



Experiential Learning Portfolio for 10544106 Healthy 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 11 of the 13 competencies.

10544106 Healthy Aging, 3 Associate Degree Credits

Course Description: Investigate practices that promote healthy aging including nutrition, physical activity, prevention practices, and commonly prescribed medications for the older adult. Emphasis will focus on the "well" elderly population and practices identified to address current aging trends.

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
- 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: Summarize healthy aging

Criteria: Performance will be satisfactory when:

- reflection illustrates healthy aging across the lifespan
- critique illustrates healthy aging across the lifespan
- critique explores health perspectives and aging
- critique relates sociodemographic trends and aging
- critique compares quality care, health care, and medical care
- scenario response relates sociodemographic trends and aging
- scenario response illustrates healthy aging across the lifespan
- scenario response explores health perspectives and aging
- case study illustrates healthy aging across the lifespan
- case study explores health perspectives and aging
- critique relates legislation to healthy aging
- learner explores Healthy People initiatives
- learner illustrates healthy aging across the lifespan
- learner compares quality care, health care, and medical care

Learning Objectives:

- a. Explore Healthy People initiatives
- b. Relate sociodemographic trends and aging
- c. Illustrate healthy aging across the lifespan
- d. Explore health perspectives and aging
- e. Relate legislation to healthy aging
- f. Compare quality care, health care, and medical care

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Analyze the importance of clinically-based preventative strategies

Criteria: Performance will be satisfactory when:

- critique examines the utilization of preventative services
- critique analyzes the benefits and burdens of prevention services with older adults
- critique explores common prevention services and screenings
- critique correlates prevention services with financial costs
- scenario response examines the utilization of preventative services
- scenario response correlates prevention services with financial costs
- learner examines medical screenings and prophylaxis
- learner explores common prevention services and screenings
- learner examines the utilization of prevention services

Learning Objectives:

- a. Examine medical screenings and prophylaxis
- b. Explore common prevention services and screenings
- c. Examine the utilization of preventative services
- d. Correlate prevention services with financial costs
- e. Analyze the benefits and burdens of prevention services with older adults

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Explore empowerment strategies to promote healthy aging

Criteria: Performance will be satisfactory when:

- presentation distinguishes empowerment in health promotion
- presentation evaluates changes in health behavior
- presentation examines tools used for healthy behavior changes
- presentation formulates a healthy behavior modification based on the Stages of Change framework
- critique distinguishes empowerment in health promotion
- critique analyzes effective communication in the helping process
- critique relates effective communication strategies
- critique explores barriers to effective communication
- critique evaluates changes in health behavior
- critique critiques internet-based health education resources
- critique examines tools used for healthy behavior changes
- case study analyzes effective communication in the helping process
- case study relates effective communication strategies
- case study explores barriers to effective communication
- learner examines tools used for healthy behavior changes

Learning Objectives:

- a. Distinguish empowerment in health promotion
- b. Analyze effective communication in the helping process
- c. Relate effective communication strategies
- d. Critique internet-based health education resources
- e. Explore barriers to effective communication
- f. Evaluate changes in health behavior
- g. Examine tools used for healthy behavior changes
- h. Formulate a healthy behavior modification based on the Stages of Change framework

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Examine exercise and other physical activities

Criteria: Performance will be satisfactory when:

- learner explores physical activity in older adulthood
- learner correlates health-related risk factors to inactivity in older adults
- learner analyzes the role of physical activity in preventing and treating disease
- learner illustrates the benefits of physical activity for use in weight management
- learner outlines an effective physical activity program for older adults
- learner identifies common barriers to physical activity in older adults
- scenario response explores physical activity in older adulthood
- scenario response analyzes the role of physical activity in preventing and treating disease
- scenario response outlines an effective physical activity program for older adults
- scenario response identifies common barriers to physical activity in older adults

Learning Objectives:

- a. Explore physical activity in older adulthood
- b. Correlate health-related risk factors to inactivity in older adults
- c. Analyze the role of physical activity in preventing and treating disease
- d. Illustrate the benefits of physical activity for use in weight management
- e. Outline an effective physical activity program for older adults
- f. Identify common barriers to physical activity in older adults

