Experiential Learning Portfolio for 10544105 Alzheimer's and Dementia

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.

10544105 Alzheimer's and Dementia, 3 Associate Degree Credits

Course Description: Examine the signs, symptoms, and stages of Alzheimer's and other forms of dementia and how these diseases affect physiology and brain function. This course focuses on the principles of communicating and providing care to individuals with memory loss and confusion while learning the best practices for dealing with behavior changes, challenges with the activities of daily living, and strategies to assist caregivers.

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
- 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: Differentiate the anatomical and physiological changes that occur with dementia

Criteria: Performance will be satisfactory when:
- learner identifies the basic components and functions of a neuron
- learner illustrates the location and function of each major region of the brain
- learner correlates the presenting symptoms of dementia with pathological changes occurring in each region of the brain
- learner explores neurofibrillary tangles and neuritic plaques

Learning Objectives:
a. Identify the basic components and functions of a neuron
b. Illustrate the location and function of each major region of the brain
c. Correlate the presenting symptoms of dementia with pathological changes occurring in each region of the brain
d. Explore neurofibrillary tangles and neuritic plaques

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Explain the etiology and presentation of the most common types of dementia

Criteria: Performance will be satisfactory when:
- reflection compares the brain changes associated with the most common types of dementia
- reflection differentiates the presenting symptoms of the most common types of dementia
- reflection distinguishes the shared characteristics of cognitive decline in the most common types of dementia
- reflection contrasts symptoms and brain changes associated with less common types of dementia
- case study compares the brain changes associated with the most common types of dementia
- case study differentiates the presenting symptoms of the most common types of dementia
- case study distinguishes the shared characteristics of cognitive decline in the most common types of dementia
- case study contrasts symptoms and brain changes associated with the less common types of dementia
- critique differentiates the presenting symptoms of the most common types of dementia
- critique distinguishes the shared characteristics of cognitive decline in the most common types of dementia
- presentation differentiates the presenting symptoms of the most common types of dementia
- presentation distinguishes the shared characteristics of cognitive decline in the most common types of dementia
- presentation contrasts symptoms and brain changes associated with less common types of dementia
- learner differentiates the presenting symptoms of the most common types of dementia
- learner differentiates delirium from dementia

Learning Objectives:
a. Compare the brain changes associated with the most common types of dementia
b. Differentiate the presenting symptoms of the most common types of dementia
c. Distinguish the shared characteristics of cognitive decline in the most common types of dementia
d. Differentiate delirium from dementia
e. Contrast symptoms and brain changes associated with less common types of dementia (i.e. Wernicke-Korsakoff syndrome, Huntington's disease, normal pressure hydrocephalus, Crutzfeldt-Jakob disease)

Competency 2: Explain the etiology and presentation of the most common types of dementia

Required Artifacts: None
Suggested Artifacts: Evidence of participation in dementia simulation (i.e., Dementia Live, Virtual Dementia Tour)

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Identify the risk factors of the most common types of dementia
Criteria: Performance will be satisfactory when:
- reflection relates associated risk factors to the development and progression of dementia
- reflection explores new and development research findings regarding risk associated with dementia
- reflection compares risk factors associated with specific types of dementia
- reflection examines common misconceptions and myths surrounding risk factors associated with dementia
- case study relates associated risk factors to the development and progression of dementia
- case study compares risk factors associated with specific types of dementia
- case study examines common misconceptions and myths surrounding risk factors associated with dementia
- critique relates associated risk factors to the development and progression of dementia
- critique explores new and development research findings regarding risk associated with dementia
- presentation relates associated risk factors to the development and progression of dementia
- presentation explores new and developing research findings regarding risk associated with dementia
- presentation compares risk factors associated with specific types of dementia
- presentation examines common misconceptions and myths surrounding risk factors associated with dementia
- learner relates associated risk factors to the development and progression of dementia

Learning Objectives:
a. Relate associated risk factors to the development and progression of dementia
b. Explore new and developing research findings regarding risk associated with dementia
c. Compare risk factors associated with specific types of dementia
d. Examine common misconceptions and myths surrounding risk factors associated with dementia

Required Artifacts: None
Suggested Artifacts: None

Competency 3: Identify the risk factors of the most common types of dementia

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Explore the process of diagnosing and assessing the most common types of dementia

Criteria: Performance will be satisfactory when:

- reflection differentiates normal aging from dementia related impairment
- reflection distinguishes the stages of dementia
- reflection categorizes factors associated with the stages of dementia (early, middle, late)
- reflection explores the impact a dementia diagnosis has on an individual and their support system
- reflection examines the variability of individuals' symptoms and experiences with the stages of dementia
- reflection explores person-centered, strengths-based treatment planning for individuals with dementia
- case study differentiates normal aging from dementia related impairment
- case study differentiates medical and psychosocial assessments used in diagnosing dementia
- case study distinguishes the stages of dementia
- case study categories factors associated with the stages of dementia (early, middle, late)
- case study explores the impact a dementia diagnosis has on an individual and their support system
- case study examines the variability of individual symptoms and experiences with the stages of dementia
- case study compares commonly used cognitive assessment tools
- case study explores person-centered, strengths-based treatment planning for individuals with dementia
- critique differentiates normal aging from dementia related impairment
- critique categorizes factors associated with the stages of dementia (early, middle, late)
- critique explores the impact a dementia diagnosis has on an individual and their support system
- critique examines the variability of individuals' symptoms and experiences with the stages of dementia
- critique explores person-centered, strengths-based treatment planning for individuals with dementia
- presentation differentiates normal aging from dementia related impairment
- presentation categorizes factors associated with the stages of dementia (early, middle, late)
- presentation explores the impact a dementia diagnosis has on an individual and their support system
- presentation examines the variability of individuals' symptoms and experiences with the stages of dementia
- presentation explores person-centered, strengths-based treatment planning for individuals with dementia
- learner differentiates medical and psychosocial assessments used in diagnosing dementia
- learner distinguishes the stages of dementia
- learner explores the impact a dementia diagnosis has on an individual and their support system
- learner compares commonly used cognitive assessment tools

Learning Objectives:

a. Differentiate normal aging from dementia-related impairment
b. Differentiate medical and psychosocial assessments used in diagnosing dementia

c. Distinguish the stages of dementia
d. Categorize factors associated with the stages of dementia (early, middle, late)
e. Explore the impact a dementia diagnosis has on an individual and their support system
f. Examine the variability of individuals' symptoms and experiences with the stages of dementia
g. Compare commonly used cognitive assessment tools
h. Explore person-centered, strengths-based treatment planning for individuals with dementia

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Explore strategies to effectively communicate with cognitively-impaired individuals

Criteria: Performance will be satisfactory when:

- reflection explains verbal and nonverbal communication
- reflection examines new and emerging communication techniques
- reflection summarizes the correlation of "challenging behaviors" being a means of communication by cognitively-impaired individuals
- reflection correlates "challenging behaviors" as means of communication by cognitively-impaired individuals
- reflection illustrates reminiscence
- reflection summarizes the use of life review with cognitively impaired individuals
- reflection distinguishes validation therapy and its use with cognitively impaired individuals
- reflection differentiates opportunities to effectively and appropriately use reality orientation (RO) with cognitively impaired individuals
- reflection correlates effective communication strategies used throughout the disease process
- critique explains verbal and nonverbal communication
- critique examines new and emerging communication techniques
- critique summarizes the correlation of "challenging behaviors" being a means of communication by cognitively impaired individuals
- critique illustrates reminiscence
- critique summarizes the use of life review with cognitively impaired individuals
- critique distinguishes validation therapy and its use with cognitively impaired individuals
- critique differentiates opportunities to effectively and appropriately use reality orientation (RO) with cognitively impaired individuals
- critique correlates effective communication strategies used throughout the disease process
- product examines new and emerging communication techniques
- product illustrates reminiscence
- product summarizes the use of life review with cognitively impaired individuals
- product distinguishes validation therapy and its use with cognitively impaired individuals
- product differentiates opportunities to effectively and appropriately use reality orientation (RO) with cognitively impaired individuals
- product correlates effective communication strategies used throughout the disease process
- case study summarizes the correlation of "challenging behaviors" being a means of communication by cognitively impaired individuals
- case study illustrates reminiscence
- case study summarizes the use of life review with cognitively impaired individuals
- case study distinguishes validation therapy and its use with cognitively impaired individuals
- case study differentiates opportunities to effectively and appropriately use reality orientation (RO) with cognitively impaired individuals
- case study correlates effective communication strategies used throughout the disease process
- learner explains verbal and non-verbal communication
- learner summarizes the correlation of "challenging behaviors" being a means of communication by cognitively-impaired individuals

- learner correlates effective communication strategies used throughout the disease process

Learning Objectives:
a. Explain verbal and non-verbal communication
b. Examine new and emerging communication techniques
c. Summarize the correlation of "challenging behaviors" being a means of communication by cognitively-impaired individuals
d. Illustrate reminiscence
e. Summarize the use of life review with cognitively-impaired individuals
f. Distinguish validation therapy and its use with cognitively-impaired individuals
g. Differentiate opportunities to effectively and appropriately use reality orientation (RO) with cognitively-impaired individuals
h. Correlate effective communication strategies used throughout the disease process

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Analyze the provision of care for individuals with dementia

Criteria: Performance will be satisfactory when:

