



WISCONSIN
INDIANHEAD
TECHNICAL
COLLEGE

Experiential Learning Portfolio for 10544107 Death and Dying

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.

10544107 Death and Dying, 3 Associate Degree Credits

Course Description: Explore societal, cultural, and personal views of death, dying, and bereavement. Examine losses experienced during the course of aging beyond the physical and emotional process of death and dying. Determine strategies for healthy transitions in coping with loss.

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

Competency 1: Investigate attitudes toward death and dying

Criteria: Your performance will be successful when:

- learner defines thanatology
- learner correlates recent historical events and popular culture with thanatology
- learner summarizes mortality
- learner distinguishes the theoretical approaches to death and dying
- learner explores death education

Learning Objectives:

- a. Examine societal attitudes toward death
- b. Relate the historical and cultural implications of death in the United States
- c. Summarize the meaning and implications of mortality
- d. Correlate the theoretical approaches to death and dying (ie biological, psychological, philosophical, anthropological, sociological) with current societal attitudes
- e. Explore the emergence of death education in shaping societal attitudes in the United States

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Explore the experience of death and dying in the United States

Criteria: You will know when you are successful when:

- learner compares the definitions of death
- learner explores the meaning of dying and death
- learner summarizes the history of the American experience of death
- learner distinguishes contemporary attitudes toward death
- learner summarizes the use of euphemisms in death and dying
- learner analyzes fears and anxieties related to death and dying
- learner illustrates individuals' contemplation of their own deaths

Learning Objectives:

- a. Explain the definition of death
- b. Explore the cultural implications of death and dying
- c. Summarize how euphemisms are used in death and dying
- d. Analyze the fears and anxieties people have related to death and dying
- e. Illustrate the psychological processing individuals experience regarding their own deaths

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Compare how death is acknowledged in children and adolescents versus adults

Criteria: You will know when you are successful when::

- learner explores a child's perception of death
- learner summarizes effective methods to explain death and dying to children
- learner links fears and anxieties about death and dying to child development
- learner differentiates coping mechanisms of children and adolescents with death and dying
- learner distinguishes death rituals
- learner correlates adult development with death and dying

Learning Objectives:

- a. Explore how children internalize the concept of death
- b. Summarize effective ways to communicate with children and adolescents about death
- c. Correlate death anxiety to stages of child development
- d. Distinguish mechanisms children and adolescents use when coping with death
- e. Explore the role of death rituals in families
- f. Explore the concept of death and dying in adult development

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Summarize cultural and historical perspectives on death and dying

Criteria: You will know when you are successful when:

- learner compares religious interpretations of death
- learner illustrates cross-cultural views of death and dying
- learner explains near-death experiences
- learner identifies how religion is a source of strength for individuals
- learner differentiates funeral customs and rituals based on religion

Learning Objectives:

- a. Explain the impact of religion on death and dying
- b. Illustrate the cross-cultural, death-related beliefs and practices
- c. Explain the traits of near-death experiences
- d. Explain the impact religious beliefs and practices have on individuals
- e. Explore the diversity of religious rituals and customs

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Explore the dying process

Criteria: You will know when you are successful when:

- learner correlates prognostication and the concept of time
- learner identifies the process of social disengagement
- learner contrasts the expected and actual behaviors of those who are dying
- learner correlates values and self-meaning with terminal illness
- learner summarizes Kubler-Ross's Five Stages of Dying
- learner compares how professional and personal support systems relate to the dying person
- learner explores the meaning of dying with dignity
- learner characterizes the experience of a dying child

Learning Objectives:

- a. Correlate the meaning of prognostication and how it relates to time
- b. Identify factors that demonstrate a dying person's social disengagement
- c. Contrast the expected and actual behaviors of a dying person
- d. Correlate the values and self-meaning that accompany terminal illness
- e. Summarize the Five Stages of Dying outlined by Elisabeth Kubler-Ross

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Examine living with dying

Criteria: Your performance will be successful when:

- learner summarizes living with a life-limiting illness
- learner distinguishes coping patterns with life-limiting illnesses
- evaluate treatment options and symptoms
- learner explores pain and symptom management
- learner summarizes the tenets of palliative care

Learning Objectives:

- a. Examine the physical and mental changes that occur in the dying process
- b. Distinguish patterns of coping for persons with life-limiting illness
- c. Analyze the benefits and burdens of treatment strategies for persons with life-limiting illness
- d. Explore the role of complementary and alternative therapies in comfort-focused care
- e. Outline pain and symptom management strategies used in comfort-focused care
- f. Distinguish the goal of palliative care

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Distinguish the hospice movement in end-of-life care

Criteria: You will know when you are successful when:

- learner outlines the primary goals of hospice care
- learner summarizes the hospice interdisciplinary team
- learner distinguishes the patient and family as a unit of care in hospice
- learner explains the reimbursement and out-of-pocket costs of hospice care
- learner evaluates societal attitudes and awareness of hospice

