



# Experiential Learning Portfolio for 10544104 Physical Aspects 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.**

### **10544104 Physical Aspects of Aging, 3 Associate Degree Credits**

**Course Description:** Analyze normal and pathological changes occurring in the aging human body with special emphasis on age-related chronic diseases. Topics addressed include analysis of biological theories of aging, cultural/ethnic influence on aging pathologies, and other factors impacting the aging process.

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

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

**Competency 1: Differentiate biological theories of aging**

Criteria: Performance will be satisfactory when:

- reflection relates lifestyle choices to physiological changes in aging
- critique differentiates between normal and pathological changes of aging
- critique explores aging across the lifespan
- critique relates lifestyle choices to physiological changes in aging
- reflection differentiates between normal and pathological changes of aging
- reflection explores aging across the lifespan
- learner distinguishes the types of stochastic theories
- learner examines the nonstochastic theories of aging
- learner relates lifestyle choices to physiological changes in aging
- learner differentiates between normal and pathological changes of aging
- learner correlates psychosocial theories of aging with biological changes in older adulthood

Learning Objectives:

- a. Distinguish the types of stochastic theories
- b. Examine the nonstochastic theories of aging
- c. Relate lifestyle choices to physiological changes in aging
- d. Differentiate between normal and pathological changes of aging
- e. Correlate psychosocial theories of aging with biological changes in older adulthood
- f. Explore aging across the lifespan

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met Evaluator Feedback:**

## **Competency 2: Distinguish common aging-related changes of the human body**

Criteria: Performance will be satisfactory when:

- reflection analyze normal and pathological age-associated changes in the integumentary system
- critique differentiate normal from pathological age-related changes in the musculoskeletal system
- critique compares normal and pathological age-related changes in the neurological system
- critique contrasts normal and pathological age-related changes in the cardiopulmonary systems
- critique distinguishes normal and pathological endocrine system changes with age
- critique characterizes normal and pathological genitourinary changes associated with aging
- critique analyzes normal and pathological age-associated changes in the integumentary system
- critique explores normal and pathological sensory changes in older adulthood
- critique examines normal and pathological age-associated changes in immunity and the lymphatic system
- critique illustrates normal and pathological changes in the gastrointestinal system related to aging
- learner differentiates normal from pathological age-related changes in the musculoskeletal system
- learner compares normal and pathological age-related changes in the neurological system
- learner contrasts normal and pathological age-related changes in cardiopulmonary systems
- learner distinguishes normal and pathological endocrine system changes with age
- learner characterizes normal and pathological genitourinary changes associated with aging
- learner analyzes normal and pathological age-associated changes in the integumentary system
- learner explores normal and pathological sensory changes in older adulthood
- learner examines normal and pathological age-associated changes in immunity and the lymphatic system

Learning Objectives:

- a. Differentiate normal from pathological age-related changes in the musculoskeletal system
- b. Compare normal and pathological age-related changes in the neurological system
- c. Contrast normal and pathological age-related changes in cardiopulmonary systems
- d. Distinguish normal and pathological endocrine system changes with age
- e. Characterize normal and pathological genitourinary changes associated with aging
- f. Analyze normal and pathological age-associated changes in the integumentary system
- g. Explore normal and pathological sensory changes in older adulthood
- h. Examine normal and pathological age-associated changes in immunity and the lymphatic system
- i. Illustrate normal and pathological changes in the gastrointestinal system related to aging

**Competency 2: Distinguish common aging-related changes of the human body**

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

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

**Met/ Not Met Evaluator Feedback:**

**Competency 3: Examine pathological changes in older adulthood**

Criteria: Performance will be satisfactory when:

- critique correlates pre-existing conditions to aging-related pathological changes
- critique relates pathological changes to lifestyle choices across the lifespan
- critique examines co-morbidities and the aging process
- critique identifies treatments that manage chronic conditions in older adults
- critique explores treatments for acute illness in older adults
- critique distinguishes the benefits and burdens of cure-focused interventions in older adults
- reflection relates pathological changes to lifestyle choices across the lifespan
- reflection examines co-morbidities and the aging process
- reflection characterizes acute and chronic conditions
- reflection identifies treatments that manage chronic conditions in older adults
- reflection distinguishes the benefits and burdens of cure-focused interventions in older adults
- presentation identifies treatments that manage chronic conditions in older adults
- presentation distinguishes the benefits and burdens of cure-focused interventions in older adults
- learner characterizes acute and chronic conditions

