



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 10 of the 13 competencies.

10544100 Communication of Aging, 3 Associate Degree Credits

Course Description: Develop effective communication strategies and supportive interview techniques that enhance rapport and relationships with aging populations. Apply ethical principles, standards, and boundaries that acknowledge self-determination.

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

Competency 1: Demonstrate the appropriate stages of facilitating an initial interview

Criteria: Performance will be satisfactory when:

- presentation applies components of initial interview process in the appropriate order
- presentation demonstrates appropriate client engagement and rapport-building
- presentation demonstrates how to close in interview with a client
- presentation shows professional behavior and appearance for a client interview
- presentation illustrates how an initial interview fits into the helping process
- presentation determines how location influences the initial interview

Learning Objectives:

- a. Apply components of the initial interview process in appropriate order
- b. Demonstrate appropriate client engagement and rapport-building
- c. Demonstrate how to close an interview with a client
- d. Show professional behavior and appearance for a client interview
- e. Illustrate how an initial interview fits into the helping process
- f. Determine how location influences the initial interview

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Illustrate rapport-building and engaging the client in the interview process

Criteria: Performance will be satisfactory when:

- presentation demonstrates client engagement through the interview process
- presentation shows skill at developing rapport with the client
- presentation demonstrates professional behavior
- presentation applies cultural considerations in the helping process

Learning Objectives:

- a. Demonstrate client engagement through the interview process
- b. Show skill at developing rapport with the client
- c. Demonstrate professional behavior
- d. Apply cultural considerations in the helping process

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Demonstrate key interviewing skills

Criteria: Performance will be satisfactory when:

- presentation demonstrates basic components of active listening
- presentation shows appropriate use of key interviewing skills
- presentation illustrates the purpose of key interviewing skills
- presentation explores levels of empathetic understanding
- presentation illustrates types of questioning in client/helper interactions

Learning Objectives:

- a. Demonstrate basic components of active listening
- b. Show appropriate use of key interviewing skills
- c. Illustrate the purpose of key interviewing skills (ie attending, reflecting, enlisting cooperation, communicating feeling/immediacy, clarifying, confronting, information-giving, summarizing, and structuring)
- d. Explore levels of empathetic understanding
- e. Illustrate types of questioning in client/helper interactions

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Demonstrate cultural competence

Criteria: Performance will be satisfactory when:

- presentation applies techniques to prepare for clients of various cultures
- presentation demonstrates techniques used to have culturally competent communication with clients
- presentation examines opportunities and challenges in working cross culturally
- presentation illustrates important dimensions that differentiate cultures in terms of attitudes about aging
- presentation explores how cultural change (e.g., urbanization) might influence intergenerational relations
- presentation ascertains culture-specific patterns of family life that influences intergenerational communication

Learning Objectives:

- a. Apply techniques to prepare for clients of various cultures
- b. Demonstrate techniques used to have culturally competent communication with clients
- c. Examine opportunities and challenges in working cross culturally
- d. Illustrate important dimensions that differentiate cultures in terms of attitudes about aging
- e. Explore how cultural change (e.g., urbanization) might influence intergenerational relations
- f. Ascertain culture-specific patterns of family life that influences intergenerational communication

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Explore the professional "use of self"

Criteria: Performance will be satisfactory when:

- presentation examines awareness of strengths, challenges, values, and beliefs and how these can influence the helping relationship
- presentation analyzes appropriate use of boundaries in the helping relationship
- presentation distinguishes appropriate self-disclosure in a professional setting
- presentation examines the importance of self-care to alleviate professional burnout
- presentation explores the relationship between client and helper
- presentation examines the role of safety in client/helper relationships

Learning Objectives:

- a. Examine awareness of strengths, challenges, values, and beliefs and how these can influence the helping relationship
- b. Analyze appropriate use of boundaries in the helping relationship
- c. Distinguish appropriate self-disclosure in a professional setting
- d. Examine the importance of self-care to alleviate professional burnout
- e. Explore the relationship between client and helper
- f. Examine the role of safety in client/helper relationships

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Explain the role of data and documentation in the helping relationship

Criteria: Performance will be satisfactory when:

- learner distinguishes the use of data and case files in the helping relationship
- learner examines components of a case file
- learner identifies methods of information acquisition in preparing for a client interaction
- learner distinguishes types of content included in client assessments and reports
- learner examines documenting client interactions in a case file

Learning Objectives:

- a. Distinguish the use of data and case files in the helping relationship
- b. Examine components of a case file
- c. Identify methods of information acquisition in preparing for a client interaction
- d. Distinguish types of content included in client assessments and reports
- e. Examine documenting client interactions in a case file

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Demonstrate ethical standards and values for the helping profession

Criteria: Performance will be satisfactory when:

- learner explains ethical standards
- learner examines values that ground a helper's ethical behaviors
- learner examines confidentiality and release of information protocol
- learner determines circumstances when confidentiality can be breached
- learner explores informed consent
- learner demonstrates practice within the knowledge and skill base of the helper
- learner examines when to seek appropriate consultation and supervision to assist with decision-making when there are ethical or other dilemmas
- learner demonstrates professional boundaries

