



WISCONSIN
INDIANHEAD
TECHNICAL
COLLEGE

Experiential Learning Portfolio for 10544106 Healthy 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 10 of the 12 competencies.

10544106 Healthy Aging, 3 Associate Degree Credits

Course Description: Investigate practices that promote healthy aging including nutrition, physical activity, prevention practices, and commonly prescribed medications for the older adult. Emphasis will focus on the "well" elderly population and practices identified to address current aging trends.

Introduction: [Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.](#)

Competency 1: Summarize healthy aging

Criteria: Your performance will be successful when:

- learner explores Healthy People initiatives
- learner examines sociodemographic trends in aging
- learner summarizes healthy aging
- learner contrasts health perspectives and aging
- learner distinguishes health-focused legislation in the United States
- learner differentiates quality care, health care, and medical care

Learning Objectives:

- a. Explore Healthy People initiatives
- b. Compare the sociodemographic trends that are occurring in the United States related to aging
- c. Summarize the definition of healthy aging
- d. Analyze common perceptions of health and aging in the United States
- e. Explain legislation in the United State focused on health
- f. Compare quality care, health care, and medical care

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Analyze the importance of clinically-based preventative strategies

Criteria: Your performance will be successful when:

- learner examines medical screening and prophylaxis
- learner distinguishes prevention services available to older adults
- learner explores the utilization and cost of preventative services
- learner differentiates the benefits and burdens of prevention services in older adults

Learning Objectives:

- a. Discriminate the use of medical screenings and prophylaxis
- b. Summarize prevention services that are common with older adults
- c. Examine the utilization and expense of preventative services
- d. Analyze the benefits and burdens of prevention services with older adults

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Examine strategies to promote healthy aging

Criteria: Your performance will be successful when:

- learner explores collaboration between service providers and older adults
- learner examines communication in the helping process
- presentation analyzes internet-based health education resources
- learner summarizes health behavior assessments and interventions
- presentation illustrates strategies for developing and implementing healthy-living behaviors
- learner differentiates health behavior theories
- learner illustrates community-based programs and services for older adults

Learning Objectives:

- a. Summarize health promotion and aging
- b. Analyze effective communication in the helping process
- c. Extrapolate barriers to effective communication in the helping relationship
- d. Critique internet-based health education resources
- e. Examine health behavior change strategies appropriate for older adults
- f. Distinguish health behavior theories

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Correlate physical activity to healthy aging

Criteria: You will know you are successful when:

- learner compares the risks of inactivity and physical activity
- learner examines the functional and disease-prevention benefits of physical activity
- learner summarizes the use of physical activity for weight management
- learner outlines components of an effective physical activity program
- learner explores barriers to physical activity in older adults

Learning Objectives:

- a. Explain the importance of physical activity with older adults
- b. Correlate health-related risk factors to inactivity in older adults
- c. Analyze the role of physical activity in preventing and treating disease
- d. Illustrate the benefits of physical activity for use in weight management
- e. Outline an effective physical activity program for older adults
- f. Identify common barriers to physical activity in older adults

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Correlate nutrition to healthy aging

Criteria: You will know you are successful when:

- learner differentiates the types of food guide models
- learner explores good nutritional habits
- learner summarizes the categories of nutrients
- learner identifies risk factors for malnutrition in older adults
- learner correlates lifestyle, genetics, and environment to the weight status of older adults

Learning Objectives:

- a. Distinguish commonly used food guide models
- b. Outline the nutritional recommendations for older adults
- c. Analyze factors that affect nutrition in older adults
- d. Differentiate the categories of nutrients
- e. Examine the risk factors for malnutrition in older adults
- f. Analyze how lifestyle, genetics, and environment affect the weight status of older adults

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Explore complementary and alternative medicine (CAM) use by the older adult population

Criteria: You will know you are successful when:

- learner summarizes complementary and alternative medicine (CAM)
- learner differentiates types of complementary and alternative medicine (CAM)
- learner examines popular complementary and alternative medicine (CAM) techniques
- learner explores integration of complementary and alternative medicine (CAM) into educational programs

Learning Objectives:

- a. Illustrate complementary and alternative medicine (CAM)
- b. Explore popular forms of complementary and alternative medicines (CAM)
- c. Compare the benefits and burdens of complementary and alternative medicine (CAM)
- d. Summarize educational opportunities integrating complementary and alternative medicine (CAM)