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Correlate nutrition to healthy aging

Criteria: Performance will be satisfactory when:

- learner distinguishes commonly used food guide models
- learner outlines the nutritional recommendations for older adults
- learner analyzes factors that affect nutrition in older adults
- learner differentiates the categories of nutrients
- learner examines the risk factors for malnutrition in older adults
- learner examines the impact of lifestyle choices on older adults' weight status
- learner correlates genetics and weight status
- learner relates weight status with older adults' environments
- scenario response analyzes factors that affect nutrition in older adults
- scenario response examines the risk factors for malnutrition in older adults
- scenario response examines the impact of lifestyle choices on older adults' weight status

Learning Objectives:

- a. Distinguish commonly used food guide models
- b. Outline the nutritional recommendations for older adults
- c. Analyze factors that affect nutrition in older adults
- d. Differentiate the categories of nutrients
- e. Examine the risk factors for malnutrition in older adults
- f. Examine the impact of lifestyle choices on older adults' weight status
- g. Correlate genetics and weight status
- h. Relate weight status with older adults' environments

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Relate complementary and alternative medicine (CAM) use to healthy aging

Criteria: Performance will be satisfactory when:

- learner explores complementary and alternative medicine (CAM)
- learner identifies common complementary and alternative medicine (CAM) modalities
- learner identifies the benefits of complementary and alternative (CAM) use
- learner examines challenges with complementary and alternative medicine (CAM) use

Learning Objectives:

- a. Explore complementary and alternative medicine (CAM)
- b. Identify common complementary and alternative medicine (CAM) modalities
- c. Identify the benefits of complementary and alternative medicine (CAM) use
- d. Examine challenges with complementary and alternative medicine (CAM) use

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Distinguish common health education topics for older adults

Criteria: Performance will be satisfactory when:

- presentation differentiates lifestyle factors and choices that affect healthy aging
- reflection differentiates lifestyle factors and choices that affect healthy aging
- critique differentiates lifestyle factors and choices that affect healthy aging
- case study differentiates lifestyle factors and choices that affect healthy aging
- learner examines nicotine use and abuse in older adulthood
- learner correlates nicotine cessation interventions with healthy aging
- learner explores alcohol use and misuse in older adults
- learner relates the benefits and burdens of alcohol use
- learner explains medication use and misuse in older adults
- learner correlates medication use with healthy aging
- learner summarizes injury prevention in healthy aging
- learner explores sexuality and intimacy in older adulthood
- learner correlates sleep with healthy aging

Learning Objectives:

- a. Differentiate lifestyle factors and choices that affect healthy aging
- b. Examine nicotine use and abuse in older adulthood
- c. Correlate nicotine cessation interventions with healthy aging
- d. Explore alcohol use and misuse in older adults
- e. Relate the benefits and burdens of alcohol use
- f. Explain medication use and misuse in older adults
- g. Correlate medication use with healthy aging
- h. Summarize injury prevention in healthy aging
- i. Explore sexuality and intimacy in older adulthood
- j. Correlate sleep with healthy aging

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Examine the impact of mental health on healthy aging

Criteria: Performance will be satisfactory when:

- case study relates mental health with healthy aging
- case study explores non-pharmacological interventions for mental health
- case study examines the impact of stress on healthy aging
- learner distinguishes mental health from mental illness
- learner explores mental health related pharmacological interventions
- learner correlates cognitive impairment and healthy aging
- learner identifies barriers to accessing mental health services
- learner explores non-pharmacological interventions for mental health

Learning Objectives:

- a. Distinguish mental health from mental illness
- b. Relate mental health with healthy aging
- c. Explore non-pharmacological interventions for mental health
- d. Explore mental health related pharmacological interventions
- e. Correlate cognitive impairment and healthy aging
- f. Identify barriers to accessing mental health services
- g. Examine the impact of stress on healthy aging