Learning Objectives:

- a. Explain ethical standards
- b. Examine values that ground a helper's ethical behaviors
- c. Examine confidentiality and release of information protocol
- d. Determine circumstances when confidentiality can be breached
- e. Explore informed consent
- f. Demonstrate practice within the knowledge and skill base of the helper
- g. Examine when to seek appropriate consultation and supervision to assist with decision-making when there are ethical or other dilemmas
- h. Demonstrate professional boundaries

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Distinguish a communication approach to aging

Criteria: Performance will be satisfactory when:

- presentation differentiates between normal and pathological aging
- presentation distinguishes how communication changes with normal aging
- presentation examines how cognitive changes affect communication
- presentation analyzes how physical changes affect communication
- presentation explores core elements of an "intergroup" approach to aging
- presentation identifies methods to communicate effectively with cognitively impaired adults
- presentation identifies methods to communicate effectively with physically impaired adults
- presentation analyzes how communication might shape our understanding of getting old

Learning Objectives:

- a. Differentiate between normal and pathological aging
- b. Distinguish how communication changes with normal aging
- c. Examine how cognitive changes affects communication
- d. Analyze how physical changes affects communication
- e. Explore core elements of an "intergroup" approach to aging
- f. Identify methods to communicate effectively with cognitively impaired adults
- g. Identify methods to communicate effectively with physically impaired adults
- h. Analyze how communication might shape our understanding of getting old

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Analyze stereotypes and attitudes in intergenerational communication

Criteria: Performance will be satisfactory when:

- presentation distinguishes between an attitude and a stereotype
- presentation differentiates positive and negative elements of attitudes about aging
- presentation explains common myths of aging
- presentation analyzes ways in which individuals cope with belonging to an age group that is not respected
- presentation explores how individuals identify with their own age groups
- presentation examines how age identity relates to communication
- presentation explores the components of patronizing talk

Learning Objectives:

- a. Distinguish between an attitude and a stereotype
- b. Differentiate positive and negative elements of attitudes about aging
- c. Explain common myths of aging
- d. Analyze ways in which individuals cope with belonging to an age group that is not respected
- e. Explore how individuals identify with their own age groups
- f. Examine how age identity relates to communication
- g. Explore the components of patronizing talk

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 10: Examine mass communication portrayals of older adults

Criteria: Performance will be satisfactory when:

- presentation differentiates the contexts in which older adults are underrepresented in the media
- presentation analyzes situations in which older adults are positively and negatively represented in the media
- presentation distinguishes historical trends in portrayals of older adults
- presentation distinguishes between informational and entertainment motivations for media use
- presentation compares the media that older people use more frequently than younger people

Learning Objectives:

- a. Differentiate the contexts in which older adults are underrepresented in the media
- b. Analyze situations in which older adults are positively and negatively represented in the media
- c. Distinguish historical trends in portals of older adults
- d. Distinguish between informational and entertainment motivations for media use
- e. Compare the media that older people use more frequently than younger people

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 11: Analyze communication and aging issues related to health and health care

Criteria: Performance will be satisfactory when:

- learner compares how communication between older adults and practitioners differ from younger people
- learner examines how a "third party" or companion may influence interaction between a practitioner and an older adult
- learner explains how older adults and practitioners might improve communication
- learner relates how support groups may be effective for caregivers
- learner examines how communication factors into elder abuse situations

Learning Objectives:

- a. Compare how communication between older adults and practitioners differ from younger people
- b. Examine how a "third party" or companion may influence interaction between a practitioner and an older adult
- c. Explain how older adults and practitioners might improve communication
- d. Relate how support groups may be effective for caregivers
- e. Examine how communication factors into elder abuse situations

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 12: Explore ways in which older adults use technologies

Criteria: Performance will be satisfactory when:

- presentation examines the digital divide and how it affects generations
- presentation explores older adults' utilization of computers and other technologies
- presentation analyzes how the design of computers can be a barrier to older adults
- presentation identifies functional components of computerized technology for older adults
- presentation extrapolates older adults' use of technology in the workplace

Learning Objectives:

- a. Examine the digital divide and how it affects generations
- b. Explore older adults' utilization of computers and other technologies
- c. Analyze how the design of computers can be a barrier to older adults
- d. Identify functional components of computerized technology for older adults
- e. Extrapolate older adults' use of technology in the workplace

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 13: Examine an interdisciplinary approach to the theories of aging

Criteria: Performance will be satisfactory when:

- learner explores demographic changes that will occur in the next 50 years
- learner examines biological, psychological, sociological, and life span approaches to aging
- learner ascertains the difference between cross-sectional and longitudinal studies
- learner examines the difference between qualitative and quantitative approaches
- learner conveys the variability among older people

Learning Objectives:

- a. Explore demographic changes that will occur in the next 50 years
- b. Examine biological, psychological, sociological, and life span approaches to aging
- c. Ascertain the difference between cross-sectional and longitudinal studies
- d. Examine the difference between qualitative and quantitative approaches
- e. Convey the variability among older people

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

