



Experiential Learning Portfolio for 10-544-101 Social Gerontology

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 7 of the 8 competencies.

10-544-101 Social Gerontology, 3 Associate Degree Credits

Course Description: Explore aging in respect to social roles and processes. Topics include history of aging, demographics, family relationships, social supports, economics, retirement, loss, poverty, and politics of aging.

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
- Cultivate an age-friendly community

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

Competency 1: Examine the field of social gerontology

Criteria: Performance will be satisfactory when:

- presentation examines gerontology
- presentation distinguishes social gerontology
- presentation explores the heterogeneity of older adults
- reflection examines gerontology
- reflection explores careers in gerontology
- case study characterizes the definitions of aging
- case study explores the heterogeneity of older adults
- case study examines the life course framework
- case study examines gerontology
- case study correlates gerontology with life course events
- learner correlates senescence to the field of gerontology
- learner distinguishes social gerontology
- learner characterizes the definitions of aging
- learner explains cohorts and generations
- learner relates ageism to social gerontology
- learner explores theories of aging
- learner correlates gerontology with life course events

Learning Objectives:

- a. Examine gerontology
- b. Correlate senescence to the field of gerontology
- c. Distinguish social gerontology
- d. Characterize the definitions of aging
- e. Explain cohorts and generations
- f. Relate ageism to social gerontology
- g. Explore the heterogeneity of older adults
- h. Explore careers in gerontology
- i. Examine the life course framework
- j. Correlate gerontology with life course events
- k. Explore theories of aging

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Analyze the demography of aging

Criteria: Performance will be satisfactory when:

- presentation examines population aging
- presentation distinguishes population trends
- case study identifies ways to measure aging in individuals
- case study examines population aging
- critique explores population data
- critique examines population aging
- critique distinguishes population trends
- learner explores population data
- learner identifies ways to measure aging in individuals
- learner examines population aging
- learner distinguishes population trends

Learning Objectives:

- a. Explore population data
- b. Identify ways to measure aging in individuals
- c. Examine population aging
- d. Distinguish population trends

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Relate older adulthood and the welfare state

Criteria: Performance will be satisfactory when:

- presentation illustrates social services programs for older adults
- critique examines the organization of the welfare state in the U.S.
- critique illustrates social services programs for older adults
- reflection categorizes programs of the welfare state
- reflection examines the organization of the welfare state in the U.S.
- reflection differentiates government-sponsored health care programs
- reflection explores social security programs
- reflection illustrates social services programs for older adults
- scenario response categorizes programs of the welfare state
- scenario response examines the organization of the welfare state in the U.S.
- scenario response differentiates government-sponsored health care programs
- scenario response explores social security programs

Learning Objectives:

- a. Categorize programs of the welfare state
- b. Examine the organization of the welfare state in the U.S.
- c. Differentiate government-sponsored health care programs
- d. Explore social security programs
- e. Illustrate social services programs for older adults

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Explore biopsychosocial perspectives on aging

Criteria: Performance will be satisfactory when:

- case study relates aging with external changes to the body
- case study examines the aging of the nervous system
- case study distinguishes the impact of aging-related changes in sensory organs
- case study correlates the impact of aging on musculoskeletal systems
- case study examines the impact of cardiovascular status in older adults
- case study analyzes cognitive changes in older adulthood
- learner explores theories of biological aging
- learner relates the sociology of aging with theories of adult development

Learning Objectives:

- a. Explore theories of biological aging
- b. Relate aging with external changes to the body
- c. Examine the aging of the nervous system
- d. Distinguish the impact of aging-related changes in sensory organs
- e. Correlate the impact of aging on musculoskeletal systems
- f. Examine the impact of cardiovascular status in older adults
- g. Analyze cognitive changes in older adulthood
- h. Relate the sociology of aging with theories of adult development

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Analyze older adults' social support systems

Criteria: Performance will be satisfactory when:

