



Experiential Learning Portfolio for 10544110 Programs of Aging Services

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.

10544110 Programs of Aging Services, 3 Associate Degree Credits

Course Description: Explore the wide spectrum of programs and services available to older adults that address a variety of physical, mental, emotional, social, financial, legal, spiritual, and recreational needs. Examine social policy as it relates to aging and available federal funding for the aging consumer including community resources, eligibility criteria, and how to access and coordinate services. Additional topics include supplementing social networking and enhancing mental health functioning.

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: Examine the impact of social forces on aging services

Criteria: Performance will be satisfactory when:

- presentation correlates the responsiveness of aging services with an increasingly diverse society
- presentation analyzes gaps in services and programs for older adults
- presentation examines challenges and opportunities for funding services and programs for older adults
- written product analyzes gaps in services and programs for older adults
- written product explores eligibility requirements for aging services and programs
- scenario response examines the heterogeneity of the aging population
- scenario response analyzes gaps in services and programs for older adults
- scenario response examines challenges and opportunities with funding services and programs for older adults
- critique relates demographic changes to services for older adults
- critique examines the heterogeneity of the aging population
- critique correlates the responsiveness of aging services with an increasingly diverse society
- critique analyzes gaps in services and programs for older adults
- critique explores implications of an aging society on federal and state legislation
- critique distinguishes the benefits and burdens of the Older Americans Act (OAA)
- critique examines challenges and opportunities with funding services and programs for older adults
- critique explores eligibility requirements for aging services and programs
- critique differentiates the role of the private sector in provision of aging services
- scenario response relates demographic changes to services for older adults
- scenario response correlates the responsiveness of aging services with an increasingly diverse society
- scenario response explores eligibility requirements for aging services and programs
- scenario response differentiates the role of the private sector in provision of aging services
- case study relates demographic changes to services for older adults
- case study examines the heterogeneity of the aging population
- case study correlates the responsiveness of aging services with an increasingly diverse society
- case study analyzes gaps in services and programs for older adults
- case study explores implications for an aging society on federal and state legislation
- case study examines challenges and opportunities with funding services and programs for older adults
- case study explores eligibility requirements for aging services and programs
- learner explores eligibility requirements for aging services and programs

Learning Objectives:

- a. Relate demographic changes to services for older adults
- b. Examine the heterogeneity of the aging population
- c. Correlate the responsiveness of aging services with an increasingly diverse society
- d. Analyze gaps in services and programs for older adults
- e. Explore implications of an aging society on federal and state legislation
- f. Distinguish the benefits and burdens of the Older American Act (OAA)
- g. Examine challenges and opportunities with funding services and programs for older adults
- h. Explore eligibility requirements for aging services and programs
- i. Differentiate the role of the private sector in provision of aging services

Competency 1: Examine the impact of social forces on aging services

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Explore barriers and opportunities to receiving support from health and human services programs

Criteria: Performance will be satisfactory when:

- written product examines the challenges and opportunities in developing a resource file
- written product identifies opportunities and challenges for information and referral services
- scenario response compares formal and informal supports for older adults
- critique compares formal and informal supports for older adults
- critique examines the barriers to older adults' use of services
- scenario response examines barriers to older adults' use of services
- case study examines barriers to older adults' use of services
- learner examines the barriers to older adults' use of services
- learner distinguishes theories of help-seeking behaviors
- learner explores information & assistance (I&A), and referral services
- learner characterizes the types of services provided by an information & assistance (I&A) professional
- learner analyzes the future of information & assistance (I&A) services

Learning Objectives:

- a. Compare formal and informal supports for older adults
- b. Examine the barriers to older adults' use of services
- c. Distinguish theories of help-seeking behaviors
- d. Explore information & assistance (I&A), and referral services
- e. Examine the challenges and opportunities in developing a resource file
- f. Characterize the types of services provided by an information & assistance (I&A) professional
- g. Identify opportunities and challenges for information and referral services
- h. Analyze the future of information & assistance (I&A) services