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Distinguish common health education topics for older adults

Criteria: You will know you are successful when:

- presentation outlines common health education topics that impact older adults
- presentation correlates etiology and exacerbation of disease with lifestyle choices or normal age-related changes
- presentation distinguishes prevalence of unhealthy lifestyle choices or other normal changes experienced by older adults
- presentation explores tools used to assess unhealthy lifestyle choices or other normal changes experienced by older adults

Learning Objectives:

- a. Distinguish common health education topics specific to older adults
- b. Compare disease onset and/or exacerbation due to normal age-related changes or lifestyle choices
- c. Examine the prevalence of changes in health status due to lifestyles choices and/or normal age-related changes
- d. Explore common tools used to assess disease onset and/or progression in older adults

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Examine mental health in older adults

Criteria: You will know you are successful when:

- learner contrasts mental health and mental illness
- learner explores common mental health challenges in older adults
- learner examines challenges related to treatment of mental health challenges in older adults
- learner summarizes common treatments for mental health challenges in older adults

Learning Objectives:

- a. Distinguish mental health from mental illness
- b. Examine common mental health challenges experienced by older adults
- c. Explore treatment for older adults with mental health challenges
- d. Summarize challenges of treating older adults with mental health challenges

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Explore social and emotional supports for older adults

Criteria: You will know you are successful when:

- learner summarizes social and emotional support
- learner differentiates support provided by informal sources (ie family, friends, church)
- learner explores support provided to older adults by volunteer or layperson programs
- learner examines companionship provided by pets and animal-assisted programs
- presentation illustrates older adults' use of support groups
- learner distinguishes intergenerational support
- learner summarizes support provided by paid professionals
- learner differentiates between institutional- and community-based long-term care services

Learning Objectives:

- a. Compare formal and informal supports used by older adults
- b. Identify types of social and emotional supports for older adults
- c. Differentiate institutional- and community-based services older adults use for support
- d. Distinguish the benefits of intergenerational opportunities
- e. Explore older adults' use of support groups
- f. Analyze the benefits of pet companionship and animal-assisted programs

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 10: Summarize the diversity of older adults in the United States

Criteria: You will know you are successful when:

- reflection examines types of diversity in older adults
- reflection explores the diversity of age in older adults
- reflection differentiates race and ethnicity
- reflection compares cultural influences
- reflection summarizes the diversity of socioeconomic status in the United States
- reflection illustrates the diversity of religion and spirituality

Learning Objectives:

- a. Categorize the diversity of older adults in the United States
- b. Contrast the diversity of age among older adults
- c. Distinguish between race and ethnicity
- d. Explore how culture influences aging
- e. Illustrate socioeconomic status of older adults in the United States
- f. Examine the diversity of religion and spirituality in older adults

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 11: Assess the impact of public policy on healthy aging in the United States

Criteria: You will know you are successful when:

- learner summarizes wellness
- learner correlates healthy aging and public policy
- learner identifies wellness-specific research efforts in the United States
- learner explores local, State, and Federal challenges to wellness programs
- learner evaluates legislation and its impact on wellness
- learner critiques the benefits and burdens of medication utilization

Learning Objectives:

- a. Summarize what is meant by wellness in the United States
- b. Correlate healthy aging and public policy
- c. Examine wellness-specific research being done in the United States
- d. Analyze the challenges to development and implementation of wellness programs at the local, State, and Federal levels
- e. Investigate current legislation and its impact on wellness efforts
- f. Analyze the benefits and burdens of medication use in United States

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 12: Explain the future of healthy aging

Criteria: You will know you are successful when:

- presentation evaluates the need for institutional change in areas of business, government, and education
- presentation supports development of wellness programs and centers
- presentation distinguishes need for supporting the whole person in wellness efforts
- presentation summarizes wellness models in housing for older adults
- presentation considers integration of new and improved technologies to support wellness

Learning Objectives:

- a. Justify the need for institutional-level change in areas of business, government, and education
- b. Support development of wellness centers and programs for older adults
- c. Recommend opportunities to integrate a whole person approach to wellness with older adults
- d. Summarize wellness-driven housing models for older adults
- e. Determine opportunities to integrate new and improved technologies to support wellness efforts in older adults

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