Learning Objectives:

- a. Explore hospice philosophy and its goals in end-of-life care
- b. Explain hospice eligibility
- c. Summarize how hospice is reimbursed
- d. Correlate the roles of the interdisciplinary team, the patient, and the family
- e. Outline hospice services before and after the death
- f. Distinguish how societal views and awareness influence the utilization of hospice services

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Evaluate dying in the health care system of the United States

Criteria: You will know when you are successful when:

- presentation correlates to the medical model of care in the United States
- presentation examines the benefits and burdens of technology in health care
- presentation explores the settings in which people die in the United States
- presentation correlates the prevalence of end-of-life education in medical and nursing schools with the health care system
- presentation illustrates the importance of practitioners' communication and sensitivity to end-of-life care
- presentation analyzes the cost of dying in the United States

Learning Objectives:

- a. Critique the benefits and burdens of the medical approach to health care in the United States
- b. Determine the impact of technology has on dying in the United States' health care system
- c. Compare patients' quality of life with their environment during the dying process
- d. Evaluate end-of-life education in medical-based programs at colleges and universities
- e. Explain the impact of clinicians' sensitivity and communication skills on effective end-of-life care
- f. Assess the cost of dying in the United States

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Explore suicide and other traumatic deaths

Criteria: Your performance will be successful when:

- learner distinguishes the stigma related to suicide
- learner examines the definition of suicide
- learner summarizes suicide risk and incidence
- learner outlines theoretical models of suicide
- learner compares suicidality across the life cycle
- learner distinguishes types of sudden, traumatic deaths

Learning Objectives:

- a. Extrapolate a comprehensive definition of suicide
- b. Summarize the incidence of suicide across the lifespan
- c. Explore sociological and psychological models of suicide
- d. Analyze the stigma of suicide
- e. Differentiate types of sudden, traumatic deaths

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 10: Compare diversity in death rituals

Criteria: You will know when you are successful when:

- presentation summarizes common death rituals
- presentation compares behaviors associated with mourning
- presentation examines cultural customs surrounding time of death
- presentation differentiates handling of the body after death
- presentation distinguishes types of religion-based death rituals

Learning Objectives:

- a. Characterize the meaning of death rituals
- b. Explore the various behaviors correlated with mourning
- c. Compare customs that occur before and after a death
- d. Distinguish methods used to handle the remains of the deceased
- e. Correlate religion with death rituals

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 11: Examine the business of dying

Criteria: You will know you are successful when:

- learner contrasts the changing American funeral
- learner summarizes the role, education, and licensure of the funeral director
- learner examines the costs of funerals
- learner identifies alternatives to traditional funerals
- learner explores the practices of burying the dead
- learner illustrates funeral pre-planning activities

Learning Objectives:

- a. Compare the historical changes that have occurred with funerals in the United States
- b. Examine the education, licensure, and role of the funeral director
- c. Identify the financial aspects of funerals
- d. Explore alternatives to traditional funerals
- e. Explain pre-arrangements in funeral planning
- f. Summarize changes in burying the dead

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 12: Explain the legal aspects of dying

Criteria: You will know you are successful when:

- learner examines procedures for establishing and documenting cause of death
- learner summarizes advanced directives
- presentation correlates personal and professional use of living wills
- presentation distinguishes durable power of attorney (DPOA) parameters and use
- learner identifies the opportunities and limitations of financial planning

Learning Objectives:

- a. Examine procedures for determining and documenting cause of death
- b. Distinguish advanced directives and their use
- c. Relate personal and professional uses of living wills
- d. Differentiate the parameters and use of durable power of attorney (DPOA)
- e. Explore types of financial planning and their use

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 13: Explore grief and loss

Criteria: You will know you are successful when:

- reflection summarizes the role of bereavement
- learner contrasts normal and complicated grief
- reflection explores the non-linear stages of grief
- learner differentiates disenfranchised grief
- learner characterizes anticipatory grief
- learner outlines the tasks of mourning
- learner summarizes methods for supporting the bereaved
- learner explores coping with unexpected death

Learning Objectives:

- a. Explain the role of bereavement
- b. Compare normal and complicated grief
- c. Illustrate the stages of grief and their non-linear presentation
- d. Distinguish disenfranchised grief
- e. Examine anticipatory grief
- f. Differentiate the tasks of mourning
- g. Explore ways to support bereaved individuals
- h. Summarize how individuals cope with unexpected death

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 14: Differentiate grieving throughout the life cycle

Criteria: You will know you are successful when:

- learner examines grieving parents upon the loss of a child
- learner differentiates the experiences of grieving children and adolescents
- learner explores grief in adulthood
- learner contrasts death, dying, and bereavement in the 21st century

Learning Objectives:

- a. Characterize the experience of a parent losing a child
- b. Compare the experience of grief in children and adolescents
- c. Differentiate the experiences of grief in adulthood
- d. Analyze death, dying, and bereavement in the 21st century

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