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Analyze volunteer and intergenerational programs

Criteria: Performance will be satisfactory when:

- scenario response explains intergenerational programs
- scenario response distinguishes volunteer opportunities through public and private programs
- scenario response differentiates types of intergenerational programs
- scenario response examines opportunities and challenges with intergenerational programs
- scenario response illustrates opportunities and challenges with volunteer programs
- scenario response explores best practices in administration of volunteer programs
- scenario response examines best practices in administration of intergenerational programs
- scenario response evaluates the future of volunteer programs
- scenario response assesses the future of intergenerational programs
- learner explains intergenerational programs
- learner explores federally legislated volunteer programs
- learner differentiates types of intergenerational programs

Learning Objectives:

- a. Explain intergenerational programs
- b. Explore federally legislated volunteer programs
- c. Distinguish volunteer opportunities through public and private programs
- d. Differentiate types of intergenerational programs
- e. Examine opportunities and challenges with intergenerational programs
- f. Illustrate opportunities and challenges with volunteer programs
- g. Explore best practices in administration of volunteer programs
- h. Examine best practices in administration of intergenerational programs
- i. Evaluate the future of volunteer programs
- j. Assess the future of intergenerational programs

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Explore education across the lifespan

Criteria: Performance will be satisfactory when:

- scenario response relates lifelong learning and older adulthood
- scenario response explores post-secondary educational opportunities in older adulthood
- scenario response identifies community-based educational opportunities
- scenario response differentiates lifelong learning programs
- scenario response analyzes challenges and opportunities faced by educational programs
- scenario response illustrates the future of education across the lifespan
- critique identifies community-based educational opportunities
- critique analyzes challenges and opportunities faced by educational programs
- critique illustrates the future of education across the lifespan
- learner relates lifelong learning and older adulthood

Learning Objectives:

- a. Relate lifelong learning and older adulthood
- b. Examine state and federally legislated education programs
- c. Explore post-secondary educational opportunities in older adulthood
- d. Identify community-based educational opportunities
- e. Differentiate lifelong learning programs
- f. Analyze challenges and opportunities faced by educational programs
- g. Illustrate the future of education across the lifespan

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Characterize senior centers

Criteria: Performance will be satisfactory when:

- written product examines senior centers' programs and services
- scenario response examines senior centers' programs and services
- scenario response analyzes the diversity and inclusivity of senior centers
- scenario response distinguishes challenges and opportunities for senior centers in the future
- learner summarizes senior center legislation
- learner explores opportunities and challenges faced by senior centers
- learner differentiates senior center models
- learner examines senior centers' programs and services
- learner analyzes the diversity and inclusivity of senior centers
- learner distinguishes challenges and opportunities for senior centers in the future

Learning Objectives:

- a. Summarize senior center legislation
- b. Explore opportunities and challenges faced by senior centers
- c. Differentiate senior center models
- d. Examine senior centers' programs and services
- e. Analyze the diversity and inclusivity of senior centers
- f. Distinguish challenges and opportunities for senior centers in the future

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Distinguish older adults' sources of income

Criteria: Performance will be satisfactory when:

- written product characterizes Federally-legislated employment programs
- written product examines Federally-legislated training programs for older workers
- written product explores Federally-legislated income programs
- learner distinguishes Federal legislation protecting older workers
- learner analyzes challenges and opportunities for older workers
- learner differentiates sources of retirement income
- learner identifies challenges and opportunities with income programs for older adults
- learner relates the effect of the economy on older adults' sources of income

Learning Objectives:

- a. Characterize Federally-legislated employment programs
- b. Distinguish Federal legislation protecting older workers
- c. Examine Federally-legislated training programs for older workers
- d. Analyze challenges and opportunities for older workers
- e. Differentiate sources of retirement income
- f. Explore Federally-legislated income programs
- g. Identify challenges and opportunities with income programs for older adults
- h. Relate the effect of the economy on older adults' sources of income

