma of suicide
- learner differentiates types of sudden, traumatic deaths

Learning Objectives:

- a. Extrapolate a comprehensive definition of suicide
- b. Summarize the incidence of suicide across the lifespan
- c. Explore sociological and psychological models of suicide
- d. Analyze the stigma of suicide
- e. Differentiate types of sudden, traumatic deaths

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 10: Compare diversity in death rituals

Criteria: Performance will be satisfactory when:

- reflection characterizes the meaning of death rituals
- reflection explores the various behaviors correlated with mourning
- reflection compares customs that occur before and after a death
- reflection distinguishes methods used to handle the remains of the deceased
- reflection correlates religion with death rituals
- learner correlates religion with death rituals

Learning Objectives:

- a. Characterize the meaning of death rituals
- b. Explore the various behaviors correlated with mourning
- c. Compare customs that occur before and after a death
- d. Distinguish methods used to handle the remains of the deceased
- e. Correlate religion with death rituals

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 11: Examine the business of dying

Criteria: Performance will be satisfactory when:

- reflection identifies the financial aspects of funerals
- reflection explores alternatives to traditional funerals
- reflection explains pre-arrangements in funeral planning
- reflection summarizes changes in burying the dead
- learner compares the historical changes that have occurred with funerals in the United States
- learner examines the education, licensure, and role of the funeral director
- learner identifies the financial aspects of funerals
- learner explains pre-arrangements in funeral planning

Learning Objectives:

- a. Compare the historical changes that have occurred with funerals in the United States
- b. Examine the education, licensure, and role of the funeral director
- c. Identify the financial aspects of funerals
- d. Explore alternatives to traditional funerals
- e. Explain pre-arrangements in funeral planning
- f. Summarize changes in burying the dead

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 12: Explain the legal aspects of dying

Criteria: Performance will be satisfactory when:

- critique distinguishes advanced directives and their use
- critique relates personal and professional uses of living wills
- critique differentiates the parameters and use of durable power of attorney (DPOA)
- reflection examines procedures for determining and documenting cause of death
- reflection distinguishes advanced directives and their use
- reflection relates personal and professional uses of living wills
- reflection differentiates the parameters and use of durable power of attorney (DPOA)
- reflection explores types of financial planning and their use
- learner distinguishes advanced directives and their use
- learner differentiates the parameters and use of durable power of attorney (DPOA)

Learning Objectives:

- a. Examine procedures for determining and documenting cause of death
- b. Distinguish advanced directives and their use
- c. Relate personal and professional uses of living wills
- d. Differentiate the parameters and use of durable power of attorney (DPOA)
- e. Explore types of financial planning and their use

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 13: Explore grief and loss

Criteria: Performance will be satisfactory when:

- reflection explains the role of bereavement
- reflection compares normal and complicated grief
- reflection illustrates the stages of grief and their non-linear presentation
- reflection distinguishes disenfranchised grief
- reflection examines anticipatory grief
- reflection differentiates the tasks of mourning
- reflection explores ways to support bereaved individuals
- reflection summarizes how individuals cope with unexpected death
- reflection explores ways to support bereaved individuals
- presentation explains the role of bereavement
- presentation compares normal and complicated grief
- presentation explores ways to support bereaved individuals
- presentation summarizes how individuals cope with unexpected death
- learner compares normal and complicated grief
- learner illustrates the stages of grief and their non-linear presentation
- learner distinguishes disenfranchised grief
- learner examines anticipatory grief

Learning Objectives:

- a. Explain the role of bereavement
- b. Compare normal and complicated grief
- c. Illustrate the stages of grief and their non-linear presentation
- d. Distinguish disenfranchised grief
- e. Examine anticipatory grief
- f. Differentiate the tasks of mourning
- g. Explore ways to support bereaved individuals
- h. Summarize how individuals cope with unexpected death

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 14: Differentiate grieving throughout the life cycle

Criteria: Performance will be satisfactory when:

- reflection compares the experience of grief in children and adolescents
- reflection differentiates the experiences of grief in adulthood
- reflection analyzes death, dying, and bereavement in the 21st century
- presentation differentiates the experiences of grief in adulthood
- presentation analyze death, dying, and bereavement in the 21st century
- learner characterizes the experience of a parent losing a child
- learner compares the experience of grief in children and adolescents
- learner differentiates the experiences of grief in adulthood
- learner analyzes death, dying, and bereavement in the 21st century

Learning Objectives:

- a. Characterize the experience of a parent losing a child
- b. Compare the experience of grief in children and adolescents
- c. Differentiate the experiences of grief in adulthood
- d. Analyze death, dying, and bereavement in the 21st century

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

