



WISCONSIN  
INDIANHEAD  
TECHNICAL  
COLLEGE

# Experiential Learning Portfolio for 10544102 Psychological Aspects of Aging

## 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.**

**10544102 Psychological Aspects of Aging**, 3 Associate Degree Credits

**Course Description:** Recognize how experience and history affect the value and societal expectations of each generation. Understand diversity among older adults including, but not limited to, race; ethnicity; culture; sexual orientation and physical, cognitive, and developmental disabilities.

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

**Competency 1: Describe themes and issues in adult development and aging**

Criteria: Performance will be satisfactory when:

- learner explains the biopsychosocial perspective of aging
- learner describes the four principles of adult development and aging
- learner conveys the meaning of aging
- learner articulates the social factors in adult development and aging
- learner describes changes in middle-age and older populations as they relate to the Baby Boomer generation

Learning Objectives:

- a. Explain the biopsychosocial perspective of aging
- b. Describe the four principles of adult development and aging
- c. Convey the meaning of aging
- d. Articulate the social factors in adult development and aging
- e. Describe changes in middle-age and older populations as they relate to the Baby Boomer generation

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

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 2: Summarize the models of development from the nature and nurture perspectives**

Criteria: You will know when you are successful when:

- learner describes models of individual-environment interactions
- learner discusses sociocultural models of development
- learner relates psychological models of development in adulthood
- learner describes the biological approaches to aging in adulthood

Learning Objectives:

- a. Describe models of individual-environment interactions
- b. Discuss sociocultural models of development
- c. Relate psychological models of development in adulthood
- d. Describe the biological approaches to aging in adulthood

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 3: Examine research methods used to study adult development and aging**

Criteria: You will know when you are successful when:

- learner explains variables in developmental research
- learner describes types of research designs
- learner discusses types of research methods and designs
- learner explains measurement issues in adult development and aging
- learner describes ethical issues in research

Learning Objectives:

- a. Explain variables in developmental research
- b. Describe types of research design
- c. Discuss types of research methods and designs
- d. Explain measurement issues in adult development and aging
- e. Describe ethical issues in research

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 4: Describe basic cognitive functions such as information processing, attention, and memory**

Criteria: You will know when you are successful when:

- learner describes the impact of information processing through the adult life span
- learner compares and contrasts the impact of driving and aging
- learner explains types of memory and its role in the adult life span

Learning Objectives:

- a. Describe the impact on information processing through the adult life span
- b. Compare and contrast the impact of driving and aging
- c. Explain types of memory and its role in the adult life span

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 5: Explain language, problem solving, and intelligence in adulthood**

Criteria: You will know when you are successful when:

- learner distinguishes between cognitive and social aspects of language
- learner examines problem solving in adulthood
- learner differentiates the characteristics of problem solving
- learner distinguishes the characteristics of adult learners
- learner examines adult intelligence
- learner analyzes the psychology of wisdom

Learning Objectives:

- a. Distinguish between cognitive and social aspects of language
- b. Examine problem solving in adulthood
- c. Differentiate the characteristics of problem solving
- d. Distinguish the characteristics of adult learners
- e. Examine adult intelligence
- f. Analyze the psychology of wisdom

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 6: Summarize personality in the older adult**

Criteria: You will know when you are successful when:

- learner describes the psychodynamic perspective
- learner explains trait approaches
- learner identifies social cognitive approaches
- learner discusses the cognitive perspective
- learner describes midlife crisis theories

Learning Objectives:

- a. Describe the psychodynamic perspective
- b. Explain trait approaches
- c. Identify social cognitive approaches
- d. Discuss the cognitive perspective
- e. Describe midlife crisis theories

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**



**Competency 7: Examine types of relationships in adulthood**

Criteria: You will know when you are successful when:

- presentation examines marriage and intimate relationships
- presentation demonstrates the role of families in adulthood
- presentation discusses sibling relationships in adulthood
- presentation demonstrates the role of grandparents
- presentation describes perspectives and patterns of friendships in adulthood

Learning Objectives:

- a. Examine marriage and intimate relationships
- b. Demonstrate the role of families in adulthood
- c. Discuss sibling relationships in adulthood
- d. Demonstrate the role of grandparents
- e. Describe perspectives and patterns of friendships in adulthood

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 8: Explain mental health issues and treatments**

Criteria: You will know when you are successful when:

- learner distinguishes psychological disorders in adulthood
- learner distinguishes types of elder abuse
- learner explains suicide in older adults
- learner illustrates treatment issues in mental health care
- learner identifies psychological issues in long-term care

Learning Objectives:

- a. Distinguish psychological disorders in adulthood
- b. Distinguish types of elder abuse
- c. Explain suicide in older adults
- d. Illustrate treatment issues in mental health care
- e. Identify psychological issues in long-term care

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

**Competency 9: Examine successful aging**

Criteria: You will know when you are successful when:

- presentation discusses theoretical perspectives on successful aging
- presentation describes subjective well-being
- presentation demonstrates productivity and creativity in adulthood
- presentation illustrates successful aging

Learning Objectives:

- a. Discuss theoretical perspectives on successful aging
- b. Describe subjective well-being
- c. Demonstrate productivity and creativity in adulthood
- d. Illustrate successful aging

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met    Evaluator Feedback:**