- reflection compares the roles of formal and informal care providers
- reflection illustrates an interdisciplinary, person-centered plan of care integrating the individual with dementia and their care providers
- reflection identifies risk factors and resources regarding burn out and compassion fatigue in paid and unpaid care providers
- reflection explores the advocacy role for individuals with dementia and/or care providers
- reflection differentiates types of formal services to support individuals with dementia and/or care providers
- reflection differentiates the roles of caregivers and care partners
- reflection assess the types of intensity of care needed as individuals progress through the stages of dementia
- reflection examines self-care opportunities and challenges for care providers
- critique illustrates an interdisciplinary, person-centered plan of care integrating the individual with dementia and their care providers
- critique explores the advocacy role for individuals with dementia and/or care providers
- critique differentiates types of formal services to support individuals with dementia and/care providers
- critique assesses the types and intensity of care needed as individuals progress through the stages of dementia
- product differentiates types of formal services to support individuals with dementia and/or care providers
- product assesses the types and intensity of care needed as individuals progress through the stages of dementia
- case study compares the roles of formal and informal care providers
- case study illustrates an interdisciplinary, person-centered plan of care integrating the individual with dementia and their care providers
- case study identifies risk factors and resources regarding burn-out and compassion fatigue in paid and unpaid care providers
- case study explores the advocacy role for individuals with dementia and/or care providers
- case study differentiates types of formal services to support individuals with dementia and/or care providers
- case study differentiates the roles of caregivers and care partners
- case study assess the types and intensity of care needed as individuals progress through the stages of dementia
- case study examines self-care opportunities and challenges for care providers
- presentation compares the roles of formal and informal care providers
- presentation illustrates an interdisciplinary, person-centered plan of care integrating the individual with dementia and their care providers
- presentation explores the advocacy role for individuals with dementia and/or care providers
- presentation differentiates types of formal services to support individuals with dementia and/or care providers
- presentation assesses the types and intensity of care needed as individuals progress through the stages of dementia
- presentation examines self-care opportunities and challenges for care providers
- learner compares the roles of formal and informal care providers
- learner explores the advocacy role for individuals with dementia and/or care providers

Competency 6: Analyze the provision of care for individuals with dementia

Learning Objectives:
   a. Compare the roles of formal and informal care providers
   b. Illustrate an interdisciplinary, person-centered plan of care integrating the individual with dementia and their care providers
   c. Identify risk factors and resources regarding burn-out and compassion fatigue in paid and unpaid care providers
   d. Explore the advocacy role for individuals with dementia and/or care providers
   e. Differentiate types of formal services to support individuals with dementia and/or care providers
   f. Differentiate the roles of caregivers and care partners
   g. Assess the types and intensity of care needed as individuals progress through the stages of dementia
   h. Examine self-care opportunities and challenges for care providers

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Examine the legal and ethical issues with dementia
Criteria: Performance will be satisfactory when:
- case study compares the benefits and burdens of cure-focused treatment for individuals with dementia at end of life
- case study correlates hospice services and care in supporting individuals with end stage dementia and their care providers
- case study analyzes the benefits and burdens of advanced care planning or individuals with dementia
- case study distinguishes types of proxy decision-makers
- case study characterizes types of guardianship
- case study differentiates financial and health care proxy decision makers
- case study identifies common end of life issues with end stage dementia
- presentation compares the benefits and burdens of cure-focused treatment for individuals with dementia at end of life
- presentation analyzes the benefits and burdens of advanced care planning
- presentation differentiates financial and health care proxy decision-makers
- presentation identifies common end-of-life issues with end-stage dementia
- learner distinguishes types of proxy decision-makers
- learner differentiates financial and health care proxy decision-makers
- learner identifies common end-of-life issues with end-stage dementia

Learning Objectives:
a. Compare the benefits and burdens of cure-focused treatment for individuals with dementia at end-of-life
b. Correlate hospice services and care in supporting individuals with end-stage dementia and their care providers
c. Analyze the benefits and burdens of advanced care planning
d. Distinguish types of proxy decision-makers
e. Characterize types of guardianship
f. Differentiate financial and health care proxy decision-makers
g. Identify common end-of-life issues with end-stage dementia

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Analyze the benefits and burdens of pharmacotherapy for individuals with dementia

Criteria: Performance will be satisfactory when:

- reflection summarizes current research on the efficacy of medications used for the treatment of dementia symptoms
- reflection summarizes medication integration into an individual's person-centered plan of care
- reflection examines the time-limited nature and efficacy of medications used to treat the symptoms of dementia
- reflection distinguishes opportunities and challenges related to discontinuing medications used to treat the symptoms of dementia
- reflection identifies alternative and/or non-pharmacological modalities to treat the symptoms of dementia
- reflection examines physical and/or mental health co-morbidities in a person with dementia
- critique summarizes current research findings on the efficacy of medications for the treatment of dementia symptoms
- critique identifies alternative and/or non-pharmacological modalities to treat the symptoms of dementia
- critique analyzes emerging, disease-modifying treatments for dementia
- product distinguishes opportunities and challenges related to discontinuing medications used to treat the symptoms of dementia
- product identifies alternative and/or non-pharmacological modalities to treat the symptoms of dementia
- case study distinguishes common medications used for treatment of dementia symptoms
- case study summarizes current research findings on the efficacy of medications for the treatment of dementia symptoms
- case study summarizes medication integration into an individual's person-centered plan of care
- case study examines the time limited nature of efficacy of medications used to treat the symptoms of dementia
- case study distinguishes opportunities and challenges related to discontinuing medications used to treat the symptoms of dementia
- case study correlates the stages of dementia with medications used to treat symptoms of the disease
- case study identifies alternative and/or non-pharmacological modalities to treat the symptoms of dementia
- case study analyzes emerging, disease-modifying treatments for dementia
- case study examines physical and/or mental health co-morbidities in a person with dementia
- presentation summarizes medication integration into an individual's person-centered plan of care
- presentation correlates the stages of dementia with medications used to treat symptoms of the disease
- presentation identifies alternative and/or non-pharmacological modalities used to treat the symptoms of dementia
- presentation examines physical and/or mental health co-morbidities in a person with dementia
- learner distinguishes common medications used for treatment of dementia symptoms
- learner summarizes medication integration into an individual's person-centered plan of care

- learner identifies alternative and/or non-pharmacological modalities to treat the symptoms of dementia
- learner examines physical and/or mental health co-morbidities in a person with dementia

Learning Objectives:

a. Distinguish common medications used for treatment of dementia symptoms
b. Summarize current research findings on the efficacy of medications for the treatment of dementia symptoms
c. Summarize medication integration into an individual's person-centered plan of care
d. Examine the time-limited nature and efficacy of medications used to treat the symptoms of dementia
e. Distinguish opportunities and challenges related to discontinuing medications used to treat the symptoms of dementia
f. Correlate the stages of dementia with medications used to treat symptoms of the disease
g. Identify alternative and/or non-pharmacological modalities to treat the symptoms of dementia
h. Analyze emerging, disease-modifying treatments for dementia
i. Examine physical and/or mental health co-morbidities in a person with dementia

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Distinguish psychosocial support for individuals with dementia and their care providers

Criteria: Performance will be satisfactory when:
- reflection explores emerging community-based programs and initiatives supporting individuals and care providers
- reflection examines integration of spiritual/religious supports
- reflection analyzes therapeutic recreation opportunities for individuals with dementia
- reflection examines modification of therapeutic activities based on disease progression
- reflection illustrates multi-sensory stimulation techniques
- critique explores emerging community-based programs and initiatives supporting individuals and care providers
- critique examines integration of spiritual/religious supports
- critique analyzes therapeutic recreation opportunities for individuals with dementia
- critique examines modification of therapeutic activities based on disease progression
- critique illustrates multi-sensory stimulation techniques
- product explores emerging community-based programs and initiatives supporting individuals and care providers
- product analyzes therapeutic recreation opportunities for individuals with dementia
- product examines modification of therapeutic activities based on disease progression
- product illustrates multi-sensory stimulation techniques
- case study explores emerging community-based programs and initiatives supporting individuals and care providers
- case study examines integration of spiritual/religious supports
- case study analyzes therapeutic recreation opportunities for individuals with dementia
- case study examines modification of therapeutic activities based on disease progression
- case study illustrates multi-sensory stimulation techniques
- presentation explores emerging community-based programs and initiatives supporting individuals and care providers
- presentation examines integration of spiritual/religious supports
- presentation analyzes therapeutic recreation opportunities for individuals with dementia
- learner explores emerging community-based programs and initiatives supporting individuals and care providers

Learning Objectives:
a. Explore emerging community-based programs and initiatives supporting individuals and care providers
b. Examine integration of spiritual/religious supports
c. Analyze therapeutic recreation opportunities for individuals with dementia
d. Examine modification of therapeutic activities based on disease progression
e. Illustrate multi-sensory stimulation techniques

Required Artifacts: None
Suggested Artifacts: None

Competency 9: Distinguish psychosocial support for individuals with dementia and their care providers

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Conclusion: Summarize how you have met the competencies of the course.

Learning Source Table

Learning Source (name of employer, training, military, volunteer organization, etc.)	Supervisor	Start-End Date	Total Hours	Related Competencies
Ex: XYZ Corporation	Bucky Badger	8/2012-9/2014	2000	#1, 2, 3, and 7