Learning Objectives:

- a. Correlate pre-existing conditions to aging-related pathological changes
- b. Relate pathological changes to lifestyle choices across the lifespan
- c. Examine co-morbidities and the aging process
- d. Characterize acute and chronic conditions
- e. Identify treatments that manage chronic conditions in older adults
- f. Explore treatments for acute illness in older adults
- g. Distinguish the benefits and burdens of cure-focused interventions in older adults

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met Evaluator Feedback:**

**Competency 4: Examine mental and physical disabilities in older adulthood**

Criteria: Performance will be satisfactory when:

- critique characterizes congenital versus acquired disabilities
- critique explores aging with disabilities
- critique differentiates developmental and intellectual disabilities
- critique analyzes the etiology of falls in older adults
- critique identifies opportunities to prevent falls in older adults
- reflection explores aging with disabilities
- learner distinguishes Federal and state legislation supporting individuals with disabilities
- learner explores aging with disabilities
- learner differentiates developmental and intellectual disabilities
- learner assesses the impact of substance use and abuse in older adulthood
- learner analyzes the etiology of falls in older adults
- learner assesses the etiology of pain in older adults
- learner relates the impact of falls with older adults
- learner examines pain management in older adults

Learning Objectives:

- a. Distinguish Federal and state legislation supporting individuals with disabilities
- b. Characterize congenital versus acquired disabilities
- c. Explore aging with disabilities
- d. Differentiate developmental and intellectual disabilities
- e. Assess the impact of substance use and abuse in older adulthood
- f. Analyze the etiology of falls in older adults
- g. Identify opportunities to prevent falls in older adults
- h. Assess the etiology of pain in older adults
- i. Relate the impact of falls with older adults
- j. Examine pain management in older adults

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met Evaluator Feedback:**

**Competency 5: Illustrate the use of complementary, alternative, and integrative medicine with older adults**

Criteria: Performance will be satisfactory when:

- presentation explains complementary and alternative medicine (CAM)
- presentation illustrates complementary and alternative medicine (CAM) modalities
- presentation evaluates older adults' use of complementary and alternative medicine (CAM) modalities
- presentation explores the benefits and burdens of complementary and alternative medicine (CAM) with older adults
- presentation differentiates complementary and alternative medicine (CAM) categories
- learner explains complementary and alternative medicine (CAM)
- learner illustrates complementary and alternative medicine (CAM) modalities
- learner evaluates older adults' use of complementary and alternative medicine (CAM) modalities
- learner explores the benefits and burdens of complementary and alternative medicine (CAM) with older adults

Learning Objectives:

- a. Explain complementary and alternative medicine (CAM)
- b. Illustrate complementary and alternative medicine (CAM) modalities
- c. Evaluate older adults' use of complementary and alternative medicine (CAM) modalities
- d. Explore the benefits and burdens of complementary and alternative medicine (CAM) with older adults
- e. Differentiate complementary and alternative medicine (CAM) categories

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met Evaluator Feedback:**



**Competency 6: Explore nutrition in older adults**

Criteria: Performance will be satisfactory when:

- skill demonstration examines poor nutritional status in older adults
- skill demonstration correlates psychosocial aspects of nutrition
- skill demonstration relates malnutrition with older adults
- skill demonstration examines the effects of over- and under-nutrition with older adults
- skill demonstration explores failure to thrive in older adults
- skill demonstration conveys types of nutrition programs for older adults
- skill demonstration explores use of modified diets with older adults
- learner examines poor nutritional status in older adults
- learner correlates psychosocial aspects of nutrition
- learner relates malnutrition with older adults
- learner examines the effects of over- and under-nutrition with older adults
- learner analyzes supplemental nutrition for older adults