- case study summarizes social support systems
- case study examines marital status in later life
- case study relates quality of life with intimate relationships
- case study distinguishes marital status in older adulthood
- case study explores child-parent relationships in older adulthood
- case study examines grandparenthood
- case study explores social supports for LGBT individuals
- case study summarizes the role of friendships in older adulthood
- case study characterizes sibling relationships in older adulthood
- learner summarizes social support systems
- learner summarizes the role of friendships in older adulthood

Learning Objectives:

- a. Summarize social support systems
- b. Examine marital status in later life
- c. Relate quality of life with intimate relationships
- d. Distinguish marital status in older adulthood
- e. Explore child-parent relationships in older adulthood
- f. Examine grandparenthood
- g. Explore social supports for LGBT individuals
- h. Summarize the role of friendships in older adulthood
- i. Characterize sibling relationships in older adulthood

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Illustrate living arrangements in older adulthood

Criteria: Performance will be satisfactory when:

- scenario response examines household structure in older adulthood
- scenario response relates geographic mobility and aging
- scenario response analyzes aging in place
- scenario response distinguishes housing options for older adults
- scenario response evaluates quality of housing for older adults
- scenario response explores supportive housing
- learner evaluates the quality of housing for older adults
- learner correlates homelessness with older adults
- learner analyzes aging in place
- learner distinguishes housing options for older adults

Learning Objectives:

- a. Examine household structure in older adulthood
- b. Relate geographic mobility and aging
- c. Analyze aging in place
- d. Distinguish housing options for older adults
- e. Evaluate the quality of housing for older adults
- f. Correlate homelessness with older adults
- g. Explore supportive housing

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Characterize the economics of an aging society

Criteria: Performance will be satisfactory when:

- reflection relates aging policy with the economy
- scenario response explores trends in labor force participation
- scenario response examines factors affecting labor force withdrawal
- scenario response compares the benefits and burdens of retirement
- scenario response illustrates the economic status of older adults
- scenario response evaluates sources of income in older adulthood
- scenario response explores resource inequality in older adulthood
- scenario response correlates older adults' diversity with resource inequality
- learner relates aging policy with the economy
- learner explores trends in labor force participation
- learner examines factors that affect labor force withdrawal
- learner compares the benefits and burdens of retirement

Learning Objectives:

- a. Explore trends in labor force participation
- b. Examine factors affecting labor force withdrawal
- c. Compare the benefits and burdens of retirement
- d. Relate aging policy with the economy
- e. Illustrate the economic status of older adults
- f. Evaluate sources of income in older adulthood
- g. Explore resource inequality in older adulthood
- h. Correlate older adults' diversity with resource inequality

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Distinguish the sociological impact of health and healthcare on older adults

Criteria: Performance will be satisfactory when:

- presentation examines social determinants of health in older adulthood
- presentation explores caregiving and older adulthood
- presentation distinguishes the role of home and community-based services and older adulthood
- presentation examines quality of care across the continuum of health services
- reflection explores caregiving and older adulthood
- reflection assesses the impact of healthcare workforce challenges on older adult
- critique examines social determinants of health in older adults
- critique analyzes the experience of older adults accessing healthcare services
- critique examines quality of care across the continuum of health services
- reflection examines social determinants of health in older adulthood
- reflection relates health insurance programs and older adulthood
- reflection analyzes the experience of older adults accessing healthcare services
- reflection examines quality of care across the continuum of health services
- scenario response examines social determinants of health in older adulthood
- scenario response relates health insurance programs and older adulthood
- scenario response analyzes the experience of older adults accessing healthcare services
- learner relates the benefits and burdens of long-term care facilities on older adulthood
- learner explores sociological perspectives on end-of-life
- learner relates health insurance programs and older adulthood

Learning Objectives:

- a. Examine social determinants of health in older adulthood
- b. Relate health insurance programs and older adulthood
- c. Analyze the experience of older adults accessing healthcare services
- d. Explore caregiving and older adulthood
- e. Distinguish the role of home and community-based services and older adulthood
- f. Assess the impact of healthcare workforce challenges on older adults
- g. Relate the benefits and burdens of long-term care facilities on older adulthood
- h. Examine quality of care across the continuum of health services
- i. Explore sociological perspectives on end-of-life

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

