



WISCONSIN  
INDIANHEAD  
TECHNICAL  
COLLEGE

# Experiential Learning Portfolio for 10544101 Social Gerontology

## 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 11 of the 14 competencies.**

**10544101 Social Gerontology**, 3 Associate Degree Credits

**Course Description:** Explore aging in respect to social roles and processes. Topics include history of aging, demographics, family relationships, social supports, economics, retirement, loss, poverty, and politics of aging.

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

**Competency 1: Analyze age and aging**

Criteria: Your performance will be successful when:

- learner compares and contrasts the various definitions of old age
- learner relates how a cohort affects aging
- learner summarizes the life course framework
- learner relates the field of social gerontology to the field of gerontology
- learner discusses the perpetuation of ageism

Learning Objectives:

- a. Define aging
- b. Explain the meaning of aging
- c. Define cohort
- d. Acknowledge the field of social gerontology and its relationship to the broader field of gerontology
- e. Explore the usefulness of the life course framework
- f. Outline how ageism is perpetuated

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

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 2: Distinguish between the macro and micro theories of aging**

Criteria: Your performance will be successful when:

- learner discusses the origins of social gerontology
- learner lists the psychosocial theories of aging
- learner explains the relationship between the individual and the social system
- learner explains how social constructionism applies to aging
- learner explains power and inequality
- learner discusses critical gerontology

Learning Objectives:

- a. Review the origins of social gerontology
- b. Acquaint self with the psychosocial theories of aging
- c. Discuss theories that address the relationship between the individual and the social system
- d. Summarize social constructionism
- e. Outline the theories of age and social status
- f. Review the theories of power and inequality
- g. Explore critical gerontology

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 3: Explore the concept of life course transitions**

Criteria: Your performance will be successful when:

- presentation defines life course transitions
- presentation researches life course concepts
- presentation thoroughly discusses the impact of life course events
- presentation explains the affect of major historical events on a generation
- presentation explains how the government can impact the life course
- presentation explains how cumulative disadvantage impacts older adults

Learning Objectives:

- a. Acquaint self with the life course framework
- b. Review research on the life course
- c. Examine the impact of life course events
- d. Communicate how major historical events affect the life course of an entire generation
- e. Analyze how the government can impact the life course
- f. Define cumulative disadvantage

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 4: Analyze population demographics**

Criteria: Your performance will be successful when:

- learner lists the sources of population data
- learner discusses population aging
- learner discusses sex ratio as it applies to life expectancy of men and women
- learner includes references from reliable resources
- learner summarizes how life expectancy has changed over the past century

Learning Objectives:

- a. Identify sources of population data
- b. Examine population aging
- c. Explore changes in fertility, mortality and migration rates over the past century
- d. Ascertain how the sex ratio is related relative to life expectancy of men versus women
- e. Investigate population trends in the United States
- f. Explore how life expectancy has changed

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 5: Investigate historical perspectives of aging**

Criteria: Your performance will be successful when:

- presentation thoroughly explains veneration as it relates to older adults
- presentation thoroughly discusses how attitudes towards older adults have changed
- presentation summarizes the impact of urbanization on household structure
- presentation discusses industrialization and the older worker
- presentation summarizes the history of institutionalized care

Learning Objectives:

- a. Explore the concept of veneration and older adults
- b. Assess how attitudes toward older adults have changed over time
- c. Recognize the impact of urbanization on household structure
- d. Research the impact of industrialization on the older worker
- e. Investigate the historical role of institutionalized care

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 6: Examine the influence of family relationships on the older adult**

Criteria: Your performance will be successful when:

- presentation analyzes the marital status of older Americans
- presentation evaluates marriage satisfaction over the life course
- presentation lists factors that influence parent-child relationships
- presentation explains how sibling relationships change
- presentation thoroughly describes grandparenthood
- presentation describes the impact of divorce on family relationships

Learning Objectives:

- a. Examine marital status of older Americans
- b. Discuss marriage satisfaction over the life course
- c. Identify factors that influence the parent-child relationships in later life
- d. Ascertain how sibling relationships change in later life
- e. Assess grandparenthood
- f. Explore the impact of divorce on family relationships

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**



**Competency 7: Illustrate the importance of social support mechanisms for the aging population**

Criteria: Your performance will be successful when:

- learner defines social support system
- learner examines gender differences
- learner discusses changing family structure and social support systems
- learner comprehensively discusses friendship in later life

Learning Objectives:

- a. Research the concept of a social support system
- b. Explore gender differences in social support systems
- c. Examine the changing family structure and social support systems
- d. Investigate the importance of friendship in later life

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 8: Verify the challenges faced by older adults related to living arrangements**

Criteria: Your performance will be successful when:

- learner defines "aging in place"
- learner discusses changes in household structure over time
- learner lists housing options for older adults
- learner summarizes benefits and drawbacks to various housing options
- learner explains the impact of homelessness on the older adult
- learner describes continuing care retirement communities

Learning Objectives:

- a. Discuss "aging in place"
- b. Review changes in household structure over time
- c. Explain geographic mobility
- d. Outline housing options for older adults
- e. Appreciate problems related to housing faced by older adults
- f. Research benefits and drawbacks to shared housing, board and care homes, and assisted living facilities
- g. Acknowledge the impact of homelessness on the older adult
- h. Explore the concept of continuing care retirement communities

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 9: Evaluate the role of caregiving**

Criteria: Your performance will be successful when:

- learner defines caregiving
- learner explains caregiver responsibilities
- learner describes how care provided differs by gender
- learner discusses the impact of caregiving on family relationships
- learner summarizes how caregiving responsibilities can affect work and personal life

Learning Objectives:

- a. Define caregiving
- b. Identify the responsibilities of caregivers
- c. Be aware of how care provided by family members differs by the gender of the caregiver
- d. Recognize how the older adult's need for care can impact the family relationships
- e. Respect how caregiving responsibilities can affect an individual's work and personal life

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 10: Summarize social programs available to assist the older adult**

Criteria: Your performance will be successful when:

- learner lists social programs available to aging Americans
- learner outlines government-sponsored sources of income support
- learner compares and contrasts government health care programs
- learner discusses how long term care is financed
- learner summarizes the Older Americans Act
- learner explains how persons with a disability are protected by the government

Learning Objectives:

- a. Identify social programs available to aging Americans
- b. Research government-sponsored sources of income support available to older adults
- c. Research government health care programs that serve aging Americans
- d. Explain how persons with a disability are protected by the government
- e. Examine how long term care of older adults is financed in the United States
- f. Investigate services provided by the Older Americans Act

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 11: Identify how the current health care system impacts society and older adults**

Criteria: Your performance will be successful when:

- learner explains the association between poor, healthy, and old age
- learner describes how lifestyle and social support systems impact health
- learner examines the connection between socioeconomic status and health
- learner compares and contrasts race and ethnicity on the health of older adults
- learner describes the impact of gender on the health of older adults
- learner discusses how changes in the health care system affect older Americans
- learner discusses health care providers' attitudes towards older adults

Learning Objectives:

- a. Explore the association between poor, healthy, and old age
- b. Appreciate how lifestyle and social support systems impact the health of older adults
- c. Investigate the connection between socioeconomic status and health
- d. Examine the affects of gender, race and ethnicity on the health of older adults
- e. Assess how changes in the health care industry have affected older Americans
- f. Examine how changes in Medicare have impacted older Americans
- g. Acknowledge health care providers' attitudes towards older adults

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 12: Discuss the implications of retirement as it relates to economics, role changes, gender, and ethnicity**

Criteria: Your performance will be successful when:

- learner summarizes how the percentage of Americans who work has changed
- learner assesses how gender, age, race, and ethnicity affect employment
- learner summarizes employment potential of older workers
- learner discusses age discrimination as it relates to older workers
- learner lists factors related to withdrawal from the labor force
- learner discusses retirement determinants
- learner describes personal factors associated with retirement satisfaction

Learning Objectives:

- a. Review how the percentage of Americans who work has changed over time
- b. Determine how gender, age, race, and ethnicity affect employment rates
- c. Investigate employment potential for older workers
- d. Review the impact of age discrimination on older workers
- e. Identify economic forces related to withdrawal from the labor force
- f. Examine the determinants of retirement
- g. Analyze personal factors associated with an individual's satisfaction in retirement

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 13: Determine the impact of aging on society**

Criteria: Your performance will be successful when:

- learner explains how the economic status of older adults has changed
- learner examines the Social Security system
- learner discusses measures to ensure the viability of Social Security
- learner discusses poverty and its impact on older adults
- learner summarizes how personal savings contribute to support of older adults
- learner discusses cumulative disadvantage
- learner assesses how access to Social Security is affected by gender and marital status
- learner discusses economic security of older adults

Learning Objectives:

- a. Explore how the economic status of older adults has changed over recent decades
- b. Review the present and future status of the Social Security system
- c. Determine measures to ensure viability of the Social Security system for future generations
- d. Discuss poverty and its impact on older adults
- e. Query how personal savings contribute to the support of older adults
- f. Analyze the theory of cumulative disadvantage
- g. Assess how gender and marital status affect Social Security benefits and eligibility for employer pensions
- h. Compare and contrast various ethnic and racial groups in terms of their economic security as older adults

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 14: Ascertain the political aspects of aging**

Criteria: Your performance will be successful when:

- learner describes voting patterns
- learner lists the major interest groups that represent older adults
- learner discusses the accomplishments of advocacy groups
- learner examines social movements of interest to older Americans
- learner investigates the political debate topics tied to the aging population

Learning Objectives:

- a. Examine voting patterns and preferences of older adults
- b. Identify the major interest groups that represent older adults
- c. Outline the accomplishments of the advocacy groups
- d. Review social movements of interest to that older Americans
- e. Investigate the political debate topics tied to the aging population

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**