Learning Objectives:

- a. Examine poor nutritional status in older adults
- b. Correlate psychosocial aspects of nutrition
- c. Relate malnutrition with older adults
- d. Examine the effects of over- and under-nutrition with older adults
- e. Explore failure to thrive in older adults
- f. Analyze supplemental nutrition for older adults
- g. Convey types of nutritional programs for older adults
- h. Explore use of modified diets with older adults

**Required Artifacts: None**

**Suggested Artifacts: ServSafe certificate**

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

**Met/ Not Met Evaluator Feedback:**

**Competency 7: Analyze older adults' use of medications**

Criteria: Performance will be satisfactory when:

- critique relates polypharmacy with older adults
- critique examines older adults' holistic responses to medications
- critique explores older adults' use of over-the-counter (OTC) medications
- critique summarizes adverse drug reactions (ADR) in older adults
- critique explores older adults' adherence to prescription medication regimes
- critique differentiates medications commonly prescribed for older adults
- learner relates polypharmacy with older adults
- learner distinguishes over-the-counter (OTC) medications
- learner explores older adults' use of over-the-counter (OTC) medications
- learner summarizes adverse drug reactions (ADR) in older adults
- learner explores older adults' adherence to prescription medicine regimes
- learner differentiates medications commonly prescribed for older adults

Learning Objectives:

- a. Relate polypharmacy with older adults
- b. Differentiate cultural responses to older adults' use of medications
- c. Examine older adults' holistic responses to medications
- d. Distinguish over-the-counter (OTC) medications
- e. Explore older adults' use of over-the-counter (OTC) medications
- f. Summarize adverse drug reactions (ADR) in older adults
- g. Explore older adults' adherence to prescription medication regimes
- h. Differentiate medications commonly prescribed for older adults

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met Evaluator Feedback:**

**Competency 8: Illustrate learning and teaching strategies for older adults**

Criteria: Performance will be satisfactory when:

- critique explores factors influencing learning in older adults
- critique identifies approaches for enhancing learning with older adults
- critique examines older adults' literacy levels
- critique relates older adults' cognitive health to learning
- critique correlates sensory abilities to older adults' capacity to learn
- critique explores effective teaching approaches with older adults
- learner analyzes the importance of cultural humility in teaching older adults

Learning Objectives:

- a. Explore factors influencing learning in older adults
- b. Identify approaches for enhancing learning with older adults
- c. Examine older adults' literacy levels
- d. Relate older adults' cognitive health to learning
- e. Correlate sensory abilities to older adults' capacity to learn
- f. Analyze the importance of cultural humility in teaching older adults
- g. Explore effective teaching approaches with older adults

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met Evaluator Feedback:**

**Competency 9: Relate caregiving and older adulthood**

Criteria: Performance will be satisfactory when:

- critique distinguishes caregiving tasks and responsibilities
- critique explores factors that contribute to the caregiving role
- critique contrasts the diversity of caregivers providing support
- critique evaluates the benefits and burdens of caregiving
- critique assesses caregiver support programs and services
- critique explores relationships and caregiving
- reflection summarizes caregiving
- reflection differentiates what is meant by paid and unpaid caregivers
- reflection distinguishes caregiving tasks and responsibilities
- reflection explores factors that contribute to the caregiving role
- reflection contrasts the diversity of caregivers providing support
- reflection evaluates the benefits and burdens of caregiving
- reflection assesses caregiver support programs and services
- reflection explores relationships and caregiving
- reflection assesses the importance of self-care
- presentation assesses the importance of self-care
- learner assesses the importance of self-care

Learning Objectives:

- a. Summarize caregiving
- b. Differentiate what is meant by paid and unpaid caregivers
- c. Distinguish caregiving tasks and responsibilities
- d. Explore factors that contribute to the caregiving role
- e. Contrast the diversity of caregivers providing support
- f. Evaluate the benefits and burdens of caregiving
- g. Assess caregiver support programs and services
- h. Explore relationships and caregiving
- i. Assess the importance of self-care

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met Evaluator Feedback:**

