



# Experiential Learning Portfolio for 10544111 Legal and Financial Issues 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.**

### **10544111 Legal and Financial Issues of Aging, 3 Associate Degree Credits**

**Course Description:** Analyze legal and financial concepts and structures including Power of Attorney for health care/finance, guardianships, trusts, reallocation of assets, spending down, Medicare/Medicaid benefits, supplemental insurance, Social Security, elder abuse/neglect, financial exploitation, and relevant governmental policy. Apply knowledge through advocacy to benefit aging adults on local, state, and federal levels.

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

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

**Competency 1: Relate public policies and the older adult population**

Criteria: Performance will be satisfactory when:

- presentation distinguishes the types of law
- presentation relates the functions of the law with policies supporting older adults
- presentation examines the future public policy needs to support older adults
- presentation analyzes the use of advocacy at the local, state and federal levels
- critique identifies sources of legal authority
- critique analyzes the use of advocacy at the local, state, and federal levels
- critique examines the future public policy needs to support older adults
- critique explores the legal protections for older adults
- critique relates the functions of the law with policies supporting older adults
- reflection explores the legal protections for older adults
- case study explores the legal protections for older adults
- case study examines the future public policy needs to support older adults
- case study identifies sources of legal authority
- case study analyzes the use of advocacy at the local, state, and federal levels
- learner distinguishes the types of law
- learner differentiates a law from public policy
- learner analyzes the use of advocacy at the local, state, and federal levels

Learning Objectives:

- a. Summarize the definition of law
- b. Distinguish the types of law
- c. Relate the functions of the law with policies supporting older adults
- d. Explore the legal protections for older adults
- e. Differentiate a law from public policy
- f. Examine the future public policy needs to support older adults
- g. Identify sources of legal authority
- h. Analyze the use of advocacy at the local, state, and federal levels

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 2: Examine the decision-making rights of older adults**

Criteria: Performance will be satisfactory when:

- critique outlines elements of information disclosure with a service provider and older adult
- critique relates the management of service provider risk and informed decision-making
- critique analyzes issues related to decision-making capacity in older adults
- critique examines decision-making capacity in older adults
- critique explores supported decision-making
- reflection outlines elements of information disclosure with a service provider and older adult
- reflection relates the management of service provider risk and informed decision-making
- reflection analyzes issues related to decision-making capacity in older adults
- reflection examines decision-making capacity in older adults
- learner summarizes the elements of informed consent
- learner explores older adults' participation in research
- learner analyzes issues related to decision-making capacity in older adults
- learner examines decision-making capacity in older adults

Learning Objectives:

- a. Summarize the elements of informed consent
- b. Outline elements of information disclosure with a service provider and older adult
- c. Relate the management of service provider risk and informed decision-making
- d. Analyze issues related to decision-making capacity in older adults
- e. Examine decision-making capacity in older adults
- f. Explore supported decision-making
- g. Explore older adults' participation in research

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

### **Competency 3: Explore the legal aspects of death and dying**

Criteria: Performance will be satisfactory when:

- critique evaluates ageism in the health care system
- critique distinguishes the various types of life sustaining medical treatments (LSMT)
- critique evaluates the benefits and burdens of life sustaining medical treatments (LSMT)
- critique examines what is meant by futility in medical care
- critique explores public policies regarding death and dying in the United States
- critique differentiates between the roles and responsibilities of power of attorney (POA) and durable medical power of attorney (DPOA)
- critique explains the role and parameters of advanced directives
- critique analyzes real and perceived legal liabilities in intensive care units
- critique relates the benefits and burdens of "right to die" cases
- critique investigates decision-making capacity at end-of-life care
- critique explores the inadequacies of pain and symptom management in older adults
- reflection evaluates ageism in the health care system
- learner distinguishes the various types of life sustaining medical treatments (LSMT)
- learner evaluates the benefits and burdens of life sustaining medical treatments (LSMT)
- learner examines what is meant by futility in medical care
- learner differentiates between the roles and responsibilities of power of attorney (POA) and durable medical power of attorney (DPOA)
- learner explains the role and parameters of advanced directives
- learner investigates decision-making capacity at end-of-life

Learning Objectives:

- a. Distinguish the various types of life sustaining medical treatments (LSMT)
- b. Evaluate the benefits and burdens of life sustaining medical treatments (LSMT)
- c. Examine what is meant by futility in medical care
- d. Explore public policies regarding death and dying in the United States
- e. Differentiate between the roles and responsibilities of power of attorney (POA) and durable medical power of attorney (DPOA)
- f. Explain the role and parameters of advanced directives
- g. Analyze real and perceived legal liabilities in intensive care units
- h. Relate the benefits and burdens of "right to die" cases
- i. Investigate decision-making capacity at end-of-life
- j. Evaluate ageism in the health care system
- k. Explore the inadequacies of pain and symptom management in older adults

**Required Artifacts: None**  
**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 4: Identify legal interventions for incapacitated older adults**

Criteria: Performance will be satisfactory when:

- critique distinguishes conditions that affect decision-making capacity in older adults
- critique illustrates planned, voluntary legal interventions
- reflection distinguishes conditions that affect decision-making capacity in older adults
- reflection relates guardianship and older adults
- case study distinguishes conditions that affect decision-making capacity in older adults
- case study illustrates planned, voluntary legal interventions
- case study explores involuntary civil commitment (i.e. hospitalization)
- case study relates guardianship and older adults
- case study examines adult protective services (APS)
- case study explores how representative payee programs are utilized by older adults
- case study examines unplanned, involuntary interventions
- learner illustrates planned, voluntary legal interventions
- learner explores involuntary civil commitment (i.e. hospitalization)
- learner relates guardianship and older adults
- learner examines adult protective services (APS)
- learner explores how representative payee programs are utilized by older adults
- learner examine unplanned, involuntary interventions