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Relate healthy aging to social and emotional supports

Criteria: Performance will be satisfactory when:

- critique identifies psychosocial resources that support healthy aging
- critique examines social networks in older adulthood
- case study identifies psychosocial resources that support healthy aging
- case study relates creativity and the arts with healthy aging
- case study examines social networks in older adulthood
- case study explores intergenerational opportunities in older adulthood
- case study explores pet support and healthy aging
- case study relates healthy aging to religious or spiritual activities
- learner relates creativity and the arts with healthy aging

Learning Objectives:

- a. Identify psychosocial resources that support healthy aging
- b. Relate creativity and the arts with healthy aging
- c. Examine social networks in older adulthood
- d. Explore intergenerational opportunities in older adulthood
- e. Explore pet support and healthy aging
- f. Relate healthy aging to religious or spiritual activities

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 10: Relate diversity with healthy aging

Criteria: Performance will be satisfactory when:

- presentation correlates social determinants of health with aging
- critique examines cultural humility and public health policy
- critique explores the aging experience of minority groups
- critique relates older adults' diversity with health and healthcare disparities
- critique explores how culture influences aging
- critique correlates social determinants of health with aging
- scenario response explores how culture influences aging
- case study explores how culture influences aging
- case study differentiates the aging experience based on gender identification

Learning Objectives:

- a. Examine cultural humility and public health policy
- b. Explore the aging experience of minority groups
- c. Relate older adults' diversity with health and healthcare disparities
- d. Explore how culture influences aging
- e. Correlate social determinants of health with aging
- f. Differentiate the aging experience based on gender identification

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 11: Explore a public health approach to healthy aging

Criteria: Performance will be satisfactory when:

- reflection explores future healthcare opportunities with an aging population
- critique analyzes barriers to public health approaches in older adulthood
- critique examines public health resources
- critique explores federal and state public health resources
- critique explores future healthcare opportunities with an aging population
- critique identifies federal legislation that supports healthy aging

Learning Objectives:

- a. Examine public health resources
- b. Explore federal and state public health resources
- c. Identify federal legislation that supports healthy aging
- d. Analyze barriers to public health approaches in older adulthood
- e. Explore future healthcare opportunities with an aging population

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 12: Identify healthy aging programs and services

Criteria: Performance will be satisfactory when:

- reflection relates advocacy with healthy aging
- critique differentiates the services provided by community organizations
- critique examines health promotion programs
- critique explains evidence-based programs
- critique illustrates the unique qualities of evidence-based programs
- critique relates evidence-based programs with healthy aging
- critique relates advocacy with healthy aging
- scenario response differentiates the services provided by community organizations
- scenario response examines health promotion programs
- learner explores workplace-based wellness programs
- learner correlates disease-specific professional associations with healthy aging
- learner identifies the benefits of volunteering

Learning Objectives:

- a. Differentiate the services provided by community organizations
- b. Explore workplace-based wellness programs
- c. Examine health promotion programs
- d. Explain evidence-based programs
- e. Illustrate the unique qualities of evidence-based programs
- f. Relate evidence-based programs with healthy aging
- g. Correlate disease-specific professional associations with healthy aging
- h. Identify the benefits of volunteering
- i. Relate advocacy with healthy aging

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 13: Correlate healthy aging with long-term and end-of-life care

Criteria: Performance will be satisfactory when:

- critique correlates healthy aging with informal caregiving
- critique examines healthy aging approaches in long-term care
- critique relates utilization of formal long-term care services with healthy aging
- critique classifies a person-centered long-term care facility
- critique explores culture change resources
- critique compares facility-based settings with healthy aging
- critique explores person-centered approaches to end-of-life care

Learning Objectives:

- a. Examine healthy aging approaches in long-term care
- b. Correlate healthy aging with informal caregiving
- c. Relate utilization of formal long-term care services with healthy aging
- d. Classify a person-centered long-term care facility
- e. Explore culture change resources
- f. Compare facility-based settings with healthy aging
- g. Explore person-centered approaches to end-of-life care

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