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Explore nutrition programs for older adults

Criteria: Performance will be satisfactory when:

- written product explores Federally-legislated nutrition programs
- written product differentiates types of nutrition programs
- critique relates biopsychosocial factors that influence nutritional status with older adulthood
- critique explores Federally-legislated nutrition programs
- critique differentiates types of nutrition programs
- critique analyzes challenges and opportunities for nutrition programs
- critique correlates cultural humility with nutrition programs
- critique examines the future of nutrition programs for older adults
- learner explores Federally-legislated nutrition programs
- learner differentiates types of nutrition programs
- learner analyzes challenges and opportunities for nutrition programs

Learning Objectives:

- a. Relate biopsychosocial factors that influence nutritional status with older adulthood
- b. Explore Federally-legislated nutrition programs
- c. Differentiate types of nutrition programs
- d. Analyze challenges and opportunities for nutrition programs
- e. Correlate cultural humility with nutrition programs
- f. Examine the future of nutrition programs for older adults

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Explore biopsychosocial health programs for older adults

Criteria: Performance will be satisfactory when:

- written product examines Federally-legislated health care programs for older adults
- case study examines Federally-legislated health care programs for older adults
- case study analyzes challenges and opportunities for health-related programs serving older adults
- case study relates cultural humility with health-related programs for older adults
- case study explores the future of health-related programs and policies
- case study summarizes challenges and opportunities for behavioral health programs
- learner differentiates eligibility requirements for Medicare and Medicaid
- learner distinguishes Medicare coverage for eligible individuals
- learner explores Medicaid coverage for eligible individuals
- learner characterizes Federally-legislated health promotion programs
- learner analyzes challenges and opportunities for health-related programs serving older adults
- learner explores the future of health-related programs and policies
- learner contrasts Federally-legislated physical and behavioral health programs
- learner summarizes challenges and opportunities for behavioral health programs

Learning Objectives:

- a. Examine Federally-legislated health care programs for older adults
- b. Differentiate eligibility requirements for Medicare and Medicaid
- c. Distinguish Medicare coverage for eligible individuals
- d. Explore Medicaid coverage for eligible individuals
- e. Characterize Federally-legislated health promotion programs
- f. Analyze challenges and opportunities for health-related programs serving older adults
- g. Relate cultural humility with health-related programs for older adults
- h. Explore the future of health-related programs and policies
- i. Contrast Federally-legislated physical and behavioral health programs
- j. Summarize challenges and opportunities for behavioral health programs

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Differentiate programs for formal and informal care navigators

Criteria: Performance will be satisfactory when:

- written product differentiates respite programs
- critique differentiates respite programs
- critique explores challenges and opportunities for caregiver support programs
- critique analyzes the future needs of caregiver support programs
- critique relates cultural humility with caregiver support programs
- learner examines state- and Federally-legislated programs for informal caregivers
- learner differentiates formal and informal types of care navigation
- learner distinguishes Federally-legislated care management programs
- learner extrapolates challenges and opportunities of care management programs
- learner investigates the future of care management programs

Learning Objectives:

- a. Examine state- and Federally-legislated programs for informal caregivers
- b. Differentiate respite programs
- c. Explore challenges and opportunities for caregiver support programs
- d. Analyze the future needs of caregiver support programs
- e. Relate cultural humility with caregiver support programs
- f. Differentiate formal and informal types of care navigation
- g. Distinguish Federally-legislated care management programs
- h. Extrapolate challenges and opportunities of care management programs
- i. Investigate the future of care management programs

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 10: Analyze transportation services for older adults

Criteria: Performance will be satisfactory when:

- written product explores state- and Federally-legislated transportation programs
- critique explores livable communities
- scenario response explores state- and Federally-legislated transportation programs
- scenario response corroborates transportation patterns of older adults
- scenario response assesses transportation barriers
- scenario response explores livable communities
- scenario response differentiates mobility and transportation
- scenario response analyzes cultural humility in transportation programs
- scenario response examines coordination of transportation services
- learner corroborates transportation patterns of older adults
- learner assesses transportation barriers
- learner explores livable communities
- learner differentiates mobility and transportation

Learning Objectives:

- a. Explore state- and Federally-legislated transportation programs
- b. Corroborate transportation patterns of older adults
- c. Assess transportation barriers
- d. Explore livable communities
- e. Differentiate mobility and transportation
- f. Analyze cultural humility in transportation programs
- g. Examine coordination of transportation services

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 11: Examine legal services for older adults

Criteria: Performance will be satisfactory when:

- critique distinguishes legal problems of older adults
- written product explores state- and Federally-legislated legal supports for older adults
- written product distinguishes legal problems of older adults
- written product examines legal assistance programs for older adults
- written product identifies barriers to legal services experienced by older adults
- written product investigates accessibility of legal programs
- written product summarizes opportunities and challenges with legal programs in the future
- learner explores state- and Federally-legislated legal supports for older adults
- learner distinguishes legal problems of older adults
- learner examines legal assistance programs for older adults

Learning Objectives:

- a. Explore state- and Federally-legislated legal supports for older adults
- b. Distinguish legal problems of older adults
- c. Examine legal assistance programs for older adults
- d. Identify barriers to legal services experienced by older adults
- e. Investigate accessibility of legal programs
- f. Summarize opportunities and challenges with legal programs in the future

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 12: Illustrate housing programs for older adults

Criteria: Performance will be satisfactory when:

- written product explores state- and federally-legislated housing programs
- written product identifies housing options for older adults
- critique correlates quality of life with housing options for older adults
- learner identifies housing options for older adults
- learner compares community- and facility-based housing options for older adults
- learner explores how housing is financed by older adults
- learner analyzes barriers to community-based housing
- learner examines challenges of supportive living environments
- learner investigates expansion of housing options for older adults
- learner correlates quality of life with housing options for older adults

Learning Objectives:

- a. Explore state- and federally-legislated housing programs
- b. Identify housing options for older adults
- c. Compare community- and facility-based housing options for older adults
- d. Explore how housing is financed by older adults
- e. Analyze barriers to community-based housing
- f. Examine challenges of supportive living environments
- g. Investigate expansion of housing options for older adults
- h. Correlate quality of life with housing options for older adults

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 13: Summarize home- and facility-based long-term care services

Criteria: Performance will be satisfactory when:

- written product distinguishes home health care programs
- written product examines hospice programs
- written product illustrates nursing home services
- critique relates quality of life with long-term care services
- critique analyzes the future of long-term care services for older adults
- learner differentiates financing of home health care services
- learner summarizes the benefits and burdens of home care services
- learner examines the future of home health care services
- learner examines hospice programs
- learner explores opportunities and challenges of hospice
- learner illustrates nursing home services
- learner examines financing of nursing home services
- learner correlates cultural humility with nursing home services
- learner differentiates the types of care provided in a nursing home setting
- learner distinguishes the biopsychosocial needs of long-term care residents
- learner identifies Federally-mandated protections for long-term care residents

Learning Objectives:

- a. Distinguish home health care programs
- b. Differentiate financing of home health care services
- c. Summarize the benefits and burdens of home care services
- d. Examine the future of home health care services
- e. Examine hospice programs
- f. Explore opportunities and challenges of hospice
- g. Illustrate nursing home services
- h. Examine financing of nursing home services
- i. Correlate cultural humility with nursing home services
- j. Differentiate the types of care provided in a nursing home setting
- k. Distinguish the biopsychosocial needs of long-term care residents
- l. Identify Federally-mandated protections for long-term care residents
- m. Relate quality of life with long-term care services
- n. Analyze the future of long-term care services for older adults

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