Learning Objectives:

- a. Distinguish conditions that affect decision-making capacity in older adults
- b. Illustrate planned, voluntary legal interventions
- c. Explore involuntary civil commitment (i.e. hospitalization)
- d. Relate guardianship and older adults
- e. Examine adult protective services (APS)
- f. Explore how representative payee programs are utilized by older adults
- g. Examine unplanned, involuntary interventions

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 5: Assess the regulation and financing of geriatric settings and services**

Criteria: Performance will be satisfactory when:

- critique examines home care services
- critique distinguishes consumer-directed long-term care
- critique classifies the types of care provided in an assisted living setting
- critique examines assisted living services
- critique investigates accreditation for long-term care services
- critique explores continuing care retirement communities (CCRCs)
- critique summarizes hospice services
- critique characterizes adult day care services
- critique correlates quality of life with nursing home regulations
- critique explains the benefits and burdens of financing long-term care services
- learner examines home care services
- learner distinguishes consumer-directed long-term care
- learner examines assisted living services
- learner explores continuing care retirement communities (CCRCs)
- learner summarizes hospice services
- learner characterizes adult day services
- learner explains the benefits and burdens of financing long-term care services

Learning Objectives:

- a. Examine home care services
- b. Distinguish consumer-directed long-term care
- c. Classify the types of care provided in an assisted living setting
- d. Examine assisted living services
- e. Investigate accreditation for long-term care services
- f. Explore continuing care retirement communities (CCRCs)
- g. Summarize hospice services
- h. Characterize adult day care services
- i. Correlate quality of life with nursing home regulations
- j. Explain the benefits and burdens of financing long-term care services

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 6: Explore older adults' right to privacy**

Criteria: Performance will be satisfactory when:

- critique examines professionals' duty to maintain client confidentiality
- critique relates patient privacy with public policy mandates (i.e. HIPAA)
- critique analyzes breach of client confidentiality
- reflection examines professionals' duty to main client confidentiality
- reflection relates patient privacy with public policy mandates (i.e. HIPAA)
- reflection analyzes breach of client confidentiality
- reflection explores professional codes of ethics
- reflection explores mandatory reporting requirements
- reflection examines release of information practices
- learner analyzes breach of client confidentiality
- learner explores professional codes of ethics

Learning Objectives:

- a. Examine professionals' duty to maintain client confidentiality
- b. Relate patient privacy with public policy mandates (i.e. HIPAA)
- c. Analyze breach of client confidentiality
- d. Explore professional codes of ethics
- e. Explore mandatory reporting requirements
- f. Examine release of information practices

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**



**Competency 7: Analyze family law issues**

Criteria: Performance will be satisfactory when:

- critique evaluates families' duty to care for an older adult
- critique relates the benefits and burdens of family caregiving
- case study evaluates families' duty to care for an older adult
- case study relates the benefits and burdens of family caregiving
- case study summarizes legislation that supports family caregivers in the United States
- case study illustrates the rights of grandparents
- case study explores kinship care
- learner relates the benefits and burdens of family caregiving
- learner illustrates the rights of grandparents
- learner explores kinship care

Learning Objectives:

- a. Evaluate families' duty to care for an older adult
- b. Relate the benefits and burdens of family caregiving
- c. Summarize legislation that supports family caregivers in the United States
- d. Illustrate the rights of grandparents
- e. Explore kinship care

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 8: Analyze elder mistreatment**

Criteria: Performance will be satisfactory when:

- case study differentiates the types of elder abuse (i.e. physical, sexual, emotional, psychological)
- case study summarizes elder neglect (i.e. passive, active)
- case study relates financial exploitation and older adults
- case study illustrates elder abuse legislation in the United States
- case study explores the mistreatment of older adults residing in institutional settings
- case study examines fraud that targets older adults
- case study examines misappropriation of property
- learner differentiates the types of elder abuse (i.e. physical, sexual, emotional, psychological)
- learner examines fraud that targets older adults

Learning Objectives:

- a. Differentiate the types of elder abuse (i.e. physical, sexual, emotional, psychological)
- b. Summarize elder neglect (i.e. passive, active)
- c. Relate financial exploitation and older adults
- d. Illustrate elder abuse legislation in the United States
- e. Explore the mistreatment of older adults residing in institutional settings
- f. Examine fraud that targets older adults
- g. Examine misappropriation of property

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 9: Illustrate age discrimination**

Criteria: Performance will be satisfactory when:

- reflection relates chronological age and age discrimination
- reflection explores age discrimination in employment
- reflection differentiates discrimination based on physical and/or mental health disabilities
- reflection distinguishes how discrimination can favor older adults
- reflection relates older adult discrimination to public practices
- learner explores age discrimination in employment
- learner differentiates discrimination based on physical and/or mental health disabilities

Learning Objectives:

- a. Relate chronological age and age discrimination
- b. Explore age discrimination in employment
- c. Differentiate discrimination based on physical and/or mental health disabilities
- d. Distinguish how discrimination can favor older adults
- e. Relate older adult discrimination to public policies

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

