



Experiential Learning Portfolio for 10520109 Disabilities and the Helping Profession

Student Contact Information:

Name: _____ Student ID# _____

Email: _____ Phone: _____

It is highly recommended 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 7 of the 9 competencies.

10520109 Disabilities and the Helping Profession, 3 Associate Degree Credits

Course Description: This course emphasizes awareness of physical, psychological, and developmental disabilities and examines the unique needs and resources available to people with disabilities. Emphasis is placed on developing effective strategies for working with clients who experience disabilities.

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

Competency 1: Explore “disability as a social construct”

Criteria: Performance will be satisfactory when:

- you describe how definitions of disability have been developed historically
- you discuss how disability is socially constructed
- you compare competing definitions of disability
- you examine defining disability as a human phenomenon

Learning Objectives:

- a. Explore the chronology of the development of the description of human atypical abilities
- b. Examine the contextual factors associated with particular time periods which influenced the variety of explanations and responses to human disabilities
- c. Analyze the development of disability as a social construct
- d. Discover various definitions of human disabilities and their associated strengths and weaknesses

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met **Evaluator Feedback:**

Competency 2: Identify major federal and state legislation affecting persons with disabilities

Criteria: Performance will be satisfactory when:

- you explain the Americans with Disabilities Act (P.L. 101-336) and its associated amendments
- you explain the Developmental Disabilities Assistance & Bill of Rights Act
- you explain the Rehabilitation Act
- you explain the Individuals with Disabilities Education Act (IDEA) and associated amendments and Improvement Act
- you explain the Social Security Act and its implications for people with disabilities
- you describe current state legislation affecting people with disabilities

Learning Objectives:

- a. Explore the current federal legislation that affects persons with disabilities
- b. Identify state statues that affect persons with disabilities
- c. Explore the online legislative resources related to persons with disabilities

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Differentiate the primary causes and characteristics of specific disabilities

Criteria: Performance will be satisfactory when:

- you categorize the different categories of mobility and physical disabilities
- you explain different mental disabilities
- you categorize how disabilities can be acquired
- you investigate the causes of congenital disabilities

Learning Objectives:

- a. Explore the range of physical disabilities
- b. Describe various cognitive disabilities
- c. Explore psychological and mental health disabilities
- d. Examine the congenital conditions which lead to disabilities
- e. Explore the leading causes of acquired disabilities

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Express greater understanding of living with a disability

Criteria: Performance will be satisfactory when:

- you describe the cultural implications of disability
- you analyze from an ecological perspective, the impact of living with a disability
- you describe the impact of disability on the person's family, community and society
- you explain how your personal values and biases can impact your interactions with people with disabilities
- you explore the impact of disability over the lifespan

Learning Objectives:

- a. Explore the impact of disability on health, relationships, housing, employment, recreation, leisure, transportation, etc.
- b. Explore disability as a culture
- c. Determine how disability affects those people beyond the person identified with the disability
- d. Examine how beliefs and values influence the perception, understanding and legitimacy of disability
- e. Explore the developmental impact of disabilities for children, adolescents, adults and the elderly

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Identify local/state/federal programs and services that assist persons with disabilities

Criteria: Performance will be satisfactory when:

- you describe local, state and federal agencies that serve people with disabilities
- you list the services available through each agency
- you describe the population(s) served by each agency
- you describe how to access available services
- you outline the fee structure (if applicable) for each agency

Learning Objectives:

- a. Explore the local programs and services available for people with disabilities such as the: Aging and Disability Resource Center (ADRC)
- b. Explore the state programs and services available for people with disabilities such as found through the Wisconsin Department of Health
- c. Explore national disability resources, programs and services such as those identified through the Disability.gov Web portal

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Utilize a strengths-based, person-centered approach in assisting people with disabilities

Criteria: Performance will be satisfactory when:

- you use a strengths-based approach which avoids stigmatizing language and terminology
- you analyze the appropriate interventions, based upon the unique skills and strengths of the individual
- you exemplify person-centered practice interactions and interventions

Learning Objectives:

- a. Explore your own personal values and beliefs in working with people with disabilities
- b. Examine written and verbal communications for supportive and/or stigmatizing language related to ability and disability
- c. Explore the elements of person-centered practice and how it relates to working with people with disabilities

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Examine the differences between "visible" and "invisible" disabilities

Criteria: Performance will be satisfactory when:

- you explain the spectrum of "invisible disabilities"
- you explore the challenges of having an invisible disability
- you analyze the difference in societal perception of visible and invisible disabilities

Learning Objectives:

- a. Define invisible disability
- b. Develop a list of invisible disabilities
- c. Explore how the American Disabilities Act defines disability
- d. Explore the number of people affected by invisible disabilities

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Analyze the medical, psychosocial and vocational implications of disabilities

Criteria: Performance will be satisfactory when:

- you examine the medical implications for people with disabilities
- you explore the vocational challenges and resources for people with disabilities
- you describe the psychosocial impacts for those people with disabilities
- you analyze the multi-system impact of disabilities

Learning Objectives:

- a. Explore current issues in medical care for the disabled: including insurance, costs, medical trials, accessing available resources
- b. Identify vocational rehabilitation services and resources
- c. Explore the counseling services provided to students with disabilities
- d. Discover the social impact of disabilities

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Analyze the role of human service professionals in working with persons with disabilities

Criteria: Performance will be satisfactory when:

- you examine how your personal attitudes and beliefs about disabilities impact your work with people with disabilities
- you describe the variety of roles a human service professional may have in working with people with disabilities
- you evaluate the key elements in providing culturally-appropriate services to people with disabilities

Learning Objectives:

- a. Explore the variety of services that human service professionals may provide for people with disabilities
- b. Describe the impact of client disabilities in various aspects of the human service profession
- c. Explore your own beliefs about clients with disabilities
- d. Explore your own beliefs about colleagues with disabilities
- e. Examine the impact of multiple disabilities
- f. Explore the various cultural implications related to disabilities

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

